

Highline Public Schools | 2020.05.06.Board.Meeting

So welcome, everyone. Thank you, all of you guys. It's a beautiful day outside. With this, we'll please ask you to stand, and we're going to do the Pledge of Allegiance. I pledge allegiance to the flag of the United States of America and to the republic for which it stands-- one nation, under God, indivisible, with liberty and justice for all. Thank you, everyone. Roll call, please.

Director Van?

Here--

Director Garcia?

Here--

Director Bradford?

Here--

Director Alvarez?

Here-- and our superintendent is also with us, Dr. Enfield. So thank you, everyone. And with that, scheduled communications-- we actually have one that was sent in, and I'm going to go ahead and read that at this time. It came in from Russell Stahlke. I hope I'm pronouncing that right. He's from Gregory Heights, and his topic is around family engagement. And here's his testimony.

When the coronavirus crisis occurred, one of the major setbacks to education was how it disrupted the communications between teachers and families, as teachers lost access to their school phone and not every family had email or internet access set up. Plus this sort of communication does not replace speaking on the phone, sharing one another's voice, and having a conversation.

The addition of Google Voice licenses by the district was a major step in the right direction, and has worked wonders in my school, and I am sure others. I recommend that the district plans to maintain this tool for the foreseeable future in this-- in the crisis and post-crisis educational world to support positive relationships with families, which are so vital to our Highline promise. Thank you.

Scheduled communication that we had. And with that, [INAUDIBLE] actually, I skipped asking, after the roll call-- sorry, [INAUDIBLE]--

That's OK.

And you were so gracious and didn't say anything. Call for any changes or additions to our agenda?

None.

With none being said, I'll ask-- do I need to ask for a motion?

No. Let's just go to the superintendent's update.

OK. So now I'll hand it over to our superintendent.

OK, well, hello, everybody. It's nice to see you all. So just a few updates and some appreciations, and then I will read Sandy Hunt's letter-- so first of all, meals continue. I believe, as you know, we added Friday meals distribution last week. So now our students are receiving breakfast and lunch seven days a week, and families can pick them up on Mondays, Wednesdays, and Fridays.

We've also begun distributing some school supplies that's been in need as well. And overall, our staff just continues to do amazing work. I've been able to Zoom bomb a couple of our teachers' staff meetings and team meetings this week just to say hello, and it's good to see people doing their best to stay positive and connect with their students.

So I want to acknowledge the work of all of our teams. I know that Suzanne and her team in particular had to do quite a pivot with the grading change that OSPI imposed upon us. And I just want to thank Suzanne and her team for doing that. There are no perfect answers in the world that we are living in right now. That's always been true to some degree. It's definitely true now.

And I just want everybody to know that we are putting tremendous thought, and time, and energy into each of these decisions. And none of them will be perfect. They won't be satisfying to everyone, but know that they are not in any way made arbitrarily or without great concern for the impact it will have on students, staff, and families.

And so we will continue to move forward. On a happy note, I think you know that the Highland Schools Foundation could not have their breakfast. They held a virtual Gold Star Campaign last week, and their goal was \$100,000. They raised just shy of \$150,000, so that says so much about our community that people were willing to step up in these tough times and allow the foundation to continue doing its good work.

So that meant that yesterday, I believe Anne Baunach was able to give another \$10,000 in grocery

gift cards to our social workers to distribute to families. So that brings, I think, the total up close to \$50,000 in grocery gift cards that have been distributed to families, which is really, really wonderful, and we're grateful for that.

Additionally, Mark is securing hot spots. I think I've shared with you we're prioritizing those for our students who are homeless living outside the district. We want to make sure that those students who are most vulnerable and need that connectivity the most get them. And Mark, I believe we're waiting on hundreds more, once they become available. Is that right?

Yeah. We have 400 more coming hopefully this week or beginning of next.

Great. And I do want to say that, in addition to the funds that we allocated as a district, the Doug Baldwin Family Foundation donated \$5,000 that allowed us to purchase next 100 hot spots, so we're grateful for that. The community continues to step up. As you know, this is Teacher Appreciation Week. Yesterday was National Teacher Day. Today is School Nurse Day.

So in honor of that, I've been giving duckies each week. So I began giving virtual duckies, putting out on social media the individual. I will, of course, give them the real duckies when we return, but I've been calling people the day before we post on social media, and so I've been able to talk with some of our teachers and nurses this week.

