



Richland Collegiate High School

Richland Collegiate High School

2018-2019 Student Handbook

Welcome!

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

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

Educational opportunities are offered by the Dallas County Community College 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 the Richland Collegiate High School rests upon the maxim that a successful education program addresses the whole student – a mind-body-spirit approach designed to enlighten a student's mind while enriching that student's spirit through multiple learning experiences attuned to each student's skills and abilities, to best use those abilities, and to develop each student's intellectual, emotional, and social foundation. At Richland College this philosophy is summarized as “Teaching, Learning, Community Building”, the mission statement appears on every entrance door on the campus to remind students, faculty, staff, and community members of the ultimate reason for the college's existence. Every member of the college and high school family is expected to exhibit all three aspects of this belief - teaching others, learning from them, and building community with classmates, co-workers, and the many local, statewide, national, and international communities within which the college functions.

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

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

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

RCHS students will work toward completing the DCCCD core curriculum to earn their high school graduation credits while attaining the following perspectives “Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives,

and to understand the responsibilities of living in a culturally and ethnically diversified world;

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

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 College District program or activity. 42 U.S.C. §2000d.

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

Nondiscrimination in Career & Technical Education Programs

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

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

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

RCHS will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the college’s Title IX Coordinator at 972-238-6202 and/or the Director for Disability Services at 972-238-6180, or Dallas County Community College District’s Lead Title IX Coordinator at 972-860-4036.

RCHS Educational Innovations

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

Earning Dual Credits

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

In addition to earning a high school diploma, RCHS students work to complete the DCCCD core curriculum. This curriculum adheres to state requirements that every public higher education institution offer a **core curriculum** of 42 credit hours that meets the aforementioned goals. When a student successfully finishes an institution's core curriculum, that recognition is transferable to any other public Texas higher education institution. This means that a student who completes the core curriculum at Richland 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 foreign language to complete their high school graduation requirements. As available, these students may also take electives in engineering, visual, performance, digital arts or in courses they need to help them prepare for their career goals or to meet curriculum requirements at their anticipated transfer university.

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

Service Learning

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

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

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

Capstone Exhibition

RCHS students complete a "Capstone", as part of the RCHS innovative high school program. This multi-year long project demonstrates a student's proficiency in the academic components of the RCHS education and in applying the intellectual skills necessary for success in college. The capstone is distinguished by the student's academic independence in generating a topic, related

to building sustainable local and/or world community, that involves the college and RCHS community and making a public presentation that meets RCHS's standards of assessment.

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

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

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

Additional Learning Activities

State law requires that high school students receive 75,600 minutes of instructional services during each academic year. A full semester at Richland College includes at least 75 days or 40,500 minutes (675 hours) of instruction, meaning a Collegiate High School student participates in a total of 151 days or 81,540 minutes (1,359 hours) of college instruction during the Fall and Spring semesters. Additionally, RCHS students may be required to participate in study skills and success classes in August and January.

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

August study skills and success classes are scheduled prior to the start of the Richland College Fall Term. Study skills and success 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. Returning 12th grade students who have failed a course engage in specialized courses designed to strengthen learning and study skills. These courses take place in August prior to the start of the Fall Term.

Unique Accomplishments

The educational innovations discussed above will result in a high school/collegiate experience for students not available at any other educational institution in Texas. Graduates will have earned their high school diplomas while accumulating approximately 60 or more college credits that transfer to any public university in Texas. They have myriad experiences to prepare them for

ongoing academic success and satisfying careers – collaboration and teamwork, leadership, public service, research, synthesis and application of knowledge, and hard work to achieve a goal.

Section II – Richland College Context

Richland College Expectations

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

Vision Statement

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

Mission Statement

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

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

Goals Statement

The strategic planning priority goals of Richland College are to:

1. Identify and meet community educational needs
2. Empower all students to succeed
3. Empower all employees to succeed
4. Ensure institutional effectiveness

ThunderValues

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

- **Integrity:** We speak and act truthfully, without hidden agendas. We admit our mistakes, say when we do not know, and honor our commitments. We avoid silence when it may mislead; we seek root causes and solve problems.
- **Mutual Trust:** We value students and employees as whole persons—sharing perspectives, valuing and accommodating both differences and commonalities, assuming our motives are trustworthy.
- **Wholeness:** We believe whole people best learn, teach, serve, lead, and build community. Thus, our programs, services, and facilities nurture our unified mind- spirit- body and the emotional and intellectual intelligence requisite for meaningful lives.

- **Fairness:** We treat students and employees justly and expect the same in return– applying rules with equity, giving all the benefit of the doubt, and providing opportunities for individual success.
- **Considerate, Meaningful Communications:** We share information, ideas, and feelings– listening carefully, speaking forthrightly, respecting diverse views, participating productively in dialogue and conversations. We welcome paradox and ambiguity as we move toward consensus.
- **Mindfulness:** We respect silence, using it for reflection and deeper understanding– not immediately filling silence with words after someone has spoken. We rush not to judgment but turn to wonder what was intended or being felt. Next, for clarity, we ask honest, open questions of ourselves and others.
- **Cooperation:** We work with students and employees to achieve common goals– looking beyond self-interests. We offer both support and challenge, remain helpful and forgiving in difficult situations, help build consensus toward positive results, and help one another shape meaningful lives.
- **Diversity:** We value and encourage diversity in its many dimensions, intercultural competence, originality, and vision – appreciating and cultivating both local and world community.
- **Responsible Risk-Taking:** Inspiring students and employees to innovate, while expecting follow-through with creative ideas that work, we respond well to challenges - considering our actions carefully. Although uncertainties remain, we move forward despite possible criticism.
- **Joy:** We value laughter, play, love, kindness, celebration, and joy in our learning and work - taking our learning and work seriously and ourselves lightly.

Thunderduck® Culture

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

Richland Core Competencies

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

- Agility and innovation
- Values-inspired culture
- Highly diverse learning environment
- Student success in achievement of A, B and C course grades

- engagement as measured by the CCSSE
- class retention (grades other than “W”)
- Strategic performance improvement
- Seamless transitions for lifelong learning
- Development and engagement of faculty and staff
- Sustainable community building

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

General School Information

Accountability

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

Highly Qualified Instructional Staff

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

Hours of Operation

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

Visitors

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

Emergency School Closing Information

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

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

Admission

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 Director of Student Services by the last day of school. Incoming students are eligible to enroll if they are completing their 10th grade year and enter 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 RCCHS advising staff to ensure that each student has enough remaining graduation credits to apply towards the two years required for the RCCHS program. The grade level determination for eligibility will be made by the assigned RCCHS Academic Advisor. 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. Admission is open to all students living within Dallas County and its six surrounding counties and 56 school districts.

Admission occurs twice during the school year, once prior to the Fall Term and again before the Spring Term for 11th grade students only. **Students must have completed 12 high school credits to be eligible for Fall Term enrollment. Students who want to apply for enrollment for the Spring Term must have completed 15 high school credits to be eligible for enrollment into the 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 RCCHS program are expected to complete two years. Students who desire to graduate earlier than the expected two years must seek approval from the RCCHS administration.

