

## Highline Public Schools | 2020.09.09.Board.Meeting

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OK. On [INAUDIBLE]

So welcome everyone, again, to our regularly scheduled board meeting. And at this time, I'd like for you all to stand so we can say the Pledge of Allegiance. Ready? Begin. 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.

Roll call, please, Kyle?

Director Van?

Here.

Director Dorsey?

Here.

Director Garcia?

Here.

Director Bradford?

Here.

Director Alvarez?

Here.

So with that, I'm calling for any changes or additions to the agenda.

None.

I have none.

I have none.

With none said, we'll move on to our scheduled communications, and we have none. So with that, we move to our Superintendent's update. So Susan?

Yes. So happy Highline first day, everybody. So we officially launched the first day of school for the 2021 school year, and none of us has started the year like this, and I think none of us really knew exactly what to expect. I knew that our team had worked incredibly hard and that we were probably as prepared as anyone could be, and I will tell you, Kyle and I went out to about nine schools today and lots of smiles, lots of enthusiasm. Plenty of kerfuffles along the way, you know-- Mark was manning our Family Assistance Center. Lots of calls around password and log-in help, which we anticipated, but really no big, significant issues. Our families and our kids seemed really happy to see their teachers. I know for a fact that our teachers and staff were really happy to see our kids and families. So all things being equal, it was a great first day to the school year.

As is Highline tradition, you have in your email inbox our traditional little photo montage video that Katherine and her team put together. I encourage you to see some of our kids in action. Our bus drivers were able to help with meal deliveries. According to Scott, we distributed over 15,000 meals today, which is great. He says normally, we'd be in the 12,000 to 13,000 range, but of course, as you know-- unlike the regular school year-- we did get the USDA waiver, so we're able to provide meals to anyone age 1 to 18. So that's good. That means the word is getting out, and we anticipate those numbers to grow, so I want to, again, thank our nutrition services team-- who are just exceptional-- and all of our bus drivers-- who really helped get those out to our families and community. So yeah, overall, just really pleased with how the day went.

My cabinet and I just did a debrief about an hour ago, and there really wasn't anything major, so I'm knocking on the wood of my dining room table right now. It really went well. So a huge thank you to the Board, to every one of our staff members who helped prepare to make today go as well as it did. I know people are probably exhausted, and I hope people get some rest, because as you know, tomorrow is our first full day. Today was our abbreviated Wednesday schedule, but tomorrow will be the full day, so we're looking forward to that. We'll continue to iron out the kinks, but I think that we'll hit our stride sooner rather than later. I'm just really, really proud and really grateful to everyone in our community for doing this. So thanks, all. Really, really proud and happy.

Before I read Sandy's message, where she will talk about the fact that-- as the Board knows-- you will be voting on our HEA Collective Bargaining Agreement tonight, which we are also very proud of-- hard work on the part of everyone on the bargaining teams to reach an agreement that really focuses on some of our shared priorities, namely equity, and the work that we need to do to be an anti-racist organization. So I think that you'll recall, we've had a couple very well-received animated videos in the past to get our key messages across, and our communications team has put another

one together, that you are going to be part of the world premiere tonight-- right now, this moment, happening here. It's the world premiere of our Highline equity video. So Kyle, can you run that for everyone?

Yep, let me pull it up. One second.

Thank you. And then after we view that, you can shower praise on Katherine and her team, and then I will read Sandy's comments as well.

[INTRO MUSIC PLAYING]

We recognize the institution of education has not served and has even harmed some students across our nation and here in Highline-- students of color, American Indian, Alaska-native, and other Indigenous students, those with disabilities, English language learners, students who are immigrants, refugees, and those who identify as LGBTQ.

Institutional bias can be hard to see, especially when the system works for you. And when we do see it, often our response doesn't address the real issue-- equity is not the same as equality. At Highline Public Schools, we acknowledge this history of inequity, bias, and negative impacts in our district. We are committed to becoming an anti-racist organization and creating a truly equitable learning experience for all students.

That means staff and teachers have experiences like mine.

And mine!

And mine.

And learning materials reflect my culture.

So school feels welcoming to all of us. Each of us bring unique experiences, and knowledge, and abilities that can add to everyone's learning.

And we all have learning to do.

It takes courage to face the errors and shortcomings of our system and of ourselves. Together, we can change our practices and build an anti-racist school system that serves all students according to their strengths and needs.

