

**Community Advisory Group on Agritourism Policy
Seventh Meeting
June 17, 2025**

**Community Advisory
Group Members:**

**Amy Frye, Boldly Grown Farm
Darrin Morrison, Morrison Farms
Kai Ottesen, Hedlin's Family Farms
Audrey Matheson, Bow Hill Blueberries
Jessie Anderson, Maplehurst Farms
Kristen Keltz, Skagit Tourism Bureau**

Other (Public):

**Terry Sapp, Agricultural Advisory Board
Lora Claus, Skagitonians to Preserve Farmland
Kim Matthews, Western WA Agricultural Association
Kim Rubenstein**

Facilitator:

Meg Harris, Triangle Associates

County Staff:

Tara Satushek, Senior Planner

(recording begins mid-paragraph)

Meg Harris: It is a pretty informal group in my experience, like, compared to something that really is like strict Robert's Rules of Order. So I would encourage you to, like, approach this voting in whatever method you want to. Like, it doesn't have to feel like strict formal. as we're starting to move in this direction. But we do have two more meetings and it very well might realistically come to that. My goal is to help you come to consensus on as many of these as possible and identify where there are differences that you can write up today for the County. So in order to do that I need the next week – the goal is to start today and work through the ones that feel kind of easy, approachable; talk about the ones that feel harder. I've got to define specific next steps between now and next Thursday.

So we'll start that with this, like, dot exercise kind of slowly and then we'll move into each of the topics specifically. We have about – as the agenda's laid out, we have about two hours to do that, walking through topics, which means that I'm going to give you, like, a time check at 15 minutes and probably a hard stop at 30, unless you want, like, two or five more minutes. That part of it is going to feel a little bit more formal than we've been doing. Roll with me. I can do that because I think it'll help us get through some of these. And then we'll leave some space at the end specifically to talk about next steps I'm using that'll be based on these four.

Questions or comments about that approach today?

Amy Frye: I don't know and, Tara, I don't see that it's been shared, but, like, this group previously had asked for the ____'s Advisory Board Act, minus I was gone from the meeting last week because I faded off _____ their draft response for this group. When I come back, I'll be _____ response from their meeting for ____'s login. I know Matt's not here but there was – it was what was discussed last week.

Tara Satushek: Yeah, he could have helped you on that. Yeah, we received a response yesterday from the Ag Advisory Board. It's really their – a previous one. Management requested that it be presented by Matt or someone from that board to bring forward and that today we could focus on our work, knowing that it's confirmed but really wanting to realize that they're separate processes. So he would like to present at the next meeting – the last meeting.

Ms. Harris: Any other questions, comments? I welcome your feedback on the kind of approach today – the structure for it. But I'm always happy to _____ what you need and that serve as a group. And what you see as being most helpful for you.

(silence)

Ms. Harris: Okay. So with that, let me introduce these two other documents and then we'll do a roundtable introduction and we'll touch base in the back of the room as well.

So I have two draft documents for you. This table really should probably have a draft watermark on it as well. This document definitely does. I will add that.

This is my attempt at capturing kind of – either to attempt at capturing – like I said, this is where you're currently at. So if we start on the table, the last I have the actual remands language. The middle column is a description of what your current recommendation – setting recommendations aside, and then I'll link to where it is in the folder structure. I recognize that's not particularly helpful as ____ material. It will be mailed to you with meeting material as well, and we can pull it up on the screen if it's helpful.

_____ as I look through this, you have written recommendations for every day except for remand topic 4 right now, as well as to – there is the agenda. They're on the side table.

Terry Sapp: The documents that you're sharing, are those available?

Ms. Harris: I do have a couple copies. I think they should stay within this room. I would ask that maybe you don't take them with you at the end. But I do have two copies of each, if you'd like them. You can _____.

Mr. Sapp: This one's _____. _____.

Ms. Harris: Yeah. No, it is. I have documents but they're very draft right now.

Ms. Satushek: _I've got documents right now, so they're not final.

Mr. Sapp: I see. Can you open the file?

Ms. Satushek: Of course, yeah. I think that'll _____ guys organizing their working documents and they're not finalized at this point.

Darrin Morrison: Okay. I have a question about the overview of recommendations. Or what – is this ____ that this committee's in consensus with all of these recommendations?

Ms. Harris: No.

Mr. Morrison: Okay.

Ms. Harris: No. This table is just a document like what I see in the folder structure as documents that exist. And I think after today we'll have a much better sense of where there's consensus. And I would even suggest that we add another column to this for your tracking purposes. Like, personally I have one where I am tracking kind of what I see status. I didn't want to, like, superimpose that on where you are, so.... I envision another column to this but – like your status between this and the next meeting. That would quickly _____. Yeah. Good question.

I think the first topic is a good example of that. Let's dive into specific content after we do the introduction. What I've done to supplement this table – because it didn't have, like, the true recommendation language – is this synthesis document draft. This is very drafty in the sense that some of this content you just received. For example, you had three definitions. They needed a lot of work over the course of the last week and it's kind of compiling _____ and some are to share. That's the definition that I put here on the top. But none of this is firm right now. These are things that we'll be considering today. So each of the recommendations in the folder structure have, like, a short recommendation of the topic and additional context really when it's allowed. And so what I've done is just like pull out just those paragraphs into the _____ document for you.

_____ content before we have the introductions. While I'm there, though, _____. Does anyone have questions? Like more process-related questions rather than the content.

(silence)

Ms. Harris: Okay. Amy, will you start us off with the introductions?

Ms. Frye: Sure. I'm Amy Frye, from Boldly Grown Farms.

Kai Ottesen: Kai Ottesen, Hedlin's Family Farms.

Mr. Morrison: Darrin Morrison, Morrison Farms.

Audrey Matheson: Audrey Matheson, I'm in Bow with Bow Hill Blueberries.

Jessie Anderson: Jessie Anderson, co-owner of Maplehurst Farms.

Kristen Keltz: Kristen Keltz with the Skagit Tourism Bureau.

Ms. Harris: Meg Harris,_____.

Ms. Satushek: Tara Satushek, Planning at Skagit County.

Ms. Harris: And Terry, will you introduce yourself?

Mr. Sapp: Terry Sapp.

Ms. Harris: Thanks. So at this point, we do have three members here. I would consider you having a quorum for voting as we move forward. We talked about the agenda and I didn't hear any objection about it. It's kind of like a __ check of voting and moving into a folder being _____. I'll just offer an option __. Any other _____?

(silence)

Ms. Harris: Okay. So what I'd like to do, we're going to spend the next 15 minutes or so – I just want to make sure that folks have had the time to look through these. I don't want to dive into too much detail about the written language, but I do want to walk through, and I think this table is a good place to do it. This is a brief description of where we've gotten to finally check these and what you're going to see. So for Remand Topic 1 – and largely my goal is to capture, like, I described the goal (is) to circulate what you have in writing. So you had a document that had working definitions. If you can see a goal here and update the additional language was so I'd be _____ your conversation at the last meeting, and I think _____ Amy captured, I think, what the group was describing. Do you want to make any comments now about kind of your ____ or where you feel like it is? _____.

Ms. Frye: Maybe – if we're going to come back to each of the topics maybe I'll just _____ there.

Ms. Harris: Okay.

Ms. Frye: Meeting _____.

Ms. Harris: I will just say what you'll see in this document that's, like, supplementary to the table. It's the top description is what Amy most recently submitted. I don't see it as being an alternate. I see it as being like a continuation of and a cleaning up of what you had, rather than an alternate view. You'll see in there and, I mean, I'll show you, like, two different versions that you have ____ proposing. So this would be a good language to review, and it'd fall right out of this table. I believe it's, like, row 2 of the table was the definition and then the description of the _____. So _____. I just want to draw your attention to that because it's relatively new.

Number 2, there was a recommendation made –

Ms. Keltz: Sorry. I just – on the definition, the USDA wants to _____ to the list. _____.
Is that just – and I know _____ off the table?

Ms. Satushek: No, I didn't – sorry, I didn't capture that one. I got the two –

Ms. Keltz: I had written on it "Resent" on the USDA one.

Ms. Satushek: Oh, okay. Sorry, that was just missed. _

Ms. Keltz: It got sent out to the group but it did not get – we sent it out to the group but it did not get put in this ____ definition document.

Ms. Harris: So those are all definitions that were provided like _____.

Ms. Keltz: Okay.

Ms. Harris: They're exact, separate definitions _____, like nine or ten external definitions that _____. Tara, if you put the _____ up so you could look at it.

Ms. Satushek: Yeah. _____ projectors, but I will definitely pull that up. And I am having a hard time connecting to the SharePoint, too, so _____.

Ms. Harris: No, we can do that.

Mr. Morrison: The last meeting was the – the Department called it Washington State Commerce or somebody. But what department? I don't know if it was the state _____.

Ms. Satushek: _____. Yeah, they provided _____ -

Mr. Morrison: _____ copier. What do you call it?

Ms. Satushek: So the last time we met, oh gosh, _____ submitted to the Department of Commerce and take some _____ to review through all of their different divisions, and once that's done _____ will be available _____. That was about a week or two ago, so maybe in the next five to six weeks will we publicly hear from them?

Mr. Morrison: Okay.

Ms. Harris: We'll pull that up _____. I'm going to give you a second here to spend a little time with this _____ get there.

We'll move through these quickly. So the Skagit Valley Tulip recommendation was provided by the Tulip Festival – Rob and Nicole. There were some edits recommended. Changes made to it by the County to change the, like, exemption permit window. And that's what you have now. That's a document for you and that's easy here – remember spots.

Geography is something you've discussed. I took _____ to write it up in just a short description based on your meeting transcripts. So that's the recommendation under "Geography." And I encourage you to make edits to it, given that, you know, I'm really leaning on you for this to be in your words. I know that it's easier to edit something than to write it, or just have a starting place, so I'm sorry if I didn't see something specifically written. I'm going to head into that and the County's going to help with number 4. Please make edits to it and change it if you feel if you need to.

Okay, 4 you don't have anything in writing yet so I don't think at this point you're ready to move to a vote unless you'd like to, like, verbalize the ____ and vote on that, which you could certainly do today.