Texas Success Initiative (TSI) Assessment (TSIA) Requirements

Courses taken by RCCHS students are certified Richland College courses. RCCHS students are integrated into Richland courses according to the students' academic needs and/or graduation plans. Prior to course enrollment, students must present relevant scores that indicate ability to perform college-level work in accordance with the Texas Higher Education Coordinating Board (THECB) and the Texas Success Initiative (TSI). If students do not qualify as "college-ready" based on the TSI assessment, they will be required to take developmental education courses during the summer which do not count as transferable college credit and may not count as high school credit. RCCHS 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.

RCCHS 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

1. Students must provide the following documentation when enrolling in the RCHS program:
2. Proof of residency which may include a copy of a lease agreement, current utility bill, or proof of ownership.
3. A copy of the student's birth certificate and Social Security card;
4. An official transcript from the student's current school;
5. A copy of the current school year's End of Course exam scores; and
6. A copy of the student's attendance for the current school year.

Homeless Students

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

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

Contact: Lea Ann Munkres

Phone: 972-761-6887

Attendance

Definitions:

Absence – Any time class instruction is missed due to the student not being physically present for instruction.

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. Attendance is taken daily in each class. RCHS students are expected to follow and adhere to the attendance policies set forth by individual faculty in each course as well as the Texas Compulsory Attendance Laws.

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

According to state regulations, students must be in attendance at least 90% of the days that classes are offered to earn credits toward graduation. Students in violation of the state's 90% attendance policy may lose credit or fail courses, thereby endangering graduation eligibility.

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

All absences must be documented in writing by the parent or guardian on the approved RCHS absence note, which can be found on the RCHS website, within three days upon the student's return to school; students are limited to 5 parent notes per academic year.

Students who miss school due to a doctor, dentist, court, or immigration appointment must present the RCHS Attendance Office with documentation of the appointment on letterhead from the appropriate office where the appointment occurred. Please make sure all attendance documentation includes the student name, ID#, date of absence, reason for absence, and contact information for the parent/guardian(s).

If the student leaves campus early or arrives to school late due to one of the aforementioned reasons, the student **must** sign in and/or out at the Attendance Office; if the student leaves due to illness, the absence will only be excused when the student leaves through the Richland College Health Center and returns with a doctor's note.

Documentation may be submitted in the following ways:

1. Any absence documentation may be submitted in person to the RCHS Attendance Office
2. RCHS Absence Notes signed by parents may be faxed to the Attendance Office at (972) 238-6318 or scanned and emailed to RCHSattendance@dccc.edu,
3. All official documentation (doctors or court appointments) must have the original copies submitted to the Attendance Office and reviewed by office staff; or may be faxed directly to the RCHS Attendance Office from the appropriate office. All official documentation will be verified.
4. Documentation for college visits (2 per academic year) must be on letterhead from the institution and must be submitted in person to the Attendance Office.
5. For a religious absence, letter from the church or religious leader including the date for the holy day must be submitted; the student may also submit an RCHS holy day note if it is recognized as a holy day. The documentation must be submitted in person to the attendance office.

Absences are considered unexcused if written documentation is not received by the RCHS Attendance Office by or before the third day of the student's return to class. 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.

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. **Attendance Correction Process**
2. Each Thursday, students pick up an attendance report from the attendance office to examine it for possible errors.

3. If a possible error is found, student fills out a Request For Professor To Review Attendance form from attendance office.
 4. 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.
 5. 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.
 6. Professor responds to attendance coordinator email.
 7. If a correction is required, attendance coordinator makes correction to the official attendance record.
 8. 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. Any discrepancies in documentation and professor response will be addressed by the attendance coordinator.
 9. All verified corrections will be documented and changed in the student's attendance record. The student will be notified of the correction.
- 10. Attendance finalization process (6-weeks)**
11. ****Every six (6) weeks the attendance records will be locked with no further corrections allowed****
 12. Every six (6) weeks student attendance records will be locked and corrections will no longer be made. See chart for Fall and Spring Lock Dates.
 13. Students need to consistently check their attendance report in order to make timely corrections when a possible mistake has been detected.
 14. Students may check their attendance records by obtaining an attendance report each Thursday from the attendance office (Room E-050).

Fall Semester				Spring Semester			
	6 Weeks		Attendance Lock		6 Weeks		Attendance Lock
	Ends				Ends		
1 st 6-weeks	Sept 21, 2018		Oct 5, 2018	1 st 6-weeks	Feb 22, 2019		Mar 8, 2019
2 nd 6-weeks	Nov. 2, 2018		Nov 16, 2018	2 nd 6-weeks	April 5, 2019		April 19, 2019
3 rd 6-weeks	Dec 13, 2018		Jan 11, 2019	3 rd 6-weeks	May 16, 2019		May 31, 2019

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

Truancy Process

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

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

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

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

RCHS Tiered Attendance Response Chart

Loss of Credit Due to Attendance

Offense	Tier One	Tier Two	Tier III	Below 90% attendance
3 unexcused absences in 4 week period or 4 to 5 total unexcused absences	TPM Sat., Mon. and Wed. Detention (8.5 hours)			<p>In addition to any consequences listed to the left, if at any point a student falls below 90% attendance for a class, additional makeup hours will be assigned to satisfy the Ninety Percent Rule.</p> <p>By state law, <u>ALL</u> absences including excused absences count against 90% attendance.</p>
6-7 unexcused absences		Parent Meeting 2 additional cycles of Sat., Mon. and Wed. Detention (17.0 hours)		
8-9 unexcused absences			Parent conference to discuss possible withdrawal/court and 3 additional cycles of Sat., Mon. and Wed. Detention (25.5 hours)	
<p>All absences are cumulative for the academic year. Serving TPM does not erase or expunge prior absences.</p> <p><u>At 10 or more unexcused absences a withdrawal meeting will occur to discuss possible withdrawal of the student from RCHS and required court filing.</u></p>				

This chart is provided for example purposes only, responses are subject to change depending on days, times and availability.

Students who miss more than 10% of a class per semester will be denied credit. When a student loses credit, if the student is passing, a grade of 69 will replace the passing grade. If the student is failing the class, the failing grade will remain. Students may petition to regain lost credit. Petitions must be made in writing and submitted to the RCHS Attendance Coordinator. Petition for credit is conducted on an hour for hour missed basis and will be determined on an individual basis. Students who wish to petition for credit will be subject to petition for credit session costs.

Cancelled Classes

Students must report to the attendance office in El Paso E050 with a picture ID in the event of a cancelled class. The attendance personnel will assign a room and instructor of record who will take the official attendance roll. Students who do not report to the attendance office when their class is cancelled will be reported as an unexcused absence.

Dismissal for Repeated Inappropriate Behaviors

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

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

Grievances

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

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

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

Students may appeal a disciplinary action or Richland College decision by first seeking an audience with the Richland College Assistant Principal. Appeals may then be taken to the Richland College Principal. The Richland College Principal is the final level for disciplinary appeals, excepting expulsion appeals. The decisions by the Richland College Principal for non-expulsion disciplinary actions are final. Expulsion appeals may be heard by the Superintendent after all other appeals levels have been exhausted. Appeals to the Superintendent must be made in writing within 10 days of the appeal conference with the Richland College Principal.