[INSTRUMENTAL MUSIC PLAYING]

So yes, bravo. I think that that really captures the best of who we are in Highline, and I just want to say that this marks the beginning of my ninth year serving as Superintendent, and I want to thank the Board for keeping me around. I want to thank my team for putting up with me, and I want to thank the community for your partnership and support as we continue in our journey as a system. And just know that we are going to do everything in our power to make this school year a memorable one and a meaningful one for each and every one of our students. So thank you, everybody. And with that, I will read Sandy's comments and then we can move on.

Dear School Board Directors-- greetings, and welcome to a new school year full of unknowns and surprises, but one I know we will continue to face with grace for each other, patience for ourselves, and flexibility in light of an ever-changing situation. In tonight's meeting, of great interest to our membership is the motion the school board is taking up to ratify the 2020-2022 Joint Collective Bargaining Agreement between the Highline School District and the Highline Education Association. I have included an attachment that highlights the many meaningful agreements we reached at the bargaining table. Steve has provided you information. I will, by the way-- I'm not quoting Sandy now-- I'll forward this message to make sure that you all get the attachment as well.

One mutually beneficial achievement I would like to share centers on the work we will undertake together over the next two years to create, enact, and evaluate new equitable practices, policies, and procedures that focus on racial and cultural affirmation, equity, and anti-racism. Out of this work will come recommendations for future CBA language, district operating principles, and/or Board policy. Of particular note is the establishment of the Highline Equity and Anti-racist Team, or HEART, which will help us identify necessary professional learning and assist schools in setting up site-based equity teams. An important part of this plan is to develop additional mentoring opportunities for educators of color and those from other historically marginalized communities. In the meantime, the district will continue to support affinity groups for all interested staff members.

Finally, as we look forward to reconnecting with all our students, we remain open to the possibility that a traditional school day may not work for each of them. We are aiming to hold a HEA-sponsored town hall to learn how our families are coping and what alternative structures might work best for them. As we strive to be a more inclusive school system, let us work together to determine novel ways to reach our students. Best wishes in the coming school year, Sandy Hunt.

And again, we will get to it later in the agenda, but I do want to thank everybody who put the hard work into bargaining. Chris Larsen is here as well, and she really was at the heart of that. It was a lot

of hard work and we're proud of the agreement that we've reached, so thank you, everybody. Here's to a great school year.

Thank you, Susan. With that, we are moving on to our school board reports. So Bernie, do you have anything on legislative reports?

There is, hopefully-- Aaron, I didn't see if you were able to make the Zoom meeting. Kate and Holly sent a meeting request out for Aaron and I, so we'll be discussing the upcoming session on the 21st. And then Joe had submitted some bills that-- I think they were last session's bills, but I'm going to look at those and see what unintended consequences might be associated with those-- but other than that, that's it for me.

Thank you, Bernie. And we'll move on to Directors' reports. Director Garcia, do you have anything to report?

Just wanted to give a quick thanks to Rebecca and Kate and their teams for just spending some time with us, getting us up to speed, and I really appreciate it. And other than that, I'm looking forward to the school year. So thanks for the hard work, everyone.

Thank you, Director Garcia. Director Bradford?

No? Happy first day of school, and yeah-- just that it's good to see everyone, and I would just echo the thanks given by Susan and others. I know that there's been a heavy lift by getting this unprecedented school year started. And so yeah, just lots of grace to all, and just thanks to all, and yeah-- that's all.

Thank you, Director Bradford. Director Van? You're on mute again. Sorry.

This will work better. There we go. Can you hear me now?

Yeah.

Just welcoming everybody back, and thanks to all of our staff, our cabinet, and our teachers for-- like you said, Susan-- a slow start, but we're going to get better every day. So welcome back.

Thank you, Director Van. Director Dorsey?

I only had just one real quick comment. I don't have any Director reports, but Susan, I've missed what the acronym HEART stood for that you read off of Sandy's-- I got Highline Equity, but I missed the other.

Chris, can you tell us what that is, please?

It was 'and Anti-racist Team'.

Highline Equity and Anti-racist Team. That's correct.

Yeah, great. OK. Thank you very much. I appreciate that. And then, like everybody else, happy first day. I also liked, in Sandy's opening sentence, I think it said something about surprises. And yeah, there's no shortage of those nowadays, is there? So anyway, that's all for me. Thanks.