And it's been great just to connect and to hear I think I think that getting a phone call is some good news today that has nothing to do with work or virus is a welcome surprise, so it's been nice to deliver that good news. And so I want to thank our nurses and our teachers for all that you are doing, especially now more than ever.

You're greatly appreciated, and we are doing the best we can to celebrate you every day through social media, thanks to Tove's work and others. So thank you for that. And before I read Sandy's message, I also want to wish all of the mothers out there-- some of whom I'm looking at on this screen-- a very happy early Mother's Day, since that will be this Sunday.

I hope that people are able to celebrate somehow, some way with the people that you love. And I just wish that everybody continues to stay safe, and strong, and healthy. I know it's getting harder to stay indoors, but it's important that we do our best to continue to social distance and isolate.

I will say that we are hoping to an announcement about what graduation things will look like by Friday. We will finalize that tomorrow. And as I said, it won't be the graduation everybody dreamed of, but we're confident that we'll be able to give our students a moment, and that's our goal. We're

incredibly proud of our graduates.

And the yard signs and car decals for our class of 2020 should be coming out soon, so we're going to do everything we can to celebrate.

Yay. Yay.

Oh, sorry-- one last cool thing I just have to share-- I was part of a webinar for Digital Promise. We're part of the League of Innovative Schools yesterday, and it was all about student voice and how students have been impacted during this time. And so I asked Maya Matta to join me.

She is just a force. When I grow up, I want to be like Maya. She's just so incredibly insightful, and honest, and just really fierce and really thoughtful advocate for issues that really matter. And she made us incredibly proud on the webinar yesterday. In fact, the host of the webinar, the head of Digital Promise, Kim Smith, quoted her at the end.

So I think Maya had a tremendous impact, and I want to publicly thank her. I called her on the phone afterwards, but I'd like to publicly thank her now. And with that, I will read Sandy's message. "Dear school board members, the first week in May affords us the opportunity to honor our educators in general, and our teachers in particular, for the purpose and passion they bring to their profession.

While each individual might approach the work differently, especially now, teachers continue to find ways to express our love for our students, the joy of acquiring new knowledge and skills, and a commitment to addressing our shared human need for belonging. In these difficult times, HEA appreciates the ongoing opportunities our roles provide us to spend with people who share the same values of community and the passion for serving our students and families.

I would also like to express appreciation for the creativity and problem solving demonstrated by the district by placing 25 first-year teachers in a displacement pool with the hopes of returning them to their buildings, rather than reducing their positions through layoffs. With this choice, Highline School District has shown a commitment to retaining the talent they have worked so hard to recruit.

While we recognize it is not likely that all teachers will return to their original buildings, it has been important in this economy for our members to know that they have a job with benefits for the coming school year and that the district cares about that. Recently, I read the chapter *Willing to Be Disturbed* from Margaret Wheatley's book *Turning to One Another, Simple Conversations to Restore Hope to the Future*.

And while there were a number of delicious spots and juicy lines, I would like to share a portion of her rather long, but final paragraph." So this is what she's quoting from Wheatley. "It's not differences that divide us. It's our judgments about each other that do. Curiosity and good listening bring us back together. Sometimes we hesitate to listen for differences because we don't want to change.

We're comfortable with our lives, and if we listened to anyone who raised questions, we'd have to get engaged in changing things. If we don't listen, things can stay as they are, and we won't have to expend any energy. But most of us do see things in our life or in the world that we would like to be different.

If that's true, we have to listen more, not less. And we have to be willing to move into the very uncomfortable place of uncertainty. We can't be creative if we refuse to be confused. Change always starts with confusion. As the world grows more strange, and puzzling, and difficult, I don't believe most of us want to keep struggling through it alone.

I can't know what to do from my own narrow perspective. I know I need a better understanding of what's going on. I want to sit down with you and talk about all the frightening and hopeful things I observe, and listen to what frightens you and gives you hope. I need new ideas and solutions for the problems I care about.

I know I need to talk to you to discover those. I need to learn to value your perspective, and I want you to value mine. I expect to be disturbed by what I hear from you. I know we don't have to agree with each other in order to think well together. There is no need for us to be joined at the head. We are joined by our human hearts."

This is back to Sandy now. "These are thoughtful words from Margaret Wheatley written almost 20 years ago, but very applicable to our situation today. I want to close by thanking you for your service to our community and thanking our educators this week and always for all they are doing each and every day. Best of health-- Sandy Hunt, president of the Highline Education Association."