If you aren't there and would like support from the County to kind of capture what we've been doing and write it up, they've offered to do that if we just _____ in the next meeting

5, same thing. I took your meeting transcripts and developed like a short summary based on what I heard. And you have that here for your review as well.

And then I want to bring you to the back side of the table, which is Remand Topics 6A and 6B. If you remember from the original document there was five topics and an Other, and these are two pieces that had been forwarded by members as Other Recommendations. So the – one's a representation of agritourism. I have two different approaches to that and that 6A and 6A Alternate. The Alternate is only because it was the second one submitted. You can decide how you want to label those in a way that goes ____ to your consensus. And then 6B is their recommendation for conflict resolution or, specifically, binding arbitration. And again, that's not something that was in the original remand topics. It's another topic that they brought forward.

Question? I see some head-nodding. I see, like, _____.

Ms. Frye: You're just giving us the lay of the land right now.

Ms. Harris: Yeah, I'm just giving you the lay of the land. Yeah. Questions about the lay of the land. That's a good way to put it. Okay, so what I'd like to do is give you about 10 minutes to sit with these, talk to a partner if you'd like, get another cup of coffee if you'd like. It's 9:33. _____ a clock in this room. But it's three of on that clock, so we'll come back on that clock at, like, seven after. I'll give you maybe a three-minute warning. While you're doing that, I'm going to work on – I'll work on getting a projector up, and then also I'm going to put some things up on the wall and then I'm going to give you the opportunity to

do, like, what I call a dot exercise. So let me describe that for you. You can get started if you feel like you have a really solid grasp of where you are on these topics.

I have these dots for you. I'm going to put each of these remand topics up on kind of a brown paper with a scale. This is really intentionally informal. So this is a scale of, like, _____. Like I'm ready to move forward on this, I could approve this without thinking about it. It's, like, really _____ now.

Ms. Frye: Approve what is written.

Ms. Harris: Approve what is written – yeah. There's – like, if this matches my opinion – on the spectrum of the scale, if this matches my opinion it's only some tweaking or nuance but I think we're pretty close. And then on the far end of the scale is I, like, don't agree with this with the way that it's written, and I would provide a dissenting opinion or a minority opinion at this point.

Then the goal that – so as a reminder, we're working _____ on as many of these ____ get _____ represent as many voices in this room as possible. There's always an opportunity to submit something with a minority or dissenting opinion attached to it, or an alternate point of view. And maybe I'll give Tara a chance to speak, but I think what I've heard from the County is that's really helpful, is like those types of descriptions of how you got to your decision are almost as important as the recommendations themselves.

Ms. Satushek: Yeah, exactly. So like with a definition or whatever the recommendation it is, it's helpful to have those findings. What I was thinking about _____, like the Planning Commission, we had our meeting yesterday and so like, for example, when the Planning Commission makes a decision they provide their decision and then their findings. And so what I would really encourage you folks to do is just to focus on the decision and then flush out the findings later, but not discount those as well because that helps us inform why the decision was made. But just not to get too hung up on the details at this point.

Ms. Harris: I've heard the tone of this group. I guess just a recognition – I think Rob spoke well to this – that it's an important facet part of, like a lot of voices that the County's going to take into when they consider it. So in the spirit of that, I think a – I would encourage you to think today especially – maybe in your findings for the next meeting, but like I said _____ not perfect mentality like what could you live with. And coming into some of today's conversation was kind of that mentality. You have time still to, like, tweak things and refine things and perfect them, if you'd like. But what I like to do is particularly get a sense of what's good enough and what you think would be fine. Sound good?

Okay. Okay, so I'll let you sit with these. I'm going to cut a couple of these dots. The color of the dots don't matter. But I'll give you each enough dots that you can move around _____.

(break)

Ms. Harris: Let's start on the easy ones. _____. _____ conversation. So we have about two hours, like I said. My goal would be to get us through as many of these as we can, come to consensus where we can't _____. Find consensus when we can. I'm going to keep time and I'm going to give you a 15-minute time check, _____, and I'm also going to give you a 30-minute time check with an expectation that that would be, like, a hard stop and move on, unless you feel like you need just like four more minutes _____. _____.

I feel a lot of support on the board for geography. Does that feel like a good place to start?

(silence)

Typically I think I'm going to move to ask the person who wrote it up to give a brief description. I recognize that won't really be possible without Rob and Nicole here, so I'll do my best. This was my intent: an attempt to capture what I heard in this conversation _____ meeting versus just _____ desire for _____ stakeholders _____ the County. And some of the rationale. We'll go over that in additional content. I would encourage you to add other thoughts to that additional content _____. But being on the committee, if you feel like I've missed conversations about the rationale, and like Tara just described, that's a helpful piece of it.

I'm not going to do like a yea or nay on the _____. I think I'll just open the floor to any objections or concerns about _____ the geography with a single code that doesn't differentiate across the county.

_____ thumbs up? Thumbs up, okay. No objections?

(silence)

Ms. Harris: What's new _____. I also see a lot of _____ some movement towards this needs refinement. I've heard a couple questions as you were milling about. Are there questions about this topic?

(silence)

Ms. Harris: What this does – it's happening right now – is, like, a clear statement that says you see consistency or the inconsistency. It's more of a recognition of what you've done to document that – your _____. So I'll have to – so are there any objections to how it's currently written or basically that you feel need to _____?

(silence)

Ms. Frye: Maybe the one thing I would add is to – and again, ultimately it's the County's responsibility. But just to keep tabs on where that process that Jenn presented on last time _____ Department of Commerce is going to have theirs issued within four to five weeks. Keep that in the mix of things for the County to consider.

Ms. Harris: Are we _____ to, like add things to this as we have conversation, rather than _____?

I have a follow-up to number _____. Make sure they're not labelled and not _____.

Ms. Frye: Yeah, just like when I'm called on it can be _____ to process, like, consistency.

Mr. Ottesen: Consistency with state level _____?

Ms. Frye: No, it's not that we – I don't think we're saying that this has to _____.

Mr. Ottesen: It might _____?

Ms. Frye: Yeah.

Mr. Ottesen: (incomprehensible)

Ms. Frye: Maybe consistency's not the right word.

(inaudible comments)

Ms. Frye: I would say _____ statewide.

Ms. Keltz: _____ about _____ You think that could stop that?

Ms. Matheson: Well, I think that anything that would be proposed honestly has to be within the law that the state would go with. But _____.

Ms. Satushek: The County can definitely make a more – sort of, you know, the State set the process. You know, the County converted it back to the one that was more restrictive or more tailored to Skagit County. But that might be the – I hesitate to –

Ms. Frye: Yeah, I don't want to say that it could be a line. That's like, yeah, that's that. _____ not use the word _____, but just to say – the County should say what's going on at the state level then take that into consideration as the final _____.

Ms. Harris: _____ what we had today about maybe the –

(recording goes silent for nearly a minute)

Ms. Harris: Let's see. So you can dive into – I'm going to give you a choice: the agritourism definitions and the Tulip Festival both look like they need refinement _____ support. Do you feel like you could talk about the Tulip Festival now without having the definitions?

(silence)

Ms. Harris: I'd love to give, like, the yellow dot and the green dot. I'm going to need your finding or anything in the middle about where you feel like the elements of this that you feel like they're close to the elements that you think need some more comment.

Mr. Morrison: Okay. So I was a yellow dot or whatever in the middle. And I appreciate the Tulip Festival and all the tourism parts of it. I mean, it's part of our culture in Skagit County; however, I'm not fully understanding – I understand nature and bloom and all that, but I don't understand just an open or, you know, giving it an extra 30 days. Or is it 90 days? I'm not sure. Because it says March 1st to May 30th at one point then, and what we have today it says March 15th through May 15th. So I've been around the valley for quite a while and I know a bloom can be a week or two early, and when it's a week or two early that means it's still 30 days.

Ms. Frye: Not necessarily.

Mr. Morrison: And then it can be late, but either way I think it's within a month, as far as step-out-on-the-farm night. You know, I mean if the Cities want to have a month-long celebration, or three months – sorry, I went blank with that. But I guess there just needs to be a little more proof or discussion about why we would just automatically go to three months instead of one. And I'm ___ – is it three or two or one?

Ms. Harris: Well, I'll describe that and then I'll take _____. The Skagit Valley – the Tulip Festival originally proposed is now _____ March, April, May. The County responded to that and suggested March 15th through May 15th _____. And I heard from Nicole that she was – well, I wasn't clear. There was not like a response from the Tulip Festival saying that _____. So I think at this point it's a 60-day suggestion _____.

Mr. Morrison: So I guess I'm concerned what's causing this change now. It's just we had the Tulip Festival for – I don't know how long it is – 30 or 20 years or something like that. It's worked so far. What's changed the – is there a rule?

Ms. Keltz: Because the tulips are coming earlier, and that we had two seasons ago _____ seven weeks. So I think it's to give the option that if they come in March _____, or they come April 1st and go into their thing. Or _____.

Ms. Harris: Tara, could we speak to _____ but the rationale for having _____ like according to the temporary _____, the Tulip Festival could not be in compliance?

Ms. Satushek: Yeah, that was – the concern was that with the existing rules we can _____ temporary _____ for 24 days maximum. It wouldn't allow the Tulip Festival to participate fully for the full month. And so not wanting to inhibit the festival to continue, if there's

agritourism code that would be created that would allow it to continue, and that those folks that wish to leave lawfully can.

And I believe Rob or Nicole previously explained that they have participants, and – you know, like, they used two terms as sponsors or affiliates of the festival to be able to operate. So that might be language to further define, but that’s where that came from. And then the window was seen as a little too wide with the Department so they wanted to take it to the 15th. And _____ where that came from.

Ms. Harris: (incomprehensible)

Mr. Ottesen: Oh, not good. It sounds like it was a County level process. I remember Rob quoted the 90-day period _____ the 60-day _____. And that, I think, makes sense to me to have that buffer to get those set up. You’re getting – you know, _____ blooms. If we ____ daffodils I could see possible, you know, Tulip traffic in that – in those two-week window on either side of _____. That feels like a _____.

Ms. Frye: Yeah. My couple comments were, one, I think maybe the reason for a change may be needed if you’re implementing changes to _____ on days and events, and caps, that then there *will* need to be some **cargo** for the Tulip Festival. I was wondering about the _____, like a loading 6-week window, because we recommend it based on the weather. So it’s like –

Mr. Morrison: That’s the idea I had – similar.

