



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 A REGULAR MEETING OF THE BOARD OF TRUSTEES FOR
DALLAS COLLEGE AND RICHLAND COLLEGIATE HIGH SCHOOL
Tuesday, August 8, 2023 | 4:00 PM**

**Administration Office
1601 Botham Jean Blvd., Room #007
Dallas, TX 75215**

[Live Streaming of Board Meeting](#)

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 FY2023-2024

5. Public Hearing on Dallas College Budget For FY2023-2024

6. Citizens Desiring to Address the Board

7. Special Presentation: Skills USA Student Awards

Presenters: Shawnda Floyd, Greg Morris

8. 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)

8.1. Announcements from the Chancellor

8.2. Announcements from the Board Chair and/or Trustees

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

10. Consent Agenda

(Consent Agenda items may be approved by a single motion and vote or, alternatively, upon request of a Trustee(s); any listed item can be removed and considered individually.)

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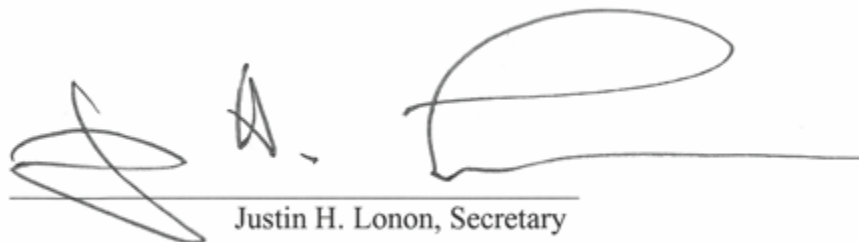
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15. Adjournment

CERTIFICATION OF NOTICE POSTED FOR THE AUGUST 8, 2023 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 4th day of August 2023 in compliance with the applicable provisions of the Texas Open Meetings Act.



Justin H. Lonon, Secretary

CONSENT AGENDA NO. 10.1.a.

Approval of Regular Meeting Minutes for June 6, 2023

It is recommended that the Board approve the minutes of the June 6, 2023, Regular Board meeting.

A Regular meeting of the Board of Trustees of Dallas College was held Tuesday, June 6, 2023, beginning at 4:04 p.m. and was broadcasted via the streaming link: www.dallascollege.edu/boardmeetingslive. The meeting was convened by Chair Bravo.

Board Members and Officers Present

Mr. Cliff Boyd

Ms. Monica Lira Bravo (Chair)

Ms. Charletta Rogers Compton

Ms. Diana Flores

Dr. Catalina Garcia (Attended Virtually until 4:37pm)

Dr. Justin H. Lonon (Secretary and Chancellor)

Mr. Paul Mayer

Mr. Phil Ritter (Vice Chair)

Board Members Absent

None.

1. **Roll Call - Announcement of Quorum** confirmed by Chair Bravo.
2. **Certification of Notice Posted for the Meeting** confirmed by Chancellor Lonon in accordance with section 551.054 of the Texas Government code.
3. **Pledges of Allegiance to U.S. and Texas Flags** recited by Board members.
4. **Citizens Desiring to Address the Board**
No citizens addressed the Board.
5. **Special Presentation**
Texas Cup Pitch Competition: Michael Moe, Global Silicon Valley, Founder; Prabin Dhakal, Finalist
Presenters: Pyeper Wilkins, Justin Cunningham

Chancellor Lonon addressed the Board and spoke about the Mission Summit held recently at SMU University in partnership with Global Silicon

Valley (GSV). A component of that summit was the Texas Cup, a pitch competition that one of our students was a finalist in. He then introduced Michael Moe, founding CEO of GSV Holdings which is a growth focused investment platform. Dr. Lonon also mentioned that GSV in partnership with Arizona State University holds an annual summit that some Dallas College employees attended, noting there were over 700 participants, and it brought the business community, technology, and education sectors together.

Michael Moe, CEO of Global Silicon Valley (GSV) said they are now based in Dallas, Texas. Mr. Moe stated the inspiration behind the Missions Summit was started with a book they wrote during the pandemic called The Mission Corporation about the evolution of capitalism driven by entrepreneurship. He thanked Dallas College for their strong participation in the Mission Summit at SMU. He said it was about bringing people together to accelerate ideas driven by entrepreneurship. Mr. Moe explained the Texas Cup competition and how it was tied to their mission and creating equal opportunities for all.

Chancellor Lonon said that GSV has been a partner with Dallas College to assess our role as an institution and how we can be more innovative. He asked Dr. Pyeper Wilkins to come forward and say a few words before introducing our student speaker.

Dr. Wilkins spoke on innovation and how it extends beyond technology. She said we are looking at innovation in terms of our organization, employees, and students. Dr. Wilkins said that Associate Vice Chancellor Justin Cunningham leads our Innovation and Business Strategy unit, in which he manages Dallas College's part of the Texas Cup. She also cited the many volunteers that helped with judging at each campus. She asked Justin Cunningham to come forward, speak a little more about the competition and introduce our student speaker.

Associate Vice Chancellor Cunningham introduced student Prabin Dhakal who is from Nepal, studying Computer Science, and the founder and creator of Mind Craft Academy which enables students to learn about focus and concentration.

Student Dhakal spoke about the great opportunity this presented for him and Dallas College's role in that. He spoke on the purpose of his company and what the platform can do including mental health related games, making new friends, connect with others, get feedback. He also detailed how his platform can help students to succeed and improve their concentration,

referencing statistics showing declining concentration levels.

Chancellor Lonon thanked him for his presentation, focus, and passion, and how he looks forward to what will come next. He asked Dr. Wilkins, Dr. Cunningham, and student Prabin Dhakal to come forward for a picture with the board members.

6. Chancellor and Board Announcements

6.1. Announcements from the Chancellor

Chancellor Lonon pointed out that June is a busy month for the Board, citing upcoming discussions on budget and facilities overall planning.

June marks Pride month and Dallas College is a strong ally providing opportunities in support of our students and employees to succeed. Dr. Lonon noted that we had students and employees who participated in the Dallas Pride parade. There will be additional events later in the month.

The regular Texas Legislative session ended. Some results that of that session were House Bill 8, the community college finance bill, that passed the House and Senate with broad support. However, it awaits the governor's signature. This outcome-based model was new and different and will require us to shift our focus.

Changes to Senate Bill 17, regarding diversity, equity, and inclusion (DEI) would result in Dallas College making some changes. Dr. Lonon reaffirmed the college's commitment to diversity and supporting our students, employees, and community as we comply with the new requirements of this Senate Bill. More information would be shared at a later date.

Senate Bill 1987 centered around accreditation, but the bill did not pass. There is still language specific to SACS, our current accreditor, so we will continue to engage in dialog with the Coordinating Board to explore options if we choose to pursue accreditation outside SACS.

Chancellor Lonon closed his announcements by acknowledging the work done for the commencement exercises, by the event chair and team, remarking there were six events over three days. He also mentioned the outstanding representation by Board members, faculty, staff, and volunteers. He emphasized the impact our

institution and Board has on lives, noting the 9,500 individuals graduated, about one-third of them first generation college students, 71% female, 85% students of color, and 125 graduated with a 4-year degree.

- 6.2. Announcements from the Board Chair and/or Trustees
Chair Bravo asked if any Board member had announcements.

Trustee Flores said on May 27th she was invited by Avance early childhood development program to be on the graduation platform which was held at Dallas College West campus. She said she was pleased to see the West campus being used by the community. Trustee Flores also stated she attended the Community Resource fair at the West campus, coordinated by Johnathan Estrada. She who also attended the Avance graduation.

Trustee Boyd reinforced the Chancellor's message about our opportunity for innovation, saying our opportunity to set the stage for Dallas College for the next 50 years is one of the greatest challenges we will face in our professional careers. We must move quickly to take advantage of the opportunity. He used Michael Moe, CEO of GSV who relocated here from San Francisco, the hub of innovation for a generation as an example of the shifting dynamics.

Trustee Mayer mentioned that he offices at the Dallas College Garland Center and wanted to recognize the barrier busters in the college. As an example, he mentioned Dr. Tran and her efforts to have some large equipment removed from a lab that others thought could not be moved. Because of her efforts the lab can now be utilized for Texas Instruments employee training and for training the next generation of technicians.

Chair Bravo said she enjoyed attending the graduation ceremony the previous month saying the bachelor's degree ceremony was special. She also mentioned engaging with students at graduation noting that many already had jobs or job offers pending. Chair Bravo also recognized Chancellor Lonon and his team for their leadership in helping get legislation passed including funding. She concluded by saying the Board is behind the chancellor's comments regarding supporting diversity, equity, and inclusion at Dallas College.

She recognized one employee who is retiring after 7 years of service with Dallas College.

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

None.

8. Consent Agenda

Chair Bravo said we will be tabling consent agenda item 8.3.

Chair Bravo asked to entertain a motion to approve items 8.1 and 8.2.

Motion made by Trustee Boyd.

Motion seconded by Trustee Mayer.

Motion passed at 4:38 pm with majority vote and no abstentions.

8.1. Meeting Minutes

- a. Approval of Regular Meeting Minutes for May 2, 2023

8.2. Finance Items

- a. 2023 Schedule for Tax Rate and Budget Adoption as Determined by Texas Property Tax Code Requirements
- b. Approval of an Electrical Easement and Right of Way Agreement to ONCOR Delivery Company LLC at the Early College Center at Richland Campus
- c. Approval of Pegasus Park Development Initiative including Lease Agreement Between Pegasus Park, LLC.

8.3. Policy Items

- a. Approval of Amendments to Policy BG (LOCAL) – Administrative Organization Plan
- b. Approval of Amendments to Policy EFB (LOCAL) – Curriculum Development
- c. Approval of Amendments to Policy EE (LOCAL) – Curriculum Development

9. Individual Items

Chair Bravo asked for a motion to approve individual item 9.1.

Motion made by Trustee Flores.

Motion seconded by Trustee Boyd.

Motion passed at 4:39 pm with majority vote and no abstentions.

- 9.1. Talent Items
 - a. Approval of First Amendment to Chancellor's Employment Agreement
 - b. Approval of Warrants of Appointment for Police Officers

10. Informative Reports

No comments were made.

- 10.1. Committee Reports
 - a. Governance Committee Notes for February 9, 2023
 - b. Audit Committee Notes for March 7, 2023
 - c. Chancellor Performance Review Committee Notes for May 2, 2023
 - d. Education Workforce Committee Notes for May 2, 2023
 - e. Finance Committee Notes for May 2, 2023
- 10.2. Current Funds Operating Budget Report (April 2023)
- 10.3. Dallas College Foundation Report (April 2023)
- 10.4. Monthly Change Order Summary (April 2023)
- 10.5. Notice of Grant Awards (June 2023)
- 10.6. Workforce & Advancement Ascend Institute Report (April 2023)
- 10.7. Dallas College Human Capital New Hire/Position Report (April 13, 2023 to May 12, 2023)

11. Executive Session

None.

12. Adjournment

Meeting was adjourned at 4:39 p.m.

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

CONSENT AGENDA NO. 10.1.b.

Approval of the Work Session Meeting Minutes for June 27, 2023

It is recommended that the Board approve the meeting minutes of the Work Session for June 27, 2023.

A work session of the Board of Trustees of Dallas College was held Jun 27, 2023, beginning at 9:09 a.m. and was broadcast via the streaming link: www.dallascollege.edu/boardmeetingslive. The meeting was convened by Chair Bravo.

Board Members and Officers Present

Mr. Cliff Boyd
Ms. Charletta Rogers Compton
Ms. Monica Lira Bravo (Chair)
Ms. Diana Flores
Dr. Catalina E. 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

Confirmed by Chair Bravo

2. Certification of Notice Posted

Confirmed by Chancellor Lonon in accordance with section 551.054 of the Texas Government code.

3. Citizens Desiring to Address the Board

No citizens addressed the Board.

4. Special Presentations

4.1. Dallas College: Becoming an Institution of Innovation

Presenters: Shawnda Floyd, Beatriz Joseph, Justin Lonon, Brad Williams, Pyeper Wilkins

Chancellor Lonon addressed the Board and asserted that today's approach would be a little different from what they had typically done. He outlined what would be discussed regarding "investing to transform lives and communities" and how slides would be utilized as a discussion guide. The session was designed to focus on challenges that our community, students, and the business industry face. Dialog on what was informing the budget recommendations would be a key component. He said it represented a change in how they approached budget development and the recommendations around it.

He discussed the agenda for the next two-day session.

Dr. Lonon said that although they have a foundation, Dallas College is only three years old. Chancellor Lonon challenged the Board members to think like a founder, saying they had all been a part of building a new institution. He spoke about 2019, asking voters to make a major investment in Dallas College and asked, 'what is the road ahead for us?' because creating a culture of innovation doesn't just happen.

Video: Student video that captures institutional impact.

Dr. Lonon spoke about the issues, challenges, and problems they never see. It's not just the services they provide but the community that comes together and makes the investment. He asked Board members to think about Edward (student in the video) over the next couple of days and think about what they were investing in and who they were investing in. Dr. Lonon also asked how they could make best use of their blank slate, saying they get to define a new innovative approach on how they deliver services. Also, what does the community need? He pointed out that was the mindset of the founders in 1965.

Dr. Lonon pointed out the role we play in supporting our students in a path to a better life. He used a recent event at the Redbird center as an example where we had two campuses represented at a community event.

Trustee Flores said that what has been created at our Redbird center must happen at our other community campuses.

Trustee Boyd said we need zero base budgeting meaning nothing in the past governs what happens in the future but, it does not mean the past does not have value. He spoke about the tremendous burden and responsibility the Board has to get things right.

Dr. Lonon acknowledged that each employee feels that pressure in different ways.

Trustee Garcia felt that the previous video stressed too much of a caretaker role and did not focus enough on the vision of the student. She also said we need to concentrate our attention on what is happening now and student trends.

Trustee Flores asked if we have a student body master plan. She also asked about Workforce Development and what role it has.

Trustee Boyd discussed the approach method that he feels should be used to solve problems and create solutions.

Dr. Lonon highlighted some of the things we will focus on for Dallas College 2030 utilizing our new decision-making framework. He pointed out the headline in the Dallas Morning News editorial, "Does Dallas College have the answer to the teacher shortage?" The article concludes with, "Dallas College understands the assignment." Dr. Lonon highlighted what they needed to do to be the answer for students like Edward who was in the previous video. He indicated that by 2030 Dallas College was projected to have nearly 180,000 students enrolled and the traditional high school age population is declining.

Trustee Compton asked how did they arrive at that number of students.

Chancellor Lonon replied that the data team did the projections, and Dr. Joseph will go into more detail when she addresses the Board later that day. He listed some of the considerations they needed to think about when planning for growth and our future.

Trustee Boyd spoke about upscaling and the leadership we have in that area of expertise and how that should be included in promoting our institution.

Trustee Flores related a story about a student who took advantage of the Dallas Promise program who was valedictorian of Grand Prairie High School but had to drop out because he did not have transportation.

Dr. Lonon said they would award over 100,000 credentials between now and 2030. He highlighted some of the other statistics that would be talked about in more detail later. He also stated that between now and 2030 they had the opportunity to have the largest endowment of any community college in the country. He spoke about some of the barriers students face, including child care. Dr. Lonon asserted he wanted us to be positioned to be one of the best places to work.

Priorities and goals come from the engagement internally and externally to ensure that we're providing and representing what people need for employees to be successful, to do the work they do for our partners, our community partners, and then, of course, ultimately for our students. Dr. Lonon emphasized that Dallas College has amazing employees that are part of this institution, and they absolutely were on a path seeking to change the culture. Dr. Lonon acknowledged that the College has gaps that need to be addressed in order to reach our optimal place.

He addressed the employee engagement survey had how the leadership team has worked to set a foundation. From this point KPIs and metrics would be established to ensure that we can appropriately measure engagement.

Dr. Lonon spoke about the employee snapshot which included diversity by race, gender and generational age. Some discussion was held about generations and what each generation means and the populations included.

Dr. Lonon discussed with the board the state of Dallas County and those who we serve. He reviewed a demographic summary that further highlighted the community, salary averages, and employment statuses. This led to discussion of the prospects of Dallas College graduates in our community and how we were positioned to supply talent to our region and impact our economy.

Dr Lonon explained our competitive advantages in the areas of Student Success, Employee Success, Community Engagement

and Institutional Effectiveness. In each of these areas, there was discussion regarding success and opportunities to close gaps.

Chancellor Lonon noted that Provost Floyd and the Academic Team, with input from faculty leadership, had been working to develop an academic master plan. Dr. Lonon explained this plan was a beginning framework to take Dallas College into the future regarding the needs of programming at the various locations.

Dr. Floyd explained the presentation would be about the “Institution of the Future,” which is the vision of what Dallas College could become. She then asked the academic vice-provosts to introduce themselves.

Dr. Floyd shared the background of the academic master plan. She explained that the plan was a vision of academic priorities moving toward 2030, focusing on collective priorities and an innovation effort designed to be ambitious but achievable. Dr. Floyd noted the plan would be a driver for planning and strategy across the College in all areas.

Dr. Floyd shared the plan’s timeline, acknowledging the members of faculty leadership present at the meeting who stressed the importance of including the timeline in the presentation to highlight the work that had been done and show future collaboration. Chancellor Lonon asked them to stand up and introduce themselves.

Dr. Floyd explained that the College is following the Texas Talent Strong benchmarks the state has set for higher education and shared the trend predictions for the next three years, five years, and in 2030.

Trustee Flores asked Dr. Floyd to clarify how the growth trend of digital and hybrid learning would impact the need for physical facilities. Dr. Di Paolo responded that virtual labs and simulation labs are being considered as a future investment. He also noted that online students still desire to use the campus spaces for learning support and access to stable, high-speed internet.

Trustee Flores shared the importance to understand the vision as it relates to the need for new buildings.

Trustee Garcia asked how the numbers from Talent Texas Strong were obtained. Dr. Floyd confirmed the state establishes those target numbers for institutes of higher education.

Trustee Ritter asked for clarification on the age breakdown for students aged 25-34 and 35-64. Chancellor Lonon and Dr. Floyd explained that the state added the 35-64 age group to account for adult working students.

Dr. Floyd continued by discussing plans to continue working with Achieving the Dream (ATD) to provide professional development opportunities for academic leadership. She also noted that data would be used to tackle significant differences in success between schools and disciplines within the same school.

Trustee Flores asked Dr. Floyd to specify any data or information related to workforce and continuing education throughout the remainder of the presentation.

Trustee Ritter asked for clarification regarding performance management and incentive rewards for faculty. Chief Human Resources Officer Louis Burrell confirmed that his office would partner with Dr. Floyd's team while building the new performance management system.

Trustee Compton asked Dr. Floyd to explain the statement regarding significant differences in success between schools and disciplines within the same school. Dr. Floyd responded that this was a tool to identify best practices and what programs were most successful. Trustee Compton also asked whether the dual credit programs at the school districts were held to the same academic standards and were being offered at as many schools as possible. Dr. Floyd and the vice provosts responded affirmatively.

Trustee Flores commented that this presentation demonstrated how the "Schools of" were becoming more cohesive and working collaboratively to provide the best outcomes for the students.

Trustee Ritter asked how the College was supporting and providing CTE courses to the school districts. Dr. Tran and Dr. Kirksey explained that more CTE courses and programs were being provided to our K-12 partners to fulfill the needs of students in high school and beyond.

Dr. DiPaolo explained that the core of the proposed academic master plan comprises four pillars: tailored learning, responsive curriculum, digital experience, and equity focused. Dr. DiPaolo also shared the key program priorities for year 2030 focused on student success.

Trustee Flores asked for clarification on the priorities. Dr. Floyd noted that these priorities were a vision of what can be achieved in 2030 that would build interest and commitment from young students (middle and high schoolers) to continue their educational process with Dallas College.

Trustee Ritter asked if summer camps were offered at all campuses and for an example of what a camp may entail. Dr. Floyd responded that there were at least one camp at every main campus and there were more offerings this summer than ever before. Dr. Kanakala gave examples of the STEM camps offered to area middle and high school students.

Trustee Compton asked for clarification regarding the vision of the academic master plan for the year 2030 and what the board should consider as it relates to the bond money. Chancellor Lonon responded that the presentation on day two of the Work Session will include a discussion of how the bond funds were allocated to date and future plans about facilities and programming.

The academic team continued to explain the academic master plan will focus on programs offered at the campuses and satellite locations.

Trustee Flores asked if the South Irving Center was still operational. Dr. Floyd confirmed it was but was in transition as the early college high school was in the process of vacating the premises. Trustee Flores commented that GED and Workforce programs should be offered at this location as well as the West Dallas and Pleasant Grove satellites.

Dr. Floyd continued the presentation by sharing that the academic team had been collaborating with Facilities to determine how to best utilize space within the campus and satellite buildings for students, staff, and programming purposes.

Trustee Boyd and Trustee Flores commented that future discussions of this nature should include the appropriate Board Member(s) to assist with input and communication with internal and community stakeholders.

Chancellor Lonon transitioned to the next special presentation on the agenda regarding Student Success and the investment Dallas College in the student experience. He introduced Dr. Beatriz Joseph to present “Facilitating the Student Journey: Serving Students with Diverse Needs.”

Dr. Joseph started the presentation by introducing the strategies that will reflect how to support and implement the ideology presented by Dr. Shawnda Floyd. She explained that Enrollment Management was the important component to recruit new students, retain students, and complete students with degrees/certificates and the data driven feedback from different parties along with marketing strategies that support this effort. The new efforts specifically with marketing should allow to reach new unreached populations focusing on who was served and their needs. The Redbird Center reflects this effort.

Enrollment was centered around a projection of 179,000 students by 2030. Presentation screen shows projected headcounts per academic year from 2023 to 2030. She noted the total actual headcount for 2019-2020 academic year was 150,613 students.

Trustee Compton asked what was the growth percentage needed each year to reach 170,000 count. Dr. Lonon and Dr. Joseph responded between four and five percent each year that included credit and non-credit courses but growth in the non-credit area will happen due the new investments to serve specific populations and community campuses. They also explained that marketing strategies would be tailored around opportunities to be addressed.

Trustee Compton asked a question regarding ISDs such as Dallas ISD increasing the number of guidance counselors to support their student population in relation to what Dr. Joseph has described as the student liaison. Dr. Kirksey responded that workplace coordinators and social workers have been hired to assist with some of the P-TECH programs as guidance counselors’ roles have changed. Specific numbers will be researched and shared at a later time.

The other portion of the plan was reflected around adult learners. One specific option was having the PLA programs allowing those with previous experience in specific fields credit for their experience, which helps adult students on track to completion.

Dr. Karen Stills, senior associate vice chancellor of Student Success, continued the presentation explaining opportunity, desired outcomes, 4-step strategy plan and the considerations for implementation through the process. The approach was integrated from the seven campuses becoming one and discussion with our partners as well based on what they were looking for as well as finding the pain-points and finding those solutions like antiquated payment process, website-user experience, and cumbersome application process.

Trustee Flores asked a question if this reflects the plan for 2030. It was confirmed that this was reality and items had been identified and were in process now to ensure the student experience was robust and less painful before 2030.

Dorothy Jones, Chief Officer of Marketing and Communications, provided an explanation of how the restructuring and implementation of strategies Marketing was working on in collaboration with Student Success to ensure proper content and setup of the website where students can access needs in 1-2 clicks, making the process easy and seamless.

Trustee Boyd asked a question regarding Dallas College having a system that allows for a direct response if someone is searching for a specific item and track those inquiries. The answer was that we currently did not have this on our website, but we did have specific tags that allow for easier finding of information and Google provides the opportunity to ensure when someone searches specific programming or keywords that it would lead them to the direct item on our website to find what they need. RFP was processed on the new content management system to assist with this need.

Trustee Flores asked a question regarding if the new application system will have a pop-up window after a student completes the application asking about their experience to help with constant

and consistent improvement. Dr. Floyd confirmed that this would be the case.

Dr. Carlos Cruz, associate vice chancellor of Student Wellbeing, discussed opportunity, designed outcomes (specifically retention efforts that increase from Fall to Spring to 76.25%), four-step implementation process and considerations to ensure the success of case management. The focus was the basic needs and wholistic assessments of student needs and implementing best practices. He also reiterated that on no matter where a student enters Dallas College, the student would be aware of all resources available and that the action plan of students visiting with a success coach before the semester starts provides a better chance of implementing the Learner Care model and providing exactly what the student needs.

Trustee Flores questioned how many students were in case management. The presenter responded that all students were case managed.

Dr. Stills stated that case management was a tool that anyone can use to dig down into a students' life to provide the appropriate services no matter if they're military, high school, veterans, etc. It provides a clear strategy to serving exactly what students need and fill gaps. Student Success has partnered with the Foundation to ensure that the issues in the community were fully addressed. That Dallas College would serve as the hub and the liaison that the community trusts to fulfill the needs.

Trustee Flores asked at what point a student becomes engaged in the case management approach. The answer provided: At the beginning, when the student completes the application and gets assigned to a success coach. The first meeting has detailed expectations, even having items that identify risk factors that would develop a success plan to assist from start to completion.

Trustee Boyd asked if the case management program would integrate with the remote learning students that might fall behind and if it would trigger someone in case management. The answer provided was yes. There were considerations of integration of systems that also gave faculty input and what they're trying to accomplish. The instructor and case manager can work together to ensure the student success.

Trustee Flores asked if Student Success researched best practices from other institutions that could assist Dallas College with retention and completion like the Aspen Institute.

Dr. Joseph responded that it was a part of the restructuring as well as other factors. Case management could even connect with other staff members that were also assisting the student and contribute to the tracking of how the student was serviced in any resource or support items in Dallas College. Efforts to minimize the number of hours to allow for faster completion were also involved with the case management that had a specific identifier regarding their field of study and performance gaps. This would also help identify who Dallas College was not serving based on the key elements of the case management system/changes.

Dr. Cruz continued the presentation showing opportunity of growth, a five-step implementation process with desired outcome centered around 73.5% of students with passing grades in courses and retention efforts to increase Fall to Spring to 76.25% and stated as a Hispanic Serving Institution to narrow the scope of the Latino student population's specific needs and bring that across the board for all students.

Trustee Flores asked how many direct reports Dr. Joseph has and why they weren't all in attendance. Dr. Joseph stated that she has five direct reports and that all were not there as to not overload the time and space.

Trustee Garcia asked about the total number of success coaches Dallas College has to date and if there's active hiring. Dr. Stills replied that we had about 240 which was at maximum budget for the year.

Dr. Cruz continued with the presentation to go into more detail regarding retention by placing a working team that focuses specifically on poor performance and completion and reaching the stop-out students with an integrated approach as well as returning each semester. Dallas College surpassed the goal of returning students this year. Goal was 72%, but we reached 76%.

Dr. Stills and team worked to retrieve external funds of approximately \$860,000 in an MDRC grant that provided

incentives to students to connect with their success coach. Data reflects that students are more successful to complete and continue in a positive track if involved with a success coach to support them. Using this data will also support in other areas. First time in college students must meet with a success coach before enrolling in courses; this ensures that a student is going in the right direction and has support at the beginning.

