

## Highline Public Schools | School Board Meeting - September 7, 2022

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Well, good evening, everybody. Welcome to our first board meeting of the school year. I have everybody stand up for the Pledge of Allegiance, please.

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, Adriana, roll call please. Director Van.

Here.

Director Alvarez.

Here.

Director Hagos.

Here.

Director Garcia. Director Garcia, can you hear us?

OK, well, Director Garcia is streaming in. He's going to be virtual. And Director Howell has an excused absence tonight. Next on [INAUDIBLE] 1.4 call for-- are there any changes or additions to tonight's board meeting agenda?

I make a motion that we move all our action items since these are mostly renewal, and we had had a conversation before. So I make a motion we move all action items into our consent agenda for this evening.

Thank you, just any directors have any questions or concerns about that? Do you have any concerns or questions on any action items before that motion? OK, I hear none. Can I get and all in favor to move those action items to the consent agenda?

Do we need a second? I just, all in favor.

Aye.

Aye.

OK.

Director Garcia. He can hear us.

He can hear us.

Yes.

OK, as there's three here, motion approved, and we're going to move all of the action items 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, and 8.7 to the consent agenda. Next up is our recognitions, Dr. Duran.

We don't have any this month. Thank you.

All right, awesome. Next up is our scheduled communications. I'm going to-- we have four speakers this evening and would love for you guys to come on up and speak here. So our norms for all of our board members is to be present, respect different opinions, easy on people, hard on ideas, be as concise as possible, enable all opinions to be heard, assume best intentions seek to understand, and then be understood first up is what Ms Wendy Butzerin.

One two, oh, yeah, OK. [LAUGH] Good evening, Highline School board directors. My name is Wendy Butzerin. I'm a parent of two children in Highline School district. Tonight, I'm here to share my concerns about the Title IX regulation changes proposed by the United States Department of Education. Why are these regulation changes significant?

Title IX of the Education Amendments was enacted in 1972 to prevent sexual discrimination and harassment in all educational programs that receive federal funding. Until recently, sex discrimination was based on the reality of the two biological genders. Now the Department of Education wants to expand the definition of the discrimination on the basis of sex to include sexual orientation and gender identity.

These rule making modifications will apply to all educational activities. It will allow students to use the locker rooms and the restrooms no longer based just on their biological sex, but on their gender identity, which is subjective or their sexual orientation. That means boys identifying as girls would be allowed in the girls restrooms and locker rooms. And girls identifying as boys would be allowed to do the same.

Under the new policies, it would be discriminatory behavior to misgender a student or use the wrong preferred pronouns. Additionally, teachers and staff would be in the position of enforcing all these policies. Failing to do so could put their jobs in jeopardy. These policies are so unreasonable, it is hard for me to believe they are even being considered. All schools that receive Title IX funding, including Highline would be required to comply with these new policies.

And if approved, these regulations have the potential to significantly negatively impact our Highline students, especially our girls and young women. Highline depends on Title IX funding. But what are we willing to do as a district to receive these funds? Kids are already being exposed to comprehensive sex education, which by law requires teaching kids about a variety of topics related to sexuality including gender identity.

However, the proposed Title IX changes would take gender identity a step further. This means biological boys and girls will be mixed and highly exposed in the most intimate settings. What does this mean for the privacy of our children? How would enforcing these policies affect their mental health, which is already a tremendous concern? Because this doesn't have to pass through Congress, it's a time sensitive issue. The public comment period closes on September 12th.

As directors, you care deeply about the welfare and safety of all Highline students. I implore you reach out to the Board of Education, the Washington State School Directors Association, and the Office of Superintendent of Publication to express your concerns by the state. These changes are radical, and they would not be good for the safety and well-being of our staff or students in our district.

Highline board directors, please review how the changes to Title IX will affect our community. And please do all in your power to stop these policies and protect our Highline students. Thank you.

[APPLAUSE]

Thank you, Wendy. Next up, Patricia Bailey.

Good evening school, board directors. I'm here to ask you to lobby for the postponement of the revision of Title IX. These changes expand the definition of discrimination based on sex to include sexual orientation and gender identity. Please use all the influence you have to enlist WSDA and OSPI to petition the Department of Education to postpone the adoption of the proposed modifications.

