



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, this meeting is being broadcast over the Internet in the manner prescribed by Texas Government Code, §551.128. In accordance with Texas Government Code §551.127 one or more members of the Board of Trustees may participate in the meeting via videoconference in accordance with the provisions thereof.

**NOTICE OF REGULAR MEETING OF THE BOARD OF TRUSTEES FOR
DALLAS COLLEGE AND RICHLAND COLLEGIATE HIGH SCHOOL
TUESDAY, AUGUST 2, 2022 | 4:00 PM**

**Administrative Office
1601 Botham Jean Blvd., Room #007
Dallas, Texas 75215
www.dallascollege.edu/boardmeetingslive**

Persons who address the Board are reminded that the Board may not take formal action on matters that are not part of the meeting agenda and may not discuss or deliberate on any topic that is not specifically named in the agenda. For any non-agenda topic introduced during this meeting, there are three (3) permissible responses: 1) to provide a factual answer to a question; 2) to cite specific Board Policy relevant to a topic; or 3) the topic may, at a later date, be placed on a Board Agenda for a subsequent meeting.

Speakers shall direct their presentations to the Board Chair, or the Board, as a whole.

Regular Meeting Agenda

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- 1. Roll Call - Announcement of Quorum**
- 2. Certification of Notice Posted for the Meeting**

3. Pledges of Allegiance to U.S. and Texas Flags

4. Public Hearing on Richland Collegiate High School Budget for FY2022-2023

5. Public Hearing on Dallas College Budget For FY2022-2023

6. Citizens Desiring to Address the Board

7. 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)

7.1. Announcements from the Chancellor

7.2. Announcements from the Board Chair and/or Trustees

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

9. Consent Agenda

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d. Approval of the Work Session Minutes for June 28, 2022 21 - 27

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13. Board Internal Reorganization

(Move to Executive Session - Personnel Matters Relating to Appointment, Employment, Evaluation, Assignments, Duties, Discipline, or Dismissal of Officers or Employees -


14. Executive Session

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

15. Adjournment

CERTIFICATION OF NOTICE POSTED FOR THE AUGUST 2, 2022 REGULAR MEETING OF DALLAS COLLEGE AND RICHLAND COLLEGIATE HIGH SCHOOL BOARD OF TRUSTEES

I, Justin H. Lonon, Secretary of the Board of Trustees of Dallas College, do certify that a copy of the notice for this meeting was posted on the 29th day of July 2022 in compliance with the applicable provisions of the Texas Open Meetings Act.



Justin H. Lonon, Secretary

CONSENT AGENDA NO. 9.1.a.

Approval of the Special Meeting Minutes for June 7, 2022

It is recommended that the Board approve the minutes of the June 7, 2022, special meeting.

A special meeting of the Board of Trustees of Dallas College was held June 7, 2022, beginning at 12:15 p.m. at the administrative building in room 007 and was broadcast on the Cisco Webex platform via the streaming link: <http://www.dallascollege.edu/boardmeetingslive>. The meeting was convened by Chair Monica Lira Bravo.

Board Members and Officers Present

Mr. Cliff Boyd
Mrs. Monica Lira Bravo (chair)
Ms. Charletta Rogers Compton
Ms. Diana Flores
Dr. Justin H. Lonon (secretary and chancellor)
Mr. Phil Ritter (vice-chair)
Mrs. Gretchen Williams

Members Absent

None.

1. **Roll Call - Announcement of a Quorum** confirmed by Chair Monica Lira Bravo.
2. **Certification of Notice Posted** confirmed by Chancellor Justin Lonon.
3. **Citizens Desiring to Address the Board**
None.
4. **Opportunity for Members of the Board and Chancellor to Declare Conflicts of Interest Specific to this Agenda**
None.
5. **Oath of Office for Newly Elected Board Member, District 3**
Mr. Paul Mayer was issued the oath by Mrs. Sharon Mayer, who was authorized by law as in her capacity as notary public, of the state of Texas.

Trustee Paul Mayer joined the rest of the board at the dais, Chair Bravo presented him with a certificate confirming his trusteeship. The board welcomed newly elected Trustee Paul Mayer as representative for District 3.

5. Executive Session

None.

6. Adjournment

The Special Board meeting adjourned at 12:19 p.m.

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

CONSENT AGENDA NO. 9.1.b.

Approval of Regular Meeting Minutes for June 7, 2022

It is recommended that the Board approve the minutes of the June 7, 2022, Regular Board meeting.

A Regular meeting of the Board of Trustees of Dallas College was held Tuesday, June 7, 2022, beginning at 4:16 p.m. and was broadcasted via the streaming link: <http://www.dallascollege.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. Charletta Rogers Compton
Ms. Diana Flores
Dr. Justin H. Lonon (secretary and chancellor)
Mr. Paul Mayer
Mr. Phil Ritter (vice chair)
Ms. Gretchen Williams

Members Absent

None.

1. **Roll Call - Announcement of Quorum** confirmed by Chair Bravo.
2. **Certification of Notice Posted** was confirmed by Chancellor Justin Lonon.
3. **Pledges of Allegiance to U.S. and Texas Flags**
Chair Bravo asked for a moment of silence to acknowledge the tragedy that occurred in Uvalde, TX.
4. **Citizens Desiring to Address the Board**
None.
5. **Oath of Office for Newly Elected Board Members, Districts 2 and 4**
Chair Monica Lira Bravo of Dallas College District 4 received the oath of

office at 4:21p.m.

Trustee Philip Ritter of Dallas College District 2 received the oath of office at 4:23 p.m.

6. Special Presentation:

1. Goldman Sachs 10K Small Business Fellows

Chancellor Lonon asked Justin Cunningham who leads our innovation efforts to come forward and speak about the Goldman Sachs small business program.

Cunningham pointed out key features of the program. Goldman Sachs provides the curriculum, which is an intensive program where small businesses learn how to grow their business and other aspects of small business ownership. This year Dallas College had about 45 students participate in the program. One of the distinctive things about this program is that students commit to work 10 to 20 hours a week and get paid \$20 an hour for their time. Some of the things they work on include marketing plans, business strategy, inventory and finance. Also, 86% of businesses that get into the program do business with each other. The graduation ceremony was held at North Lake Campus. The program also held a fellows' round table discussion with Congressman Colin Allred and Goldman Sachs head of Corporate Engagement and Goldman Sachs Foundation President Asahi Pompey.

Chancellor Lonon said students were creating networks and being exposed to people they might not normally have met.

Trustee Compton asked for a copy of the presentation.

2. First US Department of Labor Registered Teacher Apprenticeship in Texas Established at Dallas College

Chancellor Lonon said they had some people there from the Department of Labor as well as several students.

Provost Shawnda Floyd spoke about the new partnership with our School of Education and Richardson ISD. Employers need top talent to fulfill their workforce needs and this teacher apprenticeship model with a key community partner has leveraged talent from many different Dallas College operational areas, including the School of Education, Workforce and Advancement and Student Success. She

then introduced Rob DeHaas, vice provost of the School of Education.

DeHaas spoke about the importance of the teacher apprenticeship program, saying that each year Texas hires about 40,000 new teachers. However, in recent years the state only certified about half of them. He said that there is a large teacher shortage in this region, and it is only getting worse. DeHaas stated that the economic well-being of our state depended on the workforce and people were looking to Dallas College and other community colleges to solve this problem. He then expanded on the details of the program model, including how the starting teacher salary of \$30,000 would double to \$60,000 on completion of their apprenticeship. DeHaas introduced Chris Goodson of Richardson ISD, chief of Human Capital.

Goodson addressed the board and thanked them on behalf of RISD, the interim superintendent, and the Richardson Board of Trustees for their support. He emphasized the struggle with the teacher shortage and said we couldn't depend on traditional pipelines for teachers.

Goodson spoke about dealing with the challenges in a different way and the importance of innovation as well as making an investment now to lay the groundwork for success. He also related his own past experience in student teaching and the difficulties he faced.

RISD alumna Priscilla Padron, who is about to be a senior at Dallas College, spoke about getting into the program without knowing what was going to happen. She spoke about how much she enjoyed the program and the many people she met along the way. She just ended tutoring with Dallas ISD recently and she was glad she was given the opportunity to return to Richardson ISD to make an impact on the students there. She ended by thanking Dallas College and everyone involved for making that opportunity possible.

Next, Ramia Daws introduced herself and said she drove a big yellow school bus for seven years, but always wanted more. When this opportunity came to be in the program, she said she knew she needed to be in it. She said it has been a dream come true. She hadn't thought she would be able to complete her bachelor's degree and keep her job while also being a mother, had it not been for this program. She closed by thanking everyone.

Chancellor Lonon thanked the students for answering the call at a time when things were difficult. He pointed out that sometimes students must work and attend school so we have to develop these flexible models. Dr. Lonon talked about the work-learn models in general and why they are important, mentioning the apprenticeships we have in the healthcare field. He also stated that we have the largest number of apprenticeships in the healthcare space.

Trustee Boyd asked Chancellor Lonon how many students we could get into the program. DeHaas said this year we would run a pilot and have about 100 to 150 apprentices spread out over several school districts.

Trustee Boyd asked if those apprenticeship compensations came solely from the district and DeHaas responded yes.

Chair Bravo and Trustee Boyd engaged DeHaas in a short conversation asking for more details about the program.

Trustee Compton asked how many years the money would be available for the program at this point. DeHaas' staff member answered by saying that their goal was for the apprenticeship to span the entire bachelor career of the student. She detailed the funding available for students in the program, also saying that they applied for numerous grants with the Department of Labor. They were confident there would be a funding stream moving forward.

Trustee Compton said the Board should submit a letter of support and request for funding to continue--that she felt it would help.

Trustee Flores asked where the \$30,000 came from for the apprenticeship teacher salaries.

DeHaas said it came from the school district.

Trustee Flores asked about the reception held about a year ago in downtown and our nationally acclaimed School of Education Advisory Board and their role.

DeHaas said last fall they had a celebration event downtown where they announced the School of Education Advisory Board, which consists of local, state and national leaders. He said they leaned on them for advice and advocacy. He also said that having a national advisory board attested to the excitement for the work they were doing.

Trustee Flores requested a list of the advisory board council members.

Trustee Boyd asked what else could be done to support and advocate for this program.

DeHaas said that offering a bachelor's degree is the first line of support. He listed many of the reasons students get into the program, citing cost and all the funding options available. Also, many in the program were already students here. Additionally, he mentioned advocating for higher wages for teachers saying Dallas College is a leader in this area.

Trustee Boyd asked what our enrollment capacity was.

DeHaas said Dallas College did not want to be a degree factory. However, there is a need, and, he said, he thinks we would eventually produce 750 to 1000 graduates. They were intentional about building capacity early on in the program to meet the need, adding that they already had over 4000 applicants.

Chancellor Lonon made closing remarks about the demand and how people were looking to us to step in and solve that problem.

7. Chancellor and Board Announcements

1. Announcements from the Chancellor

Chancellor Lonon welcomed new Trustee Paul Mayer and congratulated Chair Bravo and Trustee Ritter on their re-election. He also thanked Trustee Williams for her leadership.

Chancellor Lonon asked Faculty Leadership Counsel Andrew Tolle to come forward and speak.

Tolle thanked the Board for their strategic direction and leadership. He then announced the current Faculty Leadership Council members:

Brookhaven Campus, Josh Roads- vice pres. of council
Cedar Valley Campus, Jennifer Seamantle- council president
El Centro Campus, Dennis Griffin
Mountainview Campus, Stacy Vasquez
North Lake Campus, Keith Baker
Richland Campus, Aaron Kelly

Dr. Lonon announced the departure of Chief Marketing Officer Patty Tolotta, who would be returning to the private sector. He also expressed appreciation for her work at Dallas College.

Tolotta thanked everyone for the opportunity and said she wanted to continue to volunteer at Dallas College.

Chancellor Lonon mentioned that Tolotta and her team had been working on a series of open houses to engage our community and stakeholders as well as getting the word out about our college and what we were doing. He thanked campus leadership for helping organize those.

2. Announcements from the Board Chair and/or Trustees

Trustee Flores asked about summer programs for kids and explained her concern. She was looking for some summer programs for her grandkids on our website and didn't see any except at North Lake and Richland campuses. She wanted to know if this was going to be our standard practice going forward. Secondly, she asked if the Alternative Certification program was put on hold for certain reasons. and requested a future update on the status of that program. Chancellor Lonon confirmed an update would be provided.

Trustee Williams told a humorous story about graduation and expressed her affection for Dallas College. Chair Bravo expressed the Board's gratitude for her service.

Chair Bravo spoke about several events she attended recently, including graduation and Teacher Apprenticeship program launch, saying those students were passionate about education. She also

mentioned attending the open house at the Lancaster Workforce Development. She then reminded board members about the strategic board meetings at end of month: June 28 and 29.

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

No conflicts declared.

9. Consent Agenda

Trustee Compton moved to approve all items in Consent Agenda 1, 2, 3, and 4 at 5:16 p.m. Trustee Williams seconded the motion. The Board voted unanimously and all items passed after the vote at 5:21 p.m.

Chair Bravo asked if there was any discussion.

Trustee Flores asked about item 9.2e and if there was easy public access to the pool at Eastfield Campus. Eastfield President Tealer said it would be accessible after ADA work was completed. The entire area was going to be renovated.

Trustee Boyd asked about the ability to hire staff after hearing reports of difficulty with hiring pool staff. Tealer said that he was reassured that they would be able to hire staff through several sources.

Trustee Flores commented on 9.4a saying it was good work paying these bonds early and mentioned the savings to the taxpayers. She then asked if we had a list of the bonds we paid off early and the total savings to the taxpayers.

Chief Financial Officer John Robertson said that next year they would bring a resolution to pay the remainder of the tax notes. He said they would have those totals in addition to the projections for next year.

1. Meeting Minutes
 - a. Approval of the May 10, 2022 Regular Meeting Minutes
 - b. Approval of the May 17, 2022 Special Meeting Minutes
2. Finance Items
 - a. Approval of 2022 Schedule for Tax Rate and Budget Adoption as Determined by Texas Property Tax Code Requirements
 - b. Approval of Agreement with Dallas Area Rapid Transit (DART) Renewing Three-Year Contract to Provide DART GoPass for Students

- c. Approval of Public Right of Way Construction Easement for the City of Irving at the North Lake Campus
- d. Approval of Professional Services Agreement with Page Southerland Page to Develop a Strategic Real Estate and Facilities Plan
- e. Approval of Interlocal Agreement(s) with Dallas College, the City of Mesquite and Mesquite Independent School District to Maintain Eastfield Campus Pool
- 3. Policy Item
 - a. Approval of Amendment to Policies on Compensation and Benefits, Salaries and Wages – DEA (LOCAL
- 4. Resolutions
 - a. Adoption of Resolution Authorizing Defeasance of Dallas College Tax Notes, Series 2021
 - b. Ratification of Approval of Resolution Giving Notice of June 18, 2022 Runoff Election

10. Informative Reports

- 1. Committee Reports
 - a. Audit Committee Notes for March 1, 2022
 - b. Education Workforce Committee Notes for May 10, 2022
 - c. Finance Committee Notes for May 10, 2022
- 2. Current Funds Operating Budget Report (April 2022)
- 3. Monthly Award and Change Order Summary (April 2022)
- 4. Dallas College Foundation Report (April 2022)
- 5. Notice of Grant Awards (June 2022)
- 6. CARES Funding Report (May 2022)
- 7. Workforce & Advancement Ascend Institute Report (April 2022)
- 8. Human Resources Update (March 12, 2022 - April 12, 2022)

11. Executive Session

No executive session was called.

12. Adjournment

Meeting adjourned at 5:22 p.m.

CONSENT AGENDA NO. 9.1.c.

Approval of the Special Meeting Minutes for June 28, 2022

It is recommended that the Board approve the minutes of the June 28, 2022, special meeting.

A special meeting of the Board of Trustees of Dallas College was held June 28, 2022, beginning at 9:01 a.m. at the administrative building in room 007 and was broadcast on the Cisco Webex platform via the streaming link:

<http://www.dallascollege.edu/boardmeetingslive>. The meeting was convened by Chair Monica Lira Bravo.

Board Members and Officers Present

Mr. Cliff Boyd
Mrs. Monica Lira Bravo (chair)
Ms. Charletta Rogers Compton
Ms. Diana Flores
Dr. Justin H. Lonon (secretary and chancellor)
Mr. Phil Ritter (vice-chair)
Mr. Paul Mayer

Members Absent

None.

1. **Roll Call - Announcement of a Quorum** was confirmed by Chair Bravo.
2. **Certification of Notice Posted** was confirmed by Chancellor Justin Lonon in accordance with section 551.054 of the Texas Government code.
3. **Opportunity for Members of the Board and Chancellor to Declare Conflicts of Interest Specific to this Agenda**
No conflicts of interest were declared.
4. **Adoption of Resolution Canvassing Returns and Declaring Results of the June 18, 2022, Dallas College Board of Trustees Runoff Election**
Chair Bravo asked Associate General Counsel Horatio to please address the Board and share the results of the election.

Associate General Counsel Tricia-Anne Horatio addressed the Board and said that each board member had received copies of the resolution canvassing the returns of the June 18, 2022, runoff election and the precinct

election returns for the June 18 Board of Trustees runoff election as received from the Dallas County Elections department. Once approved by the Board they will become the official results of the June 18, 2022, runoff election. Included in the returns was a tabulation for each candidate and trustee in District 1, providing the total number of votes received in each precinct, the sum of the precinct votes tabulated and the total number of voters in each precinct who cast a ballot for the candidate. Associate General Counsel Horatio then read the results of the Dallas College final canvass report saying the results of the election were as follows:

Total votes cast in District 1 for the unexpired term: 8,628
Lynn Davenport received 3,150, or 36.5% of the votes cast.
Catalina E. Garcia received 5,478 or 63% of the votes cast.
Dr. Garcia received the majority of the votes cast, which is required under Texas law to be elected.

Associate General Counsel Horatio then stated that if there were no questions or objections from the canvassing authority (Board of Trustees) regarding the precinct election returns or accompanying material, a board member may make a motion to approve the resolution and returns.

Trustee Flores made a motion to approve. Vice-Chair Ritter seconded the motion. A vote was taken, and the motion passed at 9:07 a.m.

5. Oath of Office for Newly Elected Board Member, District 1

State Representative Ana Maria Ramos administered the oath of office to Dr. Catalina Garcia at 9:09 a.m.

Dr. Garcia made a brief statement to the Board of Trustees expressing her gratitude and eagerness to do the Board's work.

6. Executive Session

No executive session called.

7. Adjournment at 9:10 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.

CONSENT AGENDA NO. 9.1.d.

Approval of the June 28, 2022, Work Session Meeting Minutes

It is recommended that the Board approve the meeting minutes of the June 28, 2022, work session.

A work session of the Board of Trustees of Dallas College was held June 28, 2022, beginning at 9:33 a.m. at the administrative building and was broadcast on the Cisco Webex platform 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. Charletta Rogers Compton
Ms. Monica Lira Bravo (chair)
Ms. Diana Flores
Dr. Catalina Garcia
Dr. Justin Lonon (secretary and chancellor)
Mr. Paul Mayer
Mr. Phil Ritter (vice chair)

Members Absent

None.

- 1. Roll Call - Announcement of a Quorum** was confirmed by Chair Monica Lira Bravo.
- 2. Certification of Notice Posted** for the meeting was confirmed by Chancellor Justin Lonon.
- 3. Citizens Desiring to Address the Board**
None.
- 4. Opportunity for Members of the Board and Chancellor to Declare Conflicts of Interest Specific to this Agenda**
None were declared.
- 5. Special Presentations**
 1. Dallas College Strategic Planning: Priorities Guiding Resources & Actions

Presenters: Mary Brumbach, Danielle Valle

Chancellor Justin Lonon began the conversation by reviewing with the Board how Dallas College was going through a new strategic planning process that included associated goals, KPIs and measures. Lonon stated how they will review changes and come to a consensus with the Board to help with budget development and new evaluation measures to ground us in our Strategic Priorities.

Chief Strategy Officer Mary Brumbach summarized changes made to the 2022 – 2023 Strategic Priorities from the December 7 and March 1 Governance Committee Meeting discussions. She reiterated that the Strategic Priorities would guide the work for the Board and be reviewed and modified in an iterative process to drive the work of Dallas College. The following updates were made based on the previous discussions with the Trustees:

- Final paragraph under Mission now includes an extended statement on the annual assessment of progress aligned with the goals, KPIs and measures in the four Strategic Goals from Institutional Effectiveness.
- Priorities were re-ordered to move Career Connected Learner and Navigation to the top of the list.
- A new priority was added on building for the future.
- Changes were made in the annotations under the Career Connected Learning and the High-Performance Work and Learning Culture priorities.

Brumbach reviewed updated language under the Dallas College mission and purposes to bring the Strategic Priorities and the Strategic Plan together with the following updates:

- Dallas College leadership and the Chancellor are committed to an annual assessment of progress and impact of the Strategic Priorities using appropriate goals, KPIs and measures identified in the strategic plan. The Chancellor will provide a comprehensive annual strategic plan report to the Board.

Chancellor Lonon reiterated that there would be quarterly updates to the Board, along with a full annual review aligned to the budget process for the next academic year.

Brumbach reviewed the reorder and updates (changes and additions to certain language) to the Strategic Priorities, including the recently added priority based on previous discussions – *Leverage college facilities, land, technology, programs, partnerships and other capabilities to*

strengthen and build our communities and workforce, now and for the future.

After a robust discussion with the Board and the presenters on updated changes to the Strategic Priorities there were additional suggested edits for consideration as it relates to language within each priority's annotations. Vice Chair Ritter asked how we were capturing the emphasis on diversity, citizenship and civic values in our priorities. Danielle Valle responded that the Trustees would see "personal and social responsibility" in key objectives and the core academic requirements of the Coordinating Board and in academic assessments. Trustee Compton requested an addition of "other governmental agencies" to the last annotation under Pipeline in the Impact Income Disparity priority. Trustee Garcia stressed the importance of English language competency for our students. Provost Floyd reviewed Dallas College's requirements for matriculation towards a degree and/or certificate while reviewing the tiered programs in place to meet objectives and skills requirements for English competency. Trustee Flores asked to add "creating **and sustaining**" under Leadership in the Create a High-Performance Work and Learning Culture priority. Trustee Flores requested an appendix for the 2022 – 2023 Strategic Priorities with shared definitions for Board and leadership use.

Senior Director, Inst Effectiveness & Accreditation Danielle Valle continued the presentation on Connecting KPIs with Resources and Action. She recapped the approaches used when the college operated with seven individual strategic plans. She then contrasted those methods with the comprehensive strategic plan for Dallas College which aligns the work and resource deployment to the Strategic Priorities. Valle presented Dallas College strategic goals (student success, employee success, community engagement and institutional effectiveness), key performance indicators (KPIs) and measures identified by senior leadership across functional areas. Valle explained how KPIs and measures (both from historical data and baseline data being gathered this year) were determined by leadership and how activities will hold people accountable over time. Trustees asked questions and commented on how KPIs and measures were determined, specifically around success points and the THECB. Chancellor Lonon shared that this plan included an overlap with success points, noting that they were not truly reflective of our students and what they wanted to accomplish at Dallas College, along with measuring our institutional health to see what we were doing well and where there were issues and challenges. Further conversations continued around available data sources and on collecting data from students on what brought them to Dallas College and why a student might leave prior to completing their educational goals. Trustee

Flores also requested to see student survey question excerpts (including student satisfaction) and a list of acronyms (rubrics) for student courses (in reference to challenges heard by students on the registration process). Joseph responded that student success coaches reference an acronym list used when assisting students with registration but would double check to see if the list was available to students on the website.

Valle commented that the strategic goal centered on student success had the most historic data available and the Institutional Effectiveness (IE) office would be sharing regular updates with strategic targets for one, three and five years out. For strategic goals two, three and four, baseline data would be compiled, and her office expected to have data to set strategic targets in Spring 2023. The IE staff was working with the Strategic Research and Analytics team for regular access to analytics through visual dashboards. They were also looking to make the department action plan a tool for action and resource deployment. The Chancellor mentioned that part of the evaluation process would be to review: *How did it go? Was it successful? Do we replace with something else?* The timing would align to building the budget and those resources as identified and aligned to the strategic plan.

Valle reviewed the department action plan that all administrative units will complete (95% completed to date) that identify the following:

- 2-3 projects/initiatives/interventions
- Aligned to specific KPIs and measures in the strategic plan
- Identify how success will be measured
- Articulate resource needs

The 2022 – 2023 planning cycle would produce a strategic plan populated with baseline data with targets that become the tool for leadership accountability. This would be partnered with the Chancellor’s evaluation: to see where the data is, where we are and where we intend to be. Valle confirmed that all materials deployed to staff come with training, including individual support to ensure leaders understood and how they could make it meaningful for their teams. She also stated that this was the first iteration of the planning process with available data. It would evolve over time.

Brumbach concluded the conversation on Strategic Priorities and the Strategic Plan by asking for a consensus from the Board to move forward with these priorities including two changes: adding “governmental agencies” to priority 3 and “sustaining” to priority 5, as a framework for the leadership team, for the land use policy, for employees, and for the accreditation process. Chair Bravo confirmed a

consensus from the Board with additional endorsements from Trustee Mayer.

Finally, Valle shared accreditation updates for Dallas including:

- Level Change – final approval granted from the SACSCOC Board for Dallas College to award bachelor's degrees.
- 11 additional high school dual credit locations were approved as off-campus instructional sites.
- Quality Enhancement Plan (QEP) – Leadership team to start the process for identifying the topic in the Fall.
- Reaffirmation – Compliance Certification report due in Spring of 2024 with a site visit to follow in the fall of 2024.

Trustees commented on accreditations received and on the expansion of high school dual cred locations and degree offering expansions now possible. Valle explained that the approval process for off-site location programming is determined by address and percentage of program courses taught at that site. The discussion concluded with final remarks by Chancellor Lonon.

FY 2022-2023 Budget Overview

Presenters: John Robertson, Tiska Thomas

FY 2022-2023 Budget Overview

Presenters: John Robertson, Tiska Thomas

Tiska Thomas and John Robertson presented the Fiscal Year 2022-2023 Budget Overview. The budgeting process occurs continuously throughout the year with on-going conversations about financial needs collegewide. To assist every location and hub workgroup with their finance needs, there is a matrixed business team consisting of a budget manager along with accounts payable, accounts receivable, and procurement staff.

The budget was produced with a zero-based budget methodology. Processes and thought methodology are collaborative and forward-thinking, focusing on sustainability, affordability, market viability, and cost escalations.

Revenue was comprised of state appropriations, tuition, and taxes. There are guidelines for how those funds can be utilized. State appropriations and tuition cover instructional costs, academic support,

and student services. Taxes augmented expenditures not covered by state appropriations and tuition, such as institutional support services, physical plant maintenance, unfunded state mandates, and emergency aid for students.

State appropriations are funded on a biennium, two-year cycle, with even years being a funding year. Dallas College received a 3.6% decrease due to lower enrollment and decreased contact hour funding during the pandemic. The revenue loss was supplemented by CARES funding. Dallas College also received restricted state appropriations for specific purposes - Small Business Development Center, Starlink, and Higher Education Group Insurance.

Tuition was \$79 per credit hour for In District students and includes eLearning materials. The state average was \$99 per credit hour and does not include learning materials. Dallas College provided \$30 million in student scholarships and waivers. Taxpayers saved over \$3 million with Homestead and Over 65/Disabled Person tax exemptions.

The single largest revenue source for Dallas College was Ad Valorem Property Taxes, which was calculated based on Taxable Assessed Value (TAV). Dallas Central Appraisal District will have the certified TAV numbers late July. The operating revenue has been estimated at approximately \$542 million based on historical trends, revenue forecasting, and market trend information.

One of the biggest challenges with creating the budget was the compensation structure. Salaries and benefits make up over 70% of the budget. Other budget challenges include escalation in cost of living, costs of equipment and supplies, strategic allocation of resources to critical areas, programming decisions, ERP implementation, and the reorganization.

Through effective fiscal stewardship, Dallas College maintained a AAA GO Bond Rating, the highest rating. From bond refunding, taxpayer's savings equal \$68 million. Current outstanding debt includes GO Refunding Bonds and supplemental funding through Tax Notes for facility enhancements.

The current State of the College budget showed a budget deficit of \$30 million. Collegewide financial requests far exceed the estimated budget. Financial staff reviewed all financial requests to identify priority items that can be funded for the year. The FY23 budget proposal will be presented in August to the Board with a compensation recommendation.

Trustee Compton asked for updated organizational charts and the final number of employees from the reorganization. Trustee Flores asked for a list of Hubs/Schools Of, a copy of the economic impact study, and report of entry level data.

6. Executive Session

Executive Session began at 12:33 p.m. and the meeting resumed at 2:26 p.m.

7. Adjournment

Meeting adjourned at 3:58 p.m.

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

CONSENT AGENDA NO. 9.1.e.

Approval of the Special Meeting Minutes for June 28, 2022

It is recommended that the Board approve the minutes of the June 28, 2022, special meeting.

A special meeting of the Board of Trustees of Dallas College was held June 28, 2022, beginning at 4:13 p.m. at the administrative building in room 007 and was broadcast on the Cisco Webex platform via the streaming link: <http://www.dallascollege.edu/boardmeetingslive>. The meeting was convened by Chair Monica Lira Bravo.

Board Members and Officers Present

Mr. Cliff Boyd
Mrs. Monica Lira Bravo (chair)
Ms. Diana Flores
Dr. Catalina Garcia
Dr. Justin H. Lonon (secretary and chancellor)
Mr. Paul Mayer
Mr. Phil Ritter (vice-chair)

Members Absent

Ms. Charletta Compton

- 1. Roll Call - Announcement of a Quorum** was confirmed by Chair Monica Lira Bravo.
- 2. Certification of Notice Posted** was confirmed by Chancellor Justin Lonon in accordance with section 551.054 of the Texas Government code.
- 3. Pledges of Allegiance to U.S. and Texas Flags**
Lead by Trustee Paul Mayer.
- 4. Citizens Desiring to Address the Board**
None.
- 5. Opportunity for Members of the Board and Chancellor to Declare Conflicts of Interest Specific to this Agenda**

No conflict of interests declared.

6. Policy Item

1. Approval of Amendment to Policies Concerning Technology Resources - CR (LOCAL)

Chair Bravo said if there were no questions on this item, she would entertain a motion to approve.

A motion was made by Trustee Boyd and seconded by Trustee Mayer.

A vote was taken and the motion passed with a majority vote and one nay vote by Trustee Garcia, items passed at 4:15 p.m.

7. Finance Item

1. Consideration and Action on Proposed Separation Incentive Plan for Eligible Faculty and Authorizing the Chancellor or Designee to Negotiate and Execute Plan Documents Regarding Same

Chair Bravo asked if there was a motion to pass item 7.1. A motion was made by Trustee Flores and seconded by Vice-Chair Ritter. The motion passed at 4:16 p.m. with a majority vote and one nay vote by Trustee Garcia.

8. Policy Items - First Reading

1. Approval of Amendment to Policies Concerning Federal Revenue Sources – CAAB (LOCAL)
2. Approval of Amendment to Policies Concerning Employment Practices – DC (LOCAL)

Chair Bravo asked if there were any questions for Associate General Counsel Horatio regarding policy items 8.1 or 8.2. No comments or questions were made.

9. Executive Session

No executive session was held.

10. Adjournment

Meeting adjourned at 4:17 p.m.

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

CONSENT AGENDA NO. 9.1.f.

Approval of the June 29, 2022, Work Session Meeting Minutes

It is recommended that the Board approve the meeting minutes of the June 29, 2022, work session.

A work session of the Board of Trustees of Dallas College was held June 29, 2022, beginning at 9:03 a.m. at the administrative building and was broadcast on the Cisco Webex platform 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. Charletta Rogers Compton

Ms. Monica Lira Bravo (chair)

Ms. Diana Flores

Dr. Catalina Garcia

Dr. Justin Lonon (secretary and chancellor)

Mr. Paul Mayer

Mr. Phil Ritter (vice chair)

Members Absent

1. Roll Call - Announcement of a Quorum was confirmed by Chair Bravo.

2. Certification of Notice Posted for the meeting by Chancellor Lonon.

3. Citizens Desiring to Address the Board

None.

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

5. Special Presentations

1. Budget Follow-up Discussion

Presenters: John Robertson, Tiska Thomas, Rob Wendland

No follow-up discussion was needed.

2. Facilities Planning

Presenters: John Robertson, Scott Wright

Scott Wright presented an update on Facilities Planning. The Facilities Management Strategic Plan includes goals that value employees, delivers quality customer service, and reduces environmental impact.

Facilities has worked to align with the board strategic goal #4 to ensure institutional effectiveness. Facilities Management conducted a Facilities Condition Assessment, and that data has led to the ability to develop a Facilities Condition Index (FCI) for each building. The FCI ratio will drive maintenance decisions and the system will update the FCI continuously as deferred maintenance projects are completed.

Technicians should spend at least 80% of their time working on preventative maintenance. TMA, the Dallas College work order management system, automatically generates preventative maintenance work orders. The focus on preventative maintenance leads to a reduction in reactive maintenance.

Facilities Management provides services such as construction management, operations and maintenance, landscape and grounds, fleet services, fixed asset inventory, pest control, space management, and energy management. Facilities also has collegewide consolidated teams consisting of personnel in HVAC, fire, plumbing, electrical, landscape and grounds, shipping and receiving, and custodial.

Facilities Improvement Plan (FIP) is now in its 3rd year. Supplier Diversity works with local, small, diverse companies to join cooperatives. Over \$10 million in projects have been awarded to new diverse companies and veteran owned companies. Almost \$40 million of bond projects have been awarded to diverse companies.

A good example of energy management is the chilled water storage tank at Mountain View. Chilled water is produced in off-peak hours and stored for use later in the day during peak time to cool the campus. In the future, they would like to expand this system collegewide. Scott Wright also shared examples of other energy management projects, such as roof replacements and upgrades to LED lighting.

Trustee Compton recommended adding “values each community” to the Facilities Management goals. Trustee Flores asked for a cost savings analysis. Trustees Flores and Garcia asked to be included in distribution of the diversity newsletter.

Trustees Ritter and Compton asked for the balance for jobs awarded to diverse firms. Trustee Ritter also asked for the A&D study.

Trustee Compton asked for organizational information for the DEI office along with a program update. Trustee Compton also asked for the organizational structure for procurement and an overview of the procurement process. Trustee Ritter asked about the role of MWBE in the procurement process and compliance.

3. Capital Budget

Presenter: John Robertson

John Robertson presented the Capital Budget with a recap of outstanding debt. Taxpayer savings from refinancing and defeasance is \$68 million. At the end of fiscal year 2023, there will only be \$58 million in outstanding debt from the 2004 bond.

The \$1.1 billion bond program has three major components: industry-aligned workforce projects and programs, student-related instruction and success programs, and the downtown education and innovation districts. The bonds will be issued in three phases over 6-8 years without a tax rate increase.

Highlights of accomplishments include education plan, college master plans, campus gateway concepts, successful bond election, consolidated FIP and Facilities Condition Analysis.

Phase 1 bond projects - one-stop shop at Cedar Valley and welcome center at Mountain View - were selected to provide better support for the students and the community. Other bond projects focus on high industry demand program needs and expanding early college high school spaces. Phase 1 completed projects include the construction science building at North Lake, student atrium addition at El Centro West, and commercial HVAC program renovation at Cedar Valley.

Phase 2 bond projects are comprised of the downtown education district, innovation district, and administrative space. These bond projects are under review for future planning and are dependent on the issuance of GO Bonds.

Page Southerland Page will assist with developing a decision-making framework, space utilization analysis, real estate analysis, and revise community integration strategic plans. The framework will be tested with real project models and board guidance.

Trustee Ritter asked about the pending lawsuit and the impact on the bond program. John Robertson confirmed that Dallas College is utilizing cash reserves as interim financing to cover the bond project costs while the lawsuit is pending.

Trustee Boyd recommended scheduling specific work sessions to gather board input and seeing innovation center successes and failures. Trustee Compton suggested a downtown tour for the board of the present and future plans.

Trustee Flores voiced concerns with the effect on MWBE businesses.

6. Executive Session was called at 9:04 a.m. and returned at 9:37 a.m.

7. Adjournment was at 11:41 a.m.

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FINANCIAL ITEM NO. 9.2.a.

Approval of Fourth Amendment to Lease Agreement with the Ex
Dallas, LP also known as Four Seasons Golf & Sports Club

The Chancellor recommends that authorization be given to approve the fourth amendment to the ground lease agreement with Ex Dallas, LP for the period of August 2, 2022, through December 31, 2051. Ex Dallas, LP will lease land from Dallas College and pay annual rental payments as follows:

- \$500,000 through December 31, 2036
- \$525,000 for calendar years 2037 through 2046
- \$550,000 for calendar years 2047 through 2051

Additionally, Ex Dallas, LP will pay a flat amount of \$1,250,000 for consideration of this agreement.

Background

The original contract was approved on December 14, 1982, to lease approximately 96 acres for use as a golf course for the Four Seasons Resort and Club. The first two amendments allowed the lessee to assign its interest to other entities. The second amendment also allowed the lessee to option, in advance, the first renewal period. The third amendment changed the elements of the first renewal period and extended the lease by 16 (16) years from December 31, 2020, to December 31, 2036. This fourth amendment adds payment elements and extends the current lease by fifteen (15) years from December 31, 2036, to December 31, 2051.

Funding Source

Operating Budget

Resource Contacts

John Robertson, Chief Financial Officer

Robert Wendland, General Counsel

FINANCIAL ITEM NO. 9.2.b.

Adoption of Resolution for Temporary Construction and Permanent
Water and Wastewater Easements for the City of Irving at the North
Lake Campus

The Chancellor recommends that authorization be given to approve agreements with the City of Irving to grant two new temporary construction easements and a water and wastewater line easement to install and maintain new underground utilities to service North Lake campus and nearby facilities.

Background

These agreements will initiate the approval of two temporary construction easements and one permanent easement with the City of Irving to allow ingress, egress, staging of materials and equipment for the construction of a new 30-inch wastewater line and maintenance of an existing Dallas County raw line. The easement agreements will bind the City of Irving to preserve and protect the College property during and upon installation of the new wastewater line. The College will have the right to review, approve design and construction of this work.

Resource Contacts

John Robertson, Chief Financial Officer
Scott Wright, Deputy Chief Facilities Officer
Christa Slejko, Campus President, North Lake Campus

FINANCIAL ITEM NO. 9.2.c.

Adoption of Resolution Reflecting Review of Investment Policy

The Chancellor recommends that the Board of Trustees adopt the attached resolution, which affirms the Board's annual review of the Board's investment policy and strategies [CAK (LOCAL)].

Background

Section 2256.005(e) of the Public Funds Investment Act (Texas Government Code Chapter 2256) requires the Board to review the College's investment policy and investment strategy not less than annually. The College's investment policy and strategy is found in Board Policy CAK (LOCAL).

Effective date

August 2, 2022

RESOLUTION

THE STATE OF TEXAS §

§

THE

COUNTY OF

DALLAS §

APPROVING THE INVESTMENT POLICY OF DALLAS COLLEGE

WHEREAS, Section 2256.00S(e) of the Public Funds Investment Act (Texas Government Code Chapter 2256) (the "Act") requires the Board of Trustees of Dallas College to (a) review the College's investment policy and investment strategies [set forth in the College Board Policy Manual, CAK (LOCAL)] (the "Investment Policy") not less than annually and (b) adopt this resolution reflecting the Board's review and recording any changes made to the investment policy or strategies; and

WHEREAS, the College's Investment Policy for fiscal year 2022-2023 has been presented to the Board for its consideration and approval, as required by the Act; and

NOW THEREFORE BE IT RESOLVED, BY THE BOARD OF TRUSTEES OF DALLAS COLLEGE:

Section 1. That the Board has reviewed the College's investment policy contained in CAK (LOCAL).