Trustee Bravo questioned if students will not be able to do it online without the steps. Dr. Stills confirmed that students cannot register online unless they meet with a success coach, but they can meet with the success coach virtually if needed. It does not have to solely be in person.

Dr. Stills discussed the desired outcomes and considerations including completions with less hours but also the post-completion success. This would reflect students transferring to appropriate universities that acknowledge their degree/certificate, use of credentials in the workplace, and jobs/salaries are available to the student after completion to ensure they can live comfortably. Next year they will focus on Program of Study selection to ensure students have a clear path much earlier in their academic journey.

Trustee Boyd asked about a feature where there were notes on certifications whether or not students passed the required exam to be considered certified, such as an HVAC Tech. Dr. Stills stated that this was not yet in place on the student transcript, but it was being reviewed and considered.

Trustee Flores asked about completion statistics, stating that before it was 90 hours to complete, now it is 81; with students taking an average of 4 years to complete. Dr. Stills confirmed it was correct but that the goal was to be at 71 hours and the reduced years to complete. The target is 3.5 years. Trustee Flores reason for the question was to ensure students will not take more than what's needed and go on to the next step and be emphasized by the success coach.

Trustee Flores asked a question regarding if Dallas College still uses Estudias. The presenter stated that this software was no longer in use.

Trustee Boyd asked if Dallas College had an employment center at the campus level.

Dr. Joseph stated that there was a career function on the student success side for preparing students for interviews and updating resumes. There's a partnership with Workforce & Advancement that stays connected with external partners and getting students into the handshake platform to connect to those appropriate jobs. There was an office on each campus where the students could always receive assistance and information and events that provide job opportunities with those in Handshake system and community companies.

Trustee Boyd mentioned a hiring/job opportunity event that was successful at the Cedar Valley campus and asked if this happened at all the campuses.

The presenters confirmed all campuses have the same events for the specific areas. Trustee Boyd wanted to confirm that we were doing what was needed at every campus including events for the community.

Dr. Wilkins, vice chancellor of Workforce and Advancement, confirmed that all events do happen at all the campuses as needed and the partnership with the Career and Transfer Development helps with ensuring students were getting to the right employer and getting the credentials needed for that employer.

Trustee Compton mentioned that she attended the job opportunity events where she saw that the vendors were there but it doesn't seem to be as popular due to the need of more marketing in those areas. The individuals representing the vendors were not those that have the authority to make hiring decisions. Her question was how much effort was done by Career and Transfer group to actually result in a job.

Dr. Lonon responded to Trustee Compton stating that the intent was to get the students in front of the company/vendor to obtain a job. Exposure is first. The difficulty to be able to track those specific numbers on the specifics and formulas to assist with tracking. House Bill 8 that just passed focuses on this effort as this is a statewide issue. There may be items that the state is requiring institutions to capture specific data which this may

allow Dallas College to do more with tracking. This will allow us to know where students were going after Dallas College and jobs, positions, wages received etc.

Dr. Floyd added to Dr. Lonon's statement stating that Dallas College was offering apprenticeships and internships specifically in the School of Education where Dr. Rob DeHaas could speak more to specific to teaching. Career services was still traditional but were looking at the collaboration/provided a merged approach across campuses and provide a more flexible approach that giving student the opportunity to have hands-on skills acquisitions.

Dorothy Jones, chief officer of Marketing and Communications, transitioned to Marketing Strategy and shared that there was a brand equity study being conducted and would be tested with 1000 community leaders and parents outside of the Dallas College network. It would shed light on things known and unknown. The segmentation study would assess approximately 5,000 students from dual credit to emeritus that would develop specific pin-points needed in the marketing strategy that would focus on triggers, barriers, lifestyle and behaviors, how they view our information, etc. This would lead the targeted messaging, connected tracking from social media to the website, spotlight/tags for specific services, and reach where people are. An update on the media test pilot in progress at the time of the meeting would be provided in September.

Dorothy Jones discussed providing students with clear, non-cluttered directional signage and updated departmental identifying signage. This was a large undertaking with collaborations from other departments such as Facilities, IT, President's Offices, Learning Commons etc. Signage updates were scheduled to be completed end of August 2023. Exterior campus signage was also in process of being updated.

Dr. Lonon shared a summary of the impact of the presentations provided have on the students.

Dr. Pyeper Wilkins, vice chancellor of Workforce & Advancement opened the "Becoming Fully Integrated Community & Industry Partners" presentation explaining more about community engagement with industry partners and businesses across Dallas.

It was turned over to Ben Magill to discuss the BioTech initiative accomplishments. The next slide displayed an article by Dallas Innovates about the launch of an alliance between biotechnology and healthcare industries. 2 years after article was posted the grant was awarded and now have 15 industry partners involved with constraints, needs and other items the partners presented. This is all industry lead based on their needs.

There are three Workforce Boards that help govern how the region convenes their workforce development efforts—Dallas County, Tarrant County and North Central Texas. Dallas College is now a convening partner to ensure the leverage needed is support appropriately. A proposal was sent to TEA to request a joint effort to merge with the Texas Higher Education Coordinating Board and Texas Workforce Commission to fund this work in the support of the regions.

Trustee Ritter asked if Dallas College received the grant or applied for the grant. Dr. Wilkins confirmed that Dallas College received the grant.

First convening meeting is being held on July 12, 2023 There are many partners involved in the project. Other sector areas will be involved in the project as well such as culinary and construction.

Dr. Christa Slekjo, President of Brookhaven and North Lake campuses, spoke on Sector Development. The program overall has become larger as regional needs, community partners, overall involvement, high school partnerships etc. increase. The collaborations brought forth an opportunity with the Construction Education Foundation that assisted with the support of building a new location specific to the needs of the construction instructors, students and business partners that has all the appropriate cutting-edge equipment, funding, industry resources and technology, and many other items needed for the program's success.

Dallas College is now seen as the “solver to the problem.” The challenge is now to get more talent into industry and getting people in the pipeline. There is a small team across different departments that come together to see what efforts can be done to serve the entire county and region. There is also interest of partners outside of the construction sector where industry partners

are looking for Dallas College to assist with their needs such as identifying clear roles, industry resources etc. This is a new model will have the Presidents to be the Sector Leads similar to Dr. Slejko's leadership—assignments will come soon that won't technically have anything to do with the campus affiliation.

Trustee Garcia asked a question regarding if the faculty or academic areas that are related to this initiative involved in the planning of these programs and developments. Dr. Slejko confirmed that it was a must to ensure the success in the long extensive process. The "Schools Of" are involved in the process as our students are impacted by how these programs and opportunities progress. Campus Presidents are observers during this first launch and will be receiving professional development in understanding the process and how to appropriately work with external representation to get the sector developments started.

This leads into the community centers and community campuses to ensure areas are well equipped to provide training, skills, opportunities such as the Red Bird Center. The goal is to have all centers/campuses to be similar to Red Bird's set up. Red Bird has the collaboration of all functional areas to ensure the success.

Trustee Flores asked if the information Dr. Floyd's team presented was mostly coming from the Academic side and not from the Workforce and WorkReadyU area. Dr. Wilkins stated that some of it did speak to workforce, but it was mostly academic explaining that technically all mentioned are in alignment involving all areas to govern themselves accordingly to ensure students are receiving what is needed to be successful in the workforce.

Trustee Flores had a follow up question of when these development models will be presented to the campuses/centers. Dr. Wilkins confirmed by discussing the next slide.

Iris Freemon added that Red Bird is the desired model for all upcoming projects. A survey will be sent out asking what those needs are that will provide a better understanding to lead to how centers will be organized and developed.

Kathy Acosta continued with explaining the efforts with the community partnerships to use the same methods as other

Workforce and Advancements areas with a survey asking nonprofits what is needed to fill the gaps. The information from the surveys allowed free micro-training sessions that were steppingstones in getting people to where they needed to be to support the company. Dallas College experts were used to assist with those specific topics. Discovery meetings were held to assess how Dallas College could support the nonprofits with what is already offered with other partners established. Coalitions assigned with developments of like-minded networks for partners to connect in collaboration such as faith-based organizations. Family network will soon be launched for the needs of multigenerational families. Awaiting pulse survey responses of those needs to provide appropriate services to community families.

Dr. Wilkins transitioned back to the community campuses and introduced the new Managing Directors at the West, South Irving, Pleasant Grove, and Garland locations. The community assisted with the hiring of these managing directors to lead the needs of the community campuses and ensure leadership it provided at those locations.

Trustee Flores would like to coordinate a meeting with two recreation centers and another entity regarding collaboration with the Emeritus Program.

Trustee Garcia showed positive interest to be engaged in the program as a student in the Emeritus program.

Dr. Wilkins emphasized that innovation bridges involves everyone/every department to be more creative and supported to be innovative in how Dallas College operates.

Justin Cunningham stated that Dallas has become a place of economic development by way of companies moving to DFW and entrepreneurs growing in the area. The goal was to sit at the table with Dallas CEOs to discuss the direction their companies are going but also discuss what that would mean for their workforce needs. This will allow collaboration not reacting to the call when the heavy needs are there. Another goal was to create an entrepreneurship eco-system where creativity and collaboration with students and employees to get upcoming businesses developed, providing appropriate next steps from infancy to fully

operational with resources such as grant funding and loan support services. He also stated that there was a dashboard of tracking different stages of grant and how the money was allocated by service to support the efforts in which partners love to see.

Dr. Brad Williams explained the core enabling technologies and processes that will allow Dallas College to do what might be needed that hasn't been addressed before. "Marketing Optimization and New Capability" was the first to be presented where Dorothy Jones will discuss more in September after the first stage is finished that she mentioned previously. Marketing has been embedded in all areas to ensure consistency. Communications, outreach, and events that productivity efforts are streamlined by creating a master calendar for all campuses and not to overbook and align with the leaders' schedules—having visibility at all events. "Capability: Community Engagement" slides displayed to ensure our local areas are participating in events provided. "Capability: Speakers Bureau" slide to display how to prepare our Dallas College experts and topics are appropriate content, media trained, deliver speaking engagements across the state and nation as well as opportunities to bring Dallas College to the forefront. Working toward a team of short stops to plug and play where the needs/gaps are to provide the quick fixes.

Dr. Eddie Tealer, President of Eastfield Campus, stepped in to discuss the "Campus Leadership Teams" slide that provides the work that the Presidents are doing. These teams led by the Campus President meet each month on first and third Wednesday with cross-functional leadership located at that campus to discuss the issues impacting the campus on the student and employee side. The team was also involved with campus events and engagements and community opportunities. This improves campus morale and making Dallas College the place to work. Presidents also collaborate to ensure that what's done at one campus that is successful to also be done at the other campuses for equality and consistency.

Louis Burrell, Chief Officer of Human Resources, continued the presentation focus was Human Resources (HR) and what its restructure . The goal is to rebuild processes. The consolidation didn't allow for the centralization of the HR. 60% of HR associates have never worked in HR previously during the transition—they

are working hard but not efficiently. Regarding recruitment efforts and how it appropriately supports Dallas College, the need was leadership professional development and address leadership capacity as well as onboarding experience. Another effort was leveraging the Employee Resource Groups to contribute to the employee experience and relationships in the college as mentors/ambassadors to new employees. The current compensation study helps develop the right strategies to take to build the total rewards experience.

Talent Acquisition has been revamped with the collaboration of Alfredo Sanjuan, Senior Director of Talent Acquisition and Dr. Jasmine Parker, Senior Director of DEI, to create a 12-month recruiting strategic plan of how to leverage community partnerships and other ideas to shorten the time to fill, increase the candidate experience and much more.

Burrell shared that dive into the development of the performance management based on behaviors, leadership competencies and clear performance goals to the compensation recommendations. This will push accountability to achieve the results.

Dallas College requires alignment with the Chancellor's vision to transform the culture, reward those who have always been high performers, delivering on the promise of the Leadership Accord and creating the culture of employee recognition.

Trustee Bravo asked if any Trustee have questions or should they continue. Trustee Flores requested to go back to the slide that displayed demographic landscape. Her concern is the teams that presented is deficient in the Latino representation. She noted that there was a team that displayed Associate Vice Chancellors and Executive Directors; however, the Senior Director was Latino and believed she was placed as the "check-off". Her concern was the deficiency of Dallas College hiring to be equitable as there aren't any Latinos in the leadership and decision-making position describing it as "exclusion by design".

Dr. Lonon explained that Dallas College acknowledges that there are gaps to demonstrate that systemic items must be in place that weren't done before to address the gaps. HR transformation and other ways to put items in place to support and advance all our employees and address the gaps in the Latino population.

Trustee Garcia understands the concern but believes that there should be a directive from the top (Chancellor) on finding the Latino representation.

Dr. Lonon does agree to be in appropriate areas to recruit Latino employee in the right manner. Dallas College has not been able to do that historically and the mandate has been given last fiscal year. Unfortunately, the solution will not be overnight. Dallas College is working against years of individualizations of processes and practices that are now being revamped. Recruitment team will be responsible for addressing this direct concern.

Trustee Ritter stated that the snapshot was not the goal but its where Dallas College works from. He does not agree with “exclusion by design” but rather the Board has always been the opposite and charged the Chancellor with setting up what needs to be done while acknowledging the work that has been done to this point.

Dr. Lonon recommended adjournment and beginning with the IT special presentation the next day.

5. Executive Session

None.

6. Adjournment

The meeting was adjourned at 4:35pm.

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

CONSENT AGENDA NO. 10.1.c.

Approval of the Special Meeting Minutes for June 27, 2023

It is recommended that the Board approve the minutes of the Special Meeting for June 27, 2023.

A special meeting of the Board of Trustees of Dallas College was held June 27, 2023, beginning at 4:49 p.m. and was broadcast via the streaming link: www.dallascollege.edu/boardmeetingslive. The meeting was convened by Chair Bravo.

Board Members and Officers Present

Mr. Cliff Boyd
Ms. Charletta Rogers Compton
Ms. Monica Lira Bravo (Chair)
Ms. Diana Flores
Dr. Catalina E. 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

Chair Bravo confirmed the presence of a quorum.

2. Certification of Notice Posted

Confirmed by Chancellor Lonon in accordance with section 551.054 of the Texas Government code.

3. Citizens Desiring to Address the Board

No citizens addressed the Board.

4. Consent Agenda

Chair Bravo stated there is 1 item on the consent agenda to vote on, but first Chancellor Lonon will speak a little about it.

Chancellor Lonon addressed the Board by saying he appreciated dialog and conversations with the Board regarding policy items during the work session earlier this month. He asked Dr. Floyd to come forward and talk a little about that saying, she has been leading this effort.

Provost Floyd shared that her team conducted a Provost Party where a collaborative leadership team of both faculty and academic administrators come together to review policy. Dr. Floyd commended the leadership for working together and communicating that across the entire college.

Chancellor Lonon then asked faculty leader, Dr. Andrew Tolle, to speak a little about this effort.

Dr. Tolle expressed his appreciation for the Provost Parties and how they tied directly into the shared governance process. He described the process they followed in those meetings and acknowledged the value.

Chancellor Lonon thanked Dr. Tolle as well as the other faculty leaders.

Trustee Compton moved to approve Consent agenda item 4.1a, b, and c.

Trustee Boyd seconded the motion.

Chair Bravo asked if there were any discussions regarding this consent agenda item.

Trustee Garcia thanked those who worked on this project regarding policy items. She expressed that she did not like the word “designee” because it was never defined saying, it was part of the process she did not agree with. Dr. Garcia closed by expressing her overall gratitude for the collaboration that occurred during that work.

Motion passed at 4:54 p.m. with no abstentions.

4.1. Policy Items

- a. Approval of Amendments to Policy BG (LOCAL) –
Administrative Organization Plan
- b. Approval of Amendments to Policy EFB (LOCAL) –
Curriculum Development

- c. Approval of Amendments to Policy EE (LOCAL) – Curriculum Development

5. Executive Session

None.

6. Adjournment

Meeting adjourned at 4:54 p.m.

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

CONSENT AGENDA NO. 10.1.d.

Approval of the Work Session Meeting Minutes for June 28, 2023

It is recommended that the Board approve the meeting minutes of the Work Session for June 28, 2023.

A work session of the Board of Trustees of Dallas College was held June 28, 2023, beginning at 9:09 a.m. and was broadcasted via the streaming link www.dallascollege.edu/boardmeetingslive. The meeting was convened by Chair Bravo.

Board Members and Officers Present

Mr. Cliff Boyd
Ms. Charletta Rogers Compton
Ms. Monica Lira Bravo (chair)
Ms. Diana Flores
Dr. Catalina E. 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 confirmed by Chair Bravo.

2. Certification of Notice Posted confirmed by Chancellor Lonon.

3. Citizens Desiring to Address the Board

None.

4. Special Presentations

4.1. Facilities and Bond Strategy Update

Presenters: John Robertson, Brad Williams, Scott Wright

Dr. Justin Lonon, Chancellor, provided a quick recap of the goals and focuses of the special presentation. He requested Dr. Brad Williams, Vice Chancellor of Operations, to come back up with the remainder of the team that reflects “Paving the Road Towards a College of Innovation” with Jim Parker, Chief Officer of

Information Technology. Dr. Williams explained that Dallas College needs technology, automation, and updates to processes and change management to gain efficiency and strategic planning to ensure that we operate differently.

Trustee Compton asked whether Dallas College has software packages for all of them and if all are used consistently. Dr. Williams replied the slide showed present software used.

Jim Parker continued with the presentation stating that the systems shown are what are dramatically used to affect the enterprise of Dallas College. When starting the accountability process, one must identify what has been purchased and how much was used; stepping out of the database systems and reaching into focused contracted services that focus on functionality and effectiveness. Alignment of the many different applications will assist with streamline of packaging that will support all areas across the board and can track what's being used appropriately based on activity and how it supports the business' purpose.

Trustee Flores asked if specific areas being able to purchase software according to their needs and will this alignment to go through a different process.

Parker replied that IT is working with the CFO to develop an appropriate process. This will ensure that software and systems are purchased to support the enterprise and ensure compatibility with other software. This also will allow for bundle tracking. Many of the systems will sunset such as Colleague due to Workday functionality. There are 17 major enterprise level projects happening to assist with this implementation and alignment.

Trustee Ritter questioned the success of last year's budget meeting reflecting that Dallas College had hundreds of contracts related to software use and there would be a review and cost savings.

Parker stated there were savings recouped such as the \$1.7 million dollars he requested for the Board to match. An outcome of the process is a partnership with a company to do the consolidation of software purchasing then place into a single catalog and manage the licensing for Dallas College.

Ritter followed up with explaining the former approaches of purchasing hundreds of software at the campus level then when we come to the one college approach. He wonders if the consolidation process did save money. Parker confirmed that money was indeed saved and will continuously be saved overtime as more in-depth review of the vast software purchased. There is also collaboration with Academics and IT to do a contract that will allow for the book purchase to also include software needed in addition as a bundle that will help bring down cost.

Dr. Williams added to the discussion that the process of review and implementation always takes time, but it sometimes is not included in the cost.

Trustee Compton questioned why there is overlap of systems in the functional areas such as Workday, Salesforce, Colleague etc.

Parker stated that it deals with specific modules and security components in different areas that allows for fluid and multiple uses for different departments, it creates functionality for the different areas.

Trustee Flores asked a question regarding the meaning of IT Foundation.

Parker answered that IT Foundation are the systems that allow you connect to different platforms. For example, when one connects to the internet, there is foundational technology that must be there that allows that to happen such as the internet, broadband access, local networking, etc. are all IT foundational costs that do not go away; they must exist for functions to happen. Dallas College needs to be able to be as simple, intuitive and user friendly to support what the employees and students to use. Trustee Flores asked how Greenlight is working and what is the number of students using it.

Parker confirmed that it is doing very well and will get the number for her at a later date.

Parker continued the presentation displaying IT costs in relation to the annual college budget which is 12%. This is broken down into segments of what is used in that 12% that deals with

operational foundational tools that allow the workflow of the college. Target goal is 6%.

Trustee Ritter asked about campuses having Wi-Fi issues and the need to close a campus due to it.

Parker stated that the network infrastructure is designed in the past and single threaded.

Dr. Lonon added that also other factors such as power outages and construction in specific area that impacts the campuses.

Trustee Bravo also added to the discussion regarding fiber issues causing internet outages. The architecture of our campuses also needs to be restructured to not a single point of failure and increase the bandwidth to 100 gig-line and not similar to a single home (1 gig-line). Originally it was also designed for those within the campus and inside of a classroom not remote from anywhere. Foundational walls are too thick that doesn't allow a flowing signal fluidly.

Parker then focused on the 3-year goals stating 2024 College Wide Wi-Fi and Infrastructure investment, 2025 Workday Student goes live and Hypercare and 2026 Lifecycle Steady State.

Dr. Williams explained that these were formerly identified and explained in the KPI presentation that can be benchmarked against other institutions.

Trustee Flores inquired about the goal in 2026 to be steady asking will Workday continue, or will there be another large investment of a new tool?

Parker stated the goal to always make the percentage as low and smart as possible. Dallas College needs an institutionalized foundation to address the needs over a period of time to keep items steady and ensure that the things done can go across all areas.

Trustee Compton asked a question regarding how Dallas College compares to other community colleges across the country in relation to IT capability.

Parker stated that he hasn't looked at the numbers. Parker has always used Gartner, which is an IT consulting firm that reviews, research, and compares benchmarks such as IT usages and technologies across colleges and industry. Dallas College can benchmark against Western Governors because the direction is very aggressive and competitive. He feels confident that Dallas College is headed in a modern and sustainable way to approach the IT issues experienced.

Trustee Ritter asked a question regarding if other community colleges are using the same platforms as Dallas College and if so, can we share our expertise with them and what about K-12 partners. Parker stated we can share the expertise as others haven't made an impactful investment like Dallas College specifically with Workday. Ritter praised the collaborative work Dallas College does with the data sharing platform.

Parker stated that there are efforts to build up the security measures regarding data sharing and have IT.

Trustee Compton asked what was the "\$10 million in identified IT spend outside the IT budget" shown on the slide.

Parker stated that it is the instructional software and technology that the faculty use to teach a class. Dr. Williams added for all to remember that there is in progress a collaboration, consolidation, and reconsideration of technologies, needs and other software evaluations that will take place to ensure the effectiveness of items purchased and allow the Finance team with Tiska Thomas to better project and prepare for costs annually.

Dr. Lonon supported this as well stating that we will be able to track more effectively how we have been making the impact.

Parker continued the presentation regarding Data Strategy stating that having systems like Workday and Brightspace that have specific open and integrated information that is open allows for accurate data collection based on the needs of those that need to find appropriate reports and create an appropriate data warehouse in one central space.

Parker confirmed that there is a foundational data source of record like Workday which doesn't technically do everything by itself.

There are other systems that feed into it as well as other systems that capture different things. It's a reflection of the record along with the transformations of the record—how items change in a record.

Trustee Compton asked a question regarding having the many different systems and going to different sources to bring together one report of what one is looking for and once the transition is done to move to one database, will that truly eliminate the trouble and capture all the data.

Parker stated yes. Compton is concerned that there is a lot of time wasted then just on searching and compiling.

Parker explained that it would normally take many people trying to pull data together and place in a spreadsheet where Workday will soon be able to pull the appropriate data and merge and manipulate what's needed in a short time once it is updated. Those people can more so do the appropriate analysis of the pulled data rather than two jobs (pulling then analyzing). There's a lot of talent in spreadsheet management to do this work once Workday is fully capable to do what Dallas College needs. Dr. Lonon has discussed with Leadership to investigate "prompting engineers" and other AI sources that will help do the work in half the time so our employees can focus on the important items that need tailoring and the human touch/eye. English majors make great prompt engineers.

Trustee Boyd commended the development of change for Dallas College in the IT realm and the benefit of an explanation of the infrastructure and how IT capability is creating more effective course planning and faculty load. How will all these investments will overall impact the students, staff, and faculty? The Board will need to see this.

Parker stated that a couple of the items are indeed live such as Salesforce and Workday; Dallas College is basically replacing the unified called center to appropriate support the needed efforts. Companies want to support Dallas College needs and would like to use Dallas College as a case study.

Dr. Williams discussed how Dallas College was moving to streamline the different areas and how the layers of new items that

work together to do what's needed which can cause a realm of complexity and overlap. The "Process Engineering and Thought Alignment" will help with ensuring teams aren't lost in the fold as the implementations and timelines happen. It will allow the functional team to fix the problem to allow the other team to continue their daily work.

Trustee Boyd stated that there needs to be consideration of intense training and development of these teams and focus on developing the skillset of people that would like to be involved in implementation processes for companies. See it as an opportunity to be the source for the community and partnered entities and develop the solutions for the partners.

Dr. Williams also noted that in that training there were soft skills trainings that would be applied as end users and IT developers do not speak nor see items the same so there is tension that is unnecessary when it's all about how to communicate the solution. This allows for a seamless implementation and less pauses in the processes. This also helps bring the Employee Satisfaction Survey feedback to fruition in relation to structure, role clarity and process documentation. Communication is a huge piece of the process as well where there is a lot of consideration on how technology is used for surveys to provide feedback, assess of how a communication is viewed by different departments in different ways and have a group that reviews it as well before communications go out to ensure clarity.

Dr. Lonon closed the presentation with "Through the Lens of Collaboration, We are Creating a Responsible and Unified One College Plan" where intertwined cogs are fit perfectly and turning in the appropriate directions signifying departments working together and development of each area's plan to fit together for the needs of people, budget, roles etc. This year is the first actual implementation to ensure that all the pieces work together to accomplish the true unified one college plan.

Trustee Compton asked a question regarding looking at professional development in understanding what IT.

Trustee Compton requested that the team explain in more detail what the KPI's are and how they impact the strategic structure and governance of the college regarding truth and data. Dr.

Williams and Dr. Lonon confirmed that there was a plan to do that exact thing. There are KPI's that aren't mentioned that were in process of completion that will need a deep dive to provide the appropriate information and how we continue to meet the goals and needs of Dallas College.

Brad Williams, Scott Wright, and Tiska Thomas presented the Facilities and Bond Strategy Update.

The core responsibilities of Facilities Maintenance include construction, operations and maintenance, landscape and grounds, fleet services, pest control, facilities helpdesk, shipping and receiving, space management, and energy management and sustainability.

Energy Management continued to focus on utility usage and cost reductions. Saving energy equals cost savings collegewide. Sustainability recently joined Facilities Management and are in the process of developing new incremental key performance indicators (KPI) that will work towards net zero. Sustainability would also focus on student engagement, incorporating sustainability in the curriculum, and aligning efforts collegewide for recycling.

Facilities Management utilizes an operating budget of \$58 million and a \$20 million budget specifically set aside for Facility Improvement Plan (FIP) projects, such as new roofs, fire and life safety, and mechanical equipment replacement. FIP funding covers about 30 projects based on need and addresses the biggest maintenance problems collegewide.

Other funding sources include Strategic Funding and grants. Strategic Funding is utilized for one-time funded items, such as equipment upgrades. The grants team looks for grant opportunities to fund program needs.

Operations and Maintenance funds cover small, minor repairs. Facilities Management encourages employees collegewide to submit work orders for repairs as they see them.