And I think that is a very, very timely quote, and I appreciate Sandy's sentiments, because we really do have to come together from a place of not anyone versus anyone, but all of us working together more than ever before. So thank you, Sandy, for sharing that. And that ends my update for tonight, and I'll turn it back President Alvarez.

Thank you, superintendent. And I love Margaret Wheatley. I had that book, *Turning to One Another*. There's a lot of amazing stories, and quotes, and inspirations as well. My very favorite one is

[INAUDIBLE] book, and some day, I'll read it to you guys. And with that, we'll move on for our school board director reports. So Director Garcia, do you have anything to report tonight?

I just wanted to recognize the tremendous amount of feedback that we got today over 7.4 of the Continuous Learning Plan. I really appreciate everybody reaching out to the board and sharing your perspective. I know that we're going to have a very insightful conversation later today, but I also wanted to pivot a little bit and just give thanks and gratitude to all the amazing teachers I've had in my life-- the mentors, the-- and one point, when I was in my undergrad, I wanted to be a teacher myself, until I tried it and I realized just how hard-- it's extremely difficult.

And I'm sure, with practice and getting some tools in my tool chest, I could have done it, but I knew that I was better off serving my community in a different way. And I just want to show so much gratitude to specifically my brother. He's a mentor of mine and he's a teacher for us, and today, I just wanted to give him a special shout-out. So that's it.

Thank you, Director Garcia. Director Bradford--

All right, good evening. So I'm just listening to Aaron's story and reflecting on my one time that I was in the classroom teaching in my master's program. And when I finished with the lesson that I was teaching, I told the educator, you're probably going to have to re-teach that lesson.

I also just want to echo great gratitude for all of our educators always, and especially now. And so just the-- again, I get tired-- I'm trying to look for a different way besides unprecedented-- but in these times, it's just-- the flexibility, the ability to just pivot, and just go with the flow, and do what's right, and do what's necessary is just absolutely commendable.

And so thank you. Thank you all. And thank you, Sandy. I really appreciate that-- the quote that was shared. I will continue to reflect on that. I don't have anything as deep. Well, I guess it's deep. It's [INAUDIBLE] from *Black Panther*, the movie.

[INAUDIBLE]

One of the final statements is that the wise I'm paraphrasing, but that, in these times, the wise build bridges, while the foolish build barriers. And so again, I just think that it's such an opportunity that we do have amidst the challenge, the hardship, the adversity, the tragedy, and all of what people are experiencing uniquely-- and that we recognize it is-- it's incumbent upon us to continue to build bridges and to operate as one tribe. So thank you all that I can see, and those that I cannot see. And

I'm going to stop with that.

Well, thank you, Director Bradford. Director Van-- you're on mute.

Better?

Better.

Good evening, everybody. Hope all is well. I would like to echo everybody's thanks to our teachers. I actually called my middle school teachers today and thanked them. They're in Colorado, and I just told them all the things that they've done and-- for my family, for my brothers and sisters.

But for all of our educators out there, thank you for all that you do. I know that our parents are going through some [INAUDIBLE] to take care of your kids and everything. So thank you. Susan spoke about the Highline Schools Foundation Gold Star Campaign raising over-- close to \$150,000.

I just want to thank the community, and especially a shout-out to the Des Moines and Normandy Park Rotary for the matching funds. That was huge and greatly appreciated. And for all those community members that are-- that pitched in to get us where we needed to be-- so thank you for that.

Last but not least, cabinet members, you guys have been burning it at both ends-- the candle at both ends. Take care of yourselves. Thank you for all that you do for us, our students, the staff. So that's it for me.

Thank you, Director Van. With that, I also want to echo just what everyone has mentioned-- is greatly appreciation for teachers, our nurses, and for all-- even though it's not appreciation for our kitchen staff, they've been amazing. The fact that they've been able to figure out ways how to really serve our families knowing that, normally, our district serves lunches a little bit different than others, but yet we find a way to really support the families-- so amazing that the teachers are there.

And just overall, thank you also to everyone on the staff who makes this possible, because it takes a team, absolutely. So with that, we're going to move on. We don't have a legislative report. But we'll move on in approval of our consent agenda. Kyle, do I need to ask for a motion for approval for the consent agenda?

Yes.

So I ask for a motion to approve our consent agenda.

I make a motion to approve the consent agenda.

I'll second that.

All in favor-- I-- any opposed? With none being opposed, our consent agenda is approved. So with that, we'll move on to introduction and action items for today. So the first one is any discussion-- it's a motion to approve architectural and engineering services contract. Do we have any discussion or questions on that?