Textbooks

Richland College provides required textbooks to Richland College students for approved Richland College dual credit courses during the Richland College academic school terms. Students are responsible for the textbooks and must return them at the end of each term in good condition. Lost textbooks must be replaced at student

cost. Students who severely damage or lose textbooks must either replace the books or reimburse the Richland College business office for the replacement cost of the books. Students must purchase, at their own expense, textbooks for classes when taken outside of the regular school calendar or school hours such as summer and evening classes.

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

Laptops

RCHS also provides laptops to senior students to help facilitate 21st century learning objectives, and are required for use in RCHS support courses. Use of laptops is conditional and a user agreement must be on file signed by both parent/guardian and student. Lost or stolen laptops must be replaced and students are responsible for the full replacement cost. Laptops must be returned before the end of school and before participation in graduation ceremonies.

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

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

Messages

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

Transportation and Vehicles

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

Release of Students from School

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

Change of Address Notification

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

Dress and Grooming

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

Field Trips

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

Student Center

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

Food and Drink

Breakfast and/or lunch is available and may be purchased in the cafeteria. Vending machines for soft drinks are also available. Each student is responsible for cleaning up after themselves in order to keep the Richland campus looking beautiful. RCHS has an open-campus policy during lunch times, and Richland 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 distracters. Confiscated electronic devices must be picked up from the RCHS office by parents/guardians;

students may not pick up confiscated electronic devices. Additionally, RCHS staff may take disciplinary action towards students who use electronic devices during instructional periods. **The school is not responsible for lost or stolen devices. Theft or lost items should be reported to the campus police.

Computer User Responsibilities

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

- A. Respect the intended purpose of computing resources:
 - a. Use only for instructional, research, and administrative purposes.
 - b. Do not use accounts for any form of commercial activity.
 - c. Do not “talk” to other users on the network unless the intent is instructional (pertaining to your project) and prearranged.
 - d. Do not use the electronic communication facilities (for example pine, mail, or talk) to send fraudulent, harassing, or intimidating messages.
- B. Respect the privacy of other users:
 - a. Do not use any other person’s account.
 - b. Do not intentionally seek information on, obtain copies of, or modify any files, tapes, passwords, data, or programs belonging to other users unless specifically authorized to do so.
 - c. Keep your password secret and change it regularly.
- C. Respect the system integrity and resources:
 - a. Do not develop or execute programs that could harass other users, infiltrate systems, damage or alter software components, or use any services for unauthorized purposes.
 - b. Avoid excessive use of resources, for example, computers, printers, graphic devices, networks and processor time.
 - c. Share resources in an equitable manner, and respect the people responsible for overseeing the lab and/or those responsible for administering the network. Follow established policies and procedures.
 - d.

Email:

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

Academic Advising and Guidance

Academic Advisors

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

a course or faculty member must be reported to the appropriate RCHS Academic Advisor.

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

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

Required Course Sequence

The 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: 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. Richland 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 Richland 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 Academic Advisor due to a failed grade and is required for high school graduation and it is necessary for the student to take the course

outside of the regular RCHS academic calendar.

4. 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 advising staff, are posted to the RCHS high school transcript for high school only credit. Correspondence Courses must be pre-approved by the student's RCHS advisor.

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

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

Scheduling Policies

Required Course Load

RCHS requires attendance during each term that is part of the RCHS academic calendar. All RCHS students are enrolled in a minimum of five core classes each Fall and Spring Term. Students failing ANY course in Fall Term will be required to attend classes designed to enhance study skills and success prior to the beginning of Spring term. Juniors are required to enroll in Advancement via Individual Determination (AVID) III classes both Fall and Spring semesters as well as Research Methodologies for their Spring Semester. Seniors are required to enroll in AVID IV classes and Senior Capstone classes both Fall and Spring semesters.

Schedules are created by the RCHS advising team to meet TEA funding standards. **To remain in the RCHS program, students are required to maintain enrollment in a minimum of five core academic classes and the required RCHS high school support courses each Fall and Spring Term.** Students who elect to take more than five core courses must have a signed PGP by both the student and a parent or guardian, and approved by their academic advisor.

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

Dropping Courses

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

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

Schedule Change Requests

Students are scheduled according to their Personal Graduation Plans each student creates with

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

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

COLLEGE AND UNIVERSITY ADMISSIONS

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

- Completes the Recommended or Advanced/Distinguished Achievement Program*; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

*Beginning with ninth graders in the 2014–15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses. In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

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

Parental Involvement and Responsibilities

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

Parent Involvement Policies & the RCHS Parent/Student Compact

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

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

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

Grading Policy

Semester Grades

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

RCHS abides by the Texas Education Agency policy in which credit is awarded for grades that are 70 points or higher. Any course grade below 70 will not receive credit and the course must be repeated and passed (70 or higher) if required for high school graduation. Additionally, grades that are higher than 100 points will be 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 failed high school graduation courses that must be repeated outside of the regular school calendar. If a student fails a course needed for graduation, they must seek advisor approval to take the course(s) during summer terms. The advisor will notify the RCHS registrar that the grades need to be transcribed for graduation purposes.

Credit Recovery Grades

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

A numeric grade will be provided by the credit recovery teacher of record or the RCHS Response to Intervention Coordinator for each recovered course. Grades are based on assessment scores and student effort on work assigned through credit recovery courses. Recovered course grades will be added to the RCHS transcript and will be averaged with all prior course grade attempts for GPA and class rank purposes. A maximum grade of 70 will be transcribed for successful completion of recovered course work regardless of maximum score earned for credit recovery

classes.

Progress Notification

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

Grade Classification

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

<u>State Credits Earned</u>	<u>Grade Classification</u>	
Minimum of 6 credits	Sophomore	10 th grade
Minimum of 12 credits	Junior	11 th grade
Minimum of 15 credits	Mid-Year Junior	11 th grade

**RCHS administrators are responsible for the classification of students.*

RCHS Class Rank & GPA (high school transcript)

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

Grades from the following courses regardless of when taken, shall be used in calculating the Uniform Grade-Point Average: Courses including electives in Texas Administrative Code (TAC) 74.63(b), sections (1) – (6), and sections (8) - (11); all College Board Advanced Placement (AP) and International Baccalaureate (IB) courses in all disciplines; high school career and technology courses aligned with university programs of study; and dual credit courses. No grade points shall be awarded for courses that do not result in credit awarded (any grades below 70). Failing grades will be calculated into class rank/GPA for zero points, and will be averaged with each attempt until credit is awarded for the course. Courses graded with no numeric grade will not be calculated in GPA.

