

District Academic Senate Executive Committee Meeting

Friday, July 17, 2020

9:30 a.m. to 12:00 p.m.

Zoom URL: <https://laccd.zoom.us/j/92905425310>

Meeting ID: 929 0542 5310

MINUTES

Attendance

	Present
Officers	Angela Echeverri (President), Naja El-Khoury (1 st VP), Elizabeth Atondo (2 nd VP: Curriculum), Lourdes Brent (Secretary), Robert Stewart (Treasurer), Don Gauthier (Past President), John Freitas (Parliamentarian)
City	Michael Kalustian
East	Jeff Hernandez
Harbor	
Mission	Carole Akl
Pierce	Barbara Anderson
Southwest	Robert Stewart
Trade	Artemio Navarro
Valley	Chauncey Maddren
West	Patricia Zuk
Guests	David Beaulieu (Past President, DAS); Phyllis Braxton (Trade-Tech & GP Coordinator); David Hale (East); Ron Kendis (City); Carmen Lidz (Vice Chancellor Information Technology)

Call to Order:

President Angela Echeverri called the meeting to order at 9:41 a.m.

Approval of the Agenda:

The agenda was adopted as amended
(Hernandez/Anderson) **M/S/P**

By consensus, the item "Articulation Officer Position Concerns" was moved to the top of the agenda for discussion items

Approval of the Minutes:

The minutes of the DAS Exec meeting of June 26, 2020 were approved as amended
(Stewart/Akl) **M/S/P**

Public Speakers: Vice Chancellor Carmen Lidz

27

28 Carmen Lidz, Los Angeles Community College District (LACCD) Vice Chancellor and Chief
29 Information Technology Officer, addressed the District Academic Senate Executive
30 Committee (DAS Exec) later in the meeting.

31

32 Echeverri recently forwarded a spreadsheet containing over 400 different software
33 requests from the colleges. Those requests were made in part by the District discipline
34 committees, as well as academic departments at each college, to assist in the
35 continuation of remote learning necessitated by the COVID-19 pandemic. Vice
36 Chancellor Carmen Lidz has been working with District Curriculum Dean, Daniel Keller
37 and John Freitas to manage the software requests which have been made. Of concern
38 would be obtaining an accurate count of licenses, legal reviews, accessibility reviews,
39 and so on. The list currently being developed is for the Fall 2020 Semester. Echeverri
40 thanked Freitas and Keller for their work.

41

42 Various software applications for specific disciplines were discussed, including
43 Mastering A & P for Physiology, and GoReact for teaching performance-based skills
44 online. Freitas offered that it is the intent to find commonalities regarding the
45 Districtwide requests. Echeverri noted that such discussions are part of a larger and
46 longer conversation for the District Academic Senate (DAS) Academic Technology
47 Committee. It was suggested by some Senators that faculty be permitted to take their
48 District office desktops and printers home to augment their home offices in this remote
49 working environment. However, it was also suggested that more information is needed
50 before making such a recommendation, that the District might be moving toward a
51 laptop (instead of desktop) paradigm, and that the union (Los Angeles College Faculty
52 Guild, AFT Local 1521) needed to be part of the discussion. Anderson noted the
53 importance of communication during this time. This is especially important for Pierce
54 since that college is losing its chief instructional officer.

55

56 **Action Items:**

57

58 **DAS Calendar for 2020-2021 Academic Year**

59 (Hernandez/Freitas) **M/S/P**

60

61 Echeverri noted the schedule conflicts in October: Discipline Day and the District
62 Curriculum Committee (DCC) on October 9, 2020 and the ASCCC (Academic Senate for
63 California Community Colleges) Academic Academy October 8-10, 2020. After
64 discussion, the recommendation was to continue the past practice of having Discipline
65 Day in the Spring Semester and offering the joint LACCD/DAS Summit in Fall 2020. The
66 dates of September 25 and October 16, 2020 were suggested for the Summit and will be
67 discussed during consultation. Ideas for the Summit included instruction during this
68 transition period, sharing of software and teaching strategies, diversity and equity, and
69 initial recommendations related to faculty hiring which may arise from DAS goal-setting

70 at the August 2020 DAS Exec retreat. Involvement of the LACCD Board of Trustees was
71 also recommended.