Another part of Facilities Management is the bond initiative. In 2019, Dallas County voters approved the issuance of \$1.1 billion bond program to construct, improve, renovate, and equip

buildings collegewide. The bond issuance was delayed due to a lengthy lawsuit, followed by the pandemic and college reorganization. During the pandemic, there were supply chain delays and the cost of goods, such as steel and concrete, skyrocketed.

Procurement and supplier development have a part in facilities projects and the bond program. Procurement processes 14,000 requisitions a week, along with their work on contracts, sourcing, and bids. Currently, procurement is undergoing a review for improvements. A consultant is interviewing college leadership for their perspective and challenges with existing procurement processes. Supplier development works with compliance with state and federal regulations, diversity, outreach, training, and development of partnerships with small businesses. Supplier development is implementing B2GNow directory for a broader customer base.

The following Phase 1 Bond Projects are currently under construction:

- Brookhaven – Early College Center and Expansion
- Cedar Valley – Early College and Academic Building, One Stop Shop
- Eastfield – Student Success Center
- Mountain View – Early College Center, Nursing Building, Welcome Center
- Richland – Early College Center and School of Business

Completed Phase 1 Bond Projects include Cedar Valley Commercial HVAC Renovations, West Dallas Center Addition, and North Lake Construction Science Building.

Phase 2 Bond Projects encompass reimagining our Downtown presence. The scope of the project will need to be defined before the RFQ is issued. The RFQ would identify the potential partners or developers and the RFP would have the college's desired specifications for the project. Community engagement sessions will be held this fall.

Trustee Flores asked about the e-recycling process. Scott Wright responded that the college is looking at auctioning equipment to bring in revenue. Trustee Flores recommended reaching out to

Computodot, a non-profit that provides computers to low-income families.

Trustee Flores spoke about the board needing time to discuss this long-term decision for the college and stressed the MWBE participation. Trustee Boyd recommended having a special meeting in the fall. Trustee Ritter suggested a discussion focusing on RFQ, MWBE, and procurement methodology selection. Rob Wendland spoke about the importance for the board to have a voice in the vision of the Downtown project.

Trustee Compton spoke about reducing the multiple steps in the process (RFI to RFQ to RFP) and directly issue an RFP. Tiska Thomas responded that moving from an RFI to RFP opens the college to risk for protests, which can delay the entire process.

The board called a break at 11:09 a.m. and returned at 11:19 a.m.

4.2. FY 2023-2024 Budget Overview

Presenters: John Robertson, Tiska Thomas, Brad Williams

Brad Williams and Tiska Thomas presented the FY 2023-204 Budget Overview.

The internal budget planning process has changed to a more collaborative approach to support the goals and initiatives of the college through open discussions while maintaining financial health.

State appropriations funding model has changed from contact hours-based funding to an outcomes-based funding, HB 8 Funding Model. Texas Higher Education Coordinating Board (THECB) has not yet released definitions of the value of the metrics in the performance tier of the new funding model.

Dallas College provides allocations by school and workgroup based on programs and services offered collegewide. The college is investing in high demand fields and programs, such as dental hygiene, nursing, logistics, manufacturing, construction, and IT. Enrollment trends show that our largest growing programs are in ETMS and MIT.

Another part of our funding comes from Financial Aid for Swift Transfer (FAST), which is a new program that allows funding in

support of dual credit, the largest growing base of students. Based on formula funding, the college received \$3.4 million in FAST funding, which is in addition to the \$91.5 million in state appropriations.

The state also increased funding by 128 percent for Texas Educational Opportunity Grants (TEOG), which meant an additional 6 million directly awarded to eligible Dallas College students.

The statewide average tuition cost is \$100 per semester hour. Dallas College tuition is currently \$79 per semester hour, which covers inclusive learning materials. Follett has increased the cost of learning materials from \$20 to \$23.25 per semester credit hour. The college has not increased the tuition rate to adjust for the additional cost. The college is planning to go out for bid on electronic learning materials.

The early college high school and dual credit waivers are the largest waivers for the college. Another significant waiver is the emeritus program, which provides tuition exemption for senior adults in Dallas County.

Ad valorem property taxes are the single largest revenue source for the college. Our 2022 tax rate is 9.6 cents, which is a lower rate tax rate than ten years ago at 9.8 cents. The revenues received are a direct result of the increase in taxable assessed value (TAV). TAV trends over the past 5 years show spikes in 2022 with a post pandemic effect of how the market shifted. The trend is coming down and is anticipated to continue to decrease in the future.

Exemptions are at the maximum level allowed by the state at 20%. The over 65 and disabled person exemption was increased from \$75,000 to \$100,000, providing an additional \$4 million savings to our taxpayers.

Another portion of our tax rate goes to debt service. Our current debt is \$491 million of which \$353 million is the latest GO Bond. From the 2004 bond program, the remaining balance is \$45.9 million. Because of fiscal responsiveness of leadership and the board's direction, our refunds and acceleration of debt saved our taxpayers over \$67 million since our last bond program. The

college also has early call options at one, three, and five years that allows for an early payoff.

In our 58-year history, Dallas College has had five bond programs totaling \$1.6 billion. The latest bond program, 2019 GO Bonds, was issued for \$1.1 billion with the Phase 1 issuance at \$350 million. The remaining \$752 million is the amount available out of the original authorization for the college to issue. The college will review the academic and facilities master plans, determine pricing, and continue discussions about funding options, partnerships, and future initiatives.

In addition to state appropriations, the FY 2024 revenue forecast includes a revenue increase from contract training. TAV certified numbers will be available at the end of July. The college has estimated a TAV increase between 7 and 9 percent. Overall, our investment income will increase due to market conditions.

Contingency is about 3 to 5 percent of operating budget that has been set aside for other initiatives. Cash reserves are an accumulation of unrestricted funds that the college built up over the years due to conservative leadership approach and board policy that required 4 to 6 months of operating revenue. Current policy changed to a minimum of 2 months of operating revenue. Technology and facilities have suffered from that strict approach. Cash reserves may be utilized to address four major areas: operating, maintenance, capital improvements, and equipment.

New terminology for financial conversations:

- Committed is an amount determined by policy.
- Dedicated is set aside for initiative and programs.
- Discretionary is remaining reserve after committed and dedicated funds.

Committed portion for cash reserves is \$95 million. Committed for end of year obligations that have not yet been paid is \$10 million. Discretionary cash reserves remaining is \$356 million, roughly about 7 months of cash reserves. Discretionary dollars allow the college to be innovative and forward thinking without having an immediate burden on our taxpayers or our students. Proposed dedicated use for our cash reserves include new and expanded programming and IT wi-fi refresh and campus FIP

refresh. The new and expanded programming costs are one-time expenses, and the programs will be reviewed before institutionalizing costs.

During the budget cycle, collegewide requests totaled \$100 million over the revenue projections. Executive leadership reviewed the collegewide requests to identify priorities and assess efficiencies to expand services. Through this strategic engagement, the use of cash reserves philosophy was developed.

The budget will show that the college is promoting innovation and accountability while supporting our people and programs. Over 70% of the budget is staff wages and benefits. The budget will address programmatic opportunities and salary considerations, such as a livable wage, faculty stipends, and compensation study results. Central administration encompasses central services (IT, facilities, marketing, and police) along with DART and Included.

The financial overview shows that salaries are the largest line item and that grant opportunities have provided additional dollars to fund initiatives. Purchased services includes consultants, call center, and other contracted vendors. More detail will be provided in the Budget Book with budgets broken down by schools and workgroups. Financial conversations will continue at a future board meeting.

Trustee Boyd spoke about the quality of work of the finance staff and that he was honored to serve as chair of the finance committee.

Trustee Flores asked about dual credit projections for growth. Provost Floyd responded that dual credit programs are in response to the requests of ISDs and are a significant investment on their behalf due to transportation and food expenses.

Trustee Flores requested that the Chancellor's Weekly Memo include information when organizations or institutions make site-visits at Dallas College.

Trustee Flores requested data on dual credit graduates for the past five years.

Trustee Flores asked about the “Other” category listed under waivers. Tiska Thomas will share that information with the board.

Trustee Ritter discussed paying down debt as a significant cost savings for taxpayers. Tiska Thomas responded that the bonds have not fully matured so the financial burden has not been placed on the taxpayers. In addition, refunding and acceleration of debt provides taxpayer savings. The college also receives a lower interest rate due to our outstanding credit rating.

Trustee Mayer proposed investing in our academic programs with our cash reserves.

Trustee Boyd asked about the time for utilizing bonds. Rob Wendland stated that issued bonds must be used in a certain period; however, if the college does not issue all of the \$1.1 billion bonds, there is no set end date by which to issue that indebtedness.

Trustee Flores asked how funding short falls for student programs are addressed. Tiska Thomas stated that salaries for vacant positions are reallocated to operating expenses to cover those needs until the position is filled. The budget is then rightsized so that the college can continue to offer services.

Trustee Flores shared concerns about marketing being heavily affected during the reorganization. Dorothy Jones stated that marketing is undergoing a reorganization for effectiveness, including providing creative services as a tool for staff to create their own marketing materials.

Tiska Thomas recognized the budget managers and leadership for their hard work on the budget.

Trustee Ritter suggested examining the mental health benefit for employees. Tiska Thomas acknowledged employee benefits are more than compensation and should include employee services. John Robertson suggested that human resources review our benefits and compare the additional coverage provided by other institutions across the state.

Trustee Boyd suggested sharing retirement knowledge through the emeritus program as a valuable tool for the community.

Trustee Compton asked for the breakdown of what makes up central administration by percentage with expenses denoted.

Trustee Flores asked for an update on the compensation study. Louis Burrell commented that the study results will be available in September and will be reviewed for recommendations and findings before sharing results.

Trustee Ritter requested forecasting on capital with three-year projections.

Chancellor Lonon gave closing remarks in support of new and innovative ways of supporting our students and programs and investing in Dallas College. He also spoke about the strategic and collaborative thinking leading to efficiencies and that the budget recommendations reflect a responsible use of resources provided by the taxpayers. Chancellor Lonon thanked the board relations staff and spoke about the committed and talented leadership team. He recognized Trustee Flores for her passion and long-term advocacy for supporting diversity, equity and inclusion and ensuring that we have a diverse representative workforce. Chancellor Lonon made a hiring mandate to hire the best people by intentionally recruiting, attracting, and retaining our staff.

5. Executive Session was not required.

6. Adjournment at 1:06 p.m.

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

FINANCE ITEM NO. 10.2.a.

Approval of Fifth Amendment to Lease Agreement with Best Café Enterprises, LLC

The Chancellor recommends that authorization be given to approve a four-year (4) lease amendment with Best Café Enterprises, LLC for the period beginning August 1, 2023 and ending September 30, 2027 with two (2) three-year (3) options for renewal.

Background

For many years, Dallas College has leased space to CBC Restaurant Corp. for the operation of its Corner Bakery restaurant in the West End. On February 22, 2023, CBC Restaurant Corp, Corner Bakery Holding Company, and CBC Cardco, Inc. each filed a voluntary petition for relief in accordance with Chapter 11 of Title 11 of the United States Code pertaining to bankruptcy. SSCP Restaurant Investors, LLC entered into an asset purchase agreement, which was approved by the Bankruptcy Court, by which SSCP Restaurant Investors, LLC, acquired all of the assets of the Debtors, including the right to assume or reject certain contracts of the Debtors including the lease agreement between Dallas College and CBC Restaurant Corp. SSCP Restaurant Investors, LLC has proposed to assume the lease with an extension of same through September 2027 upon the terms and conditions set forth in the Fifth Amendment.

Under the Fifth Amendment, the lease agreement will continue with the current rental rate through September 30, 2024. Afterwards SSCP Restaurant Investors, LLC will comply with the the following schedule, which reflects a 2% annual increase.

Lease Period	Annual Rate per SqFt	Monthly
Through 9/30/2024	\$36.55	\$12,475.48
10/1/2024 – 9/30/2025	\$37.37	\$12,735.15
10/1/2025 – 9/30/2026	\$38.07	\$12,994.56
10/1/2026 – 9/30/2027	\$38.83	\$13,353.97

Funding Source

N/A (Revenue agreement)

Resource Contacts

Tiska Thomas, Deputy Chief Business Officer

Robert Wendland, General Counsel

FINANCE ITEM NO. 10.2.b.

Approval of Electrical Easement and Right of Way Agreement to ONCOR
Electric Delivery Company, LLC to the Early College Center at
Brookhaven Campus

The Chancellor recommends that authorization be given to approve an agreement with ONCOR Electric Delivery Company, LLC to grant a new electrical easement and right-of-way agreement to construct and maintain a new underground primary electrical service to the new Early College Center at Brookhaven Campus.

Background

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

Resource Contact

John Robertson, Chief Financial Officer
Scott Wright , Deputy Chief, Facilities Officer

FINANCE ITEM NO. 10.2.c.

Adoption of Resolution Reflecting Review of Investment Policy

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). 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)].

Effective date

Upon Board Approval

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 (the "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 a resolution reflecting the Board's review and recording any changes made to the investment policy or strategies;

WHEREAS, the College's Investment Policy for fiscal year 2023-2024 has been presented to the Board for its consideration and approval, as required by the Act; and

WHEREAS, the College's Investment Policy for fiscal year 2023-2024 includes changes to the investment policy adopted by the Board for fiscal year 2022-23;

**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 2023-24 in compliance with the Public Funds Investment Act; and

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

DALLAS COLLEGE

By: _____

Monica Lira Bravo, Chair

Board of Trustees

ATTEST

By: _____

Justin H. Lonon, Secretary

Board of Trustees

Adopted
August 8, 2023

FINANCIAL ITEM NO. 10.2.d.

Approval of 2023-2024 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 are no changes to the list of Broker-Dealers for 2023-2024.

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.

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 arbitrage 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 40 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 31 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 63 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 50 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. 10.3.a.

Approval of Amendment to Policy Concerning Investments – CAK
(LOCAL)

Section 2256.005(e) of the Texas Government Code requires the Board to review the College’s investment policy and investment strategy, found in Board Policy CAK (LOCAL), not less than annually. As part of that review, the Chancellor recommends the Board adopt the following changes to policy CAK (LOCAL).

Effective Date

Upon Board Approval

LOCAL POLICY

CAK –
Appropriations & Revenue
Sources

EXPLANATORY NOTES

Revisions would provide clarity and align policy with new organizational structure. In addition, would clearly define “unexpended plant funds” and the objective of such funds.

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

**Safety and
Investment
Management**

The College District and its investment officer [\[see "Authority"\]](#) 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.

Authority

The chief financial officer or ~~associate chief of business affairs~~ [designee](#) 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.

Funds / Strategies

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.

Operating Funds: Investment strategies for operating funds (including any commingled pools containing operating funds) shall have 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.~~ Unexpended plant funds are funds specified by the Board of Trustees or by other sources, including bond proceeds, for the acquisition, construction or improvement of physical properties to be used for College District purposes ("Capital Projects"). Investment strategies for capital projects funded by unexpended plant funds shall have as their objective sufficient liquidity to meet capital project obligations.

Bond Proceeds: Bond proceeds (i.e., proceeds from the sale of bonds, notes, and other obligations issued by the College District) shall be kept separate from all other funds. 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.~~

RICHLAND COLLEGIATE HIGH SCHOOL ITEM NO. 10.4.a.

Approval of Richland Collegiate High School 2023-2024 Texas Essential Knowledge and Skills (TEKS) Certification Form

The Chancellor recommends that the Board of Trustees approves the 2023-2024 Richland Collegiate High School (RCHS) TEKS Certification Form.

Background

In accordance with Texas Education Code §31.004, local education agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, in accordance with Texas Administrative Code 19 TAC §66.105, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

Note

RCHS has purchased screener software to protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

Effective Date

Upon Board Approval

TEKS Certification 2023–24 Form

Background Information

QUESTION 1.0: Name of person completing this form

Stephane Rovelo

QUESTION 1.1: Your email address

srovelo@dallascollege.edu

QUESTION 1.2: Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Material Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

10

QUESTION 2.1: District or Charter Name and County District Number

Richland Collegiate High School 057840001

QUESTION 2.2: Superintendent's Name

Lea Ann Munkres

QUESTION 2.3: Superintendent's email address

lmunkres@dallascollege.edu

QUESTION 2.4: School board president's or governing body's name

Monica Lira Bravo

QUESTION 2.5: School board president's or governing body's email address

MLiraBravo@dallascollege.edu

QUESTION 2.6: Date of the school board meeting at which the TEKS Certification Form was presented and approved

Reading Language Arts TEKS Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0: Do you manage the scope and sequence of your reading language arts content at a LEA (district or charter) level? Please indicate your LEA’s approach to managing the scope and sequence of the reading language arts content in each of the following grade bands. [Single select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
QUESTION 3.1:	Kindergarten – 2 nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QUESTION 3.2:	3 rd –5 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QUESTION 3.3:	6 th –8 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QUESTION 3.4:	9 th - 12 th Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0: For school year 23–24 will your LEA make materials available for use that cover 100% of the **K–5 English RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

- Yes
- No

English Reading Language Arts K-5 Instructional Materials

QUESTION 5.0:

Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K-5 English RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–2 English RLA full- subject publisher/ product used:

N/A

Grades 3–5 English RLA full- subject publisher/ product used:

N/A

QUESTION 5.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 English RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–2 English RLA supplemental publisher/ product used:

N/A

Grades 3–5 English RLA supplemental publisher/ product used:

N/A

Spanish Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 6.0: For school year 23–24 will your LEA make materials available for use that cover 100% of the **K-5 Spanish RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single select]

Yes

No

Spanish Reading Language Arts K-5 Instructional Materials

QUESTION 7.0: Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K-5 Spanish RLA** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–2 Spanish RLA full- subject publisher/ product used:

N/A

Grades 3–5 Spanish RLA full- subject publisher/ product used:

N/A

QUESTION 7.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Spanish RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–2 Spanish RLA supplemental publisher/ product used:

N/A

Grades 3–5 Spanish RLA supplemental publisher/ product used:

N/A

English Reading Language Arts 6-8 TEKS Coverage Certification

QUESTION 8.0: For school year 2023–24 will your LEA make materials available for use that cover 100% of the **English 6-8 RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
- No

English Reading Language Arts 6-8 Instructional Materials

QUESTION 9.0: Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **English 6-8 RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 English RLA full- subject publisher/ product used:

N/A

QUESTION 9.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **English 6-8 RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6-8 English RLA supplemental publisher/ product used:

N/A

English Reading Language Arts 9-12 TEKS Coverage Certification

QUESTION 10.0 For school year 2023-24 will your LEA make materials available for use that cover 100% of the **English 9-12 RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
- No

English Reading Language Arts 9-12 Instructional Materials

QUESTION 11.0 Share the full-**subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **English 9-12 RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 - 12 English RLA full- subject publisher/ product used:

RCHS English classes are taught as dual credit courses by Dallas College faculty. RCHS does not manage the publisher/product used by college faculty. RCHS uses Edgenuity to ensure coverage of 100% of the TEKS in classes that are not taught by Dallas College faculty for dual credit.

QUESTION 11.1 Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **English 9-12 RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9-12 English RLA supplemental publisher/ product used:

N/A

Mathematics TEKS Certification

QUESTION 12.0: Do you manage the scope and sequence of your mathematics content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the mathematics content in each of the following grade bands. [Single Select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
Question 12.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Question 12.2:	3rd –5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Question 12.3:	6th –8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Question 12.4:	9th - 12th Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0: For school year 2023-24 will your LEA make materials available for use that cover 100% of the **K–5 Mathematics TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

Yes

No

Mathematics K-5 Instructional Materials

QUESTION 14.0: Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K–5 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–5 Mathematics full- subject publisher/ product used:

N/A

QUESTION 14.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–5 Mathematics supplemental publisher/ product used:

N/A

Mathematics 6-8 TEKS Coverage Certification

QUESTION 15.0 For school year 2023-24 will your district make materials available for use that cover 100% of the **6-8 Mathematics TEKS**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

- Yes
- No

Mathematics 6-8 Instructional Materials

QUESTION 16.0: Share the **full-subject** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **6-8 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 Mathematics full- subject publisher/ product used:

N/A

QUESTION 16.1: Share the **supplemental** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **6-8 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6–8 Mathematics supplemental publisher/ product used:

N/A

Mathematics 9-12 TEKS Coverage Certification

QUESTION 17.0: For School Year 2023-24 will your LEA make materials available for use that cover 100% of the **9-12 Mathematics TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

Yes

No

Mathematics 9-12 Instructional Materials

QUESTION 18.0: Share the **full-subject** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **9-12 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9-12 Mathematics full- subject publisher/ product used:

RGHS Match classes are taught as dual credit courses by Dallas College faculty. RGHS does not manage the publisher/product used by college faculty. RGHS uses Edgenuity to ensure coverage of 100% of the TEKS in classes that are not taught by Dallas College faculty for dual credit.

QUESTION 18.1: Share the **supplemental** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **9-12 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9-12 Mathematics supplemental publisher/ product used:

N/A

Social Studies TEKS Certification

QUESTION 19.0: Do you manage the scope and sequence of your social studies content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the social studies content in each of the following grade bands. [Single Select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
Question 19.1:	Kindergarten – 2 nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Question 19.2:	3 rd –5 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Question 19.3:	6 th –8 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Question 19.4:	9 th - 12 th Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Studies K-5 TEKS Coverage Certification

QUESTION 20.0: For school year 2023-24 will your LEA make materials available that cover 100% of the Grades K–5 Social Studies TEKS? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
 No

Social Studies K-5 Instructional Materials

QUESTION 21.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-5 Social Studies full- subject publisher/ product used:

N/A

QUESTION 21.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K-5 Social Studies supplemental publisher/ product used:

N/A

Social Studies 6-8 TEKS Coverage Certification

QUESTION 22.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **6-8 Social Studies TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

Social Studies 6-8 Instructional Materials

QUESTION 23.0: Select **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 Social Studies full- subject publisher/ product used:

N/A

QUESTION 23.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6-8 Social Studies supplemental publisher/ product used:

N/A

Social Studies 9-12 TEKS Coverage Certification

QUESTION 24.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **9-12 Social Studies TEKS**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials.)

Yes

No

Social Studies 9-12 Instructional Materials

QUESTION 25.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 - 12 Social Studies full- subject publisher/ product used:

RCCHS Social Studies classes are taught as dual credit courses by Dallas College faculty. RCCHS does not manage the publisher/product used by college faculty. RCCHS uses Edgenuity to ensure coverage of 100% of the TEKS in classes that are not taught by Dallas College faculty for dual credit.

QUESTION 25.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band

Grades 9 - 12 Social Studies supplemental publisher/ product used:

N/A

Science TEKS Certification

QUESTION 26.0: Do you manage the scope and sequence of your science content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the science content in each of the following grade bands. [Single select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
Question 26.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Question 26.2:	3rd –5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Question 26.3:	6th –8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Question 26.4:	9th – 12th Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science K-5 TEKS Coverage Certification

QUESTION 27.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **K–5 Science TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
 No

Science K-5 Instructional Materials

QUESTION 28.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Science** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-5 Social Science full- subject publisher/ product used:

N/A

QUESTION 28.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K-5 Science supplemental publisher/ product used:

N/A

Science 6-8 TEKS Coverage Certification

QUESTION 29.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **6-8 Science TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

Science 6-8 Instructional Materials

QUESTION 30.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Science** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6 - 8 Science full- subject publisher/ product used:

N/A

QUESTION 30.1: Share the **supplemental** publisher/product that teachers in your district or charter will regularly use (once a week or more, on average) for **6-8 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6 - 8 Science supplemental publisher/ product used:

N/A

Science 9-12 TEKS Coverage Certification

QUESTION 31.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **9-12 Science TEKS**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

Science 9-12 Instructional Materials

QUESTION 32.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Science** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 – 12 Science full- subject publisher/ product used:

RGHS Science classes are taught as dual credit courses by Dallas College faculty. RGHS does not manage the publisher/product used by college faculty. RGHS uses Edgenuity to ensure coverage of 100% of the TEKS in classes that are not taught by Dallas College faculty for dual credit.

QUESTION 32.1: Share the **supplemental** publisher/product that teachers in your district or charter will regularly use (once a week or more, on average) for **9-12 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9 - 12 Science supplemental publisher/ product used:

N/A

Phonics Informational Questions

QUESTION 33.0 Share the full-**subject** publisher/ product that teachers in your district will use regularly (once a week or more, on average) for Grades **K-3 Phonics RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-3 Phonics RLA full- subject publisher/ product used:

N/A

Children's Internet Protection

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

QUESTION 34.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0 Has your district or charter ever used the Texas Resource Review (TRR) to make decisions about which instructional materials to use?*

Yes

No

QUESTION 35.1 If **"Yes"** is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

- English Reading Language Arts
- Spanish Reading Language Arts
- Prekindergarten
- Math

QUESTION 36.0 **How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)***

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

QUESTION 37.0

Assessment Platform: Select the assessment platform (if any) your district leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input style="width: 100%;" type="text" value="N/A"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input style="width: 100%;" type="text" value="N/A"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input style="width: 100%;" type="text" value="N/A"/>			

[TEKS Certification and Allotment Survey Ratification \[Printed and uploaded PDF\]](#)

In accordance with Texas Education Code [§31.04](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas:

Please select each subject in the required curriculum below for which your LEA provides each student with instructional materials that cover all elements of the essential knowledge and skills:

[multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages other than English

District County Number (6-digit ID):

District or Charter Name:

Date of Ratification by Local School Board of Trustees or Governing Body:

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, LEAs will submit this page of the TEKS Certification 2023–24 Form to the TEA through an electronic [TEKS Certification 2023–24 Survey](#). The survey is also available on the [TEA State-Adopted Instructional Materials webpage](#).

RICHLAND COLLEGIATE HIGH SCHOOL ITEM NO. 10.4.b.

Approval of Richland Collegiate High School 2023-2024 Student Handbook

The Chancellor recommends that the Board of Trustees approves the 2023-2024 Richland Collegiate High School (RCHS) Handbook.

Background

Richland Collegiate High School (RCHS) updated its 2023-2024 Student Handbook to reflect changes in Texas Education Agency and RCHS guidelines and revisions listed below:

Student Handbook Section	Explanatory Notes	Page (s)
Introduction	Corrected verbiage for Code of Student Conduct	i
Table of Contents	Made changes throughout to update section titles and page numbers	1-4
Nondiscrimination of Religion	Added Texas Education Code	7
Section II Dallas College Context Dallas College Expectations	Included link to Dallas College web page	10
Application	Updated to properly reflect RCHS application	12
Lottery Process	Updated to properly reflect RCHS lottery process	13
Enrollments	Added to help support the distinction between RCHS application and enrollment processes	13
Change of Address Notification	Updated to provide guidance regarding proof of residency	13
Texas Success Initiative Assessment (TSIA2) Requirements	Added guidance on TSI pre-assessment and practice	14
Laptop and Computer User Responsibilities	Clarified laptop guidelines	16
Children’s Internet Protection Act	Added information regarding CIPA	16
Dismissal for Repeated Inappropriate Behavior. College Grievances, Textbooks, Transportation and Vehicles, Dress and	Reorganized to streamline flow of handbook	16-19

Groom, Student ID, Field Trips, Student Center, Food and Drink, Cellular Phones, Electric Devices & Other Technology		
Attendance	Updated attendance guidelines and room locations	19-24
Graduation	Added information concerning Senate Bill 1888	43
Learner Services	Updated information regarding the OSLE to more closely align with Dallas College website	43
Section 504 and Special Education Services	Updated information regarding 504 referrals	48-49
RCHS Multi-Tiered Systems of Support	Updated to align with RCHS processes	53
Level III – Board of Trustees	Removed unclear verbiage	69
Freedom from Bullying Policy	Updated guidelines	76

Note

Modifications have been made throughout the handbook to address information regarding room assignments after transitioning to Red River; updated website addresses and contact information as required by law; updates to policies and the removal of redundancies. Revisions appear as strikethroughs in green font and additions are underscored in green.