The changes sound accommodative and egalitarian. But this is only on the surface. It's an attack on reason, logic, and education itself. It is anti-teacher, anti-student, unconstitutional, and will likely raise animosity levels among students. Because the common definition of transgender and cisgender pertain to subjective feelings, these are categories one can opt into and out of at will. As a trans activist revealed, your gender can change many times a day.

Since teachers cannot be sure at any point in time the gender their 30 or 150 students may be identified as, they may be walking into minefields on any given day. If that isn't enough, the proposed changes lower the bar for what constitutes sexual harassment to include speech that is merely unwelcome. So no matter how compliant a teacher may try to be to these impossible demands, they are at risk every moment of the day of being accused of unwelcome speech.

The case is similar for students. The students may be trying to comply with the imposed you are, whatever you think you are concept. But they also may find themselves unwittingly embroiled in a case of unwelcome speech. Such a case was reported recently regarding a shy Wisconsin middle school student who was charged with sexual harassment for misgendering a classmate.

The modification to Title IX inserts the subjective concept of gender identity into every protection previously reserved for sex but with no thought to the cascade of unintended consequences that might follow. Do we really want administrators spending their days adjudicating subjective feelings? Do we really want our teachers resigning like some have already because of this false, impossible, and unconstitutional Orwellian doublethink? Do we really want our students charged with sexual harassment?

When issues cannot be discussed openly and freely, we have made schools into hostile indoctrination centers, not education institutions. The remedy for prejudice is reason and free speech. The remedy for most everything is more reason and more free speech, not totalitarian compelled speech. Public comment on the proposed changes to Title IX closes on September 12, 2022, so this is a pressing matter.

Please use your official role as elected school board members to lobby for the postponement of the changes to Title IX. It is full of unconsidered, unintended consequences. Thank you.

[APPLAUSE]

Thank you, Patricia. Next up, Mr. James Payne.

Good evening, James Payne with two at North Hill Elementary. Equity is an impossible condition for mortals such as yourselves to provide. And it's a foolish and wasteful goal. I'd like to read to you tonight some of the names of the classes that you recently forced your teachers into during the recent equity symposium, part of the district's adult learning and on race and identity policy.

Number one, colorism and how it hurts students, eight ways you can communicate for equity, advancing equity through family engagement, creating inclusive classrooms for gender expansive youth in elementary schools, critical inquiry that changed my life beyond Heritage Month thinking, cultivating co-conspirators in our classrooms. So what sort of unlawful conspiracies are we going after here?

Culturally affirming social emotional learning, SEL, disrupting ourselves and our internal bias, engaging in social justice concepts and visual art, equity starts at the top, grading for equity, habits of self care to support your equity work, moving from ally to co-conspirator, again, what's with these conspiracies? Race identity and segregated programs, that's illegal, OK.

So you think you're an ally but then, dot, dot, dot, student learning plans to drive engagement relationships and equity, the importance of identity and acknowledging bias and equity, the role of theater in liberating the classroom, transformative justice in education, changing the status quo so all students can grow, using art to create racial equity in the classroom, using data to jumpstart your equity leadership, we will open you up from the inside out.

Lessons from the educators of color leadership community, that just sounds violent. What is intersectionality, and how does it affect my students and I? More bad grammar, this is pathetic. Highline claims it's deeply engaged in work around equity, race, and identity with the specious logic that these efforts actually improve student outcomes. They don't.

Indeed, Highline is proving just how deeply unserious it is at improving academic outcomes for all students by proselytizing the racist religion known as critical race theory and your praxis of CRT called instruction on race and identity, or IRI. If you want political activists to grow, thrive, and succeed, you hold an equity symposium and force feed the racist dogma to your educators, and you get trickle down ideology.

But if you want children to be prepared to compete successfully in the 21st, century you don't waste time with this incredible foolishness, which totally contravenes the essential purposes of the school district. We are paying you people to educate our children, not indoctrinate them. Focus on education, not political activism. Lastly, if you happen to be an educator and are on strike right now, you are breaking Washington State law, and you must resign immediately.

The same goes if you're aiding and abetting this crime. You are breaking the law and need to be held accountable. Once again, this shows extremely poor judgment and causes parents to wonder what other laws you're breaking with our children and our tax dollars. Police yourselves up, people. Thank you.

Thank you, James.

[APPLAUSE]

Next up, Kate Kressley.

Dear Highline School Directors, as we enter this coming school year, it is like none other. There's more anxiety, mental health issues, loss of school progress, plus we have rusty social skills and short staffing. The stressors are high and well documented. So you as directors have rightfully added more professional counselors, more training for the teachers and staff, and likely more safe spaces for students who simply need to have a time out.

