District Academic Senate (DAS) Meeting Minutes

**Tuesday, December 6, 2022**

 **3:00 -5:00 pm**

<https://lrccd.zoom.us/j/84695861936?pwd=alhnSjMwTTAyRndOL1J0aTZNNHNSdz09>

Meeting ID: 846 9586 1936

Passcode: LosRios

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Campus | Role | Present |
| Alisa Shubb | ARC | District Academic Senate President | x |
| David McCusker | ARC | District Academic Senate Secretary | x |
| Carina Hoffpauir | ARC | Academic Senate President | x |
| Brian Knirk | ARC | Academic Senate Vice President | x |
| Veronica Lopez | ARC | Academic Senate Secretary | x |
| Alisa Shubb | ARC | Academic Senate Past President | x |
| Scott Crosier | CRC | Academic Senate President | x |
| Lisa-Marie Mederos | CRC | Academic Senate Vice President |  |
| Jacob Velasquez | CRC | Academic Senate Secretary | x |
| Greg Beyrer | CRC | Academic Senate Past-President | x |
| Eric Wada | FLC | Academic Senate President | x |
| Danielle Beck | FLC | Academic Senate Vice President | x |
| Lisa Danner | FLC | Academic Senate Secretary |  |
| Paula Cardwell | FLC | Academic Senate Past President | x |
| Sandra Guzman  | SCC | Academic Senate President | x |
| Dawna DeMartini | SCC | Academic Senate Vice President | x |
| Amy Strimling | SCC | Academic Senate Secretary | x |
| Lori Petite | SCC | Academic Senate Past President | x |
| Bill Simpson | ARC | District Curriculum Coordinating Committee (DCCC) | x |
| Morgan Murphy | FLC | District Educational Technology Committee (DETC) | x |
| Ea Edwards | CRC | District Equity & Student Services Committee (DESSC) | x |
| Jason Newman | CRC | Los Rios Colleges Federation of Teachers (LRCFT) | x |
| Kandace Knudson | SCC | Instructional Accessibility Committee | x |
| Georgine HodgkinsonKalinda Jones | CRCFLC | Prison Reentry Education Program Committee (PREPC) | x |
| Tamara CheshireKeith Heningburg | FLCSCC | Ethnic Studies Faculty Council | x x |

## Preliminaries

1. Welcome / Call to order

2. [Land Acknowledgement](#_Land_Acknowledgements): ARC Land Acknowledgment read

3. Approval of Agenda – Ethnic Studies Council report will be moved to the Reports portion of the agenda. Approved

4. Approval of Minutes - Approved

5. Introduction of Guests: Craig Davis, Pamela Bimbi, Roxanne Morgan, Vivian Dillon, Danny Siegfired, Teresa Aldredge, Amy Avalos

6. **Public Comment Period** (up to 3 minutes per speaker)

Sandra Guzman, Alisa Shubb, and DAS commended for their work this semester.

7. DAS President’s Report

Faculty recommendations needed for Math Competency Committee, Class Size Task Force, and Noncredit Exploration Task Force. [Class Size Task Force welcome letter](#letter).

Expected that convocation will be hybrid (both an online and on-ground option). Department meeting modality will be determined by departments.

LTT & Faculty Hiring Manual: Met with Jamey, Carey Gray, and Mario to discuss clarifying 1) criteria for determining when an LTT is required and 2) process for hiring LTTs. Next steps would include reviewing the faculty hiring manual. Likely to happen next year.

Faculty Diversity Internship Program (FDIP) is on pause for next year, but is not canceled. DAS will be involved in future discussions of FDIP.

Shared that Chancellor’s Cabinet Meeting [agenda](#cabinet) still very brief.

## Consent Items – None at this time

(Any member of the DAS may request an item be removed for further discussion and separate action.)

## Decisions (10-15 minutes per item)

1. Adoption of Findings Related to Public Meetings Pursuant to AB 361: “the state of emergency continues to directly impact the ability of members to meet safely in person.”

Suggested that we continue online so those with health concerns can continue to participate. Also noted that hybrid would be difficulty with our existing technology.