72

73 **Noticed Items**

74

75 **Revised District Equivalency Process**

76

77 El-Khoury reported that the Equivalency Committee flow chart is still the same, although
78 the process has changed somewhat (now Version 3.0). The Equivalency Committee met
79 with the Project MATCH Steering Committee on June 29, 2020. The Equivalency
80 Committee agreed to remove reference to the Equivalency Committee being the final
81 decision-making body related to equivalency requests. That is, the Equivalency
82 Committee agreed to omit the word “final” before the word “decision” in its written
83 process document. This process, approved by the Equivalency Committee, was sent to
84 DAS President Echeverri. This process is noticed for action at the next DAS Exec
85 meeting.

86

87 Hernandez thanked El-Khoury for the opportunity to speak at the latest Equivalency
88 Committee meeting and now better understands the concerns of the Equivalency
89 Committee related to the possibility of persons who have been denied equivalency
90 appealing that decision to the DAS Exec. One concern is to preserve the work of the
91 Equivalency Committee, ensure consistency in the process, and not make it more likely
92 that appeals will occur more easily and more often. An incorporation of the language
93 used by the ASCCC which recognizes the work of equivalency and preserves the senate’s
94 role could be placed in the bylaws to address the possibility of an equivalency applicant
95 having a significant objection to the decision of the Equivalency Committee.

96

97 Freitas wished to clarify that it is only equivalency appeals which would go to the DAS
98 Exec. He also noted that this work done by the Equivalency Committee was a great
99 start, but articulated some reservations: 1) This is a process that is mutually agreed
100 upon by the DAS and the LACCD Administration, and approved by the Board of Trustees.
101 It should, therefore, be an administrative procedure and should be placed on the
102 consultation agenda. 2) There is a sentence in the process which indicates that the
103 Equivalency Committee is not a Brown Act committee – “DAS Equivalency Committee
104 meetings are non-Brown meetings and closed to the public.” However, Freitas pointed
105 out that, as a committee of the District Academic Senate, the Equivalency Committee is
106 indeed a Brown Act committee. However, as the Board of Trustees does when it
107 discusses personnel matters, the Equivalency Committee may go into closed session and
108 report out broadly without naming names. 3) The Equivalency Committee process also
109 states that “The District Discipline Committee will then make a best effort to evaluate
110 and make a recommendation to the DAS Equivalency Coordinator within 30 days.”
111 Freitas advocated for a tighter timeline so that the equivalency decision is rendered
112 before the faculty candidate’s employment application would go to the selection
113 committee. That is, the equivalency would be done before the hiring committee’s

114 screening process. 4) A recommendation to add broadly what criteria could be used for
115 equivalency (to degree, eminence, or work experience for non-master's disciplines).

116
117 El-Khoury agreed to amend the portion of the written equivalency process to state that
118 the Equivalency Committee is governed by the Brown Act, but advocated for the
119 entirety of the meeting of the Equivalency Committee to be in closed session due to the
120 nature of its work in reviewing confidential personnel material. Freitas offered an
121 explanation of how closed session in an open meeting functions, such as supplying
122 minimal detail on the published agenda, reporting out only in broad terms and not
123 naming names, and not posting candidates' material. Thus, non-confidential topics may
124 be discussed in an open meeting, candidates may have the opportunity to address the
125 Equivalency Committee, and the committee may go into closed session when necessary.
126 Hernandez noted that, if the Equivalency Committee's work did not entail making
127 recommendations to the DAS, then that committee would not be governed by the
128 Brown Act. However, that is not the case with this committee. Hernandez further
129 offered the following amended language to the Equivalency Committee process:
130 "Review and decisions on equivalency requests are handled in closed session under the
131 Brown Act."

132
133 Gauthier noted that the Equivalency Committee oftentimes obtains the equivalency
134 candidates directly from the District Human Resources department, and works through
135 the District discipline committees. He agreed that the Equivalency Committee should
136 try to be as open as possible and thought that meeting in closed session just to evaluate
137 confidential personnel information would be proper practice.

138
139 There was discussion related to the 30 days which the District discipline committees
140 would take to evaluate and make a recommendation to the Equivalency Committee,
141 suggesting that a faster review might serve to expedite the recruitment process. El-
142 Khoury countered that 30 days is a reasonable timeframe, but offered that some
143 discipline committees can and do render their opinions more quickly. A 15-day
144 turnaround time for the discipline committees was suggested.