According to the Oxford Dictionary, the term safe space generally means a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm. Physical harm, that's really good. Because one of the most confusing factors to surface in the past few years has been the phenomenal increase in the number of transgender kids, kids who are not comfortable in their own skin.

I get it. Hormones, puberty it is quite upsetting and confusing. We've all been there, right? It's good to have safe spaces, especially since I foresee we may soon need to expand the scope. Historically, the bathrooms and locker rooms in schools have been single sex areas based on biological separation of male and female allowing for safety and modesty. For those students who have legitimate documented gender dysphoria, accommodation in these spaces may be a very logical step.

However, the deeper concern is that if students can simply state a gender preference, which must be respected, which is proposed in the changes of Title IX, then they may enter any gender bathroom or locker room at any time, no questions asked. So at school, what happens if say, three or four boys identify as female. Because boys will be boys, you know. Girls will be girls, too. I was a boy scout as a kid.

Say they put on some skirts, decide to use the girls bathroom, which usually probably only has a single entrance and exit. How would you feel as a young girl, maybe seven, eight years old when trapped in a confined space with multiple boys identifying as girls. How safe do you feel? How would you feel if this was your little girl?

Dear directors, you're presented with an interesting paradox. Do you allow for diversity and inclusivity of gender identity at any cost? Do you put your female students in harm's way by allowing boys to enter intimate areas? Do you disregard the religious requirements of your Muslim students, your Christian students, especially surrounding modesty and sexuality. You have nearly 100 different cultures to answer to.

Changes to Title IX as discussed in previous testimonies would cause damage to students. Fortunately, if Title IX changes are implemented, you may still have a choice to protect the students of Highline by implementing choices at your discretion. Perhaps you can add additional or perhaps you can add additional restrooms and locker rooms and label them as other. Otherwise, I anticipate you will definitely need to create many more safe spaces for your students at risk for sexual violation in their own bathrooms. Thank you.

[APPLAUSE]

Thank you, Katie. And that concludes it for our scheduled communications. Thanks for all that came up and spoke. Next up, our superintendents update, Dr. Duran.

Great. Thank you. Yes, I have three items tonight. One is going to be introduction of new building administrators. We have two here this evening, and then we're going to have a little first day school celebrations. And then Sandy Hunt from Highland Education Association will have a few comments also. So first, I'd like to start with Sophia Sunny Cinco, who is our assistant principal at Cascade Middle School. Stand up, welcome.

[APPLAUSE]

Sunny began her career teaching language arts and social studies at Dimock middle school and Renton School District. Most recently, she served as a founding principal of impact public schools. She earned a bachelor's from UCLA, a master of education from University of Washington, and completed her Danforth principal certification in the University of Washington.

Sunny is most proud of the ways that she lives out her commitments to growth as demonstrated through her achieved fellowships with great minds, wit, and wisdom, education elements, and Washington charters. Each earning an opportunity foster her leadership and deepen her core values and service of her impact with scholars, families, and staff. In her downtime, Sunny likes to travel, garden, and play with her service dog Balo. Balo, all right. Welcome. Would you like to share a couple of things around the service dog and some of the work that they are doing?

Great, great, welcome. Well, thank you. It's good to have you in the district.

[APPLAUSE]

All right, next up, we have Riley Todd, who is our Assistant Director of Alternative Education Programs.

[APPLAUSE]

Riley began his career in Youth Services in 2010. He has worked in multiple sectors, including juvenile justice, therapeutic residential services, youth workforce development, and secondary alternative education. Most recently, he was the Alternative Learning Center program manager at New Start high school. He holds a bachelor's from Whitworth University and a master's from Seattle University.

He is most proud of being the founding leader of the Summer Earn and Learn student work credit program that helped establish a New Start high school community garden. On a personal note, Riley is getting married this year and looks forward to building a family. Congratulations and welcome.

[APPLAUSE]

All right, and next I would love to have Dr. Jennifer Rainey, come to the podium and share a little bit around our first day of school celebrations.

Thank you, Dr. Duran, and good evening directors. Dr. Duran asked me to come and celebrate, and said I had 35 minutes, I think to do so. I'll try to do it in five. So there is so much to celebrate as we start on the '22-'23 school year. All in all, I am very pleased, incredibly pleased to say that it has been positive. There's great energy. There is so much joy happening in our buildings.