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

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

The RCHS class rank and GPA academic calculation is based on a four-point scale with the exception of identified courses of greatest rigor (refer to course weights below). Rank in class is computed by totaling the weighted rank points of eligible courses earned in grades 9-12 and dividing by the number of courses. Students entering RCHS with previously earned credits will be granted an official class rank at the end of the Fall semester of their junior year (after all grades

have been posted and averaged). Courses taken in the summer for state credit, as well as approved correspondence courses shall count toward rank in class. However, duplicate credits will not count towards class rank or GPA; only the original credit may be used in calculations once credit has been awarded for any given course. It is the responsibility of the student and parent to contact prior school district personnel to ensure the accuracy of the student transcript. If duplicate credit issues exist, it is the responsibility of the student and parent to resolve the issue and obtain a correct transcript. The transcript should then be submitted to the RCHS office.

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

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

Course Weights

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

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

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

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

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

Valedictorian/Salutatorian/Top 10%

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

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

In preparation for college transition, all RCHS students will earn a Grade Point Average (GPA) used by Richland College and universities nationwide. This calculation is based on the number of Richland College credit hours earned per course multiplied by that course's letter grade value. The sum of these points is then divided by the number of credit hours earned.

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

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

Course attempted	Final Grade	Points
Course 1	3 credit hours x A (4)	12
Course 2	4 credit hours x C (2)	8
Course 3	2 credit hours x A (4)	8
Course 4	3 credit hours x B (3)	9
12 Credit hours		
		37 points

37 points divided by 12 credit hours = 3.0 GPA

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

Transcripts

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

University/College address
or

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

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 Compass Learning software (no cost to students)
- Credit by Exam (CBE) through Texas Tech University or The University of Texas high school program (student is responsible for all costs)

All students entering the RCHS from non-accredited institutions will be administered a Credit by

Exam (CBE) for each core class. The student will discuss a CBE action plan with their advisor and may elect to take CBEs for core classes at RCHS during designated times. RCHS provides CBEs for the four core subjects - mathematics, science, social studies, and English language arts. The grades earned on the CBEs are 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 May. CBEs should be mailed directly to the RCHS office and must be administered by the RCHS staff before the application deadline. Study guides are available on-line; RCHS Advisors can provide information on how to order and prepare for CBEs. All costs for CBEs are the responsibility of the student and/or family. Please refer to the policies and deadlines set forth by Texas Tech and/or The University of Texas. Please plan ahead as these policies do not reflect RCHS timelines.

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

Newly Accredited Schools

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

Transfer Grades (High School Grades)

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

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

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

Curriculum Modifications

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

Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18

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

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

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

A parent's or student's right of access to copies of student records does not extend to all records. Materials that are not considered educational records pertaining to former students after they are no longer students at the campus, and records maintained by school law enforcement officials for purposes other than school discipline do not have to be made available to the parents or student. Certain officials from various governmental agencies may have limited access to the student's records. RCHS forwards appropriate records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records. A student over 18 years of age and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If RCHS refuses the request to amend the records, the requester has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process.

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

Certain information about students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. The school has designated

the following information as directory information: a student's name, photograph, degrees, honors and awards, received dates of attendance, grade level, participation in officially recognized activities and sports, and the weight and height of members of athletic teams.

Posting of Student Work

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

Withdrawals

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

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

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

Graduation Program

The district offers the graduation program listed in this section. All students must meet the following credit and course requirements for graduation under the programs listed.

Discipline	Foundation HSP Distinguished Level of Achievement
English Language Arts	Four credits: <ul style="list-style-type: none"> • English I • English II • English III • An advanced English course
Mathematics	Four credits: <ul style="list-style-type: none"> • Algebra I • Geometry • An advanced math course (1) • An advanced math course (2)
Science	Four credits: <ul style="list-style-type: none"> • Biology • IPC or an advanced science course • An advanced science course • An advanced science course

Social Studies	Three credits <ul style="list-style-type: none"> • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit) • World History or World Geography
Physical Education	One credit
Languages Other Than English	Two credits in the same language Two credits from Computer Science I, II, and III (other substitutions)
Fine Arts	One credit
Speech	.5 credit (Board Approved Requirement)
Total Credits w/endorsements	26

Endorsements	A student may earn an endorsement by successfully completing <ul style="list-style-type: none"> • curriculum requirements for the endorsement • a total of four credits in mathematics • a total of four credits in science • two additional elective credits
STEM	A coherent sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> • CTE courses with a final course from the STEM career cluster • Computer science • Mathematics • Science • A combination of no more than two of the categories listed above
Business and Industry	A coherent sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> • CTE courses with a final course from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster • The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook • Technology applications • A combination of credits from the categories listed above
Arts and Humanities	A coherent sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> • Social studies • The same language in Languages Other Than English • Two levels in each of two languages in Languages Other Than English • American Sign Language (ASL) • Courses from one or two categories (art, dance, music, and theater) in fine arts • English electives that are not part of Business and Industry

Multidisciplinary Studies	A coherent sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> • Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence • Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics • Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts
Performance Acknowledgments	<ul style="list-style-type: none"> ▪ For outstanding performance <ul style="list-style-type: none"> • in a dual credit course • in bilingualism and bi-literacy • on an AP test or IB exam • on the PSAT, the ACT-Plan, the SAT, or the ACT ▪ For earning a nationally or internationally recognized business or industry certification or license

Graduation

A student must earn at least 22 credits to complete the Foundation High School Program and 26 credits for the Foundation Plan with Endorsements. In accordance with Texas Education Agency, to be eligible to receive a high school diploma, a student must demonstrate satisfactory performance as determined by the State Board of Education (SBOE) on the assessments required for graduation as specified in the Texas Education Code (TEC), § 39.025. A student may not receive a high school diploma until the student has performed satisfactorily on the secondary exit-level assessment instruments for English language arts, mathematics, social studies, and science. Only students who are scheduled to complete all graduation requirements and have passed all portions of the End of Course Exams (EOC) may participate in the graduation ceremony. Students who completed all coursework required for graduation and passed all portions of the exit-level test shall receive a diploma. A student enrolled in college preparatory math or English courses who is able to demonstrate college-ready performance on the TSI assessment administered at the end of those courses may be exempted from the applicable Algebra I or English I and II EOC Exams. A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC). A student may not graduate under an IGC if the student did not take each required EOC assessment or a commissioner-approved substitute assessment for each course for which there is an EOC assessment. It is our hope that RCHS students will graduate from high school with an Associate's Degree; however, this may require students to take additional course work, possibly during summer sessions.



Learner Services

Student Programs and Services

The Richland College **Office of Student Life (OSL)** staff plan and provide a variety of programs and activities for RCHS students. These programs may include extra and co- curricular activities, leadership conferences, retreats, volunteer opportunities, or other enrichment programs. RCHS students are encouraged to participate in Richland College campus activities/organizations. Please refer to the RCHS Activity Calendar for date, times, and locations. Also, the Richland College website provides a college life activity calendar at www.richlandcollege.edu. The OSL is located in El Paso Hall, room E040. Phone: 972-238-6132

Student Organizations

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

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

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

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

Test Center

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

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

Location: Medina Hall, room M105.

Phone: 972-238-6160

Career Services

The college provides career planning and job placement services free of charge. These services

include: job search skills, establishing employment contacts, completing applications, resume and cover letter writing, and interviewing skills. Other services such as career testing and career guidance are available to assist with selecting college majors and career choices. **Location:** El Paso Hall, room E090, **Phone:** 972-238-6921

English as a Second Language

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

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

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

Location: Lavaca Hall.