Approved unanimously by roll call vote. Yes: Carina Hoffpauir, Brian Knirk, Veronica Lopez, Scott Crosier, Jacob Velasquez, Greg Beyrer, Eric Wada, Danielle Beck, Paula Cardwell, Sandra Guzman, Dawna DeMartini, Amy Strimling, Lori Petite, Alisa Shubb.

1. Special Admit Student and Dual Enrollment Regulation ([draft R-2212](https://drive.google.com/file/d/1w-DcaeALpYoH8EuqT8lJLCOc9E8rwyYt/view)) *(Second Reading*

[20221128 R-2218-1 (redlined version).pdf](https://lrccd.instructure.com/courses/176134/files/43107271?wrap=1)

[20221129 R-2212-1 9 (red-lined version).pdf](https://lrccd.instructure.com/courses/176134/files/43107275?wrap=1)

Concern expressed that red line version may not be accurate.

Motion to approve recommended changes approved unanimously by roll call vote. Yes: Carina Hoffpauir, Brian Knirk, Veronica Lopez, Scott Crosier, Jacob Velasquez, Greg Beyrer, Eric Wada, Danielle Beck, Paula Cardwell, Sandra Guzman, Dawna DeMartini, Amy Strimling, Lori Petite, Alisa Shubb.

## Reports (5 minutes per report + 5 minutes for questions)

1. Work Experience changes to title 5 *(Vivian Dillon, Work Experience & Internship Program Coordinator, ARC)* 3:30 time certain.

Shared info originally presented by Sandra Sanchez, CCCO Vice Chancellor of Workforce and Economic Development.

Current status of proposed regulation is pending.

Goal of regulatory revisions is to clarify and streamline regulations and to encourage authentic learning.

Expands opportunities for economically disadvantaged students.

Simplifying regulations should help local districts expand work experience opportunities.

Credit for prior learning possible.

Inquiry about improving work experience and internship opportunities for undocumented students. Noted that there are opportunities for which undocumented students are eligible. Effort to make this information transparent for students.

Inquiry as to whether increased local control will increase faculty autonomy. Noted that these regulatory changes should improve the amount of time faculty can spend supporting students. Suggested that a work group that can examine regulatory changes could be advantageous.

Inquiry as to how work experience can make possible obstacles for formerly incarcerated students seeking work experience/internships, transparent.

1. Ethnic Studies Council Report (Tamara Cheshire and Keith Heningburg)

Noted that there has been a lot of pressure across the state to cross-list ETHNS courses with other fields. Concern expressed that cross-listing can dilute ETHNS. Ethnic Studies Council revisited their [cross-listing resolution](#cross) to change the resolution to state that ETHNS will not be cross-listed.

Motion to suspend rules to require second reading approved.

Motion to support the resolution as presented by the Ethnic Studies Council approved by roll call vote.

Yes: Carina Hoffpauir, Veronica Lopez, Scott Crosier, Jacob Velasquez, Greg Beyrer, Eric Wada, Danielle Beck, Paula Cardwell, Sandra Guzman, Amy Strimling, Lori Petite, Alisa Shubb.

Abstain: Brian Knirk

1. Brown Act & AB 2449 (Rubio) (*Jake Knapp*, *LRCCD General Counsel*)

Traditional Brown Act means everyone meeting at the same time and same place. Rule for teleconferencing under tradition Brown Act would mean posting the location of teleconferencing individuals and allowing public participation at those locations. Changed under AB 361, which allowed remote meetings by Zoom without posting locations of and allowing public access to those locations. Likely that AB 361 will be going away in February. AB 2449 will make it so that individuals can participate via teleconference, but only a limited number of times each year. Meeting would need to be available to the public with a remote option, but would require a quorum of the body to meet in person. Voting members who participated remotely could only do so by stating just cause and the body would vote to approve the remote participation. Nonvoting members could still participate remotely. There will be a training on Brown Act requirements available in Spring.

## Discussions (10-15 minutes per item)

1. Review of feedback to Los Rios Equivalency to Minimum Qualification draft [R-5123](https://docs.google.com/document/d/1wZ6XGTGGD8MIrDbkucSsiUUIO1qnlroVY1xlUUCCIcE/edit?usp=sharing)

Feedback received that it would be hard to imagine what the composition of this committee would look like.