Ms. Frye: And again, like, there’s a season that _____. It’s really like we’re talking about a peak time in the middle when it’s going to be the craziest with the most potential impact. And so I don’t know what the possibility of _____. They have to imagine _____. I think they get – I think – it’s not I think we should wait to vote on this ‘til next meeting if Nicole will be here. I’d like to have her here for that. But I would imagine that most of the actual events have to be planned prior to knowing what the weather’s going to do. So, like, most of the big events are going to be scheduled probably _____. It’s just like you’re going to have some slight tapering.

Mr. Ottesen: So if you have a carve out for 60 days ____, would they still have the – what is it? – allowed 24 days to use on either side of that?

Ms. Satushek: No. Yeah, so the goal is to just kind of scrap the temporary events.

(several people speaking at the same time)

Ms. Satushek: Very easily, yeah. _____ for a truly temporary event, that’s health and safety codes. And then have something that addresses more of what’s actually on the ground, which is like an ongoing, recurring type event.

Mr. Ottesen: Yeah. Yeah, and there is a will. _____ where the blooms actually fall, you know. They do come, you know, early or late March or something. That seems – it's like that captures _____ captures. Certainly the majority of it. Anyways....

Ms. Frye: _____. I think where I see a meeting ____ is, I guess maybe a couple ____ of whatever _____, 60-day window. It's like I want to get clarity from the County. I still feel like there should be some sort of permitting process – again, for health, safety, whatever of – how is it just not anything goes between that period and _____. You know, they have their kind of internal processes, but it does seem that the County _____ the County should still be maintaining some oversight because –

Ms. Satushek: Yeah. Sorry.

(several people commenting at the same time)

Ms. Keltz: Right. The Health Department comes out and – what's-his-name – the fire marshal comes out and says things. That I feel like - _____ it's been a couple years but worked out better, but _____ we were getting people from the County out there looking at things before we started to make sure all the safety – that's part of a normal business thing.

Ms. Satushek: Commissioner Browning mentioned that briefly at the Ag Advisory Board meeting about the Tulip Festival _____. And that there's a group meeting before that work with WSDOT, Public Works, Fire Marshal, Public Health, the Cities. So it's a very concerted effort, but I don't know where that _____. I think that's a separate – the County's definitely involved in it and I don't know to what, where and when. Whereas I think about more of the fire –

Ms. Keltz: (incomprehensible) ... changing the light sequences and signage and all of that. Those meetings are more of that. But I think the other staff is on the farm to get, like, Okay, Health Department, you're here. Here's what we've done for this. Right? And we get, you know, Hey, you need to change this. Okay, and they come out and check this off. I feel like a lot of these health and safety things are just already part of the County's ____.

Ms. Frye: And each individual farm is doing that?

Ms. Keltz: As far as I know. _____.

Ms. Satushek: I think that's where, like, the term "lawful part" – "full part" – "full and lawful participation" is useful because it does have – make sure that those farms that are participating are safely participating in the activity. Because I was even told yesterday that some farms – I think it was Roozengaarde, and you have, like, _____ they _____ traffic. They're required to hire bikers and stuff. So that ensures that those that are participating have to go through that checklist. They're working with the Cities and with the County to make sure those are met. And so that way those – that might not be lawfully participating. That's why maybe code enforcement may be tripped – just, again, to really

_____. And I think that'd be easier to track. Is this part of the farm, you know, part of the Skagit Valley Tulip Festival for this year? And withdraw from there if they're not.

Ms. Frye: Then it is a matter of the question again, maybe we'll meet in the middle? And I don't know the best way to do this, but I guess I'm trying to figure out who's tracking kind of – it's like the cumulative impact. It's like, okay, each individual farm is going through this, but I know I don't want to speak for the Ag Advisory Board, but a meeting _____ expressed. Each individual farm meets their requirements but, like, what if _____ . Like it does have an impact, a negative impact on some other farms in the area. So who is it to say at some point _____. When did you decide to start having certain _____ one way during the Tulip Festival? So the two of us will keep track of _____ when you start having these shuttle buses.

(several incomprehensible comments)

But, like, how can we keep monitoring the overall impact of it on the ____? I don't want to get into this. Like, that's, like, an outstanding question to me. _____ get an exemption. And again, not knowing what conversations already have an ongoing place with the County and the Tulip Boards. Those _____, like a _____ meeting.

Mr. Ottesen: I second all of that. _____, I guess we went back to the – kind of that window that succeeded _____. _____ over that being fixed versus _____. Is there any reason that, you know, if it's a 60-day window, that that couldn't just be at the discretion of the Tulip Festival coming into the season every year? They know basically the long range forecast _____ by March 1. We'd like that to start, you know, March 1. Or we want that to start, you know, the 21st of March or April 10th and then take it 60 days from thereon. Is there any reason that couldn't be, rather than trying to, like, (A) have it be fixed, or (B) say that when this many tulips are at this stage of development. Something like, you know, the difficult want to _____ and _____ economic venture actually just let them. But they're _____.

Ms. Harris: _____ like flexibility versus – like things that are still expected _____. Like, part of this conversation is predictableness versus flexibility and where this group also stands. _____.

Mr. Ottesen: That concerns me. Everybody, you know, would be, Why _____? _____ that goes. _____ scrap those _____ operators out, right? When they can start, you know, doing what events? I think that's a little different every year. It's better than that, but It's also _____ potentially enforcement.

Ms. Harris: So I'm hearing that we – oh, we're at 15 minutes. I want to get like a – what I'm hearing from the group are a couple of different points. One is that _____ is that 60 days with a _____ fixed. This idea of, like, permitting or this is outside of the comment structure so let us _____. Those are two different topics. And then a recognition to

check with Nicole. And I'd do both of those. We don't need to solve their problems!
_____ feasible for them.

And I heard your recommendation, Amy, to not do like a formal vote today without the president. Would you like to – I think some options are you can, like, take a general vote and say, like we are in support pending x. Or we support _____ coordination with Nicole. Or just like a five-year _____ what your next steps are, which, as I'm hearing it, is like coming from this group or asking the County to coordinate with Nicole and then on the County end, I would expect some level of, like, this very board _____ like even feasible under the structure and sharing that back out with the group. The groups are _____. A group check on some other recommendations, like what's realistic.

Ms. Satushek: Yeah, I think both could be realistic but I think of it as the – some kind of fixed date. That way _____ is consistent and predictable, and that's what we really want with code. But however, that's from a code perspective. That doesn't actually apply on the ground. That's sort of like Nicole's opinion. But from the County's perspective, it would be really helpful to have that defined timeframe. So that way, you know, I always think about is new staff coming in, too. Like they don't know _____ so we don't accidentally start a code enforcement action or something like that. So I would recommend when we get from – just the County's point of view, I'm not sure an operation _____, just that _____.

Mr. Morrison: I have a question. Do we know – I know that – sorry. I forgot her name. She's not here. Or Rob's not here. Nicole. Do we know what they do now? I mean, as far as what the history has been and how long they run the Tulip Festival? I'm aware of it's just the month of April, but I know they run longer occasionally because there's – the tulips are late or they start early. But is there an actual printed time that they use right now for that?

Ms. Keltz: The festival is April 1st through the 30th, if the – the farms open when they're full and it's usually – I'm going to say about 25%. Does that go back to the farms? And traditionally they all kind of line up and open on the same weekend and start the same weekend.

Mr. Morrison: Yeah. But the month of April is the event _____, the street fairs, and all of the stuff that needs to be scheduled way ahead and committed with the Cities and all that kind of stuff.

Mr. Ottesen: There was a time 10 or 12 years ago when they tried to, like, predict the bloom window.

Ms. Keltz: Yeah, we don't have a lot of patience.

Ms. Frye: I guess I'd be _____ County _____ and what they proposed to buy. But, yeah, _____.

(several inaudible voices)

Ms. Harris: Does anyone else feel like they would like to be involved in that process, that they see something here that's really messing with their children's rest? _____. So for purposes of documenting the framework, do you want to ____ under the pending ____ or _____?

(several inaudible voices)

Ms. Harris: Okay, we're _____, guys. Any subject you like. Like, we'll take a break _____ and then in 10 minutes we'll ____ this one through the next topic and then we can take a break.

Ms. Frye: Can we do 6 next?

Ms. Harris: Sure. Yeah, we can do 6. Any objections?

That's good. Let's keep each of these at 15 minutes. We can come back to them if we need to. But especially for certain other topics. I did commit to the County to making sure we got through _____ first, or _____

(several people speaking incomprehensively)

Ms. Frye: Maybe 6B, Conflict Resolution. I guess my two cents is that I feel like it's a bit beyond our scope to recommend binding arbitration. I think that is a County decision in consultation with Peter. So I feel like I don't personally know enough about the pros and cons of binding arbitration to be able to feel like we should recommend that. I would like to say _____ the County _____ that that is one approach to take, but it's beyond our scope. It's my personal opinion.

Male: I agree with that.

Ms. Harris: You suggested that _____.

Ms. Frye: We said, like, it was something to consider this. It's been brought up as a suggestion. It's beyond the scope of our ____ make a strong recommendation. _____.

Mr. Ottesen: Can I ask who voiced the recognition that they'd like to meet with _____.

Ms. Harris: Yeah, good. This was _____. And _____ in passing conversation with them and I feel like he was not here getting his on the table to review that _____, you do what you will with it. _____ in the spirit of what you had. Would that be like an option to consider?

Tara, we were talking a little bit yesterday about kind of _____ of that. Do you mind sharing with the group about that?

Ms. Satushek: Yeah. _____ Amy was saying is that this is something that the County knows and _____. Like, it will go to the Prosecutor's office and then the County does – well, the way it was expressed to me by the Assistant Director is that the County tries to avoid going to Superior Court if they can. And so there will be mediation and binding arbitration before it gets to that, you know, board level. So it's something that the County already does to the extent – so this is kind of redundant for what the County's ____ does. An example of that was, like, the Voluntary Compliance Agreements with some of the – with code enforcement actions. So, like, let's say someone's operating an illegal dog pound or something and then they'll go through that VCA process to get to some form of compliance to avoid going to court.