Section 2. That the Board hereby adopts the College's investment policy, and any changes made thereto, contained in CAK (LOCAL) for fiscal year 2022-23 in compliance with the Public Funds Investment Act; and

Section 3. That this Resolution is effective upon adoption by the Board of Trustees.

Resolution Approving Investment Policy

Page2

DALLAS COLLEGE

By: _____

Monica Lira Bravo,
Chair, Board of Trustees

ATTEST

By: _____

Justin H. Lonon,
Secretary, Board of Trustees

Adopted: August 2, 2022

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

**Safety and
Investment
Management**

The College District and its investment officer shall ensure that all available College District funds are invested to the maximum extent possible at the highest rates obtainable at the time of investment in conformance with the Public Funds Investment Act (PFIA) and this policy. This policy is adopted in accordance with Texas law and shall be reviewed at least annually, pursuant to relevant sections of the Texas Government Code. The Board shall annually adopt a resolution stating that it has reviewed this policy and any investment strategies developed in relation to and shall create a record of any changes made to either this policy or the investment strategy. The College District's investment strategy is as follows:

1. Preservation and safety of principal are most important.
2. Maintenance of sufficient liquidity to meet operational needs.
3. To the extent that principal is protected and there is liquidity, the investment officer shall invest the funds to yield the highest possible rate of return in accordance with this policy.
4. Diversification of investments to avoid unreasonable or avoidable risks.

The College District's portfolio is designed and managed in a manner to promote the best interest of the College District and the public. The College District's conservative investment strategy is rooted in the PFIA's Standard of Care, which states: "Investments shall be made with judgment and care, under prevailing circumstances, that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering probable safety of capital and probable income to be derived.

All investment transactions except investment pool funds and mutual funds shall be executed on a delivery-versus-payment basis.

Scope

This policy applies to all investment activity of the College District, including Brookhaven College, Cedar Valley College, Eastfield College, El Centro College, Mountain View College, North Lake College, and Richland College.

**Authorized
Investment
Instruments**

The College District may make investments only in the following types of instruments:

1. Treasury bills, treasury notes, and treasury bonds of the United States and other direct obligations of the agencies and instrumentalities of the United States as permitted by Government Code 2256.009.

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

2. Fully collateralized repurchase agreements and reverse repurchase agreements permitted by Government Code 2256.011.
3. Certificates of deposit and share certificates that are fully guaranteed or insured by the FDIC, through an authorized broker/dealer, to one or more than one depository institution, as permitted by Government Code 2256.010.
4. Public funds investment pools as permitted by Government Code 2256.016.
5. A securities lending program as permitted by Government Code 2256.0115.
6. No-load money market mutual funds as permitted by Government Code 2256.014.
7. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
8. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than AA or its equivalent as permitted by Government Code 2256.009(a).
9. Investments that are fully guaranteed or insured by the FDIC.
10. Commercial paper with a maximum maturity of 181 days, rated A1/P1 by a nationally recognized rating agency.

Investment in any and all types of derivatives is prohibited.

All investments are prohibited unless expressly described in this policy in the section, Authorized Investment Instruments, which are made in conformity to the PFIA.

**Monitoring Market
Prices and Rating
Changes**

In accordance with Government Code 2256(b), the investment officer shall monitor investments acquired with public funds for market prices and rating changes. Monitoring shall be done monthly and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment, as well as using nationally recognized rating agencies. The investment officer shall keep the Board informed of significant changes in ratings and/or declines in the market value of the College District's investment portfolio at least quarterly. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

**Liquidity and
Diversification**

representatives/advisers of investment pools or money market funds.

The investment officer shall take all prudent measures that are consistent with the investment policy to liquidate an investment if the investment:

1. Does not have a minimum rating; or
2. Significantly changes its rating or declines in market value.

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer. The following are guidelines for maximums:

- | | |
|---|------|
| 1. U.S. Treasury Securities | 100% |
| 2. U.S. Agencies and Instrumentalities | 85% |
| 3. Insured or collateralized Certificates of Deposit | 100% |
| 4. Repurchase Agreements* | 20% |
| 5. Money Market Mutual Funds | 50% |
| 6. Authorized Investment Pools | 85% |
| 7. Commercial paper with a maximum maturity of 181 days, rated A1/P1 by a nationally recognized rating agency, and not more than five percent in any single issuer. | 30% |

*Excluding flexible repurchase agreements for bond proceeds investments.

To maintain a sufficient level of liquidity, at least ten percent of the portfolio will be maintained in investment pools.

**Maturity and
Liquidity**

The College District will only make investments as defined in this policy, in the section Authorized Investment Instruments, for a term of no greater than six years with the condition that the average maturity of the portfolio will be no more than four years. A reverse repurchase agreement may not exceed 90 days and may not be used to purchase any investment whose final maturity date exceeds the expiration date of the reverse repurchase agreement. The College District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

Interest Rate Risk	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the College District shall use final and weighted-average-maturity limits and diversification.</p> <p>The College District shall monitor interest rate risk using weighted average maturity and specific identification.</p>
Authority	<p>The chief financial officer or associate chief of business affairs shall serve as the investment officer of the College District and shall invest College District funds as directed by the Board and in accordance with the College District's written investment policies.</p>
Review and Training	<p>The Board shall review its investment policy and investment strategy at least once each year and adopt a resolution that evidences the review. The Board shall, at least annually, review, revise, and adopt a list of qualified brokers who are authorized to engage in investment transactions with the College District.</p> <p>Each member of the Board and the investment officer shall attend at least one training session relating to the person's responsibilities under the PFIA within six months after taking office or assuming duties. In addition, the investment officer shall attend a training session during each state fiscal biennium and may receive training from any independent source approved by the Board. The investment officer may also require other staff members to complete investment training during each state fiscal biennium. The investment officer shall prepare a report describing changes in the law and their impact on the College District's investment policy and strategy. The report shall be delivered to the Board no later than the 180th day after the last day of each regular session of the legislature.</p>
Administration of Investments	<p>The administration and procedures for investing College District funds and for requiring ethics disclosures of investment advisers shall be prescribed by the chief financial officer in the appropriate section of the College District business procedures manual, as amended. The administration and procedures shall be consistent with this policy.</p>
Funds / Strategies	<p>Investments of the following fund categories shall be consistent with this policy and in accordance with the strategy defined below. For pooled investments, the College District will consolidate cash balances from all funds in the pool to maximize investment earnings. The earnings will be allocated to the various funds participating in the pool based on their respective participation and in accordance with generally accepted accounting principles.</p> <p>Operating Funds: Investment strategies for operating funds (including any commingled pools containing operating funds) shall have</p>

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

as their primary objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Debt Service Funds: Investment strategies for debt service funds shall have as their objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Reserve funds for revenue debt may be invested for long-term maturity in order to maximize return on investment. Maturities longer than one year are authorized provided legal limits are not exceeded. Debt service funds shall be kept separate from other funds.

Unexpended Plant Funds: Investment strategies for capital projects in the unexpended plant funds shall have as their objective sufficient investment liquidity to timely meet capital project obligations. Unexpended plant funds transferred from operating funds may be commingled with operating funds.

Bond Proceeds: Investment strategies for bond proceeds shall have as their objective sufficient investment liquidity to meet capital project obligations. Bond proceeds shall be kept separate from all other funds.

**Safekeeping and
Custody**

The College District shall retain clearly marked receipts providing proof of the College District's ownership. The College District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with College District funds by the investment pool. The College District shall contract with a bank or banks for the safekeeping of securities either owned by the College District as part of its investment portfolio or held as collateral to secure demand or time deposits. Securities owned by the College District shall be held in the College District's name as evidenced by safekeeping receipts of the institution holding the securities.

**Collateralized
Deposits**

Collateral for deposits will be held by a third-party custodian designated by the College District and pledged to the College District as evidenced by safekeeping receipts of the institution with which the collateral is deposited. Original safekeeping receipts shall be obtained. Collateral may be held by the depository bank's trust department, a Federal Reserve Bank or a branch of a Federal Reserve Bank, or a third-party bank approved by the College District.

**Sellers of
Investments**

Prior to handling investments on behalf of the College District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law.

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

**Soliciting Bids for
CDs or Other
Securities**

Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC), and be in good standing with the Financial Industry Regulatory Authority (FINRA).

In order to get the best return on its investments, the College District may solicit bids for certificates of deposit or other securities in writing, by telephone, or electronically, or by a combination of these methods. It is the policy of the College District to require competitive bidding for all individual security purchases and sales except for: (a) transactions with money market mutual funds and local government investment pools and (b) treasury and agency securities purchased at issue through an approved broker/dealer or financial institution.

Internal Controls

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, controls shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the College District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the College District's independent auditing firm during the College District's annual financial audit.

FINANCIAL ITEM NO. 9.2.d.

Approval of 2022 - 2023 Brokers - Dealers List

The Chancellor recommends that the Board of Trustees approve the attached list of brokers-dealers, as provided by Board Policy CAK (LEGAL), which states:

The Board or a designated investment committee, shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with Dallas College.

There is an addition, Stifel, to the list of Broker-Dealers for 2022.

Note

(LEGAL) denotes federal or state authority regulates the subject. (LOCAL) denotes a policy that Dallas College's Board of Trustees has adopted and may amend or eliminate at its discretion.

Resource Contact

John Robertson, Chief Financial Officer

LIST OF QUALIFIED BROKERS-DEALERS

Annually the Dallas College performs its due diligence on the brokers/dealers that are approved to do business with the College. This is accomplished by verifying each brokers/dealer registration with the Texas State Securities Board, membership in the Securities Investor Protection Corporation (SIPC), and good standing with the Financial Industry Regulatory Authority (FINRA). Further, due diligence includes researching the record of actions taken by individuals and filed with the National Association of Security Dealers. Each of the following brokers/dealers has been reviewed. None have actions that involve any criminal activity. The actions listed are various lawsuits and arbitration actions taken by the SEC that are not material in effect.

All brokers/dealers are registered with the Security and Exchange Commission (SEC), the Texas State Securities Board (TSSB), members of the Securities Investor Protection Corporation (SIPC) and in good standing with the Financial Industry Regulatory Authority (FINRA), formerly known as the National Association of Securities Dealers (NASD).

Robert W. Baird & Co.

Baird is the principal U.S. operating subsidiary of Baird, an international, employee-owned financial services firm providing investment banking, capital markets, private equity, wealth management, and asset management services to individuals, corporations, institutional investors, and municipalities. Baird is a member of FINRA, MSRB and the SIPC.

With approximately 4,700 employees, Baird has offices in the United States, Europe, and Asia, and is one of the largest privately held, full-service investment firms in the United States. Baird manages and oversees over \$415 billion in client assets.

Founded in 1919, Baird provides a significant broker/dealer team which covers all tiers of investment products that the College's approved investments. The Baird team actively market news and transparency to assist us in achieving the College's short and longer-term investment objectives. Baird also has a team of underwriters who actively participate in the Texas municipal market.

Blaylock Van, LLC

Blaylock Van (BV) is the oldest and continuously operated African American owned investment banking and financial services company in the U.S. BV provides debt, equity underwriting, sales, and trading services to a diversified client base including corporations, municipalities, investment managers, pension funds and family offices.

BV's global electronic equity and fixed-income trading platforms gives them direct market access to over forty worldwide exchanges and proprietary web-based research platform is designed to specifically address the needs of fundamental portfolio managers and analysts. Blaylock Van is registered and approved as a broker-dealer by the Securities and Exchange Commission (SEC) and the Financial Industry Regulatory Authority (FINRA).

FHN Financial

FHN Financial Securities Corp. is a broker dealer whose roots go back to 1864. Currently, FHN has thirty-one offices in the U.S. The firm trades in various fixed-income securities including corporate bonds, non-agency mortgage securities, and asset backed securities. It also offers investment services, balance sheet management solutions. The firm provides fixed income sales, trading, and strategies for institutional customers in the United States and abroad. It also offers merger, acquisition, and capital raising services to public and private middle-market companies. FHN is a member of FINRA, MSRB and the SEC. FHN Financial Securities Corp. operates as a subsidiary of First Horizon National Corp.

Mishler Financial

Established in 1994, Mishler Financial Group is the securities industry's oldest minority broker-dealer that is owned and operated by service-disabled veterans. Mishler's core competencies include investment banking services for primary debt and equity capital markets transactions and better execution for institutional clients focused on domestic and international equity and corporate fixed income. The Mishler platform is recognized by a broad spectrum of company corporate treasury teams, municipal debt issuers. More specifically, the company is engaged in investment banking, equity research, institutional sales and trading, independent brokerage and advisory services, asset management services and trust services. Mishler is a member of the FINRA, MSRB and SIPC.

Multi-Bank Securities (MBS)

Multi-Bank Securities, Inc. operates as a fixed-income securities broker-dealer for institutional investors in the United States. MBS is a Certified Veteran-Owned business. It offers investing products that include U.S. treasury securities, U.S. agency bonds, certificates of deposit (CD), corporate notes and bonds, commercial paper, municipal bonds, and Community Reinvestment Act-eligible investments. The company serves institutional investors that include municipalities, banks, credit unions, pension funds, asset managers, insurance companies, and corporations. It has strategic alliances with Association of Public Treasurers of the United States. MBS is a member of FINRA and the MSRB.

RBC Capital Markets

RBC is a global investment bank providing services in banking, finance and capital markets to corporations, institutional investors, asset managers and governments globally. Locations span sixty-three offices in 18 countries across North America, the UK & Europe, and the Asia-Pacific region. RBC has over 6,500 employees worldwide. Services provided include insights required to raise capital, access markets, mitigate risk and acquire or dispose of assets for clients worldwide. RBC has been operating since 1869. In 1981, RBC acquired the Dallas-based firm, Rauscher Pierce Refsnes, which was established in 1931.

Stifel

Stifel, Nicolaus & Company, Incorporated (Stifel) is the primary broker-dealer subsidiary of Stifel Financial Corp. Stifel is a full-service brokerage and investment banking firm established in 1890, providing securities brokerage, trading, research, underwriting and corporate advisory services. It offers equity securities, taxable and tax-exempt fixed income securities, including municipal, corporate, and government agency securities. Stifel has dedicated strategy and analytics groups, who serve as the foundation for a client-focused approach in providing custom solutions for government entities and other institutions. The firm has more than \$650 billion in annual trade volume and 8,500+ associates across United States and Europe.

UBS Financial Services, Inc.

UBS AG is the parent of the UBS Group, which includes primary dealer, UBS Securities, LLC, and UBS Financial Services Inc. operates as a brokerage and investment banking firm. The firm offers securities brokerage, investment banking, trading, financial advisory, wealth management, and related financial services. UBS Financial Services Inc. provides advice-based solutions through financial advisors who deliver a fully integrated set of products and services specifically designed to address the needs of public and private institutions, and high net worth individuals and families. UBS Financial Services Inc. also provides advanced research on capital markets, municipal and commodity markets, and the global economy in order to present a broad analysis of specific economic topics that provides and understanding of the current and prospective investment environment. The firm was founded in 1862, operates in fifty countries and has nearly 73,000 employees worldwide.

Wells Fargo Brokerage Services, LLC

Wells Fargo Brokerage Services, LLC is an investment manager with over \$1.8 trillion in assets under management. The firm provides investment services to money managers, banks, corporations, insurance companies, and public entities. Its services include commercial sweep accounts, debt underwriting, and institutional funds management. Wells Fargo Brokerage Services are members of FINRA and SIPC.

They provide a full-service approach with support in sales of treasuries, agency securities, and other money market securities. Wells Fargo is a primary dealer of agency securities and a secondary dealer of treasuries.

POLICY ITEM NO. 9.3.a.

Approval of Amendment to Policies Concerning Federal Revenue Sources –
CAAB (LOCAL)

Since 2015, the College has granted eligible veterans a preference in employment, in accordance with the requirements of the Texas Military Veterans’ Full Employment Act. To ensure correct application of the preference and make clear the effect of the preference on the hiring process, the Chancellor recommends the Board approve the following amendments to local policy DC (LOCAL).

The employment preference extended to eligible veterans under DC (LOCAL) is distinct from the priority of service for veterans and eligible spouses provided by the revisions to CAAB (LOCAL). The U.S. Department of Labor (USDOL) requires recipients of USDOL funds for qualified job training programs, including those offered by the College, to provide a priority of service to veterans and eligible spouses in the receipt of employment, training, and placement services provided under such programs. Application of the priority is specific to services provided by a qualified program funded in whole or in part by USDOL funds received by the College or a subrecipient of the College. To ensure compliance with USDOL funding requirements, the Chancellor recommends the Board approve the following amendments to local policy CAAB (LOCAL).

This explanatory statement serves for both DC (LOCAL) and CAAB (LOCAL).

Effective Date
Upon Board Approval

<u>LOCAL POLICY</u>	<u>EXPLANATORY NOTES</u>
DC – Employment Preference for Veterans	Revisions to this policy would add definitions of eligible “veterans” and clarify how the application of the preference impacts aspects of the College’s hiring process, including selection for interview and employment decisions.
CAAB – Priority of Service for Veterans and Eligible Spouses	Revisions to policy would provide a priority of service to veterans and eligible spouses of veterans in the receipt of employment, training, and placement in qualified job training programs. In addition, revisions to policy would: <u>Definitions:</u> Add definitions of persons eligible to receive the priority: veterans and eligible Provide the spouses.

Application: Described the effect of application of the priority, i.e., eligible persons would receive a priority of service over any other ineligible person in the receipt of employment, training, and placement services in a qualifying program such that they would receive access before or instead of an ineligible person. Makes clear that in addition to qualifying as an eligible person, the veteran or eligible spouse would also have to meet all other qualifications of the program.

Identifying Eligible Persons: Provide the process for making eligible persons aware of the priority and identifying persons who are eligible for the priority.

Verifying Eligibility: Provide the documents on which the College would rely to verify eligibility.

Responsible Parties: Assign responsibility for ensuring compliance with the policy to Workforce Advancement and Development.

EMPLOYMENT PRACTICES

■ Existing Policy

■ Deleted Policy

■ New Policy

■ GC Edits

Applications

All applicants shall complete the application form supplied by the College District. Information in applications for all positions shall be verified before a position is offered.

Any falsification of either information or credentials shall be cause for dismissal or denial to employ.

Employment Practices

The College District shall follow prudent personnel practices in the recruiting, interviewing, screening, and employing of all personnel.

Employment Preference for Veterans

In appreciation and recognition of their service to this state and this country, the College District is committed to hiring and retaining veterans who want to continue their service to the nation by serving the College District community. Through the employment preference for eligible veterans, the College District helps support qualifying individuals who wish to return to work after duty.

The "Employment Preference for Veterans" is distinct form the "Priority of Service for Veterans and Eligible Spouses," provided in CAAB (LOCAL)

For purposes of this policy, an eligible veteran shall include:

- 1) ~~"veteran"~~ A "veteran", including a veteran with a disability;
- 2) An eligible veteran's surviving spouse who has not remarried; and
- 4) An orphan of an eligible veteran if the veteran was killed while on active duty. and "veteran with a disability" shall have the meanings assigned to those terms by Texas Government Code 2308.251 and 657.001.

3)

The following term(s) shall have the meaning ascribed below: An "eligible veteran" shall mean the following: a veteran, including a veteran with a disability; a veteran's surviving spouse who has not remarried; and an orphan of a veteran if the veteran was killed while on active duty.

- 1) A "Veteran" is a person who served at least one day ("Active Service") in the army, navy, air force, coast guard, or

EMPLOYMENT PRACTICES

■ Existing Policy ■ Deleted Policy ■ New Policy ■ GC Edits

Application of the Preference

marine corps of the United States or the United States Public Health Service, the Texas military forces, as that termed is defined under State law, or an auxiliary service of one of those branches of the armed forces (collectively, the “Armed Forces”), and who was discharged or released therefrom under conditions other than dishonorable.

- 2) A “Veteran with a Disability” is a veteran who is classified as disabled by the United States Department of Veteran Affairs or its successor or the branch of the service in which the veteran served and whose disability is service connected.
- 3) Active service does not include full-time duty performed strictly for training purposes.

The Chancellor shall promulgate regulations and procedures as may be necessary to implement the employment preference for veterans as set forth by this policy.

The College District shall grant to all applicants who are “eligible veterans” a preference in employment or appointment with the College District over other non-veteran applicants for the same position and who do not have greater qualifications.

Application of the veteran’s preference is not a guarantee of an interview or employment with the College District. To be eligible for an interview, an eligible veteran applicant must meet the minimum qualifications for the position, including but not limited to any training, education, or experience requirements. For an eligible veteran to be hired, the applicant must be the best qualified applicant for the position as determined by the hiring process.

This preference shall apply to ~~initial~~ employment or appointment with the College District only and shall not extend to other ~~employment events~~ changes in employment status, including ~~subsequent hiring~~, promotion, reassignment, reinstatement or transfer. In the event of a reduction in workforce by the College District, the veteran employment preference shall apply to the extent the reduction involves other employees of a similar type or classification.

A veteran’s employment preference shall be given in the following order of priority:

1. A veteran with a disability.
2. A veteran.
3. A veteran’s surviving spouse who has not remarried.
4. An orphan of a veteran killed while on active duty.

EMPLOYMENT PRACTICES

■ Existing Policy ■ Deleted Policy ■ New Policy ■ GC Edits

	<p>The veteran's employment preference applies only to open positions posted by the College District on or after June 1, 2016.</p>
Competitive Examination	<p>If a position with the College District requires, as a component of the employee candidate selection, a competitive examination (test) under a merit system, the College District shall award a veteran entitled to the veteran employment preference, who has received at least the minimum test score, a service credit of ten points added to the test score.</p> <p>A veteran with a disability shall receive a service credit of five additional points added to the test score.</p>
Claim of Eligibility	<p>In order to claim the employment preference for veterans, eligible veterans must meet the qualifications for the position, including but not limited to, the training, <u>education</u> and experience requirements assigned to the position. Status as an eligible veteran shall not guarantee employment with the College District.</p> <p>An individual entitled to a veteran's employment preference shall not be disqualified as a candidate for a position with the College District due to age or an established service-connected disability if the individual is otherwise qualified to perform the duties of the position.</p> <p>All persons eligible to receive the employment preference for veterans must submit to the designated College District representative the necessary documentation to support a claim of eligibility.</p>
Complaint Procedures	<p>An individual who is entitled to a veteran's employment preference and who wishes to appeal a decision by the College District related to hiring or appointing the individual, or retaining the individual if there is a reduction in the workforce, may do so by filing a written complaint with the <u>Chief Human Resources Officer (CHRO)</u> CEO of the location or his or her designated representative within <u>five (5)</u> days of receiving notice of the decision. The location CEO <u>CHRO or the designated representative</u> shall determine whether the employment preference for veterans was correctly applied and respond to the complaint no later than the 15th day after the date he or she receives <u>they receive</u> the complaint. The decision of the location CEO or his or her designated representative <u>CHRO</u> is final.</p>
Liaison	<p>The Chancellor shall designate a veterans' liaison who shall function as a liaison between veterans employed by the College District and the College District administration.</p>
Applications	<p>All applicants shall complete the application form supplied by the College District. Information in applications for all positions shall be verified before a position is offered.</p>

EMPLOYMENT PRACTICES

DC
(LOCAL)

■ Existing Policy ■ Deleted Policy ■ New Policy ■ GC Edits

**Employment
Practices**

~~Any falsification of either information or credentials shall be cause for dismissal or denial to employ.~~

~~The College District shall follow prudent personnel practices in the recruiting, interviewing, screening, and employing of all personnel.~~

STATE AND FEDERAL REVENUE SOURCES
FEDERAL

CAAB
(LOCAL)

■ Existing Policy

■ Deleted Policy

■ New Policy

■ GC Edits

Department of Labor
Grant Funds –
Priority of Service
for Veterans and
Eligible Spouses

As a condition of funds received by the College District from the U.S. Department of Labor (USDOL) to provide qualified job training programs (“Qualifying Program”), the College District shall provide, and ensure that any subrecipients of USDOL funds provide, a priority of service to veterans and eligible spouses in the receipt of employment, training, and placement services provided under a Qualifying Program, as determined by the Qualifying Program’s mandatory eligibility criteria, if any. The Chancellor shall promulgate regulations for implementation of this policy.

“Priority of Service” is distinct from the “Employment Preference for Veterans” provided in DC (LOCAL).

Definitions

The following terms shall have the meanings ascribed below:

- 1) A “Veteran” is a person who served at least one day (“Active Service”) in the active military, naval, or air service (collectively, the “Armed Forces”), and who was discharged or released therefrom under conditions other than dishonorable, as specified in 38 U.S.C. 101(2).
- 2) “Active Service” Includes full-time Federal service in the National Guard or a Reserve component. Active Service does not include full-time duty performed strictly for training purposes nor does it include full-time active duty performed by National Guard personnel who are mobilized by State rather than Federal authorities.
- 3) An “Eligible Spouse” is an eligible veteran’s spouse, including the:
 - a. Spouse of a member of the Armed Forces serving on active duty who at the time of application for priority, is listed in one or more of the following categories for a total of more than 90 days:
 - i. missing in action;
 - ii. captured in the line of duty by a hostile force;
 - or
 - iii. forcibly detained or interned in the line of duty by a foreign government of power.
 - b. Spouse of a veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs; or the
 - c. Surviving spouse of a deceased eligible veteran who died of a service-connected disability or died while a service-connected disability as qualified by Veterans Affairs was in existence. A spouse whose

STATE AND FEDERAL REVENUE SOURCES
FEDERAL

CAAB
(LOCAL)

■ Existing Policy ■ Deleted Policy ■ New Policy ■ GC Edits

	<p><u>eligibility is derived from a living veteran loses their eligibility if the veteran loses the status that is the basis for the veteran's eligibility or upon the spouse's divorce from the veteran.</u></p> <p>4) <u>A "Qualifying Program" includes any program or service for workforce preparation, development or delivery that is funded, in whole or in part, by U.S. Department of Labor funds received by the College District or a subrecipient of the College District.</u></p>
<p><u>Application of Priority of Service</u></p>	<p><u>Veterans and Eligible Spouses (collectively, "Eligible Persons") are entitled to a priority of service over any other ineligible person in the receipt of employment, training and placement services in a Qualifying Program such that they will receive access to a Qualifying Program service earlier in time, or if a resource or access to a resource is limited, Eligible Persons will receive the service instead of or before an ineligible person. Eligible Persons must meet all eligibility and program requirements for participation in the Qualifying Program in order to receive priority.</u></p> <p><u>To the extent a Qualifying Program includes classroom training, priority of service shall apply to the selection procedure such that if there is a waitlist for the formation of a training class, application of the priority of service would require Eligible Persons to advance on the waitlist ahead of any ineligible person. Priority of service shall not be used to remove or "bump" an ineligible person from a Qualifying Program.</u></p> <p><u>Application of priority of service may vary by Qualifying Program, depending on the eligibility requirements of the Qualifying Program.</u></p>
<p><u>Identifying Veterans and Eligible Persons</u></p>	<p><u>Eligible Persons shall be identified at the point of entry into the Qualifying Program, as determined in accordance with any procedures promulgated hereunder, to ensure that priority of service is applied over the full range of services available in the Qualifying Program, including, but not limited to, registration, training and placement. Eligible Persons shall be required to self-identify upon application to or enrollment in a Qualifying Program.</u></p> <p><u>In addition, the College District shall develop and implement procedures to ensure that Eligible Persons are aware of the following:</u></p> <ol style="list-style-type: none"><u>1) Their entitlement to priority of service;</u><u>2) The full array of employment, training, and placement services available in the Qualifying Program, as applicable;</u> <p><u>and</u></p>

STATE AND FEDERAL REVENUE SOURCES
FEDERAL

CAAB
(LOCAL)

Existing Policy	Deleted Policy	New Policy	GC Edits
<u>Verifying Eligibility</u>			<u>3) Applicable eligibility requirements for the programs and services of the Qualifying Program.</u>
			<u>The College District shall verify the status of Eligible Persons at the point of entry into the Qualifying Program. One or more of the following documents may be relied on to verify status:</u>
			<u>1) A DD 214 (issued following separation from active duty);</u>
			<u>2) An official notice issued by the Department of Veterans Affairs that establishes entitlement to a disability rating or award of compensation to a qualified dependent;</u>
			<u>3) An official notice issued by the Department of Defense that documents the eligibility of an individual, based on missing or detained status of that individual's active-duty spouse; or</u>
			<u>4) An official notice issued by a State veterans' service agency that documents veteran status or spousal rights, provided that the State veterans' service agency requires Federal documentation of that information.</u>
<u>Responsible Parties</u>			<u>College District employees responsible for Workforce Advancement and Development shall be responsible for ensuring compliance with this policy.</u>

POLICY ITEM NO. 9.3.b.

Approval of Amendment to Policies Concerning Employment Practices – DC
(LOCAL)

Since 2015, the College has granted eligible veterans a preference in employment, in accordance with the requirements of the Texas Military Veterans' Full Employment Act. To ensure correct application of the preference and make clear the effect of the preference on the hiring process, the Chancellor recommends the Board approve the following amendments to local policy DC (LOCAL).

The employment preference extended to eligible veterans under DC (LOCAL) is distinct from the priority of service for veterans and eligible spouses provided by the revisions to CAAB (LOCAL). The U.S. Department of Labor (USDOL) requires recipients of USDOL funds for qualified job training programs, including those offered by the College, to provide a priority of service to veterans and eligible spouses in the receipt of employment, training, and placement services provided under such programs. Application of the priority is specific to services provided by a qualified program funded in whole or in part by USDOL funds received by the College or a subrecipient of the College. To ensure compliance with USDOL funding requirements, the Chancellor recommends the Board approve the following amendments to local policy CAAB (LOCAL).

This explanatory statement serves for both DC (LOCAL) and CAAB (LOCAL).

Effective Date

Upon Board Approval

LOCAL POLICY

EXPLANATORY NOTES

DC –
Employment
Preference for
Veterans

Revisions to this policy would add definitions of eligible “veterans” and clarify how the application of the preference impacts aspects of the College’s hiring process, including selection for interview and employment decisions.

CAAB – Priority of
Service for Veterans
and Eligible Spouses

Revisions to policy would provide a priority of service to veterans and eligible spouses of veterans in the receipt of employment, training, and placement in qualified job training programs. In addition, revisions to policy would:

Definitions: Add definitions of persons eligible to receive the priority: veterans and eligible Provide the spouses.

Application: Described the effect of application of the priority, i.e., eligible persons would receive a priority of service over any other ineligible person in the receipt of employment, training, and placement services in a qualifying program such that they would receive access before or instead of an ineligible person. Makes clear that in addition to qualifying as an eligible person, the veteran or eligible spouse would also have to meet all other qualifications of the program.

Identifying Eligible Persons: Provide the process for making eligible persons aware of the priority and identifying persons who are eligible for the priority.

Verifying Eligibility: Provide the documents on which the College would rely to verify eligibility.

Responsible Parties: Assign responsibility for ensuring compliance with the policy to Workforce Advancement and Development.

EMPLOYMENT PRACTICES

■ Existing Policy

■ Deleted Policy

■ New Policy

■ GC Edits

Applications

All applicants shall complete the application form supplied by the College District. Information in applications for all positions shall be verified before a position is offered.

Any falsification of either information or credentials shall be cause for dismissal or denial to employ.

Employment Practices

The College District shall follow prudent personnel practices in the recruiting, interviewing, screening, and employing of all personnel.

Employment Preference for Veterans

In appreciation and recognition of their service to this state and this country, the College District is committed to hiring and retaining veterans who want to continue their service to the nation by serving the College District community. Through the employment preference for eligible veterans, the College District helps support qualifying individuals who wish to return to work after duty.

The "Employment Preference for Veterans" is distinct form the "Priority of Service for Veterans and Eligible Spouses," provided in CAAB (LOCAL)

For purposes of this policy, an eligible veteran shall include:

- 1) ~~"veteran"~~ A "veteran", including a veteran with a disability;
- 2) An eligible veteran's surviving spouse who has not remarried; and
- 4) An orphan of an eligible veteran if the veteran was killed while on active duty. and "veteran with a disability" shall have the meanings assigned to those terms by Texas Government Code 2308.251 and 657.001.

3)

The following term(s) shall have the meaning ascribed below: An "eligible veteran" shall mean the following: a veteran, including a veteran with a disability; a veteran's surviving spouse who has not remarried; and an orphan of a veteran if the veteran was killed while on active duty.

- 1) A "Veteran" is a person who served at least one day ("Active Service") in the army, navy, air force, coast guard, or

EMPLOYMENT PRACTICES

■ Existing Policy ■ Deleted Policy ■ New Policy ■ GC Edits

Application of the Preference

marine corps of the United States or the United States Public Health Service, the Texas military forces, as that termed is defined under State law, or an auxiliary service of one of those branches of the armed forces (collectively, the “Armed Forces”), and who was discharged or released therefrom under conditions other than dishonorable.

- 2) A “Veteran with a Disability” is a veteran who is classified as disabled by the United States Department of Veteran Affairs or its successor or the branch of the service in which the veteran served and whose disability is service connected.
- 3) Active service does not include full-time duty performed strictly for training purposes.

The Chancellor shall promulgate regulations and procedures as may be necessary to implement the employment preference for veterans as set forth by this policy.

The College District shall grant to all applicants who are “eligible veterans” a preference in employment or appointment with the College District over other non-veteran applicants for the same position and who do not have greater qualifications.

Application of the veteran’s preference is not a guarantee of an interview or employment with the College District. To be eligible for an interview, an eligible veteran applicant must meet the minimum qualifications for the position, including but not limited to any training, education, or experience requirements. For an eligible veteran to be hired, the applicant must be the best qualified applicant for the position as determined by the hiring process.

This preference shall apply to ~~initial~~ employment or appointment with the College District only and shall not extend to other ~~employment events~~ changes in employment status, including ~~subsequent hiring~~, promotion, reassignment, reinstatement or transfer. In the event of a reduction in workforce by the College District, the veteran employment preference shall apply to the extent the reduction involves other employees of a similar type or classification.

A veteran’s employment preference shall be given in the following order of priority:

1. A veteran with a disability.
2. A veteran.
3. A veteran’s surviving spouse who has not remarried.
4. An orphan of a veteran killed while on active duty.

EMPLOYMENT PRACTICES

Existing Policy
 Deleted Policy
 New Policy
 GC Edits

	<p>The veteran's employment preference applies only to open positions posted by the College District on or after June 1, 2016.</p>
Competitive Examination	<p>If a position with the College District requires, as a component of the employee candidate selection, a competitive examination (test) under a merit system, the College District shall award a veteran entitled to the veteran employment preference, who has received at least the minimum test score, a service credit of ten points added to the test score.</p> <p>A veteran with a disability shall receive a service credit of five additional points added to the test score.</p>
Claim of Eligibility	<p>In order to claim the employment preference for veterans, eligible veterans must meet the qualifications for the position, including but not limited to, the training, <u>education</u> and experience requirements assigned to the position. Status as an eligible veteran shall not guarantee employment with the College District.</p> <p>An individual entitled to a veteran's employment preference shall not be disqualified as a candidate for a position with the College District due to age or an established service-connected disability if the individual is otherwise qualified to perform the duties of the position.</p> <p>All persons eligible to receive the employment preference for veterans must submit to the designated College District representative the necessary documentation to support a claim of eligibility.</p>
Complaint Procedures	<p>An individual who is entitled to a veteran's employment preference and who wishes to appeal a decision by the College District related to hiring or appointing the individual, or retaining the individual if there is a reduction in the workforce, may do so by filing a written complaint with the <u>Chief Human Resources Officer (CHRO)</u> CEO of the location or his or her designated representative within <u>five (5)</u> days of receiving notice of the decision. The location CEO <u>CHRO or the designated representative</u> shall determine whether the employment preference for veterans was correctly applied and respond to the complaint no later than the 15th day after the date he or she receives <u>they receive</u> the complaint. The decision of the location CEO or his or her designated representative <u>CHRO</u> is final.</p>
Liaison	<p>The Chancellor shall designate a veterans' liaison who shall function as a liaison between veterans employed by the College District and the College District administration.</p>
Applications	<p>All applicants shall complete the application form supplied by the College District. Information in applications for all positions shall be verified before a position is offered.</p>

EMPLOYMENT PRACTICES

DC
(LOCAL)

■ Existing Policy ■ Deleted Policy ■ New Policy ■ GC Edits

**Employment
Practices**

~~Any falsification of either information or credentials shall be cause for dismissal or denial to employ.~~

~~The College District shall follow prudent personnel practices in the recruiting, interviewing, screening, and employing of all personnel.~~

STATE AND FEDERAL REVENUE SOURCES
FEDERAL

CAAB
(LOCAL)

■ Existing Policy

■ Deleted Policy

■ New Policy

■ GC Edits

Department of Labor
Grant Funds –

Priority of Service
for Veterans and
Eligible Spouses

As a condition of funds received by the College District from the U.S. Department of Labor (USDOL) to provide qualified job training programs (“Qualifying Program”), the College District shall provide, and ensure that any subrecipients of USDOL funds provide, a priority of service to veterans and eligible spouses in the receipt of employment, training, and placement services provided under a Qualifying Program, as determined by the Qualifying Program’s mandatory eligibility criteria, if any. The Chancellor shall promulgate regulations for implementation of this policy.

“Priority of Service” is distinct from the “Employment Preference for Veterans” provided in DC (LOCAL).

Definitions

The following terms shall have the meanings ascribed below:

- 1) A “Veteran” is a person who served at least one day (“Active Service”) in the active military, naval, or air service (collectively, the “Armed Forces”), and who was discharged or released therefrom under conditions other than dishonorable, as specified in 38 U.S.C. 101(2).
- 2) “Active Service” Includes full-time Federal service in the National Guard or a Reserve component. Active Service does not include full-time duty performed strictly for training purposes nor does it include full-time active duty performed by National Guard personnel who are mobilized by State rather than Federal authorities.
- 3) An “Eligible Spouse” is an eligible veteran’s spouse, including the:
 - a. Spouse of a member of the Armed Forces serving on active duty who at the time of application for priority, is listed in one or more of the following categories for a total of more than 90 days:
 - i. missing in action;
 - ii. captured in the line of duty by a hostile force;
 - or
 - iii. forcibly detained or interned in the line of duty by a foreign government of power.
 - b. Spouse of a veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs; or the
 - c. Surviving spouse of a deceased eligible veteran who died of a service-connected disability or died while a service-connected disability as qualified by Veterans Affairs was in existence. A spouse whose

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<p><u>Application of Priority of Service</u></p>	<p><u>eligibility is derived from a living veteran loses their eligibility if the veteran loses the status that is the basis for the veteran's eligibility or upon the spouse's divorce from the veteran.</u></p> <p>4) <u>A "Qualifying Program" includes any program or service for workforce preparation, development or delivery that is funded, in whole or in part, by U.S. Department of Labor funds received by the College District or a subrecipient of the College District.</u></p> <p><u>Veterans and Eligible Spouses (collectively, "Eligible Persons") are entitled to a priority of service over any other ineligible person in the receipt of employment, training and placement services in a Qualifying Program such that they will receive access to a Qualifying Program service earlier in time, or if a resource or access to a resource is limited, Eligible Persons will receive the service instead of or before an ineligible person. Eligible Persons must meet all eligibility and program requirements for participation in the Qualifying Program in order to receive priority.</u></p> <p><u>To the extent a Qualifying Program includes classroom training, priority of service shall apply to the selection procedure such that if there is a waitlist for the formation of a training class, application of the priority of service would require Eligible Persons to advance on the waitlist ahead of any ineligible person. Priority of service shall not be used to remove or "bump" an ineligible person from a Qualifying Program.</u></p> <p><u>Application of priority of service may vary by Qualifying Program, depending on the eligibility requirements of the Qualifying Program.</u></p>
<p><u>Identifying Veterans and Eligible Persons</u></p>	<p><u>Eligible Persons shall be identified at the point of entry into the Qualifying Program, as determined in accordance with any procedures promulgated hereunder, to ensure that priority of service is applied over the full range of services available in the Qualifying Program, including, but not limited to, registration, training and placement. Eligible Persons shall be required to self-identify upon application to or enrollment in a Qualifying Program.</u></p> <p><u>In addition, the College District shall develop and implement procedures to ensure that Eligible Persons are aware of the following:</u></p> <ol style="list-style-type: none"><u>1) Their entitlement to priority of service;</u><u>2) The full array of employment, training, and placement services available in the Qualifying Program, as applicable;</u> <p><u>and</u></p>

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Verifying Eligibility

3) Applicable eligibility requirements for the programs and services of the Qualifying Program.