145
146 El-Khoury will make the agreed-upon changes and send to Echeverri. It was determined
147 that, in the form it is in, the document is appropriate for action at the next DAS Exec
148 meeting. Modeling the process involved in writing the adjunct faculty hiring process
149 (HR-R-130), the work of mutual agreement is still to come.

150
151 **Resolution in Support of Project MATCH and Return to DAS/Faculty Involvement**

152
153 Beaulieu introduced the motion, (El-Khoury referring to the second "whereas"
154 highlighted in yellow), noting that the previous resolution left the impression that the
155 DAS concern was primarily or exclusively dealing with equivalency issues related to
156 Project MATCH. However, another major concern is faculty involvement in Project
157 MATCH and having a vibrant steering committee. He recounted some of the history of

158 Project MATCH, noting that it began in the early 1990's as a joint project between the
159 DAS and the Office of Diversity, Equity and Inclusion (ODEI). Thus, it was a joint venture
160 from its inception. It is, importantly, an academic program, and, thus, needed DAS
161 involvement. The second "whereas" in the resolution was changed to reflect that:
162 "Whereas, in the course of its history, Project MATCH has been jointly run by the Office
163 of Diversity and District Academic Senate in order to ensure its academic excellence..."
164 That joint control should occur whether the District administration is through ODEI or
165 through Educational Programs and Institutional Effectiveness (EPIE). Both Beaulieu and
166 Gauthier are happy to participate in a meeting with Ryan Cornner, Vice Chancellor of
167 EPIE and Deborah Harrington, Dean of Student Success (EPIE) as well as with Echeverri
168 and the Project MATCH Steering Committee to discuss concerns, fix the process, and
169 move forward. This meeting will take place before it goes to consultation with the
170 Chancellor. Beaulieu emphasized the need for the DAS Exec to be aware of the Project
171 MATCH history and for Exec to fully participate in this DAS endeavor.

172

173 **MOTION: *Reconsider resolution on Project MATCH, previously approved by DAS Exec***
174 *(Freitas/Kalustian)*

175 **POINT OF INFORMATION:**

176 Hernandez inquired as to whether or not that motion would be appropriate now or at
177 the next meeting.

178 **RULING FROM THE CHAIR: MOTION IS MOOT**

179 Echeverri stated that the revisions would be considered as action items at the next DAS
180 Exec meeting.

181

182 Without objection, the Equivalency Committee and the Project MATCH Steering
183 Committee will join the August 7, 2020 DAS Exec retreat at 10 a.m., time certain.

184

185 **Articulation Officer Position Concerns**

186

187 Echeverri reported that there had been concerns from Harbor related to the selection of
188 an Articulation Officer (AO), but there was no representative from Harbor at this
189 meeting to discuss the concerns. Echeverri referred to a current job announcement at
190 City and noted that the AO white paper was endorsed by the DAS in the Fall. Atondo
191 observed that there are many models for how an AO position is filled: reassigned time,
192 Instructor Special Assignment (ISA), or the same process as filling a full-time tenure-
193 track faculty position. Although the best practice is that the AO be a faculty member,
194 with a corresponding ASCCC resolution to that effect, there is no requirement that it be
195 a faculty member. And although many AOs are also members of the Counseling faculty,
196 there is no requirement that an AO be a counselor either. Atondo commented on the
197 City announcement, which seems to be a transparent and inclusive way to fill the
198 position. Kalustian reported that City is in the process of opening and filling all of its
199 current ISA positions which have no end date presently attached to the positions.

200 Atondo offered that, if a faculty member is hired through the full-time tenure-track
201 selection process where all of part of their duties would involve being an AO, then they

202 must be evaluated accordingly. However, the college has the right to reassign.
203 Hernandez suggested that the DAS provide additional guidance on the hiring of AOs,
204 such as recommending that they be faculty members, and that DAS also receive input
205 from the AOs to develop and institutionalize procedures for their selection. It was also
206 suggested by some Senators that the senate work with the union on the selection and
207 evaluation of ISAs.