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

Hours of operation: M-R 8:00 am-9:00 pm, F 8:00 am-5:00 pm, and Saturday noon-4:00 pm.

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 Richland College does not have any student lockers.

The Learning Center

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

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

Hours of operation: M-R 8:00 am-8:00 pm, F 8:00 am-5:00 pm, Saturday 11:00 am-2:00 pm, Sunday 1:30 pm-4:30 pm.

Science Corner Tutoring

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

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

Hours of operation: M-R 8:00 am-8:00 pm, F 8:00 am-5:00 pm, Saturday 11:00 am-2:00 pm, Sunday 1:30 pm-4:30 pm

Center for Success in Mathematics (CSM)

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

Location: Medina Hall, room M227 (inside The Learning Center) **Phone:** 972-238-6226

Hours of operation: M-R 9:00 am-8:00 pm, F 9:00 am-4:00pm, Saturday 11:00 am-2:00 pm

Writing Center

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

Location: Medina Hall, room M216 (inside The Learning Center) **Phone:** 972-238-6226 Website and resources: www.richlandcollege.edu/writing/services.php

Health Services

Emergency Medical Treatment

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

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

FERPA & HIPAA Notice

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters RCHS, until the student withdraws or

graduates. By law, both parents, whether married, separated, or divorced, and students have access to the record of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights. RCHS adheres to the federal regulations under the Health Insurance Portability and Accountability Act (HIPAA).

Immunizations

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

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

Illness

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

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

Medications

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

The principal will designate a nurse consultant or other designee to administer medication as outlined in the prescription. A log of medication administered will be maintained by the nurse consultant or designee of all medications administered. If there are any questions about a medication, the nurse consultant or designee may call to get clarification from the student's doctor. It will be the student's responsibility to remember to go to the office for medication.

Medications will not be given to students to take home. Instead, parents must pick up medications to take home. Appropriate school officials and faculty will be notified of medical requirements for each student as necessary. **It will be the student's responsibility to remember to go to the office for medication.**

Hearing, Vision, and Scoliosis Screenings

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

Communicable Diseases

Parents of student with a communicable or contagious disease are asked to telephone the school so that other students who have been exposed to the disease can be alerted. A student who has certain diseases is not allowed to come to school while the disease is contagious.

These diseases include but are not limited to any disease causing a fever of 100.4 degrees or greater, chicken pox, Type A hepatitis, influenza, measles, mumps, pink eye, strep throat, and gastroenteritis (stomach virus). The student remains contagious when fever is elevated to 100.4 F and above. The major criterion for exclusion from attendance is the condition's probability to spread from person to person.

Diabetes

The parent of a student with diabetes who seeks care for the student's diabetes while the student is at school shall submit to the principal and Health Services a copy of the student's diabetes management and treatment plan upon enrollment or as soon as assistance is sought. The parent must develop in conjunction with the physician responsible for the student's diabetes treatment a diabetes management and treatment plan which:

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

The school will review the plan and develop in conjunction with a school health designee and at least one of the student's teachers in cooperation with the student's parent an Individualized Health Plan that creates a coordinated plan of care designed to meet the unique health care needs of a student with diabetes in the school setting. The principal/Health Services will request

a signed agreement from the parent of the student that (1) authorizes an unlicensed diabetes care assistant to assist the student; and (2) states that the parent or guardian understands that an unlicensed diabetes care assistant may not be held liable or subjected to disciplinary action for rendering such assistance, as provided by

Texas Health and Safety Code 168.009. In addition, upon written agreement by a parent of a student with diabetes and as soon as practical, the principal/Health Services will designate at least three unlicensed diabetes care assistants, 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, RGHS shall permit the student to attend to the management and care of the student's diabetes, which may include:

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

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

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

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

Special Education Referrals:

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

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

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

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

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

Contact Person for Special Education Referrals:

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

Contact Person: Ronnie Hickey
Phone Number: 214-890-3801

Section 504 Referrals:

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

Contact Person for Section 504 Referrals:

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

Contact Person: Ronnie Hickey

Phone Number: 214-890-3801

Additional Information:

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

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Disability Services

The DCCCD and RCHS shall consider all federal laws pertaining to individuals with disabilities when assessing and advising such students. The Disability Services Office (DSO) on each DCCCD campus identifies and provides, on an individual basis, appropriate accommodations for assessment of students with disabilities. The DSO also determines, in conjunction with campus TSIA coordinators, when a student with a learning disability has completed remediation requirements to the satisfaction of the institution and "met" TSI standards. Such determination is based on, among other factors, appropriate and sufficient documentation of a student's disability.

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

Disability Services Office (DSO)

The DSO 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.

Academic and career advisement services, special testing arrangements, priority registration, and extensive information and referral services are also available.

Students requesting services are responsible for providing current educational or psychological/medical documentation from a qualified professional verifying the disability and the need for services. It must state the student's diagnosis and its impact on the student's academic performance. New students are

encouraged to contact the DSO at least one month prior to registration.

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

Location: Thunderduck Hall, room T120

Phone: 972-238-6180

Website: www.richlandcollege.edu/dso

Disability Accommodation vs. Special Education Entitlement

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

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

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

Dyslexia

Students enrolling at RCHS shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003 (a)). The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to additional reading instruction (if placed in additional reading instruction), teachers' input, and parents' input.

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

Special Education Overview

RCHS provides a Special Education program as outlined by both Federal and State law. RCHS does not discriminate based on individual disabilities. We provide services to all students regardless of specific disability who meet our admission criteria. We provide a continuum of placements based on individualized

decision-making through the Admission, Review, and Dismissal (ARD) process. Upon admissions, parents and/or students are required to notify RCHS administration and/or Student Advisors in writing that they qualify for Special Education Services. The parent or student must provide the Campus Student Support Coordinator with a copy of their current Full and Individual Evaluation and Individualized Education Plan. A transfer (ARD) meeting will be held to determine the appropriate interim placement and services. Within 30 days of the transfer ARD, a temporary or annual ARD will be held in compliance with federal and state guidelines. Additional ARDs may be necessary from time to time to address programming and planning for students served in Special Education. A full outline of all Policies and Procedures related to Special Education at Richland is available on the Legal Framework website and by request. Richland 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 their campus Student Support Coordinator or the Director of Student Services/ student advisor.

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

Special Education Referrals/Student Support Team

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

If a student is experiencing educational related difficulties, the parent or adult student must contact the campus administrator, the campus Student Support Coordinator, or the student's advisor in writing to express their concern. At any time, a parent or adult student is entitled to request an evaluation for special education services. The student will then be referred to the Student Support Team, the school's overall general education pre-referral committee.

Additionally, if a parent refuses to consent to services, RCHS shall not provide special education or related services to the student. Parental revocation of consent for services is not retroactive, meaning it does not negate an action that occurred after the initial consent was given and before the consent was revoked.