Ms. Keltz: So then that's when the County and the business, correct? I think this was – I think, if I remember correctly, his intent was between the farmers or between the _____. Not necessarily the County but the business, so that there's – if there's issues that come up, there can be a pathway for a conversation to get together and clear up whatever issue they're having.

Mr. Morrison: That's exactly how I thought too, because I was bringing up some what-ifs and some hypotheticals and _____.

Mr. Ottesen: Yeah, _____ the County.

Mr. Morrison: Yeah. Right .

Mr. Ottesen: _____ to some code but to the County's purview.

Ms. Satushek: Yeah, I don't know how that would be realistically written. We could, like, encourage until we're blue in the face, but, like, I can't _____ that this would happen. I don't know – it's good information, but I don't know how you ____ into drafting actual code that _____.

Mr. Ottesen: (incomprehensible)

Ms. Keltz: But wouldn't it give somebody a pathway, like if there's _____. Like, okay, first a clear path that can help resolve this issue.

Ms. Satushek: I think so, but I don't know if the County would be the best place to hold this because it's more a legal resource as – to assist the farming group and the agritourism activity. But it might be something, like if there's some kind of ____, like some kind of nonprofits or, like mediation groups that work with rural businesses. _____ people to, but as far as like a clearing house or a source, I don't think – I think, again, that's outside of the County's ability to do that. But I definitely encourage but I don't know how ____ that.

Mr. Morrison: It was supposed to support the right to farm bill or act. We have a right to farm. Is that a statewide or countywide thing?

Ms. Satushek: I believe it's nationwide and then it was like a statewide and the County's adopted a farm bill _____.

Mr. Morrison: It was supposed to bolster up that a little bit. If there was an ongoing farm activity that interfered with their – you know, _____ dust, noise, smell, whatever. Traffic.

Ms. Satushek: But I think a lot of the permits already, there's like a _____ natural resource lands and that there will be some smells and activities and kind of that makes an exemption sort of for a – like, if you're building a house or, you know, _____ the City being secondary to the agriculture. Because that's the primary first use listed in the zoning code – is agriculture.

Mr. Morrison: Yeah.

Ms. Frye: Yeah, _____ outside the courts, but I just don't know what role it has _____. It could be, like, landowners _____.

Mr. Ottesen: And _____ that could just as easily be a farmer with an issue on tourism operators. Tourism operators worried about the farm.

Ms. Anderson: Or it could be two agritourism people. It could be two farmers. I mean, _____.

Ms. Harris: I think there's space for a couple different thoughts for here. Tara's, like – I'm hearing _____ and making up _____ from advocating and _____. You could come to a place where you think this reflects the work of _____. You could also say, like, we're not _____, like as _____. _____ but if that was _____. We haven't really – we talked about, like, majority and minority opinions. We haven't seen any of this framework talked about. What does it look like for a single member to submit a recommendation when it's very clear that it's coming from a single member? So you need to have something _____ at the next meeting _____.

Ms. Frye: I mean, this could also be _____. It would be like, How can you deal with conflicts? You know, something like _____. _____ thinking it's beyond the scope of the group.

Mr. Morrison: _____. I think it just highlights there's some sensitivity to this potential conflicts and that the County should be aware that through our process we recognize that. Whether or not they do anything, you know design legal language or finding, and whatever term you want to use, that's kind of up to the people that have all the letters behind their names, right?

Ms. Frye: _____ you were saying, like, _____, include some footnotes _____.

Mr. Morrison: Yeah.

Ms. Keltz: We just threw them a statement document not part of the remand. We understand potentially the opportunity here. We hope that our meeting __ would _____ to resolve the conflict.

Ms. Harris: Now is going to be a good time to show you a cover letter that I've drafted that could accompany these recommendations and stuff that I've provided _____. And so, like, what would you like to send to the County at the end of this? This is in the same folder as all the responses. And again, this is in the spirit of _____ something. Okay.

Here's a cover letter that could supplement the responses __. I would – I may be jumping the gun here. I was going to ask you to take a look at this language between the next two meetings and review it. Right now it's written where we'd like _____ facilitator _____. I don't think it needs a signature. This really just captures, like, _____ document and simplified just what was this group invited to do. It becomes, like, an executive summary essentially. What this doesn't have right now is just bullet points of high level recommendations. And I could see it having what you just described, Kristen, as, like, an understanding of potential conflicts, desire for the County to be sensitive without representation. I also see, like, when we look back at 6A, disagreement that representation long-term for agritourism is important to have, like, _____ just to do that. You could simplify that and have that as another __.

(several incomprehensible comments)

Ms. Harris: So this is just an awareness of this as one option as you think about, like, what these – like, what do your recommendations look like when they're fully submitted to the County? I envision that we have the County totally _____ some sort of package where this is all PDF'd and submitted. I would suggest some sort of cover letter, whether it's this cover letter or something written by one of you. That's __. So that's one _____.

Ms. Keltz: So do we just want to propose that that conflict piece gets put in the cover letter rather than here _____. So do that now?

Ms. Frye: I'd save the cover letter for in case there'd be other footnotes. Yeah, it should go in somewhere.

Ms. Matheson: And I think part of the reason we're talking about it in this context is the specific actionable, realistic, enforceable code that hopefully results in all of our work in other places that that will prohibit things from turning into, like, neighbor versus neighbor on things because it's clear what people are allowed to do and what they aren't. And it's

hard to take away that, like, ambiguity here. People getting upset and then not having a place to necessarily talk that over.

Ms. Harris: But in support of this approach of not _____ arbitration.
_____.

Ms. Matheson: Yeah, I support that. I think it sort of just ties in nicely with the reason why we're trying to submit **or** specific complaints.

Ms. Harris: Are we definitely moving to a vote? Are there any objections to this approach
_____ capital R recommendation?

Mr. Ottesen: If we're doing a _____ go back for language _____?

Ms. Harris: Yeah.

Mr. Ottesen: Yeah, consider – I think the feasibility of recommending feels kind of doubly passive. _____ I think we can just say consider binding arbitration as the preferred method.

(inaudible voice)

Mr. Ottesen: That's something, yeah. The possible feasibility remains.

Ms. Frye: Also I think what I'm hearing, like, this document works as **kind of sunset as part of our working documents and it's not going to be – I've just committed to some language and I'm going to be purging**. The conflict resolution _____.

Mr. Ottesen: (incomprehensible) unless that's going entirely. _____.

Ms. Harris: I think everything after –

Mr. Ottesen: _____. Okay.

Ms. Harris: I understand working this gets _____.

Okay? How's everyone feeling? It is 10:35. Would you like to _____ or would you like to take your break now?

(several people speaking at once)

Ms. Harris: So we have – you know, what I've heard from the group is a lot of agreement in this broad understanding that long-term representation is valuable, that this topic's not _____. It _____. I sent two versions on the table, creation of a new board, use of the AAB for representation. I see _____ across the board in all three categories on both of those. So I'd like to talk about both of those. I'd also like – Amy said she had the suggestion up

there. If anyone else has, like, something you want to put on the table and ____ on the table and then discuss them. How's that sound?

Ms. Frye: Yeah. I guess my thought – and it's a fairly new document but the Department of Commerce has put out a draft document on the rural – I don't know what they call that. It's draft, but they have an agritourism section that was actually helpful. I can send it out to you.

And then there's maybe a middle ground. Like, the concerns that I've heard about – the creation of a new board, specifically focused on agritourism. I mean, A, it's a lot of County resources that go into these are ongoing boards. And also kind of what's agritourism at the same level as agriculture, which I think we've all already established that, like, agritourism is part of agriculture. On the other hand, I've heard concerns that some folks feel like agritourism is not – maybe properly have a voice at the table with existing methods. So, like, one thought kind of comes from that document and says this group in some form ____ time-limited. Like the working group continues in each time-limited format to kind of _____ of new code language. So maybe it's like four ____ meetings for two years or something post-adoption. So maybe _____ the Department of Commerce document. You made changes but then you don't have any follow-up and monitoring. How do you know what was effective_ and has achieved results you were looking for? So that may – rather than making a _____ perpetuity, some sort of time-limited like – in some ways, this group seems like the most obvious. If you want a separate group from the AAB, that is one option. Like a time-limited –

Mr. Ottesen: (incomprehensible)

Ms. Frye: Yeah, yeah. And at the same time, continue working with the AAB now and then as an ongoing part of their venues. But I can see having a specific, diverse ____ for our group and modifying whatever ____ gets _____. And see how it plays out.

Ms. Keltz: Well, I think we also had a conversation that things might change five years, ten years down the road, so having that group that kind of _____ what things would look like in 10 years. Just make sure that if there's a group that's long-term _____ agritourism policy _____.

Ms. Frye: It seems to me that almost seems like that long term - it should be the Ag Advisory Board and ____ – you being tourism – kind of is what conversation should be happening. It just – to me, it's like a permanent agritourism or – I would have a hard time seeing that that's the best use of County resources with everything else that's going on and – yeah.

Mr. Morrison: I feel the same way. Agriculture – agritourism is part of agriculture but it belongs under the Ag Advisory. Ag Advisory Board's done things for a long time. Maybe there's room for improvement or a need for more voices or something, or an ad hoc meeting or something. I think it does a good job in general. And is there somebody in here

that's on that board? If – I think the Commissioners rely on their opinions on agriculture, and if agritourism's part of agriculture then that's where it needs to be.

Ms. Frye: I'd be curious to see the language and what is the Comp Plan – or whatever County document that has created the Ag Advisory Board to see what language is in there regarding – yeah, I think I know that the Commissioners appoint the members but what are the requirements or the credentials or what? How, or what does the County ensure diversity on that board and not reflecting the diverse base of Skagit Valley agriculture? So they just have big hearts inside of them for that little _____ on that? Like I'm _____. I guess my proposal is I would like to propose it.

Ms. Satushek: There are five laws that establish the Ag Advisory Board, and it does talk to the diversity of those representation (sic). I'll just read really quickly from one of the findings.

(Quoted excerpt is incomprehensible.)

Ms. Satushek: ...it's pretty much its marching orders.