Effective Date

Upon Board Approval



Richland Collegiate High School

2022-2023 2023-2024 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 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~~ Code of Student 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~~ Code of Student Conduct) and any Student Handbook provision, the district will follow board policy and the ~~Student Code of Conduct~~ Code of Student 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. 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 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 home school setting to a robust college environment. Extra support services are designed specifically to ease this transition for 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 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.

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 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, 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 214-379-1558 or email the Deputy Title IX Coordinator.

Students may also call Beverly Gaither with RCHS at 972-761-6889 or email at bgaither@deced.edu bgaither@dallascollege.edu.

Nondiscrimination of Religion

As a public high school, RCHS will remain neutral in matters of religion. [Per Texas Education Code §25.901](#) 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 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 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 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 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 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.

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 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.

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 code of conduct and mission.

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 web 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 [RCHS](#) school day is 8:00 AM to 5:00 ~~p.m.~~ [PM](#) 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, 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 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. Students may also sign-up for alerts via text, voicemail, or email. You can opt-in [on the](#) Dallas College Alerts Signup page. The information is listed on the Dallas College Inclement Weather Page.

Admission Application

RCCHS will admit students that are eligible to enter the 11th grade the next school year. Admission is open to all students living within the geographical boundaries within Dallas County and surrounding counties (Collin, Rockwall, Kaufman, Ellis, Tarrant, and Denton Counties). Based upon the typical schedule school districts propose for students in the 9th and 10th grades to complete the Texas high school graduation requirements, RCCHS students can meet state graduation requirements as outlined in the schedule below. The following schedule is for illustrative purposes only. Students admitted to the RCCHS program will receive individualized advising to guide the completion of their high school graduation requirements. RCCHS will enroll students in the 11th and 12th grades without limits based on special needs, a non-traditional set of coursework, or other measures that violate the open-enrollment requirement. The TEKS and state graduation requirements will be followed for every RCCHS student. RCCHS 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 the Assistant Director of Student Services Principal by the last day of school.

A student may be ineligible for admission to Richland Collegiate High School based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Chapter 37, Subchapter A. A student who is denied application due to this exclusion may appeal the denial to the Executive Director, who has the discretion to allow the student to submit an application for admission depending on the specific circumstances of the documented history.

Incoming students are eligible to enroll if they are completing their 10th grade year and enter RCCHS as a new 11th grader (must provide an official high school transcript as documentation). RCCHS 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 RCCHS staff to ensure that each student has enough remaining graduation credits to apply toward the two years required for the RCCHS program. The grade level determination for eligibility will be made by the assigned RCCHS Success Coach. If a parent or student wishes to appeal the grade level decision, they may request a meeting with the RCCHS 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 RCCHS principal or designee. 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 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 RCCHS program.** No senior students or repeating junior students will be permitted to apply for enrollment in the RCCHS program. RCCHS is an open enrollment charter high school for students to complete their last two years of high school concurrent with the first two years of college.

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

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

All incoming students must provide an official high school transcript as documentation for eligibility. 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 provided by RCHS. The Letter of Intent must be submitted to the Principal by the last day of school. Students who are eligible to return, but do not notify the Principal of their intent by the due date, may return if a spot remains in the class at the time they notify the Principal of their wish to return. However, this spot is not guaranteed after the last day of school in the spring.

All incoming student transcripts shall be reviewed by an RCHS Success Coach to ensure eligibility and appropriate course placement. If a parent or student wishes to appeal the grade level decision, they may request a meeting with the RCHS principal or designee in writing. All appeals must be provided to the principal or designee in writing within 10 calendar days of the grade level decision. The final grade determination shall be made by the RCHS principal or designee.

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 current Texas Student Attendance Accounting handbook section 3.3.3. may also be provided. Additional documentation may be requested by RCHS as necessary;
3. An official transcript from the student's current school;
4. A copy of the current school year's End of Course exam scores; and
5. A copy of the student's attendance for the current school year;

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.

Homeless Students

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.

Contact: Beverly Gaither
Phone: 972-761-6889

Texas Success Initiative Assessment (TSIA2) Requirements

Courses taken by RCHS students are certified Dallas College courses. RCHS 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 (TSIA2). ~~If students do not qualify as "college-ready" based on the 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 students must first complete a pre-assessment activity and practice test prior to taking the TSIA2. Students must then complete the eConnect Dallas College testing referral online. They must show an ID (not a photocopy) when arriving to their testing appointment. Students may be eligible to enroll in dual credit courses by meeting a Dallas College dual credit TSI exemption instead of taking the TSI. Students must contact the RCHS office if they have completed the TSI assessment prior to enrollment.

~~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 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 the Assistant Director of Student Services by the last day of school.~~

~~All incoming student transcripts shall be reviewed by the RCHS staff to ensure that each student has enough remaining graduation credits to apply toward the two years required for the RCHS program. The grade level determination for eligibility will be made by the assigned RCHS Success Coach. If a parent or student wishes to appeal the grade level decision, they may request a meeting with the RCHS principal or principal designee in writing. All appeals must be provided to the principal or principal designee in writing within 10 calendar days of the grade level decision. The final grade determination shall be made by the RCHS principal or designee.~~

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

- ~~6. Proof of residency which may include a copy of a lease agreement, current utility bill, or proof of ownership.~~
- ~~7. 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 2022-2023 Texas Student Attendance Accounting handbook section 3.3.3. may also be provided. Additional documentation may be requested by RCHS as necessary.~~
- ~~8. An official transcript from the student's current school;~~
- ~~9. A copy of the current school year's End of Course exam scores; and~~
- ~~10. A copy of the student's attendance for the current school year.~~

Homeless Students

~~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.~~

~~Contact: Beverly Gaither
Phone: 972-761-6889~~

Laptop and Computer User Responsibilities

Richland County High School (RCHS) provides laptops to students to help facilitate future ready learning objectives and are in RCHS support courses. Use of the RCHS laptop is 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.

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.
 - e.

Children's Internet Protection Act

Richland County High School (RCHS) is committed to the safety and security of students in an online environment and the protection against obscene and harmful content. To ensure student safety, RCHS has installed a filtering solution to prevent access to certain sites that may contain material that is inappropriate or of non-educational value, including gaming sites. RCHS is not responsible for content accessed by users who connect to the Internet via their own mobile WiFi-type service or personal data plan (smartphones, air-cards, etc.).

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 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.

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 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;

Transportation and Vehicles

RCHS does not provide transportation. However, students are eligible for free monthly DART bus passes. You may call DART at 214-979-1111 or 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.

Dress and Grooming

RGHS 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.

All RGHS 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 RGHS student ID at all times while on campus. Students must present their Dallas College/RGHS 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 follow the specified dress code for all field trips. The student must notify the RGHS attendance office of all college field trips ten days in advance of the trip date. RGHS will review and approve the trip, as appropriate. If a trip is not approved, RGHS will notify the student of the decision and reason for the decision. Students must seek approval from the RGHS principal before attending any field trip outside of an RGHS sponsored event.

Student Center

El Paso Hall and other designated areas serve as RGHS 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 RGHS students when not in class. These areas have wireless networking for laptop computer use. It is imperative that RGHS 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. 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.

Email

Students must use their Dallas College student email account as well as check their Brightspace and eConnect accounts and student notices **daily**. Students are responsible for responding to email communications. Since students are not in the traditional high school environment, email and Brightspace serve as the primary source of communication between the high school and its students.-Students waive their “right to privacy” on all Dallas College and RCHS 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.

Attendance

The RCHS Attendance Office is located in El Paso Hall, room E050 during the fall semester. The Attendance Office will relocate to Red River room RR1233 upon opening. 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. Students will be assigned disciplinary consequences due to missing class without proper documentation. 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.

Types of Absences

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 as outlined in the TEA Student Attendance Accounting Handbook (SAAH). 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)

Official Attendance-Taking Time:

RCHS must submit attendance of its students to The Texas Education Agency (TEA) at a specific time each day. Official attendance is taken every day. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

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. 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.
2. 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.
3. Documentation for college visits (1 per semester) must be on letterhead from the institution and must be submitted in person to the Attendance Office.
4. 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 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.

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. In the spring semester the attendance office will be relocated to Red River room RR1233. 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 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 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 evidence 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 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.

[For online courses taken in a remote setting, 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.](mailto:rchsattendance@dcccd.edu)

Attendance Policy for High School Credit Earned

To receive high school credit or a final grade for a class, an RCHS student must attend at least ninety (90) percent of the days the class is offered (TEC §25.092).

The actual number of days a student must be in attendance to receive credit or a final grade will depend on the length of the semester. A student who attends at least seventy-five (75) percent but fewer than ninety (90) percent of the days the class is offered may receive credit or a final grade if they complete a plan, approved by the principal, which allows the student to fulfill the instructional requirements. If the student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

A student who attends less than seventy-five (75) percent of the days a class is offered, or who has not completed the plan approved by the principal, will be referred to the attendance committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or loss of credit because of absences.

In determining whether there were extenuating circumstances for a student's absences, the attendance committee will consider all absences, whether excused or unexcused, as well as the acceptability and authenticity of documented reasons for a student's absences and whether the absences were for reasons over which the student or parent could exercise any control. The committee will consider the extent to which the student has completed assignments, mastered the Texas Essential Knowledge and Skills, and maintained passing grades in the course or subject. The student and/or parent will be given an opportunity to present information about the absences. In reaching a determination about a student's absences, the committee will attempt to ensure that its decision serves the best interest of a student.

If a student is denied credit or a final grade for a class by an attendance committee, the student may appeal the decision to the Principal or designee.

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 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.

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- d. 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.
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Laptops

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Messages

The school makes every effort to relay important messages from parents to students. Students cannot be called to the RCCHS 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

~~RCCHS does not provide transportation. However, students are eligible for free monthly DART bus passes. Please contact the main RCCHS office at 972-761-6888 if you need more information. You may call DART at 214-979-1111 or visit the website for DART bus routes and schedule information.~~

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Release of Students from School

For permission to leave school early, the parent must notify RCCHS 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 RCCHS Attendance Office prior to the release of any RCCHS student. The student must sign-out through the RCCHS 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 RCCHS office as changes occur. **Utility bills or lease agreements may serve as proof of residency.~~

Dress and Grooming

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Academic Advising and Guidance

Success Coaches

RCHS Success Coaches serve as student advocates. The 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. 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 RCHS Success Coach.

Every year, RCHS 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 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 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 on the Dallas College transcript. High school credit is not awarded for summer. High school credit may only be transcribed on the RCHS high school transcript if the course was pre-approved by the student's RCHS 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 Success Coach.

**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 a 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 [student](#) attendance during each term that is part of the RCHS academic calendar. 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 Personal 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 must 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 Success Coach approval from a parent or guardian and their 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 Assistant Director of Student Services.

Dallas College Required Core Curriculum

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 here at Dallas College and transfer to four-year colleges and universities. Core courses are guaranteed to transfer to Texas public colleges and universities.

* 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 [Dallas College](#).

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 TSIA2 requirements and then decides to drop the class or classes, 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 their 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 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~~ Students must contact their Success Coach for any schedule changes during the specified time frame. ~~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 student's Success Coach and are granted based on the merit of each request and the availability of classes. 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 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 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 2023~~ and spring ~~2023 2024~~ 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 Brightspace](#) grades, student/parent portals, student planners and grade point sheets for each semester. Additionally, parents are expected to attend PGP Planning Meetings each year with their student and Success Coach. Working together, parents, students, and 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 degree.

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.

**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 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 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 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 transcribed onto the RCHS high school transcript, except in the case of 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 Success Coach approval to take the course(s) during summer terms. The Success Coach will notify the RCHS registrar that the

grades need to be 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

RGHS 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 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 RGHS 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 RGHS transcript and will be averaged with all prior course grade attempts for GPA and class rank 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 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 9 weeks during the Fall and Spring semesters. The progress report process ensures that parents and students are kept abreast of current academic performance. RGHS 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 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 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 RCHS program with home schooled or non-accredited transfer credits may gain state credit by following district policy regarding the Awarding of Credit. Local credits from prior schools will not be transcribed onto the RCHS transcript and will not count in the high school GPA or RCHS class rank.

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

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

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

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

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 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

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 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.

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.

RCHS forwards appropriate records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records. A student over 18 years of age and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If RCHS refuses the request to amend the records, the requester has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process.

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

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

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 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

Graduation Program

<p>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.</p>	<p>Foundation HSP Distinguished Level of Achievement</p>
<p>English Language Arts</p>	<p>Four credits: English I English II English III An advanced English course</p>
<p>Mathematics</p>	<p>Four credits: Algebra I Geometry Algebra II An advanced math course (1)</p>
<p>Science</p>	<p>Four credits: Biology IPC, Chemistry or Physics An advanced science course An advanced science course</p>
<p>Social Studies</p>	<p>Three credits U.S. History U.S. Government (one-half credit) Economics (one-half credit) World History (full credit) or World Geography (full credit)</p>
<p>Physical Education</p>	<p>One credit</p>
<p>Languages Other Than English</p>	<p>Two credits in the same language Two credits from Computer Science I, II, and III (other substitutions)</p>
<p>Fine Arts</p>	<p>One credit</p>
<p>Speech</p>	<p>.5 credit (Board Approved Requirement)</p>

Total Credits w/endorsements		26
Endorsements	<p>A student may earn an endorsement by successfully completing curriculum requirements for the endorsement</p> <p>A total of four credits in mathematics</p> <p>A total of four credits in science</p> <p>Two additional elective credits</p>	
STEM	<p>A coherent sequence or series of courses selected from one of the following:</p> <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	<p>A coherent sequence or series of courses selected from one of the following:</p> <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	<p>A coherent sequence or series of courses selected from one of the following:</p> <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	<p>A coherent sequence or series of courses selected from one of the following:</p> <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	<p>For outstanding performance:</p> <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. 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 degree; however, this may require students to take additional course work, possibly during summer sessions.

Senate Bill 1888, 87th Texas Legislature, Regular Session, 2021, established the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school. The purpose of this program is to promote efficiency in the state public education system and incentivize the enrollment of high performing students at eligible institutions within the state of Texas.

Learner Services

Student Programs and Services Office of Student Life and Engagement

The Richland Campus Office of Student Life and Engagement (~~OSLE~~) ~~staff plan and provide a variety of programs and activities for RCHS students~~ ~~hosts programs and activities to enhance student's educational experience. These activities are part of the "college experience" at Dallas College. These programs~~ 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

~~Student Life hosts programs and activities to enhance your educational experience. They also offer just plain fun activities because sometimes you need a break from your intense study and work schedule to recharge. Students are encouraged to organize and participate in the high school's student government Dallas College student organizations. 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.~~

~~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.~~

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: 972-238-6941

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 Learners (EL) Support Services

The EL pull-out program at Richland Collegiate High School is an English acquisition program that serves students identified as an English learner through 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 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.

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: 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 Commons

The 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 Learning 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 with opportunities for online tutoring available as well](#). Students must provide a valid student ID card when entering The Learning Commons.

Location: ~~Medina Hall, 2nd floor, room M216~~ [Lavaca Hall](#)

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. *Subject specific tutor hours and availability will vary.*

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 [\(relocate to Red River room RR1231 upon opening\)](#)

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~~ [To be determined by tutor availability](#)

Health Services

Emergency Medical Treatment

Parents must complete an emergency care form each year that includes a place for parental consent for school officials to obtain medical treatment for the student. Other information that may be required in case of an emergency should be provided and updated by parents as necessary. In case of serious

accident or serious illness of a student at school, the student's parent shall be called immediately to take charge of the student. If the parent cannot be reached, the specific instructions of the parent for taking a student to specified facilities for emergency care shall be followed unless deemed inappropriate by the ambulance attendant. In this instance, the attendant shall transport the student to the nearest medical facility having services appropriate to the student's needs. School authorities shall not call any private physician unless the parent of the student concerned has submitted a signed form on which they have requested that a certain physician be called in an emergency in which the parents cannot be reached immediately.

FERPA & HIPAA Notice

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

Immunizations

RCHS will require proof of immunizations prior to enrollment; all immunizations must be current. The immunizations required are: Tdap (diphtheria, tetanus, pertussis), polio, MMR (measles (rubeola), mumps, rubella), Hepatitis 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 RCHS attendance clerk or principal any other authorized individual(s) who may pick up a student. A picture ID will be requested by a Health Center staff before the student will be released. The Parent/Legal Guardian must give permission for an ill student to drive

himself/herself home.

Medications

Parents should deliver medications directly to the Health Center located in room T110 in Thunderduck Hall. All medications must be brought to the 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

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

Communicable Diseases

Parents of student with a communicable or contagious disease are asked to telephone the school so that other students who have been exposed to the disease can be alerted. A student who has certain diseases is not allowed to come to school while the disease is contagious. These diseases include but are not limited to any disease causing a fever of 100.4 degrees or greater, chicken pox, Type A hepatitis, influenza, measles, 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 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~~ Section 504 and Special Education 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~~ Contact Dr. Leslie Coburn at 214-890-3801 or email at lcoburn@dallascollege.edu

Section 504 Referrals:

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

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](#)

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

Section 504 Referrals:

~~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~~

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

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

RGHS provides a Special Education program as outlined by both Federal and State law. RGHS 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 RGHS administration and/or Success Coach in writing that they qualify for Special Education Services. The parent or student is requested to provide the RGHS Manager of Special Populations with a copy of their current Full and Individual Evaluation and Individualized Education Plan. RGHS 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, RGHS 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. 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 RGHS is available on the Legal Framework website and by request. RGHS 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 RGHS Manager of Special Populations or the Assistant Director of Student Services/Success Coach.

** 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 classroom through the RTI process. However, students suspected of having a disability should be referred for a full and individual evaluation. RGHS 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.

If a student is experiencing educational related difficulties, the parent or adult student must contact the campus administrator 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.

RCCHS staff will obtain informed consent from the student's parent or adult student prior to any testing. If a parent refuses to consent to services, RCCHS 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.

RCCHS Systems of Support RCCHS Multi-Tiered Systems of Support

Multi-Tiered Systems of Support (MTSS) encompasses supports for the whole child, and takes into account academics, behavior, and social/emotional supports. RCCHS 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 RCCHS 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 RCCHS Attendance support system. Students are subject to the compulsory attendance laws of the state of Texas, but in addition to the traditional attendance reporting, RCCHS 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. RCCHS 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.

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

Behavior Support

RCCHS 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 RCCHS students are determined to have a need for a behavior support due to notification, for example, from professors, staff, RCCHS Administration, or the Dallas College police department, the RCCHS 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, RCCHS 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.

Students and parents can contact Stephane Rovelo, the Student Behavior Coordinator, at 972-761-6884 or email at srovelo@dccc.edu srovelo@dallascollege.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 intervention in the [Student Success Center tutoring center](#), the student's 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.

Students and parents may contact the RTI Coordinator via email.

Social, Emotional, and Mental Health Supports

RCHS understands that developing minds also need support. RCHS employs a full-time school counselor and all RCHS students have access to Counseling and Psychological Services through the Student Care Network at Dallas College for social and emotional 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. RCHS 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.

Students and parents may contact ~~Xavbryelle Warren~~ at 972-761-6888 [for more information](#).

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 at bgaither@dccc.edu, bgaither@dallascollege.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](#).

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, 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, 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.
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.
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.

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;
2. 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;
3. 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;
4. While the student is in transit to or from school or to or from school-related activities or events;
5. While the student is traveling on district transportation;
6. During lunch periods in which a student is allowed to leave campus;
7. At any school-related activity, regardless of time or location;
8. For any school-related misconduct, regardless of time or location;
9. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
10. When a student engages in cyberbullying, as defined by Education Code 37.0832;
11. When criminal mischief is committed on or off school property or at a school-related event;
12. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
13. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
14. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
15. 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. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline 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 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. 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, or designee is authorized to enforce discipline and to investigate any allegation of misconduct. The 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 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 Principal may assign ISS and/or OSS for up to five (5) days. The Principal will attempt to reach a parent by phone and follow-up with an email notification to the parent of ISS dates.

THE 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) 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
 - e) 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) 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
 - 8) 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 Dallas College employee
 - 9) Engaging in harassment motivated by race, color, religion, national origin, disability, gender, or age and directed toward another
 - 10) Engaging in inappropriate verbal, physical, or sexual contact directed toward another student or a school employee
 - 11) 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
 - 12) 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
 - 13) Failure to register as a sex offender when legally obligated to so
 - 14) Retaliation against any school employee or volunteer at any time or place
 - 15) Setting or attempting to set fire on school property (not arson)
 - 16) Targeting another individual for bodily harm
 - 17) Possessing pornographic material
 - 18) Forgery of school documents at school or otherwise
 - 19) Falsification of official documentation
 - 20) 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)
 - 21) Committing or assisting in a robbery or theft even if it does not constitute a felony

- 22) Vandalism of or conduct constituting criminal mischief with respect to school facilities or property
- 23) 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
- 24) Repeated Level I and Level II offenses
- 25) 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 Executive Director or their designee may continue the aforementioned suspension during an expulsion process, if deemed reasonable by the Executive Director or the 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 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.
 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.
 22. Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.

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 RCHS Executive Director or the RCHS Executive Director's Designee may continue the aforementioned suspension(s) during an expulsion process, if deemed reasonable by the Executive Director or the 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 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 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 they reasonably 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 issue 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 RCHS Executive Director within 10 school days of the Level 1 Expulsion Hearing to: Richland Collegiate High School, Attn: 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 RCHS Executive Director will hear the testimony and review the evidence to 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 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 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 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 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, 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

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 district policy, Dallas College will determine whether the allegations, if proven, would constitute prohibited conduct.

If not, the district will refer to policy FLB to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. 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 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 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.~~
- 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](#).

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 on or before the third business day after the date the incident is reported.

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.



**Richland Collegiate
High School
DALLAS COLLEGE**

Notice of Complaint /Formal Grievance

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

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

Level I (Principal) • Level II 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):
<p>5. If you will be represented in pursuing your complaint, please identify that individual or organization:</p> <p>Name: _____</p> <p>Address: _____</p> <p>Telephone: _____</p> <p>Email: _____</p>	
<p>6. Describe the decision or circumstances causing your complaint/grievance (give specific, factual details):</p> 	

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>		

FINANCE ITEM NO. 11.1.a.

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

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 2022-2023 fiscal year.

The estimated expenditures for the 2022-23 revised budget 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

Lea Ann Munkres, Executive Director, Richland Collegiate High School

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

Revenues and Additions	2022-23 Spring Revision	Proposed Change	2022-23 Summer Revision
State Funding	\$ 3,080,477	\$ (290,461)	\$ 2,790,016
Investment Income	\$ 55,000	\$ -	\$ 55,000
Use of Fund Balance	\$ 625,000	\$ -	\$ 625,000
TOTAL	\$ 3,760,477	\$ (290,461)	\$ 3,470,016

Expenditures & Uses

	Spring Revision	Proposed Change	Summer Revision
Instruction	\$ 1,581,477	\$ 242,349	\$ 1,823,826
Public Service	\$ 320,000	\$ -	\$ 320,000
Academic Support	\$ 132,000	\$ (30,000)	\$ 102,000
Student Services	\$ 570,000	\$ (112,350)	\$ 457,650
Institutional Support	\$ 1,145,000	\$ (383,500)	\$ 761,500
Operations & Maintenance	\$ 12,000	\$ (6,960)	\$ 5,040
TOTAL CURRENT FUNDS EXPENDITURES & USES	\$ 3,760,477	\$ (290,461)	\$ 3,470,016

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

<u>DISTRICT</u>		<u>RCHS FUNCTION</u>	
Instruction	\$ 1,823,826	11 Instruction	\$ 2,143,826
Public Service	\$ 320,000	None	
Academic Support	\$ 102,000	12 Instructional Resources and Media Services	\$ -
		13 Curriculum & Instructional Staff Development	\$ 91,750
		53 Data Processing Services	\$ 10,250
Student Services	\$ 457,650	31 Guidance, Counseling and Evaluation Services	\$ 369,000
		33 Health Services	\$ 76,650
		34 Student Transportation	\$ -
		35 Food Services	\$ 12,000
		36 Extracurricular Activities	\$ -
Institutional Support	\$ 761,500	23 School Leadership	\$ 295,000
		41 General Admin Contracts	\$ 466,500
		52 Security & Monitoring Services	\$ -
Operation & Maintenance of Plant	\$ 5,040	51 Facilities Maintenance and Operations	\$ 5,040
TOTAL	<u>\$ 3,470,016</u>		<u>\$ 3,470,016</u>

FINANCE ITEM NO. 11.1.b.

Adoption of Budget for Richland Collegiate High School (RCHS) for 2023-2024

The Chancellor recommends that the Board of Trustees adopt the attached resolution approving the budget for 2023-2024.

The Richland Collegiate High School will enroll its seventeenth incoming junior class in this fall. Budgeted expenditures have been divided between functional areas to align with the needs of the RCHS. A public hearing on the 2023-24 budget was held on Tuesday, August 8, 2023, as an earlier agenda item.

The proposed 2023-2024 budget is \$5,111,635. The estimated expenditures for 2023-2024 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

Lea Ann Munkres, Executive Director, Richland Collegiate High School

**RICHLAND COLLEGIATE HIGH SCHOOL
DALLAS COLLEGE, CHARTER HOLDER
2023-24 PROPOSED ALL FUNDS OPERATING BUDGET**

Revenues and Additions	2022-23 Summer Revision	Proposed Change	2023-24 Original Budget
State Funding	\$ 2,790,016	\$ 1,081,619	\$ 3,871,635
Investment Income	\$ 55,000	\$ 20,000	\$ 75,000
Use of Fund Balance	\$ 625,000	\$ 540,000	\$ 1,165,000
TOTAL	\$ 3,470,016	\$ 1,641,619	\$ 5,111,635

Expenditures & Uses

	Summer Revision	Proposed Change	Original Budget
Instruction	\$ 1,823,826	\$ 612,809	\$ 2,436,635
Public Service	\$ 320,000	\$ 140,000	\$ 460,000
Academic Support	\$ 102,000	\$ 48,000	\$ 150,000
Student Services	\$ 457,650	\$ 342,350	\$ 800,000
Institutional Support	\$ 761,500	\$ 488,500	\$ 1,250,000
Operations & Maintenance	\$ 5,040	\$ 9,960	\$ 15,000
TOTAL CURRENT FUNDS EXPENDITURES & USES	\$ 3,470,016	\$ 1,641,619	\$ 5,111,635

Dallas College
Budget Crosswalk with Richland Collegiate High School 2023-24

<u>DISTRICT</u>		<u>RCHS FUNCTION</u>	
Instruction	\$ 2,436,635	11 Instruction	\$ 2,896,635
Public Service	\$ 460,000	None	
Academic Support	\$ 150,000	12 Instructional Resources and Media Services	\$ -
		13 Curriculum & Instructional Staff Development	\$ 61,000
		53 Data Processing Services	\$ 89,000
Student Services	\$ 800,000	31 Guidance, Counseling and Evaluation Services	\$ 643,000
		33 Health Services	\$ 72,000
		34 Student Transportation	\$ -
		35 Food Services	\$ 85,000
		36 Extracurricular Activities	\$ -
Institutional Support	\$ 1,250,000	23 School Leadership	\$ 511,000
		41 General Admin Contracts	\$ 659,000
		52 Security & Monitoring Services	\$ 80,000
Operation & Maintenance of Plant	\$ 15,000	51 Facilities Maintenance and Operations	\$ 15,000
TOTAL	<u>\$ 5,111,635</u>		<u>\$ 5,111,635</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 2023-2024 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 eighth (8th) day of August, 2023, 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, 2023, and ending August 31, 2024, is adopted, and is designated as the official budget for the Richland Collegiate High School for the 2023-24 fiscal year, to be effective as of September 1, 2023.