RCHS Student Code of Conduct

Student Responsibilities

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

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

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

1. Intentionally causing physical harm to any person on college premises or at college-sponsored activities, or intentionally or recklessly causing reasonable apprehension of such harm or hazing.
2. Use, possession, display or storage of any weapon on college premises or at college-sponsored activities in violation of law and/or 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 District policies, regulations, and procedures.
6. Unauthorized distribution or possession for purposes of distribution of any controlled substance or illegal drug on college premises or at college-sponsored activities.
7. Intentionally or maliciously furnishing false information to the college.
8. Sexual Misconduct” includes sex/gender-based discrimination or harassment, sexual harassment, sexual violence, sexual exploitation, relationship violence, sex/gender-based stalking, or any conduct that threatens the health and safety of any person on the basis of actual, expressed, or perceived gender identity directed toward another student or District employee. Includes “Dating Violence,” which is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship as defined by Section 71.0021, Family Code.
9. Bullying, harassment, conduct or expression (verbal or written) that threatens or endangers the health or safety of any person is prohibited under the RCHS/District Code of Conduct. Bullying includes “Cyberbullying.”
10. **“Cyber-bullying”** means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.
11. Instances of Bullying or Cyber-Bullying may be reported anonymously through the college CareTeam Referral at <https://www.richlandcollege.edu/services/care-team/pages/submit-concerns.aspx>
12. Membership in or solicitation of another person to become a member of a “Public school fraternity, sorority, secret society, or gang.” Public school fraternity, sorority, secret society, or gang.” means an organization composed wholly or in part of students of public secondary schools that seeks to perpetuate itself by taking in additional members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization. The term does not include an agency for public welfare, or other similar educational organizations sponsored by state or national education authorities.
13. Forgery, unauthorized alteration, or unauthorized use of any document or instrument of identification.
14. Unauthorized use of computer hardware or software.

15. Scholastic 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. Copying from another student's test paper.
 - b. Using test materials not authorized by the person administering the test.
 - c. Collaborating with or seeking aid from another student during a test without permission from the test administrator.
 - d. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.
 - e. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
 - f. Substituting for another student, or permitting another student to substitute for one's self, to take a test.
 - g. Bribing another person to obtain an unadministered test or information about an unadministered test.
17. "**Plagiarism**" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
18. "**Collusion**" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
19. Intentionally and substantially interfering with the freedom of expression of others on college premises or at college-sponsored activities. Theft of property or of services on college premises or at college-sponsored activities; having possession of stolen property on college premises or at college-sponsored activities.
20. Intentionally destroying or damaging college property or property of others on college premises or at college-sponsored activities.
21. Failure to comply with the direction of college officials, including campus police/security/safety officers, acting in performance of their duties.
22. Violation of published college regulations or policies. Such regulations or policies may include those relating to entry and use of college facilities, use of vehicles and media equipment, campus demonstrations, misuse of identification cards, and smoking.
23. Unauthorized presence on or use of college premises.
24. Nonpayment or failure to pay any debt owed to the college with intent to defraud.
25. Use possession, distribution, manufacture, possession for purposes of distribution, or sale of any controlled substance or illegal drug on District property or premises or at District-sponsored

activities, or being under the influence of controlled substances or illegal drugs or alcohol, except as expressly permitted by federal or state law or District policy or regulations, on District property or premises or at District-sponsored activities.

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.

RCHS Tiered Disciplinary Response Chart

Prohibited Activity

Offense	Tier One	Tier Two	Tier III	College Discipline
In School Discipline as defined on pg. 44 of Student Handbook.	X --0-4 hours --Consultation (Asst. Principal) --Parent Call	2nd Offense ↓	3rd Offense	Some offenses such as cheating will be referred to the college Associate Vice President for review.
Out-of-School Discipline as defined on pg. 45 of Student Handbook		X --4+ hours --Consultation (Asst. Principal) --Required parent meeting --Behavior Contract	2nd Offense ↓	
Expulsion or Withdrawal as defined on pg. 45-46 of Student Handbook.			X --Expulsion or Withdrawal --Required Parent meeting with Administration --Appeals to Principal	*Please note that in addition to being a high school student you are also a college student and are subject to college level discipline.
<p>*All offenses and consequences listed above are not all inclusive and should be considered as a guide only, not as a policy for each instance.</p> <p>* Police involvement doubles hour requirements and may be required when applicable based on offense.</p>				

The behaviors listed below are prohibited activities and are subject to in-school discipline. The consequences for the offense will be assessed depending on the seriousness of the violation. The behaviors listed are not intended to be inclusive of all possible actions of misbehavior. In-school discipline may include: conference, restitution of damages, office detention, after-school detention, community services, service project, in-school suspension, assigned duties/tasks, and withdrawal of privileges. This is not an exhaustive list.

- Absenteeism/Tardiness
- Cheating
- Damaging or vandalizing property belonging to others
- Disobeying school rules
- Engaging in inappropriate physical or sexual behavior
- Excessive/loud talking

- Exhibiting and/or soliciting gang membership
- Failure to comply with staff directives
- Failure to work during class
- Gambling
- Horseplay or verbal fighting
- Loitering
- Misbehavior in school or school sponsored activities
- Name calling or racial slurs or derogatory statements
- Possessing or using tobacco products on school property
- Profanity/offensive language
- Refusing to follow instructions
- Stealing from students, staff or the school
- Throwing objects that can cause bodily harm
- Willful refusal to work or follow directions
- Violation of rules or procedures established by principal, RCHS, or Richland College
- Other behavior that disrupts the educational efficiency of the school

Expulsion/Withdrawal/ Criminal Penalty

The following behaviors may be subject to expulsion or withdrawal from RCHS and/or criminal penalties. This is not an exhaustive list.

- Any conduct on school property, at school sponsored activity, or within 300 feet of campus that *is* punishable as a felony (Education Code, Chapter 37.006)
- Assault [Penal Code 22.01 (a) (1) (2) (3)]
- False Alarm or Report [Penal Code 42.06]
- Terroristic Threat [Penal Code 22.07 (a)(1)]
- Drug Possession, use, sale, delivery, under the influence of (Health and Safety Code, Chapter 481 and 483)
- Alcohol Possession, use, sale, delivery, or being under the influence of (Alcohol Beverage Code, Sec 1.04)
- Engages in conduct that contains the elements of an offense relating to abusable volatile chemicals (Health and Safety Code, Secs. 484-485.035)
- Public Lewdness (Penal Code 21.07)
- Indecent Exposure (Penal Code 21.08)
- Retaliation against school employee on/off campus (Penal Code 36.06)
- After teacher removal from class when administrator deems appropriate (Education Code, Chapter 37, Sec. 37.002)
- Aggravated Robbery (off campus felony – non Title 5)
- Deadly Weapon possession (off campus felony – non Title 5)
- Deadly Conduct (Penal Code, Sec. 22.05)
- Possession of weapon or object perceived or adapted to be a weapon
- Persistent Misconduct
- Possession, use, transmittal, of paraphernalia related to any prohibited substance on campus
- Gang activity
- Engages in criminal mischief felony on campus
- Any Title 5 felony off campus regardless of time and location
- Reckless Speech
- Serious Disruption of the school operations
- Assault on school district employee, volunteer, campus police, any other adult