Ms. Frye: If agritourism is something that needs to be discussed ongoing, it's like that should be a subset of the Ag Advisory Board acting as the Tourism Bureau or _____. I mean, partly just like for efficiencies. Yeah, that's my two cents

Ms. Harris: And you're saying watch them. You've waited two years so you've watched them beyond two or three years.

Ms. Frye: Yeah. Two. Two years is, like, arbitrary. It's going to take a little time to see the impact of any code ____.

Ms. Anderson: Well, I think the reason we're here is that _____ causing _____ you know, handled properly and all go to the Ag Board as _____. Just the response from the community has made it clear that more efforts are needed and kind of like a broader range of perspectives. So I do think an ongoing board or committee – whatever you want to call it – separate from the Ag Board. That's my issue.

Ms. Harris: Fast forward, I'd say you have – I would – to deal with a couple fast forward, one is for one or more people – I guess a group of three – to come together and try to work these three into _____ that could be sent to the group next time, with our admission that there may be, like, an alternate point of view. _____. You know, the group might move more toward the middle and _____ as an alternate _____.

So where would you like – at this point, I think you have two options. One is, like, you start working on the majority opinion _____ minority opinion or two different opinions and then determine at the next meeting which is majority, which is minority, or

you start working _____ closer together and from there make a response. What either of those _____ take this and work on it between now and the 26th.

Ms. Frye: _____ other people are at to know where _____.

Ms. Anderson: _____ yeah, being ____ is better _____. _____.

Ms. Harris: Yeah, I do think you have some work before you do leave here today in terms of _____ because this is one where you have – you can come back and _____ on two items _____ today. There's some _____, like writing up your recommendation _____. I also want to recognize, like what Lora said _____ in terms of _____. You know, _____ format, _____ and _____ so _____ the _____ format _____.

Ms. Frye: I was wondering if this is a case _____ you talked about this, talked about what's feasible or _____, and the County _____.

Ms. Satushek: Yeah. So they did talk about this yesterday. I see value in both sides. So I was referring it to – like, for example, we're doing a Comprehensive Plan Update. We got a strong request from the public to have an environmental advisory board. _____ perfect work _____ Commissioners, and _____ and _____ specific scope of the work would be and how the framework would come about. And so we worked through that and we're still working with that process. And I see this as similar as it would be valuable to hear that. What I would get – at a staff level what I would see is like, okay, what I'm interpreting is that the public is expressing that they feel that they're not being very specific subject areas. So that might be something useful to carry forward to the Commissioners – just say this is part of the public process that we've heard going back. Again it's been expressed to us by the Board that asked them too to set up advisory boards that aren't – so like AAB, for example, and FAB, are required by the Growth Management Act. So we –

Ms. Frye: (incomprehensible)

Ms. Satushek: Oh, sorry! Forest Advisory Board – I'm really bad with acronyms – set up by the GMA. Correct. Yeah. So I would have to – they have to be with really strong, solid words for the County to allocate resources because they do take a lot of staff time. So I see both points of view as far as, again, going back. It shows that the public wants to communicate – or they may feel that they're not being heard and they feel an advisory board would be a way of doing that; however, the realities of it actually implementing, based on the conversations we've had before where they're setting up _____ an advisory board, we got, like, over 90 comments just for that. And then we just had for the hearing yesterday again a request to do that. And it's kind of – it's challenging that there's not a specific work program that they want, if that makes sense. So I see value to both, honestly.

Ms. Harris: Okay, is there a ____ for this, like, time ____? I mean, this is one of those _____.

Ms. Satushek: In the past it has been done with, like, I believe with the agritourism study that was done before. Usually they're a type of grant ones for specific progress. So if we were to, like, apply for – if there was a grant that would fund that, but I think most of the times those ad hoc groups are grant-funded, based off of specific projects are deliverable. That's why this one is unique because it's not grandfathered and it's not – I mean, the probably deliverable is assisting staff with developing code in addition to the Agricultural Advisory Board ____.

Ms. Frye: After hearing your update, I feel like pragmatically I think it's very unlikely that ____ are going to create an ongoing agritourism advisory group. So then again, that doesn't mean that that shouldn't be recommended, like, if folks feel that way. Then the other ____ will have to _____ keep current processes as responsive as possible. And so or not. That would be my other question _____. What other recommendations do we make?

Ms. Matheson: What is the feasibility around the – having certain slots for a diversity of opinion on the ____? Like, if there – like we have with this group, we have small farms to larger farms; people that have agritourism businesses on their farm. Is there a way _____ something like that? Because that's where I feel strongly. I feel like that entity needs more diversity so it's, yeah, it's _____.

Ms. Satushek: Just off the top of my head, I would think that, So what is their point – by the Commissioners? So I would reach out to the Commissioners as long as they feel like there's not any representation of agritourism on the Board. We'd like to see there's _____ that be focused. There's nothing in the bylaws right now that call that out. That might be an option. I don't know how that would be, though, to amend the bylaws. Those are the two paths forward that I see.

Ms. Frye: _____ was happy to get that support?

Ms. Satushek: Correct.

(several inaudible comments)

Ms. Satushek: Yes. Thank you.

Mr. Ottesen: They're all regional or operator-type – user type criteria for ____.

Ms. Frye: Well, there's regional only in the sense that each Commissioner _____.

Ms. Keltz: So represent the diversity of agricultural economy varies for operations _____. That's it under membership. "Farmers, Farm Bureau houses, dairy farm crops, Skagitonians..." (unintelligible)

Mr. Ottesen: So those are all eligible buckets to draw from at the Commissioners' discretion.

Ms. Satushek: They're examples. Yeah. They're not requirements.

Ms. Keltz: And the group, it's my understanding for the _____ voting bodies themselves make the amendments to this document and then take it to the County Commissioners for a vote.

Ms. Satushek: I'd need to look at that. I honestly don't know.

Ms. Keltz: _____. That's what I heard at the Advisory Board is _____ our bylaws per se, that we're going to vote on that and then _____.

Ms. Satushek: (incomprehensible)

Ms. Anderson: Are there term limits for these _____.

(several incomprehensible voices)

Ms. Frye: Are there term limits for Ag – no. and then how _____ interested parties? Do you know how that has been addressed? Like, is there _____.

Mr. Sapp: _____. Yes, I think you formally – the Commissioner involved in the district _____ solicits interest and how globally or how broadly that solicitation is expressed, I don't know. But it has happened a couple of times where I haven't served a request from Commissioners, or *the* Commissioner, to the Ag Board to help disseminate the inquiries for interest. And then how the individual Commissioner makes that appointment is, I think, quite personal.

Ms. Satushek: But there's ____ terms of three years, is according to the bylaws.

Mr. Sapp: Yes. That's not a term. The appointment is a requirement.

Ms. Frye: Yeah, I don't think – even the Planning Commission – there's none of the boards have term limits. The Forestry Advisory Board _____?

Ms. Harris: _____. That would be _____. Okay? I'm hearing – I just want to honor, like, the whole _____ and that it's valuable to hear, like, all of these. There's some – t here _____ together on a, like, middle ground and there's a lot of value in having, like, where the extremes of where the opinions are in this group in terms of being able to communicate to the Commission

_____. But I see pros and cons in, like, two different recommendations inside the path, like a path with two separate recommendations or merging into a single recommendation. _____. Figure out who would like to work on this between now and the 26th and how would you like to work with the County on these recommendations specifically.

Ms. Frye: I could write something but it's going to be very brief because I want to __ this letter _____. _____ but a long term place for discussion is on the AAB with some encouragement to __ the AAB, represents the diversity of Skagit agricultural interests and then also propose for the County to consider _____ continuation of this group or some diverse group, specifically on agritourism, specifically to follow up with the zoning – whatever zoning _____. So anyone else want to write the recommendation, that's what I would do.

Mr. Ottesen: I have time to review but I don't think I have time to draft _____.

Ms. Frye: (incomprehensible)

Ms. Frye: (incomprehensible)

Ms. Harris: Is there anyone who feels like _____? Is there anyone who feels like this today? _____ right now __ changes today. Like, your recommendation _____ would _____ be _____.

Mr. Morrison: I think I'm at fault, is what I would say. And I think the AAB has proven – in the back is some of the members that have been on that – how involved they either were or weren't. I mean, regular citizens are invited to come to an open meeting and _____. It's a representative type government so it's up to us individually to show up and speak up, right? To out Commissioners, lobbyist, County staff, or whoever it might be to get our voices heard.

Ms. Keltz: I think we did, and that's why we're here. So I don't think the current way is working. That's why this group got put together, why there was so much public –

Ms. Anderson: _____ outpouring –

Ms. Frye: Yeah, it really became a big thing.

Ms. Anderson: And the Commissioners were –

Ms. Keltz: And that's why they said, Okay, let's pause. We're going to relook at this, try to work together to get – because there *was* so much public – I mean, I can read through the comments and there's a *lot* of comments for this particular subject. So I don't know that just bringing it back to the AAB _____ getting us there. _____.

Ms. Frye: At the end of this process – I’m hoping that we’re tapering off the agritourism discussion. _____, and so, like, hopefully we’ll do our jobs and can come up with something. When the County enacts changes, it’s not going to be quite such a topic of discussion. Like, it’ll have to be monitored, but, I mean, _____.

(several voices at once)

Mr. Ottesen: As I’m looking at this, I don’t think there’s a world in which I can support a recognition of a new board. I’m looking at 6, at the meetings a day being – I think we’re, you know – if we’re going to go to the trouble of making a recommendation, I don’t think it’s sure. I think we can see that the load-bearing capacity of the word “ensure” here (laughter). I think we need to be more specific in terms of what we’re actually suggesting in the context of the Ag Advisory Board, if we’re going to go that route.

Ms. Frye: I mean, this could also be a case where, like with the conflict resolution, that maybe this is part of our ___, but this is one thing that needs to be figured out. But the – like, if we don’t ___ vote we’re – I mean we can vote ___ pass and vote a minority opinion, if that’s what we come to. So that would be another option, is if we don’t _____.

Mr. Ottesen: But it has been sustained often. Sustained bucket as _____.

(inaudible comments)

Ms. Frye: I mean, I’m happy to work on some language like I discussed _____.

Mr. Ottesen: (incomprehensible)

Ms. Harris: Yeah, that’s one thing I’ve been approached about _____ and it’s valuable, I would suggest, like, _____ people are going to feel that way too, so they can continue to refine _____.