The College District shall verify the status of Eligible Persons at the point of entry into the Qualifying Program. One or more of the following documents may be relied on to verify status:

- 1) A DD 214 (issued following separation from active duty);
- 2) An official notice issued by the Department of Veterans Affairs that establishes entitlement to a disability rating or award of compensation to a qualified dependent;
- 3) An official notice issued by the Department of Defense that documents the eligibility of an individual, based on missing or detained status of that individual's active-duty spouse; or
- 4) An official notice issued by a State veterans' service agency that documents veteran status or spousal rights, provided that the State veterans' service agency requires Federal documentation of that information.

Responsible Parties

College District employees responsible for Workforce Advancement and Development shall be responsible for ensuring compliance with this policy.

RICHLAND COLLEGIATE HIGH SCHOOL ITEM NO. 9.4.a.

Adoption of Resolution Approving Authorization of an Executive Director for
Richland Collegiate High School

The Chancellor recommends that the Board of Trustees approves the authorization of a Richland Collegiate High School Executive Director.

Effective
August 2, 2022

Background

The Executive Director will replace the Interim Superintendent of Richland Collegiate High School as the Chief Executive Officer for the Richland Collegiate High School. The appointment of this administrative position is pursuant to the established charter of Richland Collegiate High School and applicable Texas Education Agency (TEA) guidelines to authorize an Executive Director (Chief Executive Officer) to exercise the legal authority to file electronically all required reports and data submissions to TEA.

**RESOLUTION OF THE BOARD OF TRUSTEES
OF DALLAS COLLEGE
AND RICHLAND COLLEGIATE HIGH SCHOOL**

WHEREAS, THE Richland Collegiate High School was created and chartered pursuant to Subchapter E, of Chapter 12 of the Texas Education Code;

WHEREAS, the charter approved in connection with creation of the Richland Collegiate High School and applicable law require that an administrator be appointed to serve as the educational leader and chief executive officer;

WHEREAS, an Executive Director position was created to replace the Interim Superintendent at Richland Collegiate High School as the Chief Executive Officer to better reflect the current administrative needs of the charter school and Dallas College;

WHEREAS, on the 2nd day of August, 2022, during its regular monthly Board meeting, the Dallas College and Richland Collegiate High School Board of Trustees considered the appointment of Lea Ann Munkres, M.A.Ed., as Executive Director for Richland Collegiate High School. Ms. Munkres has been employed with Dallas College since 2000 and with Richland Collegiate High School since its inception in 2006, serving as Senior Academic Advisor, Assistant Director of Admissions, Director of Student Services, Administrator of Student Services and Principal. She has extensive experience and knowledge related to the operation of the charter school and required TEA reports and has worked collaboratively with parents and staff to ensure the successful experience and outcomes for students. She has also been involved in meetings and professional development with TEA and other charter school administrators.

WHEREAS, the Board of Trustees, after fully considering the proposed Executive Director, is of the opinion that the proposed Executive Director for Richland Collegiate High School should be approved:

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE DALLAS COLLEGE AND RICHLAND COLLEGIATE HIGH SCHOOL:

1. Lea Ann Munkres is hereby appointed as the Executive Director for Richland Collegiate High School as the Chief Executive Officer, effective August 2, 2022.

Monica Lira Bravo, Chair
Board of Trustees
Dallas College
and Richland Collegiate High School

Justin Lonon, Secretary
Board of Trustees
Dallas College
and Richland Collegiate High School

RICHLAND COLLEGIATE HIGH SCHOOL ITEM NO. 9.4.b.

Approval of Richland Collegiate High School 2022-2023 Student Handbook

The Chancellor recommends that the Board of Trustees approves the 2022-2023 Richland Collegiate High School (RCHS) Handbook.

Background

Richland Collegiate High School (RCHS) updated its 2022-2023 Student Handbook to reflect changes in Texas Education Agency and RCHS guidelines and revisions listed below:

<u>Student Handbook Section</u>	<u>Explanatory Notes</u>	<u>Page (s)</u>
Introduction	Included language in the introduction to clarify purpose of handbook	3
Table of Contents	Made changes throughout to update section titles and page numbers	5
Section I Educational Philosophy	Update educational philosophy to reflect Dallas College mission and Dallas College core curriculum.	5-6
Nondiscrimination of Religion	Added nondiscrimination of Religion clause	7
Additional Learning Activities	Clarified student participation in courses	9
Section II. Dallas College Context	Revisions to Dallas College expectations to focus on mission and purposes	11-12
Section III Homeless Students	Updated Homeless Student Guidelines	15-16
Attendance	Updated Attendance Guidelines	17-21
Textbooks	Clarified textbook payment expectations	22-23
Required Course Load	Updated to include RCHS scheduling guidelines	28
Dallas College Grade Point Average (GPA) - Dallas College Transcripts	Included Guide for GPA calculation	34-35
Student Records	Updated FERPA guidelines	37-38
Special Education Referrals	Updated evaluation guidelines	48
Section 504 Referrals	Updated 504 procedures and evaluation guidelines	49
Special Education Overview	Updated process for IEP transfer from previous school	51
RCHS Student Code of	Updated Code of Conduct to reflect	55-57

Conduct	Dallas College	
Code of Conduct Violations	Reorganized Code of Conduct infractions to match TEA and Dallas College standards	61-68
Notification to Parents/Guardians	Clarified process after Level II Expulsion Hearing	74
Student Searches	Updates guidelines for student searches	75-76
Sexual Harassment and Gender-Related Harassment	Added Sexual Harassment and Gender-Related Harassment update	73-74
Reporting Procedures	Updated policy locations	77-78

Note:

Modifications have been made throughout the handbook to address the 87th Legislative Session; update website addresses and contact information as required by law; streamline accessibility through clickable links; remove redundancies and update policies. Revisions appear as strikethroughs in green font, and additions are underscored in green.

Effective Date

Upon Board Approval for the 2022-2023 School Year



Richland Collegiate

High School 2022-

2023 Student

Handbook

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, an RCHS student has the opportunity to graduate with a Foundation High School diploma with endorsements, performance acknowledgements and an Associate's Degree concurrently. 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.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance. In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct. Therefore, parents and students should become familiar with the Richland Collegiate High School Student Code of Conduct. To review the Code of Conduct, visit the district's website.

State law requires that the Code of Conduct be made available for review at each campus. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical. Although the Student Handbook may refer to rights established through law or

district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

Dallas College is accredited by the Southern Association of Colleges and Schools Commission on Colleges. This handbook contains regulations and procedures in existence at the time of publication. 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 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 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. ~~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~~ The mission of Dallas College is to “transform 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 Learning Commons~~ 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 homeschool setting to a robust college environment. Extra support services are designed specifically to ease this transition for students, ~~and help high school students realize the greatest benefit, will envelope students,~~ and assist in recognizing their 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 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 experience a rigorous academic course load upon graduation.

RCHS’s pedagogy reflects the purpose of the 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.

~~Richland Collegiate High School (RCHS) students will work toward completing the 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;~~

- ~~1. 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)~~

Richland Collegiate High School (RCHS) students will work toward completing the Dallas College core curriculum to earn their high school graduation credits while focusing on the following objectives:

1. Critical Thinking Skills (CT) - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills (COM) - effective development, interpretation and expression of ideas through written, oral and visual communication
3. Empirical and Quantitative Skills (EQS) - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Teamwork (TW) - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
6. Personal Responsibility (PR) - ability to connect choices, actions and consequences to ethical decision-making

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 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 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 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).~~

It is the policy of RCHS not to discriminate on the basis of race, color, national origin, sex, handicap, or age 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.

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>.~~ Please call 214-379-1558 or email the Deputy Title IX Coordinator.

Students may also call ~~Felicia Walker~~ Beverly Gaither with RCHS at ~~214-890-9804~~ 972-761-6889 or email at ~~feliciawalker@dcccd.edu~~ bgaither@dcccd.edu.

Nondiscrimination of Religion

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 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.

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~~ a Success Coach 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~~ Success Coach 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 Dallas College 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 with at least a 2.0 College GPA, that recognition is transferable to any other public Texas higher education institution. This means that a student who completes the core curriculum at Dallas College 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 a foreign language to complete their high school graduation requirements. As available, 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 Dallas College Core Curriculum is outlined in the ~~index~~ handbook.**

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 applies 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 answer 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 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. Based on the RCHS 2021-2022 academic calendar, students will participate in approximately 141 days or 76,140 minutes (1,269 hours) of college instruction. Additionally, RCHS students may be required to participate in study skills and success classes in August and January.~~

State law requires Texas charter schools to provide at least 75,600 operational minutes or 180 days of instruction each academic year unless waived by the Texas Education Agency. Additionally, RCHS students may be required to participate in study skills and success classes in January. RCHS students who fail classes in Fall Term will be required to attend January study skills classes. January study skills classes are held prior to the spring semester.

~~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 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 in~~ college credit courses such as Learning Frameworks. Students in 12th grade 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 with a GPA of 2.0 or higher. They have a myriad of 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 – Dallas College Context

Dallas College Expectations

As simultaneous Dallas College students, RCHS students are also responsible for behavior consistent with the college ~~vision, values, and methods~~ code of conduct and mission.

Vision (Strategic Priorities)

- ~~IID: Impact income disparity throughout our community.~~
- ~~SSN: Streamline and support navigation to and through our College and beyond.~~
- ~~CCL: Strengthen the Career Connected Learner Network and implement the student-centric one college organization.~~
- ~~DEI: 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.~~

Values

- ~~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~~

Methods

- ~~Implement the one college organization~~
- ~~Continue to expand and improve the Career Connected Learner Network in collaboration with partners~~
- ~~Design and staff student support services and processes to remove barriers and 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~~
- ~~Develop long term partnerships with employers to provide responsive and relevant offerings and connect students with opportunities, at scale~~
- ~~Ensure high-quality curriculum and delivery, with excellent support for faculty~~
- ~~Implement a student-centered schedule~~

~~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~~

Mission

The Mission of Dallas College is to transform lives and communities through higher education.

Purposes

Overall purposes:

- To ensure Dallas County is vibrant, growing and economically viable for current and future generations.
- To provide a teaching and learning environment that exceeds learner expectations and meets the needs of our community and employers.

The Dallas College Board of Trustees' Strategic Priorities continue to guide the work of the college in its mission to transform lives and communities through higher education and achieving 60x30TX. Strategic priorities can be found on the Dallas College page.

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 Dallas College instructors. 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 AM to 5:00 p.m. Monday through Thursday, except during August term where classes are Monday through Friday. 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, ~~adviser~~ Success Coach approval is required. Students are expected to arrive to all classes on time. Tardiness is not acceptable and will be reported as unexcused absences. Students are expected to be on campus during school hours, even when not in class.

Visitors

Parents are welcome to visit RCHS; however, all visitors must first report to the school office in Crockett Hall, room ~~C479~~ C165. 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 College website. RCHS adheres to Dallas College closing decisions. If there is no notice of changes or delays, then classes are in session and offices are open as usual. If you suspect a college closing due to inclement weather, the Dallas College (<https://www.dallascollege.edu/pages/default.aspx>) homepage 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 open as usual. You also may refer to announcements on major television(<http://www.wfaa.com/weather/>) or radio stations in the event that the Dallas College website is not operational.
Students may also call the college's Inclement Weather Hotline at 972-238-6196. Students

may also sign-up for alerts via text, voicemail, or email. You can opt-in Dallas College Alerts Signup page. The information is listed on the Dallas College Inclement Weather Page.

Admission

RGHS 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.~~ the Assistant 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 RGHS as a new 11th grader (must provide an official high school transcript as documentation). RGHS 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 the RGHS ~~advising~~ staff to ensure that each student has enough remaining graduation credits to apply toward the two years required for the RGHS program. The grade level determination for eligibility will be made by the assigned RGHS ~~Academic Advisor~~ Success Coach. If a parent or student wishes to appeal the grade level decision, they may request a meeting with the RGHS 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 RGHS principal or designee. ~~Admission is open to all students living within Dallas County and its six surrounding counties and 56 school districts.~~ Richland Collegiate High School will accept students from school districts located in Collin, Dallas, Denton, Ennis, Kaufman, Rockwall, and Tarrant Counties.

Admission occurs twice during the school year, once prior to the ~~Fall Term~~ August 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 RGHS program.** No senior students or repeating junior students will be permitted to apply for enrollment in the RGHS program. RGHS 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 RGHS program are expected to complete two years. Students who desire to graduate earlier than the expected two years must seek approval from the RGHS administration.

Texas Success Initiative ~~(TSI)~~ Assessment (TSIA2) Requirements

Courses taken by RGHS students are certified Dallas College courses. RGHS students are integrated into 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 Assessment (~~TSI~~ TSIA2). If students do not qualify as "college-ready" based on the ~~TSI~~ TSIA2 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 [2020-2024](#) [2022-2023](#) Texas Student Attendance Accounting handbook section [3-3.3.3](#), 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.~~

Students who are experiencing homelessness have the right to attend school in their school of origin or in the school in the attendance area where the family or youth is currently residing. School of origin is defined as the school in which the child/youth was enrolled when they became homeless or the school in which the child/youth was last enrolled. The campus a child attends is determined by which campus can serve the best interests of the child. In Texas, a student experiencing homelessness may enroll in any district they choose, regardless of the location of their residence, school of origin, or attendance zone campus.

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.utdancenter.org/theo/>~~ Texas Homeless Education Office website.

Contact: ~~Lea Ann Munkres~~ Beverly Gaither

Phone: ~~972-761-6887~~ 972-761-6889

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 8:00 AM-5:00 PM, 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 or via email at rchsattendance@dcccd.edu.

Absences Types of 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
11. DMV appointment (two per year)

Extended Absences

If a student is absent for personal illness for more than 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 Campus Health Center.

Parent Notes

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: 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.

Submitting Documentation

Any absence documentation may be submitted in person to the RCHS Attendance Office (E050), via email to RCHSAbsence@dcccd.edu, or faxed to the Attendance Office at (972) 238-6318. Documentation may be submitted in the following ways:

- ~~1. Any absence documentation may be submitted in person to the RCHS Attendance Office (E050) or via email to RCHSAbsence@dcccd.edu, or faxed to Attendance Office at (972) 238-6318.~~
2. Original copies of RCHS Absence Notes signed by parents may be faxed to the Attendance Office at (972) 238-6318 or emailed to RCHSAbsence@dcccd.edu.
3. All official documentation must be submitted to the Attendance Office for review by

office staff. 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.~~ Each week, students check their Student Portal or 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 Semester			
	6 Weeks Ends	Attendance Lock			6 Weeks Ends	Attendance Lock	
1st weeks	6- Sept 19, 2021	Sept. 16, 2021		1st weeks	6- Feb 17, 2022	February 24, 2022	
2nd weeks	6- October 28, 2021	Nov 4, 2021		2nd weeks	6- March 31, 2022	April 7, 2022	
3rd weeks	6- Dec 9, 2021	Dec 16, 2021		3rd 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 in the event of 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:

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. Truancy prevention measures may include any or all of the following actions:

- A. Required scheduled meeting with the attendance coordinator or school administration, the student, and the student's parent/guardian
 - B. An implementation of a behavior improvement plan for the student. Each behavior improvement plan must be signed by an employee of the school, the student, and the student's parent or guardian. Each behavior improvement plan will detail:
 - i. a specific description of the behavior that is required/prohibited for the student;
 - ii. the period for which the plan will be effective (not to exceed 45 school days after the date of the meeting)
 - iii. Detail of the penalties for additional absences, including additional disciplinary action or the referral of the student to a truancy court.
 - C. If needed, the student may be referred to counseling, mentoring, or a teen court program.
3. 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 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, choose 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 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 their 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~~ their 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 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 Dallas College Code of Conduct.

College Grievances

~~Students may dispute a grade or make a college-level complaint by following 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 Dallas College website at <http://www.dcccd.edu/contact/pages/complaint.aspx>. Detailed information on the grievance process is outlined under the Dallas College Code of Student Conduct.~~

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

Textbooks

RCHS provides required learning materials such as textbooks, Ebooks and access codes to RCHS students for approved RCHS dual credit courses during the RCHS academic school terms. Students are responsible for physical 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 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.~~ those required for high school graduation.

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

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

- a. 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.

- b. 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 academic school calendar and beyond the regular school day hours (evening and weekend courses).
- c. Repeating a course for the third time outside the required school calendar and beyond the daily 240 minutes attendance requirement.

Laptops

Richland Collegiate High School provides laptops to students to help facilitate future ready learning objectives and are ~~required for use~~ used in Richland Collegiate High School support courses. Use of the Richland Collegiate High School laptop is ~~conditional~~ required 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:**~~

- ~~a. 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.~~
- ~~b. 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 academic school calendar and beyond the regular school day hours (evening and weekend courses).~~
- ~~c. Repeating a course for the third time outside the required 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 Richland Collegiate High School 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

Richland Collegiate High School does not provide transportation. However, students are eligible for [free monthly DART bus passes at www.dcccd.edu/gopass](http://www.dcccd.edu/gopass). Please contact the main Richland Collegiate High School office at 972-761-6888 if you need more information. You may call DART at 214-979-1111 or www.DART.org [visit the website](#) 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 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~~ follow 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. Students must seek approval from the RCHS principal before attending any field trip outside of an RCHS sponsored event.

Student Center

El Paso Hall and other designated 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 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 **turned off** 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 **distractors** distractors. 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 toward 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 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:

1. 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.
2. 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.
 3. 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

Students must use their 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 the primary source of communication between the high school and its students. ~~RC~~**CHS** Students waive their "right to privacy" on all Dallas College and ~~RC~~**CHS** computers since they are school property. Students may not install any software on school computers. All students are governed by the Dallas College computer use policy.

Academic Advising and Guidance

~~Academic Advisers~~ Success Coaches

~~RC~~**CHS** ~~advisers~~ Success Coaches serve as student advocates. The ~~Academic Adviser's~~ Success Coach'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. ~~Advisers~~ Success Coaches 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 ~~RC~~**CHS** ~~Academic Adviser~~ Success Coach.

Every year, ~~RC~~**CHS** ~~Advisers~~ Success Coaches 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 ~~transcribed~~ transcribed 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:

1. 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 ~~transcribed~~ transcribed on the RCHS high school transcript. No college credit is awarded.
2. TxVSN On-line High School Recovery Program – 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. 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 ~~transcribed~~ transcribed on the Dallas College transcript. High school credit is not awarded for summer. High school credit may only be ~~transcribed~~ transcribed on the RCHS high school transcript if the course was pre-approved by the student's RCHS Academic Advisor Success Coach 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. Correspondence Courses – 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 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 adviser, Success Coach.

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

**Credit recovery courses cannot result in a transcribed grade of higher than a 70.

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 adviser~~ Success Coach. 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 Scheduling Policies

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 success team to meet TEA funding standards. The following are RCHS' scheduling guidelines:

1. Must be scheduled in classes from Monday through Thursday, no Friday classes unless approved by an RCHS Success Coach and courses must be at the Richland Campus.
2. Classes must be between the hours of 8:00 AM – 5:00 PM. Note: some classes may go past 5:00 PM.
3. Minimum of 240 class minutes per day (at least 4 hours per day).
4. Must be in a class during the certification time of 10:30 AM every day (certification class time required by the Texas Education Agency-TEA).
5. Scheduled in 5 core classes listed on the 2 Year High School Graduation Plan.
6. Minimum 10-minute break between classes.
7. All students must have a break (25-30 mins) on or before 5 hours of class.
8. Required Support classes:
 - a. Junior Support Classes: Pathway College and Career (PATHCC) and Research Methodologies in the spring semester.
 - b. Senior Support Classes: Senior Capstone, Senior Capstone Lab, and College Transition.

Required Course Load

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~~ [Success Coach](#).

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~~ [Assistant Director of Student Services](#).

Dallas College Required Core Curriculum

The core ~~curriculum 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 ~~college and in life~~ higher education. Those courses - called the Core Curriculum - lead to an associate degree here at Dallas College and transfer to four-year colleges and universities. Core courses are ~~guaranteed to transfer to Texas public colleges and universities~~. ~~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 Core Curriculum](#), read answers to [frequently asked questions](#) about the Core or learn about the history of the Core selected by ~~the colleges of DCCCD~~ at the following link:-
<https://www.dallascollege.edu/cd/credit/core/pages/default.aspx>. [Dallas College](#).

~~Core By Foundational Component Areas~~

Important: ~~This is the required Core Curriculum for all students attending 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?l>

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/TSIA2 requirements and then decides to drop the class or classes, he/she/they 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/their Academic Adviser Success Coach. 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 Success Coaches 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 Adviser Success Coach 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 Success Coaches 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/their 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 one of the following:

- Completes the 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.

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

The University [of Texas](#) 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 [monitoring the academic calendar, eCampus grades, student/parent portals, student planners](#) 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 Success Coach](#). Working together, parents, students, and [Academic Advisors Success Coaches](#) 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~~

~~Communication between home and school is a high priority at RCHS. This partnership is key to student academic and social success. Parents are supported through the RCHS Parent Association. We encourage you 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.~~

~~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 Success Coach](#).**

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.dced.edu [eConnect](#).

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~~ [transcribed](#) 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 transcribes 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~~ [transcribed](#) onto the RCHS high school transcript, except in the case of ~~failed~~ high school graduation courses that must be taken outside of the regular school calendar. If a student fails a course needed for graduation, they must seek [advisor Success Coach](#) approval to take the course(s) during summer terms. The [advisor Success Coach](#) will notify the RCHS registrar that the grades need to be ~~transcripted~~ [transcribed](#) for graduation purposes. [A maximum grade of 70 will be transcribed for successful completion of recovered course work regardless of maximum score earned for credit recovery classes.](#)

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 Success Coach](#) 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~~ [transcribed](#) 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~~ 9 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~~ [Success Coaches](#) work

continuously with students and faculty to monitor academic progress throughout each semester. All communication concerning progress reporting must be directed to the [Academic Advisers Success Coaches](#). 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

RGHS 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

Minimum of 6 Credits
Minimum of 12 Credits
Minimum of 15 Credits

Grade Classification

Sophomore 10th Grade
Junior 11th Grade
Mid-Year Junior 11th Grade

**RGHS [administrators Assistant Director](#) is responsible for the classification of students.*

RGHS Class Rank & GPA (high school transcript)

The class size that RGHS uses in calculating class rank will be determined each semester on the final day of the Fall and Spring terms for RGHS. 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 RGHS 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 transcribed](#) onto the RGHS transcript and will not count in the high school GPA or RGHS 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 RGHS 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 RGHS 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 Success Coach 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.

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

In preparation for college transition, all RCHS students will earn a Grade Point Average (GPA) used by Dallas College and universities nationwide. This calculation is based on the number of 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:

Grade Point Average (GPA)

In preparation for college transition, all RCHS students will earn a Grade Point Average (GPA) used by Dallas College and universities nationwide.

Your GPA is calculated by your grade point value:

- A = 4 points per credit hour
- B = 3 points per credit hour
- C = 2 points per credit hour
- D = 1 point per credit hour
- F/WF = 0 points per credit hour

To calculate your GPA:

1. Multiple hours attempted by the grade value earned for each class.
2. Total your number of grade points.
3. Divide total points by total of all your attempted hours.
4. That's your GPA.

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

To qualify for financial aid after you graduate, you must meet all three criteria after qualifying:

-
1. 2.0 Cumulative (overall) GPA
 2. Must complete 67% of all attempted credit hours
 3. Credit hours that do not exceed 150% of the minimum number of hours required to complete your program of study

Transcripts

A student may obtain a high school transcript request form [online or](#) 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. College 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 high school 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 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 Success Coach 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~~ [transcribed](#) 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 June. 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 online; RCHS Success Coaches 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 timelines.

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 their 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~~ [transcribed](#) letter grades from **accredited institutions** will be granted course credit and a numerical grade to determine their GPA

using the following conversion scale:

A+ = 98	B+ = 88	C+ = 79	D+ = 74	F = 65
A = 95	B = 85	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

*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;~~
- ~~5. Compiling statistical data; or~~
- ~~6. Investigating or evaluating programs.~~

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high

school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, dates of attendance, photograph, degrees, grade level, and participation in officially recognized activities and sports. However, parents may request that the school not disclose directory information. This must be done via a written letter to the principal.

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.

RGHS 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 RGHS 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-Success Coach 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 Success Coach to discuss alternative programs that may be available to help meet the student's needs. 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 must return all RCHS property at the time of withdrawal. Failure to do so will result in a block being placed on the student's college record.*

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. Graduated/completed GED or high school equivalency,
5. A student who is at least 19 years old and voluntarily enrolled in school when they accumulate more than five unexcused absences in a semester,
6. Whereabouts unknown,
7. Student who is not entitled to be enrolled in the district
8. ~~Entered private school,~~
9. ~~Graduated/completed GED, or~~
10. ~~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, CPR and FAFSA.	Foundation HSP Distinguished Level of Achievement
English Language Arts	Four credits: English I English II English III An advanced English course
Mathematics	Four credits: Algebra I Geometry An advanced math course (1) <u>Algebra II</u> An advanced math course (1)
Science	Four credits: Biology IPC or an advanced science course <u>IPC, Chemistry or Physics</u> 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 (full credit) or World Geography (full credit)
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 in mathematics A total of four credits in science Two additional elective credits	
STEM	A coherent sequence or series of courses selected from one of the following: <ul style="list-style-type: none">• Computer Science• Mathematics• Science• A combination of no more than two of the categories listed above• CTE courses with a final course from the STEM career cluster	
Business and Industry	A coherent sequence or series of courses selected from one of the following: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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 Campus ~~Office of Student Life (OSL)~~ **Office of Student Life and Engagement** 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 activities/organizations.

Please refer to the RCHS Activity Calendar for dates, times, and locations. The Office of Student Life and Engagement 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 Campus activities and/or organizations, students may initiate additional organizations through Dallas College 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 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 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~~ [972-238-6941](tel:972-238-6941)

Career Services Career and Transfer Skills Development

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) English Learners (EL) Support Services

The ~~ESL~~ EL pull-out program at Richland Collegiate High School is an English acquisition program that serves students identified as an English learner 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~~ EL 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 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 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 Campus library 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 Campus 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 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.~~ In-person hours are M-R 8:00 AM-8:00 PM, F 8:00 AM-5:00 PM, Saturday 10:00 AM-3:00 PM, Sunday closed. Virtual hours are M-R 8:30 AM-7:30 PM, F 8:30 AM-4:30 PM, Saturday 10:30 AM-2:30 PM, Sunday closed.

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 Campus does not have any student lockers.

~~The Learning Center~~ The Learning Commons

The ~~Learning Center~~ Learning Commons provides individual and small group tutoring as an academic support service for students needing extra help with course work and study skills. Area of support include mathematics, science and English.

Additionally, the ~~Center~~ Commons 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 https://www.dallascollege.edu/resources/tutoring/pages/default.aspx](https://www.dallascollege.edu/resources/tutoring/pages/default.aspx).

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

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~~ Subject specific tutor hours and availability will vary.

~~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 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.dallascollege.edu/resources/tutoring/pages/default.aspx>~~

The Student Success Center

The Student Success Center offers targeted tutoring and academic support specifically for RCHS students. Services provided by the Student Success Center are coordinated through RTI to provide students with personalized tutoring services for success in their core classes. Tutoring is currently available for math, science and English courses.

Location: Kiowa Hall, room K126

Hours of operation: M 9:00 AM-3:30 PM, W-R 9:00 AM-5:00 PM, F 9:00 AM-12:30 PM

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

RGHS 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 A](#) and 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 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 RGHS 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 Health Center 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. 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

RGHS 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, COVID-19, mumps, pink eye, strep throat, and gastroenteritis (stomach virus). The student remains contagious when fever is elevated to 100.4F 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 while the student is at school shall submit a treatment plan to the Health Center at the Richland Campus. Contact the Richland Health Center by phone at 972-238-6315, [or by email at healthservices@deced.edu](mailto:healthservices@deced.edu) [for instructions](#) 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 an Individualized Health Plan that is 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, non-health 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 school-related 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, their 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 students 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.

[RTI Coordinator: 972-761-6781](tel:972-761-6781)

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the Manager of Special Populations or an administrative employee of the open enrollment charter school, the charter school must respond no later than 15 school days after receiving the request. At that time, the 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 charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation. [Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. However, a verbal request does not require the charter school to respond within the 15-day timeline. Charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating and evaluating children who are suspected of being a child with a disability and in need of special education.](#)

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 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 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~~

~~Dr. Leslie Coburn at 214-890-3801 or email at lcoburn@dcccd.edu~~

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. Public elementary and secondary schools must employ procedural safeguards regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services. Districts and Charter schools must also implement a system of procedural safeguards that includes parental rights to written notice of decisions, an opportunity to examine relevant student records, to request an impartial hearing with an opportunity for parental participation and representation by counsel, and a review procedure.~~

~~Contact Dr. Leslie Coburn at 214-890-3801 or email at lcoburn@dcccd.edu~~

~~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

Accessibility Services

Dallas College and RCHS shall consider all federal laws pertaining to individuals with disabilities when assessing and advising such students. The Accessibility Services Office (ASO) on each Dallas College campus identifies and provides, on an individual basis, appropriate accommodations for assessment of students with disabilities. The 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 Accessibility Services Office in order to make use of their services and to receive accommodations. In addition, students must inform their RCHS Success Coach of any disabilities so that the student, parents, and Success Coach may connect with the RCHS Manager of Special Populations prior to the start of classes.**

Accessibility Services Office (ASO)

The 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 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 an online grievance to the designated Americans with Disabilities Act (ADA) Compliance Officer of the college. [For additional information visit the website.](#)

Location: Thunderduck Hall, room T120

Phone: 972-238-6180

Website: <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 Dallas College courses, RCHS must follow all Dallas College disability service policies and students must go through the Richland Campus 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 supplemental, scientifically-based reading instruction, teachers' input, and parents' input. RCHS must refer and evaluate all students suspected of having Dyslexia and will follow procedures for conducting a full individual and initial evaluation.

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.

Parents or adult students have the right to request an evaluation if dyslexia is suspected. More information can be found in the Texas Dyslexia Handbook.

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-Success Coach in writing that they qualify for Special Education Services. The parent or student is requested to provide the RCHS Support Services Coordinator Manager of Special Populations with a copy of their current Full and Individual Evaluation and Individualized Education Plan. RCHS Manager of Special Populations will take reasonable steps to promptly obtain the student's IEP and supporting documents from the student's previous school.

For students who have an IEP in place in a previous school district and enroll for the fall semester during the summer, RCHS will either implement the IEP from the previous school district in full on the first day of class, or will convene an ARD committee meeting during the summer to revise the student's IEP for implementation during the first day of class. If a student transfers within the school year, a transfer meeting will be held to consult with parents and ensure the student is provided a free appropriate education including services comparable to those described in the IEP from the student's previous school. 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. Within 30 school days of the transfer meeting the ARD committee will meet to develop, adopt and implement a new IEP. 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 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 Manager of Special Populations or the Assistant Director of Student Services/Success Coach 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

The Student Support Team meets regularly to address concerns about students and identify appropriate academic and behavioral interventions to support student success in the regular education class room through the RTI process. However, students suspected of having a disability should be referred for a full and individual evaluation. RCHS has an obligation and requirement under federal law (34 CFR 300.111 Child Find) to see that evaluations of students suspected of having a disability are not delayed or denied because of using RTI strategies.

~~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~~ the Manager of Special Populations, or the student's Success Coach 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.

RCHS staff will obtain informed consent from the student's parent or adult student prior to any testing. ~~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 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 RTI 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. ~~If a student becomes eligible for attendance supports, the parent will be contacted by RCHS administration or attendance personnel.~~ RCHS administration or attendance personnel will contact parents to schedule a meeting if a student becomes eligible for attendance supports. Each subsequent referral constitutes a new evaluation of current supports, their effectiveness, and new or additional supports.

Contact: Attendance Coordinator

Students and parents may contact the Attendance Coordinator at 972-761-6898 or email at RCHSAffendance@dcccd.edu.

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 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 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 studying, note taking, and preparation for class.

The campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Contact: Attendance Coordinator

Students and parents can contact Stephane Rovelo, the Student Behavior Coordinator, at 972-761-6884 or email at srovelo@dcccd.edu.

Academic Support

Academic support at RCHS brings together a series of interconnected personnel and services. The student has access to all the same college resources as any other Dallas College student. In addition to these services, RCHS students have access to RCHS student services, Response to Intervention Services, and targeted tutoring. These academic supports work in conjunction with the other systems 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 Success Coach 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 practices.

~~Contact: RTI Coordinator~~

~~Students and parents may contact the RTI Coordinator via email.~~

Social, Emotional, and Mental Health Supports

RGHS understands that developing minds also need support. RGHS employs a full-time school counselor and all RGHS students have access to ~~the Richland Campus Lakeside Resource Center Counseling and Psychological Services through the Student Care Network at Dallas College~~ for social and emotional ~~supports~~ support. 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. RGHS promotes and encourages students to interact with each other and to invest themselves in campus organizations and clubs to further their academic growth through meaningful positive relationships and interactions.

~~Contact: RGHS Counselor~~

~~Students and parents may contact Xavbryelle Warren at 972-761-6888.~~

RCHS Student Code of Conduct

If you have difficulty accessing the information in the Student Code of Conduct because of disability, please contact Beverly Gaither, Assistant Director of Student Services, bgaither@dcccd.edu and 972-761-6889.

The Student Code of Conduct has been adopted by the Richland Collegiate High School Board of Trustees. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This code remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

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, grow, and 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](https://pol.tasb.org/Policy/Download/358?filename=FLB(LOCAL).pdf)

1. Intentionally causing physical harm to any person on college premises or at college-sponsored 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.~~ as defined in FFDA(LOCAL). In the event of an allegation of sexual misconduct, the SCA will coordinate with the campus Title IX coordinator and the appropriate College District departments to apply the investigative, disciplinary, and disposition procedures governing sexual misconduct. A violation of the College District's Sexual Misconduct Policy is a violation of the Student Code of Conduct. [See FFDA series]
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~~ Executive Director'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.
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 dishonesty 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. All forms of academic dishonesty, including but not limited to facilitating academic dishonesty.
 - 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 oneself, to take a test.

- h. Bribing another person to obtain an unadministered test or information about an unadministered test.
- 17. "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.
- 18. "Fabrication," which shall be defined as the construction and/or addition of data, observations, or characterizations that never occurred in the gathering of data or running of experiments.
- 19. "Falsification," which shall be defined as the changing or omission of results and data to support claims, hypotheses, or other data. Falsification may also include the manipulation of research instrumentation, materials, or processes.
- 20. "Sabotage," which shall be defined as disrupting or destroying another person's work so that person cannot complete the academic activity.
- 21. "Collusion," which shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
- 22. No student may drop a course if an allegation of scholastic dishonesty is pending in the course or if the student has received a failing grade in the course based upon scholastic dishonesty.
- 23. 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.~~
- 24. 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.
- 25. 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.~~
- 26. Failure to comply with the direction of college officials, including campus police/security/safety officers, acting in performance of their duties.
- 27. 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.
- 28. Unauthorized presence on or use of college premises.
- 29. Nonpayment or failure to pay any debt owed to the college with intent to defraud.
- 30. 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

~~Richland Campus High School understands that developing minds also need support. Richland Campus High School employs a full-time counselor and all Richland Campus High School students have access to the Richland 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. Richland Campus High School 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: Richland Campus High School 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 Trustees 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

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

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

1. During the regular school day ~~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 Offense of Level III or IV committed while on the Richland Campus/Dallas College property or while attending a school-sponsored or school-related activity of RCHS or another school in Texas;
4. For any Offense of Level III or IV committed away from the Richland Campus/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;
5. While the student is in transit to or from school or to or from school-related activities or events;
6. While the student is traveling on district transportation;
7. During lunch periods in which a student is allowed to leave campus;
8. ~~For At~~ any school-related activity, regardless of time or location;
9. For any school-related misconduct, regardless of time or location;
10. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
11. ~~When criminal mischief is committed on or off the Richland Campus/Dallas College or any facility1 and/or at a school-related event;~~
12. ~~When the student commits any felony punishable as a Level IV expulsion Offense under the Student Code of Conduct;~~
13. ~~Any misdemeanor or felony offense, no matter when or where said activity occurs, if RCHS administration determines that said activity occurred by a preponderance of the evidence; and~~
14. ~~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.~~
15. When a student engages in cyberbullying, as defined by Education Code 37.0832;
16. When criminal mischief is committed on or off school property or at a school-related event;
17. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
18. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
19. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
20. When the student is required to register as a sex offender

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

Note: Any reference to school, property or facility includes any premises where RCHS/Dallas College 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, on time and for the full duration;
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 shall be designed to improve conduct and encourage students to be responsible members of the school community ~~and college environment~~. Disciplinary action shall 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.~~ shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

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

1. 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.
2. Assignment of school duties, other than class tasks, such as cleaning desks and campus beautification
3. Behavioral contracts or an expectation plan
4. Cooling off or timeout
5. Counseling by teachers, counselors, or administrators
6. Restriction ~~either~~ during the school day in the Administrative offices of RCHS
7. Expulsion, as specified in the Code of Conduct
8. Grade reductions for academic violations such as cheating, copying, allowing others to copy work, or plagiarism
9. In-school suspension (ISS), as specified in the Code of Conduct
10. Out of school suspension (OSS)
11. Parent-administrator conferences
12. Parent-teacher conferences
13. Phone calls to parents/guardians
14. Referral to an outside agency and/or legal authority for criminal prosecution, in addition to

- disciplinary measures imposed by RCHS/Dallas College.
15. Rewards or demerits
 16. 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
 17. Seating changes in the classroom
 18. Sending the student to the RCHS Administrative office or other assigned areas, or another short-term removal from the classroom
 19. Temporary Confiscation of items that disrupt the educational process
 20. Verbal or oral correction
 21. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices
 22. Reflective essay using character traits
 23. Restorative Discipline
 24. Any other discipline management technique that is deemed appropriate by RCHS administration.