Thank you, Director Dorsey. And same goes for me. Big shout out to everyone-- especially the Command Center that continues to answer, at this moment, questions and are responding to our community, families, and students. Mark Finstrom, thank you for your leadership. I know you're on the phone, still, with families at this time. And Kisa and her team properly responding to our family's needs on the fly. I've heard already from my neighbor who had challenges, and she called the Command Center, and she says they were on it, so it feels good to hear that things are working. Are we perfect? Absolutely not, but the fact that we're on it just makes a big difference. The response that our families are getting-- from what I hear-- is amazing, from the Center, so thank you to everybody's hard work and preparation.

And Catherine, thank you also for keeping us updated on things that are happening. It really helps to hear directly from our district as things are happening, even the quality of the air. And my concern was, yesterday, for some of our staff who live in the Sumner-Bonney Lake area and just making sure that they were doing well and that they were prepared for whatever happened for today. Thank you for everybody's immediate response, so thank you, thank you, thank you. Amazing first day. And with that, we move to our consent agenda. So I'm going to ask for a motion to approve our consent agenda.

I move that we approve our consent agenda.

I second.

All in favor, can we say aye?

[OVERLAPPING VOICES] Aye.

Any opposed? With that, our consent agenda has been approved. So now we move into our introduction action item. Our first introduction action item is a motion to approve temporary revisions

to the Policy 3122-- Excused Absences. So any comments or questions?

I have questions that I sent over earlier, and so I think these are posed to Holly. Thank you. Holly, if I could just read the three of them and then you just address them?

Absolutely.

OK, awesome. So my first was-- are we anticipating a higher rate of absences as students and families start to normalize and acclimate to distanced learning? Will we begin to immediately track and report on attendance or will there be some type of amnesty or grace period before tracking and reporting? And then, finally, are all educators treating and reporting absences consistently across the district?

Absolutely. Thank you for those, and thanks for giving those in advance so that I could, you know, do a little research-- not research, but-- so to your third question, Kisa and I and the rest of our team have trained-- did both an elementary and secondary PLN so that all of our principals and leaders receive the same information on how to do reporting and what the expectations were, what the new definitions were, et cetera, et cetera. And we'll continue to do PD throughout the school year, so we do expect that we'll have consistency-- to the extent that anything is consistent anymore-- across the school year. So that's that one.

Your second question around, does it begin immediately or is there an amnesty-- the answer to both of those is yes. So yes, we're beginning taking attendance right away, effective today, but what OSPI has crafted in their new rules is saying, no unexcused absence counts toward truancy until October 5. And so the reason that we believe that OSPI has stated all that, though not quite as obviously as we have stated it, is really to give students and families the time to acclimate to distanced learning-- whole new schedules, whole new way of doing business-- so that we will not be dinging students if they can't get on. So we're going to take it so that we know what's going on, but it won't come back to impact a student vis-a-vis the core system.

Your first question is the most interesting one, around the expectations about increased absences or not. If we were under the old rules-- old rules meaning those rules that we had until June-- we might have said yes, because of inconsistencies in getting access to the hotspots, computers, whatever. But OSPI and the state board have dramatically-- have given a lot of flexibility in terms of what counts as attendance. And so right now, we're all together in this meeting. You can see that I'm here. I really am on here, in bad lighting, and that's one way of counting attendance. If we were recording this and you saw that I went in at 10:00 tonight and watched the meeting, you could say, oh yeah, Holly attended. That counts as attendance. If you saw that I sent some emails that said, oh, Director Bradford, I saw

you had this question. Let me follow up on this answer. And I did that tomorrow morning at 9:00, that would also count as attendance, as with logging into the system. So because we've got all of that flexibility, I don't think we know yet whether or not we'll see an increase in absences.

The other thing that we've changed this year is to say, because you can count your asynchronous learning or asynchronous log-ins and things like that, we're giving teachers extra time to input that data. So instead of saying, oh, you're in my class at 9:00 AM, you're either there or you're not, that teacher can go back in until tomorrow at midnight and say, oh, I see that Holly turned in that assignment. Therefore, she's present. So there's both longer time for a teacher to account a student before they have to mark a student as absent, and there's more ways that attendance will count. So that is definitely one that we're going to be tracking now and throughout the year to see what it looks like and where we're seeing-- if we see disparities in different access rates for synchronous versus asynchronous and all that stuff, but because we've just gotten all new rules, we don't quite know where we're going to land yet. But I do want to thank OSPI that this is flexibility that we were not actually expecting and is incredibly helpful.