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

FINANCE ITEM NO. 11.1.c.

Adoption of Resolution Approving the Dallas College Budget FY2023 - 2024

The Fiscal Year 2024 (September 1, 2023, through August 31, 2024) budget of Dallas College is being presented for approval. The college continues to navigate multiple organizational transitions and has developed a budget that builds on long-range strategic plans while prioritizing the evolving student needs, employee engagement and tangible community impact. Select organizational initiatives are as follows:

- Help alleviate student financial burden by waiving over \$30 million in tuition in the next fiscal year.
- Strengthen college technical and physical infrastructure through scheduled replacement, enhancement, and renovation cycles.
- Develop the Student Care Network to support basic needs for clothing, mental health challenges, food shortages and more.
- Help the Small Business Innovation Center in assisting small businesses in 49 counties serving North Texas
- Expand offerings in high demand fields of Allied Health, Advanced Manufacturing and Industrial Technology, and Construction Trades

The FY 2023-24 proposed budget supports the Dallas College pursuit to become a “Best Place to Work” with provisions for phased implementation of the results of the ongoing compensation study as well as a 5% adjustment to current salaries in response to inflation.

We will continue to align our fiscal practices and budget priorities with the Dallas College mission of “Cultivating a culture of innovation purposed to support current and future students while addressing the region’s most pressing workforce needs.”

The following budgets are submitted for approval:

Unrestricted Operating Fund	\$ 567,989,738
Auxiliary Fund	2,700,000
Use of (Designated) Cash Reserves	89,600,000
Capital Budget	342,234,856
Richland Collegiate High School	5,111,635

The following budgets are submitted for informational purposes:

Restricted Fund	\$ 289,316,324
Debt Service Fund	80,129,610

Resource Contact

John Robertson, Chief Financial 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 eighth day of August, 2023, and all members of the public were given an opportunity to speak 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 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, 2023, and ending August 31, 2024, is hereby approved and adopted, and is designated as the official budget for the Dallas College for the 2023-24 fiscal year, effective as of September 1, 2023. 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

**DALLAS COLLEGE
2023-2024 PROPOSED BUDGETS**

Unrestricted Operating Funds

	Approved FY2022-23	Proposed FY2023-24	Proposed Change	% FY24 vs. FY23
Revenues & Additions				
¹ State Appropriations	\$ 91,194,679	\$ 96,999,738	\$ 5,805,059	6.0%
² Financial Aid for Swift Transfer (FAST)	-	3,700,000.00	3,700,000	100.0%
Tuition	126,500,000	133,200,000	6,700,000	5.0%
Less: Scholarships & Waivers	(31,500,000)	(32,835,000)	(1,335,000)	4.1%
³ Net Tuition	95,000,000	100,365,000	5,365,000	5.6%
⁴ Taxes for Current Operations	338,000,000	352,100,000	14,100,000	4.2%
⁵ Federal Grants and Contracts	1,100,000	1,825,000	725,000	65.9%
⁶ Investment Income	1,025,000	11,500,000	10,475,000	1,022.0%
⁷ General Revenue	2,500,000	1,500,000	(1,000,000)	(40.0%)
TOTAL AVAILABLE REVENUE	528,819,679	567,989,738	35,470,059	6.9%
CARES Lost Revenue Recovery	3,300,000	-	(3,300,000)	(100.0%)
TOTAL BUDGETED OPERATING REVENUE	532,119,679	567,989,738	32,170,059	6.7%

	Approved FY2022-23	Proposed FY2023-24	Proposed Change	% FY24 vs. FY23
Expenditures & Uses by Classification				
⁸ Salaries and Wages	\$ 307,711,273	\$ 339,992,246	\$ 32,280,973	10.5%
⁹ Staff Benefits	37,500,000	39,000,000	1,500,000	4.0%
¹⁰ Purchased Services	87,490,920	93,454,393	5,963,473	6.8%
¹¹ Operating Expenses	67,073,107	51,171,661	(15,901,446)	(23.7%)
¹² Supplies and Equipment	19,197,003	27,571,700	8,374,697	43.6%
Total	518,972,303	551,190,000	32,217,697	6.2%
Allowance: Operating Contingency	-	4,299,738	4,299,738	100.0%
Allowance: Compensation Study Impact	9,500,000	9,000,000	(500,000)	(5.3%)
Transfers To Other Funds:				
¹³ STARLINK Supplemental Funding	147,376	-	(147,376)	(100.0%)
Grant Match	3,500,000	3,500,000	-	0.0%
TOTAL OPERATING EXPENDITURES	532,119,679	567,989,738	35,870,059	6.7%

¹ State appropriations: Guaranteed funding based on performance

² State allocation in support of economically disadvantaged student population

³ Net tuition: Commitment to provide scholarships; increase in workforce and high demand field programs

⁴ Rate reduction; increased property valuations reflected as average increase of 7% in taxable assessed value ("TAV")

⁵ Increased participation in work study; market rate effect return on investments; enhanced structure for rentals

^{6,7} Investment & general income adjusted for favorable market conditions

^{8,9} Average compensation increase 5%; Year 1 performance pay; market adjustments; benefits correspond to salary & wages

¹⁰⁻¹² Realigned services and expense categories. Outsourced services (i.e. student call center, cloud services, student/employee mental health/wellness); market conditions

¹³ STARLINK: Support reflected within various operating lines

**DALLAS COLLEGE
2023-2024 PROPOSED BUDGETS**

Auxiliary Fund

	Approved FY2022-23	Proposed FY2023-24	Proposed Change	% FY24 vs. FY23
Revenues & Additions				
¹ Sales & Services	\$ 800,000	\$ 1,200,000	\$ 400,000	50.0%
² Investment Income	400,000	1,500,000	1,100,000	275.0%
Total Auxiliary Fund Revenues & Additions	1,200,000	2,700,000	1,500,000	125.0%
Expenditures & Uses				
³ Student Activities	\$ 1,075,000	\$ 2,500,000	\$ 1,425,000	132.6%
Sales & Services	125,000	200,000	75,000	60.0%
Total Auxiliary Fund Expenditures & Uses	1,200,000	2,700,000	1,500,000	125.0%

Use of Cash Reserves

	Approved FY2022-23	Proposed FY2023-24	Proposed Change	% FY24 vs. FY23
Pre-Approved & Planned Expenditures & Uses:				
⁴ Facilities, Supplies & Equipment	\$ 3,000,000	\$ 29,300,000	\$ 26,300,000	876.7%
⁵ Institutional Support, Operating Expenses	2,450,000	4,000,000	1,550,000	63.3%
⁶ Instructional Programs	4,000,000	8,000,000	4,000,000	100.0%
Student Services	4,000,000	-	(4,000,000)	(100.0%)
⁷ Technology	1,550,000	48,300,000	46,750,000	3,016.1%
Total Planned Expenditures & Uses *	15,000,000	89,600,000	74,600,000	497.3%
Prior Year Encumbrances & Carry-Forwards **	5,000,000	10,000,000	5,000,000	100.0%
Total Planned Expenditures & Carry-Forwards	20,000,000	99,600,000	79,600,000	398.0%

* Planned expenditures reflect items relative to the current fiscal year budget & use of cash reserves.

** Encumbrance and carry-forwards reflect items that were approved in a prior budget year but not yet received and/or reconciled.

¹ Royalties and other miscellaneous income from Auxiliary sales

² Market rate effect return on investments

³ Student-related activities and services: clubs, athletics, health center

⁴ Facility improvement projects, campus furniture refresh, safety & security project

⁵ Innovation and Strategic Funding considerations

⁶ New & expanded programs: BS, Nursing, BAT, ETMS, Cybersecurity, Air Frame Maintenance Tech, MIT

⁷ Technology and infrastructure enhancements for campus level equipment and WiFi connectivity point

**DALLAS COLLEGE
2023-2024 PROPOSED BUDGETS**

Restricted Fund

	Approved FY2022-23	Proposed FY2023-24	Proposed Change	% FY24 vs. FY23
Revenues & Additions				
State Appropriations	\$ 28,549,235	\$ 25,508,807	\$ (3,040,428)	(10.6%)
SBDC State	839,796	1,938,299	1,098,503	130.8%
Subtotal State Appropriations	29,389,031	27,447,106	(1,941,925)	(6.6%)
Grants & Contracts				
¹ Federal	194,338,575	239,682,871	45,344,296	23.3%
State	8,924,189	8,613,621	(310,568)	(3.5%)
Local	9,512,348	11,372,726	1,860,378	19.6%
² Transfers-in	716,840	2,200,000	1,483,160	206.9%
Total Restricted Fund Revenues & Additions	<u>242,880,983</u>	<u>289,316,324</u>	<u>46,435,341</u>	<u>19.1%</u>
Expenditures & Uses				
State Appropriations	\$ 28,549,235	\$ 25,508,807	\$ (3,040,428)	(10.6%)
³ Grants & Contracts	64,947,277	64,330,227	(617,050)	(1.0%)
Scholarships	149,384,471	199,477,290	50,092,819	33.5%
Total Restricted Fund Expenditures & Uses	<u>242,880,983</u>	<u>289,316,324</u>	<u>46,435,341</u>	<u>19.1%</u>

Debt Service Fund

	Approved FY2022-23	Proposed FY2023-24	Proposed Change	% FY24 vs. FY23
Revenues & Additions:				
⁴ Investment Revenue	\$ 70,000	\$ 3,688,310	\$ 3,618,310	n/a
⁵ Taxes (General Obligation Bonds)	68,960,050	77,091,300	8,131,250	11.8%
Uncollectible Tax Revenue	(850,000)	(650,000)	200,000	(23.5%)
Total Debt Service Revenues & Additions	<u>68,180,050</u>	<u>80,129,610</u>	<u>11,949,560</u>	<u>17.5%</u>
Expenditures & Uses:				
General Obligation Bonds (Principal & Interest)	\$ 35,765,988	\$ 63,398,800	\$ 27,632,812	77.3%
Maintenance Tax Notes (Principal & Interest)	31,995,242	14,204,132	(17,791,110)	(55.6%)
Tax Appraisal & Collection Fees	418,820	2,596,678	2,177,858	520.0%
Total Debt Service Expenditures	<u>68,180,050</u>	<u>80,199,610</u>	<u>12,019,560</u>	<u>17.6%</u>

NOTE: The scenario in FY2023-24 assumes the advancement of a portion of 2021 Tax Notes

^{1,3} Federal emergency aid funds

² Grant match carryforward

⁴ Market rate effect return on investments

⁵ No rate increase; Increased property valuations reflected as average increase of 7% in taxable assessed value ("TAV")

**DALLAS COLLEGE
2023-2024 PROPOSED BUDGETS**

Richland Collegiate High School

	<u>2022-23</u> <u>Summer Revision</u>	<u>Proposed</u> <u>FY2023-24</u>	<u>Proposed</u> <u>Change</u>	<u>%</u> <u>FY24 vs. FY23</u>
Revenues & Additions				
State Funding	\$ 2,790,016	\$ 3,871,635	\$ 1,081,619	38.8%
Investment Income	55,000	75,000	20,000	36.4%
Use of Fund Balance	625,000	1,165,000	540,000	n/a
Total Richland Collegiate High School Revenues	3,470,016	5,111,635	1,641,619	47.3%
Expenditures & Uses				
Instruction	\$ 1,823,826	\$ 2,436,635	\$ 612,809	33.6%
Public Service	320,000	460,000	140,000	43.8%
Academic Support	102,000	150,000	48,000	47.1%
Student Services	457,650	800,000	342,350	74.8%
Institutional Support	761,500	1,250,000	488,500	64.1%
Plant Operations & Maintenance	5,040	15,000	9,960	197.6%
Total Richland Collegiate High School Expenditures	3,470,016	5,111,635	1,641,619	47.3%

Richland Collegiate High School submits budget for Board approval on August 8, 2023

**DALLAS COLLEGE
2023-2024 PROPOSED BUDGETS**

ALL FUNDS

	<u>Approved FY2022-2023</u>	<u>Proposed FY2023-2024</u>	<u>Proposed Change</u>	<u>% FY24 vs. FY23</u>
Unrestricted Operating Budget - Fund 11	\$ 532,119,679	\$ 567,989,738	\$ 35,870,059	6.7%
Auxiliary - Fund 12	1,200,000	2,700,000	1,500,000	125.0%
Restricted - Fund 13	242,880,983	289,316,324	46,435,341	19.1%
Debt Service - Fund 46	68,180,050	80,129,610	11,949,560	17.5%
Use of Cash Reserves	15,000,000	89,600,000	74,600,000	497.3%
Richland Collegiate High School	3,470,016	5,111,635	1,641,619	47.3%
	<u>862,850,728</u>	<u>1,034,847,307</u>	<u>171,996,579</u>	<u>19.9%</u>
CAPITAL BUDGET - Funds 1x, 4x, 9x				
Facility Improvement Plan	5,000,000	20,000,000	15,000,000	300.0%
Other Facility Maintenance	3,000,000	5,300,000	2,300,000	76.7%
Phase 1 GO Bonds	312,400,000	264,634,856	(47,765,144)	(15.3%)
IT Infrastructure Enhancements	1,894,225	48,300,000	46,405,775	2,449.9%
IT Equipment Rooms Remodel	1,558,481	-	(1,558,481)	(100.0%)
Public Safety & Security	20,000,000	4,000,000	(16,000,000)	(80.0%)
IT Enhancements - HEERF	45,000,000	-	(45,000,000)	(100.0%)
	<u>388,852,706</u>	<u>342,234,856</u>	<u>(46,617,850)</u>	<u>(12.0%)</u>

FINANCE ITEM NO. 11.1.d.

Approval of Date to Adopt Ad Valorem Tax Rate for 2023 Tax Year, 2024
Fiscal Year

The Chancellor recommends that the Board of Trustees places a proposal on the agenda of the meeting to be held September 12, 2023, 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, September 12, 2023.

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) preset and not voting, or
- 4) absent.

At its regular meeting on June 6, 2023, 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.

The administration recommends a proposed M&O rate of \$0.090261 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, 2023.

Resource Contact

John Robertson, Chief Financial Officer

POLICY ITEM – FIRST READING NO. 12.1.a.

Approval of Amendment to Policies Concerning Compensation and Benefits –
DEA (LOCAL)

The Chancellor recommends the following revisions to local policy relating to the provision of employee compensation.

Effective Date

Upon Board Approval

LOCAL POLICY

EXPLANATORY NOTES

DEA –
Compensation Plan

To align DEA (LOCAL) with the delegation of hiring authority provided in BAA, proposed revisions would delegate to the Chancellor authority for approval of compensation, including salary schedules, wages, and other compensation benefits.

DEA – Incentive
Compensation

Revisions to policy would authorize the Board to approve funds to establish an incentive plan pool from which incentive compensation awards may be awarded to eligible, qualified College District employees – faculty, staff, and administrators. Revisions would also authorize the Chancellor to establish a schedule and regulations for administration of an Incentive Compensation Plan for staff and administrators that links to the strategic initiatives of Dallas College and incentivizes and recognizes high performance. In addition, proposed revisions would make clear that the faculty Performance Pay Incentive Program is separate from but related to the incentive compensation plan for staff and administrators.

COMPENSATION AND BENEFITS
SALARIES AND WAGES

DEA
(LOCAL)

Authority Compensation Plan

~~The Board is the ultimate authority for approving salary schedules, salaries, wages, and other compensation for College District employees and other individuals who serve the College District unless that authority is delegated elsewhere in this policy. The Board also reserves the right to make final decisions in all matters related to salaries and placement of employees on compensation schedules.~~ Consistent with the delegation of authority provided in BAA(LOCAL) and elsewhere in College District policy, the Board delegates to the Chancellor the authority to approve salary schedules, wages, and other compensation and benefits (collectively, "Compensation Plan") for College District employees, save and except the salary, wages and compensation of the Chancellor, which shall be determined by the Board in connection with approval of the Chancellor's contract of employment or amendment thereto. In addition, and as established elsewhere in College District policy, the Chancellor is authorized to monitor and adjust, as part of the Compensation Plan, in amount, as may be reasonably necessary, market disparity stipends, bilingual stipends, reimbursement of relocation expenses, and other such employee recruitment and retention tools and benefits as may be necessary to attract and retain a highly qualified workforce.

In establishing the Compensation Plan for College District employees, the Chancellor or designee shall review market comparison studies and other data to ensure that the College District remains competitive with similarly situated employers and attracts and retains a highly qualified workforce, within the bounds of available resources.

Incentive Compensation

Recognizing that College District employees should have the opportunity to earn incentive compensation for their progress toward satisfaction of established goals and objectives that support the success and mission of the College District, the Board shall annually approve, as part of the budget approval process and provided there are sufficient available resources, an amount of money recommended by the Chancellor or designee to create an incentive plan pool from which incentive awards may be made to eligible, qualified employees.

Staff and Administrators

Eligibility for incentive compensation for staff and administrators shall be based upon the employee's performance toward goals and

**Performance Pay
Incentive Program
Faculty**

objectives, as determined by the employee and approved by the Chancellor or designee, that contribute to the mission and priorities of the College District and are consistent with the goals and objectives established for the Chancellor for that fiscal year. The Chancellor shall promulgate a schedule and regulations for administration of an "Incentive Compensation Plan" for staff and administrators.

The College District shall provide incentive compensation for faculty under the (PPI) "Performance Pay Incentive" program. Guidelines for the ~~performance pay incentive (PPI)~~ administration of the PPI program are as follows:

1. Faculty members who are rated "effective" and have served at least three years in a full-time faculty position are eligible to participate in the PPI program, when offered.
2. The Chancellor shall promulgate regulations to implement this program built on individual improvements leading to:
 - a. Measurable student success.
 - b. External awards on other recognition specific to the teaching discipline.
 - c. Extraordinary student or community engagement leading to improved programming, outreach of other innovation of critical importance to the Dallas area, its citizens, and the College District.
- ~~3. The amount available for the award pool shall be considered annually by the Board upon recommendation of the Chancellor.~~
- 4.3. The amount earned shall be added to "base" in September following completion of the project and before other salary increases are applied.
- 5.4. Salary range maximums cannot be exceeded by virtue of a performance pay incentive.

POLICY ITEM - FIRST READING NO. 12.2.b.

Approval of Amendment to Policies Concerning Expense Reimbursement – DEE
(LOCAL)

The Chancellor recommends the following revisions to local policy relating to business expense reimbursement.

Effective Date

Upon Board Approval

LOCAL POLICY

EXPLANATORY NOTES

DEE –Expense
Reimbursement

Revisions to policy would add a relocation allowance to the business expenses eligible for reimbursement.

COMPENSATION AND BENEFITS
EXPENSE REIMBURSEMENT

DEE
(LOCAL)

The College District will pay certain employee business ~~and travel~~ expenses incurred for the benefit of and in the course of employment by the College District. Such expenses are as follows:

1. Monthly allowance. The Board may authorize the payment of a fixed monthly allowance to certain persons whose administrative duties routinely require the incurring of business and travel expense in the conduct of College District affairs. Travel expense compensated by this allowance shall normally relate to the use of the employee's own car for travel within the College District.
2. Mileage reimbursement and authorized expenses. Personnel who do not receive a monthly travel allowance and whose duties require travel by private automobile may be reimbursed for actual miles traveled on College District business and authorized expenses. Travel must have prior administrative approval. The mileage reimbursement rate shall be the Internal Revenue Service approved rate (rounded to the nearest penny).
3. Out-of-county travel. Special trips on College District business or to attend conferences in the interest of the College District and its students may be authorized by the Chancellor or designee. For such travel, employees will be reimbursed for eligible actual expenses incurred for transportation, costs of lodging and meals, and such miscellaneous expenses as streetcar, ferry, taxi, parking charges, bridge and road tolls, conference registration fees, and telephone calls made on College District business.
4. Relocation allowance. The College may pay a relocation allowance, in the form of reimbursement, to eligible full-time employees for reasonable expenses incurred in connection with necessary relocation to the Dallas-Fort Worth Metropolitan area for employment with the College District. Any such payment shall be made in accordance with College District policies and procedures and applicable laws and regulations, including, without limitation, those regulations issued by the Internal Revenue Service (IRS)

The Chancellor shall promulgate procedures for reimbursement of business expenses.

~~3.~~

~~Procedures for travel expense reimbursement are located in the Business Office Procedures Manual (BPM). In accordance with the procedures, the~~The College District may reimburse an employee

**Travel
Reimbursement
Procedures**

COMPENSATION AND BENEFITS
EXPENSE REIMBURSEMENT

DEE
(LOCAL)

for travel expenses after the expense is incurred or may pay the expenses in advance (including a per diem amount). To receive an advance, the College District requires an approved travel request and signed promissory note [or equivalent](#). Receipts must be presented to verify travel and other business expenses or obtain reimbursement for major expense items (e.g., transportation by common carrier and lodging) in accordance with the reconciliation schedule outlined in the BPM.

Unused or unverified cash advances for travel or other [related](#) business expenses must be returned to the College District within 30 days of the completed travel or expenditure. Employees who fail to return unused cash advances and/or to verify expenses within the allotted period will be subject to payroll deductions for the amount not returned or unverified at the next available payroll cycle. The College District shall not advance additional funds to employees with outstanding advances until all outstanding advances are reconciled.

[Procedures for travel expense reimbursement are located in the Business Office Procedures Manual \(BPM\).](#)

Chancellor's Travel

The Chancellor is authorized to travel and incur reasonable travel expenses in the performance of his or her duties for the College District without prior approval by the Board. The College District shall reimburse the Chancellor for travel and related expenses based upon this policy.

COMMITTEE REPORT NO. 13.1.a.

Audit Committee Notes for June 6, 2023

The Audit Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, June 6, 2023, beginning at 9:00 a.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 Diana Flores.

Board Members and Officers Present

- * Ms. Diana Flores (Committee Chair)
Dr. Catalina Garcia (Attended Virtually)
Dr. Justin H. Lonon (Secretary and Chancellor)
- * Mr. Paul Mayer
Mr. Philip Ritter (Arrived at 9:12am)
- * *Denotes a committee member*

Members Absent

- Mr. Cliff Boyd
Ms. Monica Lira Bravo
- * Ms. Charletta Compton

1. Roll Call - Announcement of a Quorum

Confirmed by Trustee Flores.

2. Certification of Notice Posted for the Meeting

Confirmed by Chancellor Justin Lonon.

3. Citizens Desiring to Address the Board

There were no citizens desiring to address the Board.

4. Committee Presentations

1. Internal Audit Quarterly Report 3rd Quarter Ending May 31, 2023
Presenters: Paul Styrvoky (on behalf of Lori Cox)

Styrvoky provided an overview of the Internal Audit Department (IAD) organizational structure, IAD's alignment with strategic

priorities of Dallas College, and audit/engagement process. Mr. Styrvoky provided the following engagement updates.

➤ **CONTINUOUS ENGAGEMENTS (CE)**

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

Fixed Assets

Status: On-going

Fixed asset personnel have integrated and consolidated fixed asset records and are updating policies and procedures to align with new systems. Workday workflow testing for receipt and inventory of fixed assets has been completed. Continued reviews of controls, processes, and procedures will occur throughout FY23 (including fixed asset verification - on a sample basis). IAD reviewed internal controls and processes and noted no exceptions.

Information Technology & Security

Status: Completed

The objective of this CE was to evaluate and provide reasonable assurance on the effectiveness of the College's Payment Card Industry (PCI), Security Standards Council (SSC), Data Security Standard (DSS) compliance program. Overall, the processes supporting PCI DSS compliance were effective and operating as intended, and the College was PCI DSS compliant.

Procurement

Status: Completed

The objective of this engagement was to follow-up on the Procurement Department's implementation of corrective actions for varied procurement processes. Most process updates have been completed with the Workday implementation and resolution of one issue is in progress. Opportunities remain to streamline practices and processes and update policies and procedures.

Trustee Flores requested a brief report documenting the Dallas College procurement process to be provided after the meeting.

Safety & Security

Status: Completed

The objectives of this review were to evaluate the responsiveness of the Public Safety & Security Department (Police) to service calls, the

effectiveness of user deployment of Rave Mobile Safety's Guardian mobile application, the implementation of Business Continuity/Disaster Recovery Plans for operations related to service calls, and to evaluate compliance with the technical aspects of the FBI Criminal Justice Information Service (CJIS) Division's policies and regulations. Overall, the controls and related processes for the areas reviewed were effective and operating as intended.

➤ AUDITS & SPECIAL REVIEWS

Dual Credit

Status: In Progress, Final Stage

The objectives of this review were to assess current risks; review dual credit partnerships, state, federal, or accreditor guidelines for compliance and achievement of goals and objectives; and to evaluate general dual credit plans, procedures, and processes for efficiency and effectiveness. The document and process review and the survey of all dual credit partners had been completed. The results of the survey were being summarized and any issues reported requiring clarification would be discussed with dual credit partners. All results will be reviewed with Dual Credit leadership.

Trustee Flores inquired of what significant challenges Dual Credit is facing. Mr. Styrvoky noted that there are a lot of manual steps involved.

International Student Office

Status: In Progress, Final Stage

The objectives of this review were to determine if internal controls governing the International Student Office operations were implemented in a manner to ensure compliance requirements and goals and objectives are achieved, to assess current risks, and to evaluate the efficiency and effectiveness of current programs, processes, and procedures. Process reviews were completed, specific documents and compliance reviews were in progress. No exceptions were noted.

Registration and Enrollment Process Review

Status: Completed, Reporting in Progress

The objectives of this review were to examine the College registration, enrollment, and payment processes for efficiency and effectiveness. As part of the review, the IAD staff completed “secret shopper” type phone calls. In addition, student forums were completed. The purpose of the student forums was to gain student’s perspectives, challenges, and experiences with the registration and enrollment process. Students reported appreciation for resources available and services on the campuses, while reporting challenges with the registration and enrollment process, and the website. Detailed results and recommendations will be discussed with Student Success Leadership; the results related to the website were shared with the Chief Marketing Officer and corrective actions were underway.

Trustee Flores inquired of challenges students faced. Mr. Styrvoky shared some challenges include manual processes and student awareness of how to utilize tools available to them, such as the Navigate app.