- The transmittal, possession, use, sale, or attempted sale of what is represented to be any substance prohibited under school rules
- Theft, possession, or sale of another's property (over \$200)
- Violation of Medical Policy
- Verbal assault on school district employee/volunteer/police/any other adult
- Violation of Acceptable Use Policy
- Intentionally setting a fire on school property
- Sexual Harassment
- Bullying, cyber bullying, harassment, and making a hitlist
- Dating Violence

Mandatory Expulsion

The behaviors listed below are not all inclusive of all behaviors that are mandatory expulsion:

- Possession, use, or exhibition of: a firearm, [Penal Code, Sec. 46.01(3)]; a location restricted knife, [Penal Code, Sec. 46.01(6)]; a club, [Penal Code, Sec. 46.01(1)]; prohibited weapon, [Penal Code, Sec. 46.05]
- Aggravated Assault (Penal Code, Sec. 22.02)
- Sexual Assault (Penal Code, Sec. 22.011)
- Aggravated Sexual Assault (Penal Code, Sec. 22.021)
- Arson (Penal Code, Sec. 28.02)
- Manslaughter (Penal Code, Sec. 19.04)
- Indecency with a child (Penal Code, Sec. 21.11)
- Aggravated kidnapping (Penal Code, Sec. 20.04)
- Aggravated Robbery (Penal Code, Sec. 29.03)
- Drug or alcohol offenses if punishable as a felony or if a serious act or offense is committed while under the influence of drugs or alcohol.
- Criminally negligent homicide (Penal Code, Sec. 19.05)
- Retaliation against a school employee in connection with one of the offenses listed in 1-9 above, committed on school property or at a school related activity.
- Assaults a school district employee or volunteer while on school property or while attending a school sponsored or school-related activity on or off school property (principal's discretion with director approval). [Penal Code 22.01(a)(1)]
- Assaults a school district employee or volunteer in retaliation for or as a result of the person's employment or association with a school district or off school property or while attending a school sponsored or school-related activity on or off school property (principal's discretion with director approval). [Penal Code 22.01(a)(1)]
- Serious or persistent misbehavior during placement in alternative education program.
- False alarm or report [Penal Code 42.06] or terroristic threat (principal discretion with director approval) [Penal Code 22.07 (b)(1)]
- Drug possession, use, sale, delivery or being under the influence (Health and Safety Code, Chapter 481 and 483)
- Alcohol possession, use sale, delivery or being under the influence (Alcohol Beverage Code, Sec. 1.04)
- Engages in conduct that contains the elements of an offense relating to an abusable, volatile chemical (Health and Safety Code, Secs. 484-485.035)
- Deadly Conduct (Penal Code, Sec. 22.05)

Disciplinary Procedures

Violations of the student code of conduct will result in a referral/notification to the RCHS Administration. The disciplinary action will depend on the offense, previous actions, and the seriousness of the misbehavior. Procedures are as follows:

1. Referral made to RCHS Administration.
2. The administrator investigates the infraction.
3. The administrator confers with student about misconduct. The student is afforded the opportunity to explain his/her version of the incident.
4. Disciplinary action is determined by the RCHS Administrator.
5. The student's parent(s) is notified by telephone and/or writing.

If withdrawal or expulsion from school is warranted, the principal shall conduct an informal conference with the student and the parent to advise them of the charges and proposed disciplinary sanction. Before an expulsion, a formal conference will be set with the Assistant Principal and/or Principal at which time the student will be afforded requisite due process which will include the following:

- Prior notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation.
- Right to a full and fair hearing.
- Right to an adult representative.
- Opportunity to testify and to present evidence and witnesses in the student's defense.
- Opportunity to examine the evidence presented by the school and to question all witnesses.

The student's home district will be notified of expulsion/mandatory withdrawal within 3 school days. RCHS will not admit students with serious discipline infractions or those that have been adjudicated. All disciplinary appeals may be directed to the RCHS Superintendent. **Disciplinary appeals should be provided in written form to the RCHS Superintendent within 10 days of the discipline conference.**

Campus Police

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

Student Searches

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

Video Surveillance

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

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from sexual misconduct, including relationship/dating violence, sexual assault and sexual harassment; discrimination; harassment; and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school.

Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop.

Relationship/Dating Violence

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

Discrimination

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

Harassment

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

Retaliation

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to RCHS administration. Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted. The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

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

Richland Core Curriculum 42 hours

Effective Fall 2015

Pre-Core Requirements

Enrolling in one or more of the following courses may be necessary if assessments and previous experience indicates Pre-Core knowledge and skills are needed.

TSI Developmental Minimums for College Readiness for Reading, Writing, and Math placement test scores may require Developmental classes. Note: HDEV 0092 is required with Developmental Reading 0090 or 0091.

ESOL classes
(English for Speakers of Other Languages)

COMPUTER LITERACY or APPLICATIONS COURSE
Choices: POFI 1301, ITSC 1401, COSC 1301, 1401, BCIS 1405 or passing scores on Computer Skills Placement exam

EDUC 1300, LEARNING FRAMEWORKS
Required for all students entering RLC with fewer than 12 college level credit hours. College Level Reading is required.

Tier 1 - CORE FOUNDATIONS

Knowledge and skills that are important for success in college courses will be introduced and reinforced in Tier 1.


ENGL 1301 (grade of "C" or higher)
HIST 1301

SPEAKING and LISTENING 3 hours

Select ONE
SPCH 1311, 1315, 1321, or FOREIGN LANGUAGE 1311, 1312, or SGNL 1301 1302

QUANTITATIVE REASONING 3 hours

Select ONE: (grade of "C" or higher)
MATH 1314, 1316, 1324, 1332, 1350, 2342

WELLNESS and the HUMAN EXPERIENCE 1 hour

PHED 1164

Tier 2 - CORE DOMAINS

Courses in Tier 2 reinforce and apply the knowledge and skills learned in Tier 1.

QUALITATIVE REASONING, LITERACY and RESEARCH 3 hours
ENGL 1302

SELF and SOCIETY 9 hours

Select ONE of the following:
HIST 1302, 2301, 2328, 2381
Select the following:

SCIENTIFIC DISCOVERY and SUSTAINABILITY 8 hours
Select TWO of the following:
Course numbers in **BOLD** print are suggested for non-science majors.
ANTH 2401; **BIOL 1406, 1407, 1408, 1409**, 1411, 2401, 2402, 2406, 2416, 2420, 2421; **CHEM 1405, 1407**, 1411, 1412, 2423, 2425; **ENVR 1401, 1402**; **GEOL 1401, 1402, 1403, 1404, 1445, 1447**; **PHYS 1401, 1402, 1403, 1404, 1405, 1407, 2425, 2426**

GOVT 2305

Select ONE of the following:
ANTH 2302, 2346, 2351; BIOL 1322, BUSI 1307, COMM 1307; CRIJ 1301, 1307; ECON 2301, 2302, 2311; GEOG 1302, 1303, 2312; GOVT 2304, 2311; HIST 2321, 2322, 2327; PHED 1304, PSYC 2301, 2306, 2314, 2316; SOCI 1301, 1306, 2301, 2306, 2319, TECA 1303,

Note: this requirement **cannot** be met using the following combinations of courses:

BIOL 1406 and 1408; BIOL 1407 and 1409;
BIOL 2420 and 2421; CHEM 1405 and 1411;
CHEM 1406 and 1411; CHEM 1405 and 1406;
CHEM 1406 and 1407; GEOL 1401 and 1403;
PHYS 1401 and 1405; PHYS 1401 and 2425;
PHYS 1405 and 2425.