I've had a chance myself to be out in many schools over the last week and witnessed and also receive reports from many others around again, that sense of positivity, that energy optimism, which candidly, we are not taking for granted. And it's been a breath of fresh air to experience. Our first days in many of our schools were largely focused on developing community and a sense of belonging among students and staff.

Just some of the many examples that I either personally witnessed or heard about, secondary schools schedules were really intentionally modified for those first couple of days, lots of opportunities for extended advisory classes. School-wide or class level assemblies really focused on team building and school routines. I had the pleasure of being with Sonny at Cascade for the first day and experience the first day of middle school lunch for sixth graders. Yeah, we're all going back to that moment, right?

And there was such a great deal of support and presence from staff. There was intentionality around extending and staggering that lunch time for that group of new middle schoolers as they all acclimated to their new surroundings and were trying to figure out the routine, so just kudos to Sonny, Emily and the rest of the Cascade team. At elementary, had the pleasure of being at some schools who are all focused on not only welcoming students but families as well.

Both Cedarhurst and Beverly Park had some intentional efforts around supporting and welcoming families who previously attended Southern Heights. We'll remember we had a big group of transitioning students there. And while there were some wide eyes, there were plenty of staff around to help students acclimate, families acclimate. And I saw more than one wonderfully surprising and positive interaction finding old friends from previous schools. So that was lovely to see.

Hazel Valley was another example. You might have seen in some of our great social media posts, they have a tradition of offering props for the wonderful first day of school photos that many of us as parents so value, and so again, just another example of creating to that sense of joy. And then today, we had kindergarten start, always one of the best days.

At Hilltop and Mount View, I had the chance to see administrators, teachers, and students building upon relationships that were started during kindergarten jumpstart in August or during initial conferences with families up until today. And through those relationships, our youngest students here were really able to hit the ground running. We had kiddos who knew the lineup routine, knew the classroom routines.

And within literally moments of the school day starting, the school year starting for them, they were engaged in read aloud, so working on calendar time, learning and using the mood meter, all the great things that we would expect in our kindergarten classrooms. And again, these are just some of the many examples of intentionality success and focus that undoubtedly will contribute to a foundation of success for the year ahead.

Just want to give a great shout out and a great deal of credit to all of the hardworking school administrators, classroom teachers, educators, and staff in schools for all of the hard work and preparation. These joyful and seemingly seamless starts obviously don't come without that effort. I also want to name and celebrate the work of many people who I get the privilege of working alongside here in this building and the centralized supports that are necessary for a smooth start.

Our teaching and learning and leadership team have been busy facilitating and planning professional learning really since last spring for teachers, spending lots of times with groups and individual work side-by-side to prepare for a strong start. Our family engagement team has provided resources to support schools and creating early connections with families because we know how critical those partnerships are to our students' success.

Our transportation facilities and nutrition services teams have worked to ensure that our students are set up for success, that they are nourished, that they have a place to be, and they're where they're supposed to be when they're supposed to be there. Our communications and technology services teams have ensured that staff and families have access to the tools and the information that they need to start the year off right.

And our thanks to the hard work and talents of our human resources and business services team. I believe that we, I think this is accurate. We started the school year with zero unfilled teacher absences, right, Steve Graham? Woo woo! So no small feat there, and look forward to that continuing. And then our student enrollment overall while still not official is once again, very much in alignment with what we projected from last spring, so kudos to our business services team for that.

I want to name that we've had hiccups. Things have not been perfect by any stretch, but we have had a very strong start. We are just getting started with the hard work ahead that's required from all of us and the service of our students and families. And again, we're starting strong. We look forward to our preschoolers joining us next week and fully transitioning into the rhythm of the '22-'23 school year where we will hope to create many more opportunities for our students and our staff to feel joy and hope and pride in the work that they do every day. So thank you.

Thank you Dr. Rainey.

[APPLAUSE]

Next up, I have Sandy Hint, our President of Highline Education Association join us for a few comments. Thank you.

Thank you. I always appreciate having the opportunity to share. There's a great to hear inspirational message of what's going on in schools. I do want to thank the district for the collaborative work that we did this spring. I know we got the contract through. We are-- I've had a number of people actually excited that we got the contract done so early and appreciative that it didn't come down to the wire.