Success Coach Program Review

Status: Completed, Reporting in Progress

The objectives of this review were to assess current risks and to evaluate the efficiency and effectiveness of the current plans, programs, processes, and procedures. Overall, finding showed Success Coach leadership presented a robust and thorough strategic plan for Success Coaching; however full implementation has been hampered by several factors (most significant are systems/applications and space constraints). Detailed results and recommendations will be discussed with Success Coach leadership.

Trustee Flores inquired of the Success Coach program’s impact on student success. Dr. Jospheh shared that success coaches face challenges due to having information within several systems and not in one place. Student Success is working with Workday to ensure that information is available in one place to provide effective advising. Trustee Garcia requested a summary of the success of the Success Coach Program.

Human Resource Related

Status: In Progress – Planning Stage

The following areas were in progress in the planning stage: Employee Recruitment & Retention, Workforce Planning & Staffing, and Professional Development – Follow-up. Mr. Styrvoky noted that Ms. Cox was scheduled to meet with the Chief Human Resource Officer to discuss timing and other areas of interest for audit.

➤ OTHER SERVICES, DUTIES, & SPECIAL PROJECTS

Fraud Hotline Administration & Monitoring

Status: Completed and On-going

IAD received four reports in the third quarter. No incidents of fraud, waste, or abuse were identified or substantiated. Reports included concerns regarding spam emails (inaccurately attributed to the College) received by students. The IAD reported the issues to the Information Technology and Marketing and recommended a communication be prepared and distributed to students alerting them to the fraudulent emails. The communication was sent in early April.

Policy and Procedure Special Project

Status: In Progress

The objectives of this special project were to assess policies and procedures college-wide to determine any inconsistencies, gaps, and updates needed. Policies and procedures have been reviewed as part of each audit and special review during the year. An overall policies and procedures “inventory” of is planned for the 4th quarter.

Trustee Flores inquired of the process to review policy. Mr. Wendland shared that it is an ongoing process to review and update policies. Discussion ensued.

Special Investigations/Reviews

Status: Completed as needed/requested.

Special investigations and reviews of varied complexity are completed to address, review, or substantiate allegations; provide information; review specific controls/processes; and/or provide recommendations. In the third quarter, a special investigation related

to a scholarship award process was completed – we found that controls related to scholarship award documentation can be strengthened. An investigation related to grant compliance is in progress. Results and recommendations have been, or will be, reviewed with the appropriate department leadership for appropriate action, as necessary.

Workday Implementation Participation

Status: In Progress/On-Going

IAD will continue monitoring activity in the implemented modules to help ensure controls operate as intended. IAD's participation in the Student Module implementation will begin in June as project activities and meetings commence.

➤ RISK ASSESSMENT PROCESS OVERVIEW

Styrvoky shared the risk assessment process and noted that the IAD is currently in the “Identify Risks” phase which includes surveying the Board, Senior Management, staff, and the Chancellor to gain input on areas viewed as risks to the College, and various internal and external risks common to Higher Education. This plan is to be presented to the Board of Trustees and Audit Committee in September 2023.

Trustee Garcia inquired of how the college is managing the risk of declining birth rates. Chancellor Lonon shared that this risk is part of the college's enrollment management plan. Dr. Josph shared that the enrollment plan includes recruitment, retention, completion, graduation, and employment. Discussion ensued.

5. Items for Review

1. Committee Notes
 - a. Audit Committee Notes for March 7, 2023
Were reviewed and no comments noted.
2. Chancellor's Travel Report
Reviewed and not comments were made.

6. Executive Session

None.

7. Adjournment

The meeting adjourned at 9:30 a.m.

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

COMMITTEE REPORT NO. 13.1.b.

Education Workforce Committee Notes for June 6, 2023

The Education Workforce Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, June 6, 2023 , beginning at 9:34 a.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 Paul Mayer.

Board Members and Officers Present

- Mr. Cliff Boyd (Arrived at 10:40 a.m.)
- Mrs. Monica Lira Bravo
- Ms. Charletta Rogers Compton (Arrived at 9:47 a.m.)
- Ms. Diana Flores
- * Dr. Catalina E. Garcia (attended virtually)
- Dr. Justin H. Lonon (secretary and chancellor)
- * Mr. Paul Mayer (committee chair)
- * Mr. Philip J. Ritter

- * *Denotes a committee member*

Members Absent

None.

1. Roll Call - Announcement of a Quorum

Confirmed by Committee Chair Mayer.

2. Certification of Notice Posted for the Meeting

Confirmed by Chancellor Lonon in accordance with section 551.054 of the Texas Government code.

3. Citizens Desiring to Address the Board

No citizens addressed the Board.

4. Committee Presentation

- 4.1. Reimagining the Emeritus Program

Presenters: Roy Bond, Gloria Smith

Trustee Mayer acknowledged and thanked Robert Baretto and Joe Yakamavich for their participation in the Emeritus Program.

Gloria Smith thanked Trustee Mayer, Chair Bravo, Chancellor Lonon, and Trustees for the opportunity to share their work on the Emeritus Program.

Smith began the presentation with a short introduction to the Emeritus Program, its purpose, role, impact, and its transition from academics to the workforce.

Roy Bond elaborated on the program's purpose, role, and impact of the Emeritus Program. He explained that the purpose was to offer courses tailored to retired individuals or those in retirement age as an opportunity to stay intellectually engaged and active and acquire new knowledge and skills. The impact would be personal growth, enhanced mental and physical wellness, basic technology training, financial planning, inter-generational awareness, increased workforce participation, and enhanced community connections.

He then presented an outline of the program's restructuring and gave a preview of the program's implementation and ongoing monitoring. He stated that some of the program's challenges were limited courses and instructors across all campuses, and absence of a marketing and communications strategy. He explained that the application process and the enrollment process was difficult because it involved applying for a credit waiver, which is the 65-plus waiver and if it's a credit class, it must meet faculty credentialing requirements. Another challenge was the Emeritus Program's value to the college and to the community, which involved developing a plan to visit each campus and partner with the presidents to deliver a program, talk about the vision of the Emeritus Program, and connecting with community members to have a conversation about the program.

Bond stated that there were currently four full-time positions and two part-time positions with an operating budget of \$347,000 that was spent on emeritus programing. He explained that much of that was paid out in salaries to faculty.

Trustee Flores inquired that out of the four positions were any instructor's bilingual.

Bond stated an instructor at Richland College was bilingual and they were in the process of leveraging success coaches at each campus who also have bilingual skills.

Bond indicated that recruitment of retirees and college alumni as instructors is a consideration for the program.

Smith added that once the budget and staffing model is approved, they would post all the positions.

Trustee Flores asked if any effort is being made to reach out to other immigrant populations and possibly employing some of them as instructors.

Gloria Smith replied they have a program design team that has an instructional designer focused strictly on English second language populations and are advertising to hire additional adjuncts to expand the outreach to English and second language populations.

She added the goal was to use adult education and literacy dollars received from the state to offer support and instruction to immigrant populations in conjunction with co-enrollment in technical training offerings and emeritus individuals who would like to enroll in technical training instruction, would be co-enrolled in support instruction to help with English language proficiency.

Trustee Flores asked if there would be a robust program at each campus, including the community centers and if they have collaborated with the City of Dallas Parks and Recreation Senior Citizen Program division.

Bond answered that the City of Dallas Parks and Recreation was interested in the Emeritus Program.

Smith added that the plan was to begin in the communities where English second language populations are living and working. They would collaborate with community centers to offer courses and to build a pipeline to the campuses. She stated that the goal was to create an Emeritus Program at those community campuses that will serve almost all Dallas County.

Trustee Garcia questioned if the Emeritus Program would begin at one

campus and move on to the next campus or wait and introduce the program at all the campuses concurrently.

Bond responded that the plan was to introduce the program across all the campuses and work with each location to develop a customized Emeritus Program that meets the requirements of the communities surrounding each campus.

Trustee Ritter asked about enrollment growth at the campuses.

Smith explained that one of the strategies for enrollment growth on the Continuing Education side was to leverage the community centers to offer emeritus populations courses in lifelong learning and workforce options.

Bond spoke in detail on an implementation plan for the Emeritus program that would include posting positions with the anticipated fill date of September 1. They would be working over the summer to develop a marketing and communication strategy and Fall of 2023, and position new staff across the campuses. The program will continue to be developed beyond 2024.

Trustee Ritter asked if there was a marketing plan for Emeritus Programs.

Smith replied that Dr. Wilkins had worked with the Chief Marketing Officer, Dorothy Jones, to develop a marketing plan specifically for Workforce. Members of the marketing team will be working in partnership with Roy Bond to focus on emeritus populations and to make sure the community is aware of the program. The pursuit of grants and other underwriting for these programs was to deliver those opportunities at no cost to the community.

Trustee Ritter questioned if there was a line item for emeritus in the upcoming budget.

Bond responded that they have a line item in the budget that pays for faculty salaries.

Smith added that the strategy was to leverage the Career Connected Learning (CCL) budget for any adjunct faculty to teach course offerings. She indicated that a big bulk of the \$347,000 was leveraged on the academic side of the house and about \$187,000 of that was instructional costs. The remainder was salaries of employees and that a

proposal is under review to expand members to do work across the campuses. The plan was to leverage adjunct instructional dollars from the CCL to leverage concurrent enrollment offerings to integrate emeritus students and co enroll them in credit offerings to reduce instructional costs.

Trustee Ritter requested an estimate of what the cost would be to waive noncredit course tuition for Emeritus Program at the next budget discussions.

Trustee Bravo inquired as to how many students were administered to with a budget of \$347,000.

Bond remarked about 850 students. He indicated that the number was low because the programming had been designated to a couple of campus locations.

Trustee Bravo asked if courses were solely for emeritus students or are they intermingling with regular students.

Bond answered the program was for emeritus students. He stated the plan was to have a mixture of both regular students and emeritus students.

Trustee Bravo inquired as to what was the average education level for emeritus students.

Bond responded that most students taking advantage of the Emeritus Program would have a higher educational level, and would need not only a credential, but some wrap-around instructional support.

Trustee Bravo questioned if an emeritus student has an existing degree, would a workforce training credential be an option.

Bond stated that the credentialing would be done out of the Workforce area, which already has an infrastructure in place to build those services.

Roy Bond survey results from community members regarding course recommendations, preferred learning methods, and desired class session durations for the Emeritus Program. Over 200 community members completed the survey and provided feedback. Other surveys mentioned were, a participation survey at the close of every event, an

emeritus survey of the annual survey of the emeritus population, and a partnership survey. Based on the information from these surveys, action plans for Emeritus would be developed going forward. Topics of interest seniors would like offered included: health and wellness, basic technology training, personal development, financial planning, navigating Medicare and Social Security, home repairs, and estate planning.

Two compression planning sessions were held to identify key challenges and opportunities facing the current Emeritus Program and to develop a plan for addressing them in a redesign. The goal was to create a structure so that the senior community members would become part of the college experience, which would help to create an intergenerational dynamic on the campuses. Enrichment and workforce program gaps were identified.

Bond detailed collaborations with community organizations and across campuses to leverage resources from the college's functional areas including Human Resources, the president's staff, and the campus leadership council.

He explained that continuing education instructional coordinators will be used on the academic side along with deans and chairs on the credit side. The libraries and the college care team will be utilized to provide resources for seniors who may need accessibility services.

Bond recognized Emeritus Program staff: Vikki Nweke, program services coordinator; Dr. Grant Sisk, who is helping with the development and logistics of getting faculty onboarded; Megan Harris, manager of technology platforms for workforce and who is developing some of the systems and workflows; and Minnie Cornelius, who is a part-time member.

Bond shared a list of current partners they are collaborating with to deliver resources noting that the partnership would bring programs and resources to the communities where the campuses are located.

Roy Bond conveyed creating an intergenerational campus culture with the workforce preparation which will focus on reskilling and upskilling those who want to reenter the workforce, along with mentorship programs, tutoring programs that seniors can assist on campuses. Roy mentioned that recruiting retirees and college alumni as instructors would be an important factor in the program.

4.2. Policy Work, Accreditation and Reaffirmation

Presenters: Terry Di Paolo, Shawnda Floyd

Dr. Shawnda Floyd presented an overview of the college's process beginning in June 2022 with policy revision and development, aligning policy for accreditation through 2024 with the demonstration to SACSCOS of the alignment of implemented policy and Dallas College practices are in alignment with that policy.

Dr. Floyd covered three areas, shared governance overview, faculty and shared governance at Dallas College, and joint efforts in practice. Dr. Floyd gave a historical background analogy about shared governance and overview.

Dr. Floyd relayed that the three governing organizations American Association of University Professors (AAUP), American Council on Education (ACE) and Association of Governing Boards of Universities and Colleges (AGB) came together to develop a statement designed to foster collaboration and inclusion in decision making.

Dr. Floyd explained in detail governance roles to make sure there is a policy alignment of institutions with community needs. They were to include faculty, CEO and administration, and the governing board.

Dr. Floyd defined Governance through joint effort as faculty having primary responsibility in areas of expert knowledge, collaboration and partnership between faculty and administrators. The board would have the final decision-making authority.

Dr. Floyd presented a detailed graph of the chancellor and operations leads and faculty groups. The graph demonstrated how groups engage in communicating with multiple constituencies within the faculty group. Dr. Floyd presented the new Shared Governance Policy which emphasized a section that states "faculty can input into any matter of college-wide concern including, but not limited to, instruction."

Dr. Di Paolo defined the provost, and the vice provost parties as a gathering where the vice provost, the provost, other administrators, the faculty council, come together to review and discuss aspects related to governance and policy.

Dr. Di Paolo emphasized that the provost had established a working group to review all the Instructional Policy in Section E of the Board Manual. It was determined that the Texas Education Code Accreditation requirements, a section of the policy related to curriculum design and implementation needed to be reviewed by the curriculum and program committees to draft changes. It was determined that out of the 30 policies reviewed, 12 needed substantive changes.

Dr. Garcia asked if any faculty were present as part of the Dallas College Accreditation Reaffirmation Leadership team.

Dr. Floyd replied, faculty were not present at the meeting, only the Internal Leadership team met to discuss and review the policy work and those leaders would be responsible for convening the stakeholders within their organizational units to collaborate.

Dr. Garcia was concerned that the faculty were not being treated as a collaborative partner and were not involved in the meeting to share their input.

Trustee Flores was concerned that as board members they were treading in micromanagement, she stated board sets and approves policy. The board does not tell the administration how to enact policy, practices, and procedures.

Chancellor Lonon commented he appreciated the faculty leadership's input and having a new, robust policy is important to the institution and accreditation purposes.

Chancellor Lonon has requested that suggestions on language changes around this policy be tabled for a vote and deferred to the planning session at the end of June for further consideration.

5. Items for Review

5.1. Committee Notes

- a. Education Workforce Committee Notes for May 2, 2023
Were reviewed and no edits were made.

6. Executive Session

None.

7. Adjournment at 11:08 a.m.

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

COMMITTEE REPORT NO. 13.1.c.

Finance Committee Notes for June 6, 2023

The Finance Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, June 6, 2023, beginning at 11:10 a.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. Catalina E. Garcia
Dr. Justin H. Lonon (secretary and chancellor)
Mr. Paul Mayer
Mr. Philip J. Ritter

* *Denotes a committee member*

Members Absent

None.

1. **Roll Call - Announcement of a Quorum** confirmed by Committee Chair Boyd.
2. **Certification of Notice Posted for the Meeting** confirmed by Chancellor Lonon.
3. **Citizens Desiring to Address the Board**
There were no citizens desiring to address the Board.
4. **Committee Presentations**
 - 4.1. Project Delivery Models
Presenters: Rob Wendland, Christine Ryan & Yukiko Kojima
(Nossaman LLP)

Rob Wendland, along with Christine Ryan and Yukiko Kojima of Nossaman LLP, presented Project Delivery Models, including Public Private Partnerships (P3).

Nossaman LLP is a law firm that works with companies on planning large projects, such as the Downtown project. Dallas College issued a Request for Information (RFI) for the Downtown project that included questions about alternative delivery methods and commitment to MWBE. Seventeen companies submitted a response.

On large complex projects, companies face key legal challenges, such as project funding, public and internal support, and relationships with stakeholders. It is beneficial to have dedicated internal staff, such as a project champion, who would ensure that the project moves forward and resolves issues as they arise.

Companies select the delivery model that best meets their needs and provides best value for the money. Companies typically engage a financial advisor with experience in developing financial models for large complex projects to guide the delivery model selection. Delivery models include:

- Inputs – project characteristics, market feedback, owner priorities
- Options – traditional, conventional, public private partnerships (P3)
- Screening – value for money analysis
- Outputs – contract terms, competition structure.

The traditional delivery model - Design/Bid/Build - gives the owner total control over the project yet has the longest delivery time. Alternative delivery models are utilized for complex projects or when specific goals need to be addressed. Alternative delivery models include:

- Construction Manager at Risk – Owner hires both designer and construction manager, includes pricing negotiations. The owner handles operations and maintenance issues.
- Progressive or Fixed Price/Design/Build – Owner hires a single entity to provide both the design and construction. The owner handles operations and maintenance issues.
- Fixed Price/Design/Build/Operate/Maintain – Owner hires a single entity to provide both the design and construction, along with operations and maintenance of project. The contractor handles all operations and maintenance issues. (Ex: Texas Department of Transportation roadway projects where the private sector designs and builds and a contractor handles operations and maintenance.)

Project agreements would include the owner's goals and priorities for the project, along with company specifications for technical and performance requirements, such as fair inclusion of minority contractors.

The final model is Public Private Partnerships (P3) which includes design, construction, operations, maintenance, and project finance. The risk transfers from the public owner to the private sector. P3 projects capture private sector innovation, accelerated technical and financial feasibility, and have a greater budget certainty. There are two kinds of P3 methods:

- Hard-Bid – Bidders give a firm fixed price for the entire length of the long-term project.
- Progressive P3 – Private sector is brought in early in the project and assists with developing program/elements. Owners issue a request for qualifications which may include a development plan, financial capability, financial plan, and technical approach.

The University of California – Merced campus project utilized the P3 design, build, finance, operate, and maintain model. This project doubled the campus space by delivering campus housing, academic facilities, student life facilities, and competition fields in

three phases over the course of four years to meet enrollment growth. The \$1.3 billion project terms were designated for 35 years after construction and included long-term operations and maintenance of the facility. This allowed the university to maintain curriculum and student services while the building and maintenance was handled by the contractor. The university also specified in their agreement that 30 percent of the work be awarded to local small businesses of which three percent of the work be awarded to disabled veteran owned businesses. The overall project was completed on time and on budget in the summer of 2020.

The overall takeaways of the benefits of the P3 model include:

- Reduce risks regarding design and construction.
- Improve cost, schedule, and funding certainty.
- Reduce initial investment.
- Improve life cycle cost efficiency.
- Improve maintenance performance.
- P3 projects are held to a higher standard.

In turn, some things to consider about the P3 model include long-term relationships, funding commitments, necessary foresight, and upfront investment.

Trustee Ritter asked about the timeline for the Downtown project. Rob Wendland responded that Dallas College is in the initial planning stages.

Trustee Boyd stressed the importance of having flexibility in planning to meet the needs of our community.

Trustee Ritter asked about the external financing brought in by University of California. Yukiko Kojima suggested working with a financial advisor experienced in this type of delivery model so that the college could leverage funds. Rob Wendland recommended seeking the advice of an experienced financial advisor.

Trustee Ritter asked for additional case studies.

Trustee Compton asked for consideration of the board involvement throughout the planning process.

5. Items for Review

5.1. Committee Notes

a. Finance Committee Notes for May 2, 2023

No comments or edits were made.

6. Executive Session began at 12:34 p.m. and returned at 1:55 p.m.

7. Adjournment at 1:57 p.m.

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

INFORMATIVE REPORT NO. 13.2.

Current Funds Operating Budget Report (June 2023)

The Chancellor presents the report of the current funds operating budget for review for the period ending June 30, 2023.

For Revenues

Investment Income reflects a higher percentage due to higher interest rates compared to last fiscal year.

General Revenue reflects a higher percentage due to the \$36 million received from the sale of Educational Broadband Service (EBS) licenses.

For Expenditures

Conversion to the new ERP system, Workday, caused some shifts in the expense categories.

DALLAS COLLEGE
2022-2023 CURRENT FUNDS OPERATING BUDGET
REVENUES & EXPENDITURES - UNRESTRICTED FUND
83.3% of Fiscal Year Elapsed

	June 30, 2023				June 30, 2022		
	Approved Budget	Allocated Budget	Year-To-Date Actuals	Percent Budget	Allocated Budget	Year-To-Date Actuals	Percent Budget
REVENUES							
Tuition	\$126,500,000	\$127,600,000	\$131,253,083	102.9%	\$123,803,252	\$124,018,706	100.2%
Less: Waivers & Discounts	(25,500,000)	(26,150,000)	(14,958,261)	57.2%	(28,080,465)	(16,111,002)	57.4%
Less: TPEG Set Aside	(6,000,000)	(6,450,000)	(5,360,137)	83.1%	(5,452,787)	(5,472,857)	100.4%
Net Tuition	95,000,000	95,000,000	110,934,685	116.8%	90,270,000	102,434,847	113.5%
State Appropriations	91,194,679	91,194,679	77,282,959	84.7%	91,194,679	77,309,289	84.8%
Taxes	338,000,000	338,000,000	334,113,810	98.9%	307,670,824	315,487,339	102.5%
Grants & Contracts (Work Study)	1,100,000	1,100,000	1,255,203	114.1%	625,000	906,302	145.0%
Investment Income	1,025,000	1,025,000	9,521,947	929.0%	575,000	962,971	167.5%
General Revenue	2,500,000	2,500,000	36,738,487	1469.5%	1,250,000	4,021,040	321.7%
Subtotal	528,819,679	528,819,679	569,847,091	107.8%	491,585,503	501,121,787	101.9%
CARES Lost Revenue Recovery	3,300,000	3,300,000	3,300,000	100.0%	3,300,000	-	0.0%
Transfers-in from Other Funds	-	29,227,709	98,187,706	n/a	203,792,038	n/a	n/a
Total Revenue	\$532,119,679	\$561,347,388	\$671,334,797	119.6%	\$698,677,541	\$501,121,787	71.7%
EXPENDITURES							
Salaries and Wages	\$307,711,273	\$307,777,128	\$260,719,886	84.7%	\$298,107,116	\$246,044,900	82.5%
Staff Benefits	37,500,000	37,454,206	45,043,786	120.3%	37,154,844	30,549,787	82.2%
Purchased Services	87,490,920	126,288,111	58,901,516	46.6%	50,563,442	50,169,794	99.2%
Operating Expenses	67,073,107	55,879,982	37,313,369	66.8%	77,014,556	40,563,806	52.7%
Supplies and Equipment	19,197,003	20,800,585	10,726,079	51.6%	72,752,657	23,331,508	32.1%
Contingency for Current Operations	9,500,000	9,500,000	225,000	2.4%	-	-	n/a
Subtotal	528,472,303	557,700,012	412,929,635	74.0%	535,592,615	390,659,796	72.9%
Transfers-out to Other Funds							
STARLINK Supplemental Funding	147,376	147,376	47,936	32.5%	-	-	n/a
Grant Match	3,500,000	3,500,000	2,310,478	66.0%	2,800,000	2,239,529	80.0%
Capital Budget	-	-	-	n/a	160,284,926	159,765,059	99.7%
Total Expenditures	\$532,119,679	\$561,347,388	\$415,288,049	74.0%	\$698,677,541	\$552,664,384	79.1%

INFORMATIVE REPORT NO. 10.3.

Monthly Change Order Summary (May 2023)

Listed below are the awards and change orders approved by the Chief Financial Officer in May 2023.

CHANGE ORDERS

DFW Consulting Group, Inc.	
Satellite Energy Plant – Mountain View Campus	
<u>Purchase Order</u> B 38851	Change Order #4
<u>Scope</u> Provide professional design and construction administration services for the new Satellite Energy Plant at the Mountain View Campus.	
<u>Change</u> This additional service includes engineering services for the design of water/wastewater plans required by the City of Dallas. It also includes construction administration of additional HVAC underground piping requested by Dallas College	
Contact Amount	\$582,350
Prior Change Order(s) Amount	\$374,225
Net Change	\$87,150
Revised Contract Amount	\$1,043,725

Glenn Partners									
Early College High School Expansion – Brookhaven Campus									
<u>Purchase Order</u> B 37705	Change Order #5								
<u>Scope</u> Provide architectural basic services for Early College High School expansion for the Brookhaven Campus.									
<u>Change</u> This additional service provides additional Information Technology equipment requested by Dallas College, and the preparation of a replat required by the City of Farmers Branch.									
	<table> <tr> <td>Contact Amount</td> <td>\$1,540,000</td> </tr> <tr> <td>Prior Change Order(s) Amount</td> <td>\$152,865</td> </tr> <tr> <td>Net Change</td> <td>\$29,521</td> </tr> <tr> <td>Revised Contract Amount</td> <td>\$1,722,386</td> </tr> </table>	Contact Amount	\$1,540,000	Prior Change Order(s) Amount	\$152,865	Net Change	\$29,521	Revised Contract Amount	\$1,722,386
Contact Amount	\$1,540,000								
Prior Change Order(s) Amount	\$152,865								
Net Change	\$29,521								
Revised Contract Amount	\$1,722,386								

INFORMATIVE REPORT NO. 10.4.

Monthly Change Order Summary (June 2023)

Listed below are the awards and change orders approved by the Chief Financial Officer in June 2023.

CHANGE ORDERS

Glenn Partners									
Early College High School/Early College Center Expansion – Brookhaven Campus									
<u>Purchase Order</u> B 37705	Change Order #6								
<u>Scope</u> Provide architectural services for the Early College High School/Early College Center Expansion for the Brookhaven Campus.									
<u>Change</u> This additional service includes the preparation of electrical easement documents, and site drainage revisions required by the City of Farmers Branch.									
	<table> <tr> <td>Contact Amount</td> <td>\$1,540,000</td> </tr> <tr> <td>Prior Change Order(s) Amount</td> <td>\$182,386</td> </tr> <tr> <td>Net Change</td> <td>\$13,608</td> </tr> <tr> <td>Revised Contract Amount</td> <td>\$1,735,994</td> </tr> </table>	Contact Amount	\$1,540,000	Prior Change Order(s) Amount	\$182,386	Net Change	\$13,608	Revised Contract Amount	\$1,735,994
Contact Amount	\$1,540,000								
Prior Change Order(s) Amount	\$182,386								
Net Change	\$13,608								
Revised Contract Amount	\$1,735,994								

JE Dunn Construction Company	
Early College High School & Academic Building – Cedar Valley Campus	
<u>Purchase Order</u> B 38539	Change Order #2
<u>Scope</u> Construction Manager at Risk services for the construction of the Early College High School and Academic Building at the Cedar Valley Campus.	
<u>Change</u> This change order includes the installation of kitchen serving counters and equipment, which must now be included in the project due to failed funding from the Dallas Independent School District, and a 121-day extension due to weather and permitting delays.	