208

209 **Public Comments**

210

211 Vice Chancellor Lidz reported on a team effort to try to ascertain what technology we
212 will need to function in the Fall Semester. The District had been the recipient from
213 some investments in software applications from the State: some of that support will
214 continue and others end. Purchases are anticipated at the college-level and others at
215 the district level. Lidz thanked Keller and Freitas for their work in collecting software
216 requests from the discipline committees and colleges. She noted that there are
217 presently requests for 474 applications which have been included on this list. When
218 possible, the District is attempting to place one order for licenses and software, and
219 negotiate with vendors for the best prices. Some applications, such as Pronto, have
220 been identified by the Distance Education (DE) Coordinators as being the most used and
221 useful for disciplines. However, other software, such as for choral music as an example,
222 would be limited to a specific discipline. The District is also attempting to identify
223 priorities, that is, which tools are absolutely necessary and which are ancillary. It is
224 anticipated that the software which was used in the Spring 2020 Semester would also
225 be likely to be used in Fall 2020.

226 Other components would be to identify software which has multiple applications, and if
227 it is currently in the District portfolio.

228

229 Continuing, Lidz reported that the District focus is currently on the Fall 2020 Semester,
230 although it is likely that some use will continue to the Winter 2021 Intersession. At
231 present, we do not know about conditions on campuses should instruction and services
232 return to in-person formats in January, 2021. Some contracts might be on a 12-month
233 basis.

234

235 Faculty were advised to share and discuss the list with their department chairs so that
236 their recommendations would be forwarded to the appropriate vice president.
237 Feedback and requests must be forwarded to Keller by July 20, 2020. Kalustian voiced
238 his concerns about the timeline for input, purchasing, and delivery of software in light of
239 the Fall 2020 Semester beginning in 5 weeks. Should the software or licenses not be
240 available, instructors would have 2 weeks to revise their classes accordingly. He
241 advocated for the implementation of GoReact, a software application for American Sign
242 Language, Communication Studies, and most visual and performing arts. Lidz replied
243 that she heard and shares Kalustian's concern. She would also ask IT to look into the
244 polling feature in Zoom, which has been reported to have been disabled.

245

246 Lidz went on to report that the District will purchase roughly 5,000 GoReact licenses,
247 that if a software application was not identified initially then it could be reviewed later,
248 and that a best-case scenario would be that the procurement process would take 2-3
249 weeks. She acknowledged that the timeline is tight for the Fall 2020 Semester.

250

251 Lidz also clarified that priority would be given to hard-to-convert classes. Hernandez
252 noted that there were some concerns related to consistent and accurate reports on
253 attendance via Zoom, as it has proven less reliable than CCC Confer, and some
254 instructors are still teaching synchronously, at least for part of their class. Lidz stated
255 that she would inquire and send written answers to Echeverri.

256

257 Hernandez offered that a laptop approach has been favored at other work places where
258 employees telecommute. He also suggested that we begin with needs and then
259 determine costs instead of the reverse, i.e., working for a fixed budget and then trying
260 to allocate funding for requests. Lidz noted that a review of a District hardware refresh
261 was in order. She promised to do the best she can but that not every need could be
262 met. Lidz again referred to budget limitations and added that she is also working with
263 DSPS regarding accessibility issues.

264

265 Some of the Senate Presidents reported that their faculty had been asking to take their
266 office desktop computers and scanners/printers to their home offices. Chromebooks
267 had proven disappointing. When queried about standard policies for such requests, Lidz
268 replied that IT prefers individual requests for tracking purposes, and noted that
269 difficulties arise when employees take computers from shared spaces such as
270 laboratories or when they do not know how to connect the equipment. Lidz also
271 referred to an equipment loan policy which was published about 2-3 weeks ago. She
272 suggested that it would be easier to borrow desktop monitors from the offices of the
273 individual faculty members so that they could work from larger screens, and that PC
274 screens could work with Apple computers with the proper cabling (which would be
275 provided). She added that she will approve individual requests. Access to Canvas
276 Studio will be implemented through the end of the month.

277

278 Echeverri thanked Lidz for everything she is doing, and to Lidz, Freitas, and Keller for
279 processing and prioritizing requests.

280

281 **Reports**

282

283 **Officer Reports:**

284

285 **President**

286

287 Echeverri reported on the LACCD COVID -19 task force which met on July 16, 2020. Los
288 Angeles County has experienced a surge in novel coronavirus cases. As of this report,
289 there have been 143,000 persons testing positive and 4,000 fatalities related to COVID-