I have been out on the line. I went to the Seattle rally yesterday. And teachers don't take going on strike as a first ditch, a first step in a process, right? And so it is interesting to hear what's really driving those, and I think we did try to address some of the concerns that Seattle is expressing around inclusive education. So I do want to call out a couple of pages of the contract, I know I mentioned it last time.

But in our contract, our letters of agreement, and our memorandum of understanding, I encourage you to go to the end of the contract often because that's where we're looking at the forward thinking work that we're trying to do, the problem solving that we're trying to do prior to actually getting some of that language solidified in the contract itself. So two new committees that we're working on this here is the dual language study committee, which is really focused on secondary dual language practices.

And we think of doing-- I know dual language has been around here for a dozen years or so I believe is that right, Vernon? 2008 until now, and so we have a study committee which is pretty exciting to dig into what is really going on with dual language and secondary schools around the country. But learning from models that are working and effective, it is an important source of information for our own problem solving. But it also was like gosh, we're still studying this now.

So the other new committee is the joint inclusive services team. And that is really the tie into Seattle because one of when I was at the rally last night I was really hearing them talk about, we're going on strike because inclusive services is not really being effectively implemented in Seattle. And the teachers aren't feeling supported. And the students aren't getting what they need. And so I feel really proud that we've put this team together.

We spent some time meeting with Darren Spencer today in the labor management process to try to get a sense of what the vision of the district is on this. I guess I call to you as the school board to really take an active role in understanding what inclusive services are going to mean here in Highline and what that's going to look like and really keep on top of that.

And I really encourage our coming together collaboratively to really listen to the people that are trying to grapple with what that's going to look like and how it's going to work. Because it's a big change for, and it might be even considered somewhat of a pendulum swing, but it's going to be a big change. And I already have a lot of questions coming my way around this. And it is a five year plan. It sounds like to roll out full inclusion.

And so what is the Highline model going to be and what can we do over the next five years to really get it right and not have a study committee 15 years or 12 years from now saying, oh, what is this supposed to look like at secondary or something like that, right? So please, please, please keep your eye on that as we move forward because I have my term's out I guess just like some of you I don't think you guys don't term out, but I term out. And you're going to have somebody up here taking this work forward. And so we want to definitely get it launched in the right way. Thank you.

Awesome. Thank you. That concludes the updates.

Thank you. Next up are our school board reports. 5.1 is legislative reports, President Garcia?

There's a little bit of a delay, so I'm going to give them a few seconds here.

Director Garcia, can you hear us? You're muted.

No, no update at this time.

We can hear you now. OK, thank you very much. Up next, our director reports, Director Hagos, would you like to go, please?



Yeah, sure, I can go. Excuse my voice. I've been in the classrooms all day today with our kids in another school district helping them to settle into their schools from kindergarten all the way up to eighth grade, so it's a little shot. But I do want to say I did take the time out to visit all of the schools in district five prior to school opening. I wish I would have been able to do it while the kids were in the building. I just was at work at the time.

But what I did get to do is I got to witness what our school staff and school leadership teams were doing in the building to prepare for the kids for this coming year. And I was in awe with the amount of intentionality around checking out the results, the academic results from last year and looking at how to advance and implement things that may help to improve the efforts that we put into this school year for our kids' academic learning.

And I was really proud of what I saw. People were really working hard in the building to make things work better to be for things to improve for the school year. So that was great. And I just wanted to give a quick shout out to our Assistant Director of College and Career readiness. I think the pronunciation is Sativa Sativa Sativa Jones. She is working her tail off to make sure our kids are prepared for a future that they choose.

And I think she was honored. My understanding is she was honored for one of the 40 under 40 who are working with the school related programs to ensure that kids who are ready for colleges and careers in their future. So just a quick shout out for her. I think she's doing some great work. And I think that's about it for me.

Thank you very much. Director Alvarez.

So I had the opportunity to go on the first day to Cascade Middle School. And I hung out for a little bit, and it was my grandson started sixth grade there, and just watching the sixth graders walk through and there was all kinds of staff all hands on deck and just guiding the kids. But I just sat back and just observed and I thought, oh my gosh, being a sixth grader during that time was-- I asked my grandson after he came home. I called him, and I said, how was first day.

And he said, do you know what grandma, I was scared, but it was good. It was good, and he just called me earlier, and I said, well, I'm going to go to a board meeting. He goes let him sixth grade is the best. So I think it fluctuates from being scared. I mean, he's going from fifth grade now to middle school in sixth grade. So I think having the perspective of a sixth grader, he said let him know it's the best.