Contact Amount	\$39,000
Prior Change Order(s) Amount	\$23,264,961
Net Change	\$689,976
Revised Contract Amount	\$23,993,937

Moody Nolan

Welding Shop Lean to Shed – Mountain View Campus

<u>Purchase Order</u> B 39861	Change Order #1
----------------------------------	-----------------

Scope
To provide design and preparation of plans and specification for a lean to in the welding department courtyard at Mountain View campus.

Change
This additional service provides architectural and engineering services for a building permit submittal and Dallas Green building inspection fees.

Contact Amount	\$24,300
Net Change	\$2,139
Revised Contract Amount	\$26,439

Reed Wells & Benson Company

Electrical Switchgear Replacement at North Lake Campus

<u>Purchase Order</u> B 38427	Change Order #1
----------------------------------	-----------------

Scope
To provide professional engineering design and construction administration services for electrical switchgear replacement at the North Lake Campus.

Change
This additional service includes design revisions to meet new code requirements.

Contact Amount	\$211,742
Net Change	\$25,000
Revised Contract Amount	\$236,742

INFORMATIVE REPORT. 13.5.

Dallas College Foundation Report (June 2023)

The Foundation presents the monthly activity report reflecting incoming donations for scholarships, programs, and services.

Dallas College Foundation Net Assets

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
09/01/22 \$67,927,834

Gifts Reported in Fiscal Year 2022-2023

<u>Month Reported</u>	<u>Scholarships</u>	<u>Programs & Services</u>	<u>Total</u>
September 2022	\$ 15,566	\$ 833,970	\$ 849,536
October 2022	\$ 646	\$ 866,822	\$ 867,468
November 2022	\$ 528,351	\$ 606,622	\$1,134,973
December 2022	\$ 6,275	\$ 262,309	\$ 268,584
January 2023	\$ 7,425	\$ 163,403	\$ 170,828
February 2023	\$ 78,094	\$ 54,120	\$ 132,214
March 2023	\$ 1,463	\$ 791,826	\$ 793,289
April 2023	\$ 2,003	\$ 428,894	\$ 430,897
May 2023	\$ 1,955	\$ 130,662	\$ 132,617
June 2023	\$ 2,959	\$ 540,252	\$ 543,211
July 2023	\$	\$	\$
August 2023	\$	\$	\$
Total	\$ 644,737	\$ 4,678,880	\$5,323,617

INFORMATIVE REPORT NO. 13.6.

Notice of Grant Awards (July 2023)

The Notice of Grants Awards report reflects alignment with the current Dallas College Strategic Priorities. The report references the following seven priorities:

1. Strengthen the Career Connected Learner Network and Implement the Student-Centric One College Organization.
2. Streamline and Support Navigation to and Through Our College and Beyond.
3. Impact Income Disparity throughout our community.
4. Foster an Equitable, Diverse and Inclusive Environment for Employees and Students.
5. Create a high-performance work and learning culture that develops leaders at all levels, increases skill proficiency, and supports collaboration and equity.
6. Serve as the Primary Provider in the Talent Supply Chain Throughout the Region.
7. Leverage college facilities, land, technology, programs, partnerships, and other capabilities to strengthen and build our communities and workforce, now and for the future.

Funding agencies define fiscal years for each grant, which often does 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.

<u>RECIPIENT</u> Dallas College – Student Success				
<u>PURPOSE</u> The purpose of the TRIO Student Support Services program is to increase post-secondary completion and transfer rates of first-generation, low-income, and students with disabilities.				
<u>PRIORITY</u> 4	<u>FUNDING SOURCE</u> USDE	<u>STUDENTS SERVED</u> 283	<u>AMOUNT</u> \$360,614	<u>TERM</u> 09/01/2022 8/31/2023

<u>RECIPIENT</u> Dallas College – Student Success				
<u>PURPOSE</u> In collaboration with MDRC, Dallas College Success Coaching Division is establishing the SUCCESS Model as part of the proactive case management strategies. SUCCESS is a multi-faceted, long-term program that builds on MDRC’s 15 years of postsecondary research.				
<u>PRIORITY</u> 1	<u>FUNDING SOURCE</u> MDRC	<u>STUDENTS SERVED</u> 1500	<u>AMOUNT</u> \$380,000	<u>TERM</u> 01/01/2023 – 06/30/2025

GRANT AWARDS REPORTED IN FISCAL YEAR 2022-2023	
September 2022	\$207,880.00
October 2022	\$13,472,575.00
November 2022	\$10,651,529.00
December 2022	\$580,000.00
January 2023	\$0.00
February 2023	\$10,547,391.00
March 2023	\$0.00
April 2023	\$3,146,301.00
May 2023	-\$255,633.00
June 2023	\$383,180.00
July 2023	\$740,614.00
August 2023	\$0.00
Total to Date	\$39,473,847.00

INFORMATIVE REPORT NO. 13.7.

Notice of Grant Awards (August 2023)

The Notice of Grants Awards report reflects alignment with the current Dallas College Strategic Priorities. The report references the following seven priorities:

1. Strengthen the Career Connected Learner Network and Implement the Student-Centric One College Organization.
2. Streamline and Support Navigation to and Through Our College and Beyond.
3. Impact Income Disparity throughout our community.
4. Foster an Equitable, Diverse and Inclusive Environment for Employees, Students, and suppliers.
5. Create a high-performance work and learning culture that develops leaders at all levels, increases skill proficiency, and supports collaboration and equity.
6. Serve as the Primary Provider in the Talent Supply Chain Throughout the Region.
7. Leverage college facilities, land, technology, programs, partnerships, and other capabilities to strengthen and build our communities and workforce, now and for the future.

Funding agencies define fiscal years for each grant, which often does 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.

<u>RECIPIENT</u> Dallas College – School of ETMS (STEM Institute – mINiTERN Grant)				
<u>PURPOSE</u> The STEM mINiTERN program provides honorariums for Team Advisors that lead students as they participate in mini-internships. During these internships, students (working with Subject Matter Experts or SMEs) from a local company identify current business and technical issues facing the company. Intern groups select one of the topics, examine the issue, and offer proposed recommended courses of action and rationale. During this process, the Team Advisor (DC Faculty or Staff) act as the primary liaison with the company while providing professional skills mentoring to the interns and attending weekly SME meetings.				
<u>PRIORITY</u>	<u>FUNDING SOURCE</u>	<u>STUDENTS SERVED</u>	<u>AMOUNT</u>	<u>TERM</u>
1, 5, 7	Hunt Consolidated Inc./Dallas College Foundation	40	\$9,000	07/01/2019 – 01/01/2024

<u>RECIPIENT</u> Dallas College - Workforce & Advancement				
<u>PURPOSE</u> NSF Engines: An Inclusive Innovation Ecosystem and Economic Development Engine for Transforming North Central Texas and Southern Oklahoma Logistics Industry Project, Dallas College will do the following: Host workshops for higher education faculty and students; Conduct site visits to other universities, colleges, and training organizations; Attend Conferences; and Provide Marketing for outreach to increase awareness of the NSF Engines Grant, \$125,000.00 award.				
<u>PRIORITY</u>	<u>FUNDING SOURCE</u>	<u>STUDENTS SERVED</u>	<u>AMOUNT</u>	<u>TERM</u>
7	National Science Foundation	0 (focuses on collaborative workshops, rather than serving students directly)	\$ 125,000.00	05/15/2023 – 04/30/2025

<u>RECIPIENT</u> Dallas College – School of Education				
<u>PURPOSE</u> Tuition support for students pursuing the Early Childhood Education and Teaching baccalaureate degree				
<u>PRIORITY</u>	<u>FUNDING SOURCE</u>	<u>STUDENTS SERVED</u>	<u>AMOUNT</u>	<u>TERM</u>
5	Baldrige Foundation	17	\$20,000.00	6/12/2023 – 6/12/2024

<u>RECIPIENT</u> Dallas College – School of Education				
<u>PURPOSE</u> This agreement establishes the relationship between Texas Workforce Commission (TWC) and Dallas College to conduct an Early Childhood Education (ECE) Teacher Pipeline Pilot Project. Texas, like most other states, is facing an early childhood education workforce crisis. Systemic challenges including low wages, lack of benefits and supports, and no clear career path preclude many from entering the profession. Dallas College was the first community college in Texas to offer a four-year bachelor’s degree program in Early Childhood Education and Teaching. To support more robust early educator pathways and to support more students in their pursuit of post-secondary credentials, through funding from TWC, Dallas College will design and develop a competency-based online Texas Core Curriculum (TCC) geared towards the early childhood education workforce.				
<u>PRIORITY</u>	<u>FUNDING SOURCE</u>	<u>STUDENTS SERVED</u>	<u>AMOUNT</u>	<u>TERM</u>
6	Texas Workforce Commission	500 Initially and potentially thousands	\$2,700,000.00	6/01/2023 – 5/31/2024

<u>RECIPIENT</u> Dallas College – School of Education				
<u>PURPOSE</u> Tuition support for students				
<u>PRIORITY</u>	<u>FUNDING SOURCE</u>	<u>STUDENTS SERVED</u>	<u>AMOUNT</u>	<u>TERM</u>
5	PNC	Up to 200	\$50,000.00	10/24/2019 – 12/31/2023

GRANT AWARDS REPORTED IN FISCAL YEAR 2022-2023	
September 2022	\$207,880.00
October 2022	\$13,472,575.00
November 2022	\$10,651,529.00
December 2022	\$580,000.00
January 2023	\$0.00
February 2023	\$10,547,391.00
March 2023	\$0.00
April 2023	\$3,146,301.00
May 2023	-\$255,633.00
June 2023	\$383,180.00
July 2023	\$740,614.00
August 2023	\$2,904,000
September 2023	\$0.00
Total to Date	\$42,377,837.00

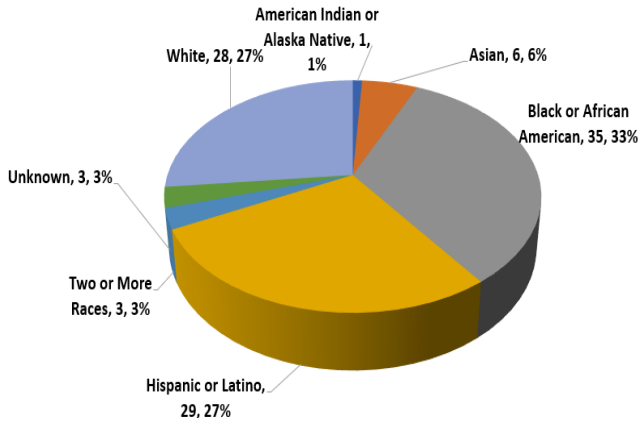


**Dallas College Human Capital New Hire/Position Report
May 13, 2023 – July 12, 2023**

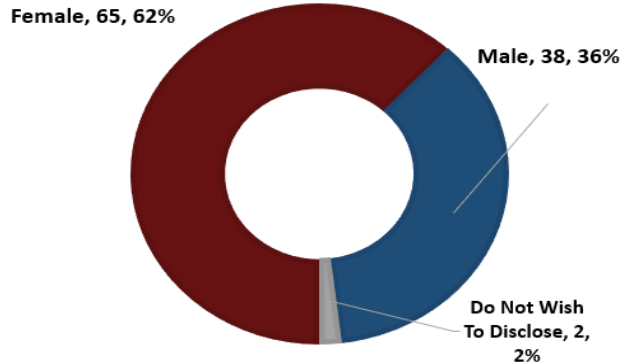
TALENT ACQUISITION PROFILE

The Talent Acquisition Profile represents all full-time employees that were hired, promoted, or placed during the reporting period.

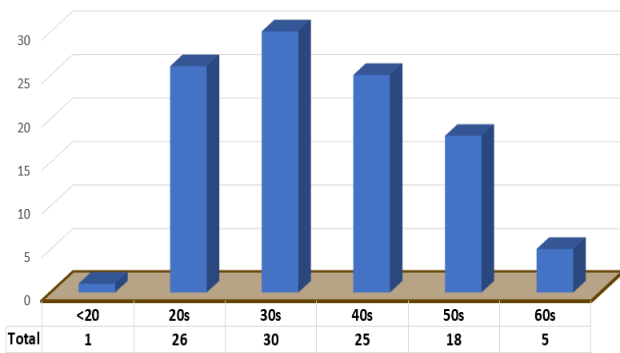
Ethnicity



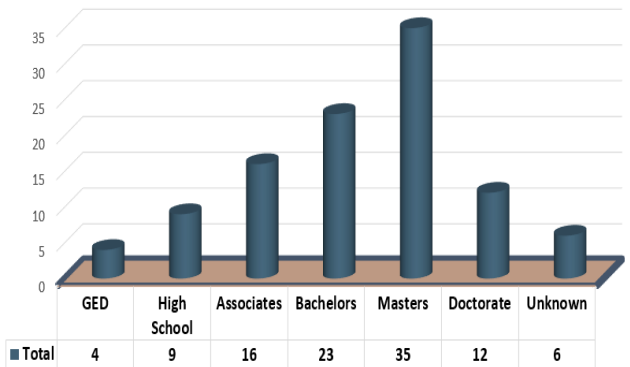
Gender



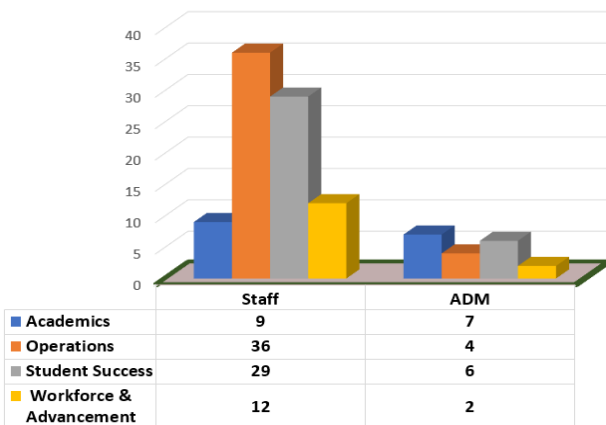
Age



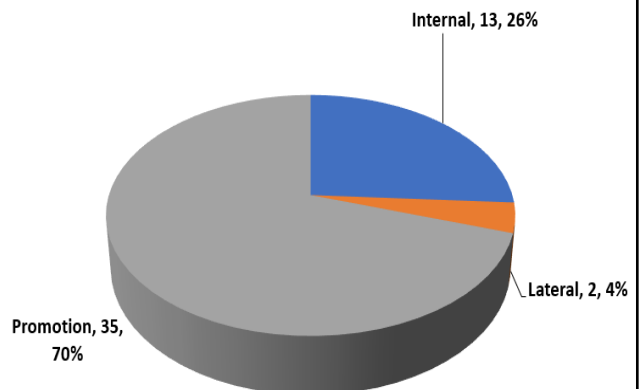
Education



Functional Areas by Position Type



Position Changes





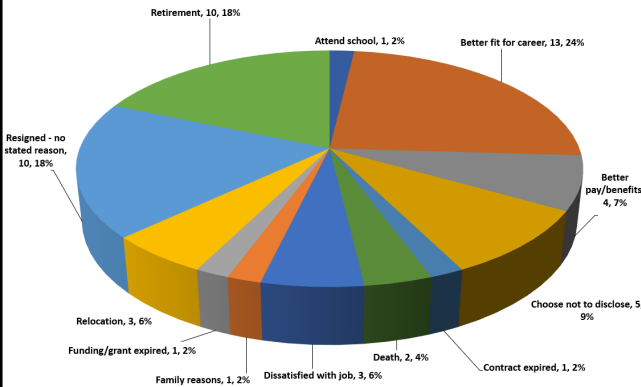
Dallas College Human Capital New Hire/Position Report

May 13, 2023 – July 12, 2023

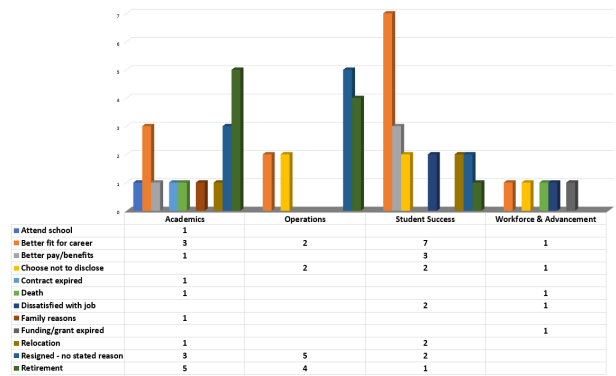
FULL-TIME TERMINATION PROFILE

This profile represents all full-time employees terminated for reasons such as resignation, retirement, misconduct, death, etc.

Terminations



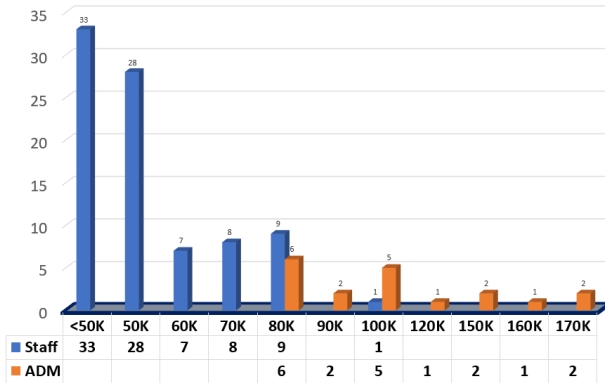
Terminations by Functional Area



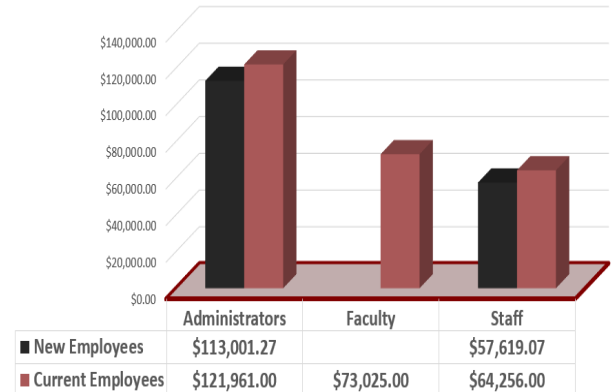
COMPENSATION PROFILE

The graphics represent the rates of new salaried full-time employees as well as a comparative analysis of their salaries and the salaries of current employees.

Salary Ranges by Position Type



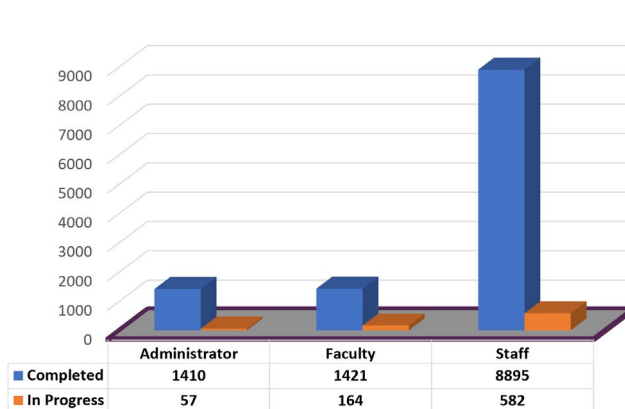
Salary Averages



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 Titles	Completions
Performance Management in Workday for Employees	473
LCET - Performance Evaluation in Workday - Training for Staff	400
Managing Worker Separations in Workday	379
Career Development and Planning in Workday	364
Budgets in Workday	322

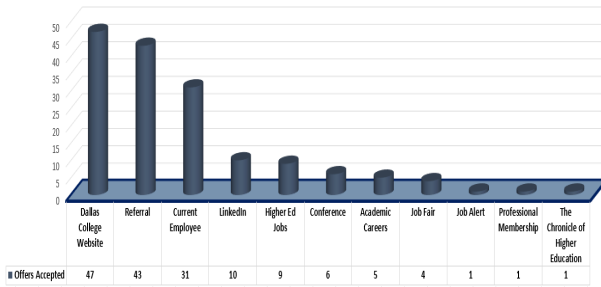


Dallas College Human Capital New Hire/Position Report May 13, 2023 – July 12, 2023

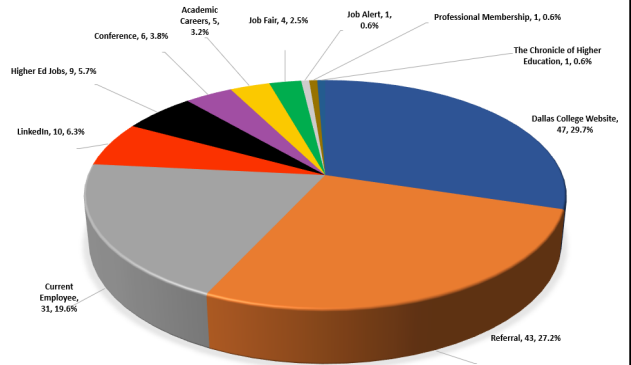
RECRUITING PROFILE

This profile is an overview of Dallas College's presence in multiple recruiting markets. These charts are representative of all job types.

All Recruiting Methods



All Recruiting Methods (Offers Accepted)



Workforce & Advancement/Ascend Institute

FY23

(*) Reporting Period: 6/1/23 to 6/30/23

Company	Samples and Types of Training	Participants	Industry Sector	Training Hours	Contact Hour Reimbursable	Certifications	Revenue	Funding Source
Amazon	Basic Safety, AC/DC, Electrical, Hydraulics/Pneumatics, Automation, Robotics (11 CE classes)	165	Maintenance	8-80	7,080	N/A	\$148,887.00	CT
City of Richardson	Emotional Intelligence (1 CE class)	16	Government	4	0	N/A	\$780.00	CT
Construction Education Foundation	Roofing, Electrical, Plumbing, ESL, MS Excel, Welding, HVAC (20 CE classes)	148	Construction	8-80	5,170	N/A	\$30,842.00	CT
Construction Education Foundation	Plumbing, Pipefitting, HVAC, Electrical, etc. (26 CE classes)	126	Construction	7-48	2,514	N/A	\$123,229.00	SDF
Construction Education Foundation	Energized Electrical Worker and Lock Out Tag Out, Confined Space, Victaulic (7 CE classes)	31	Construction	2-4	0	N/A	\$14,033.00	SDF
Gainwell Technologies	SQL, AWS (2 CE classes)	24	IT	24	600	N/A	\$36,000.00	SDF/ISOW
North Texas Automobile Dealers Charities	Automobile Service Attendant, Intro to Automotive Technology (4 CE classes)	12	Automotive	96	1,152	CESA	\$13,440.00	CT
OAI, Inc.	CPR, Electrical, Plumbing (3 CE classes)	51	Manufacturing	7-18	731	N/A	\$18,830.00	CT
Texas Health Resources	Patient Care Technician (1 CE class)	21	Healthcare	112	2,352	N/A	\$12,600.00	CT
Texas Instruments	Electrical Technology, Industrial Automation (2 CE classes)	24	Manufacturing	480	11,520	Level I Cert	\$169,898.16	CT
June FY23	TOTAL:	618			31,119		\$568,539.16	

CT Reimbursable Yes (Y) or No (N)

Legend: Contract Training (CT); Skills Development Fund (SDF), Skills for Small Business (SSB), Innovation Strategies-One Workforce (ISOW), Other (O)

Certifications: If Certifications are not earned an "N/A" will be recorded. If Certifications are earned through the training, either Institution (I) or Industry Recognized (IR) will be noted.

FY23 Cumulative Totals		Students			Reimbursable Contact Hours		Revenue	
September		1,588			79,107		\$652,961.00	
October		571			17,132		\$291,654.00	
November		665			65,740		\$312,193.50	
December		1,494			2,344		\$141,374.00	
January		3,094			123,450		\$466,596.00	
February		3,327			23,541		\$494,376.00	
March		617			11,289		\$365,678.00	
April		2,603			51,469		\$369,381.00	
May		743			17,358		\$405,615.00	
June		618			31,119		\$568,539.16	
		TOTALS:			422,549		\$4,068,367.66	

INFORMATIVE REPORT NO.13.10.

3rd Quarter Facilities Improvement Plan

ORIGINAL PROJECTS

Campus	Project	Budget	Status
CV	Upgrade HVAC Controls	\$1,000,000	COMPLETE
CV	Design Fire Sprinklers in F, G	\$195,000	COMPLETE
NL	Utility Tunnel Renovation	\$2,654,000	100% Design Complete
EF	Design HVAC Controls	\$195,000	25% Design Complete
BH	Replace Fire Alarm	\$2,500,000	20% Complete
EC	Design Fire Alarm	\$325,000	90% Complete
DC	Rebranding	\$250,000	COMPLETE
DC	Furniture, Moves, etc.	\$500,000	85% Complete

ADDITIONAL PROJECTS

Campus	Project	Budget	Status
MV	MV Welding Classroom Renovation	\$150,000	95% Complete
EC	Replace Roofs on A, B, C	\$2,776,252	20% Complete
EF	Upgrade Exterior Lighting	\$300,000	COMPLETE
BH	Replace Roof on S	\$900,000	10% Complete
Redbird	Minor Upgrades/Repairs	\$90,000	10% Complete

INFORMATIVE REPORT NO. 13.11.