Thank you. That's really helpful information. I have just one follow-up, and it may be related to attendance, but-- how are we accounting for students, just even for the sake of wellness and making certain that students are there and--

Holly, you want me to take that one?

Kisa-- yeah, that would be great.

Yeah. So in addition to taking attendance, what we're doing is, we're having the weekly checks. And I wouldn't even call them checks but weekly connections. So every student will be assigned an adult who will be checking with them weekly to see how things are going, what do they need, what's working, what's not working well. The intention of that is to not let any student fall through the cracks during this time and beyond this time. So that's the intention of that. Additionally, I know that schools are building in family connections times. So you may recall the first three days, prior to the student days, schools arranged and had family connections meetings with their families, and the idea is that those family connections meetings will continue.

In addition, in our attendance policy and in the guidelines that we're providing to schools, tiered interventions still need to be in place. So if we start to see students' attendance slipping-- whether it be accessing synchronous or asynchronous-- the schools need to go ahead and follow up and do



those tiered level interventions, so whether it be letters, phone calls, meetings-- whatever it takes to figure out what's going on, and what are the barriers, and what do they need to go to school. And so we are, as Holly mentioned, every school has an attendance lead, and we host professional development for those attendance leads throughout the year. We're going to get that kicked off and started here, I think, I believe at the end of September or early October, so we can talk about what do tiered level interventions look like while we're in distanced learning.

Thank you. Any other questions or comments? With none heard, I move that the Highline School Board approve the temporary changes to Policy 3122. I need a second for that.

I'll second.

Kyle, roll call, please?

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

This motion passes 5-0.

Our next motion would approve the inter-local agreement with the city of Burien. So approval of this would approve of the partnership to align with Digital and Media Literacy's strategic goal. Any questions or comments on this?

Go. I just want to thank the city of Burien for partnering with our district. It looks like up to 1,500 Burien families will have the accessibility. Mark, I see that there are-- looks like three subscribers or Internet servers. Have we determined which one or is it all three providers that are going to support that? So the city of Burien has requested that, primarily, if Comcast can be used to deliver Comcast to their community members. However, of those 1,500 plus accounts that could be done, some could be hotspots, which is why there's also the ability to do T-Mobile, and Sprint, and possibly even Verizon inside there.

And Director Bradford, you also had a question?

Yeah I don't remember seeing any other inter-local agreements. Is this one with Burien the only one that we have?

So Fa'izah, Burien is using CARES dollars, which is part of the federal recovery for the coronavirus. And what they have done is, they've allocated \$200,000 of those CARES dollars. We were in contact with Des Moines, and SeaTac, as well as Normandy Park. Des Moines has gone a different path with childcare, and SeaTac has reached out to me last week. I spent time on the phone with one of the representatives over there, and while they don't have a number yet, they're believing that they are going to be less than Burien but more than 0, obviously. I can't really say, because it's not my place. They're working on that. But once we have that, it may require an inter-local, it may not. It depends on the type of funds that they're using. Because it's-- in this particular case with Burien, it's federal dollars-- Kate can speak to this better than I can. But with federal dollars are different strings attached to how we have to do things, whereas we can buy services using state dollars that don't require as many, I guess, hoops or hurdles. So I'm hoping that SeaTac comes through with some. We're also-- Doctor Enfield and I have been on many calls with King County, and it looks like King County might be coming through with some money for the roadmap reach in schools. That could be somewhere in the neighborhood of \$100,000, although that hasn't been defined yet. And then Anne Baunach is doing through the foundation, but then there are other foundations as well-- so the Technology Access Foundation, Trish has reached out to Doctor Enfield and I. They, also, are looking to do some. And then I think it was Suzanne and Doctor Enfield who put me in touch with-- who is it, Suzanne--

[INAUDIBLE]?

Yeah, [INAUDIBLE].

[INAUDIBLE] --Public Schools.