Role of RCHS Staff

THE PRINCIPAL, ASSISTANT PRINCIPAL (AP) or designee is authorized to enforce discipline and to investigate any allegation of misconduct. The AP Principal 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 Principal 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 Principal may assign ISS and/or OSS for up to five (5) days. The AP Principal will attempt to reach a parent by phone and follow-up with an email notification to the parent of ISS dates.

THE CAMPUS PRINCIPAL-EXECUTIVE DIRECTOR has the authority to implement the Code of Conduct, up to and including the suspension of a student from campus. The Executive Director 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
5. 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/Dallas College medication policy

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

- 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 the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of RCHS/Dallas College; and the student knowingly
 - (i) alters, damages, or deletes RCHS/Dallas College 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. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law
14. Issuing a false fire alarm
15. Falsifying records, passes, or other school-related documents
16. Possessing, smoking, or using tobacco products, including E-Cigarettes or vapes or vapors and any component, part, or accessory for an e-cigarette device
17. Leaving school grounds or school-sponsored events without permission
18. Persistent Level I offenses

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

- 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

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

- 1) Abusing a prescription drug, 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 Dallas College 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;
 - c) 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~~
 - c) ~~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, 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

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

1. Any applicable Level I Disciplinary Consequence
2. Any applicable Level II Disciplinary Consequence
3. OSS for up to five days, except that the Superintendent Executive Director or the Superintendent's their designee may continue the aforementioned suspension during an expulsion process, if deemed reasonable by the Superintendent Executive Director or the Superintendent's Executive Director's Designee
4. 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 or disabled individual or conviction of or placement on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus 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. Students shall not possess or use:
 - a. Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
 - b. A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
 - c. A "look-alike" weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
 - d. An air gun or BB gun;
 - e. Ammunition;
 - f. A hand instrument designed to cut or stab another by being thrown;
 - g. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm
14. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. 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_
15. 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
16. Criminal mischief, not punishable as a felony.
OR
17. Any criminal mischief, including a felony.
18. Assault (no bodily injury) with threat of imminent bodily injury.
19. Assault by offensive or provocative physical contact.
20. Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school
21. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. 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_
22. Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.

~~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~~

~~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~~

~~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.~~

Disciplinary Consequences for Level IV Offenses:

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 or allegation;
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 Campus 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 student's 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-RCHS Executive Director~~ or the ~~Superintendent-RCHS Executive Director's~~ Designee may continue the aforementioned suspension(s) during an expulsion process, if deemed reasonable by the ~~Superintendent-Executive Director~~ or the ~~Superintendent's-Executive Director'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 them;
2. Allow the student to relate ~~his/her~~ their 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~~ Executive Director.

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/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 they~~ reasonably ~~believes-believe~~ 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~~ issue his/her their 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 at the end of the expulsion period; 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 Superintendent Executive Director within 10 school days of the Level 1 Expulsion Hearing to: Richland Collegiate High School Alamito Hall, A203, Attn: Superintendent Executive Director, 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:

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 Superintendent RCHS Executive Director will hear the testimony and review the evidence to ~~make a decision~~ decide 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 Superintendent RCHS Executive Director.

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 III
4. 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.

LEVEL III – BOARD OF TRUSTEES

The student or ~~his/her~~ their parent(s) may appeal the long-term suspension or expulsion decision to the Board of Trustees 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 Executive Director. 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 Executive Director'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 Executive Director may also consider comments from the Principal, Advisor Success Coach, 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, they 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.~~

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. 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.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

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.

Sexual Harassment and Gender-Related Harassment

In compliance with the requirements of Title IX, RCHS does not discriminate on the basis of sex in its educational programs or activities. Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when 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, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

RCHS also does not tolerate sexual harassment of a student by school employees. Romantic or inappropriate social relationships between students and school employees are prohibited. Any sexual relationship between a student and a school employee is always prohibited, even if consensual.

Sexual harassment of a student by a school employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

- A school employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an

- educational decision based on whether or not the student submits to the conduct; or
- 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, or otherwise adversely affects the student's educational opportunities; or
 - Creates an intimidating, threatening, hostile, or abusive educational environment.

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.

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; the [Texas Abuse Hotline](#)

- Your local police department
- 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 [Texas Department of Family and Protective Services website](#).

These websites are also helpful:

[Texas Education Agency – Prevention of Child Abuse Overview](#)

[Sexual Abuse Prevention Programs](#)

[Promoting Healthy Families in Your Neighborhood](#)

[DFPS – How to Report Child Abuse or Neglect](#)

[Texas Association for the Protection of Children](#)

[Texas Council on Family Violence – Abuse Prevention Links](#)

Likely Warning Signs of Sexual Abuse or Other Maltreatment

Psychological and behavioral signs of possible sexual abuse or other maltreatment may include:

- Nightmares, sleep problems, extreme fears without an obvious explanation.
- Sudden or unexplained personality changes; becoming withdrawn, angry, moody, clingy, “checking out” or showing significant changes in eating habits.
- Depression or irritability.
- An older child behaving like a young child, for example, bedwetting or thumb sucking. Developing fear of certain places or resisting being alone with an adult or young person for unknown reasons.
- Resistance to routine bathing, toileting, or removing clothes, even in appropriate situations. Play, writing, drawings, or dreams of sexual or frightening images. Refusal to talk about a secret he or she has with an adult or older child.
- Leaving clues that seem likely to provoke a discussion about sexual issues. Using new or adult words for body parts.
- Engaging in adult-like sexual activities with toys, objects or other children.
- Developing special relationships with older friends that may include unexplained money, gifts, or privileges. Intentionally harming him or herself, for example, drug/alcohol use, cutting, burning, running away, and sexual promiscuity.
- Thinking of self or body as repulsive, dirty, or bad. Becoming increasingly secretive about Internet or telephone use.

Physical symptoms of possible sexual abuse or other maltreatment include:

- Stomachaches or illness, often with no identifiable reason.
- Difficulty in walking or sitting.
- Stained or bloody underwear.
- 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 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 they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to RCHS administration and complete the Dallas College Sexual Misconduct Report. Upon receiving a report of prohibited conduct defined by ~~policy FFH- the district~~ district policy, Dallas College 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 FLB to determine if the allegations, if proven, would constitute ~~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.~~ 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 FF1, an investigation of bullying will also be conducted.~~ After an investigation, 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.~~ of Dallas College policy.

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

Texas Education Code (TEC) §37.0832 identifies ~~Bullying is defined in state law as~~ bullying 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;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or infringes on the rights of the victim at school.

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](https://www.dallascollege.edu/resources/care-team/pages/referring-to-care-team.aspx) 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 to complete the application. The high school deputy registrar may 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.



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.

Level I (Principal) • Level II Executive Director) • Level III (School Board)

1. 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 your complaint, please identify that individual or organization: Name: _____ Address: _____ Telephone: _____ Email: _____	
6. Describe the decision or circumstances causing your complaint/grievance (give specific, factual details):	

7. What was the date of the decision or circumstances causing your complaint?		
8. Explain how you have been harmed by this decision or circumstance:		
9. Describe any efforts you have made to resolve your complaint informally and the responses to your effort:		
10. With whom did you communicate?	11. On what date (s)?	
12. Please describe the outcome or remedy you seek for this complaint:		
13. Signature of Complainant:	14. Signature of Complainant's Representative:	15. Date of Filing:
<p>For Administrative Use Only:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Date Received: _____</p>		

RICHLAND COLLEGIATE HIGH SCHOOL ITEM NO. 9.4.c.

Approval of The Texas Education Agency Waivers for Richland Collegiate High School 2022-2023 Staff Development Days

The Chancellor recommends that the Board of Trustees approves the Richland Collegiate High School (RCHS) 2022-2023 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 2022-2023 RCHS Academic Calendar includes two staff development day waivers (August 19, 2022, and February 23, 2022).

Effective Date

Upon Board Approval for the 2022-2023 School Year

FINANCIAL ITEM NO. 10.1.a.

Approval of Revised Budget for Richland Collegiate High School (RCHS)
for 2021-2022

The Chancellor recommends that authorization be given to approve the revised budget for Richland Collegiate High School.

Background

The Texas Education Agency requires that budgets be revised as often as necessary so that no expenditures exceed the budget in any single category. Expenditures have been realigned to reflect current needs. The change in state revenue is to reflect actual total enrollment in lieu of projected enrollment. This is expected to be the final revision for the 2021-22 fiscal year.

The estimated expenditures for the 2021-22 revised budget are in functional areas that relate to TEA categories as follows:

<u>District</u>	<u>TEA</u>
Instruction Public Service	11 Instruction
Academic Support	12 Instructional Resources and Media Services 13 Curriculum & Instructional Staff Development 53 Data Processing Services
Student Services	31 Guidance, Counseling and Evaluation Services 33 Health Services 34 Student Transportation 35 Food Services 36 Extracurricular Activities
Institutional Support	23 School Leadership 41 General Administration 52 Security & Monitoring Services
Operation and Maintenance of Plant	51 Facilities Maintenance and Operations

Resource Contact

Narissa Bailey, Interim Superintendent, Richland Collegiate High School

**RICHLAND COLLEGIATE HIGH SCHOOL
DALLAS COLLEGE, CHARTER HOLDER
2021-22 PROPOSED ALL FUNDS OPERATING BUDGET**

Revenues and Additions	2021-22 Spring Revision	Proposed Change	2021-22 Summer Revision
State Funding	\$ 4,072,856	\$ 77,467	\$4,150,323
Investment Income	\$ 10,000	\$ -	\$ 10,000
Use of Fund Balance	\$ 75,000	\$ -	\$ 75,000
TOTAL	\$ 4,157,856	\$ 77,467	\$4,235,323

Expenditures & Uses

	Spring Revision	Proposed Change	Summer Revision
Instruction	\$ 1,544,866	\$ 578,412	\$2,123,278
Public Service	\$ 575,000	\$ (149,300)	\$ 425,700
Academic Support	\$ 381,200	\$ (164,725)	\$ 216,475
Student Services	\$ 641,190	\$ (138,275)	\$ 502,915
Institutional Support	\$ 1,005,000	\$ (42,960)	\$ 962,040
Operations & Maintenance	\$ 10,600	\$ (5,685)	\$ 4,915
TOTAL CURRENT FUNDS EXPENDITURES & USES	\$ 4,157,856	\$ 77,467	\$4,235,323

Dallas College**Budget Crosswalk with Richland Collegiate High School 2021-22**

<u>DISTRICT</u>		<u>RGHS FUNCTION</u>	
Instruction	\$ 2,123,278	11 Instruction	\$ 2,548,978
Public Service	\$ 425,700	None	
Academic Support	\$ 216,475	12 Instructional Resources and Media Services	\$ -
		13 Curriculum & Instructional Staff Development	\$ 206,100
		53 Data Processing Services	\$ 10,375
Student Services	\$ 502,915	31 Guidance, Counseling and Evaluation Services	\$ 482,600
		33 Health Services	\$ 18,050
		34 Student Transportation	\$ -
		35 Food Services	\$ 2,265
		36 Extracurricular Activities	\$ -
Institutional Support	\$ 962,040	23 School Leadership	\$ 457,540
		41 General Admin Contracts	\$ 504,500
		52 Security & Monitoring Services	\$ -
Operation & Maintenance of Plant	\$ 4,915	51 Facilities Maintenance and Operations	\$ 4,915
<i>TOTAL</i>	<u>\$ 4,235,323</u>		<u>\$ 4,235,323</u>

FINANCIAL ITEM NO. 10.1.b.

Adoption of Budget for Richland Collegiate High School (RCHS) for 2022-2023

The Chancellor recommends that the Board of Trustees adopt the attached resolution approving the budget for 2022-23.

The Richland Collegiate High School will enroll its sixteenth incoming junior class in this Fall. The new proposed budget reflects state funding projections in accordance with House Bill 3 (HB 3) passed by the 86th Texas Legislature. Budgeted expenditures have been divided between functional areas to align with the needs of the RCHS. A public hearing on the 2022-23 budget was held on Tuesday, August 2, 2022, as an earlier agenda item.

The proposed 2021-22 budget is \$3,941,156. The estimated expenditures for 2021-22 are in functional areas that relate to TEA categories as follows:

<u>District</u>	<u>TEA</u>
Instruction	11 Instruction
Public Service	
Academic Support	12 Instructional Resources and Media Services 13 Curriculum & Instructional Staff Development 53 Data Processing Services
Student Services	31 Guidance, Counseling and Evaluation Services 33 Health Services 34 Student Transportation 35 Food Services 36 Extracurricular Activities
Institutional Support	23 School Leadership 41 General Administration 52 Security & Monitoring Services
Operation and Maintenance of Plant	51 Facilities Maintenance and Operations

Resource Contact

Narissa Bailey, Interim Superintendent, Richland Collegiate High School

**RICHLAND COLLEGIATE HIGH SCHOOL
DALLAS COLLEGE, CHARTER HOLDER
2022-23 PROPOSED ALL FUNDS OPERATING BUDGET**

Revenues and Additions	2021-22 Summer Revision	Proposed Change	2022-23 Original Budget
State Funding	\$ 4,150,323	\$ (264,167)	\$ 3,886,156
Investment Income	\$ 10,000	\$ 45,000	\$ 55,000
Use of Fund Balance	\$ 75,000	\$ (75,000)	\$ -
TOTAL	\$ 4,235,323	\$ (294,167)	\$ 3,941,156

Expenditures & Uses	Summer Revision	Proposed Change	Original Budget
Instruction	\$ 2,123,278	\$ (271,122)	\$ 1,852,156
Public Service	\$ 425,700	\$ (60,700)	\$ 365,000
Academic Support	\$ 216,475	\$ (84,475)	\$ 132,000
Student Services	\$ 502,915	\$ 132,085	\$ 635,000
Institutional Support	\$ 962,040	\$ (17,040)	\$ 945,000
Operations & Maintenance	\$ 4,915	\$ 7,085	\$ 12,000
TOTAL CURRENT FUNDS EXPENDITURES & USES	\$ 4,235,323	\$ (294,167)	\$ 3,941,156

Dallas College**Budget Crosswalk with Richland Collegiate High School 2022-23**

<u>DISTRICT</u>		<u>RCHS FUNCTION</u>	
Instruction	\$ 1,852,156	11 Instruction	\$ 2,217,156
Public Service	\$ 365,000	None	
Academic Support	\$ 132,000	12 Instructional Resources and Media Services	\$ -
		13 Curriculum & Instructional Staff Development	\$ 120,000
		53 Data Processing Services	\$ 12,000
Student Services	\$ 635,000	31 Guidance, Counseling and Evaluation Services	\$ 545,000
		33 Health Services	\$ 75,000
		34 Student Transportation	\$ -
		35 Food Services	\$ 15,000
		36 Extracurricular Activities	\$ -
Institutional Support	\$ 945,000	23 School Leadership	\$ 400,000
		41 General Admin Contracts	\$ 545,000
		52 Security & Monitoring Services	\$ -
Operation & Maintenance of Plant	\$ 12,000	51 Facilities Maintenance and Operations	\$ 12,000
<i>TOTAL</i>	<u>\$ 3,941,156</u>		<u>\$ 3,941,156</u>

**RESOLUTION OF THE BOARD OF TRUSTEES
OF DALLAS COLLEGE
AND RICHLAND COLLEGIATE HIGH SCHOOL**

WHEREAS, all requirements of the statutes of the State of Texas and the regulations of the Texas Education Agency regarding the proposed 2022-23 budget of the Richland Collegiate High School have been met;

WHEREAS, a meeting was held by the Board of Trustees of Dallas College and the Richland Collegiate High School (the “Board of Trustees”) at the Board Room of Dallas College, 1601 Botham Jean Blvd., Dallas, Texas, on the second (2nd) day of August, 2022, at which all members of the public who desired to do so were given an opportunity to speak in a public hearing called in regard to the proposed budget, and the members of the Board of Trustees were given a full explanation of the proposed budget;

WHEREAS, the public hearing was duly closed and the Board of Trustees, after fully considering the proposed budget is of the opinion that the proposed budget for Richland Collegiate High School should be approved; NOW THEREFORE;

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF DALLAS COLLEGE
AND RICHLAND COLLEGIATE HIGH SCHOOL:

That the proposed budget for the fiscal year beginning September 1, 2022, and ending August 31, 2023, is adopted, and is designated as the official budget for the Richland Collegiate High School for the 2022-23 fiscal year to be effective as of September 1, 2022.

This Resolution is effective from and immediately upon its adoption.

Monica Lira Bravo, Chair
Board of Trustees
Dallas College and Richland Collegiate High
School

Justin Lonon, Secretary
Board of Trustees
Dallas College and Richland Collegiate High School

FINANCIAL ITEM NO. 10.1.c.

Adoption of Resolution for Budget 2022-23

The Chancellor recommends the adoption of Resolution for the FY 2022-2023 budget which supports the strategic priorities of Dallas College:

- Strengthen the career connected learner network and implement the student-centric One College organization.
- Streamline and support navigation to and through our college and beyond.
- Impact income disparity throughout our community.
- Foster an equitable, diverse and inclusive environment for employees, students and suppliers.
- Create a high-performance work and learning culture that develops leaders at all levels, increases skill proficiency, and supports collaboration and equity.
- Serve as the primary provider in the talent supply chain throughout the region.
- Leverage college facilities, land, technology, programs, partnerships and other capabilities to strengthen and build our communities and workforce now and for the future.

The following budgets are submitted for approval:

Unrestricted Operating Fund	\$ 544,119,679
Auxiliary Fund	1,200,000
Special Items	20,000,000
Capital Budget	388,852,706
Richland Collegiate High School	3,941,156

The following budgets are submitted for informational purposes:

Restricted Fund	\$ 242,880,983
Debt Service Fund	68,180,050

The unrestricted operating budget contains a recommendation of a 5% adjustment to salaries in the upcoming fiscal year as well as range adjustments for safety and security personnel.

Resource Contacts

John Robertson, Chief Financial Officer

Tiska Thomas, Deputy Chief Business Officer

**RESOLUTION OF THE BOARD OF TRUSTEES
OF DALLAS COLLEGE**

WHEREAS, all requirements of the statutes of the State of Texas and the regulations of the Texas Higher Education Coordinating Board regarding the budget have been met;

WHEREAS, a meeting was held by the Board of Trustees of Dallas College on the second day of August 2022, and all members of the public were given an opportunity to speak in regards to the proposed budget, and the members of the Board of Trustees were given a full explanation of the proposed budget;

WHEREAS, the meeting was closed from further public comments, and the Board of Trustees, after fully considering the proposed budget, is of the opinion that the proposed budget should be approved; and now therefore;

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF DALLAS COLLEGE:

Section 1. That the proposed budget, including, without limitation, all of those individual items set forth in the Dallas College Budget Book, for the fiscal year beginning September 1, 2022, and ending August 31, 2023, is hereby approved and adopted, and is designated as the official budget for the Dallas College for the 2022-23 fiscal year, effective as of September 1, 2022. The Chancellor of the Dallas College is hereby authorized to approve expenditures as set forth in the approved budget and may reallocate income and expense within the total budgeted items approved herein, as may be required by reasonable business necessity, provided, however, that no material increase or decrease in any budgeted item will be made without first obtaining Board approval of same.

Section 2. That Justin Lonon, Secretary of the Board of Trustees of the Dallas College, is directed to file a copy of the official budget with the county clerk of Dallas County, Texas, the Governor's Office, the Legislative Budget Board and the Texas Higher Education Coordinating Board.

This resolution is effective from and immediately upon its adoption.

Monica Lira Bravo, Chair
Board of Trustees
Dallas College

Justin Lonon, Secretary
Board of Trustees
Dallas College

Adopted: August 2, 2022

FINANCIAL ITEM NO. 10.1.d.

Adoption of Resolution Approving Authorization of the Defeasance of Dallas College Tax Notes, Series 2021

It is recommended that the Board of Trustees of Dallas College approve a resolution, which authorizes the defeasance of Dallas College Tax Notes, Series 2021, in an amount not to exceed \$24,000,000.

Background

The Tax Notes maturing on February 15, 2026, are eligible to be defeased as determined by the Chief Financial Officer. These notes were issued with the ability to call as warranted. The Interest and Sinking fund will have available funds to call this remaining portion of the Tax Notes in the next fiscal year saving taxpayers approximately \$233,000 in interest expense.

Funding Source

Interest and Sinking Funds

Resource Contact

John Robertson, Chief Financial Officer

**RESOLUTION AUTHORIZING DEFEASANCE OF
DALLAS COLLEGE TAX NOTES, SERIES 2021**

Dallas College (College) has outstanding the following obligations:

Dallas College Tax Notes, Series 2021 (the “Notes”)

The Notes maturing on and after February 15, 2024, in the aggregate maturity amount of \$22,220,000 and bearing interest at the rate of 0.63% per annum, are eligible to be defeased, and all or any portion of the Notes that are selected to be defeased by the Chief Financial Officer are called the “Defeased Obligations”.

The proceedings adopted by the Board of Trustees authorizing the issuance of the Notes provide that the College may defease all or any of the Defeased Obligations prior to their scheduled maturities.

The Notes may be redeemed prior to their scheduled maturities as determined by the Chief Financial Officer of the College.

College staff recommends that the Defeased Obligations be defeased in the manner described below to remove the debt from its books.

The meeting at which this Resolution is adopted was open to the public, and that public notice of the time, place, and purpose of such meeting was given, all as required by Chapter 551, Texas Government Code.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES
OF DALLAS COLLEGE:**

Section 1. The Board of Trustees hereby authorizes the use of surplus funds in an amount not to exceed \$24,000,000 for the purpose of defeasing the Defeased Obligations. In connection with the defeasance of the Defeased Obligations, no bonds shall be issued, the proceeds of which are used for the specific purpose of defeasing the Defeased Obligations.

Section 2. The Chief Financial Officer shall select the Defeased Obligations to be defeased and their date of defeasance solely from available funds of the College in an amount, together with investment earnings, if any, on those funds, equal to the maturity amount of the Defeased Obligations, plus accrued interest on the Defeased Obligations to their maturity dates. The Chief Financial Officer may effect the redemption of the Defeased Obligations in accordance with the provisions of the resolution authorizing their issuance.

Section 3. The Chief Financial Officer shall execute and deliver any documents necessary to effect the defeasance of the Defeased Obligations, specifically, any agreement with any paying agent for the Defeased Obligations to hold the amounts deposited and invested to pay the Defeased Obligations at their maturity date.

Section 4. The authority granted to the Chief Financial Officer by this Resolution to effect the defeasance of the Defeased Obligations shall expire at the close of business on Thursday, August 31, 2023.

Section 5. This Resolution shall become effective immediately upon its passage, in accordance with Section 1201.028, Texas Government Code.

Monica Lira Bravo, Chair
Board of Trustees
Dallas College

Justin Lonon, Secretary
Board of Trustees
Dallas College

FINANCIAL ITEM NO. 10.1.e.

Approval of Order Authorizing the Issuance of General Obligation Refunding Bonds, Series 2022; Delegating the Sale of the Bonds to the Designated Financial Officer Named in this Order; Establishing Parameters Regarding the Sale of the Bonds; and Approving and Authorizing Instruments and Procedures Relating Thereto

The Chancellor recommends that an order to establish the parameters to refund callable portions of General Obligation Refunding Bonds, Series 2016, be approved in an amount not to exceed \$50,000,000 with a target net present value savings minimum of 4% and a positive gross savings.

Purpose

Taxpayer savings of at least \$1.5 million on this refunding

Background

The General Obligation Refunding Bonds, Series 2016, with an original aggregate principal of \$54,915,000 were issued as payment of bonds for the Series 2008 General Obligation Refunding and Improvement Bonds.

The Order calls for the following provisions to be present before the refunding bonds can be issued:

A principal amount of not more than \$50,000,000

A net present value savings of 4% or more

The parameters in this Order calls for the Board to authorize the Chancellor or the Chief Financial Officer to act as the designated financial officer to execute the sale at the time market conditions appear most optimum. A report will be issued to the Board with final results upon completion of the sale. The Order, if passed, provides authority to effect the sale of all or any portion of the Bonds sold by this order to expire at 5:00 p.m., August 31, 2022.

Resource Contact

John Robertson, Chief Financial Officer

**ORDER AUTHORIZING THE ISSUANCE OF
GENERAL OBLIGATION REFUNDING BONDS, TAXABLE SERIES 2022;
DELEGATING THE SALE OF THE BONDS TO THE DESIGNATED FINANCIAL
OFFICER NAMED IN THIS ORDER; ESTABLISHING PARAMETERS REGARDING
THE SALE OF THE BONDS; AND APPROVING AND AUTHORIZING
INSTRUMENTS AND PROCEDURES RELATING THERETO**

THE STATE OF TEXAS

COUNTY OF DALLAS

DALLAS COLLEGE

:

:

:

WHEREAS, Dallas College (formerly Dallas County Community College District, and referred to in this Order as the "Issuer") previously has issued its General Obligation Refunding Bonds, Series 2016, in the original aggregate principal amount of \$54,915,000 (the "Series 2016 Bonds");

WHEREAS, the Issuer now desires to refund all or part of the Series 2016 Bonds described in Schedule I attached hereto, collectively, the "Available Refunded Obligations", and those Available Refunded Obligations designated by the Designated Financial Officer in the Pricing Certificate, each as defined below, to be refunded are herein referred to as the "Refunded Obligations";

WHEREAS, Chapter 1207, Texas Government Code ("Chapter 1207"), authorizes the Issuer to issue refunding bonds and to deposit the proceeds from the sale thereof, together with any other available funds or resources, directly with a paying agent for the Refunded Obligations or a trust company or commercial bank that does not act as a depository for the Issuer and is named in these proceedings, and such deposit, if made before the payment dates of the Refunded Obligations, shall constitute the making of firm banking and financial arrangements for the discharge and final payment of the Refunded Obligations;

WHEREAS, Chapter 1207 further authorizes the Issuer to enter into an escrow or similar agreement with such paying agent for the Refunded Obligations or trust company or commercial bank that does not act as a depository for the Issuer with respect to the safekeeping, investment, reinvestment, administration and disposition of any such deposit, upon such terms and conditions as the Issuer and such paying agent or trust company or commercial bank may agree;

WHEREAS, bonds may be issued to refund the Refunded Obligations to produce a savings to the College;

WHEREAS, all the Refunded Obligations mature or are subject to redemption prior to maturity within 20 years of the date of the bonds hereinafter authorized;

WHEREAS, the Board of Trustees of the Issuer hereby finds and determines that it is a public purpose and in the best interests of the Issuer to refund the Refunded Obligations in order

to restructure the Issuer's tax-supported debt service requirements, with the specific intent of reducing the aggregate debt service to be paid by the College;

WHEREAS, because of fluctuating conditions in the municipal bond market, the Board of Trustees has determined to delegate to the Designated Financial Officer the authority to effect the sale of the bonds hereinafter authorized for the purpose of providing for the refunding of all or a portion of the Refunded Obligations, subject to the parameters hereinafter described; and

WHEREAS, the bonds hereinafter authorized and designated are to be issued and delivered pursuant to the laws of the State of Texas, including specifically Chapter 1207, Texas Government Code.

THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF DALLAS COLLEGE:

Section 1. RECITALS, AMOUNT AND PURPOSE OF THE BONDS. The recitals set forth in the preamble hereof are incorporated herein and shall have the same force and effect as if set forth in this Section. The bonds of the Issuer are hereby authorized to be issued and delivered in the aggregate principal amount not to exceed \$35,000,000, for the purpose of refunding the Refunded Obligations, and paying costs of issuance associated with the sale of the Bonds. The Bonds shall be numbered consecutively from R-1 upward; provided, the Issuer shall cause to be delivered one (1) Initial Bond numbered T-1 and registered to the initial purchaser of the Bonds, following the approval by the Attorney General and the registration by the Comptroller, as further provided in the FORM OF BOND. .

Section 2. DEFINITIONS. As used in this Order, unless the context shall otherwise require, the following terms shall have the respective meanings, to-wit:

"Attorney General" shall have the meaning given in Section 5(a) of this Order.

"Bidding Instructions" shall mean the Notice of Sale and Bidding Instructions distributed to potential purchasers of Bonds sold pursuant to a competitive sale.

"Board" shall mean the Board of Trustees of the Issuer.

"Bonds" shall mean and include the bonds initially issued and delivered pursuant to this Order and all substitute bonds exchanged therefor, as well as all other substitute bonds and replacement bonds issued pursuant hereto, and the term "Bond" shall mean any of the Bonds.

"Business Day" shall mean a day other than a Saturday, a Sunday, a legal holiday, or a day on which banking institutions in the city where the Designated Trust Office is located are authorized by law or executive order to close.

"Chapter 1207" shall have the meaning given in the preamble to this Order.

"Code" shall mean the Internal Revenue Code of 1986, as amended.

"Comptroller" shall have the meaning given in Section 5(a) of this Order.

"Defeasance Securities" shall mean (i) direct, noncallable obligations of the United States of America, including obligations that are unconditionally guaranteed by the United States of America, (ii) noncallable obligations of an agency or instrumentality of the United States of America, including obligations that are unconditionally guaranteed or insured by the agency or instrumentality and that, on the date of the purchase thereof are rated as to investment quality by a nationally recognized investment rating firm not less than AAA or its equivalent, (iii) noncallable obligations of a state or an agency or a county, municipality, or other political subdivision of a state that have been refunded and that, on the date the governing body of the Issuer adopts or approves the proceedings authorizing the financial arrangements are rated as to investment quality by a nationally recognized investment rating firm not less than AAA or its equivalent, and (iv) any other securities or obligations hereafter authorized under applicable state law in existence at the time of such defeasance that are eligible to discharge obligations such as the Bonds.

"Designated Financial Officer" shall mean the Chancellor or the Chief Financial Officer of the Issuer, acting individually but not jointly.

"Designated Trust Office" shall have the meaning given in Section 5(a) of this Order.

"DTC" shall have the meaning given in Section 5(e) of this Order.

"Escrow Agreement" shall mean the Escrow Agreement between the Issuer and the escrow agent therein designated, with respect to the refunding of the Refunded Obligations.

"Issuer" shall mean Dallas College.

"MSRB" shall mean the Municipal Securities Rulemaking Board.

"Official Bid Form" shall mean the bid form prepared in accordance with the Bidding Instructions and submitted to potential purchasers of Bonds sold pursuant to a competitive sale.

"Purchase Agreement" shall mean the Bond Purchase Agreement between the Issuer and the Underwriters, pertaining to the purchase of Bonds sold pursuant to a negotiated sale conducted as a public offering, or the Bond Purchase Agreement between the Issuer and the purchaser, pertaining to the purchase of Bonds sold pursuant to a negotiated sale conducted as a private placement.

"Refunded Obligations" shall mean those bonds refunded by the Issuer with the proceeds of the Bonds, as identified in a certificate executed by the Designated Financing Officer as provided in Section 15 of this Order.

"Rule" shall mean SEC Rule 15c2-12, as amended from time to time.

"SEC" shall mean the United States Securities and Exchange Commission.

"Underwriters" shall mean the investment banking firm or firms named in a Purchase Agreement, if any.

Section 3. DELEGATION OF SALE OF BONDS. (a) Delegation to Designated Financial Officer. As authorized by Chapter 1207, a Designated Financial Officer is hereby authorized to

effect the sale of the Bonds authorized to be sold by this Order. Any determination of the Designated Financial Officer, acting for and on behalf of the Board, relating to the sale of Bonds pursuant to this Order shall have the same force and effect as if such determination were made by the Board. In effecting the sale of the Bonds authorized to be sold by this Order, the Designated Financial Officer, acting for and on behalf of the Board, may determine the terms of sale of the Bonds, including determining and fixing the date of the Bonds, any additional or different designation or title by which the Bonds shall be known, the aggregate principal amount of the Bonds to be sold (subject to the limitation set forth in Section 1 hereof), the price at which the Bonds will be sold, the years in which the Bonds will mature, the principal amount to mature in each of such years, the rate or rates of interest to be borne by each such maturity, the interest payment periods, the dates, price, and terms upon and at which the Bonds shall be subject to redemption prior to maturity at the option of the Issuer, as well as any mandatory sinking fund redemption and extraordinary mandatory redemption provisions, and all other matters relating to the issuance, sale, and delivery of the Bonds, including, without limitation, the use of municipal bond insurance for the Bonds.

(b) Parameters. The foregoing provisions of this Section notwithstanding, the purchase price to be paid for the Bonds sold pursuant to this Order shall not be less than 95% of the aggregate principal amount thereof, and the Bonds shall not result in the Bonds having a true interest cost of greater than the maximum rate permitted by law. The Bonds shall not be sold for the purpose of refunding the Refunded Obligations if the parameters set forth in Section 15 of this Order are not satisfied. No Bond issued under authority of this Order shall have a stated maturity date later than February 15, 2028. The authority hereby granted by the Board to the Designated Financial Officer to effect the sale of all or any portion of the Bonds authorized to be sold by this Order expires at 5:00 p.m., Friday, September 30, 2022.

(c) Sale of Bonds. (i) *Method of Sale*. The Designated Financial Officer is hereby authorized to determine the method of sale for all or any portion of the Bonds authorized to be sold by this Order, whether by competitive sale or by negotiated sale. The determination of the Designated Financial Officer, acting for and on behalf of the Board, relating to the method of and the terms and conditions relating to the sale of Bonds pursuant to this Order shall have the same force and effect as if such determination were made by the Board. Prior to the delivery of any Bonds authorized to be sold by this Order, whether by competitive sale or negotiated sale, the Designated Financial Officer shall execute a certificate addressing the matters described in Section 15 of this Order.

(ii) *Competitive Sale*. The Designated Financial Officer, acting for and on behalf of the Board, is hereby authorized to seek competitive bids for the sale of the Bonds authorized to be sold by this Order, and is hereby authorized to prepare and distribute the Bidding Instructions and the Official Bid Form with respect to seeking competitive bids for the sale of the Bonds. The Bidding Instructions shall contain the terms and conditions relating to the sale of the Bonds, including the date bids for the purchase of the Bonds are to be received, the date of the Bonds, any additional designation or title by which the Bonds shall be known, the aggregate principal amount of the Bonds to be sold, the price at which the Bonds will be sold, the years in which the Bonds will mature, the principal amount to mature in each of such years, the rate or rates of interest to be borne by each such maturity, the interest payment periods, the dates, price, and terms upon and at which the Bonds shall be subject to redemption prior to maturity at the option of the Issuer, as well as any mandatory sinking fund redemption provisions, and all other matters relating to the issuance, sale and delivery of the Bonds so sold including, without limitation, the use of municipal

bond insurance for the Bonds and a description of the Refunded Obligations to be refunded with proceeds of the Bonds. The Designated Financial Officer, acting for and on behalf of the Board, is hereby authorized to receive and accept bids for the sale of Bonds in accordance with the Bidding Instructions on such date as determined thereby. The Bonds so sold shall be sold at such price as the Designated Financial Officer shall determine to be the most advantageous to the Issuer, which determination shall be evidenced by the execution thereby of the Official Bid Form submitted by the best and winning bidder. The sale of the Bonds, including specifically the terms of the purchase price of the Bonds, shall be subject to the provisions in subsection (b) of this Section. One Bond in the principal amount maturing on each maturity date as set forth in the Official Bid Form shall be delivered to the initial purchasers thereof, and such purchasers shall have the right to exchange such bonds as provided in Section 5 hereof without cost. The Bonds shall initially be registered in the name as set forth in the Official Bid Form. In case any officer whose signature shall appear on the Bonds shall cease to be such officer before the delivery of the Bonds, such signature shall nevertheless be valid and sufficient for all purposes the same as if such officer had remained in office until such delivery. The final official statement prepared and distributed after execution of the Official Bid Form, as further described in Section 14 of this Order, shall contain a description of the Refunded Obligations.

(iii) *Negotiated Sale.* The Designated Financial Officer, acting for and on behalf of the Board, is hereby authorized to sell all or any portion of the Bonds authorized to be sold by this Order by negotiated sale, and should the Designated Financial Officer determine to sell Bonds by negotiated sale conducted as a public offering, the Designated Financial Officer may designate the senior managing underwriter from the underwriting pool for the Bonds so sold by such a negotiated sale pursuant to this Order, and such additional investment banking firms as he deems appropriate to assure that the Bonds are sold on the most advantageous terms to the Issuer. Should Bonds be sold through a negotiated sale, the Designated Financial Officer, acting for and on behalf of the Board, is authorized to enter into and carry out a Purchase Agreement with the Underwriters for the Bonds so sold by a negotiated sale conducted as a public offering pursuant to this Order, or a Purchase Agreement with the purchaser of the Bonds so sold by a negotiated sale conducted as a private placement pursuant to this Order, at such price, with and subject to such terms as determined by the Designated Financial Officer, subject to the provisions of this Order. The sale of the Bonds, including specifically the terms of the purchase price of the Bonds, shall be subject to the provisions in subsection (b) of this Section. One Bond in the principal amount maturing on each maturity date as set forth in the Purchase Agreement shall be delivered to the Underwriters or the purchasers of the Bonds, as the case may be, and the Underwriters or the purchasers of the Bonds, as the case may be, shall have the right to exchange such Bonds as provided in Section 5 hereof without cost. The Bonds shall initially be registered in the name designated by the Underwriters or the purchasers of the Bonds, as the case may be, as set forth in the Purchase Agreement. In case any officer whose signature shall appear on the Bonds shall cease to be such officer before the delivery of the Bonds, such signature shall nevertheless be valid and sufficient for all purposes the same as if such officer had remained in office until such delivery. The Purchase Agreement shall be substantially in the form and substance previously approved by the Board in connection with the authorization of general obligation bonds sold by the Issuer, as shall be acceptable to the Designated Financial Officer, and shall include, without limitation, such terms and conditions as may be provided in accordance with subsection (d) of this Section. For purposes of this Order, a negotiated sale includes a negotiated private placement of Bonds.

(d) Bond Purchase Agreement. Should Bonds be sold by a negotiated sale, the Designated Financial Officer is hereby authorized, appointed, and designated to act on behalf of the Board in

the selling and delivering the Bonds and carrying out the other procedures specified in this Order, including determining and fixing the date of the Bonds, any additional or different designation or title by which the Bonds shall be known, the aggregate principal amount of the Bonds to be sold, the price at which the Bonds will be sold, the years in which the Bonds will mature, the principal amount to mature in each of such years, the rate or rates of interest to be borne by each such maturity, the interest payment periods, the dates, price, and terms upon and at which the Bonds shall be subject to redemption prior to maturity at the option of the Issuer, as well as any mandatory sinking fund redemption provisions, and all other matters relating to the issuance, sale, and delivery of the Bonds, including, without limitation, the use of municipal bond insurance for the Bonds and a listing of the Refunded Obligations to be refunded with proceeds of the Bonds, all of which shall be specified in the Purchase Agreement. The Designated Financial Officer, acting for and on behalf of the Board, is authorized to enter into with the Underwriters or the purchasers of the Bonds, as the case may be, and carry out the conditions specified in a Purchase Agreement for the Bonds, at such price and subject to such terms as are set forth therein. The sale of the Bonds, including specifically the terms of the purchase price of the Bonds, shall be subject to the provisions in subsection (b) of this Section.

(e) Compliance with Section 2252.908, Government Code. The foregoing provisions of this Section notwithstanding, the Designated Financial Officer shall not execute the winning Official Bid Form submitted by the best and winning bidder for the Bonds, in the case of a competitive sale, or the Purchase Agreement, in the case of a negotiated sale, unless either the winning bidder, in the case of a competitive sale, or the underwriter or purchaser of the Bonds, in the case of a negotiated sale, has confirmed to the Designated Financial Officer that disclosure filings required in accordance with the provisions of Section 2252.908, Texas Government Code, have been made to the Texas Ethics Commission, or that the winning bidder or the underwriters, as the case may be, certify to the Designated Financial Officer that the exemption from the filing requirement set forth in Section 2252.908(c)(4) applies. Within 30 days of receipt of any such disclosure filing, the Issuer will submit a copy of such filing to the Texas Ethics Commission.