Okay, let’s take a break. It’s 11:02, so come back at 11:10. So eight minutes. Is that –

(break)

Ms. Harris: Okay...we’ve got 45 more minutes and we have – do you want to talk about ____? I think it would be valuable to talk a little bit about your board. _____ in that when you start defining, these recommendations define categories, start getting into _____ intensity, which get into, like, _____.

So this is great. I think you're in a good place right now. I think we can spend most of the time on ____ and touch on _____ and then I'll give Tara a chance to kind of verbalize what she did, what she's heard from the group on 4. She _____ time to work on it and _____.

Coming back to your comment earlier, Kristen, let's see: I think there's a lot of definitions I see floating around, so we've got these nine or ten of them from various entities. What I saw was Advisory Group members take those nine or ten, pare them down into three, and then you need to get a step further (and) take aspects of those three and pare it down into ____ one, with some like really for your kind of captured some pieces around these categories. I think what I'd like to do, Amy, if now feels like a good time, is to walk the group through the document that you shared, and I can pull it up on the screen. And there's a place, there's a movement to a vote specifically on the definition, if we can get there today. And then there's also this consideration of these other aspects of changes or recommended changes that I think could be better. We could vote on it as a package or we could vote on, like, individual pieces if you want to just kind of document where you are and _____. Okay, so I will _____.

Are you ready to start _____?

Ms. Frye: Sure. And there's a "not specifically" around the definition per se, but – and I did talk with Jack about this and it sounded like this might be feasible. Half – I mean basically there just gets to be some confusion because of the way the vesting of current code works because in the definition of agriculture accessory use, everything is outright allowed. But we keep talking about the agritourism needing to be accessory to agriculture but we've said we also want to have some limits. So looking through – so this is just like some recommended tweaks to ag accessory use as it is currently. So basically get rid of it and start pulling out some points of it directly into the right permitted uses – kind of like on farmstands.

So that – at least Jack's first thought was it didn't create any issues like those _____. And again, ultimately, like, we'd leave this up to the County as the best way to organize and wordsmith. That's the context for that change. I'm happy to answer questions along the way. But as we've been recommending then, we'd create a new definition of agritourism and then add a section of code for agritourism similar to how there is a separate section of the code for home-based business to kind of flush that out a bit more. _____ definition. And in this definition, I tried to reflect that we talk about agritourism. I think if you don't have a farm, you can't have agritourism. So _____ farmer actively managed _____ farm operation, is that _____ the definition that the County already has in code. Same with rural character. I was just trying to add that to existing code where relevant.

The incentives. Agritourism has stuff distinct from farming because this is in agricultural support services. That is something that I recall from our first multistakeholder working group that Allen Rozema had suggested would be beneficial code language. I, again,

_____ the County _____. And then I proposed the different categories of agritourism, which in some ways I've left the specific definition is that having ____ less important and kind of what falls under those categories and what's outright allowed. The administrative use again. The Hearing Examiner permit. So I do feel like this is _____ a definition, but it's really like those thresholds that we talked about, which I have some ideas but I don't have anything here yet, so I think I'll just pause there.

Or maybe – maybe you want to scroll down briefly. So basically I'm trying to flush out the general standards that would apply to all of those levels of agritourism. And again, I'm modeling this off other counties' code organization that I found. Yeah, so again, definition is one thing but it's like the devil's in the details of some of these other things, or are perhaps actually a little more or are things to talk about.

I mean, I think what I was trying to get to ultimately is, like, we keep – it seems like we're all on – it seems like there's some general agreement that agritourism is accessory or incidental, is _____ - whatever term you want to use to say it has to be part of an ongoing farm operation. And I think all – a lot of the other discussion was, like, well, how do you define that? And so different counties are doing it different ways, whether it's by the income levels or tabs on frequency. There's some way that's got – it's got to be a defining feature that keeps it as incidental. And I did just send a link to that guidebook from Department of Commerce that _____ from that. I think this is like what we're trying to get at. This is their guidance: "Agritourism should only be an accessory use to a main agricultural use. It is intended to support rather than become the main source of business. This means that someone should not purchase land with the intention of solely hosting weddings. Rather, an orchard should only host weddings on occasion and should be able to show the facility that's supporting the orchard first and foremost. The County should ask whether the agritourism use is interfering with the productive use of agricultural land."

So again, this isn't that ____ but it does keep coming back to this idea of it's intended to support and not be the main source of the business. So I guess at some point we've got to figure out a way to write that in.

Mr. Morrison: Whose definition was that?

Ms. Frye: It's not a definition per se but it's guidance from the Washington Department of Commerce. Counties trying to regulate, trying to write code for rural areas.

Female: (inaudible)

Ms. Frye: I just sent it to the two of you.

Ms. Harris: (incomprehensible)

Ms. Keltz: So are we going to discuss the definition first and then try to go through these or are we going to try to go through the _____. _____ try to flush that out _____.

Ms. Satushek: I don't recommend just coming up with the definition. And _____, but maybe there needs to be thresholds established. And it may not even be at this group, but that the County needs to establish thresholds first of all for size, scale, and impact – what would be one, two, and three. Because it will go through that public process but if – I think the goal should be on just coming up with a – shared in some sense or, you know, ____ other groups but about agritourism itself and its definition I think would be the most helpful. From my staff point of view so that, you know, _____.

Ms. Frye: Then again, _____ back to you but if Jack or your team discuss this further, what definition? Again, it's not that – it doesn't really matter but in some ways the parameters are _____.

Ms. Satushek: Definitely. So I really like the way this is laid, that it's like one, two, and three in the definition because that's the way that home-based business is defined in our code. So it's similar to that. And what the County's – so we're doing a development regulations update right now and so part of it is to have a definition just be a definition and then the actual constraints be in the actual zoning code. So the way I see this in the code it'd be like _____ definition _____ zoning code. It's the agritourism. You'll go to Ag-NRL and see agritourism is an allowed use, 1, and then Hearing Examiner to the admin use, 2, and then 3, and then it defines those specials. Like they – over 25 people – need to have an administrative special use permit. I'm just throwing this stuff out there. In addition to having a – you know, the building meets ____ and the building code _____ that it might fall into. But the temporary – or the ongoing activities but _____ permitted – but valid zoning rights, but also realizing that it also has to still meet those other building codes. Does that make sense?

Mr. Morrison: Mm-hmm. Is there any physical clarification on some of that? Like impacts to the community? Are those assessed or whatever?

Ms. Satushek: Those are. And I was actually just –

Male: Traffic and all that? Okay.

Ms. Satushek: Yeah. So for a special use permit for an admin special use or a Hearing Examiner special use, we have to work with the applicant to come up with those five things, like: Do you think that your business – like one I worked on when I was in current planning was like a home-based business for an automotive shop. So they needed to provide, like – you could not have anybody come to your shop and if you do you have to provide a traffic study report. And then you have to provide a sound report if you're operating machinery during certain times because neighbors are concerned about noise. So we then worked with them to create sound buffering, like membranes inside it. So it's kind of just like ongoing – like, these are these impacts. Can they be mitigated? If so, this

is what you do. If they cannot be mitigated, then it's not an allowed use. But that book that Amy just forwarded to us, we'll be looking at it. And they also provide – so based off of that, yes, the County does that for special use permits and this ___ does provide, you know, studies may be needed, which are ones that we do already, like traffic impacts, parking study, infrastructure capacity, which, again, would be like, do you have the _____? You know, _____? And so are you able to meet that? If not, you know, I think we're done. _____?

Mr. Morrison: Yeah, okay.

Ms. Satushek: It would be a robust review and they would have to – part of the requirements for those special use permits is they have to meet those metrics, and if they don't then they can possibly be invalid of their special use permit and it could be revoked from (them) for not meeting their requirements.

Mr. Morrison: Then once they're issued, are they termed out, timed out? Is there a term to them?

Ms. Frye: No. _____ not move for and I think there should be right now.

Mr. Morrison: A permit, yeah. The ___ property sold – or eventually _____

Ms. Satushek: Yeah. And that's been – so one, as an example. I don't want to speak out of turn but Allen Rozema – I may have mentioned that – I think it was on _____ Farms? They purchased a facility as agritourism events – sorry, I _____ too much. But the previous owner had gotten a special use permit. They transferred it to the new owner and the new owner _____ they constantly are in contact _____ the County and making sure that they are operating within the conditions established by their special use permit.

Male: (incomprehensible)

Ms. Harris: Let's start here with the definition that's on the screen. And I think _____. You could decide _____. Is there anything in this definition that folks can ___?

Ms. Anderson: I think the first sentence to me says the most about defining agritourism and I think that the second two sentences speak more about _____. So I'm more drawn to working with the _____ and maybe of operating on that. I don't know if it is helpful to say agritourism is not if the three subcategories are going to do that. I guess the other examples of definitions that _____. It's more like they're defining the term rather than saying what it's not.

Ms. Harris: (incomprehensible)

Ms. Anderson: Well, I guess I've always looked to the USDA and the Washington State definitions. And so I like how the USDA definition said that agritourism is a form of commercial enterprise that links agriculture production with tourism. I think that link is important to attract visitors to the farm for the purpose of _____. And you'd have visitors while generating income for the farm. I don't see _____ income _____. So it's for the purposes of agricultural education and _____ recreation but it's also _____.

Ms. Frye: I think some of the _____ not all. I mean, yes, I agree _____ but it might also be for educational purposes. Like there may not always be _____ as well. I don't want to say I don't feel strongly about the definition _____. I think more important things are going to be the thresholds and the _____.

Ms. Anderson: Yeah, I think I would rather get rid of the second two sentences and elaborate on the first sentence, flushing out what *is* agritourism rather than what's not. To me, that's what a definition is. Especially in _____. We'll flush out what is not. What is. Yeah. Specific uses and _____.

Mr. Ottesen: _____ be something, though, that distinguishes – delineates it from activities that are permitted in the county for – as agricultural or accessory use activities. I think _____ is really outside that ag accessory use _____. So I think we need to articulate that here.

Ms. Satushek: I'm trying to pull up farm-based business.

Ms. Harris: And where would you suggest putting that, Kai?