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 May 31, 2023

INVESTMENTS	QUARTER ENDING	MARKET VALUE	ACCRUED INTEREST	WEIGHTED AVERAGE MATURITY	YIELD TO MATURITY
Beginning Portfolio Balance	February 28, 2023	\$ 910,212,897	\$ 1,388,611	294	2.74%
Purchases		260,510,870			
Matured/Sold		(307,062,502)			
Market Value Change		4,075,779			
Ending Portfolio Balance	May 31, 2023	\$ 867,737,044	\$ 2,054,548	314	3.00%

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						
FROST		FROST CASH MGR DDA	1-Sep-13	N/A	\$ 6,209,927	0.95%
LOGIC I&S		LOGIC DEBT SERVICE	14-Jan-14	N/A	13,496,726	5.19%
LOGIC OP		LOGIC OPERATING	19-Dec-12	N/A	23,752,541	5.19%
LOGIC M&O		LOGIC M&O	1-Nov-15	N/A	25,936,834	5.19%
LONE STAR		LONE STAR	3-Dec-12	N/A	34,837,991	5.23%
LONE STAR 2020TN		LONE STAR 2020 Tax Notes	7-Oct-20	N/A	15,943,478	5.23%
TEXAS RANGE		TEXAS RANGE	17-Nov-15	N/A	4,138,165	5.04%
TEXAS TERM 1		TEXAS RANGE Texas TERM 1	20-Jan-23	18-Jul-23	15,000,000	5.05%
TEXAS TERM 2		TEXAS RANGE Texas TERM 2	18-Apr-23	17-Jul-23	36,000,000	5.23%
TEXAS CLASS		TEXAS CLASS	17-Nov-15	N/A	13,079,650	5.20%
TEXAS CLASS 2023GO		TEXAS CLASS 2023 GO Bonds	5-Jan-23	N/A	216,375,350	5.20%
TEXSTAR		TEXSTAR	23-Jun-03	N/A	341,381	5.05%
Subtotal					405,112,043	
Commercial Paper						
17069-D	06744GK35	BARCLAYS BK PLC CP	8-Feb-23	28-Jul-23	15,000,000	5.06%
17070-D	05970UVV7	BANCO SANTANDER S.A.	17-Feb-23	29-Aug-23	15,000,000	5.32%
17071-D	22533UW58	CREDIT AGRICOLE CORP	8-Mar-23	5-Sep-23	10,000,000	5.15%
17072-D	69448XXR8	PACIFIC LIFE SHORT TERM CP	25-Apr-23	25-Oct-23	20,000,000	5.47%
Subtotal					60,000,000	
Treasury Securities						
13102-P	9128284S6	UST	20-Dec-21	31-May-23	-	0.45%
Subtotal					-	
Municipal Securities						
14004-P	798781A91	SAN MARCOS CONSOL ISD	18-Dec-19	1-Aug-23	825,000	2.00%
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%
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%
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%
14021-P	88213ABW4	TEXAS A&M UNIV REV TXBL	1-Feb-22	15-May-25	2,000,000	1.53%
Subtotal					37,665,000	
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	3130ALW23	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%
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%
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%
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%
16506	3134GXVM3	FHLMC	23-Jun-22	23-Sep-24	5,000,000	3.00%
16508-D	313384JR1	FHLB	24-Jan-23	27-Jul-23	10,000,000	4.81%
16509	3134GYJU7	FHLMC	23-Feb-23	23-Aug-24	10,000,000	5.25%
16510-D	3130ATVD6	FHLB	17-Feb-23	13-Sep-24	15,000,000	4.96%
16511	3133EPCW3	FFCB	10-Mar-23	10-Mar-25	10,000,000	5.00%
16512	3130AV4J8	FHLB	20-Mar-23	20-Jun-24	10,000,000	5.40%
16513	3134GYNA6	FHLMC	27-Mar-23	27-Mar-26	10,000,000	6.04%
16514	3135GAGN5	FNMA	13-Apr-23	12-Apr-24	10,000,000	5.00%
16515	3134GYPP1	FHLMC	24-Apr-23	24-Jun-26	15,000,000	5.32%
Subtotal					384,820,000	
Portfolio Volume					\$ 887,597,043	

- TexSTAR yields vary daily. The Average Monthly Rate as of 2/28/23 was 4.4919%. The Average Monthly Rate as of 5/31/23 was 5.0471%.
- LOGIC yields vary daily. The Average Monthly Rate as of 2/28/23 was 4.7387%. The Average Monthly Rate as of 5/31/23 was 5.1866%.
- Lone Star yields vary daily. The Average Monthly Rate as of 2/28/23 was 4.76%. The Average Monthly Rate as of 5/31/23 was 5.23%.
- Texas Range yields vary daily. The Average Monthly Rate as of 2/28/23 was 4.57%. The Average Monthly Rate as of 5/31/23 was 5.04%.
- Texas CLASS yields vary daily. The Average Monthly Rate as of 2/28/23 was 4.7575%. The Average Monthly Rate as of 5/31/23 was 5.1952%.

Market Transactions

Investment ID	Market Value 2/28/23	Securities Purchased	Securities Matured/Sold	Market Value Change	Market Value 5/31/23
Investment Pools					
FROST	\$ 10,829,524	\$ -	\$ (4,619,596)	\$ -	6,209,927
LOGIC I&S	11,395,517	2,101,210	-	-	13,496,726
LOGIC OP	30,241,783	42,510,758	(49,000,000)	-	23,752,541
LOGIC M&O	48,523,964	13,353,518	(35,940,648)	-	25,936,834
LONE STAR	62,819,382	15,018,609	(43,000,000)	-	34,837,991
LONE STAR 2020TN	17,096,531	208,584	(1,361,637)	-	15,943,478
TEXAS RANGE	35,910,414	44,227,751	(76,000,000)	-	4,138,165
TEXAS TERM 1	15,000,000	-	-	-	15,000,000
TEXAS TERM 2	-	36,000,000	-	-	36,000,000
TEXAS CLASS	60,549,790	20,029,860	(67,500,000)	-	13,079,650
TEXAS CLASS 2023GO	233,159,713	2,856,257	(19,640,620)	-	216,375,350
TEXSTAR	337,261	4,120	-	-	341,381
Subtotal	525,863,877	176,310,667	(297,062,502)	-	405,112,043
Commercial Paper					
17069-D	14,690,625	-	-	189,750	14,880,375
17070-D	14,605,665	-	-	192,960	14,798,625
17071-D	-	9,741,069	-	112,541	9,853,610
17072-D	-	19,459,133	-	94,707	19,553,840
Subtotal	29,296,290	29,200,203	-	589,957	59,086,450
Treasury Securities					
13102-P	9,945,410	-	(10,000,000)	54,590	-
Subtotal	9,945,410	-	(10,000,000)	54,590	-
Municipal Securities					
14004-P	820,999	-	-	2,261	823,259
14007-P	4,614,650	-	-	64,000	4,678,650
14008-P	2,620,613	-	-	19,773	2,640,385
14013-P	983,600	-	-	7,200	990,800
14014	4,801,093	-	-	85,199	4,886,292
14015-P	9,592,500	-	-	80,900	9,673,400
14017	1,593,813	-	-	24,098	1,617,910
14018-P	1,972,020	-	-	3,680	1,975,700
14019-P	6,897,140	-	-	12,871	6,910,011
14021-P	1,915,640	-	-	12,180	1,927,820
Subtotal	35,812,067	-	-	312,161	36,124,227
Agency Securities					
16468-D	9,780,620	-	-	123,861	9,904,481
16471	9,426,240	-	-	106,008	9,532,248
16472	9,870,470	-	-	119,669	9,990,139
16473	9,024,560	-	-	135,158	9,159,718
16474	8,937,560	-	-	123,570	9,061,130
16475	8,896,270	-	-	123,344	9,019,614
16476	8,861,350	-	-	169,487	9,030,837
16477	8,958,080	-	-	153,709	9,111,789
16478A	8,715,964	-	-	86,660	8,802,623
16481-D	9,164,570	-	-	127,717	9,292,287
16482	9,475,890	-	-	104,865	9,580,755
16483	9,018,570	-	-	101,029	9,119,599
16484	9,366,420	-	-	103,644	9,470,064
16486	8,868,930	-	-	160,507	9,029,437
16487-D	9,724,180	-	-	124,963	9,849,143
16488	14,068,965	-	-	155,424	14,224,389
16489	4,759,270	-	-	51,549	4,810,818
16490	9,093,070	-	-	143,277	9,236,347
16491	9,382,860	-	-	102,656	9,485,516
16492	9,182,530	-	-	101,985	9,284,515
16496	9,542,560	-	-	98,395	9,640,955
16497	14,437,740	-	-	109,400	14,547,140
16498	13,973,205	-	-	160,196	14,133,401
16500	9,595,380	-	-	48,936	9,644,316
16501-D	8,745,760	-	-	205,508	8,951,268
16503	9,600,720	-	-	52,512	9,653,232
16504	9,732,720	-	-	42,198	9,774,918
16505	9,541,520	-	-	74,418	9,615,938
16506	4,835,055	-	-	17,582	4,852,637
16508-D	9,799,730	-	-	122,898	9,922,628
16509	9,998,480	-	-	(63,619)	9,934,861
16510-D	14,916,015	-	-	66,132	14,982,147
16511	-	10,000,000	-	61,118	10,061,118
16512	-	10,000,000	-	(35,706)	9,964,295
16513	-	10,000,000	-	(45,272)	9,954,728
16514	-	10,000,000	-	(55,916)	9,944,084
16515	-	15,000,000	-	(158,792)	14,841,208
Subtotal	309,295,254	55,000,000	-	3,119,071	367,414,324
Portfolio Volume	\$ 910,212,897	\$ 260,510,870	\$ (307,062,502)	\$ 4,075,779	\$ 867,737,044

- TexSTAR yields vary daily. The Average Monthly Rate as of 2/28/23 was 4.4919%. The Average Monthly Rate as of 5/31/23 was 5.0471%.
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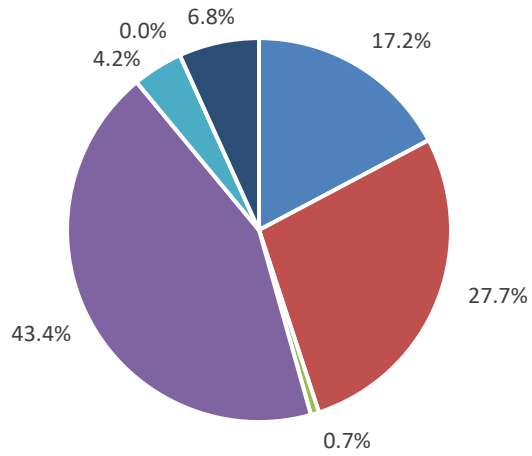
Investment Portfolio Market Transaction Summary

Security Type	Market Value 2/28/23	Securities Purchased	Securities Matured / Sold	Market Value Change	Market Value 5/31/23	Face Value 5/31/23
Investment Pools	\$ 525,863,877	\$ 176,310,667	\$ (297,062,502)	\$ -	\$ 405,112,043	\$ 405,112,043
Commercial Paper	29,296,290	29,200,203	-	589,957	59,086,450	60,000,000
Treasury Securities	9,945,410	-	(10,000,000)	54,590	-	-
Municipal Securities	35,812,067	-	-	312,161	36,124,227	37,665,000
Agency Securities	309,295,254	55,000,000	-	3,119,071	367,414,324	384,820,000
Portfolio Total	\$ 910,212,897	\$ 260,510,870	\$ (307,062,502)	\$ 4,075,779	\$ 867,737,044	\$ 887,597,043

Investment Portfolio By Percentage

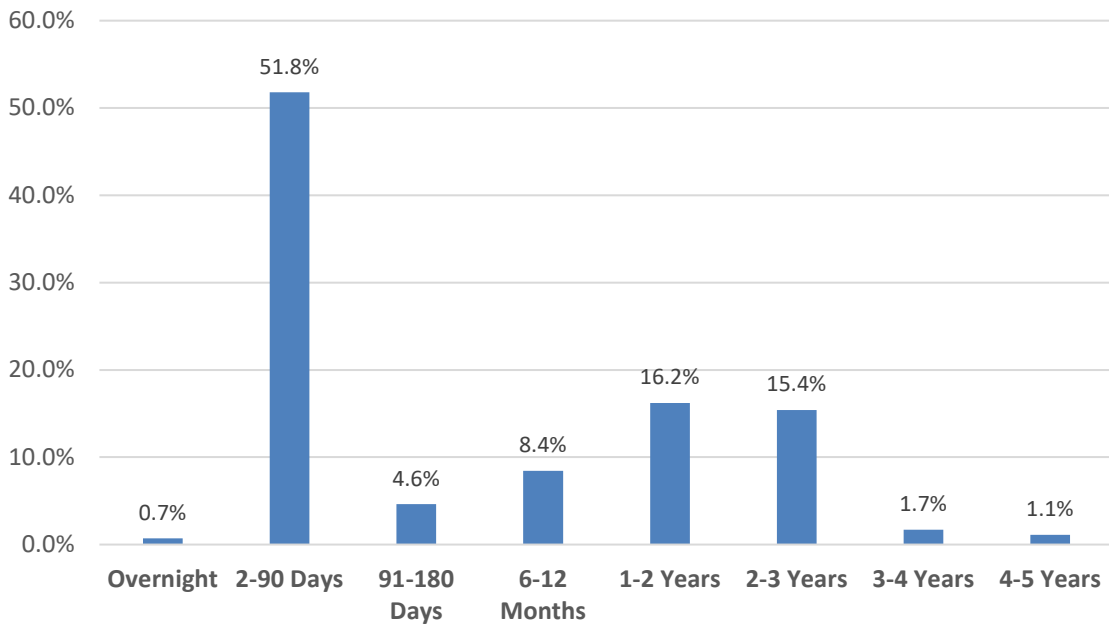
Security Type	Maximum Allowable	Portfolio % 2/28/23	Market Value 2/28/23	Portfolio % 5/31/23	Market Value 5/31/23
Investment Pools	85.00%	57.77%	\$ 525,863,877	46.69%	\$ 405,112,043
Commercial Paper	30.00%	3.22%	29,296,290	6.81%	59,086,450
Treasury Securities	100.00%	1.09%	9,945,410	0.00%	-
Municipal Securities	20.00%	3.93%	35,812,067	4.16%	36,124,227
Agency Securities	85.00%	33.98%	309,295,254	42.34%	367,414,324
Portfolio Total		100.00%	\$ 910,212,897	100.00%	\$ 867,737,044

Allocation by Security Type As of 5/31/2023



- Unrestricted Investment Pools ■ Debt Service Investment Pools ■ Bank Deposits
- U.S. Government Agency Bonds ■ State and Municipal Bonds ■ U.S. Treasury Bonds
- Commercial Paper

Maturity Distribution Total Portfolio As of 5/31/2023



INFORMATIVE REPORT NO. 13.12.

Quarterly Budget Book Vendor Summary

Listed below is a summary of changes made to vendors listed in the original Budget Book submitted for 2022 - 2023.

		<i>Location</i>	<i>Page, Line</i>
<u>Vendor</u> SHI LEVEL 3 AUDIO VISUAL		MVC	Page 48, Line 154
TIPS 200105	<u>Award</u> \$982,771.09	<u>Comments</u> Professional Systems Integration	
<u>Vendor</u> ZENITH ROOFING & WATERPROOFING		ECC	Page 48, Line 154
TIPS 210205	<u>Award</u> \$266,074.75	<u>Comments</u> South and East Molding Restoration	
<u>Vendor</u> AIR CONDITIONING INNOVATIVE SOLUTIONS, INC.		BHC	Page 48, Line 154
TIPS 23010401	<u>Award</u> \$1,366,250.03	<u>Comments</u> Building X Chiller	
<u>Vendor</u> TINT SPEC		GC	Page 48, Line 154
TIPS 23010401	<u>Award</u> \$1,900,000.00	<u>Comments</u> Tint	
<u>Vendor</u> AD ASTRA		Various	Page 34, Line 1
RFP-2023-241 Course Scheduling Solution	<u>Award</u> \$335,000.00	<u>Comments</u> Academic Services	



2019 DALLAS COLLEGE BOND PROGRAM MONTHLY STATUS REPORT

(Information through June 30, 2023) **July 2023**

EXECUTIVE SUMMARY
 REPORT DATE
 07/2023



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 & Renovation Building W & J-122 – (BHC – ECC)	\$ 31,100,000	\$ 110,043	\$ 31,210,043
Cedar Valley Campus – Commercial HVAC Program Renovation - (CV – HVAC)	\$ 4,200,000	\$ (1,218,850)	\$ 2,981,150
Cedar Valley Campus – Early College Center & Academic Building – (CV – ECC)	\$ 25,700,000	\$ 3,651,357	\$ 29,351,357
Cedar Valley Campus – One Stop Shop Renovation - (CV – OSS)	\$ 6,000,000	\$ 361,500	\$ 6,361,500
Eastfield Campus – Student Success Center & Academic Building – (EFC – SCC)	\$ 62,400,000	\$ (2,527,292)	\$ 59,872,708
El Centro West – Renovation for Early College Center Student Space - (ECC – SC)	\$ 3,872,800	\$ 1,678,431	\$ 5,551,231
Mountain View Campus – Early College Center Building (MV – ECC)	\$ 24,300,000	\$ 4,997,851	\$ 29,297,851
Mountain View Campus – Nursing & Allied Health Building (MV – NAHB)	\$ 20,600,000	\$ 7,976,712	\$ 28,576,712
Mountain View Campus – Welcome Center (prototype) (MV – WC)	\$ 6,000,000	\$ 13,957,700	\$ 19,957,700
Richland College – Early College Center & School of Business (RLC – ECC)	\$ 52,900,000	\$ (1,425,393)	\$ 51,474,607
2019 Bond Capital Improvement Program Total	\$ 237,072,800	\$ 27,562,058	\$ 264,634,858

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

We received the building permit for Mountain View Early College Center and a Notice to Proceed has been sent to the contractor. The Bond Team continues to make progress on the five projects in construction, Richland Campus Early College Center and School of Business, Eastfield Campus Student Success Center and Academic Building, Brookhaven Campus Early College Center and Campus Renovations and Cedar Valley Early College Center and Academic Building and Cedar Valley One Stop Shop Renovation. The Team is working with the City of Dallas for Building Permits on two projects, Mountain View Welcome Center(MV-WC) and Mountain View Nursing and Allied Health Building(MV-NAHB). The Team has issued limited Notices to Proceed to start the procurement and submittal process for MV-NAHB and MV-WC, all of which have executed GMPs. The Bond Team is working with CMAR’s for early procurement of IT Active Equipment and 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 W & J-122 | 5) Mountain View Campus – Nursing & Allied Health Building |
| 2) Cedar Valley Campus – Early College Center & Academic Building | 6) Mountain View Campus – Welcome Center |
| 3) Eastfield Campus – Student Success Center & Academic Building | 7) Richland College – Early College Center & School of Business |
| 4) Mountain View Campus – Early College Center Building | |
| | 9) Cedar Valley Campus – Commercial HVAC Program Renovation |

The following projects have received final completion and are closed out.

- 8) El Centro West – Renovation for Early College Center Student Space

The project listed below was a CSP and has started construction.

- 10) Cedar Valley Campus – One Stop Shop Renovation

Schedule

Q3 2024 is the anticipated construction completion date for Phase 1 2019 Bond Capital Improvement Program. Closeout completion is anticipated to be in Q3 of 2024.

DALLAS COLLEGE 2019 BOND PROGRAM - PHASE 1

Month of: June 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 Bui...
 - MVC ECC - Early College Center
 - MVC NAH - Nursing & Allied Health Bldg
 - MVC WC - Welcome Center
 - RLC - ECC & School of Business

Project Type / Phase	# of Projects			Total
	Complete	Construction	Procurement	
New		5	2	7
Renovation	2	1		3
Total	2	6	2	10

\$264.6M

Current Budget

\$226.7M

Current Commitments

\$126.9M

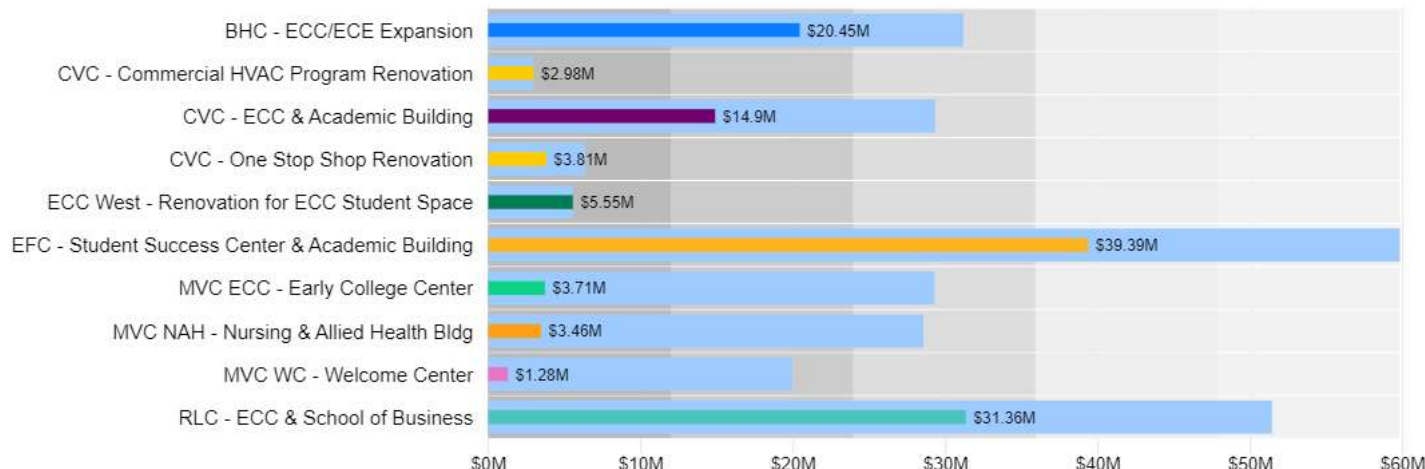
Expenditures



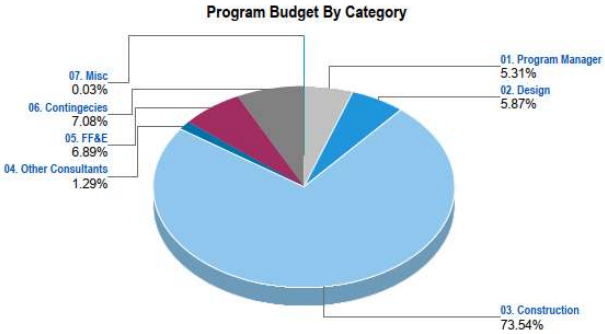
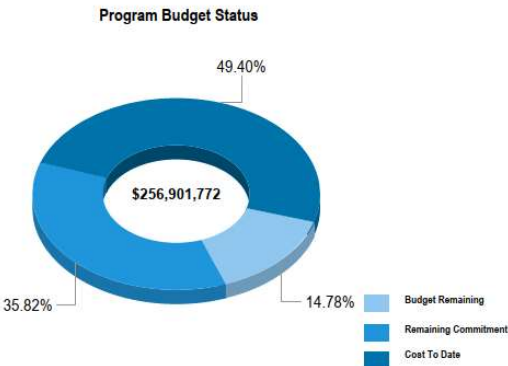
Financials Summary

Budget

Cost to Date

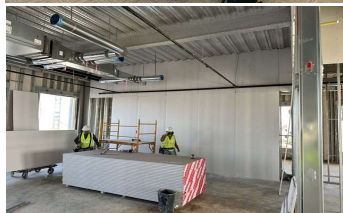
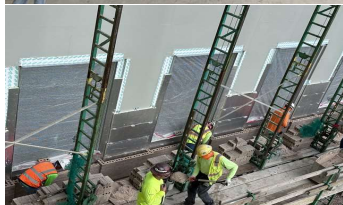
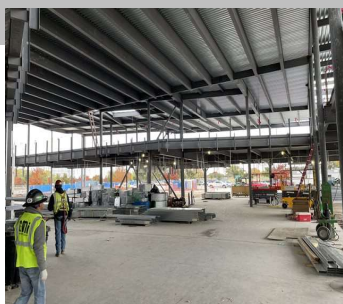


FINANCIAL SUMMARY REPORT
 REPORT DATE
 06/2023



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	\$ 110,043	\$ 31,210,043	\$ 26,291,264	\$ 1,207,435	\$ 27,498,699	\$ 5,651	\$ 27,504,350	\$ 3,705,693	\$ 20,449,991	65.52%
CVC - Commercial HVAC Program Renovation	\$ 4,200,000	\$(1,218,850)	\$ 2,981,150	\$ 2,969,557	\$ 11,593	\$ 2,981,150	\$ 0	\$ 2,981,150	\$ 0	\$ 2,981,150	100.00%
CVC - ECC & Academic Building	\$ 25,700,000	\$ 3,651,357	\$ 29,351,357	\$ 26,009,231	\$ 663,326	\$ 26,672,557	\$ 689,976	\$ 27,362,534	\$ 1,988,824	\$ 14,898,286	50.76%
CVC - One Stop Shop Renovation	\$ 6,000,000	\$ 361,500	\$ 6,361,500	\$ 4,234,868	\$ 1,161,058	\$ 5,395,925	\$ 0	\$ 5,395,925	\$ 965,575	\$ 3,812,943	59.94%
ECC West - Renovation for ECC Student Space	\$ 3,872,800	\$ 1,678,431	\$ 5,551,231	\$ 5,078,681	\$ 472,550	\$ 5,551,231	\$ 0	\$ 5,551,231	\$ 0	\$ 5,551,230	100.00%
EFC - Student Success Center & Academic Building	\$ 62,400,000	\$(2,527,292)	\$ 59,872,708	\$ 50,569,114	\$ 2,605,059	\$ 53,174,173	-\$32,867	\$ 53,141,306	\$ 6,731,402	\$ 39,389,649	65.79%
MVC ECC - Early College Center	\$ 24,300,000	\$ 4,997,851	\$ 29,297,851	\$ 24,186,702	\$ 1,321,299	\$ 25,508,001	\$ 14,990	\$ 25,522,991	\$ 3,774,860	\$ 3,714,145	12.68%
MVC NAH - Nursing & Allied Health Bldg	\$ 20,600,000	\$ 7,976,712	\$ 28,576,712	\$ 20,844,842	\$ 585,844	\$ 21,430,686	\$ 516,810	\$ 21,947,496	\$ 6,629,216	\$ 3,462,601	12.12%
MVC WC - Welcome Center	\$ 6,000,000	\$ 13,957,700	\$ 19,957,700	\$ 14,521,182	\$ 801,726	\$ 15,322,908	\$ 0	\$ 15,322,908	\$ 4,634,792	\$ 1,281,331	6.42%
RLC - ECC & School of Business	\$ 52,900,000	\$(1,425,393)	\$ 51,474,607	\$ 41,967,977	\$ 1,168,894	\$ 43,136,871	\$ 7,500	\$ 43,144,371	\$ 8,330,236	\$ 31,363,521	60.93%
Grand Totals:	\$ 237,072,800	\$ 27,562,058	\$ 264,634,858	\$ 216,673,416	\$ 9,998,784	\$ 226,672,200	\$ 1,202,061	\$ 227,874,261	\$ 36,760,597	\$ 126,904,848	47.95%

SUPPLIER DIVERSITY REPORT
 REPORT DATE
 07/2023



M/WBE Contracts	
Total M/WBE Contract Dollars Awarded	\$ 67,824,422
Total M/WBE Contracts Awarded Percentage	30.38%
Total Number of Contracts (Prime/Subconsultant/Subcontractor)	408

M/WBE Payments through June, 2023	
Total Dollars Paid to M/WBE Firms	\$ 62,636,697
Total Percentage Paid to M/WBE Firms	51.01%

Categories	Prime Contracts Awarded	M/WBE Contracts Awarded	M/WBE Contract % Achieved	M/WBE Primes 2nd Tier Subconsultants Subcontractors Contracts	Total Contracts Including Subcontractors	M/WBE Contracts
Program Management	\$ 14,911,161	\$ 4,048,465	27.15%	N/A	7	5
Architectural & Engineering	\$ 15,526,194	\$ 8,695,667	56.01%	\$ 1,006,192	74	50
General Contracting	\$ 192,808,919	\$ 55,080,290	28.57%	\$ 10,343,003	132	23
Non M/WBE Subs					195	
TOTAL	\$ 223,246,274	\$ 67,824,422	30.38%	\$ 11,349,195	408	78

Categories	Payments to Primes	Payments to M/WBE	M/WBE Payment % Achieved	M/WBE Primes 2nd Tier Subconsultants Subcontractors Payments	% of Awarded Dollars Paid to Date
Program Management	\$ 12,415,509	\$ 5,265,595	42.41%	N/A	83%
Architectural & Engineering	\$ 13,600,666	\$ 7,041,544	51.77%	\$ 3,246,862	88%
General Contracting	\$ 96,771,130	\$ 42,956,526	44.39%	\$ 13,141,157	50%
Other Services			0%		0%
TOTAL	\$ 122,787,304	\$ 55,263,664	45.01%	\$ 16,388,019	55%



INFORMATIVE REPORT NO. 13.14.

Public Funds Investment Act (PFIA) Changes and Amendments Report

For Board Review 2023

For 2023, there were no legislative changes in the Public Funds Investment Act (PFIA).