Section 4. INTEREST. The Bonds shall bear interest calculated on the basis of a 360-day year composed of twelve 30-day months. Interest shall be payable at the rates set forth in the executed Official Bid Form, in the case of a competitive sale of the Bonds, or the executed Purchase Agreement, in the case of a negotiated sale of the Bonds. Interest shall be payable in the manner provided, and from the date and on the dates to the maturity or prior redemption of the Bonds stated, in the FORM OF BOND set forth in this Order.

Section 5. CHARACTERISTICS OF THE BONDS. (a) Registration, Transfer, Conversion and Exchange; Authentication. The Issuer shall keep or cause to be kept at the designated corporate trust office (the "Designated Trust Office") of the bank designated by the Designated Financial Officer as the paying agent/registrar for the Bonds (the "Paying Agent/Registrar") books or records for the registration of the transfer, conversion and exchange of the Bonds (the "Registration Books"), and the Issuer hereby appoints the Paying Agent/Registrar as its registrar and transfer agent to keep such books or records and make such registrations of transfers, conversions and exchanges under such reasonable regulations as the Issuer and the Paying Agent/Registrar may prescribe; and the Paying Agent/Registrar shall make such registrations, transfers, conversions and exchanges as herein provided within three days of presentation in due and proper form. The Paying Agent/Registrar shall obtain and record in the Registration Books the address of the registered owner of each Bond to which payments with respect to the Bonds shall be mailed, as herein provided; but it shall be the duty of each registered

owner to notify the Paying Agent/Registrar in writing of the address to which payments shall be mailed, and such interest payments shall not be mailed unless such notice has been given. The Issuer shall have the right to inspect the Registration Books during regular business hours of the Paying Agent/Registrar, but otherwise the Paying Agent/Registrar shall keep the Registration Books confidential and, unless otherwise required by law, shall not permit their inspection by any other entity. The Issuer shall pay the Paying Agent/Registrar's standard or customary fees and charges for making such registration, transfer, conversion, exchange and delivery of a substitute Bond or Bonds. Registration of assignments, transfers, conversions and exchanges of Bonds shall be made in the manner provided and with the effect stated in the FORM OF BOND set forth in this Order. Each substitute Bond shall bear a letter and/or number to distinguish it from each other Bond.

Except as provided in Section 5(c) hereof, an authorized representative of the Paying Agent/Registrar shall, before the delivery of any such Bond, date and manually sign said Bond, and no such Bond shall be deemed to be issued or outstanding unless such Bond is so executed. The Paying Agent/Registrar promptly shall cancel all paid Bonds and Bonds surrendered for conversion and exchange. No additional ordinances, orders, or resolutions need be passed or adopted by the governing body of the Issuer or any other body or person so as to accomplish the foregoing conversion and exchange of any Bond or portion thereof, and the Paying Agent/Registrar shall provide for the printing, execution, and delivery of the substitute Bonds in the manner prescribed herein. Pursuant to Chapter 1206, Texas Government Code, the duty of conversion and exchange of Bonds as aforesaid is hereby imposed upon the Paying Agent/Registrar, and, upon the execution thereof, the converted and exchanged Bond shall be valid, incontestable, and enforceable in the same manner and with the same effect as the Bonds which initially were issued and delivered pursuant to this Order, approved by the Attorney General of the State of Texas (the "Attorney General"), and registered by the Comptroller of Public Accounts of the State of Texas (the "Comptroller").

(b) Payment of Bonds and Interest. The Issuer hereby further appoints the Paying Agent/Registrar to act as the paying agent for paying the principal of and interest on the Bonds, all as provided in this Order. The Paying Agent/Registrar shall keep proper records of all payments made by the Issuer and the Paying Agent/Registrar with respect to the Bonds, and of all conversions and exchanges of Bonds, and all replacements of Bonds, as provided in this Order. However, in the event of a nonpayment of interest on a scheduled payment date, and for 30 days thereafter, a new record date for such interest payment (a "Special Record Date") will be established by the Paying Agent/Registrar, if and when funds for the payment of such interest have been received from the Issuer. Notice of the Special Record Date and of the scheduled payment date of the past due interest (which shall be 15 days after the Special Record Date) shall be sent at least five business days prior to the Special Record Date by United States mail, first class postage prepaid, to the address of each registered owner appearing on the Registration Books at the close of business on the last business day next preceding the date of mailing of such notice.

(c) In General. The Bonds (i) shall be issued in fully registered form, without interest coupons, with the principal of and interest on such Bonds to be payable only to the registered owners thereof, (ii) may be redeemed prior to their scheduled maturities (notice of which shall be given to the Paying Agent/Registrar by the Issuer at least 50 days prior to any such redemption date), (iii) may be transferred and assigned, (iv) may be converted and exchanged for other Bonds, (v) shall have the characteristics, (vi) shall be signed, sealed, executed and authenticated, (vii) the principal of and interest on the Bonds shall be payable, and (viii) shall be administered and the

Paying Agent/Registrar and the Issuer shall have certain duties and responsibilities with respect to the Bonds, all as provided, and in the manner and to the effect as required or indicated, in the FORM OF BOND set forth in this Order. The Bonds initially issued and delivered, and registered by the Comptroller, pursuant to this Order are not required to be, and shall not be, authenticated by the Paying Agent/Registrar, but on each substitute Bond issued in conversion of and exchange for any Bond or Bonds issued under this Order the Paying Agent/Registrar shall execute the PAYING AGENT/REGISTRAR'S AUTHENTICATION CERTIFICATE, in the form set forth in the FORM OF BOND.

(d) Substitute Paying Agent/Registrar. The Issuer covenants with the registered owners of the Bonds that at all times while the Bonds are outstanding the Issuer will provide a competent and legally qualified bank, trust company, financial institution, or other agency to act as and perform the services of Paying Agent/Registrar for the Bonds under this Order, and that the Paying Agent/Registrar will be one entity. The Issuer reserves the right to, and may, at its option, change the Paying Agent/Registrar upon not less than 120 days written notice to the Paying Agent/Registrar, to be effective not later than 60 days prior to the next principal or interest payment date after such notice. In the event that the entity at any time acting as Paying Agent/Registrar (or its successor by merger, acquisition, or other method) should resign or otherwise cease to act as such, the Issuer covenants that promptly it will appoint a competent and legally qualified bank, trust company, financial institution, or other agency to act as Paying Agent/Registrar under this Order. Upon any change in the Paying Agent/Registrar, the previous Paying Agent/Registrar promptly shall transfer and deliver the Registration Books (or a copy thereof), along with all other pertinent books and records relating to the Bonds, to the new Paying Agent/Registrar designated and appointed by the Issuer. Upon any change in the Paying Agent/Registrar, the Issuer promptly will cause a written notice thereof to be sent by the new Paying Agent/Registrar to each registered owner of the Bonds, by United States mail, first class postage prepaid, which notice also shall give the address of the new Paying Agent/Registrar. By accepting the position and performing as such, each Paying Agent/Registrar shall be deemed to have agreed to the provisions of this Order, and a certified copy of this Order shall be delivered to each Paying Agent/Registrar.

(e) Book-Entry Only System. The Bonds issued in exchange for the Bonds initially issued to the initial purchasers thereof shall be initially issued in the form of a separate single fully registered Bond for each of the maturities thereof. Upon initial issuance, the ownership of each such Bond shall be registered in the name of Cede & Co., as nominee of The Depository Trust Company ("DTC"), and except as provided in subsection (f) hereof, all of the outstanding Bonds shall be registered in the name of Cede & Co., as nominee of DTC.

With respect to Bonds registered in the name of Cede & Co., as nominee of DTC, the Issuer and the Paying Agent/Registrar shall have no responsibility or obligation to any DTC Participant or to any person on behalf of whom such a DTC Participant (as defined in the Official Statement described in Section 14 hereof) holds an interest on the Bonds. Without limiting the immediately preceding sentence, the Issuer and the Paying Agent/Registrar shall have no responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede & Co. or any DTC Participant with respect to any ownership interest in the Bonds, (ii) the delivery to any DTC Participant or any other person, other than a registered owner of Bonds, as shown on the Registration Books, of any notice with respect to the Bonds, or (iii) the payment to any DTC Participant or any other person, other than a Bondholder, as shown in the Registration Books of any amount with respect to principal of, premium, if any, or interest on, as the case may be, the Bonds. Notwithstanding any other provision of this Order to the contrary, the Issuer and the Paying

Agent/Registrar shall be entitled to treat and consider the person in whose name each Bond is registered in the Registration Books as the absolute owner of such Bond for the purpose of payment of principal, premium, if any, and interest, as the case may be, with respect to such Bond, for the purpose of giving notices and other matters with respect to such Bond, for the purpose of registering transfers with respect to such Bond, and for all other purposes whatsoever. The Paying Agent/Registrar shall pay all principal of, premium, if any, and interest on the Bonds only to or upon the order of the respective owners, as shown in the Registration Books as provided in this Order, or their respective attorneys duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the Issuer's obligations with respect to payment of principal of, premium, if any, and interest on, or as the case may be, the Bonds to the extent of the sum or sums so paid. No person other than an owner, as shown in the Registration Books, shall receive a Bond certificate evidencing the obligation of the Issuer to make payments of principal, premium, if any, and interest, as the case may be, pursuant to this Order. Upon delivery by DTC to the Paying Agent/Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., and subject to the provisions in this Order with respect to interest checks being mailed to the registered owner at the close of business on the Record Date, the word "Cede & Co." in this Order shall refer to such new nominee of DTC.

The foregoing notwithstanding, in the case of a negotiated sale of the Bonds conducted as a private placement, the terms of the Bond Purchase Agreement may provide that the Bonds are not required to be registered in book-entry-only form.

(f) Successor Securities Depository; Transfers outside Book-Entry Only System. In the event that the Issuer or the Paying Agent/Registrar determines that DTC is incapable of discharging its responsibilities described herein and in the representation letter of the Issuer to DTC and that it is in the best interest of the beneficial owners of the Bonds that they be able to obtain certificated Bonds, the Issuer or the Paying Agent/Registrar shall (i) appoint a successor securities depository, qualified to act as such under Section 17(a) of the Securities and Exchange Act of 1934, as amended, notify DTC and DTC Participants of the appointment of such successor securities depository and transfer one or more separate Bonds to such successor securities depository or (ii) notify DTC and DTC Participants of the availability through DTC of Bonds and transfer one or more separate Bonds to DTC Participants having Bonds credited to their DTC accounts. In such event, the Bonds shall no longer be restricted to being registered in the Registration Books in the name of Cede & Co., as nominee of DTC, but may be registered in the name of the successor securities depository, or its nominee, or in whatever name or names owners of Bonds transferring or exchanging Bonds shall designate, in accordance with the provisions of this Order.

(g) Payments to Cede & Co. Notwithstanding any other provision of this Order to the contrary, so long as any Bond is registered in the name of Cede & Co., as nominee of DTC, all payments with respect to principal of, premium, if any, and interest on, or as the case may be, such Bond and all notices with respect to such Bond shall be made and given, respectively, in the manner provided in the representation letter of the Issuer to DTC.

(h) DTC Letter of Representations. The Issuer heretofore has executed a Blanket Letter of Representations with DTC with respect to establishing a book-entry-only system of registration of ownership of the Bonds.

Section 6. FORM OF BONDS. The form of the Bonds, including the form of Paying Agent/Registrar's Authentication Certificate, the form of Assignment and the form of Registration Certificate of the Comptroller to be attached to the Bonds initially issued and delivered pursuant to this Order, shall be, respectively, substantially as provided in Exhibit A to this Order, with such appropriate variations, omissions, or insertions as are permitted or required by this Order. Specifically, the FORM OF BOND set forth in this Order may be revised to conform to the specific terms of the sale of the Bonds, consistent with the Bidding Instructions, the Official Bid Form or the Purchase Agreement, as the case may be.

Section 7. TAX LEVY. A special Interest and Sinking Fund (the "Interest and Sinking Fund") is hereby created solely for the benefit of the Bonds, and the Interest and Sinking Fund shall be established and maintained by the Issuer at an official depository bank of the Issuer. The Interest and Sinking Fund shall be kept separate and apart from all other funds and accounts of the Issuer, and shall be used only for paying the interest on and principal of the Bonds. All ad valorem taxes levied and collected for and on account of the Bonds shall be deposited, as collected, to the credit of the Interest and Sinking Fund. During each year while any Bond or the interest thereon is outstanding and unpaid, the Board shall compute and ascertain a rate and amount of ad valorem tax which will be sufficient to raise and produce the money required to pay the interest on the Bonds as such interest comes due, and to provide and maintain a sinking fund adequate to pay the principal of its Bonds as such principal matures or comes due; and said tax shall be based on the latest approved tax rolls of the Issuer, with full allowance being made for tax delinquencies and the cost of tax collection. The rate and amount of ad valorem tax is hereby levied, and is hereby ordered to be levied, against all taxable property in the Issuer for each year while any Bond or the interest thereon is outstanding and unpaid; and said tax shall be assessed and collected each such year and deposited to the credit of the Interest and Sinking Fund. Ad valorem taxes levied and collected under authority of this Order will be sufficient to provide for the payment of the interest on and principal of the Bonds, as such interest comes due and such principal matures, provided that the aggregate annual bond taxes in the Issuer shall never exceed the rate of fifty cents on the one hundred dollar valuation of taxable property in the Issuer. For purposes of this Order, maturing principal includes any scheduled mandatory sinking fund payments, as may be provided for in the FORM OF BOND.

Section 8. DEFEASANCE OF BONDS. (a) Defeased Bonds. Any Bond and the interest thereon shall be deemed to be paid, retired and no longer outstanding (a "Defeased Bond"), except to the extent provided in subsection (d) of this Section, when payment of the principal of such Bond, plus interest thereon to the due date (whether such due date be by reason of maturity or otherwise) either (i) shall have been made or caused to be made in accordance with the terms thereof, or (ii) shall have been provided for on or before such due date by irrevocably depositing with or making available to the Paying Agent/Registrar in accordance with an escrow agreement or other similar instrument (the "Future Escrow Agreement") for such payment (1) lawful money of the United States of America sufficient to make such payment or (2) Defeasance Securities that mature as to principal and interest in such amounts and at such times as will insure the availability, without reinvestment, of sufficient money to provide for such payment, and when proper arrangements have been made by the Issuer with the Paying Agent/Registrar for the payment of its services until all Defeased Bonds shall have become due and payable. At such time as a Bond shall be deemed to be a Defeased Bond hereunder, as aforesaid, such Bond and the interest thereon shall no longer be secured by, payable from, or entitled to the benefits of, the pledge of ad valorem taxes in favor of the Bonds, and such principal and interest shall be payable solely from such money or Defeasance Securities.

(b) Investment in Defeasance Securities. Any moneys so deposited with the Paying Agent/Registrar may at the written direction of the Issuer be invested in Defeasance Securities, maturing in the amounts and times as hereinbefore set forth, and all income from such Defeasance Securities received by the Paying Agent/Registrar that is not required for the payment of the Bonds and interest thereon, with respect to which such money has been so deposited, shall be turned over to the Issuer, or deposited as directed in writing by the Issuer. Any Future Escrow Agreement pursuant to which the money and/or Defeasance Securities are held for the payment of Defeased Bonds may contain provisions permitting the investment or reinvestment of such moneys in Defeasance Securities or the substitution of other Defeasance Securities upon the satisfaction of the requirements specified in subsections (a)(i) or (ii) of this Section. All income from such Defeasance Securities received by the Paying Agent/Registrar which is not required for the payment of the Defeased Bonds, with respect to which such money has been so deposited, shall be remitted to the Issuer or deposited as directed in writing by the Issuer.

(c) Paying Agent/Registrar Services. Until all Defeased Bonds shall have become due and payable, the Paying Agent/Registrar shall perform the services of Paying Agent/Registrar for such Defeased Bonds the same as if they had not been defeased, and the Issuer shall make proper arrangements to provide and pay for such services as required by this Order.

(d) Selection of Bonds for Defeasance. In the event that the Issuer elects to defease less than all of the principal amount of Bonds of a maturity, the Paying Agent/Registrar shall select, or cause to be selected, such amount of Bonds by such random method as it deems fair and appropriate.

Section 9. DAMAGED, MUTILATED, LOST, STOLEN, OR DESTROYED BONDS.

(a) Replacement Bonds. In the event any outstanding Bond is damaged, mutilated, lost, stolen, or destroyed, the Paying Agent/Registrar shall cause to be printed, executed and delivered a new Bond of the same principal amount, maturity and interest rate as the damaged, mutilated, lost, stolen or destroyed Bond, in replacement for such Bond in the manner hereinafter provided.

(b) Application for Replacement Bonds. Application for replacement of damaged, mutilated, lost, stolen, or destroyed Bonds shall be made by the registered owner thereof to the Paying Agent/Registrar. In every case of loss, theft, or destruction of a Bond, the registered owner applying for a replacement bond shall furnish to the Issuer and to the Paying Agent/Registrar such security or indemnity as may be required by them to save each of them harmless from any loss or damage with respect thereto. Also, in every case of loss, theft, or destruction of a Bond, the registered owner shall furnish to the Issuer and to the Paying Agent/Registrar evidence to their satisfaction of the loss, theft, or destruction of such Bond, as the case may be. In every case of damage or mutilation of a Bond, the registered owner shall surrender to the Paying Agent/Registrar for cancellation the Bond so damaged or mutilated.

(c) No Default Occurred. Notwithstanding the foregoing provisions of this Section, in the event any such Bond shall have matured, and no default has occurred which is then continuing in the payment of the principal of, redemption premium, if any, or interest on the Bond, the Issuer may authorize the payment of the same (without surrender thereof except in the case of a damaged or mutilated Bond) instead of issuing a replacement Bond, provided security or indemnity is furnished as above provided in this Section.

(d) Charge for Issuing Replacement Bonds. Prior to the issuance of any replacement bond, the Paying Agent/Registrar shall charge the registered owner of such Bond with all legal, printing, and other expenses in connection therewith. Every replacement bond issued pursuant to the provisions of this Section by virtue of the fact that any Bond is lost, stolen, or destroyed shall constitute a contractual obligation of the Issuer whether the lost, stolen, or destroyed Bond shall be found at any time, or be enforceable by anyone, and shall be entitled to all the benefits of this Order equally and proportionately with any and all other Bonds duly issued under this Order.

(e) Authority for Issuing Replacement Bonds. In accordance with Chapter 1206, Texas Government Code, this Section shall constitute authority for the issuance of any such replacement bond without necessity of further action by the Board or any other body or person, and the duty of the replacement of such Bonds is hereby authorized and imposed upon the Paying Agent/Registrar, and the Paying Agent/Registrar shall authenticate and deliver such Bonds in the form and manner and with the effect, as provided in Section 5(a) of this Order, for Bonds issued in conversion and exchange for other Bonds.

Section 10. CUSTODY, APPROVAL, AND REGISTRATION OF BONDS; CO-BOND COUNSEL'S OPINION; CUSIP NUMBERS AND CONTINGENT INSURANCE PROVISION, IF OBTAINED. The Designated Financial Officer is hereby authorized to have control of the Bonds initially issued and delivered hereunder and all necessary records and proceedings pertaining to the Bonds pending their delivery and their investigation, examination, and approval by the Attorney General, and their registration by the Comptroller. Upon registration of the Bonds the Comptroller (or a deputy designated in writing to act for the Comptroller) shall manually sign the Comptroller's Registration Certificate attached to such Bonds, and the seal of the Comptroller shall be impressed, or placed in facsimile, on such Certificate. The approving legal opinion of the Issuer's co-Bond Counsel and the assigned CUSIP numbers may, at the option of the Issuer, be printed on the Bonds issued and delivered under this Order, but neither shall have any legal effect, and shall be solely for the convenience and information of the registered owners of the Bonds. In addition, if bond insurance is obtained, the Bonds may bear an appropriate legend as provided by the insurer.

Section 11. NOT TAX-EXEMPT OBLIGATIONS. The Issuer does not intend to issue the Bonds in a manner that would qualify the Bonds as obligations described in section 103 of the Code, the interest on which is not includable in the "gross income" of the holder for purposes of federal income taxation. The Bonds are intended to effect an "advance refunding" of the Refunded Obligations, and the Bonds cannot be issued as tax-exempt obligations under the Code for the purpose of advance refunding outstanding obligations.

Section 12. RULE 15c2-12 UNDERTAKING. (a) Annual Reports. (i) The Issuer shall provide annually to the MSRB, within six (6) months after the end of each fiscal year of the Issuer ending in or after the first fiscal year in which Bonds are issued, financial information and operating data with respect to the Issuer of the general type included in the final Official Statement authorized by Section 14 of this Order, being the information described in the Official Statement. Any financial statements so to be provided shall be (1) prepared in accordance with the accounting principles described in the Official Statement, or such other accounting principles as the Issuer may be required to employ from time to time pursuant to state law or regulation, and (2) audited, if the Issuer commissions an audit of such statements and the audit is completed within six (6) months after the end of each fiscal year ending in or after 2022. If audited financial statements are not available at the end of the six-month period, then the Issuer will provide notice that the audited

financial statements are not available, will provide unaudited financial statements by the end of the twelve month period, and will provide audited financial statements for the applicable fiscal year to the MSRB, when and if the audited financial statements become available.

(ii) If the Issuer changes its fiscal year, it will notify the MSRB of the change (and of the date of the new fiscal year end) prior to the next date by which the Issuer otherwise would be required to provide financial information and operating data pursuant to this Section. The financial information and operating data to be provided pursuant to this Section may be set forth in full in one or more documents or may be included by specific reference to any document (including an official statement or other offering document, if it is available from the MSRB) that theretofore has been provided to the MSRB or filed with the SEC. Filings shall be made electronically, in the format as prescribed by the MSRB.

(b) Disclosure Event Notices. The Issuer shall notify the MSRB, in a timely manner not in excess of ten (10) Business Days after the occurrence of any of the following events, of any of the following events with respect to the Bonds:

1. Principal and interest payment delinquencies;
2. Non-payment related defaults, if material;
3. Unscheduled draws on debt service reserves reflecting financial difficulties;
4. Unscheduled draws on credit enhancements reflecting financial difficulties;
5. Substitution of credit or liquidity providers, or their failure to perform;
6. Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the Bonds, or other events affecting the tax status of the Bonds;
7. Modifications to rights of holders of the Bonds, if material;
8. Bond calls, if material, and tender offers;
9. Defeasances;
10. Release, substitution, or sale of property securing repayment of the Bonds, if material;
11. Rating changes;
12. Bankruptcy, insolvency, receivership or similar event of the Issuer;
13. The consummation of a merger, consolidation, or acquisition involving the Issuer or the sale of all or substantially all of the assets of the Issuer, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
14. Appointment of a successor Paying Agent/Registrar or change in name of the Paying Agent/Registrar, if material;
15. Incurrence of a Financial Obligation of the Issuer, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the Issuer, any of which affect security holders, if material; and
16. Default, event of acceleration, termination event, modification of terms, or other similar event under the terms of a Financial Obligation of the Issuer, and which reflect financial difficulties.

The Issuer shall notify the MSRB, in a timely manner, shall notify the MSRB, in a timely manner, of any failure by the Issuer to provide financial information or operating data in accordance with subsection (b) of this Section by the time required by subsection (a) of this Section.

As used in clause 12 above, the phrase "bankruptcy, insolvency, receivership or similar event" means the appointment of a receiver, fiscal agent or similar officer for the Issuer in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the Issuer, or if jurisdiction has been assumed by leaving the Board and officials or officers of the Issuer in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the Issuer.

As used in clauses 15 and 16 above, the term "Financial Obligation" means: (i) a debt obligation; (ii) a derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (iii) a guarantee of (i) or (ii); however, the term Financial Obligation shall not include Municipal Securities as to which a final official statement has been provided to the MSRB consistent with the Rule; and the term "Municipal Securities" means securities which are direct obligations of, or obligations guaranteed as to principal or interest by, a state or any political subdivision thereof, or any agency or instrumentality of a state or any political subdivision thereof, or any municipal corporate instrumentality of one or more states and any other Municipal Securities described by Section 3(a)(29) of the Securities Exchange Act of 1934, as the same may be amended from time to time.

(c) Limitations, Disclaimers, and Amendments. (i) The Issuer shall be obligated to observe and perform the covenants specified in this Section for so long as, but only for so long as, the Issuer remains an "obligated person" with respect to the Bonds within the meaning of the Rule, except that the Issuer in any event will give notice of any deposit made in accordance with this Order or applicable law that causes Bonds no longer to be outstanding.

(ii) The provisions of this Section are for the sole benefit of the holders and beneficial owners of the Bonds, and nothing in this Section, express or implied, shall give any benefit or any legal or equitable right, remedy, or claim hereunder to any other person. The Issuer undertakes to provide only the financial information, operating data, financial statements, and notices which it has expressly agreed to provide pursuant to this Section and does not hereby undertake to provide any other information that may be relevant or material to a complete presentation of the Issuer's financial results, condition, or prospects or hereby undertake to update any information provided in accordance with this Section or otherwise, except as expressly provided herein. The Issuer does not make any representation or warranty concerning such information or its usefulness to a decision to invest in or sell Bonds at any future date.

(iii) UNDER NO CIRCUMSTANCES SHALL THE ISSUER BE LIABLE TO THE HOLDER OR BENEFICIAL OWNER OF ANY BOND OR ANY OTHER PERSON, IN CONTRACT OR TORT, FOR DAMAGES RESULTING IN WHOLE OR IN PART FROM ANY BREACH BY THE ISSUER, WHETHER NEGLIGENT OR WITHOUT FAULT ON ITS PART, OF ANY COVENANT SPECIFIED IN THIS SECTION, BUT EVERY RIGHT AND REMEDY OF ANY SUCH PERSON, IN CONTRACT OR TORT, FOR OR ON ACCOUNT OF ANY SUCH BREACH SHALL BE LIMITED TO AN ACTION FOR MANDAMUS OR SPECIFIC PERFORMANCE.

(iv) No default by the Issuer in observing or performing its obligations under this Section shall comprise a breach of or default under the Order for purposes of any other provision of this Order. Nothing in this Section is intended or shall act to disclaim, waive, or otherwise limit the duties of the Issuer under federal and state securities laws.

(v) Should the Rule be amended to obligate the Issuer to make filings or provide notices to entities other than the MSRB, the Issuer agrees to undertake such obligation in accordance with the Rule as amended.

(vi) The provisions of this Section may be amended by the Issuer from time to time to adapt to changed circumstances that arise from a change in legal requirements, a change in law, or

a change in the identity, nature, status, or type of operations of the Issuer, but only if (1) the provisions of this Section, as so amended, would have permitted an underwriter to purchase or sell Bonds in the primary offering of the Bonds in compliance with the Rule, taking into account any amendments or interpretations of the Rule since such offering as well as such changed circumstances and (2) either (a) the holders of a majority in aggregate principal amount (or any greater amount required by any other provision of this Order that authorizes such an amendment) of the outstanding Bonds consent to such amendment or (b) a person that is unaffiliated with the Issuer (such as nationally recognized bond counsel) determines that such amendment will not materially impair the interest of the holders and beneficial owners of the Bonds. If the Issuer so amends the provisions of this Section, it shall include with any amended financial information or operating data next provided in accordance with subsection (a) of this Section an explanation, in narrative form, of the reason for the amendment and of the impact of any change in the type of financial information or operating data so provided. The Issuer may also amend or repeal the provisions of this continuing disclosure agreement if the SEC amends or repeals the applicable provision of the Rule or a court of final jurisdiction enters judgment that such provisions of the Rule are invalid, but only if and to the extent that the provisions of this sentence would not prevent an underwriter from lawfully purchasing or selling Bonds in the primary offering of the Bonds.

(d) Private Placement. The foregoing notwithstanding, should the Issuer sell the Bonds on a negotiated basis conducted as a private placement, the Issuer does not intend to make an undertaking in accordance with and in reliance on exceptions provided for in the Rule. Therefore, unless so designated in writing by the Designated Financial Officer, the Issuer is not obligated pursuant to the Rule to provide any on-going disclosure relating to the Issuer or the Bonds sold as a private placement.

Section 13. DEFAULT AND REMEDIES. (a) Events of Default. Each of the following occurrences or events for the purpose of this Order is hereby declared to be an Event of Default:

(i) the failure to make payment of the principal of or interest on any of the Bonds when the same becomes due and payable; or

(ii) default in the performance or observance of any other covenant, agreement or obligation of the Issuer, the failure to perform which materially, adversely affects the rights of the registered owners of the Bonds, including, but not limited to, their prospect or ability to be repaid in accordance with this Order, and the continuation thereof for a period of 60 days after notice of such default is given by any registered owner to the Issuer.

(b) Remedies for Default.

(i) Upon the happening of any Event of Default, then and in every case, any registered owner or an authorized representative thereof, including, but not limited to, a trustee or trustees therefor, may proceed against the Issuer, or any official, officer or employee of the Issuer in their official capacity, for the purpose of protecting and enforcing the rights of the registered owners under this Order, by mandamus or other suit, action or special proceeding in equity or at law, in any court of competent jurisdiction, for any relief permitted by law, including the specific performance of any covenant or agreement contained herein, or thereby to enjoin any act or thing that may be unlawful or in violation of any right of the registered owners hereunder or any combination of such remedies.

(ii) It is provided that all such proceedings shall be instituted and maintained for the equal benefit of all registered owners of Bonds then outstanding.

(c) Remedies Not Exclusive.

(i) No remedy herein conferred or reserved is intended to be exclusive of any other available remedy or remedies, but each and every such remedy shall be cumulative and shall be in addition to every other remedy given hereunder or under the Bonds or now or hereafter existing at law or in equity; provided, however, that notwithstanding any other provision of this Order, the right to accelerate the debt evidenced by the Bonds shall not be available as a remedy under this Order.

(ii) The exercise of any remedy herein conferred or reserved shall not be deemed a waiver of any other available remedy.

(iii) By accepting the delivery of a Bond authorized under this Order, such registered owner agrees that the certifications required to effectuate any covenants or representations contained in this Order do not and shall never constitute or give rise to a personal or pecuniary liability or charge against the officers, employees or members of the Issuer or the Board.

(iv) None of the members of the Board, nor any other official or officer, agent, or employee of the Issuer, shall be charged personally by the registered owners with any liability, or be held personally liable to the registered owners under any term or provision of this Order, or because of any Event of Default or alleged Event of Default under this Order.

Section 14. OFFICIAL STATEMENT. The Designated Financial Officer is hereby authorized to approve, in the name of the Issuer, the form of an official notice of sale and bidding instructions, an official bid form, a preliminary official statement and official statement to be used in connection with the sale of the Bonds, in accordance with the Rule, if the Designated Financial Officer determines that the Bonds should be sold in a manner requiring compliance with the Rule.

Section 15. REASONS FOR REFUNDING. The Board hereby finds that the issuance of the Bonds for the purpose of refunding the Refunded Obligations to enable the maintenance of a stable tax rate and to reduce the aggregate debt service payable by the College as a result of the refunding of the Refunded Obligations is a public purpose. As a condition to the issuance of the Bonds, the Bonds shall not be sold for the purpose of refunding the Refunded Obligations if the gross debt service requirements scheduled to come due on the Bonds does not reduce the gross debt service requirements that would have come due on the Refunded Obligations, had the Refunded Obligations remained outstanding through their respective maturities, by at least \$100,000. The principal amount of Bonds, if any, issued to refund Refunded Obligations, and the Refunded Obligations to be refunded, shall be specifically identified in the certificate executed by the Designated Financial Officer described below. The Designated Financial Officer may elect not to refund any or all of the obligations listed in Schedule I. On or before the delivery date of the Bonds, the Designated Financial Officer shall execute and deliver to the Board a certificate stating that the refunding of the Refunded Obligations achieves the thresholds established by this Order. This certificate shall specifically state both the net present value and the gross debt service savings or increase realized by the Issuer as a result of refunding the Refunded Obligations. The

determination of the Designated Financial Officer relating to the issuance and sale of Bonds to refund Refunded Obligations in such principal amount as provided in the Purchase Agreement shall have the same force and effect as if such determination were made by the Board.

Section 16. ESCROW AGREEMENT. The Designated Financial Officer and the Secretary of the Board are hereby authorized, for and on behalf of the Issuer, to execute, attest and deliver the Escrow Agreement to establish firm banking arrangements in connection with the refunding of the Refunded Obligations, in substantially the form and substance previously approved by the Board in connection with the refunding of obligations, with such changes as the Designated Financial Officer deems necessary to effect the sale of the Bonds. The Designated Financial Officer is hereby authorized to engage a band to serve as Escrow Agent pursuant to such Escrow Agreement.

Section 17. FURTHER PROCEDURES. (a) Actions Authorized. The Chair and the Vice Chair of the Board, the Chancellor of the Issuer, the Designated Financial Officer, and all other officers, employees, and agents of the Issuer, and each of them, shall be and they are hereby expressly authorized, empowered, and directed from time to time and at any time to do and perform all such acts and things and to execute, acknowledge, and deliver in the name of the Issuer the Escrow Agreement, the agreement with the Paying Agent/Registrar, and such other instruments, whether herein mentioned, as may be necessary or desirable in order to carry out the terms and provisions of this Order, the Bonds, the sale and delivery of the Bonds, the winning Official Bid Form, in the case of a competitive sale, the Purchase Agreement, in the case of a negotiated sale, and fixing all details in connection with the Bonds. The Board hereby authorizes the payment of the fee of the Attorney General for the examination of the proceedings relating to the issuance of the Bonds, in the amount determined in accordance with the provisions of Section 1202.004, Texas Government Code.

(b) Use of Proceeds. Proceeds representing accrued interest on the Bonds shall be deposited to the credit of the Interest and Sinking Fund. Proceeds representing premium, if any, paid by the Underwriters in connection with the sale of the Bonds may be used for any purpose authorized by Section 1201.042(d), Texas Government Code, including specifically, but not by way of limitation, in connection with the refunding of Refunded Obligations. The Issuer shall cause to be deposited with the Escrow Agent, from the proceeds from the sale of the Bonds and other available moneys of the Issuer, an amount sufficient to provide for the refunding of the Refunded Obligations in accordance with Chapter 1207 and the terms of the Escrow Agreement.

Section 18. REDEMPTION OF REFUNDED OBLIGATIONS. The Board hereby determines that the Refunded Obligations shall be called for redemption on the redemption date set forth in Schedule I, at the applicable redemption price to the date fixed for redemption as provided in Schedule I. The Designated Financial Officer or the designee thereof shall take such actions as are necessary to cause the required notice of redemption to be given in accordance with the terms of the proceedings authorizing the issuance of the Refunded Obligations.

Section 19. CONTINUED PERFECTION OF SECURITY INTEREST. Chapter 1208, Texas Government Code, applies to the issuance of the Bonds and the pledge of the ad valorem taxes granted by the Issuer under Section 7 of this Order, and such pledge is therefore valid, effective, and perfected. If Texas law is amended at any time while the Bonds are outstanding and unpaid such that the pledge of the ad valorem taxes granted by the Issuer under Section 7 of this Order is to be subject to the filing requirements of Chapter 9, Texas Business & Commerce Code,

then in order to preserve to the registered owners of the Bonds the perfection of the security interest in said pledge, the Issuer agrees to take such measures as it determines are reasonable and necessary under Texas law to comply with the applicable provisions of Chapter 9, Texas Business & Commerce Code and enable a filing to perfect the security interest in said pledge to occur.

Section 20. RULES OF CONSTRUCTION. For all purposes of this Order, unless the context requires otherwise, all references to designated Sections and other subdivisions are to the Sections and other subdivisions of this Order. The words "herein", "hereof" and "hereunder" and other words of similar import refer to this Order as a whole and not to any particular Section or other subdivision. Except where the context otherwise requires, terms defined in this Order to impart the singular number shall be considered to include the plural number and vice versa. References to any named person means that party and its successors and assigns. References to an officer or designated position (e.g., Chancellor) include any person acting in the capacity of such officer or designated position, whether on an acting, interim or permanent basis. References to any constitutional, statutory or regulatory provision means such provision as it exists on the date this Order is adopted by the Board and any future amendments thereto or successor provisions thereof. Any reference to "FORM OF BOND" shall refer to the form of the Bonds set forth in Exhibit A to this Order.

Section 21. REPEAL OF CONFLICTING ORDERS. All orders or resolutions and all parts of any orders or resolutions which are in conflict or inconsistent with this Order are hereby repealed and shall be of no further force or effect to the extent of such conflict or inconsistency.

Section 22. PUBLIC NOTICE. It is hereby found and determined that each of the officers and members of the Board was duly and sufficiently notified officially and personally, in advance, of the time, place, and purpose of the meeting at which this Order was adopted; that this Order would be introduced and considered for adoption at said meeting; and that said meeting was open to the public, and public notice of the time, place, and purpose of said meeting was given, all as required by Chapter 551, Texas Government Code.

EXECUTED THIS ____ DAY OF AUGUST, 2022.

Justin Lonon, Secretary
Board of Trustees
Dallas College

Monica Lira Bravo, Chair
Board of Trustees
Dallas College

(SEAL)

SCHEDULE I

DESCRIPTION OF REFUNDED BONDS

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT GENERAL OBLIGATION REFUNDING BONDS, SERIES 2016, all bonds maturing on and after February 15, 2023, aggregating \$54,915,000.00 in principal amount; Bonds maturing on and after February 15, 2027 callable at par on and after February 15, 2026. REDEMPTION DATE: February 15, 2026; REDEMPTION PRICE: par plus accrued interest.

EXHIBIT A

This FORM OF BOND may be revised as provided in Section 3 of this Order to conform to the terms of the sale of the Bonds.

FORM OF BOND

NO. R-

PRINCIPAL
AMOUNT
\$

\$

UNITED STATES OF AMERICA
STATE OF TEXAS
DALLAS COLLEGE
GENERAL OBLIGATION REFUNDING BOND
TAXABLE SERIES 2022

MATURITY DATE

INTEREST RATE

DELIVERY DATE

CUSIP NO.

%

Registered Owner:

Principal Amount:

ON THE MATURITY DATE specified above, DALLAS COLLEGE, in Dallas County, Texas (the "Issuer"), being a political subdivision of the State of Texas, hereby promises to pay to the registered owner set forth above, or registered assigns (hereinafter called the "registered owner") the principal amount set forth above, and to pay interest thereon from the Delivery Date of this Bond specified above, on February 15, 2023 and semi-annually on each August 15 and February 15 thereafter to the maturity date specified above, or the date of redemption prior to maturity, at the interest rate per annum specified above; except that if the Paying Agent/Registrar's Authentication Certificate appearing on the face of this Bond is dated later than February 15, 2023, such interest is payable semi-annually on each August 15 and February 15 following such date; provided, however, that if on the date of authentication hereof the interest on the Bond or Bonds, if any, for which this Bond is being exchanged is due but has not been paid, then this Bond shall bear interest from the date to which such interest has been paid in full. Interest on this Bond shall be calculated on the basis of a 360-day year composed of twelve 30-day months.