Concern expressed that info in the draft about categories of faculty, does not match up with what [CCCCO indicates](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2021-report-min-qualifications-a11y.pdf?la=en&hash=AB424D9D2AEDEEBE2A54757BF58ABFC2B852A2F9).

Interest expressed in diversifying faculty; having a faculty body that reflects the student body. Hope that this would be a goal of the committee.

Concern that how diversification of faculty would be accomplished is not discussed.

Inquiry as to what evidence is there that a district-wife committee would be effective at diversifying the faculty? Suggestion that this is the question to start with.

Noted that the initial reasons for looking at this issue were inconsistency and lack of transparency.

Suggested that professionals can disagree and perhaps inconsistency should not be a concern.

1. Operationalizing Equity-minded Professional Learning (mandatory equity training)

Suggested that we need a rubric or other mechanism so faculty can do equity training on their own and be clear on what equity training is.

[Draft Rubric](https://docs.google.com/document/d/1OoYLvTMCH7v7JjUnltD9IpXIPXDPogXUXmSHYRGA1B4/edit?usp=sharing)

1. [DAS 2019 Collegial Consultation Resolution](https://docs.google.com/document/d/1EjHaeVN4E9WsMcaluRiyZtfiL_VjaX-W/edit?usp=sharing&ouid=105543737585314241560&rtpof=true&sd=true) Report

[Draft report](https://docs.google.com/document/d/1EjHaeVN4E9WsMcaluRiyZtfiL_VjaX-W/edit?usp=sharing&ouid=105543737585314241560&rtpof=true&sd=true), informed by consultation with Senate Presidents, notes when collegial consultation has taken place and when it has been lacking.

Suggested that we share the draft with the BOT.

Suggestion that sharing this draft would be very helpful.

Concern shared that consultation around dual enrollment was good with Senate but not with LRCFT.

Plan to share with the Chancellor and the Board.

## Items from Colleges for District Academic Senate Consideration

[Statement](#statement) from SCC’s BSS Division regarding reproductive rights shared. Suggested that Senate Presidents bring this to their Senates to see if there is support.

Reported that ARC Senate will be discussing concerns about district leadership at their next meeting.

## Committee Reports (as time permits, written reports will be posted to Canvas supporting material section and included in subsequent meeting minutes)

* District Curriculum Coordinating Committee (DCCC) – *Bill Simpson –* [Report.](#DCCc)“The DCCC had a robust discussion about standardizing the Articulation Officer position across the district and making it more permanent. We also discussed upcoming workload increases caused by AB 928 (CalGETC).” Case will be made to VPIs. Concern expressed about workload; suggested that it may be advantageous to have SUJIC take a look at this issue.
* District Equity & Student Success Committee (DESSC) – *Ea Edwards -* [Report](#DESSC)
* District Educational Technology Committee (DETC) – *Morgan Murphy* - [Report](#DETC)
* Prison & Reentry Education Program Committee (PREP) – *Kalinda Jones,* *Georgine Hodgkinson* - Hosted a very successful in prison professional development training.
* Ethnic Studies Council – *Tammy Cheshire, Keith Heningburg –* see item 11 above.

## Upcoming Meetings / Events

* [LRCCD Board of Trustees](https://losrios.edu/about-los-rios/board-of-trustees) Meeting: Wednesday, December 14th 5:30pm (DO Board Room)
* District Academic Senate Spring Retreat:
* District Academic Senate Meeting: Tuesday, Jan 24th 3-5pm
* [ASCCC events](https://asccc.org/calendar/list/events)-events and institutes are listed on the website

## Land Acknowledgements

[ARC Indigenous Land Statement](https://arc.losrios.edu/student-resources/native-american-resource-center#:~:text=We%2520acknowledge%2520the%2520land%2520which,Maidu%252C%2520and%2520Miwok%2520tribal%2520nations.&text=Despite%2520centuries%2520of%2520genocide%2520and,both%2520Federally%2520recognized%2520and%2520unrecognized.)

“We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people.”