So I'm just thankful that I think he feels just welcomed. He said there was all kinds of people helping. And so I just it makes me feel really good. It makes me feel good about knowing that experiencing that firsthand is I'm just grateful. I'm thankful to be in Highline.

Thank you very much. Up next is President Garcia. Any reports?

You should play the Jeopardy--

Nothing at this time. Thank you.

Thank you very much. I was going to play the Jeopardy music for a little bit there. All right. And then me, let's see here. We-- I had a good opportunity to meet, our the people behind the scenes before school started went out and saw our nutritional services team at Ray's back with Lisa Johnson, our safety and security team with Jeremy and staff. And I was planning on meeting with the bus drivers the week prior. But I was out of town, so I will come out and see you guys.

We take a lot of our staff behind the scenes for granted. And I just wanted to highlight you guys are part of the team. You guys know our students by name, strength, and need. And for our bus drivers, you're the first and often the last that you see our students making sure they get on safe. And then our teachers take over, and then you take care of them at the end of the day to get off.

And then our nutritional services people, when Dr. Duran spoke, he brought back when he was younger, that was his only time that he had got fed was at school. So that brought back when I was younger that was the same for me. My breakfast and lunch, that was all I had. And I was very thankful. Those nutritional services people, they know our students just as well as our teachers and our staff.

To see them, witness them as our kids walk across that when they're getting their food they're like so how's your parents doing? How's your older brother? How's your sister? Things like that, that brings a great feeling to me, so I'm very proud of you. So thank you for all that.

Some updates from the foundation, we have the Brat Trot happening on October 1, so if you want to get your running shoes on, or you can walk. And you can do that. Come out and support. We also have a brand new event happening. It's the Winter Warm Up event. It's an auction in November. There's going to be more news coming out about that. So please join us for that. And then one last thing is that each of the directors are going to have a regional meeting coming up here this fall.

Mine is going to be on October 11 at Highline High School. So please look for those announcements going out, come out. Speak to Dr. Duran, myself, and staff and the directors, and have the more formal or informal 1v1 conversations. So that is it for me.

All right, next up is our consent agenda. Can I please have a motion to approve the consent agenda.

I make a motion we approve our consent agenda. All in favor?

Aye.

May I have a second, please?

I can second it.

OK

Second, OK. Thank you. All in all in favor?

Aye.

We're good then. I apologize it's been a while since I've been chair.

You're doing great, Joe.

Thank you, appreciate it.

He's doing all right.

[LAUGH] All right, all right, next up, since we have approved all of the consent agenda and the action items removed, we're going to move to the introduction items for our next meeting. It's 10.1 motion to approve the 2022-'23 copiers Northwest contract, your two out of five directors please take a look at the bar. And if you have any questions, please ask Dr. Grant and/or staff on that.

And we're going to now move to unscheduled communications. We have one tonight, Deborah Strayer.

Hi, I'm Deborah Strayer. I am a former full time teacher in the district. I'm a graduate of Highline High School, go Pirates. We're having our 51st class reunion at the Cove this Saturday. And on Friday is the football game, Highline versus Kennedy. And I'm so excited my nephew is going to sit on the bench until he can play, but he's number 83. So we're going with that. I did not plan to speak today.

But because I was called a criminal in the speeches from earlier today because I took, and I'll tell you this is a really bad thing that I did. I took ice cream bars and fruit bars to my friend Michelle Mulherin, who is a staff member at Kent. I used to work with her at Mount Rainier. And I also did something else that was horrible. I go to the Casino, and I get comps for food.

And so I took all of my comps from the Emerald Queen and I got 24 submarine sandwiches, sodas, and chips. And I took them to my friends who were out at the Kent, the Kent offices. And so doing something that is compassionate for people that are hot and wanting to be in the classroom, when I talked to Michelle yesterday, she said she wants to be in the classroom.

And I'm so pleased that they have that got settled. The other thing that I am disappointed in is that we don't support and are compassionate for students that have different needs than everyone. And I think it's petty to think about the bathrooms. My time is up.

Thank you, Deborah. All right, now that concludes our--

I want to go home [INAUDIBLE].

All right. That concludes our meeting for this evening. Can I please get a motion to adjourn?

I make a motion we adjourn. All in favor?

We need, somebody needs to second.

Second.

I second it. All in favor?

Aye.

Aye, thank you all.