THE PRINCIPAL OF AND INTEREST ON this Bond are payable in lawful money of the United States of America, without exchange or collection charges. The principal of this Bond shall be paid to the registered owner hereof upon presentation and surrender of this Bond at maturity or upon the date fixed for its redemption prior to maturity, at the designated corporate trust office in Dallas, Texas (the "Designated Trust Office") of [NAME OF PAYING AGENT/REGISTRAR] which is the "Paying Agent/Registrar" for this Bond. The payment of interest on this Bond shall be made by the Paying Agent/Registrar to the registered owner hereof as shown by the Registration

Books kept by the Paying Agent/Registrar at the close of business on the last Business Day (as defined in the hereinafter defined Bond Order) of the month next preceding such interest payment date (the "Record Date") by check drawn by the Paying Agent/Registrar on, and payable solely from, funds of the Issuer required to be on deposit with the Paying Agent/Registrar for such purpose as hereinafter provided; and such check shall be sent by the Paying Agent/Registrar by United States mail, first class postage prepaid, on each such interest payment date, to the registered owner hereof at its address as it appears on the Registration Books kept by the Paying Agent/Registrar, as hereinafter described, on the Record Date. The Issuer covenants with the registered owner of this Bond that no later than each principal payment date and interest payment date for this Bond it will make available to the Paying Agent/Registrar the amounts required to provide for the payment, in immediately available funds, of all principal of and interest on the Bonds, when due, all as provided in the order authorizing the issuance of the Bonds (the "Bond Order"). In the event of a non-payment of interest on a scheduled payment date, and for 30 days thereafter, a new record date for such interest payment (a "Special Record Date") will be established by the Paying Agent/Registrar, if and when funds for the payment of such interest have been received from or on behalf of the Issuer. Notice of the Special Record Date and of the scheduled payment date of the past due interest (the "Special Payment Date", which shall be 15 days after the Special Record Date) shall be sent at least five business days prior to the Special Record Date by United States mail, first class postage prepaid, to the address of each registered owner appearing on the books of the Paying Agent/Registrar at the close of business on the last business day next preceding the date of mailing such notice. The foregoing notwithstanding, a registered owner of one million dollars or more of principal amount of the Bonds may receive, at its expense, all payments of principal and interest by wire transfer on each payment date. All Bonds of this series are issuable solely as fully registered bonds, without interest coupons, in the denomination of any integral multiple of \$5,000 in principal amount (an "Authorized Denomination").

IF THE DATE for the payment of the principal of or interest on this Bond shall be a Saturday, Sunday, a legal holiday, or a day on which banking institutions in the city where the Designated Trust Office of the Paying Agent/Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not such a Saturday, Sunday, legal holiday, or day on which banking institutions are authorized to close; and payment on such date shall have the same force and effect as if made on the original date payment was due.

THIS BOND is one of a Series of Bonds dated as of the Delivery Date specified above, authorized in accordance with the Constitution and laws of the State of Texas in the aggregate principal amount of \$_____, for the purpose of refunding the Refunded Obligations (as defined in the Bond Order), and paying costs of issuance associated with the sale of the Bonds.

ON FEBRUARY 15, 20__, or on any date thereafter, the Bonds of this Series maturing on and after February 15, 20__, may be redeemed prior to their scheduled maturities, at the option of the Issuer, with funds derived from any available and lawful source, as a whole, or in part, and, if in part, the particular Bonds, or portions thereof, to be redeemed shall be selected and designated by the Issuer (provided that a portion of a Bond may be redeemed only in an Authorized Denomination), at par and accrued interest to the date fixed for redemption; provided, that during any period in which ownership of the Bonds is determined only by a book entry at a securities

depository for the Bonds, if fewer than all of the Bonds of the same maturity and bearing the same interest rate are to be redeemed, the particular Bonds of such maturity and bearing such interest rate shall be selected in accordance with the arrangements between the Issuer and the securities depository.

THIS BOND is also subject to mandatory redemption in part by lot pursuant to the terms of the Bond Order, on February 15 in the following years and in the following amounts, as a price equal to the principal amount thereof and accrued and unpaid interest to the date of redemption, without premium:

<u>Year</u>	<u>Amount (\$)</u>
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***Final Maturity**

The principal amount of the Bond required to be redeemed on any mandatory redemption date pursuant to the operation of the mandatory sinking fund redemption provisions shall be reduced, at the option of the Issuer, by the principal amount of the Bond which, at least 45 days prior to a mandatory redemption date (1) shall have been acquired by the Issuer at a price not exceeding the principal amount of such Bond plus accrued interest to the date of purchase thereof, and delivered to the Paying Agent/Registrar for cancellation, (2) shall have been purchased and canceled by the Paying Agent/Registrar at the request of the Issuer at a price not exceeding the principal amount of such Bond plus accrued interest to the date of purchase, or (3) shall have been redeemed pursuant to the optional redemption provisions and not theretofore credited against a mandatory redemption requirement.

AT LEAST 30 days prior to the date fixed for any redemption of Bonds or portions thereof prior to maturity a written notice of such redemption shall be sent by the Paying Agent/Registrar by United States mail, first class postage prepaid, at least 30 days prior to the date fixed for any such redemption, to the registered owner of each Bond to be redeemed at its address as it appeared on the Registration Books on the 45th day prior to such redemption date. By the date fixed for any such redemption, due provision shall be made with the Paying Agent/Registrar for the payment of the required redemption price for the Bonds or portions thereof which are to be so redeemed. If such written notice of redemption is mailed and if due provision for such payment is made, all as provided above, the Bonds or portions thereof which are to be so redeemed thereby automatically shall be treated as redeemed prior to their scheduled maturities, and they shall not bear interest after the date fixed for redemption, and they shall not be regarded as being outstanding except for

the right of the registered owner to receive the redemption price from the Paying Agent/Registrar out of the funds provided for such payment. If a portion of any Bond shall be redeemed a substitute Bond or Bonds having the same maturity date, bearing interest at the same rate, in any Authorized Denomination, at the written request of the registered owner, and in aggregate principal amount equal to the unredeemed portion thereof, will be issued to the registered owner upon the surrender thereof for cancellation, at the expense of the Issuer, all as provided in the Bond Order.

WITH RESPECT TO any optional redemption of the Bonds, unless the Paying Agent/Registrar has received funds sufficient to pay the principal and premium, if any, and interest on the Bonds to be redeemed before giving of a notice of redemption, the notice may state the Issuer may condition redemption on the receipt of such funds by the Paying Agent/Registrar on or before the date fixed for the redemption, or on the satisfaction of any other prerequisites set forth in the notice of redemption. If a conditional notice of redemption is given and such prerequisites to the redemption and sufficient funds are not received, the notice shall be of no force and effect, the Issuer shall not redeem the Bonds and the Paying Agent/Registrar shall give notice, in the manner in which the notice of redemption was given, that the Bonds have not been redeemed.

AS PROVIDED IN THE BOND ORDER, this Bond may, at the request of the registered owner or the assignee or assignees hereof, be assigned, transferred and exchanged for a like aggregate principal amount of fully registered Bonds, without interest coupons, payable to the appropriate registered owner, assignee or assignees, as the case may be, having the same denomination or denominations in any Authorized Denomination as requested in writing by the appropriate registered owner, assignee or assignees, as the case may be, upon surrender of this Bond to the Paying Agent/Registrar for cancellation, all in accordance with the form and procedures set forth in the Bond Order. Among other requirements for such assignment and transfer, this Bond must be presented and surrendered to the Paying Agent/Registrar at its Designated Trust Office, together with proper instruments of assignment, in form and with guarantee of signatures satisfactory to the Paying Agent/Registrar, evidencing assignment of this Bond or any portion or portions hereof in any Authorized Denomination to the assignee or assignees in whose name or names this Bond or any such portion or portions hereof is or are to be registered. The form of Assignment printed or endorsed on this Bond may be executed by the registered owner to evidence the assignment hereof, but such method is not exclusive, and other instruments of assignment satisfactory to the Paying Agent/Registrar or its agent may be used to evidence the assignment of this Bond or any portion or portions hereof from time to time by the registered owner. Such assignments, transfers, exchanges and registrations shall be without expense or service charge to the owner or owners, provided in any circumstance, any taxes or governmental charges required to be paid with respect thereto shall be paid by the one requesting such assignment, transfer, exchange or registration as a condition precedent to the exercise of such privilege. The Paying Agent/Registrar shall not be required to make transfers of registration or exchange of this Bond or any portion hereof (i) during the period commencing with the close of business on any Record Date and ending with the opening of business on the next following principal or interest payment date, or (ii) with respect to any Bond or any portion thereof called for redemption prior to maturity, within 45 days prior to its redemption date. The registered owner of this Bond shall be deemed and treated by the Issuer and the Paying Agent/Registrar as the absolute owner hereof for all purposes, including payment and discharge of liability upon this Bond to the extent of such payment, and, to the extent permitted by law, the Issuer and the Paying Agent/Registrar shall not be affected by any notice to the contrary.

WHENEVER the beneficial ownership of this Bond is determined by a book entry at a securities depository for the Bonds, the foregoing requirements of holding, delivering or transferring this Bond shall be modified to require the appropriate person or entity to meet the requirements of the securities depository as to registering or transferring the book entry to produce the same effect.

IN THE EVENT any Paying Agent/Registrar for the Bonds is changed by the Issuer, resigns, or otherwise ceases to act as such, the Issuer has covenanted in the Bond Order that it promptly will appoint a competent and legally qualified substitute therefor, and cause written notice thereof to be mailed to the registered owners of the Bonds.

IT IS HEREBY certified, recited, and covenanted that this Bond has been duly and validly authorized, issued and delivered; that all acts, conditions and things required or proper to be performed, exist and be done precedent to or in the authorization, issuance and delivery of this Bond have been performed, existed and been done in accordance with law; that this Bond is a general obligation of the Issuer, issued on the full faith and credit thereof; and that ad valorem taxes sufficient to provide for the payment of the interest on and principal of this Bond, as such interest comes due, and as such principal matures, have been levied and ordered to be levied against all taxable property in the Issuer, and have been pledged for such payment, within the limit prescribed by law.

BY BECOMING the registered owner of this Bond, the registered owner thereby acknowledges all of the terms and provisions of the Bond Order, agrees to be bound by such terms and provisions, acknowledges that the Bond Order is duly recorded and available for inspection in the official minutes and records of the governing body of the Issuer, and agrees that the terms and provisions of this Bond and the Bond Order constitute a contract between each registered owner hereof and the Issuer.

IN WITNESS WHEREOF, the Issuer has caused this Bond to be signed with the manual or facsimile signature of the Chair of the Board of Trustees of the Issuer and countersigned with the manual or facsimile signature of the Secretary of the Board of Trustees of the Issuer, and has caused the official seal of the Issuer to be duly impressed, or placed in facsimile, on this Bond.

(signature)
Secretary, Board of Trustees

(SEAL)

(signature)
Chair, Board of Trustees

FORM OF REGISTRATION CERTIFICATE OF THE
COMPTROLLER OF PUBLIC ACCOUNTS:

COMPTROLLER'S REGISTRATION CERTIFICATE: REGISTER NO.

I hereby certify that this Bond has been examined, certified as to validity, and approved by the Attorney General of the State of Texas, and that this Bond has been registered by the Comptroller of Public Accounts of the State of Texas.

Witness my signature and seal this

Comptroller of Public Accounts
of the State of Texas

(COMPTROLLER'S SEAL)

FORM OF PAYING AGENT/REGISTRAR'S AUTHENTICATION CERTIFICATE

PAYING AGENT/REGISTRAR'S AUTHENTICATION CERTIFICATE

(To be executed if this Bond is not accompanied by an
executed Registration Certificate of the Comptroller
of Public Accounts of the State of Texas)

It is hereby certified that this Bond has been issued under the provisions of the Bond Order described in the text of this Bond; and that this Bond has been issued in conversion or replacement of, or in exchange for, a bond, bonds, or a portion of a bond or bonds of a Series which originally was approved by the Attorney General of the State of Texas and registered by the Comptroller of Public Accounts of the State of Texas.

Dated:

[NAME OF PAYING AGENT/REGISTRAR],
Paying Agent/Registrar

By _____
Authorized Representative

FORM OF ASSIGNMENT:

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned registered owner of this Bond, or duly authorized representative or attorney thereof, hereby assigns this Bond to

/ _____ /

(Assignee's Social Security
or Taxpayer Identification number)

(print or type Assignee's name
and address, including zip code)

and hereby irrevocably constitutes and appoints

attorney to transfer the registration of this Bond on the Paying Agent/Registrar's Registration Books with full power of substitution in the premises.

Dated _____

Signature Guaranteed:

NOTICE: This signature must be guaranteed by a member of the New York Stock Exchange or a commercial bank or trust company.

NOTICE: This signature must correspond with the name of the Registered Owner appearing on the face of this Bond in every particular without alteration or enlargement or any change whatsoever.

The Initial Bond shall be in the form set forth above, except that the form of the single fully registered Initial Bond shall be modified as follows:

- (i) immediately under the name of the bond the headings "Maturity Date", "Interest Rate", "Delivery Date" and "Cusip" shall be omitted; and
- (ii) Paragraph one shall read as follows:

Registered Owner:

Principal Amount:

Delivery Date:

DALLAS COLLEGE, in Dallas County, Texas (the "Issuer"), being a political subdivision of the State of Texas, promises to pay to the Registered Owner named above, or the registered

assigns thereof, the Principal Amount hereinabove stated on February 15 in each of the years and in principal installments in accordance with the following schedule:

<u>Maturity Date</u>	<u>Principal Amount (\$)</u>	<u>Interest Rate (%)</u>
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and to pay interest thereon from the Delivery Date specified above, on February 15, 2023, and semiannually on each August 15 and February 15 thereafter to the maturity date specified above, or to the date of redemption prior to maturity, at the interest rate per annum specified above. Interest shall be calculated on the basis of a 360-day year consisting of twelve 30-day months.

FINANCIAL ITEM NO. 10.1.f.

Approval of Date to Adopt Ad Valorem Tax Rate for 2022 Tax Year,
2023 Fiscal Year

The Chancellor recommends that the Board of Trustees places a proposal on the agenda of the meeting to be held September 13, 2022, to adopt an ad valorem tax rate on each \$100 increment of assessed valuation of property for the maintenance and operation of Dallas College. A public hearing on the proposed tax rate will be held Tuesday, August 2, 2022 as required by the Texas Tax Code.

Texas Tax Code requires a public hearing be held before the adoption of the tax rate. Notices of the public hearing, if any, as well as the results of the record vote must be published in the local newspaper. Each Trustee's vote on this recommendation will appear in one of four categories in the notice:

- 1) for the proposal,
- 2) against the proposal,
- 3) present and not voting, or
- 4) absent.

At its regular meeting on June 7, 2022, the Board of Trustees approved a schedule for tax rate and budget adoption.

The administration *projects* the rate for the debt service interest and sinking requirements on the general obligation bonds (I&S portion of the tax rate) to be slightly lower. There is not a public hearing on the I&S portion of the rate, nor do trustees vote on it except to adopt it at the September meeting, nor is

The administration recommends a proposed M&O rate of \$0.096038 per \$100 valuation. The M&O rate that is adopted in September cannot be higher than the rate proposed at this meeting.

The Dallas County Appraisal District released the Certified Estimated Taxable Appraised Value on July 25, 2022. The Dallas County Tax Office will calculate the No-New Revenue and Voter-Approved Tax Rates for Dallas College. This information will be provided to the Board as soon as it is available.

Resource Contact

John Robertson, Chief Financial Officer

POLICY ITEM - FIRST READING NO. 11.1

Approval of Amendment to Policies Concerning Assignment, Work Load and Schedules –DJ (LOCAL)

At the start of the pandemic, remote work was a temporary arrangement. However, as the pandemic extends into its third year, we have realized the importance of flexibility in meeting the demands of any given moment.

The College's current policy addresses the concept of telecommuting but lacks sufficient nimbleness and structure to address the needs of the College and the communities it serves. Flexible work arrangements ("FlexWork"), comparatively, provide greater flexibility and opportunities for expanded hours of operation, and have been linked to increased productivity, performance, recruitment and retention.

To ensure the continued success of the organization, while incorporating some of the lessons learned during the pandemic, the Chancellor recommends the Board approve the following amendments to local policy DJ (LOCAL).

EFFECTIVE DATE: UPON BOARD APPROVAL

<u>LOCAL POLICY</u>	<u>EXPLANATORY NOTES</u>
DJ – Flexible Work Arrangements	Revisions to this policy would add flexible work arrangements as an option for employees, provided the arrangement is suitable for the position, in the best interest of the College and the employee, and is managed in accordance with College policies and procedures. Revisions would provide the necessary support for implementation of a FlexWork program.



Existing Policy



Deleted Policy



New Policy



GC Edits

ASSIGNMENT, WORK LOAD, AND SCHEDULES

DJ
(LOCAL)

Note: See DJ(EXHIBIT) for definitions of terms used in this policy.

**Assignment and
Reassignment**

All employees shall be subject to assignment and reassignment by the Chancellor or designee at any time as provided by the regulations in this manual.

TelecommutingFlexible Work
Arrangements

~~The Board authorizes the~~ Flexible work arrangements ("FlexWork") shall be available to eligible full-time employees, both administrative and staff, whose job duties are appropriate for such an arrangement, when it is determined to be in the best interests of the College District and will enhance the productivity of the employee. FlexWork is not available for faculty positions or positions that require student status as a condition of employment.

The decision to authorize FlexWork is at the discretion of the managing supervisor, in consultation with Human Resources, and shall be based on this policy and any procedures promulgated hereunder, employee eligibility, the nature of the work being performed and other business considerations. FlexWork is voluntary and approval for such an arrangement does not alter an employee's employment relationship with the College District nor does it relieve an employee from the obligation to observe all applicable College District regulations, policies, and procedures. All existing terms and conditions of employment, including but not limited to an employee's position description, salary, benefits, vacation, sick leave, and overtime eligibility remain applicable to an employee participating in FlexWork. In all instances, the College District reserves the right to discontinue, limit, reduce, or change a flexible work arrangement at any time to serve the interests of the College District.

~~The Chancellor to~~ shall promulgate regulations that govern ~~employees who work at home, i.e., telecommuting~~ FlexWork. Primary considerations shall include the needs of the College District, ~~and its colleges,~~ efficient and flexible utilization of the workforce, productivity, and security of information. Neither this Flex Work policy, nor any regulations promulgated thereunder, shall apply to requests for reasonable accommodations or occasional flexible work arrangements necessitated by inclement weather, public disaster or public emergency, as declared by local, state, or federal government officials (collectively, "Exigent Circumstances"). [See CGC (REGULATION)]. A request for FlexWork as a reasonable accommodation must be made and shall be considered in accordance with DAA (Regulation) and applicable laws.

COMMITTEE REPORT NO. 12.1.a.

Audit Committee Notes for June 7, 2022

The Audit Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, June 7, 2022, beginning at 12:31 p.m. at the administrative office in room 036 and was broadcasted via the streaming link www.dallascollege.edu/boardmeetingslive. This meeting was convened by Trustee Monica Lira Bravo, self-appointed Audit Committee Chair for this meeting until a new committee chair was officially appointed.

Board Members and Officers Present

- * Mr. Cliff Boyd
- Mrs. Monica Lira Bravo
- Ms. Charletta Rogers Compton
- Ms. Diana Flores
- Dr. Justin H. Lonon (secretary and chancellor)
- Mr. Paul Mayer
- Mr. Philip J. Ritter
- * Mrs. Gretchen M. Williams

* *Denotes a committee member*

Members absent

None.

1. **Roll Call - Announcement of a Quorum** was confirmed by Trustee Bravo.
2. **Certification of Notice Posted for the Meeting** was confirmed by Chancellor Justin Lonon.
3. **Citizens Desiring to Address the Board**
None.
4. **Committee Presentations**
 - 4.1. Internal Audit Report - 3rd Quarter Ending May 31, 2022
Presenter: Lori Cox

ENGAGEMENT UPDATES

Chief Internal Auditor Lori Cox provided an update regarding the following items: continuous engagements, compliance audits and special reviews, follow-up audits, and other services, duties and special projects.

➤ Continuous Engagements (CE)

CEs are engagements that were broken down into separate focus areas, and completed periodically, due to the size and scope of the function/department.

- Fixed Assets

Status: Completed, Reporting in Progress

Progress was being made to strengthen fixed asset controls, processes and procedures. Fixed asset personnel were in the process of integrating and consolidating fixed assets records; in addition, the review and approval of policies and procedures is in progress. An update to the current inventory tagging software was also in progress (by the vendor) and once completed, training will begin. Divisions are now accountable for fixed asset inventory with assistance provided by the fixed asset personnel if needed. Detailed reviews of fixed asset controls, processes and procedures would continue in the 4th quarter of FY22 (including fixed asset verification - on a sample basis).

- Information Technology and Security

Status: Completed, Reporting in Progress

IAD relied upon the 2022 Dallas College Texas Cybersecurity Framework report (completed in April 2022 by AT&T), interviews and select documentation review to complete this quarter's IT and Security CE. Issues needing corrective action include developing and strengthening policies and procedures, recruiting and retention of employees for the college's cybersecurity team, and developing mechanisms to address the number of requests for digital forensic discoveries and risk assessment assistance (as they exceeded the available resources of the current college cybersecurity team).

- Procurement

Status: Completed, Reporting in Progress

This quarter, the Procurement CE focus was contract processes, approval and maintenance within the procurement system to evaluate efficiency, effectiveness and adherence to college policies. No exceptions were noted.

The Board discussed the opportunity to review the efficiency and effectiveness of the procurement process. Cox shared that the IAD will continue to look at specific processes in greater detail in the upcoming continuous engagement audits to determine what improvements can be made.

- Safety and Security

Status: Completed, Reporting in Progress

The CE focus this quarter was on fire, life and physical security. IAD relied upon the 2021 Safety and Security Audit report as required by Texas statute and the Texas School Safety Center (TxSSC). They also conducted interviews and completed a select documentation review to complete this quarter's Safety and Security CE. Issues, in addition to those identified in the TxSSC report, needing corrective action included a strategy to address decreased staffing and retention within the College's Public Safety & Security Department; inconsistent emergency signage at each college location; and differing practices of the College Emergency Response Team (CERT - team at each campus location to assist in an emergency). Recruiting, training and updated process for the CERT campus teams were in progress.

➤ Compliance Audits and Special Reviews

- Clery Compliance

Status: Completed

The purpose of this review was to determine compliance with the Clery Act (Clery) requirements and to evaluate the efficiency and effectiveness of current Clery programs, processes and procedures. The Dallas College Police Department has made significant efforts to ensure compliance with Clery regulations, including: documented policies, processes and procedures, a structure for collaboration, a designated Clery Compliance Officer and liaisons at each campus. Issues noted needing corrective action include: discrepancies in the required Annual Security Report, Crime Log maintenance, Campus Security Authority preparedness, and accuracy and completeness of Clery Geography maps.

The Board discussed the history of the Clery Act, previous audit history at Dallas College, and various requirements of the law including crime reporting and Clery Geography.

- Police Department Property Room

Status: Completed

Overall, the property room was properly secured and well organized to collect, process and preserve evidentiary items. Issues noted needing corrective action include: a secondary review or approval for property disposal or removal, and poor air quality in the property room (that can result in exposure to potential environmental risks).

- Professional Development

Status: In Progress

The objectives of this review were to determine if professional development activity at the college is conducted, designed, delivered and coordinated in a manner to determine and meet the needs of employees; achieve and document compliance with applicable policies, procedures and training requirements; and to facilitate appropriate tracking and maintenance of employee records.

➤ Follow-up Audits

- Automotive Program Follow-up

Status: Follow-up Complete – Reporting in Progress, Consulting Engagement in Progress

Corrective actions were developed by the new department chair and lab managers to address issues noted in the prior audit. Issues noted in the consulting engagement needing corrective action include: completion of a full inventory of all vehicles and property used in the automotive program. IAD would continue to consult on developing and implementing new processes and procedures (including inventory management).

- Employee Travel

Status: In Progress

The objectives of the follow-up audit were to determine if the prior audit findings involving ineligible reimbursements, reimbursement calculations, supporting documentation, and outstanding advances have been addressed. It was also to evaluate compliance with Dallas College policies and procedures and to evaluate the efficiency and effectiveness of current processes and procedures in place.

- Information Technology General Controls Follow-up

Status: Completed

The purpose of this follow-up was to determine if issues from the prior audit have been addressed, to assess current risks, and to

evaluate the efficiency and effectiveness of current programs, processes and procedures (including physical access and environmental controls). IT Leadership continues to implement processes to mitigate the current IT risks. The primary issue noted needing corrective action was an ongoing process to review, document and maintain appropriate access to the two IT data centers. IT addressed the issues prior to the conclusion of the audit and implemented processes for ongoing monitoring.

➤ Other Services, Duties, & Special Projects

- Business Continuity Planning Special Project

Status: Completed, Interim Reporting in Progress, On-Going Monitoring

The purpose of this special project was to provide recommendations, guidance and information for the development or enhancement of a comprehensive Business Continuity Plan (BCP) for the college. BCP was identified as a concern from management as well as a key risk for higher education and organizations in general.

- Fraud Hotline Administration & Monitoring

Status: Completed and On-going

Reviewed/investigated eight reports in the third quarter. No incidents of fraud, waste or abuse were identified or substantiated.

- Special Investigations/Reviews

Status: Completed as needed/requested.

Special investigations and reviews of varied complexity were completed to address, review or substantiate allegations; provide information; and/or provide recommendations. One special investigation/review was completed in the third quarter, and one is in progress. Results and recommendations were, or will be, reviewed with appropriate department leadership for appropriate action.

- Workday Implementation Participation

Status: In Progress/On-Going

Ongoing review of overall weekly project health, including the schedule, resources, budget and scope. No current exceptions noted. IAD attends daily meetings regarding implementation of Human Capital Management and Finance modules to provide internal control recommendations.

FY 22 AUDIT PLAN UPDATE SUMMARY

Cox shared an overall audit plan update for current and upcoming engagements as noted in the presentation slides.

The Board discussed the Dual Credit Follow-up audit and the opportunity to expand the scope to include visiting partner locations (e.g. high schools) to assess customer satisfaction/relationships, and to review courses offered to high school students to assess if the course meets appropriate standards.

ENHANCEMENT PLAN UPDATES

Cox shared IAD enhancement updates. These updates help to increase the effectiveness and efficiency of the department and ensure compliance with Internal Audit Standards. Some updates include the following: IAD communications (e.g. IAD Intranet/SharePoint site, IAD Brochure, IAD Engagement Information Packet & Presentation), and IAD related training for college employees to cover various topics, including Internal Control and Ethics.

5. Items for Review

5.1. Committee Notes

- a. Audit Committee Notes for March 1, 2022
No comments or edits were made.

6. Executive Session

The Board adjourned for Executive Session at 1:19 p.m.

7. Adjournment

The meeting adjourned at 2:22 p.m.

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

COMMITTEE REPORT NO. 12.1.b.

Education Workforce Committee Notes for June 7, 2022

The Education Workforce Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, June 7, 2022, beginning at 3:39 p.m. at the administrative office in room 036 and was broadcasted via the streaming link www.dallascollege.edu/boardmeetingslive. This meeting was convened by Committee Chair Phil Ritter.

Board Members and Officers Present

Mr. Cliff Boyd

* Mrs. Monica Lira Bravo

Ms. Charletta Rogers Compton

* Ms. Diana Flores

Dr. Justin H. Lonon (secretary and chancellor)

Mr. Paul Mayer

* Mr. Philip J. Ritter (committee chair)

Mrs. Gretchen M. Williams

* *Denotes a committee member*

Members absent

None.

1. **Roll Call - Announcement of a Quorum** was confirmed by Committee Chair Phil Ritter.
2. **Certification of Notice Posted for the Meeting** was confirmed by Chancellor Lonon.
3. **Citizens Desiring to Address the Board**
None.
4. **Committee Presentation**
 1. Policy Development
Presenters: Tricia Horatio, Danielle Valle

Senior Director of Institutional Effectiveness and Accreditation Danielle Valle noted some required policies that were Board policies versus college level. She mentioned that as one college, Dallas College, the policy on how to develop policy must be revised. She explained her office drafted and handed the policy to Dallas College legal.

Horatio introduced the discussion with an overview of the draft for policy amendment. She mentioned that the Board policy manual was sponsored by Texas Association of School Boards (TASB), who assist in publishing the policy manual and provide periodic updates quarterly.

Horatio explained that these policies, which were adopted by the Board, were local policies, state laws, federal laws, federal policies, attorney general opinions and case law. She described that these updates provided color to the legal policies. Horatio went on to talk about regulations, which were rules and requirements that drive business for Dallas College in exhibits (forms, glossaries and documents) housed in chapters A-C and E of the manual. She mentioned that district foundations, local governments, support services, business finance and instruction fall under these policies.

Horatio talked about the people-basing policies related to personnel, students and community, which were organized by chapters. She stated that outside of these, there were rules and procedures that existed in regulations not contained in Board policy, but in procedures, guidelines and handbooks.

Horatio defined policy as governing statement that must be approved by the Board before becoming policy within the college and was authoritative and binding. She compared the policy with the rules and procedures. Horatio explained that policies were applicable to the entire college. They reflected the Dallas College mission as related to the strategic priorities while guiding college business and helping the college comply with laws and regulations.

Horatio made a distinction between TASB and college-initiated policies regulated by the chancellor, including procedures and guidelines which are not authoritative and binding, but more of the who, when and what of the procedure in interpretative guidelines. She stated these handbooks or collections stated the mission related to expectation through policies and procedures.

Horatio mentioned that these policies and procedures required early input from stakeholders and consistent input throughout the drafting policy cycle.

Horatio described the issues and problems that resulted in Valle's group

bringing an initial draft for these updates. She explained that the process before the consolidation gained little input from stakeholders or were not consistent through the cycle.

Horatio talked about policies that do not come through the Board and were not included in the Board policy manual because they were regulations rather than policy. She explained the need for distinction between those two items. She mentioned that the Board Policy Manual was located on the website and there is a URL, which was the essential depository for all policies, procedures and regulations where people can reference and access it.

Horatio described the inconsistent application of documents, policies and amendments prior to the consolidation. She verified that utilizing collaboration with stakeholders is necessary to make the policies effective and increase awareness and viability of the documents.

Horatio showed the proposed policy process and how it would identify a policy name, stakeholders, process for development, approval and publishing practice.

Flores shared that it was good to take advantage of the consolidation to clean up and create new policies.

Horatio answered that anyone in the college community could initiate a form for a policy to go to a functional area leader with supporting background, purpose, and rationale for the policy review or creation. She mentioned that next it is forwarded to a Chief Administrative Officer for that division, who would be assigned as policy owner, who would then present to the Board and own this policy.

Flores asked if the functional area leader would have the discretion to say it should move forward as valid or not. Horatio answered yes, they would have that opportunity.

Flores asked what would happen if there was a difference of opinion between the functional area lead and the initiator of the policy review or creation. Horatio answered that the employee would be able to go back and present additional information to support their case and then it would route back to the CAO to review.

Flores noted it could be subjective if there was only one decision maker.

Horatio answered that Flores' feedback would be taken and incorporated

where necessary. She described the stakeholder group that would be charged with working through the policy and development for the draft for circulation. It would include human resources, academic, councils and faculty so every voice would be heard.

Flores asked if the person who initiated the form should be part of the process. Horatio answered they could be, but did not necessarily have to be part of the process.

Chancellor Lonon interjected that sometimes people believed certain things were important but might not necessarily be a stakeholder.

Horatio stated that legal review was for consistent format and legal sufficiency, but the policy owner would be the one with ownership through the process and would work with the legal department to move it forward and then present to the Board and Chancellor for approval. She did not think that if the policy were not approved, it would go through another review round and then back and forward.

Committee Chair Ritter asked if there would be a sunset policy. Horatio answered that some are tied to law and cannot be removed, but once something makes it to policy it must be reviewed every six years.

Flores mentioned that certain policies might need to be changed or updated. Chancellor Lonon responded that the current policy for working remotely was outdated and is being looked at with new flex work policies and procedures.

Flores asked how these changes would be communicated throughout the organization so that staff members could begin this process. Horatio responded it would be reviewed along with the impact. She mentioned that some things were time consuming and still must come before the Board or there might be emergency situations that would rise. Horatio explained that TASB updates would require more extensive review and legal reviews, then the stakeholders, and then the Board.

Horatio stated that the CAO was responsible for all communication to stakeholders and general counsel would send out a distribution to all employees announcing the process and give training for individuals to be aware of the policies and how they would work. She closed with the review process being every six years and talked about how “fun” the reading would be to work through all the policies. Horatio mentioned this would be a continual process which would be organized and more easily referenced with an accessible repository with individual links to the central policy library keeping

them in one central place not in multiple areas for quicker updates.

Flores liked the categories approach. Horatio talked about the success markers of compliance, assurance, risk management, objectives, laws and needs of the college.

Committee Chair Ritter asked if when the colleges were separately accredited were there different policies. Valle and Horatio answered yes.

Committee Chair Ritter thanked Valle and Horatio for the presentation.

5. **Items for Review**

1. Committee Notes

- a. Education Workforce Committee Notes for May 10, 2022
No comments or edits were made.

6. **Executive Session**

None.

7. **Adjournment**

Meeting adjourned at 4:05 p.m.

COMMITTEE REPORT NO. 12.1.c.

Finance Committee Notes for June 7, 2022

The Finance Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, June 7, 2022, beginning at 2:23 p.m. at the administrative office in room 036 and was broadcasted via the streaming link www.dallascollege.edu/boardmeetingslive. This meeting was convened by Committee Chair Cliff Boyd.

Board Members and Officers Present

- * Mr. Cliff Boyd (committee chair)
Mrs. Monica Lira Bravo
- * Ms. Charletta Rogers Compton
Ms. Diana Flores
Dr. Justin H. Lonon (secretary and chancellor)
Mr. Paul Mayer
- * Mr. Philip J. Ritter
Mrs. Gretchen M. Williams

* *Denotes a committee member*

Members absent

None.

1. **Roll Call - Announcement of a Quorum** was confirmed by Committee Chair Cliff Boyd.
2. **Certification of Notice Posted for the Meeting** was confirmed by Chancellor Justin Lonon.
3. **Citizens Desiring to Address the Board**
None.

4. Committee Presentations

1. Safety & Security Update

Presenters: Herbert Ashford, Sharon Davis, Scott Wright

Assistant Chief Ashford, Sharon Davis and Scott Wright presented a Safety

and Security Update. In 2018, the police department implemented an active shooter training for all officers, deployed tasers and body cameras, and completed a security review. In 2019, the staffing analysis was completed, MOUs with surrounding cities were executed, and the RAVE Guardian App was implemented for emergency notifications. In 2021, the police department achieved Texas Police Chief Association (TPCA) Accreditation by focusing on Texas law enforcement best practices.

The police department has also implemented security integration and enhancements, such as Avigilon software for camera systems to track and record activity and installing cameras collegewide. In addition to the active shooter training, police officers have completed intervention training to recognize and deescalate situations, regional incident management exercises, and perform weapons and tactics qualifications training annually.

The police department was focusing on hiring, creating a Police Service Officer program as a pipeline for becoming police officers while also hoping to join the regional radio system supported by the City of Dallas and the Dallas Police Department.

Sharon Davis presented an overview of the Business Continuity Office, which began in 2021, to help Dallas College prepare, respond and recover well after business interruption. Our current focus was on preparing before an emergency event and implementing processes and plans that will help keep Dallas College safe. The Business Continuity Office has been working in conjunction with the police department and facilities management to update and standardize signage collegewide. Also, the Business Continuity Office along with LeCroy media staff updated the emergency video, which is used annually for employee training.

The Business Continuity Office formed a cross-functional team with police, facilities, student success and instruction to review possible areas of vulnerability and make recommendations for improvement.

Each Dallas College location has Campus Emergency Response Teams (CERT) made up of employee volunteers who assist in the event of an emergency. CERT members undergo CPR and emergency training. This summer, CERT recruitment events were scheduled collegewide.

The Business Continuity Office completed a collegewide risk assessment to identify areas of concern. They were conducting a business impact analysis to review critical areas of the college and create collegewide continuity strategies.

Scott Wright presented an update for Facilities Management. Facilities works closely with the police to ensure buildings were safe and secure. Facilities continues to update or replace fire alarms. Security gates are scheduled to be installed at the Service Center and Eastfield campus. Facilities Management was working to assess potential vulnerabilities associated with doors, and windows collegewide. They were also working on implementing electronic access control for all interior doors.

Trustee Compton asked that active shooter training be made available collegewide. Chancellor Lonon and Sharon Davis spoke about safety drills performed on a regular basis collegewide and that more training would be available in the future.

Trustee Flores commended the departments for working together to increase security measures and mitigate risks collegewide.

2. Availability & Disparity Study

Presenters: Desiree Ochoa, John Robertson, Marisol Romany, Rob Wendland

Chief Soc Responsibility & Inclusion Officer Marisol Romany and Desiree Ochoa from the Legal department presented an overview of the availability and disparity (A&D) study, which is used to examine the extent to which minority contractors are underutilized in practices and whether there's a legally defensible race-based justification. An A&D study compares the availability versus the utilization of suppliers in the community and analyzes contracting practices. Also, an A&D study provides data used by the college to create goals, identify barriers and support business development.

Trustee Boyd spoke in support of maximizing the use of minority businesses.

5. Overview of Regular Agenda Items

1. Consent Agenda: Finance Items

- a. Approval of Professional Services Agreement with Page Southerland Page to Develop a Strategic Real Estate and Facilities Plan

This agreement with Page Southerland Page would build a decision-making framework for collegewide real estate decisions and craft a land use policy. In Phase 1, the framework would align with Dallas College's strategic priorities and include sustainability, future looking and historical preservation. Phase 1 should be completed in about five months and would help Dallas College concentrate on innovation and downtown

concepts. Phase 2 would focus on space utilization and efficiencies.

- b. Approval of Agreement with Dallas Area Rapid Transit (DART)
Renewing Three-Year Contract to Provide DART GoPass for Students

This agreement was the third renewal with DART to provide students with the DART GoPass, which has been a successful transportation program for Dallas College students for the past six years. In the past year, the DART GoPass program has saved our students \$6 million over buying a monthly DART pass.

6. Items for Review

1. Committee Notes

- a. Finance Committee Notes for May 10, 2022
No comments or edits were made.

7. Executive Session was not required.

8. Adjournment was at 3:39 p.m.

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

INFORMATIVE REPORT NO. 12.2.

3rd Quarter Investment Transactions

The 3rd Quarter investment transactions are presented as provided by Board Policy CAK (Legal), which states: *Not less than quarterly, the investment officer shall prepare and submit to the Board a written report of investment transactions for all funds covered by the Public Funds Investment Act.*

The 3rd Quarter investment transaction report is typical for this phase of the annual financial cycle.

Dallas College
Investment Portfolio Summary Report
Activity for the 3rd Quarter Ended May 31, 2022

INVESTMENTS	QUARTER ENDING	MARKET VALUE	ACCRUED INTEREST	WEIGHTED AVERAGE MATURITY	YIELD TO MATURITY
Beginning Portfolio Balance	February 28, 2022	\$ 608,484,591	\$ 433,183	474	0.35%
Purchases		198,620,475			
Matured/Sold		(254,040,560)			
Market Value Change		(6,527,719)			
Ending Portfolio Balance	May 31, 2022	\$ 546,536,787	\$ 959,591	625	0.92%

This report is prepared in compliance with generally accepted accounting principles, the investment strategy expressed in the Investment Policy of the Dallas College Board of Trustees, and the Public Funds Investment Act, as amended.