[CRC Land Acknowledgement](https://crc.losrios.edu/about-us/our-values/equity-and-diversity/land-acknowledgment)

“We pause to acknowledge that Cosumnes River College sits on the land of Miwok and Nisenan people. We remember their continued connection to this region and give thanks to them. We offer our respect to their Elders and to all Miwok and Nisenan people of the past and present.”

[FLC Land Acknowledgement](https://flc.losrios.edu/about-us/our-values)

“We respectfully acknowledge the land currently occupied by Folsom Lake College as the traditional home of the sovereign Nisenan, Maidu and Miwok peoples who have a unique and enduring relationship stewarding this land since time immemorial. Despite colonization, occupation and genocide, the Nisenan, Maidu and Miwok people continue and thrive in their resilience and self-determination. We celebrate and recognize our Nisenan, Maidu and Miwok tribal neighbors and honor their sustained existence.”

[SCC Land Acknowledgement](https://scc.losrios.edu/student-resources/native-american-student-success/land-acknowledgement)

“We acknowledge the land currently occupied by Sacramento City College as the traditional home of the Maidu, Miwok and Nisenan people. These sovereign people have been caretakers of the area since time immemorial. Despite centuries of genocide and occupation, the Maidu, Miwok and Nisenan people continue as vibrant and resilient federally recognized and unrecognized tribes, bands, and rancherias. Today, we honor and recognize our Maidu, Miwok and Nisenan tribal neighbors for their contributions as the caretakers of the Sacramento Valley and honor their sustained existence. It is with their blessing and continued guidance that Sacramento City College seeks to provide an accessible, equitable, and supportive institution of learning and experience.”

**Supplemental Materials**

CHANCELLOR’S CABINET MEETING Agenda
Monday, November 28, 2022
3:00pm
Zoom Link: <https://lrccd.zoom.us/j/88635942015>

1. Call to Order - Brian King
2. Finalize Agenda & Minutes of Meetings\* - Brian King
a. October 24, 2022
3. Proposed Revisions to R-2212: Special Admit Students and Dual – Jamey Nye, Jake Knapp
Enrollment\*
4. Adjournment - Brian King

Los Rios Optimal Class Size Task Force Welcome

Thank you for your interest in appointment to the Los Rios Optimal Class Size Task Force. This group was chartered in response to a District Academic Senate Resolution titled “[Impact of Class Size on Instructor Ability to Engage as Equitable Practioners](https://docs.google.com/document/d/1FhCL-nykV1f7CWRsLZegDe09YDbhsdVk/edit?usp=sharing&ouid=111365725088157068297&rtpof=true&sd=true).” The result of the resolution is the creation of this task force which has been charged with: **developing criteria and setting guidelines for determining optimum class sizes on a course-by-course, discipline-by-discipline, and college-by-college basis, focusing on effectiveness of instruction while taking into consideration efficiency of operation.**

A detailed [charter](https://docs.google.com/document/d/1FRumZkptMLSTTEyVc551EEbB-FPbGwlU/edit?usp=sharing&ouid=111365725088157068297&rtpof=true&sd=true) has been prepared to describe the work of this group. Members will be asked to review the charter which will be discussed at the [project kickoff/orientation meeting](https://docs.google.com/document/d/1hY4stYQ3yjNZ-uPZPapV3YQw3W-sAWJP/edit?usp=sharing&ouid=111365725088157068297&rtpof=true&sd=true). We are tasked with preparing a set of written **recommendations** for:

1. Criteria that should be used to set optimal class sizes at the Los Rios Colleges
2. Processes and practices that can be used to regularly evaluate the criteria for setting class sizes
3. A process for how to regularly review and recommend modification to the guidelines/recommendations
4. Establishing appropriate roles with the colleges/district for addressing the recommendations that will be delivered in the report from this task force.

18 people will be appointed to serve on this task force:

* 2 Faculty from each College
* 1 Manager from each College
* 1 Student from each College
* 1-2 LRCFT-focused Faculty

The task force will meet during the 2022-23 academic year, and produce a report that will be shared with the District Academic Senate and Los Rios CCD Executive Leadership in Fall 2023.