I guess mine-- I know that we haven't made a decision on this, but when-- I guess my question would be, will the design change drastically over the course of the next couple of years if, for some reason, we're not able to get a bond off the ground?

So I guess Scott, would you be able to get some guidance on that? And should we be committing to do this now or should we be maybe starting to hold off a little bit?

So this is for the city, and this will be the Evergreen Project. There there's no anticipation that we would change the student capacity, whether we approve a bond this year, or next, or whenever. So I wouldn't anticipate the plans changing. This allows us to take that project to 60% schematic design, which is where we would have stopped anyway-- allows for some flexibility down the road if we need to make small changes to the building, and also allows us to go forward with the GCCM approach to construction. So at this point, I would say no, I wouldn't anticipate changes.

OK.

Thank you, Director Garcia. Any other questions or discussion? [INAUDIBLE] I make a motion. I move that the Highline School Board approve entering into a contract with the city architects for phase 1. This is free bond basic architectural and engineering services in the amount of \$1,046,076 for design of Evergreen High School. I need a second.

Second--

So roll call, please, Kyle.

Director Bradford.

Yea.

Director Van.

Yea.

Director Garcia.

Yea.

Director Alvarez.

Yea.

This motion passes four to none.

Thank you, Kyle. Our next motion is to approve Highland School change order number 15. With the approval of this motion, it would approve Highland School high school replacement project change order number 15 on purchase order P180580 to Skanska in the amount of \$289,230 plus Washington state sales tax. Any discussion or questions? None? No question, no discussion? OK, so with that, I move that the school board approve Highland School replacement project change order number 15 on purchase order P180580 to Skanska USA Building, Inc., in the amount of \$289,230 plus Washington state sales tax. I need a second.

I second.

Roll call, please, Kyle.

Director Bradford.

Yea.

Director Garcia.

Yea.

Director Van.

Yea.

Director Alvarez.

Yea.

This motion passes four to none.

Thank you, Kyle. Our next motion is to approve 6080 classroom addition budget. With the approval of this motion, it would approve the purchase of a modular classroom building for Hilltop Elementary School from Aries Building Systems. Any discussion or questions? So with no questions or discussion, I move that the Highland School Board-- I think I missed one of my-- so with the motion-- I move that the Highland School Board approve the purchase of the modular classroom building for Hilltop Elementary School from Aries Building Systems, and authorized the superintendent to sign a contract upon receipt of all submittal requirements from Aries building systems in the amount of \$1,177,209.54 plus Washington state sales tax of \$117,720.95 for a total of \$1,294,930.49. I need a second on that.

I'll second.

Roll call, Kyle, please.

Director Garcia.

Yea.

Director Bradford.

Yea.

Director Van.

Yea.

Director Alvarez.

Yea.

This motion passes four to none.

Thank you, Kyle. In my last motion, to approve resolution 03-20, Highline Public Schools continuous learning plan. With the approval of this motion, it would adopt the district's continuous learning plan. Any questions or discussion?

Can we-- I think that Holly clarified for all of you that this was something we had to do per OSPI and state board, so Holly can answer any questions that you have about the specifics of it, and that we had to do it now, because had to be done before May 29, I think.

I don't have any question. I just have a comment-- I just want to say thank you for really thinking about it early and having an equity lens on that. I appreciate all the hard work and for Suzanne as well, and all her input, and the whole team, but thank you guys. So as-- when you provided more-- just made it much more clear how important it is to always really think holistically about how it impacts all students. So I just want to say thank you for all the work on it. Any other comments or questions?

Yes. I guess what I wanted to ask, what would happen if we move forward with one of the recommended-- the recommendation that folks have been asking for, to move towards doing an A and an incomplete? Will there be any repercussion from OSPI for switching that up?

So, Holly? Or who--

I'll take a stab at that, and then Suzanne can weigh in. We chose to do A-B-C-I, because frankly, I think giving all A's really diminishes the students who worked hard to earn their A's to begin with. Now remember, no one goes backwards, and they can still work to earn that A, so we just felt that it maintained more of the integrity of what the grade signifies when a student works hard to master certain content and meet standard, rather than just say, if two students, one having maybe submitted the same assignment four times, so that they could really get that A, and another student who didn't submit it at all, and now we're saying you both get A's. That just felt fundamentally unfair to me, and I think it diminishes what an A signifies.