290 19 in L.A. County, and the county continues to be a COVID-19 hot spot. The Los Angeles
291 Unified School District announced that it will do online instruction in Fall 2020. Colleges
292 are finishing their Stage 3 plans for re-opening for in-person instruction and services,
293 including recommendations for signage, use of personal protective equipment (PPE),
294 safety advisories, screening protocols, contact tracing, training for safety officers, and so
295 on. The California Community Colleges Chancellor’s Office (CCCCO) will ship PPE to all of
296 the districts, including to the LACCD – approximately 500,000 cloth masks, seven million
297 disposable masks, 70 non-contact thermometers, seven thousand gallons of hand
298 sanitizer, three cases of N95 masks, and over two thousand face shields. That shipment
299 is due to arrive in the next few days. Those purchases were made with emergency
300 funds and the supplies are expected to last for the year. Also being worked on are
301 safety advisories and screening protocols for people who enter campus as well as
302 contact tracing. “Close contact” is being defined as closer than 6 feet to someone for
303 more than 15 minutes. It is anticipated that we will continue to work online until there
304 is a vaccine or a therapeutic. It is not anticipated that we will return to “normal” (i.e.,
305 pre-COVID-19) for approximately two to three years. The LACCD Board of Trustees met
306 on Wednesday, July 8, 2020; all action items were approved at that meeting. There
307 were a number of public speakers at the Board meeting addressing the class size issue
308 (currently a subject of contract negotiations) and in support of Black Lives Matter.
309 Echeverri reported that she spoke from the resource table in favor of smaller class sizes
310 at that Board meeting, noting especially that when we do come back to teach on
311 campus, physical distancing in classrooms will be necessary for health concerns.

312
313 **1st Vice President** – no additional report

314
315 **2nd Vice President** – no additional report

316
317 **Treasurer**

318
319 Stewart requested that attendees to the ASCCC Faculty Leadership Institute as well as
320 the Curriculum Institute submit conference request forms as soon as possible so that
321 the District may pay the invoices of the ASCCC. As some faculty do not have a
322 printer/scanner, Stewart requested that the District temporarily waive the requirement
323 for a signature on the individual conference requests forms. Echeverri reported on a
324 successful Curriculum Institute (where she was a presenter) and also announced that
325 Stewart will chair the Online Education Committee for the ASCCC.

326
327 **Other Reports:**

328
329 **Technology Planning and Policy Committee** – no report

330
331 **Academic Technology**

332

333 Freitas reported that the committee had its initial meeting earlier this month. The goal
334 at that meeting was to brainstorm regarding what the committee would focus on for the
335 coming year. This committee will revisit the charge and description of the committee in
336 order to broaden its charge, membership, and purview. At present, this committee
337 does not have representatives from Trade and West.

338

339 **Professional Development College**

340

341 Brent reported on two upcoming seminars: An update on E-100 (the LACCD
342 administrative regulation on serving students with disabilities) and diversity in faculty
343 hiring. Freitas and Brittany Grice, Director of the LACCD Office of Diversity, Equity and
344 Inclusion, will co-facilitate the former and Grice will join a panel for the latter. The lists
345 of liaisons and alternates to the Professional Development College (PDC) Steering
346 Committee as well as the meeting schedule were distributed electronically. Brent
347 offered that the DAS bylaws related to the PDC Steering Committee are not prescriptive,
348 and each college's senate could appoint a liaison and any number of alternates using
349 their local process.

350

351 **Hard-to-convert courses** – no additional report

352

353 **DE Training Workgroup** – no additional report

354

355 **Guided Pathways**

356

357 Braxton reported that she is working with NCII (National Center on Intensive
358 Intervention) to formulate a meeting/events calendar. A planning meeting is scheduled
359 at 4 p.m. today. Also scheduled is a meeting with the Guided Pathways Committee, and
360 town halls with NCII.

361

362 **Others** – none

363

364 **Discussion Items**

365

366 **Planning for DAS Exec Retreat on August 7, 2020**

367

- 368 • Goals for 2020-2021
- 369 • DAS Action Plan on Systematic Racism
- 370 • District Discipline Day, Fall 2020
- 371 • Agenda

372

373 Echeverri referred to prior DAS goals from 2018-19 and 2019-20 as well as to the agenda
374 for the January 2020 retreat. The August 2020 retreat will take place via Zoom. Goals
375 for 2020-2021 suggested today were revising the DAS Bylaws, college report-outs and
376 sharing of ideas, equity and anti-racism action plans, and upholding shared governance.

377 Echeverri requested that the Senators forward additional goals to her for including in
378 the August 2020 Retreat agenda.