The task force will meet on Friday’s from 10:00am - 12:00pm on Zoom.

Meeting pattern as follows:

* 11/18/22 - project kickoff/orientation meeting
* 12/9/22 -
* 1/27/23 - (post winter break reorientation)
* 2/10/23 -
* 2/24/23
* 3/10/23
* 3/24/23
* 4/14/23
* 4/28/23
* 5/12/23 (if needed)

If you have any questions about this work, please reach out to team leads:

* Alisa Shubb, District Academic Senate President (shubba@arc.losrios.edu)
* Tammy Montgomery, Associate Vice Chancellor of Instruction (montgot@losrios.edu)

**Revised Resolution Regarding Crosslisted Courses – Originally Approved by the Council May 4, 2021 Revised Sept. 21, 2021 Supported by the DAS Oct. 5, 2021**

Whereas, Ethnic Studies is the critical and interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experience and perspectives of the four core groups: Native Americans, African Americans, Asian Americans, and Chicanx & Latinx Americans in the United States (AB 1460 Legislation & CSU Area F Requirements). Ethnic Studies offers students the opportunity to study the historical development and social significance of race and ethnicity in the United States and develop skills and knowledge necessary for success in an increasingly diverse environment and;

Whereas, California Assembly Bill 1460, commencing with students graduating in the 2024–25 academic year, instructs “the California State University to require, as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies…”; and the proposed California Assembly Bill 1040, commencing with the 2022–23 academic year, requires “each community college district to offer courses in Ethnic Studies at each of its campuses. The bill would require that the units earned by students for successful completion of these courses would be eligible for transfer and, if applicable, would meet Ethnic Studies graduation requirements at the California State University” and;

Whereas, at the Fall 2020 ASCCC Plenary Session, delegates passed two resolutions—9.04 and 9.05—in support of an Ethnic Studies graduation requirement. The resolutions call for the ASCCC to work with the California Community Colleges Chancellor’s Office to support an Ethnic Studies graduation requirement while signaling strong support for ***Ethnic Studies as an essential curriculum***, and;

Whereas, Title 5 §55063 has added Ethnic Studies as a graduation requirement for the associate’s degree, and;

Whereas, the Los Rios Community College District is committed to student success, equity, and diversity; and equitable education requires making significant connections with students and providing diverse learning experiences to meet student needs. Ethnic Studies courses contribute to the campus climate and larger community by focusing on teaching about the voices and lived experiences of BIPOC, supporting equity and diversity and;

Whereas, the Los Rios Community College District serves approximately 75,000 students annually. Because Ethnic Studies is a CSU transfer requirement (Area F) and is being considered for a competency and graduation requirement through Title V revision, there would be a critical and urgent need to offer multiple sections of Ethnic Studies courses to meet student needs and;

Whereas, the five core competencies of Ethnic Studies are distinctive to the field of Ethnic Studies and;

Whereas, Ethnic Studies curriculum provides students the opportunity to “apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation” (Area F) and;

Whereas, Ethnic Studies curriculum provides students the opportunity to “analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism” (Area F) and;

Whereas, Ethnic Studies curriculum provides students with an opportunity to “critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities” (Area F) and;

Whereas, Ethnic Studies provides students with the opportunity to “critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies” (Area F) and;

Whereas, Ethnic studies provides students with the opportunity to “describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society” (Area F) and;

Whereas, Ethnic Studies core courses through the Transfer Model Curriculum have yet to be established through DIG and C-ID and;

Whereas, it is the purview of Ethnic Studies departments to determine and write courses that will transfer within the major discipline area and;

Whereas, Ethnic Studies faculty have the right and responsibility to write and schedule core

courses that will transfer within the major and;

Whereas, it is the purview of Ethnic Studies departments to develop a degree program and establish an Associate Degree for Transfer (ADT) with core Ethnic Studies courses and;

Whereas, the California Community College Ethnic Studies Faculty Council, the statewide body guiding discussion around the implementation of AB 1460, recommends that campuses do not cross-list courses not created by Ethnic Studies faculty;

~~Be it resolved that until Ethnic Studies departments are fully formed and staffed with full time faculty at all four colleges, any proposed Ethnic Studies cross listed courses must be submitted for review by the District Ethnic Studies Council, and;~~

~~Be it resolved that the District Ethnic Studies Council will not approve cross-listed courses until core courses have been established, and;~~

~~Be it resolved that Ethnic Studies courses submitted for review to the District Ethnic Studies Council must align with all five CSU Area F requirements.~~

**Revision**

Be it resolved that any proposed cross listed courses with Ethnic Studies will be denied by Ethnic Studies Department Chairs throughout the Los Rios District.