/s/ John Robertson

John Robertson, Chief Financial Officer

/s/ Tiska Thomas

Tiska Thomas, Deputy Chief, Business Officer

Investment Portfolio Transaction Report

Investment ID	CUSIP No.	Description	Purchase Date	Maturity Date	Face Amount	Yield
Investment Pools						
73190		FROST CASH MGR DDA	1-Sep-13	N/A	\$ 8,396,331	0.20%
1111		TEXPOOL	30-Jul-90	N/A	276,658	0.62%
46		LOGIC (DEBT SERVICE F46)	14-Jan-14	N/A	19,708,571	0.81%
		LOGIC Op	19-Dec-12	N/A	5,473,513	0.81%
1111		LOGIC M&O	1-Nov-15	N/A	7,828,208	0.81%
1111		LONE STAR INVESTMENTS	3-Dec-12	N/A	15,251,920	0.82%
94		LONE STAR 2020 Tax Notes	7-Oct-20	N/A	22,643,537	0.82%
93		LONE STAR 2021 Tax Notes	1-Nov-21	N/A	359	0.82%
1111		TEXAS RANGE	17-Nov-15	N/A	5,129,446	0.68%
		TEXAS CLASS	17-Nov-15	N/A	9,754,886	0.82%
1111		TEXSTAR 11110	23-Jun-03	N/A	330,158	0.65%
45		TEXSTAR 11130 [F45]	4-Mar-13	N/A	8,736,677	0.65%
Subtotal					103,530,264	
Commercial Paper						
17062-D	07274MCW3	BAYER US FIN II LIV	27-Sep-21	30-Mar-22		0.15%
17063-D	06742XXU6	BARCLAYS BK PLC CP	23-Nov-21	28-Apr-22		0.23%
17064-D	8923A1ET4	TOYOTA CR DE PUERTO RIC	22-Dec-21	27-May-22		0.31%
17065-D	89119BFV3	TORONTO-DOMINION BANK DIS CP	21-Jan-22	29-Jun-22	10,000,000	0.37%
17066-D	69448XGV8	PACIFIC LIFE ST CP	4-Feb-22	29-Jul-22	13,500,000	0.46%
17067-D	46640QJM4	JPMORGAN CHASE SECS LLC DIS	22-Mar-22	21-Sep-22	10,000,000	1.34%
17068-D	06742X4Q7	BARCLAYS BK PLC CP	20-Apr-22	17-Oct-22	10,000,000	1.66%
Subtotal					43,500,000	
Treasury Securities						
13101-P	91282CAG6	UST	5-Mar-21	31-Aug-22	10,000,000	0.11%
13102-P	9128284S6	UST	20-Dec-21	31-May-23	10,000,000	0.45%
Subtotal					20,000,000	
Municipal Securities						
14004-P	798781A91	SAN MARCOS CONSOL ISD	18-Dec-19	1-Aug-23	825,000	2.00%
14005-P	798781A83	SAN MARCOS CONSOL ISD	18-Dec-19	1-Aug-22	890,000	1.90%
14007-P	283770AB1	EL PASO ISD QUAL SCH CONSTR	12-May-20	15-Aug-25	5,000,000	1.40%
14008-P	899593MK0	TULSA CNTY OK ISD 5 JENKS TXBL	18-Jun-20	1-Jun-24	2,750,000	1.15%
14012-P	34679TUX1	FORT BEND CNTY TX LEVEE IMPT	23-Sep-20	1-Sep-22	1,000,000	0.35%
14013-P	34679TUY9	FORT BEND CNTY TX LEVEE IMPT	23-Sep-20	1-Sep-23	1,000,000	0.45%
14014	696572ME3	PALM BEACH CNTY FL WTR & SWR	27-Oct-20	1-Oct-25	5,345,000	0.65%
14015-P	235219SM5	DALLAS TX TXBL REF SER B	12-Nov-20	15-Feb-24	10,000,000	0.79%
14016-P	235219SL7	DALLAS TX TXBL REF SER B	12-Nov-20	15-Feb-23	5,000,000	0.59%
14017	040664EL4	ARIZONA BRD OF RGTS GREEN	28-Apr-21	1-Jul-25	1,750,000	0.91%
14018-P	235308D67	DALLAS ISD GO UNLTD	22-Apr-21	15-Aug-24	2,000,000	0.45%
14019-P	235308D67	DALLAS ISD GO UNLTD	22-Apr-21	15-Aug-24	6,995,000	0.45%
14020-P	052397XG6	GENERAL OBLIGATION AUSTIN TX	7-Oct-21	1-Sep-22	2,540,000	0.13%
14021-P	88213ABW4	TEXAS A&M UNIV REV TXBL	1-Feb-22	15-May-25	2,000,000	1.53%
14022	88211LEM1	TEXAS A&M UNIV PERM FD TXBLE	28-Apr-22	25-Oct-22	5,000,000	1.74%
Subtotal					52,095,000	
Agency Securities						
16468-D	3135G05R0	FNMA	13-Aug-20	10-Aug-23	10,000,000	0.35%
16471	3133EMGF3	FFCB	16-Nov-20	16-May-24	10,000,000	0.35%
16472	3134GXED2	FHLMC	8-Dec-20	8-Jun-23	10,000,000	0.25%
16473	3135GA6P1	FNMA	24-Dec-20	24-Jun-25	10,000,000	0.50%
16474	3130AKNA0	FHLB	26-Jan-21	26-Jan-26	10,000,000	0.62%
16475	3130AKPW0	FHLB	28-Jan-21	28-Jan-26	10,000,000	0.61%
16476	3130AKZG4	FHLB	18-Feb-21	18-Feb-26	10,000,000	0.61%
16477	3130AKUY0	FHLB	10-Feb-21	10-Nov-25	10,000,000	0.56%
16478A	3130ALGJ7	FHLB	23-Mar-21	23-Mar-26	9,750,000	1.00%
16481-D	3133EMSJ2	FFCB	9-Mar-21	3-Mar-25	10,000,000	0.58%
16482	3133EMVD1	FFCB	5-Apr-21	5-Apr-24	10,000,000	0.33%
16483	3130ALV35	FHLB	13-Apr-21	13-Apr-26	10,000,000	0.50%
16484	3130ALWZ3	FHLB	22-Apr-21	22-Jul-24	10,000,000	0.50%
16486	3130AMBE1	FHLB	12-May-21	12-May-26	10,000,000	1.02%
16487-D	3133EMJ94	FFCB	15-Jun-21	15-Sep-23	10,000,000	0.18%
16488	3130AMZH8	FHLB	12-Jul-21	12-Jul-24	15,000,000	0.52%
16489	3130ANHK9	FHLB	7-Sep-21	26-Jun-24	5,070,000	0.42%
16490	3130ANXF2	FHLB	29-Sep-21	29-Sep-25	10,000,000	0.40%
16491	3130ANXT2	FHLB	28-Sep-21	28-Jun-24	10,000,000	0.40%
16492	3130APL45	FHLB	28-Oct-21	28-Apr-25	10,000,000	1.00%
16493-D	3130AQLV3	FHLB	11-Jan-22	30-Jun-22	10,000,000	0.23%
16494	3133ENLA6	FFCB	14-Jan-22	14-Oct-22	10,000,000	0.37%
16495	3133ENML1	FFCB	27-Jan-22	27-Apr-23	10,000,000	0.74%
16496	3130AQWQ2	FHLB	28-Feb-22	28-May-24	10,000,000	1.45%
16497	3130AQYK3	FHLB	10-Mar-22	28-Mar-24	15,000,000	1.66%
16498	3130AR3S8	FHLB	30-Mar-22	29-Aug-25	15,000,000	2.01%
16499	3130ARAS0	FHLB	21-Mar-22	21-Mar-23	10,000,000	1.25%
16500	3130ARJG7	FHLB	22-Apr-22	22-Oct-24	10,000,000	2.63%
16501-D	3133ENMS6	FFCB	1-Apr-22	1-Feb-28	10,000,000	2.92%
16502	31422XWM0	FAMCA	11-Apr-22	5-Jul-23	10,000,000	2.06%
16503	3130ART76	FHLB	12-May-22	12-May-25	10,000,000	3.15%
16504	3130ARV65	FHLB	20-May-22	17-May-24	10,000,000	3.00%
16505	3130ARS77	FHLB	28-Apr-22	28-Jul-25	10,000,000	3.00%
Subtotal					339,820,000	
Portfolio Volume					\$ 558,945,264	

- TexSTAR yields vary daily. The Average Monthly Rate as of 2/28/22 was 0.0104%. The Average Monthly Rate as of 5/31/22 was 0.6459%.
- TexPool yields vary daily. The Average Monthly Rate as of 2/28/22 was 0.0632%. The Average Monthly Rate as of 5/31/22 was 0.6228%.
- LOGIC yields vary daily. The Average Monthly Rate as of 2/28/22 was 0.1080%. The Average Monthly Rate as of 5/31/22 was 0.8113%.
- Lone Star yields vary daily. The Average Monthly Rate as of 2/28/22 was 0.14%. The Average Monthly Rate as of 5/31/22 was 0.82%.
- Texas Range yields vary daily. The Average Monthly Rate as of 2/28/22 was 0.02%. The Average Monthly Rate as of 5/31/22 was 0.68%.
- Texas CLASS yields vary daily. The Average Monthly Rate as of 2/28/22 was 0.1229%. The Average Monthly Rate as of 5/31/22 was 0.8227%.

Market Transactions

Investment ID	Market Value 2/28/22	Securities Purchased	Securities Matured/Sold	Market Value Change	Market Value 5/31/22
Investment Pools					
73190	\$ 7,912,920	\$ 483,411	\$ -	\$ -	\$ 8,396,331
1111	276,407	251	-	-	276,658
46	6,127,971	13,580,600	-	-	19,708,571
	26,454,319	16,519,193	(37,500,000)	-	5,473,513
1111	95,755,966	16,129,128	(104,056,885)	-	7,828,208
1111	34,215,079	9,036,841	(28,000,000)	-	15,251,920
94	27,595,925	31,287	(4,983,675)	-	22,643,537
93	358	0	-	-	359
1111	23,117,217	14,512,229	(32,500,000)	-	5,129,446
	22,729,630	4,025,256	(17,000,000)	-	9,754,886
1111	329,860	298	-	-	330,158
45	8,728,780	7,897	-	-	8,736,677
Subtotal	253,244,431	74,326,392	(224,040,560)	-	103,530,264
Commercial Paper					
17062-D	9,998,500	-	(10,000,000)	1,500	-
17063-D	9,994,340	-	(10,000,000)	5,660	-
17064-D	9,987,680	-	(10,000,000)	12,320	-
17065-D	9,979,360	-	-	12,560	9,991,920
17066-D	13,456,112	-	-	16,862	13,472,973
17067-D	-	9,931,883	-	17,737	9,949,620
17068-D	-	9,917,500	-	18,792	9,936,292
Subtotal	53,415,992	19,849,383	(30,000,000)	85,430	43,350,805
Treasury Securities					
13101-P	9,972,270	-	-	2,620	9,974,890
13102-P	10,193,360	-	-	(132,420)	10,060,940
Subtotal	20,165,630	-	-	(129,800)	20,035,830
Municipal Securities					
14004-P	856,152	-	-	(17,251)	838,901
14005-P	900,938	-	-	(8,482)	892,456
14007-P	4,940,750	-	-	(176,400)	4,764,350
14008-P	2,727,037	-	-	(54,340)	2,672,698
14012-P	1,001,570	-	-	(2,330)	999,240
14013-P	997,940	-	-	(12,260)	985,680
14014	5,132,002	-	-	(202,415)	4,929,587
14015-P	9,836,200	-	-	(168,900)	9,667,300
14016-P	4,986,700	-	-	(26,800)	4,959,900
14017	1,694,840	-	-	(54,810)	1,640,030
14018-P	2,117,860	-	-	(72,620)	2,045,240
14019-P	7,407,215	-	-	(253,988)	7,153,227
14020-P	2,568,296	-	-	(18,263)	2,550,033
14021-P	2,066,480	-	-	(76,900)	1,989,580
14022	-	5,000,000	-	-	5,000,000
Subtotal	47,233,980	5,000,000	-	(1,145,758)	51,088,222
Agency Securities					
16468-D	9,855,510	-	-	(85,010)	9,770,500
16471	9,746,420	-	-	(159,630)	9,586,790
16472	9,906,550	-	-	(92,440)	9,814,110
16473	9,583,060	-	-	(244,330)	9,338,730
16474	9,636,610	-	-	(300,120)	9,336,490
16475	9,619,090	-	-	(312,440)	9,306,650
16476	9,617,330	-	-	(305,520)	9,311,810
16477	9,641,800	-	-	(288,430)	9,353,370
16478A	9,402,608	-	-	(358,820)	9,043,788
16481-D	9,642,610	-	-	(250,830)	9,391,780
16482	9,754,390	-	-	(144,660)	9,609,730
16483	9,759,600	-	-	(285,830)	9,473,770
16484	9,792,460	-	-	(183,340)	9,609,120
16486	9,721,400	-	-	(337,670)	9,383,730
16487-D	9,851,690	-	-	(145,620)	9,706,070
16488	14,700,405	-	-	(272,085)	14,428,320
16489	4,935,265	-	-	(86,966)	4,848,299
16490	9,754,520	-	-	(257,320)	9,497,200
16491	9,781,450	-	-	(176,520)	9,604,930
16492	9,808,300	-	-	(253,440)	9,554,860
16493-D	9,994,770	-	-	(50)	9,994,720
16494	9,981,070	-	-	(16,620)	9,964,450
16495	9,951,430	-	-	(64,980)	9,886,450
16496	9,986,220	-	-	(174,830)	9,811,390
16497	-	15,000,000	-	(145,620)	14,854,380
16498	-	15,000,000	-	(307,230)	14,692,770
16499	-	10,000,000	-	(33,880)	9,966,120
16500	-	10,000,000	-	(10,620)	9,989,380
16501-D	-	9,444,700	-	(66,490)	9,378,210
16502	-	10,000,000	-	(18,910)	9,981,090
16503	-	10,000,000	-	17,030	10,017,030
16504	-	10,000,000	-	26,030	10,026,030
16505	-	10,000,000	-	(400)	9,999,600
Subtotal	234,424,558	99,444,700	-	(5,337,591)	328,531,667
Portfolio Volume	\$ 608,484,591	\$ 198,620,475	\$ (254,040,560)	\$ (6,527,719)	\$ 546,536,787

- TextSTAR yields vary daily. The Average Monthly Rate as of 2/28/22 was 0.0104%. The Average Monthly Rate as of 5/31/22 was 0.6459%.
- TextPool yields vary daily. The Average Monthly Rate as of 2/28/22 was 0.0632%. The Average Monthly Rate as of 5/31/22 was 0.6228%.
- LOGIC yields vary daily. The Average Monthly Rate as of 2/28/22 was 0.1080%. The Average Monthly Rate as of 5/31/22 was 0.8113%.
- Lone Star yields vary daily. The Average Monthly Rate as of 2/28/22 was 0.14%. The Average Monthly Rate as of 5/31/22 was 0.82%.
- Texas Range yields vary daily. The Average Monthly Rate as of 2/28/22 was 0.02%. The Average Monthly Rate as of 5/31/22 was 0.68%.
- Texas CLASS yields vary daily. The Average Monthly Rate as of 2/28/22 was 0.1229%. The Average Monthly Rate as of 5/31/22 was 0.8227%.

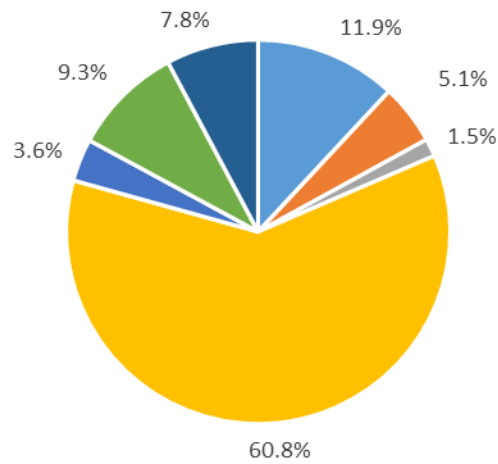
Investment Portfolio Market Transaction Summary

Security Type	Market Value 2/28/22	Securities Purchased	Securities Matured / Sold	Market Value Change	Market Value 5/31/22	Face Value 5/31/22
Investment Pools	\$ 253,244,431	\$ 74,326,392	\$ (224,040,560)	\$ -	\$ 103,530,264	\$ 103,530,264
Commercial Paper	53,415,992	19,849,383	(30,000,000)	85,430	43,350,805	43,500,000
Treasury Securities	20,165,630	-	-	(129,800)	20,035,830	20,000,000
Municipal Securities	47,233,980	5,000,000	-	(1,145,758)	51,088,222	52,095,000
Agency Securities	234,424,558	99,444,700	-	(5,337,591)	328,531,667	339,820,000
Portfolio Total	\$ 608,484,591	\$ 198,620,475	\$ (254,040,560)	\$ (6,527,719)	\$ 546,536,787	\$ 558,945,264

Investment Portfolio By Percentage

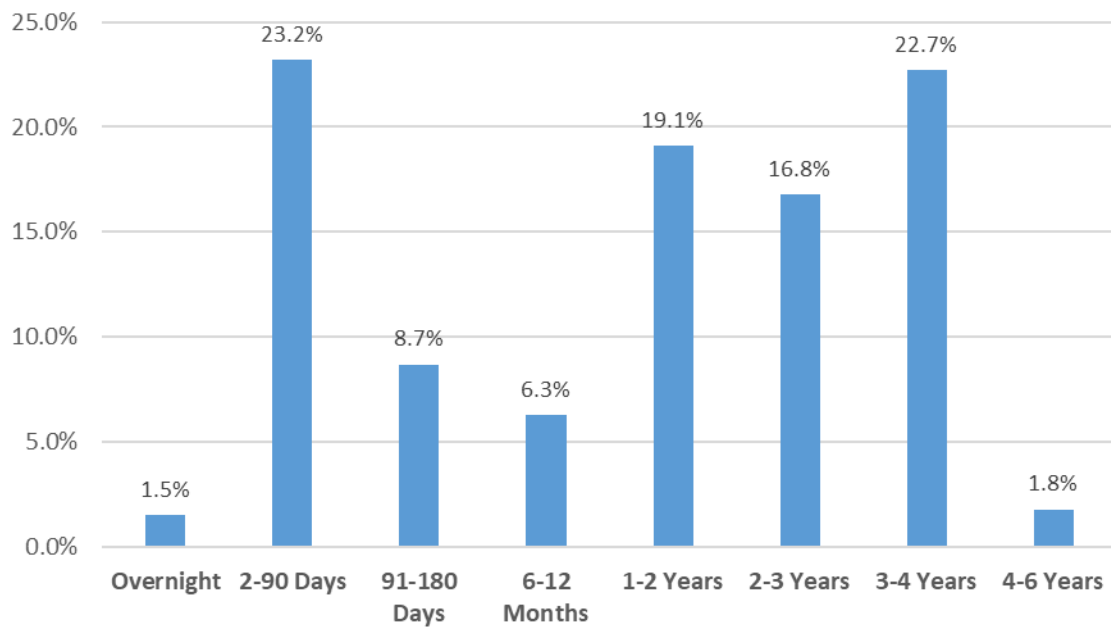
Security Type	Maximum Allowable	Portfolio % 2/28/22	Market Value 2/28/22	Portfolio % 5/31/22	Market Value 5/31/22
Investment Pools	85.00%	41.62%	\$ 253,244,431	18.94%	\$ 103,530,264
Commercial Paper	30.00%	8.78%	53,415,992	7.93%	43,350,805
Treasury Securities	100.00%	3.31%	20,165,630	3.67%	20,035,830
Municipal Securities	20.00%	7.76%	47,233,980	9.35%	51,088,222
Agency Securities	85.00%	38.53%	234,424,558	60.11%	328,531,667
Portfolio Total		100.00%	\$ 608,484,591	100.00%	\$ 546,536,787

Allocation by Security Type As of 5/31/2022

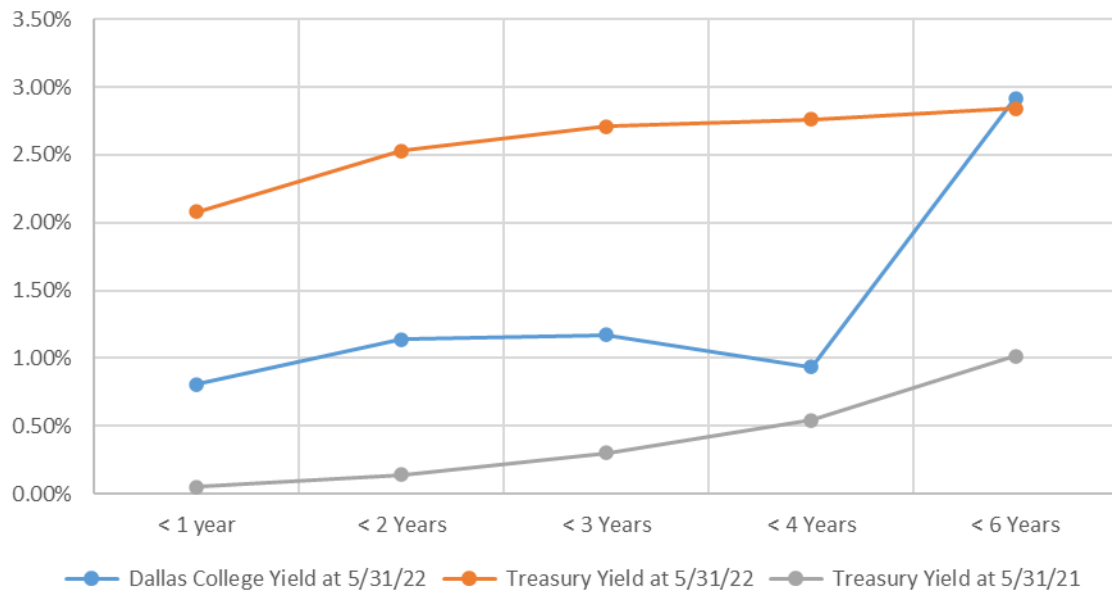


■ Unrestricted Investment Pools ■ Debt Service Investment Pools ■ Bank Deposits
 ■ U.S. Government Agency Bonds ■ U.S. Treasury Bonds ■ State and Municipal Bonds
 ■ Commercial Paper

Maturity Distribution Total Portfolio As of 5/31/2022



DALLAS COLLEGE Securities Yield-to-Maturity Analysis by Year (Excluding Pools)



**3RD QUARTER FACILITIES IMPROVEMENT PLAN
ORIGINAL PROJECTS**

Campus	Project	Budget	Status
NL	Replace 500 ton chiller	\$688,500.00	5% Construction Complete
NL	Replace Heating Hot Water Boilers	\$275,400.00	5% Construction Complete
NL	Upgrade Building HVAC Automation System	\$481,950.00	15% Complete
NL	Construction at NL West	\$2,500,000.00	COMPLETE
BH	Replace Electrical Panels/Switchgear	\$929,475.00	5% Construction Complete
BH	Upgrade Building HVAC Automation System	\$2,285,697.00	5% Construction Complete
BH	Design to Replace Fire Alarm	\$331,750.00	90% Complete
BH	Replace AHU	\$619,650.00	COMPLETE
RL	Replace/Repair Parking Lot	\$550,800.00	100% Design Complete
RL	Weatherproof El Paso Facade	\$413,100.00	COMPLETE
MV	Replace AHU	\$592,110.00	25% Complete
MV	Replace Interior Sanitary Sewer Line - West side	\$481,950.00	CANCELLED
CV	Replace/Repair Parking Lot	\$1,101,600.00	5% Construction Complete
CV	Replace/Install Fire Sprinklers in Building E	\$1,652,400.00	CANCELLED
CV	Access Control Conversion	\$3,510,000.00	85% Complete
EF	Replace Fire Alarm -- ph 2	\$1,820,000.00	10% Complete
EF	Design to Replace Electrical Panels/Switchgear	\$159,240.00	COMPLETE
EF	Replace Exterior Storefront Doors - ph1	\$644,728.00	10% Construction Complete
EC	Replace RTU	\$543,750.00	COMPLETE
EC	Replace RTUs (Culinary)	\$364,000.00	65% Complete
EC	Upgrade Building HVAC Automation System (Culinary)	\$265,400.00	COMPLETE
BJP	New Cooling Towers (add redundancy)	\$688,500.00	20% Construction Complete
DC	College Wide Moves (Renovations, furniture, etc.)	\$1,500,000.00	On Going
DC	Power Factor Correction	\$600,000.00	COMPLETE
DC	Rebranding	\$1,500,000.00	On Going

3RD QUARTER FACILITIES IMPROVEMENT PLAN
ADDITIONAL PROJECTS

Campus	Project	Budget	Status
BJP	Replace Fire Alarm	\$350,000.00	80% Complete
NL	Relocate Extractor CSB	\$645,000	85% Complete
EF	EF Baseball Field	\$2,000,000	100% Design Complete
EF	EF IT Renovation	\$100,000	10% Construction Complete
RL	LCET Renovation	\$40,000	COMPLETE
MV	Deomo Old Tennis Courts	\$100,000	COMPLETE
EF	New Interior Signage	\$100,000	5% Construction Complete
EF	L118, 119 CAD Lab Renovation	\$150,000	5% Construction Complete
EF	Boneyard Awning for Fleet	\$160,000	10% Construction Complete
NL	Coaches Suite Renovation	\$100,000	5% Construction Complete
RL	Fleet Addition	\$115,000	5% Construction Complete
BH	Add UPS, Inverter	\$45,000	New Project
MV	Welding Lab Shed Addition	\$325,000	New Project
NL	Masonry Lab Shed Addition	\$335,000	New Project
EF	EF Road Connection to DCSC	\$350,000	New Project
EC	West Dallas Police Renovation	\$200,000	New Project
EF	Chiller Replacement	\$1,065,000	New Project
EF	EF Security Gates	\$275,000	New Project
NL, EF	EV Chargers	\$145,000	New Project
RL	Fleet Addition	\$145,000	New Project
DCSC	Redo Entry Floor	\$20,000	New Project



2019 DALLAS COLLEGE BOND PROGRAM MONTHLY STATUS REPORT

(Information through June 30, 2022) **July 2022**



Program Description

The Bond Team is providing Program Management Services inclusive of planning, design coordination, budget and cost control, program scheduling, construction and oversight for Dallas College’s 2019 Bond Capital Improvement Program. Phase 1 of the 2019 Bond Capital Improvement Program includes ten major projects on six campuses.

Bond Program Summary – Scope of Work			
Phase 1 2019 Bond Program Projects	Original Bond Funds	Other Funds	Revised Bond Funds
Brookhaven Campus – Early College Center & Campus Renovation Building S, W & J-122	\$ 31,100,000	\$ 2,308,015	\$ 33,408,015
Cedar Valley Campus – Commercial HVAC Program Renovation	\$ 4,200,000	\$ -1,000,000	\$ 3,200,000
Cedar Valley Campus – Early College Center & Academic Building	\$ 25,700,000	\$ 1,964,305	\$ 27,664,305
Cedar Valley Campus – One Stop Shop Renovation	\$ 6,000,000	\$ 381,900	\$ 6,381,900
Eastfield Campus – Student Success Center & Academic Building	\$ 62,400,000	\$ 7,037,760	\$ 69,437,760
El Centro West – Renovation for Early College Center Student Space	\$ 4,000,000	\$ 1,800,000	\$ 5,800,000
Mountain View Campus – Early College Center Building	\$ 24,300,000	\$ 1,875,195	\$ 26,175,195
Mountain View Campus – Nursing & Allied Health Building	\$ 20,600,000	\$ 5,143,690	\$ 25,743,690
Mountain View Campus – Welcome Center (prototype)	\$ 6,000,000	\$ 4,761,900	\$ 10,761,900
Richland College – Early College Center & School of Business	\$ 52,900,000	\$ 3,148,085	\$ 56,048,085
2019 Bond Capital Improvement Program Total	\$ 237,200,000	\$ 27,420,850	\$ 264,620,850

Budget Changes

Dallas College supplemented funds for El Centro West – Renovation for ECC Student Space has been utilized. Additionally, Dallas College increased the Bond budget as a result of escalation, added scope for unanticipated utility work and enhanced programming.

Program Status

The Bond Team continues to make progress on the three projects in the construction Phase: RL ECC & School of Business, EF Student Success Center + Academic Building, and BH ECC & Renovations. We are working with the City of Dallas for Building Permits on four projects: CV-ECC, MV-ECC, MV-WC and MV-NAHB. The Bond Team has issued three limited NTPs to start the procurement and submittal process for CV-ECC, MV-ECC and MV-NAHB all of which have executed GMPs. Executed GMP for MV-WC is expected next month. The Bond Team is working with Dallas College IT Department and has released to bid the IT Active Network Equipment & Installation scope of work; recommendations are due on July 14, 2022. The Bond Team continues to work to meet and exceed Dallas College’s expectations.

The projects listed below are CMAR projects.

- 1) Brookhaven Campus – Early College Center & Campus Renovation Building S, W & J-122

2) Cedar Valley Campus – Early College Center & Academic Building

3) Eastfield Campus – Student Success Center & Academic Building

4) Mountain View Campus – Early College Center Building
- 5) Mountain View Campus – Nursing & Allied Health Building

6) Mountain View Campus – Welcome Center

7) Richland College – Early College Center & School of Business

The following projects have received substantial completion and are in the final juncture of Project close out.

- 8) El Centro West – Renovation for Early College Center Student Space

9) Cedar Valley Campus – Commercial HVAC Program Renovation

The project listed below was a CSP and has started construction.

- 10) Cedar Valley Campus – One Stop Shop Renovation

Schedule

Q4 2023 is the anticipated construction completion date for Phase 1 2019 Bond Capital Improvement Program. Closeout completion is anticipated to be end of 2023.

Project Name

- ☐ BHC - ECC/ECE Expansion
- ☐ CVC - Commercial HVAC Program Renovation
- ☐ CVC - ECC & Academic Building
- ☐ CVC - One Stop Shop Renovation
- ☐ ECC West - Renovation for ECC Student Space
- ☐ EFC - Student Success Center & Academic Building
- ☐ MVC ECC - Early College Center
- ☐ MVC NAH - Nursing & Allied Health Bldg
- ☐ MVC WC - Welcome Center
- ☐ RLC - ECC & School of Business

DALLAS COLLEGE 2019 BOND PROGRAM - PHASE 1

Month of: June 2022

Project Type / Phase	Closeout	Construction	Procurement	Total
New		4	3	7
Renovation	2	1		3
Total	2	5	3	10

\$264.6M
Current Budget

\$169.4M
Current Commitments

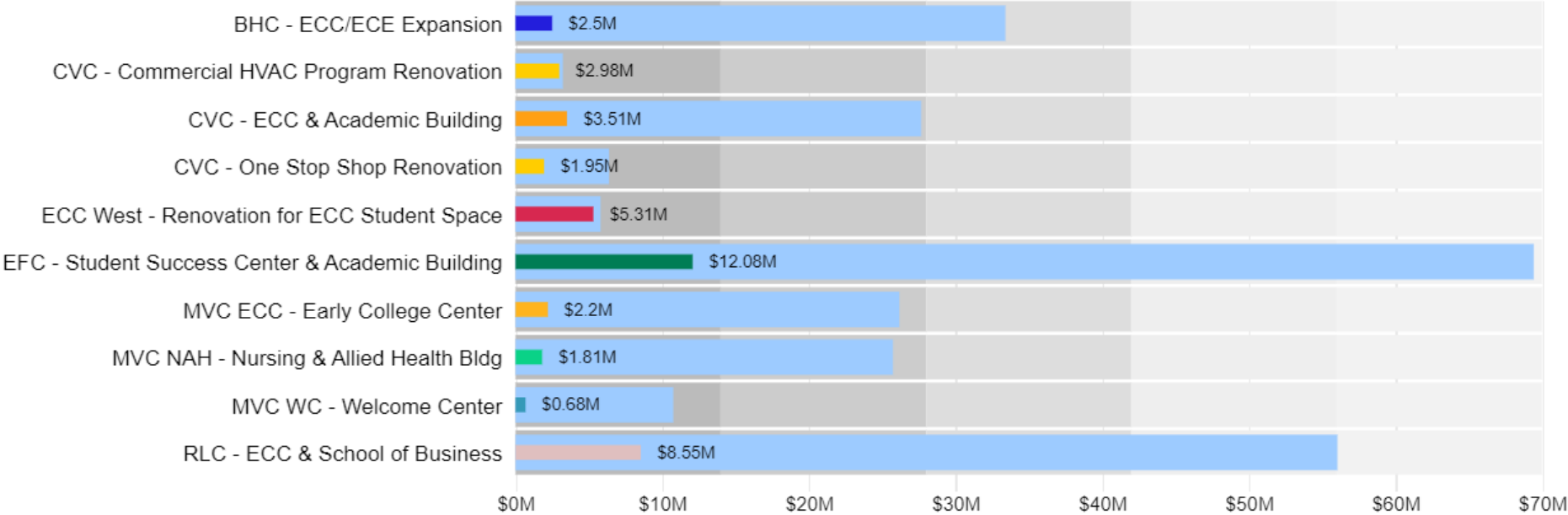
\$41.6M
Expenditures



Financials Summary

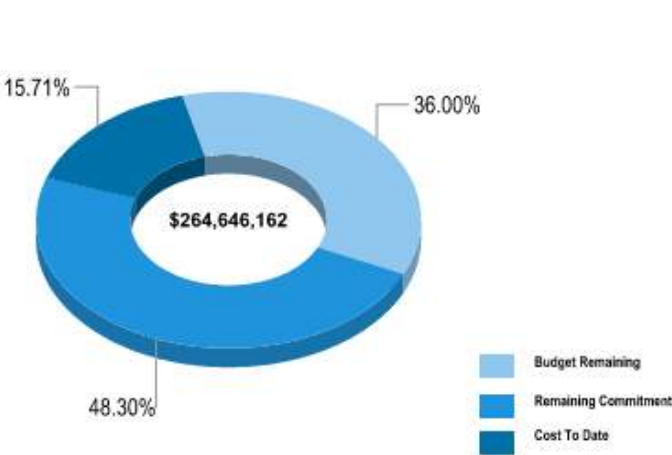
Budget

Cost to Date

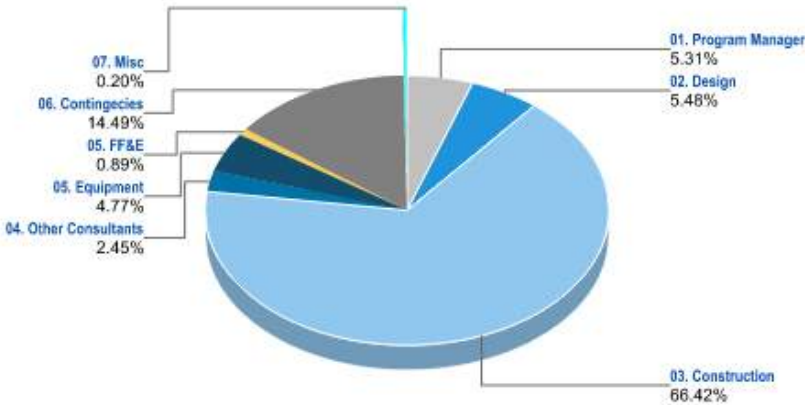




Program Budget Status



Program Budget By Category



Description	BUDGET			COST COMMITMENTS						EXPENDITURES	
	A	B	C=A+B	D	E	F	G	H=F+G	I=C-H	J	K=J/C
	Original Budget	Budget Changes	Current Budget	Commit'd Costs	Approved Changes	Total Committed	Pending Changes	Anticipated Costs	Anticipated Over/Under	Cost To Date	% Expended
BHC - ECC/ECE Expansion	\$ 31,100,000	\$ 2,308,015	\$ 33,408,015	\$ 26,068,758	\$ 662,865	\$ 26,731,623	\$ 0	\$ 26,731,623	\$ 6,676,392	\$ 2,499,892	7.48%
CVC - Commercial HVAC Program Renovation	\$ 4,200,000	-\$972,812	\$ 3,227,188	\$ 2,969,557	-\$29,982	\$ 2,939,575	\$ 0	\$ 2,939,575	\$ 287,613	\$ 2,979,496	92.32%
CVC - ECC & Academic Building	\$ 25,700,000	\$ 1,964,305	\$ 27,664,305	\$ 26,009,231	\$ 653,326	\$ 26,662,557	\$ 0	\$ 26,662,557	\$ 1,001,748	\$ 3,508,618	12.68%
CVC - One Stop Shop Renovation	\$ 6,000,000	\$ 381,900	\$ 6,381,900	\$ 3,840,586	\$ 924,168	\$ 4,764,754	\$ 0	\$ 4,764,754	\$ 1,617,146	\$ 1,949,413	30.55%
ECC West - Renovation for ECC Student Space	\$ 4,000,000	\$ 1,798,124	\$ 5,798,124	\$ 5,089,702	\$ 528,260	\$ 5,617,962	\$ 0	\$ 5,617,962	\$ 180,162	\$ 5,309,159	91.57%
EFC - Student Success Center & Academic Building	\$ 20,624,350	\$ 48,813,410	\$ 69,437,760	\$ 50,569,114	\$ 1,606,064	\$ 52,175,178	\$ 0	\$ 52,175,178	\$ 17,262,582	\$ 12,078,560	17.39%
MVC ECC - Early College Center	\$ 24,300,000	\$ 1,875,195	\$ 26,175,195	\$ 2,650,445	\$ 906,239	\$ 3,556,684	\$ 0	\$ 3,556,684	\$ 22,618,511	\$ 2,200,588	8.41%
MVC NAH - Nursing & Allied Health Bldg	\$ 20,600,000	\$ 5,143,690	\$ 25,743,690	\$ 2,214,270	\$ 585,844	\$ 2,800,114	\$ 0	\$ 2,800,114	\$ 22,943,576	\$ 1,813,823	7.05%
MVC WC - Welcome Center	\$ 6,000,000	\$ 4,761,900	\$ 10,761,900	\$ 649,823	\$ 801,726	\$ 1,451,549	\$ 0	\$ 1,451,549	\$ 9,310,351	\$ 681,131	6.33%
RLC - ECC & School of Business	\$ 52,900,000	\$ 3,148,085	\$ 56,048,085	\$ 41,967,977	\$ 714,744	\$ 42,682,721	\$ 0	\$ 42,682,721	\$ 13,365,364	\$ 8,546,793	15.25%
Grand Totals:	\$ 195,424,350	\$ 69,221,812	\$ 264,646,162	\$ 162,029,463	\$ 7,353,254	\$ 169,382,717	\$ 0	\$ 169,382,717	\$ 95,263,445	\$ 41,567,473	15.71%

SUPPLIER DIVERSITY REPORT

REPORT DATE
07/11/2022



MWBE CONTRACTS	
Total MWBE Contract Dollars Awarded	\$ 38,727,423
Total MWBE Contracts Awarded Percentage	47.70%
Total Number of Contracts (Prime/Subconsultants/Subcontractors)	233

MWBE PAYMENTS through June 30, 2022	
Total Dollars Paid to MWBE firms	\$ 15,317,006
Total Percentage Paid to MWBE firms	50.43%

Categories	Prime Contracts Awarded	MWBE Contracts Awarded	MWBE Contract % Achieved	MWBE Primes 2nd Tier Subconsultants Subcontractors	Total Contracts including Subcontractors	M/WBE Contracts
Program Management	\$ 10,857,953	\$ 4,048,465	37.29%	N/A	7	5
Architectural & Engineering	\$ 14,850,112	\$ 8,049,005	54.20%	\$ 1,006,192	66	50
General Contracting	\$ 55,481,143	\$ 26,629,953	48.00%	\$ 1,693,360	79	23
Other Services					81	
TOTAL	\$ 81,189,208	\$ 38,727,423	47.70%	\$ 2,699,552	233	78

Categories	Payments to Primes	Payments to MWBE	MWBE Payment % Achieved	MWBE Primes 2nd Tier Subconsultants Subcontractors Payments	% of Awarded Dollars Paid to Date
Program Management	\$ 9,430,270	\$ 3,813,470	40.44%	N/A	87%
Architectural & Engineering	\$ 10,093,046	\$ 5,348,775	52.99%	\$ 1,006,192	68%
General Contracting	\$ 10,852,261	\$ 6,154,761	56.71%	\$ 2,441,260	20%
Other Services	\$ -	\$ -	0%		0%
TOTAL	\$ 30,375,577	\$ 15,317,006	50.43%	\$ 3,447,452	37%



INFORMATIVE REPORT NO. 12.5

Quarterly Budget Book Vendor Summary

Listed below is a summary of changes made to vendors listed in the original Budget Book submitted for 2021 - 2022.