HUMANITY, CREATIVITY and the AESTHETIC EXPERIENCE 6 hours

Select ONE of the following:
ARTS 1301, 1303, 1304; DANC 2303; DRAM 1310, 2361, 2366; HUMA 1311, 1315; MUSI 1306, 1308, 1309, 1310
Select ONE of the following:
ENGL 2321, 2322, 2323, 2326, 2327, 2328, 2331, 2332, 2333, 2342, 2343, 2351; HUMA 1302, 1305, 2319; PHIL 1301, 1304, 1316, 1317, 2306, 2307, 2316, 2317, 2318, 2321 or a 2000 Level Foreign Language, 2311, 2312, or SGNL 2301, 2302

Tier 3 - INTEGRATIVE LEARNING

Integrative Learning improves the ability to evaluate and measure the knowledge and skills learned from courses in Tiers 1 and 2.

CRITICAL ISSUES in the STATE - FEDERAL RELATIONSHIP 3 hours

GOVT 2306

The 2015-2016 DCCCD Core Curriculum	
Pre-Core College Requirements	TSI (developmental courses) Learning Framework – EDUC 1300
<p>TIER I – Core Foundations Students acquire critical knowledge and skills essential to success in other college courses through direct instruction in basic competencies.</p> <p>1. Critical Reading and Writing <i>This learning category prepares students to analyze and interpret printed materials for a variety of different courses. Students will be asked to produce clear, correct, and coherent work.</i></p> <p>2. Speaking and Listening <i>This learning category develops a student's ability to communicate effectively individually, in pairs and in groups. Instructors will place emphasis on listening, critical and reflective thinking, and responding.</i></p> <p>3. Quantitative Reasoning <i>This learning category promotes the application of mathematics to increase a student's ability to solve real-world problems. When you are quantitatively literate, you can use logic and critical thinking in new ways.</i></p> <p>4. Wellness and the Human Experience <i>This category allows a student to explore a wide range of courses related to who you are and how you relate to the world. The courses offer an opportunity for you to examine your physical, social, financial, intellectual, emotional, and aesthetic well-being.</i></p>	<p>1. Students must take both classes: ENGL 1301 HIST 1301</p> <p>2. Students must select one from the following: SPCH 1311, 1315 or Foreign Language</p> <p>3. Students must select two: MATH 1332, 1324, 1325, 1414, 1316, 2342, 2412, 2413, or higher</p> <p>4. Select one from the following: ARTS 1311, 1312, 1316, 2316, 2326, 2333 BIOL 1322 COMM 1316 DANCE 1351 DRAM 1351 MUEN 1122, 1136, 1151, 1153 MUSI 1301 PHED 1100-1129, 1164, 1165, 1251, 1304, 1306, 1346</p>
<p>TIER 2 – CORE DOMAINS Students explore various disciplines in four thematic domains while reinforcing and applying knowledge and skills that were acquired in Tier 1.</p> <p>Qualitative Reasoning, Literacy, and Research <i>This category develops your ability to solve problems, research information and evaluate arguments. You will be able to use the tools provided to become a more independent thinker...</i></p>	<p>1. Students must take the following: ENGL 1302</p>

<p>2. Self and Society <i>This learning category is designed to compare and contrast your knowledge of social behaviors. You will find opportunities to question the roles of you and other play in addressing the issues of our society.</i></p> <p>3. Humanity, Creativity, and the Aesthetic Experience <i>This learning category focuses on the value of literature, philosophy, and the visual and performing arts. You will be able to critically analyze and form aesthetic judgments about the arts and humanities.</i></p> <p>4. Scientific Discovery & Sustainability <i>This learning category enables the student to construct and examine the relationship of the natural sciences to the world around you. Becoming a scientifically literate person can develop your ideas of how science and technology influence one another and contribute to modern culture.</i></p>	<p>2. Students must take the following: ECON 2301 GOVT 2305 HIST 1302</p> <p>3. Select ONE of the following: ARTS 1301, 1303, 1304 DANC 2303 DRAM 1310, 2366</p> <p>Students must take the following: ENGL 2321 or 2322/2323</p> <p>4. Select TWO of the following: BIOL 1406/1407, 1408/1409, 2401/2402, or 2421 CHEM 1405, 1411/1412, 2423/2425 GEOL 1401/1402 PHYS 1401/1402, 1405/1407, 1403/1404, 2425/2426</p>
<p>TIER 3 – INTEGRATIVE LEARNING Students refine and demonstrate their capacity to make and evaluate connections among different disciplines. Students analyze, synthesize, and evaluate critical issues to exhibit their abilities as critical thinkers and communicators.</p> <p>1. Critical Issues in Local, National, and Global Contexts <i>This learning category focuses on the investigation of various issues and being able to reflect on how these issues affect you and others. You will be asked to reflect on your contributions as a responsible member of society.</i></p>	<p>1. Students must take the following: GOVT 2306</p>

Richland Collegiate High School's Texas Election Code Policy

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

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



Richland Collegiate High School

Dear RCHS Student and Parent:

The Richland Collegiate High School's (RCHS) handbook and code of conduct are designed to help our students understand the school's expectations and to enhance our students' educational experience.

RCHS needs your help and cooperation in assisting student adherence to the stated policies, procedures, and expectations of RCHS and Richland College. Please read and discuss the handbook and code of conduct together as a family. The handbook and code of conduct are located on the RCHS website, eCampus communities for each grade level, and will be emailed to all students and parents. We are not printing the handbook/code of conduct in an effort to honor the Richland College commitment to green initiatives; however, you may request a printed copy by submitting a written request to the main RCHS office at any time.

After reading and discussing the handbook and code of conduct, please sign and return the bottom portion of this form and return it to school before the first day of college classes. Your signature acknowledges receipt of this document and agreement to abide by the policies set forth including, but not limited to the following:

- Compliance with computer acceptable use policy
- Acceptance of school's open campus policy
- Acceptance of Richland's policies on academic freedom and educational exposure to adult content
- Compliance with RCHS, Richland and Dallas County Community College District policies and procedures
- Acceptance of academic responsibilities including graduation requirements
- Compliance with guidelines for communicating with RCHS

Sincerely,
Your RCHS Team

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PLEASE SIGN AND RETURN THIS FORM BY OR BEFORE August 31, 2018

Student's Name (Print)

ID #

Parent's Signature

Date

Student's Signature

Date

This form is maintained on file at the Richland Collegiate High School.