Be it resolved that the District Ethnic Studies Council supports the denials of cross-listed courses by Ethnic Studies Department Chairs.

**Statement from the BSS Division:**

We support people's reproductive rights and are angered by the June Supreme Court decision in

the Dobbs case, which overturned Roe.

Not only is this alarming in terms of the loss of a key piece of rights for reproductive health, but

it sets a dangerous legal precedent to eliminate other essential rights that are currently protected

by law.

We make this statement because we want our students to know that we support them and

their rights and believe that silence on this issue is unacceptable.

We request that the Academic Senate:

1. support our statement.

2. forward our statement to LRCCD Chancellor Brian King.

3. ask Chancellor King to forward the statement from the California Community College

State Chancellor's office (see here) to each campus and our Board of Trustees.

4. ask Chancellor King to issue a statement in support of the CCC State Chancellor's and

our statements regarding the Dobbs decision.

5. ask Chancellor King to encourage the leadership at each of the Los Rios colleges

to address the concerns of their campus communities as raised by the Dobbs decision.

**District Curriculum Coordinating Committee Report**
The committee met on Dec. 2.
• All of the curriculum proposals were approved.
• A new thematic block in the SJS designator was approved.
• There are four outstanding Math Competency requests, but that committee has several
positions that need to be filled.
• The DCCC had a robust discussion about standardizing the Articulation Officer position
across the district and making it more permanent. We also discussed upcoming
workload increases caused by AB 928 (CalGETC).
o Each college in the district does things differently, and it changes from year to
year what percentage of work is done in the Articulation Officer role (vs.
Counseling or other role).
o We need either 100% reassigned time at all four colleges or a standard job
description for 100% work as Articulation Officer, especially with the increase in
workload coming due to AB 928.
o We need stable funding for the position at each college, as the work done by
Articulation Officers is essential to the success of our transfer students and the
workload is not expected to decrease.
o The DCCC advocates for 100% Articulation Officer staffing at each college, at
least until the AB 928 work is done. We ask the DAS to let us know what the
next step should be.
The next DCCC meeting will be held Jan. 27, 20322.
Respectfully submitted by Bill Simpson, DCCC Chair.

**DESSC Chair DAS Report Nov. 2022**
● Follow-up: Los Rios Ghana, Africa, Delegation Experience: Ideas to Better
Support LRCCD’s Black/African-American Students Experience and Outcomes
(Victoire Chochezi)
○ https://docs.google.com/presentation/d/1Af7ilkn1ZM6vWLfjyiAazIzSXeJA
X6GwQ9pMSF1PUHM/edit?usp=sharing
○ FLC will be doing FLEX workshop in Jan 2023
● We had a robust discussion of the district and campus responses/communication
in regards to crises (such as the lockdown at CRC and the empty Ammo box left
on the SCC campus). Some key takeaways were:
○ What is the current communication process in place?
○ Can there be a development of districtwide tracking of perceived racially
motivated instances of aggressions and the communication, response,
and resolution? Is this something DESSC would be involved in helping to
develop?
○ Can the district develop a racial crisis response team?
● Spring meeting dates 1/23, 2/27, 3/20, 4/17

**DETC Summary – Nov, 17 2022**
Title 5 Changes
Discussion centered on the recent changes to Title 5 and the impact on DE. In particular how these
changes may manifest in the course descriptions and whether boilerplate language would be
sufficient.
Proctorio Offramp
Discussion around the Proctorio offramp. Discussion centers on continued support of ceasing
Proctorio. Feedback from the DAS surveys around proctorio will assist in determining which features
EdTech will recommend for deactivation in Spring 2023.