And if tomorrow's Thursday, which I think it is, I have an hour and a half call with them to talk about a new service that they are offering through T-Mobile. T-Mobile has changed their product so that it acts very similar to a broadband connection by putting a repeater inside the house. I'm just waiting for that. So it's been very busy in this area, and it didn't come fast enough. School started today. But we do have 2,300 hotspots out there, and we're handing out more every day.

And Mark, Fa'izah-- I will just add, Mark gave you-- I would really describe it as a patchwork of solutions to make sure that every student, every family, has reliable home Internet access. He mentioned Anne Baunach and the Highline Schools Foundation. I think they have a goal of raising 1,000 sponsorships that will pay to provide a year's Internet for families. I think they were over 550 at this point and continuing to grow. I want to say that I am beyond grateful for the efforts of Mark for our partnership with Burien, with SeaTac for the foundation, for everyone in the community who is stepping up. One of our longtime supporters wrote a \$14,000 check to the foundation last week to provide 100 families with Internet for the year, so people are really stepping up.

I do want to say, though, that what we need is a national or a state solution. This patchwork approach is not what our kids need and deserve, and the reality is that home Internet access is the most essential back-to-school item this year. And Mark and I are confident that, thanks to the generosity and partnerships and his hard work, that we will be able to connect every home that needs it, but it shouldn't have to be this hard. And so I'm just putting out my plug, again, that we really do need to keep the pressure on our elected officials to really treat the Internet as a public utility and make sure that no child is deprived of connecting to his or her teacher, classmates, school community because they don't have home Internet access.

[SIGH]

Starting today, did our patchwork plan work? Did all students and families have Internet today to start?

No, unfortunately not. We still have families who are calling and saying they don't have it. In fact, tonight, Rosie took two calls while we were sitting here, prepping for the board meeting. So I think it's partially, you know, they're trying to figure out themselves. We are going to convert as many of these hotspots over the broadband connections, if you approve this, so that we can get them off of that slow connectivity and then onto something more reliable. We're finding that that is a barrier.

But then what that does allow us to do is give every single student who might be in a family-- maybe a McKinney-Vento family-- if there are five kids, we'll give them five hotspots-- one for every student so that they don't have to share that hotspot when they're doing a Zoom call or anything else. So our goal is to meet that. Right now, Fa'izah, I believe we have somewhere around 4,300 to 4,500 families inside the Highline community, and that does include the McKinney-Vento students who don't have adequate bandwidth. And through the efforts of what we're doing here, we're going to have all 4,300 to 4,500 covered, OK? We just have to get it now deployed.

Yeah.

Work with those families.

We have the resources. We just need to know who. So we're emphasizing-- with principals, with families-- we'll keep getting the word out. If you hear from a family that needs connection, just let me know, and I can take it from there and work with Mark and the school to make sure that they get it. But we have the resources to make sure that every student can connect from home. I just want to make that very, very clear. So all we need to know is who needs it, and we can make it happen.

Great, thanks.

Any other questions or comments? With none being heard, I move that the Highline School Board approve the partnership to align with Digital Media Literacy's strategic goal. So I need a second.

I second that.

Who was that?

Director Garcia?

Yea.

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

This motion passes 5-0.

And with that motion being passed-- I know that, in the past, we've done yea, is right. With that, we've done, also, appreciation or thank you's, whether sending them a card. I'm willing to go onto a virtual city council meeting to say thank you for that partnership, because I think that this is the beginning of many partnerships, and we're going to be needing to leverage as much as we can for the future as well. So I think we can talk about that later, about how we want to go about it, but the sooner, the better, we'll connect. So we can show some appreciation for all of this that they're willing to do.

You guys rock. Thank you very much.

No, thank you for everyone.

It all begins like--

[CHUCKLE]

Thank you, Mark, for all you do.

Thank you.

Our next motion is to ratify the 2022 Collective Bargaining Agreement. With the approval of this motion, it would approve the negotiated agreement with Highline Education Association, effective September 1, 2020 to August 31, 2022. Any questions or comments around that? Hearing none, I move that the Highline School Board approve the negotiated agreement with Highline Education Association, effective September 1, 2020 to August 31, 2022.

I'll second.

Roll call, please.

Director Van?

Yea.

Director Garcia?

Yea.

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Alvarez?

Yea.

This motion passes 5-0.