[INAUDIBLE]

[INTERPOSING VOICES]

I don't know if there'd be repercussions from OSPI because it would still be aligned with their guidance. However, we've been working very hard with our teachers and our principals about building standards-based grading and making sure that grading is not-- we're not awarding students. We're communicating to students what they have learned, and to their parents. And so by taking away just the ability to differentiate between A, B, and C, we felt that that would be going backwards in that standards-based approach, really making grades more about a communication system than an award system. So that was part of the conversation amongst many other pieces that we considered.

Any other questions or discussion?

[INAUDIBLE] not so much a question, but I think as always, just thinking I'm thinking about who's going to-- who are the students getting the I's, and that we're doing just a careful evaluation, just

making certain that that's not disproportionate, and that-- and to know what are all of the efforts that we have made, again, understanding all of the different situations and circumstances that people have. And so just making certain that we're doing all of our due diligence-- and I'm preaching to the choir, I'm sure. I'm just voicing my concern, but just that is my concern knowing that the implications of an I.

[INAUDIBLE] on that even if students had a DF in this, prior to this-- I think the date is March 13th-- if they truly had an opportunity to submit and participate and engage in whatever that learning opportunity is from their own vantage point. So that's always my concern. It's just that we have a crucial, a critical eagle eye on who are those students that are receiving the I, and then really evaluating all of our interventions towards them.

So Fa'izah, I will tell you that Suzanne sent out today very detailed guidance around how the I will be used, how-- what the process will be. It will be in your Friday packet tomorrow. And so I think reading that will clarify for you what the process will look like, and it's very clear to teachers, and I will say that we will, as we always do, disaggregate our data. Just because it's in a different form doesn't mean we're still not going to see who among our students are struggling and who aren't. So we promise you that. Thank you. Thank you, I appreciate that. That's disaggregated demographics as well as grade level, and all of that. OK.

Thank you, Fa'izah, for raising that. Any other questions or comments?

I do. I guess based off of the reaction that we got today, I wouldn't feel comfortable just because I know that the community-- this is the community responding, right? We got emails from teachers, parents, a whole set of people asking about this, so I guess if I could make a suggestion, because this seems like it could be controversial enough, and especially during this time when-- I don't know-- we don't want to discourage the folks that [INAUDIBLE] our system, right? I guess my suggestion would be that maybe we hold off until May 20th and call another board meeting to address this issue, just because I think if we rush into this, it's going to hurt the folks that are trying to give us feedback.

I just-- I'll respond to that before. I know this is time sensitive. The other thing is that we'll be hearing, I understand, from some, but we're not hearing from all, right? We're hearing from-- I would say we did get some emails, but we didn't get a ton of them, and so I also want to realize that not everybody has given input and, being that we have-- I'm hoping that by Friday packet, we'll have more detail about how this [INAUDIBLE] I's are going to be addressed, and all these other things. So my concern is that we-- I understand about getting feedback from people, but I also understand that we're not getting

from all, and I've talked to a few people, and I've had phone conversations, and who are in favor. So we're hearing from the ones who are not, but we're not hearing from the ones who are in favor. So I don't know Dr. Enfield did you have anything to add?

Yeah. No decision we make that impacts 18,000 students-- or in this case, a subset of that 18,000-- will be acceptable to everyone. That's just the reality-- there will always be a segment of people who disagree where we land, because you can't make decisions of this significance at scale that satisfy everyone. I do believe as-- if I put on my teacher hat, if I just put on my human hat, and I think about what is fairest to students right now, and I think allows teachers to really work with their students and encourage them to keep pushing themselves, keeping the ABC does encourage them to continue to grow.

Remember, I said too that it is not-- we don't want to just-- it just seems really unfair to just give A's to everyone, again, right? So for the student who did an assignment over and over to really earn that right, because as Suzanne said, we're not giving them. We're not giving grades. We want, in a standards-based system, for our students to earn them. And so that means that when a student has earned that A, they've put in the time and the energy to show mastery, and I think that acknowledging that in this way is a fairer way to do it.

And I know that there was an email campaign today, that you received the same message from folks-- I saw them. I think I saw about eight. And as Angelica said, there are others who feel that this is the right way to go. There's no perfect answer here. I think that the most important thing is that we're clear with our rationale and that we continue to stand by what we all believe is right, that we do no harm, right? That this doesn't in any way set a student back at all.

Angelica?

Yes.