Mr. Ottesen: I think that's maybe an expansion on our amendment in the third sentence there where we say – now I can't see the _____. _____.

Ms. Frye: Accessory uses _____?

Mr. Ottesen: Yeah. Maybe it's just adding "accessory uses." I realize that's _____. But we are – like, we do have to delineate it from what it's not. I don't know how else to do that but to say it's _____. And that does a lot of the work, I think, of pointing us towards what we *are* talking about, even without delineating every individual activity like it's – without calling the scope of those ____ – you know, farm production or accessory use. That it is conceivably _____ recreation.

Ms. Harris: What's the big picture? This is the first time I've seen in writing – although I've heard it discussed and agreed upon in a few different ways from this group of the challenge of having it under _____. And this recommendation to _____.

Ms. Frye: Okay, I'm not going to strike the whole agritourism or agricultural accessory use, and just relocate the set points in that entirety. And so this no longer feels like your ag accessory use. _____.

Ms. Harris: Which addresses _____ sort of thing _____. _____ and develops a separate code section that describes agritourism, provides a definition, and defines these three categories. Great.

Ms. Frye: And I would suggest if we're going to take out the second sentence _____ –

Ms. Anderson: How are you going to gauge that? What's the litmus test for –

Ms. Frye: For what?

Ms. Anderson: Sentence number 2. I just think it's pretty vague. I don't think it's _____.

Ms. Frye: Well, I'm just saying we – I mean, the County has expressed – like, the County already has efforts – like say that what happens in the Ag-NRL has to maintain the county's rural character. So, like, I would just put that down in the General Standards section below. And most definition – a lot of definitions especially those other Counties' codes, have sort of nodded to the fact that it needs to be incidental to the primary agriculture use. Like, I don't think you get away from acknowledging that agritourism is secondary to agriculture somehow.

Ms. Harris: Do you think that this works? If there's a _____ there's an opportunity _____?

Ms. Frye: Yeah, because that could go in General Standards.

Ms. Harris: This one you think could go down here too if the group wanted it to?

Ms. Frye: And again, _____. _____.

Ms. Anderson: I still – I just keep going back to this USDA one and if we just did that it'd be official, an official definition and then with the three categories. And then just start _____. I think it's really hard to top the agritourism definition. I believe that it's generated in that _____ as well.

Ms. Keltz: Well, it just covers that it's like the ag production and/or processing.

Ms. Anderson: Purposes: Entertaining and educating _____ while generating _____.

Ms. Harris: (incomprehensible)

Ms. Frye: Technically it's from the national agricultural _____. The USDA just refers to that instead of _____.

Ms. Harris: I think somebody said you might be right. Any accepted definition

Ms. Frye: _____. So that's good. That's going to show this _____. It's state law from the liability section, but I think that at least has the element that the primary business activity is agriculture. Yeah, because ultimately, like, I think many of us were trying to get at.

Ms. Harris: Is there anything in this second definition that looks _____ – that you don't like?

Ms. Frye: I think what's missing to me is that it doesn't make clear that the primary business activity is agriculture, which definition 1 does.

Ms. Anderson: I mean, it seems like it's important to everyone that these activities are happening on a working farm. I can see these formally defined _____ is a business on a working farm. It's pretty – kind of rare that there's so many different size and scale barns operating and their business plans are all different and their income for agritourism versus their working farm _____. That's just the reality. _____: What does that mean? Your amount of income?

Ms. Frye: Possibly, and then that's – I called a friend who has a restaurant on their farm – in _____, Oregon – and they're _____ said that their gross sales would be 25% of their – it can't be more than 25% of their full farm earnings. So other places have you set the _____% threshold. So basically if I have \$500,000 of farm income I can have \$500,000 of restaurant or event.

Ms. Anderson: You've got to have a pretty good size farm _____, so I just mean you have two people and a small, subsistence –

Ms. Frye: Right but _____ 10,000 of farming caps and then you could have 10,000 an event.

Ms. Anderson and Ms. Frye: (incomprehensible)

Mr. Morrison: I think the intent of the language is to ensure or – that the farm stay the farm. But there's got to be some rules. Otherwise the farm would just decrease to just nothing. Basically it would just be a tourist site.

Ms. Anderson: No, but, I mean, you have a commercial farm. Your county's different from a one to five to 10-acre farm. It just is. Your income is going to be different.

Mr. Morrison: What do you sell at the farm?

Ms. Anderson: Yeah, if you have a farm, then if it's a farm I don't think we can just throw a blanket income requirement on all farms in Skagit Valley.

Ms. Keltz: I think that's tough because – on the NAA, like if you go back to tulips – what I know – and their income, if it isn't necessarily coming from farming but they're still farming and keeping the soil in production, selling bulbs, selling cut flowers, but that's not where the majority of their income comes from. The majority of their income is coming from ticket sales for people to come in and experience the farm. So I don't know if that's maybe – you know, what if there's sunflower, __, and you're growing acres of sunflowers but you don't make a lot of money selling the sunflowers. You make your money buying tickets for people that come in to get pictures for sunflowers. It's _____. That seems like _____.

Mr. Ottesen: So the County already has a requirement that on farms – farmstands – _____ you know, 50% of every _____ on a farm. But it rains. I'm not clear why we are holding tourist operators to a lower standard on farm sales, even when that could easily – that other 50% could easily be grown as locally grown produce, you know, mostly from produce supporting other local farms. It would not have _____ that 50%. But I think from my perspective _____ where tourism operators _____ farm businesses. (Transcriber's note: Most of this paragraph was nearly inaudible.)

Ms. Harris: Thanks for that comment. I want to pause us here. _____ discussion and I recognize that _____. Do you agree that it's not just _____ but what that income potential is. But it gets back at like the subordinate operations –

Mr. Ottesen: Yeah. Yeah.

Ms. Harris: Right. Let's – I know it's important to the County to end up with a definition or, like, two definitions from this group. I think the thing up there, I think this is one to start working from. Like, just your suggestion of building out that first sentence. I would encourage you to do that.

Female: Okay. I will.

Ms. Harris: I'd like to spend a couple minutes with this second piece, the categories, and see where we are. Folks __ the language from that. _____, you summarized _____. You're talking about like a one, two, and three space. So _____, one is that outright permitted. Two and three are special use _____.

Ms. Frye: Clarification from Tara: The difference between special use and administrative.

Ms. Satushek: Yeah. So special use is a type of permit and how it's issued is under two processes. If it's like – it's almost similar to a home-based business. So if somebody wanted to do a home-based business and it – let's say I have people from the public come, but I have no more than, like, three employees. It would be an administrative

special use permit. So that's something that a staff member could go in and, like, look at the proposal, work out any kind of meeting requirements, work with the applicant, and come up with a decision. Let's say I had a home-based business and I had ten employees or something. That would have to go to a Hearing Examiner.

Ms. Keltz: But – no –

Ms. Satushek: Sorry.

Ms. Keltz: But special use and administrative are just ____?

Ms. Frye: No. Special use branches into either administrative or Hearing Examiner, depending on the _____. _____.

Ms. Harris: So there's an admin special use permit for _____?

Ms. Frye: Yes.

Ms. Satushek: Okay, thank you. I was just – thank you so –

(several incomprehensible female voices)

Ms. Harris: And to go back to the last meeting, kind of the ____ you have attained: again, it may not be in the scope of this group to decide what those thresholds are. You can make some recommendations about the type of metrics that would be used. You can make recommendations if you have them, but I think there were some out there that could be out of the scope of this group and that the recommendation would be this – that the County will establish these thresholds. This one feels like I think you could pick them to go on this general approach and –

Ms. Frye: Approach being? Like clarifying three levels?

Ms. Harris: Clarifying three levels – yeah.

Ms. Harris: And the levels particularly being based on like that scope _____. Right?

Ms. Frye: And I do _____. And again, I understand it's a process, but I think the County – again, the County should use their best knowledge of – yeah – the _____ best practices.

Ms. Anderson: I have a question. Does the County _____? Are there counties' code on agritourism as kind of an example? I mean, it seems like the proposed codes _____ and so I'm wondering, Are there other examples in Washington State code on agritourism that you're seeing as a possible resource?

Ms. Satushek: Yeah! That's the Situational Assessment Report. It was really helpful. They pulled out three agritourism definitions, one being from Snohomish, one from Thurston, and one from Marion County. Marion County was the most restrictive. I believe Snohomish was the most liberal about ____ and they went back. They kind of did – it was with BERK Associates as the consulting firm. And some of the folks I think here may have been on some of those stakeholder interviews. I'm not sure. But those are some that were looked at. And again, just based off of their community meetings or desires. Like for Marion County they had agritourism dollars. They have larger farms, though, so it may not have been the appropriate fit for agritourism for that area. _____ what I was writing for the Assessor's report. But – so yeah, those were the three that we looked at. The Ag Advisory Board did take portions of the Marion County one and did draft their recommendation off of that. So we are looking, but, again, for any good codes – for example, Grays Harbor – to get a hold of. But I think a few things just taught me too about _____, is just like I – from a staff point of view, we want something clear, and I agree that the secondary incidental may be difficult to track; however, agritourism needs to be part of a working farm.

Ms. Anderson: And so that seems widely accepted.

Ms. Anderson: Do you have staff _____ the farmstands to see if 51% is ____? I mean, do you have the resources where your action's going to go onsite and delve through each one and just see the site? You get to a point where it's just – I don't know if that's even a ____.

Ms. Satushek: _____, I hear what you're saying. I don't know if there's folks going out there and doing that. I haven't heard of it to verify that. And that's why we want to write code that we can actually enforce, not just have a code on the books for the sake of code for something that still preserves farmland without conversion. So that's, I think, where we're trying to just get something very clear so that – like the end of the Tulip Festival. I find that the date's very helpful, something that's very concrete and that leaves little room for discretion – for staff discretion. Because my perspective on discretion might be different from another staff's perspective. So the more concrete you can get, great. I feel that this is a difficult topic to get to agree on. So that was kind of a roundabout discussion on that. Yeah, we *have* been looking at different ____.

Ms. Anderson: Okay.

Ms. Harris: Yeah, can I just get a general sense of the room? Are there objections at this point to the idea of this tiered new category _____ outright permitted? _____ special use permit.