Whoo. All right. With that, we move to our introduction item. So first in our introduction item is a motion to approve the 2020-2021 Running Start contracts and Purchase Orders. So any questions around the approval of this motion around the estimated Running Start and Purchase Order amounts for Highline College and Seattle Colleges. So any questions or anything, you can feel free to, I'm sure, email or ask.

So anyway, reading the second introduction item-- motion to approve annual district insurance purchase orders. So that motion would create a purchase order with Brown & Brown Insurance and School Insurance Association of Washington. And our third introduction item is motion to accept the 2021 Best Grant Funds. That approval would except the Beginning Educators Support Team Grant for new teacher induction. And so with that, I ask, do we want any of those motions, intro, to be added to the consent agenda for next meeting?

I had a question for-- I think probably Dana-- just regarding 8.3, the Best Grants-- on the bar, it said that it required community engagement. And is that only our internal stakeholders or does that also include external community engagement as well?

Hi, good evening, everybody. I'm Dana Russo. The grant doesn't detail internal or external. The grant just says that it's a stakeholder committee whose members represent multiple groups across the district, so it doesn't detail whether that means internal or external. But that doesn't mean we

shouldn't potentially reach out beyond external-- or internal, I mean. I don't know if that answers your question.

Yeah, it does. And I wasn't necessarily swaying one way or the other. I was just curious if it was going to be an opportunity to engage external community and if we see a benefit there.

Yeah, there's always-- in my mind-- a benefit for external candidates to be a part of any stakeholder committee, so it gave me food for thought. But the grant doesn't determine who, other than that they just say, 'should represent multiple groups'.

Thank you, Dana. Thanks for being there.

So just another follow-up question. It just says that it requires an advisory committee that includes teachers, administrators, or other members. So is there already an advisory committee that can represent that?

Yes, there was last year. We haven't convened yet for this year, but part of the grant requirements-- or one of the grant requirements-- is that we meet four times a year to look at data and to look at our induction for new teachers into our district. So we haven't convened yet, but yes, it's part of the grant requirement. And the team was made up of new teachers, principals, and specialists who support new teachers and peer mentors. It was probably about 10 people last year.

Thank you, Dana. So this really is not a new grant. It's just basically a renewal of a grant. OK.

Yeah, that's correct.

OK. Since knowing that it's not a new grant and it is something that we already have, I move that we add this to the consent agenda.

I second that.

Any others that we want to be moved to the content agenda or just that?

I would put 8.2 in there also. I would move that we put 8.2 in there also.

Yeah, 8.2. I'd like to comment on that, Scott. Just thank you to you and the team for always looking at our contracts. I see that we moved Camp Waskowitz, the property, the contract with that, to save about \$17,000, so thank you. Was there a huge reduction or an increase in insurance?

We had a pretty significant increase this year in insurance-- overall, about 21% increase-- and if you

look at the School Insurance Association of Washington State, or SIAW, which is who we self-insure through, they have a standard pass-through of 15% across the board for every school district that's in the pool. They also added-- normally, we have an \$100,000 contribution to the Self-insured Retention Fund, which is basically like the school district's reserve, but it's SIAW's reserve. That went from \$100,00 to \$250,000 this year because the payouts were higher than what their reserve could handle, and so the reserve went down. So they need, now, to try and build that back up. The balance of the increase that we experienced is based off of claims history for the last 12 months.

Thank you. So I would second 8.2 to be moved, if the other directors don't have any other questions on that.

I'm OK with it being moved to the consent agent. So Kyle, then, do I--

Just make one motion with both of them on it, please, and have a second and then a vote.

OK. So I can make a motion that we add, motion to accept the 2020-2021 Best Grant Fund and the motion to approve Annual District Insurance Purchase Order moved to the consent agenda for our next meeting.

I second.

All in favor?

[INTERPOSING VOICES] Aye.

Any opposed? With that, the 8.2 and 8.3 get moved to our consent agenda for next time. With that, thank you, everyone. With that, just before we adjourn, we have our next meeting on September 23. At 6:00, we have our regularly scheduled board meeting. And so with that, I'll ask for a motion to adjourn.

I move we adjourn.

Second?

Second.

All in favor?

[INTERPOSING VOICES] Aye.



We are adjourned.

Thank you.

Thank you, everyone. Good night.

Thank you, all.

Thanks, everyone.

Enjoy the rest of your evening.

Nice job, everybody.