379

380 **MOTION: *Extend the meeting for 15 minutes***

381 (Maddren/Kalustian) **M/S/P**

382

383 **Update on DAS Recommendations on Distance Education Certification and Online**
384 **Instruction**

385

386 Echeverri reported that she received an email from a faculty member who had
387 completed DE certification at Valley in March of 2020, but was then told to take a
388 second course on pedagogy. The resolution on DE certification which had been
389 approved by the DAS Exec referred to the requirement that two courses – Introduction
390 to Canvas and Introduction to Online Teaching and Learning – would need to be
391 completed in order to be DE certified. The approved resolution also stated that faculty
392 who had been DE certified by the beginning of the Spring 2020 Semester would be
393 exempted from the requirement to take two courses. (East, Valley, and West only
394 required one class for DE certification.) The intent of the resolution was to standardize
395 requirements for DE certification. However, the resolution could be revisited this
396 August at the DAS Exec retreat, and revised to refer to exempting the two-course DE
397 requirement if instructors became DE certified by the end of the Spring 2020 Semester
398 (instead of at the beginning of that semester). In a matter related to the DE certification
399 courses, Echeverri noted that some of the DE Coordinators are setting very high
400 thresholds (e.g., 100%) for completion of those courses. It was mentioned that
401 completion standards should be consistent and that DAS have input in approving these
402 thresholds. Echeverri commented on the value of more discussion with the DE
403 Coordinators as well as with Joanne Waddell, President of the AFT Faculty Guild Local
404 1521, related to online teaching and support. Distance Education is contained in the
405 LACCD/Faculty Guild collective bargaining agreement (CBA), and the college DE
406 committee is comprised of both senate and union representation. It was argued that
407 the senate exercise its purview over curriculum and approve a rubric and set
408 parameters. Questions remained about establishing consistent standards since training
409 remains at the local level. Senators also wondered if the LACCD should honor DE
410 certification at other institutions in other districts.

411

412 **DAS Recommendations on Classroom Size and AFT 1521 Negotiations**

413

414 Echeverri described emails which went to senate presidents from the Faculty Guild. She
415 spoke in favor of smaller classroom sizes at the July 8, 2020 Board of Trustees meeting.
416 She will place this item on the consultation agenda.

417

418 **Software, Technology, Professional Development and Other Needs for Hard-to-**
419 **Convert Classes and Online Instruction** – no further discussion

420

421 **Update on handling of Grade Change Requests**
422 Hernandez reported that there was a misunderstanding on the part of an Admissions
423 and Records employee at East, and Vice Chancellor Cornner provided guidance.
424
425 **Project MATCH Update** – previously discussed
426
427 **Issues with E-115: Creation of New Subjects**
428 Echeverri noted that the DAS might need to revisit this administrative regulation to
429 address placement of existing subjects.
430
431 **Supplemental Reassigned Time for Academic Senate Work (2020-2021)**
432
433 Each college receives from the District a .2 FTEF (full-time equivalent faculty) of
434 reassigned time for work done at the college for their academic senates. Echeverri
435 requested that the college Senate Presidents forward the name of that person or
436 persons receiving the .2 of reassigned time. If the college academic senates will not be
437 using that .2 per college, Echeverri will repurpose the reassigned time which is unused
438 by the college senates.
439
440 **Other Concerns**
441 Other possible Senate-related expenses were discussed, including the necessity for the
442 DAS to collect dues from the colleges in order to fund expenses incurred by working
443 remotely.
444
445 **Adjournment**
446 The meeting was adjourned at 12:21 p.m.
447 (Hernandez/Stewart) **M/S/P**
448
449 **Upcoming Meetings:**
450
451 **LACCD Board Meeting:** Wednesday, August 5, 2020 – Zoom
452 **District Budget Committee:** Wednesday, August 12, 2020 – Zoom
453 **Board Standing Committees:** Wednesday, August 19, 2020 – Zoom
454 **Consultation Meeting:** August 14, 2020, 2:00 p.m. – Zoom
455 **DAS Executive Retreat:** Friday, August 7, 2020, 9:30 a.m.-2 p.m. – Zoom
456 **DAS Executive Committee:** Friday, September 4, 2020 – Zoom
457 **DAS Meeting:** Thursday, September 10, 2020 – Zoom
458 **Fall 2020 District Discipline Day:** Friday, October 9, 2020 – Zoom
459
460 Respectfully submitted by Lourdes M. Brent, DAS Secretary