I would say something. As a parent of two kids at Tyee High School, I spoke to my kids and asked them, is this fair, the A-B-C and I? And they said yes. Like Susan said, as well as Suzanne said, it's-- we're not-- they can't fall back, but they can get a better grade if they're working on it. So once we find out what those I's-- how we can get those I's, what that criteria is, I would be more comfortable. But for right now, I think that this A-B-C-I is the way to go. So that's my two cents.

And--

[INTERPOSING VOICES]

--more cents.

[CHUCKLING]

Go ahead.

So, yeah, and I thought a lot about this. I actually have gone and engaged with other folks in other districts, other school board colleagues in other districts. And so one thing I want to say is I do understand the A-B-C-I, and I understand also how the A-I may have a greater opportunity to further disproportionate in who gets I's, and I think that will have to do with [INAUDIBLE] some-- just who, through implicit bias or other things, who might be bought to be deserving of an A, and an A-- you know, the way we think of an A-- right?

And so if I don't think you deserve to get an A, then there's nothing else in the middle there. There's no B-C-- there's just I. And so that is a concern of mine, but too, what I'm hearing from you Aaron is just even the process-- have we made certain that the community has had an opportunity to weigh in on this process? And I think that does speak to our equity analysis, our equity lens. We may get to the same place, and has the community had the opportunity to gauge and even understand and get to that place of understanding so that their decision or their input-- that they would understand what's being proposed.

So I feel the same way. I think we still have until the 29th of this month, it seems like, to land on something. If we push this or table this until the 20th, call another meeting, that gives us two weeks to let the public know that we're going to be discussing this, and it gives us a chance to really get input from folks. I agree-- I think I've only heard from people who'd want to switch this up. I haven't actually truly developed my full understanding of what this is, so I guess that would be my suggestion or recommendation that we table this and call another meeting, and give the public opportunity to have input.

[INTERPOSING VOICES]

May I offer, though, that this will be yet another change for our teachers and staff that they'll have to adjust to. So remember that we went forward with the pass-no credit, OSPI intervened and said we couldn't do that. We've now given detailed guidance to teachers and, while I understand that some in the community don't find this to be the right solution or the perfect one, it's by no means a majority, and I am wary of forcing teachers to be in limbo for another three weeks as not knowing how to grade

students and giving that message to kids.

So I hear what you're saying. It is harder in this time, given the pace at which we're doing things and the fact that we can only meet virtually to do the kind of robust community engagement that we would do under normal times, but I would really caution against making a change that would I think impose some more confusion and challenge for our teachers and students right now.

So any further comments or questions? With none, I'm still going to recommend that we move that the Highland School Board approve resolution 03-20, adopting the district's continuous learning plan. Kyle, roll call, please.

You need a second.

I'll second. I'll second.

Sorry. Who seconded? Joe. OK.

Director Van. Yea.

Director Garcia.

No.

Director Bradford.

Yea.

Director Alvarez.

Yea.

This motion passes three to one.

Thank you, everyone. That was all that was on our agenda. Before we adjourn, I actually found I was looking for Margate Weekly's one of those stories from the Aztec people of Mexico, and I'm going to take the liberty to read it-- it's not too long. It is said by our grandparents that a long time ago, there was a great fire in the forest that covered our earth. People and animals started to run, trying to escape from the fire. A brother owl the coyote was running away also when he noticed a small bird ferrying back and forth between the nearest river and the fire.

He headed towards the small bird. He noticed that it was our brother, the quetzal bird, [INAUDIBLE],

running into the river, picking up with his-- small drops of water with his beak, and returning to the fire to throw that tiny bit of water on the flame. Owl approached quetzal bird and yelled at him and says, what are you doing, brother? Are you stupid? You are not going to achieve anything by doing this. Why are you trying? What are you trying to do? You must run for your life.

Quetzal bird stopped for a moment and looked at the owl, and then answered, I am doing the best I can with what I have. It is remembered by our grandparents that, a long time ago, that forest that cover our earth was saved from a great fire by a small quetzal bird and Owl and many other animals and people who got together to put out the flames, [INAUDIBLE] turning to one another. And with that, I'll ask a motion to adjourn.

[INTERPOSING VOICES]

Motion to adjourn.

[INAUDIBLE]

Second? Any second?

[INAUDIBLE]

So Joe, you said-- yes, Joe second that. All in favor.

Aye.

Aye.

Any opposed? Well, we are adjourned. Thank you, everyone, and this is where we sit on this board, to really try to do what is best for all our community. So thank you for all your comments and your input. So have a great night. Enjoy the rest of your evening, guys. Bye.