	(Location)	Page (#), Line (#)
HYDRAULIC ELEVATORS & WHEELCHAIR LIFT	CVC	Page 60, Line 142 (2021-2022)
BUY BOARD 557-18 AWARD: \$626,628		
VENDOR: EMR ELEVATOR		
COMMENTS: Hydraulic Elevators & Wheelchair Lift		
AHU A1-A5 REPLACEMENTS	MVC	Page 60, Line 142 (2021-2022)
BUY BOARD 638-21 AWARD: \$1,029,846		
VENDOR: INFINITY CONTRACTORS		
COMMENTS: AHU A1-A5 Replacements		
BASEBALL FIELD UPGRADE	EFC	Page 60, Line 142 (2021-2022)
BUY BOARD 641-21 AWARD: \$1,931,757		
VENDOR: FIELDTURF USA		
COMMENTS: Baseball Field Upgrade		
COOLING TOWERS REPLACEMENT	BJP	Page 60, Line 142 (2021-2022)
BUY BOARD 638-21 AWARD: \$538,452		
VENDOR: INFINITY CONTRACTORS		
COMMENTS: Cooling Towers Replacement		

EMERGENCY REPAIR

ECC

Page 60, Line 142
(2021-2022)

BUY BOARD 631-20

AWARD: \$748,824

VENDOR: TDINDUSTRIES, INC

COMMENTS: Emergency repair due to flood in plant
October loss

HVAC CONTROLS UPGRADE

MVC

Page 60, Line 142
(2021-2022)

TIPS 200602

AWARD: \$695,904

VENDOR: ENVIROMATIC SYSTEM OF FORTH
WORTH INC

COMMENTS: HVAC Controls Upgrade Building E&W

**CREATIVE PRODUCTION SERVICES FOR
ADMINISTRATIVE OFFICE**

DO

Page 36, Line 83
(2021-2022)

RFP-2022-175

AWARD: \$400,891

VENDOR: NAMETAG FILMS LP

COMMENTS: Develop and execute audio and video
marketing concepts

INFORMATIVE REPORT NO. 12.6

Current Funds Operating Budget Report for May 2022

The Chancellor presents the report of the current funds operating budget for review for the period ending May 31, 2022.

DALLAS COLLEGE
2021-22 CURRENT FUNDS OPERATING BUDGET
REVENUES & EXPENDITURES
Year-to-Date May 31, 2022

	Approved Budget	Allocated Budget	Year-To-Date Actuals	Percent Budget
REVENUES				
State Appropriations	\$ 91,194,679	\$ 91,194,679	\$ 68,628,624	75.3%
Tuition	123,803,252	123,803,252	121,754,362	98.3%
Less: Waivers & Discounts	(28,080,465)	(28,080,465)	(13,252,256)	47.2%
Less: TPEG Set Aside	(5,452,787)	(5,452,787)	(5,306,142)	97.3%
Total Net Tuition	90,270,000	90,270,000	103,195,963	114.3%
Taxes	307,670,824	307,670,824	314,416,103	102.2%
Federal Grants & Contracts (Work Study)	625,000	625,000	844,276	135.1%
Investment Income	575,000	575,000	859,754	149.5%
General Revenue	1,250,000	1,250,000	3,951,089	316.1%
CARES Lost Revenue Recovery	3,300,000	3,300,000	-	0.0%
Subtotal Revenue	494,885,503	494,885,503	491,895,809	99.4%
Transfers-In	-	203,324,087	n/a	n/a
TOTAL REVENUE	494,885,503	698,209,590	491,895,809	70.5%
	Approved Budget	Allocated Budget	Year-to-Date Actuals	Percent Budget
EXPENSES				
Salaries & Wages	\$ 316,169,978	\$ 298,309,116	\$ 227,947,820	76.4%
Staff Benefits	38,809,593	37,152,775	27,516,434	74.1%
Purchased Services	42,663,412	49,451,556	46,032,676	93.1%
Operating Expenses	53,942,520	77,579,503	36,566,372	47.1%
Supplies & Equipment	40,500,000	73,099,665	5,476,853	7.5%
Subtotal Expenses	492,085,503	535,592,615	343,540,154	64.1%
Transfers to Other Funds:				
Institutional Matching - Contracts/Grants	2,800,000	2,800,000	-	0.0%
Capital Budget	-	159,816,975	n/a	n/a
TOTAL EXPENSES	494,885,503	698,209,590	343,540,154	49.2%
	Prior Month Balance	Current Month Net Change	Current Month Balance	Year-to-Date Net Change
CASH ON HAND				
Pools & Banks	\$ 85,905,578	\$ (33,464,458)	\$ 52,441,120	\$ (109,256,812)
Commerical Paper	\$ 53,291,428	\$ (9,940,623)	\$ 43,350,805	\$ 23,358,505
Total Cash	\$ 139,197,006	\$ (43,405,081)	\$ 95,791,925	\$ (85,898,307)

DALLAS COLLEGE
2021-22 CURRENT FUNDS OPERATING BUDGET
REVENUES & EXPENDITURES
Year-to-Date - 75% of Fiscal Year Elapsed

UNRESTRICTED FUND

REVENUES

UNRESTRICTED FUND

	May 31, 2022				May 31, 2021			
	Allocated Budget	Year-to-Date Actuals	Remaining Balance	Percent Budget	Approved Budget	Year-to-Date Actuals	Percent Budget	
State Appropriations	\$ 91,194,679	\$ 68,628,624	\$ 74,957,528	75.3%	\$ 89,770,455	\$ 67,659,100	75.4%	
Tuition	123,803,252	\$ 121,754,362	\$ 1	98.3%	131,645,599	132,096,997	100.3%	
Less: Waivers & Discounts	(28,080,465)	\$ (13,252,256)		47.2%	(26,119,900)	(16,457,190)	63.0%	
Less: TPEG Set Aside	(5,452,787)	\$ (5,306,142)		97.3%	(6,913,352)	(4,034,910)	58.4%	
Total Net Tuition	90,270,000	103,195,963	57,560,072	114.3%	98,612,347	111,604,898	113.2%	
Taxes for Current Operations	307,670,824	314,416,103	200,796,715	102.2%	275,912,917	300,003,881	108.7%	
Work Study	625,000	844,276		135.1%	1,145,477	341,001	29.8%	
Investment Income	575,000	859,754	2,120,225	149.5%	2,000,000	571,418	28.6%	
General Revenue	1,250,000	3,951,089	3,035,782	316.1%	1,658,146	1,115,923	67.3%	
SUBTOTAL	494,885,503	491,895,809	339,613,601	99.4%	469,099,342	481,296,222	102.6%	
Transfers-In From Other Funds	203,324,087	n/a	-	n/a	56,773,936	n/a	n/a	
TOTAL REVENUES	698,209,590	491,895,809	\$ 339,613,601	70.5%	525,873,278	481,296,222	91.5%	

EXPENSES

UNRESTRICTED FUND

	May 31, 2022				May 31, 2021			
	Allocated Budget	Year-to-Date Actuals	Remaining Balance	Percent Budget	Approved Budget	Year-to-Date Actuals	Percent Budget	
Salaries & Wages	\$ 298,309,116	\$ 227,947,820		76.4%	\$ 295,553,022	\$ 218,993,223	74.1%	
Staff Benefits	37,152,775	27,516,434		74.1%	37,712,217	26,583,888	70.5%	
Purchased Services	49,451,556	46,032,676		93.1%	61,481,059	60,029,924	97.6%	
Operating Expenses	77,579,503	36,566,372	-	47.1%	56,611,294	32,945,416	58.2%	
Supplies & Equipment	73,099,665	5,476,853		7.5%	38,625,489	29,163,137	75.5%	
Subtotal Expenses	535,592,615	343,540,154	-	64.1%	492,983,081	367,715,588	74.6%	
Transfers-out to Other Funds:								
Institutional Matching - Contracts/Grants	2,800,000	-		n/a	3,000,000	1,021,384	n/a	
Auxiliary Fund	-	-		n/a	9,890,197	9,890,197	100.0%	
Capital Budget	159,816,975	n/a		n/a	20,000,000	n/a	n/a	
TOTAL EXPENSES	698,209,590	343,540,154		49.2%	525,873,278	378,627,169	72.0%	

Provision Summary

	Approved	Year-to-Date Allocation	Balance	Approved	Year-to-Date Allocation	Balance
	\$ -	-	-	\$ 3,000,000	-	3,000,000

INFORMATIVE REPORT NO. 12.7.

Current Funds Operating Budget Report for June 2022

The Chancellor presents the report of the current funds operating budget for review for the period ending June 30, 2022.

DALLAS COLLEGE
2021-22 CURRENT FUNDS OPERATING BUDGET
REVENUES & EXPENDITURES
Year-to-Date June 30, 2022

	Approved Budget	Allocated Budget	Year-To-Date Actuals	Percent Budget
REVENUES				
State Appropriations	\$ 91,194,679	\$ 91,194,679	\$ 77,309,289	84.8%
Tuition	123,803,252	123,803,252	124,018,706	100.2%
Less: Waivers & Discounts	(28,080,465)	(28,080,465)	(16,111,002)	57.4%
Less: TPEG Set Aside	(5,452,787)	(5,452,787)	(5,472,857)	100.4%
Total Net Tuition	90,270,000	90,270,000	102,434,847	113.5%
Taxes	307,670,824	307,670,824	315,487,339	102.5%
Federal Grants & Contracts (Work Study)	625,000	625,000	906,302	145.0%
Investment Income	575,000	575,000	962,971	167.5%
General Revenue	1,250,000	1,250,000	4,021,040	321.7%
CARES Lost Revenue Recovery	3,300,000	3,300,000	-	0.0%
Subtotal Revenue	494,885,503	494,885,503	501,121,787	101.3%
Transfers-In	-	203,501,784	n/a	n/a
TOTAL REVENUE	\$ 494,885,503	\$ 698,387,287	\$ 501,121,787	71.8%
	Approved Budget	Allocated Budget	Year-to-Date Actuals	Percent Budget
EXPENSES				
Salaries & Wages	\$ 316,169,978	\$ 298,107,116	\$ 246,044,900	82.5%
Staff Benefits	38,809,593	37,154,844	30,549,787	82.2%
Purchased Services	42,663,412	50,100,191	50,169,794	100.1%
Operating Expenses	53,942,520	77,410,172	40,563,806	52.4%
Supplies & Equipment	40,500,000	75,620,292	6,765,506	8.9%
Subtotal Expenses	492,085,503	538,392,615	374,093,793	69.5%
Transfers to Other Funds:				
Institutional Matching - Contracts/Grants	2,800,000	-	-	0.0%
Capital Budget	-	159,994,672	n/a	n/a
TOTAL EXPENSES	\$ 494,885,503	\$ 698,387,287	\$ 374,093,793	53.6%
	Prior Month Balance	Current Month Net Change	Current Month Balance	Year-to-Date Net Change
CASH ON HAND				
Pools & Banks	\$ 52,441,120	\$ (9,046,122)	\$ 43,394,998	\$(118,302,934)
Commerical Paper	\$ 43,350,805	\$ (9,994,682)	\$ 33,356,123	\$ 13,363,823
Total Cash	\$ 95,791,925	\$ (19,040,804)	\$ 76,751,121	\$(104,939,111)

DALLAS COLLEGE
2021-22 CURRENT FUNDS OPERATING BUDGET

REVENUES & EXPENDITURES

Year-to-Date - 83.3% of Fiscal Year Elapsed

UNRESTRICTED FUND

REVENUES

UNRESTRICTED FUND

	June 30, 2022			June 30, 2021		
	Allocated Budget	Year-to-Date Actuals	Percent Budget	Approved Budget	Year-to-Date Actuals	Percent Budget
State Appropriations	\$ 91,194,679	\$ 77,309,289	84.8%	\$ 94,495,215	\$ 76,629,469	81.1%
Tuition	123,803,252	\$ 124,018,706	100.2%	121,533,252	133,559,781	109.9%
Less: Waivers & Discounts	(28,080,465)	\$ (16,111,002)	57.4%	(26,119,900)	(16,824,095)	64.4%
Less: TPEG Set Aside	(5,452,787)	\$ (5,472,857)	100.4%	(6,913,352)	(4,184,619)	60.5%
Total Net Tuition	90,270,000	102,434,847	113.5%	88,500,000	112,551,068	127.2%
Taxes for Current Operations	307,670,824	315,487,339	102.5%	298,857,000	301,090,522	100.7%
Work Study	625,000	906,302	145.0%	340,000	350,946	103.2%
Investment Income	575,000	962,971	167.5%	500,000	665,344	133.1%
General Revenue	1,250,000	4,021,040	321.7%	1,050,000	1,161,198	110.6%
CARES Lost Revenue Recovery	3,300,000	-	0.0%	4,200,000	-	0.0%
SUBTOTAL	494,885,503	501,121,787	101.3%	487,942,215	492,448,547	100.9%
Transfers-In From Other Funds	203,501,784	n/a	n/a	55,447,902	n/a	n/a
TOTAL REVENUES	698,387,287	501,121,787	71.8%	543,390,117	492,448,547	90.6%

EXPENSES

UNRESTRICTED FUND

	June 30, 2022			June 30, 2021		
	Allocated Budget	Year-to-Date Actuals	Percent Budget	Approved Budget	Year-to-Date Actuals	Percent Budget
Salaries & Wages	\$ 298,107,116	\$ 246,044,900	82.5%	\$ 293,896,160	\$ 236,751,139	80.6%
Staff Benefits	37,154,844	30,549,787	82.2%	37,793,840	29,431,156	77.9%
Purchased Services	50,100,191	50,169,794	100.1%	66,944,796	65,674,050	98.1%
Operating Expenses	77,410,172	40,563,806	52.4%	46,809,068	35,495,416	75.8%
Supplies & Equipment	75,620,292	6,765,506	8.9%	57,856,056	31,098,103	53.8%
Provisions (See Summary Below)	-	-	0.0%	7,200,000	n/a	0.0%
Subtotal Expenses	538,392,615	374,093,793	69.5%	510,499,920	398,449,864	78.1%
Transfers-out to Other Funds:						
Institutional Matching - Contracts/Grants	-	-	n/a	3,000,000	1,051,384	n/a
Auxiliary Fund	-	-	n/a	9,890,197	9,890,197	100.0%
Capital Budget	159,994,672	n/a	n/a	20,000,000	n/a	n/a
TOTAL EXPENSES	698,387,287	374,093,793	53.6%	543,390,117	409,391,445	75.3%

Provision Summary

	Approved	Year-to-Date Allocation	Balance		Approved	Year-to-Date Allocation	Balance
\$	-	-	-	\$	7,200,000	-	7,200,000

INFORMATIVE REPORT NO. 12.8

Monthly Award and Change Order Summary (May 2022)

Listed below are the awards and change orders approved by the Chief Financial Officer in May 2022.

CHANGE ORDERS

Brown Reynolds Watford Architects, Inc

Early College High School Building – Mountain View

Purchase Order No. B37702

Change Order No. 7

Scope: Provide architectural services for the development of the Early College High School Building at Mountain View Campus.

Change: This additional service includes the redesign of IT rooms, a food service consultant, third party green building code review fees, south campus easement coordination for plat, and a campus-wide drainage plan, as required by the City of Dallas.

Original Contract Amount	\$1,384,900
Change Order Limit/Contingency	\$0
Prior Change Order Total Amounts	\$263,041
Net Change	\$133,198
Revised Contract Amount	\$1,781,139

INFORMATIVE REPORT NO. 12.9

Monthly Award and Change Order Summary (June 2022)

Listed below are the awards and change orders approved by the Chief Financial Officer in June 2022.

CHANGE ORDERS

Kimley Horn and Associates Inc

Civil Maintenance Bldgs. F/T Masonry- North Lake

Purchase Order No. B34691

Change Order No. 1

Scope: Provide engineering and construction administration for exterior maintenance projects at North Lake Campus, buildings F and T.

Change: This additional service provides the design to repair the utility tunnel failure and the subsequent sinkhole that formed.

Original Contract Amount	\$143,808
Change Order Limit/Contingency	\$0
Prior Change Order Total Amounts	\$0
Net Change	\$13,900
Revised Contract Amount	\$157,708

MART, Inc

Police Department Relocation – Cedar Valley

Purchase Order No. B39491

Change Order No. 1

Scope: Relocation of the Police Department at Cedar Valley campus in building E.

Change: This change order includes installing a ceiling grid, light fixtures, flooring, and wall prep. This project is the ongoing effort to relocate the Police because of Bezos Academy opening a daycare at Cedar Valley.

Original Contract Amount	\$208,550
Change Order Limit/Contingency	\$0
Prior Change Order Total Amounts	\$0
Net Change	\$71,649
Revised Contract Amount	\$280,199

Neel-Schaffer, Inc.

Safety Gates Improvements- Eastfield

Purchase Order No. B38863

Change Order No. 2

Scope: Provide professional engineering and survey services for the design and construction administration of electric safety entry gates at all Eastfield and Service Center entrance drives.

Change: This added service includes additional topographic surveys & mapping, coordination with Oncor and Convergent, and potentially staking of easements for electrical service. The revisions are due to the Police proposal to relocate the gates (from the original locations) at the Service Center due to ongoing security concerns.

Original Contract Amount	\$35,715
Change Order Limit/Contingency	\$0
Prior Change Order Total Amounts	\$14,950
Net Change	\$24,900
Revised Contract Amount	\$75,565

Stantec Architecture, Inc.

HVAC Center of Excellence Renovation – Cedar Valley

Purchase Order No. B35233

Change Order No. 3

Scope: Provide architectural and engineering design services to renovate the HVAC Center of Excellence at Cedar Valley Campus.

Change: This additional service provides a credit for unused reimbursables.

Original Contract Amount	\$217,363
Change Order Limit/Contingency	\$0
Prior Change Order Total Amounts	\$39,023
Net Change	-\$6,130
Revised Contract Amount	\$250,256

INFORMATIVE REPORT NO. 12.10.

Dallas College Foundation Report (June 2022)

The Foundation presents the monthly activity report reflecting incoming donations for scholarships, programs, and services.

Dallas College Foundation Net Assets

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
09/01/21 \$78,742,047

Gifts Reported in Fiscal Year 2021-2022

<u>Month Reported</u>	<u>Scholarships</u>	<u>Programs & Services</u>	<u>Total</u>
September 2021	\$ 652	\$ 92,908	\$ 93,560
October 2021	\$ 11,610	\$ 360,528	\$ 372,138
November 2021	\$ 30,900	\$ 427,700	\$ 458,600
December 2021	\$267,752	\$1,454,534	\$1,722,286
January 2022	\$545,130	\$ 423,269	\$ 968,399
February 2022	\$ 97,905	\$ 23,132	\$ 121,037
March 2022	\$ 9,924	\$ 69,945	\$ 79,869
April 2022	\$ 1,332	\$ 767,532	\$ 768,864
May 2022	\$ 1,225	\$ 109,885	\$ 111,110
June 2022	\$ 17,560	\$ 297,465	\$ 315,025
Total	\$ 983,990	\$4,026,898	\$5,010,888

INFORMATIVE REPORT NO. 12.11

Notice of Grant Awards (June 2022)

The Notice of Grants Awards report reflects alignment with the current Dallas College Strategic Priorities. The report references the following six priorities:

1. Impact Income Disparity throughout our community
2. Streamline and Support Navigation to and Through Our College and Beyond
3. Strengthen the Career Connected Learner Network and Implement the Student-Centric One College Organization
4. Foster an Equitable, Diverse and Inclusive Environment for Employees and Students
5. Redesign Professional Development to Create a Diverse and Inclusive High Performing Work and Learning Environment
6. Serve as the Primary Provider in the Talent Supply Chain Throughout the Region

Funding agencies define fiscal years for each grant, which often do not align with Dallas College's fiscal year. Dallas College administers grants in accordance with the requirements of the funding agency and its own policies and procedures. This report is for informative purposes only.

<i>Recipient:</i>	Dallas College – Career & Technical Education (CTE) Programs
<i>Purpose:</i>	The purpose of the Perkins Basic V grant program is to support career and technical education (CTE) students with the attainment of academic knowledge, technical skills, and employability skills while also addressing achievement gaps amongst special population students.
<i>Priority:</i>	1,2,3,5,6
<i>Funding Source:</i>	Department of Education
<i>Students Served:</i>	18,000+
<i>Amount:</i>	\$260,732
<i>Term:</i>	09/01/2021 – 08/31/2022

<i>Recipient:</i>	Dallas College - Bill J Priest (BJP)
<i>Purpose:</i>	The overall purpose of the grant is to provide historically underserved communities' access to resources to help support COVID recovery, business growth, and wealth creation. For Dallas College, the goal is to serve 150 small and micro business owners with 3+ hours of business technical assistance focused on financial development and funding.
<i>Priority:</i>	1
<i>Funding Source:</i>	The DEC
<i>Students Served:</i>	150 small/micro business owners
<i>Amount:</i>	\$100,000 (\$50,000/year)
<i>Term:</i>	12/01/2021 – 11/30/2023

<i>Recipient:</i>	Dallas College - Bill J Priest (BJP)
<i>Purpose:</i>	The overall goal of the grant is to increase the skills level and wages of the Texas workforce.
<i>Priority:</i>	6
<i>Funding Source:</i>	Texas Workforce Commission
<i>Students Served:</i>	250
<i>Amount:</i>	\$1,000,827
<i>Term:</i>	04/01/2022 – 03/31/2023

<i>Recipient:</i>	Dallas College - Eastfield
<i>Purpose:</i>	The grant opportunity is awarded to support the planning and development of an apprenticeship program for early childhood educators.
<i>Priority:</i>	6
<i>Funding Source:</i>	Texas Workforce Commission (TWC)
<i>Students Served:</i>	75 annually
<i>Amount:</i>	\$300,000
<i>Term:</i>	04/15/2022 – 03/31/2023

<i>Recipient:</i>	Dallas College – Mountainview Campus/TRIO Student Support Services
<i>Purpose:</i>	Increase post-secondary completion and transfer rates of first-generation, low-income, and students with disabilities.
<i>Priority:</i>	1, 4
<i>Funding Source:</i>	Department of Education
<i>Students Served:</i>	230
<i>Amount:</i>	\$287,783
<i>Term:</i>	09/1/2021 – 08/31/2022

<i>Recipient:</i>	Dallas College – Career Connected Learning/District Office
<i>Purpose:</i>	The purpose of this grant is to: (1) Increase the number of apprentices in IT occupations, (2) create, modify and scale existing programs, (3) bring new employers into apprenticeships, and (4) scale the program nationwide.
<i>Priority:</i>	6
<i>Funding Source:</i>	San Jacinto College
<i>Students Served:</i>	100
<i>Amount:</i>	\$287,598
<i>Term:</i>	07/15/2019 – 07/31/2023

<i>Recipient:</i>	Dallas College - School of EMTS
<i>Purpose:</i>	The purpose of the Science, Technology, Engineering, Art, and Mathematics (STEAM) camp is to expose sixty eighth and ninth-grade girls in collaboration with Girls Inc. to STEAM concepts. This year, Dallas College will assist girls in learning how to use Universal Robots- Collaborative Robot (UR-Cobots) arms to pick up Lego pieces and form letters.
<i>Priority:</i>	2
<i>Funding Source:</i>	State Farm
<i>Students Served:</i>	60
<i>Amount:</i>	(\$10,566) Decrease
<i>Term:</i>	06/14/2021 – 07/09/2021

Grant Awards Reported in Fiscal Year 2021-2022

September 2021	\$537,373
October 2021	\$8,177,584
November 2021	\$2,122,966
December 2021	\$4,386,028
January 2022 – <i>No Board Meeting</i>	\$0
February 2022	\$2,845,071
March 2022	\$652,871
April 2022	-\$93,200
May 2022	\$1,153,424
June 2022	\$97,000
June 21-22	\$ 2,226,374
July 2022 – <i>No Board Meeting</i>	
August 2022	
Total to Date	\$22,105,491.00

INFORMATIVE REPORT NO. 12.12

Notice of Grant Awards (*August 2022*)

The Notice of Grants Awards report reflects alignment with the current Dallas College Strategic Priorities. The report references the following six priorities:

1. Impact Income Disparity throughout our community
2. Streamline and Support Navigation to and Through Our College and Beyond
3. Strengthen the Career Connected Learner Network and Implement the Student-Centric One College Organization
4. Foster an Equitable, Diverse and Inclusive Environment for Employees and Students
5. Redesign Professional Development to Create a Diverse and Inclusive High Performing Work and Learning Environment
6. Serve as the Primary Provider in the Talent Supply Chain Throughout the Region

Funding agencies define fiscal years for each grant, which often do not align with Dallas College's fiscal year. Dallas College administers grants in accordance with the requirements of the funding agency and its own policies and procedures. This report is for informative purposes only.

<i>Recipient:</i>	School of EMTS
<i>Purpose:</i>	The purpose of the Science, Technology, Engineering, Art, and Mathematics (STEM) camp is to expose 25 youth in collaboration with Girls Inc. to STEAM/STEM concepts. To pay for faculty stipends.
<i>Priority:</i>	2
<i>Funding Source:</i>	ATMOS Energy
<i>Students Served:</i>	25
<i>Amount:</i>	\$5,469.00
<i>Term:</i>	06/01/2022 – 03/01/2023

Grant Awards Reported in Fiscal Year 2021-2022

September 2021	\$537,373
October 2021	\$8,177,584
November 2021	\$2,122,966
December 2021	\$4,386,028
January 2022 – <i>No Board Meeting</i>	\$0
February 2022	\$2,845,071
March 2022	\$652,871
April 2022	(\$93,200)
May 2022	\$1,153,424
June 2022	\$97,000
June 21-22	\$2,226,374
July 2022 – <i>No Board Meeting</i>	\$0
August 2022	\$5,469
Total to Date	\$22,110,960

(*) Reporting Period: 5/1/22 to 5/31/22

<u>Company</u>	<u>Samples and Types of Training</u>	<u>Length of Class</u>	<u>Participants</u>	<u>Revenue</u>
Aloe Vera of America	Dangerous Goods by Sea	16	6	\$7,000
City of Garland	Leadership (5 classes)	3.5	84	\$3,413
City of Lancaster	Leadership class#2 Emotional Intelligence	4	15	\$2,925
City of Plano	Microsoft Word (3 classes)	3.5	44	\$2,047
Construction Education Foundation	Plumbing IV	40	6	\$1,200
Dallas County	Leadership / CPR *April (15 classes)	2-7	148	\$12,420
Dallas County	Leadership / CPR *May (16 classes)	2-7	155	\$9,440
Epiroc	Blueprint Reading	16	4	\$3,888
First Co.	Machining Fundamentals	24	5	\$11,414
Gulf Coast Workforce	Principles of Retailing, Computer Apps, Intro Accounting, Biz Writing	48-80	39	\$9,243
North Texas Electrical / Joint Apprenticeship Fund	Electrical Calculations (3 classes)	48	39	\$6,162
Total :				\$69,152

(*) Reporting Period: 6/1/22 to 6/30/22

<u>Company</u>	<u>Samples and Types of Training</u>	<u>Length of Class</u>	<u>Participants</u>	<u>Revenue</u>
City of Dallas Fire/Rescue	Firefighter Certification, Intro to Tactical, Safety (66 classes)	18-128	1,718	\$10,150
City of Garland	Leadership (7 classes)	3.5	30	\$5,875
City of Lancaster	Leadership class#3 High Performance Teams	4	15	\$2,925
City of Plano	Microsoft Excel (3 classes)	3.5	35	\$2,047
Construction Education Foundation	Welding, ESL, Risk Mgmt, Plumbing, Communication (14 classes)	20-48	128	\$25,166
Dallas County	Leadership (13 classes)	2-4	98	\$5,100
Duncanville ISD	Certified Nursing Assistant	60	10	\$11,975
First Co.	Electrical Controls	24	6	\$3,600
Garland Chamber	DCMA Leadership Academy	32	17	\$7,040
North Texas Electrical / Joint Apprenticeship Fund	Journeyman Code	?	20	\$1,300
Texas Health Resources	Patient Care Technician	112	53	\$31,800
			Total :	\$106,978



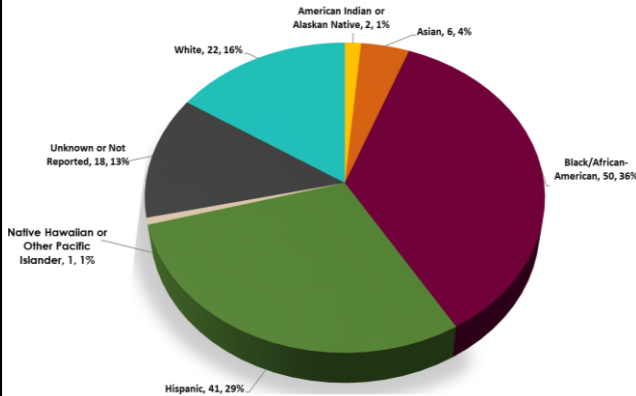
Dallas College Human Capital New Hire/Position Report

May 12, 2022 – July 12, 2022

TALENT ACQUISITION PROFILE

The Talent Acquisition Profile represents all full-time employees that were hired, promoted, or placed during the reporting period.

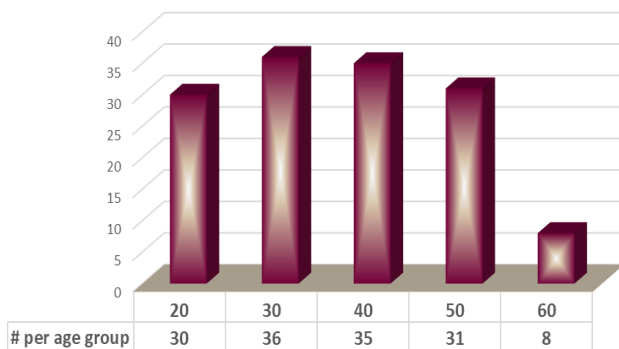
Ethnicity



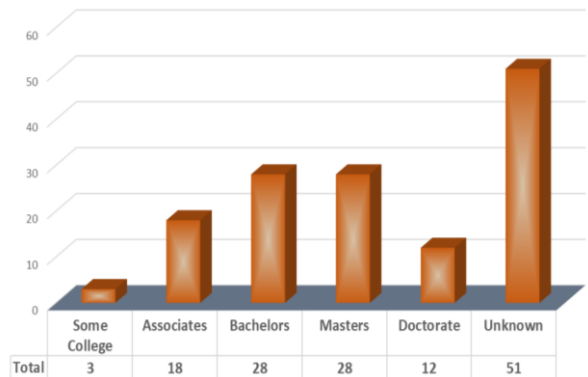
Gender



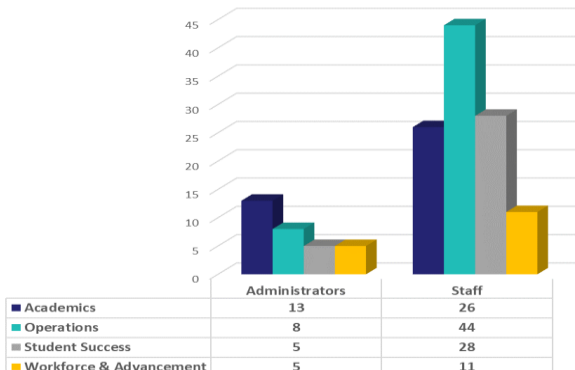
Age



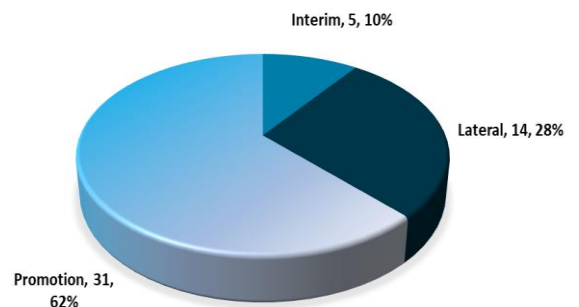
Education



Functional Areas by Position Type



Position Changes





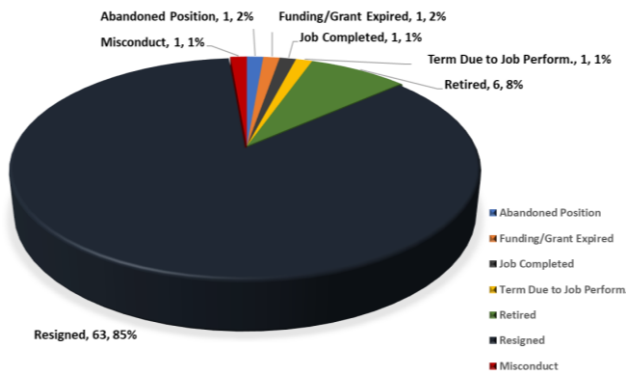
Dallas College Human Capital New Hire/Position Report

May 12, 2022 – July 12, 2022

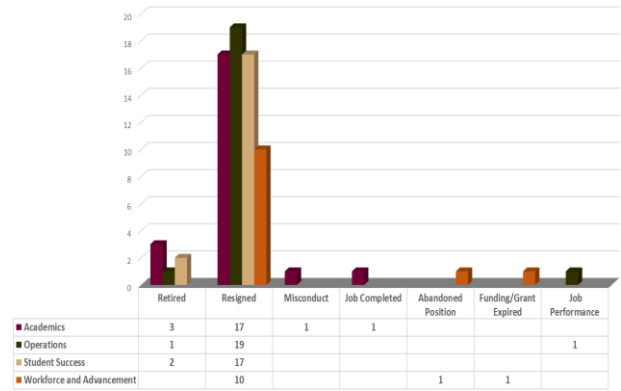
FULL-TIME TERMINATION PROFILE

This profile represents all full-time employees impacted by the Dallas College reorganization or other reasons such as retirement, misconduct, death, etc.

Terminations



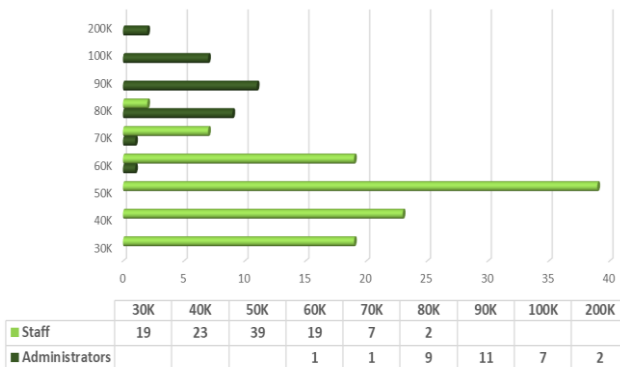
Terminations by Functional Area



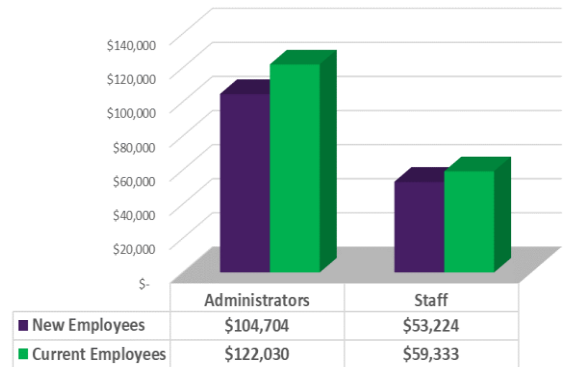
COMPENSATION PROFILE

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.

Salary Ranges by Position Type



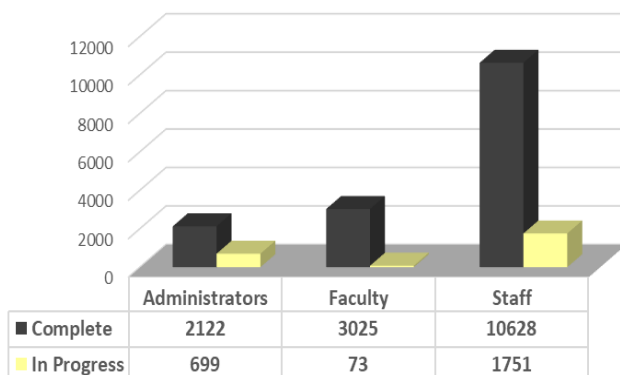
Salary Averages



EMPLOYEE TRAINING PROFILE

The charts below represent Professional Development training sessions tracked through Cornerstone.

Training Completion Hours by Position Type



Top 5 Training Topic Completions

Training Title	Completions
2021-2022 Title IX and Sexual Harassment Prevention	984
2021-2022 Accessibility Update	981
2021-2024 FERPA Training	848
2021-2022 Emergency Preparedness	798
2021-2022 KnowBe4 Cybersecurity Awareness Training for Texas	278



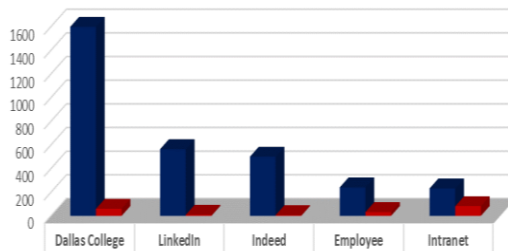
Dallas College Human Capital New Hire/Position Report

May 12, 2022 – July 12, 2022

RECRUITING PROFILE

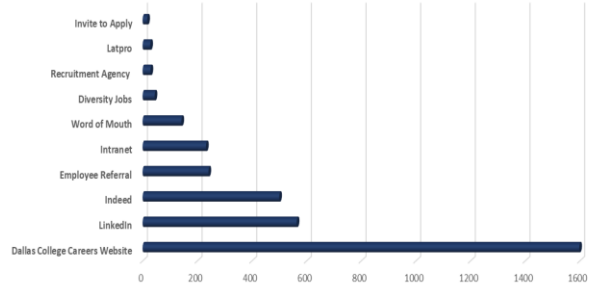
This profile is an overview of Dallas College's presence in multiple recruiting markets. These charts are representative of all job types.

Top 5 Recruiting Markets



■ Applications Submitted	1598	564	500	241	232
■ Offers Accepted	60	9	6	32	82

All Recruiting Markets (Applications Submitted)



■ Applications Submitted	1598	564	500	241	232	142	44	29	28	17
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INFORMATIVE REPORT NO. 12.16

Public Funds Investment Act (PFIA) Changes and Amendments Report

For Board Review 2022

For 2022, there were no legislative changes in the Public Funds Investment Act (PFIA).