(silence)

Ms. Harris: And we call that _____. Leverage! Recognizing that those threshold _____ either some recommendation from this group _____.

Are there other aspects of this document that you feel like are you'd like to remove _____ not today? It sounds like you have some more conversations to do.

Ms. Frye: Do you think _____ the general standard, which I think I've even – I've cut more than that since. I mean, I do think this whole question of incidental is kind of the crux of the issue and it's not tied to income percentage being the only way to define that but because it is so hard to define. That's why you see counties doing different things, like 25 or 50% or the event _____. It's going to be challenging, but I think there – just because it's challenging doesn't mean we just say, Well, we're not going to worry about that. It's pretty clear in most – you know, this Department of Commerce document, in GMA – that it's intended to be incidental to the main agricultural use. So the County has to live with that.

Ms. Keltz: Is there a way to have it be _____ planned for and not be _____ all that _____? If you're farming, there's a percent of your property keeping, you know, whatever x-amount percent in production and then not turning it to how the _____?

Ms. Frye: There's – I think there's examples of that as well. I mean, there's some – there's one example in here – once again I don't feel like it's maybe strict enough. It says there's a county in Utah. The county requires that at least 50% of the property to remain for agricultural purposes. We're _____ no conversion of ag lands. Fifty percent is too high, in my opinion.

Ms. Anderson: Yeah, I guess to me if it's a working farm that's zero percent conversion _____ farm. To me _____ it's better than it was. The _____ shows but it's also not going to discriminate against smaller farms that may have a bigger agritourism _____. I don't know. It seems like that's what's – these are bringing _____ to no specific group – are zero conversion and proof that it's _____.

Ms. Harris: But you have one of those two elements in themselves. You'll, like, say establish the incidentalness of the agritourism, or do you need another –

Mr. Morrison: It needs something else. I don't know what. I understand the important clarity, complexity, or the anxiety over income and/or percentage. But without that, I feel like that's an essential type guardrail.

Ms. Anderson: Well, and there *is* an income like filling out a Schedule F. There is an income with farming. So to prove that you're a working farm, you are.

Ms. Frye: Right, but I think that still leaves that slippery slope of, like, then you could have _____. That's such a low bar. _____ \$1000 of income, _____ venue _____. So that doesn't get what – just like specifically what? _____. Like, _____ Department of Commerce, you know it's like –

Ms. Anderson: But if there's zero percent conversion of farmland –

Ms. Frye: Right, but there are other impacts, like traffic and –

Ms. Keltz: Well, wouldn't that be handled through the –

Ms. Anderson: Yeah, we're going to get to the – it sounds like it's going to get a lot more specific _____. I think it's hard to deal with all this and a definition for all that work.

Ms. Frye: Yeah, I don't think that would be a definition, but _____ standards that apply to all.

Ms. Keltz: Well, yeah. She talked about in those – _____ – traffic impact for being an infrastructure _____. It would be _____.

Ms. Frye: And I guess it's all right with you if we want to get rid of any notion of incidental in the standards _____ then I think that I would be personally then looking for much stricter thresholds in those different levels. Because that's the other way to have something _____ incidental is economy. _____. There's no – I mean, again, the County already has a definition for incidental, like, that may be just taken from their _____, which are allowed with a Hearing Examiner clearance on Ag-NRL, so I'm okay with that _____ and see what other counties are using that income threshold. But that's not the only way to get _____.

Mr. Ottesen: I understand we're not trying to set up – set a percentage. But I just want to – I was thinking about it and I wanted to add _____ comments. If we're talking about this in terms – you know, in comparison to the farmstands in town, there's a difference in _____ it would effectively be 100% of farmstand sales, right? If we need that 50%, add tourist revenue 50% _____. Because the farmstand _____ we're talking about billboard and 50% of that farmstand revenue. Does that make sense? It's 50 – you're talking about –

Ms. Harris: They could be equal to one another.

Mr. Ottesen: They could be equal to one another. Right. So for the way it's phrased here, equal to one another, that tourism implication would be 100% - no more than 100% of _____.

Ms. Harris: Would not exceed that –

Mr. Ottesen: Would not exceed the prospective – so I just _____.

Ms. Harris: Yeah.

Mr. Ottesen: Yeah. _____.

Female: _____. Agritourism _____.

Mr. Ottesen: It's not on the schedule – it won't be on the Schedule F. What would the farm _____?

Ms. Anderson: Yeah. How is the County going to – I just don't _____.

Mr. Ottesen: Yeah, I understand. I just wanted to _____.

Ms. Harris: It's been important.

Mr. Ottesen: Because the way it's phrased here, right? If you have 100,000 in farm revenue you can have 50,000 in –

Ms. Frye: Yeah, intending them to be because they'd be equal –

Ms. Harris: I'm hearing there's some work flushing this out. I _____.

Ms. Anderson: We've also spoken about, like, people's privacy as well. _____ public record, so you explain a lot to showcase _____.

Ms. Frye: Well, the thing I'm realizing is that this is really _____, then – I mean, Jack had said there's a possibility of, like, then you have a meeting.

Mr. Morrison: I've got kind of a devil's advocate question or whatever. Is it possible to own farmland or own a farm and not actually farm it, that had tourism activity on it? So just leave it in grass or – you know, you can't have noxious weeds or anything but can I own farmland and satisfy the not-converted-any-farmland. and yet still run some sort of tourism?

Ms. Anderson: Well, when you talk to – show your Schedule Fs, then you would have to profit something. _____.

Mr. Morrison: So that's a requirement?

Ms. Anderson: I file a Schedule F.

Mr. Ottesen: If you require a profit.

Ms. Anderson: We're talking about a Schedule F and that is – we do that for profit.

(several incomprehensible comments)

Ms. Satushek: We actually did hear that from the Assessors on that. It's for the Open Space Taxation criteria. So it's not part of public records for the Schedule F when it's submitted. So the Assessor's staff, they'll get it, they'll verify, okay, the Schedule F meets this criteria. _____ or they'll shred it, because I guess state law prohibits the County from keeping it on file.

Mr. Morrison: (incomprehensible)

Ms. Satushek: Right, yeah. That was a real ____.

Female: So that might be a good _____.

Ms. Satushek: Yeah.

(several incomprehensible comments)

Ms. Frye: Those last two bullets was documentation _____. You only have to be showing your income.

Ms. Harris: This feels like a good time _____. How would you like – Amy? How would you like the folks to, like, respond to the ____? It's currently in the folder. You could add comments to it. You could send. You can mark it up _____ and send it to _____. Let's see how many – let's see, like, how many of your thoughts and comments we can document in writing in here and then we can work through them. It would be easier to work through, like, a _____.

Ms. Frye: And the answer to my question, if income _____. I said there's got to be some way to define incidental. It can't just be – and I feel like we're _____ the county level, to be honest, like, pragmatically. That is in most codes. It's in GMA. It's in – this is documented in the Department of Commerce. So, like, how are we going to get at this? Like –

Ms. Anderson: I'm not seeing that in the majority of the agritourism definitions that we have, like –

Ms. Frye: I agree. They're in most other county code. Even if they're not in Definitions, they're in the General Standards. Like pretty much on ag land everywhere is like, this *has* to be *incidental* to the farm. So, like, how are we going to get at that?

Ms. Anderson: I still want to do something that's achievable for the County.

Ms. Frye: Yeah. So that'll be my third attempt to folks. If, like, if talk about sales is not the right way, what is?

Ms. Harris: I see a lot of _____ even think about that, but _____. Tara's also going to talk with her colleagues _____. So that might work.

Ms. Frye: I mean, even Jenn ____ presented at our last meeting. You know, they talked about the *a priori* use. Basically, if the farming went away, the tourism activity would go away. That's how I heard her explain it – like, the tourism activity is dependent on the farm being there is how I heard her say that.

Ms. Anderson: I don't recall her saying that specifically. That if – whereas the farm activity _____.

Ms. Harris: Thank you.

Ms. Anderson: I guess in a sense, like, a lot of these definitions do say something between the agricultural production, processing, tourism' so that if you didn't have the agriculture going on then we couldn't – wouldn't exist. So there's a link between the two. That's what she was saying. I don't think it's dependent on which one makes the most income or – how can you tell? I cannot.

Ms. Harris: I think we _____. I _____, whether it's the word "incidental" or _____ incidental. And so it just hasn't actually worked its way into code _____. Before _____, the last _____. Tara and a colleague have offered to write some of that up. I will work or we'll work with you to make sure that we can get _____, but I don't want you to be _____ three categories – right? _____ specifically what I've heard from the County is the desire to do their part. This, like, temporary events section of the code _____. And define any section which is, like, either agritourism event or agritourism activity that are recurring or _____ activities that are independent of temporary events _____ be structured. Does that sound like it all lines up for your _____? You'll still have time to review it and double-check that but anything that Tara writes up _____ will be sent off to you.

Ms. Frye: And I think I'll kind of share what _____ I got from other counties.

Ms. Satushek: Yeah, that'd be great. _____ -

Ms. Keltz: I think Rob did that as well. He shared a bunch of stuff from other counties as well. Where, I don't remember, but I do _____ reading it.

Ms. Harris: And again, I _____, like that is not the ___ we agreed to, but if you have _____ of anything you wanted but _____. What would you prefer?

Ms. Satushek: Okay, so we did make some – the group did make some decisions on some of the questions we just confirmed with this work.

Ms. Harris: ____ So you want to _____? _____.

Ms. Satushek: If you could summarize. Thank you.

Ms. Harris: So we have more work to be done on number 1. For Specific Action, I have – Jessie's going to work on a definition that builds off of the first sentence and the group is going to consider _____. Do you – very generally _____? Three was approved and we consider that a final recommendation. I _____ to make suggestions on the additional _____ on

both numbers 3 and 5. So _____ approved a final say. Four, we didn't. We only just briefly got into it verbally at the end. We're down to Others. No 6A. _____ in the county agreed to work on 6A, 2 and 3, which is the AAB and the proposal of the _____ group. And then anyone who would like to work on 6A, Jessie, I think – yeah, Jessie ___ and then potentially Nicole are going to fill that one out.

Ms. Anderson: Okay.

Ms. Harris: Okay. And then the group did come to _____, a recommendation: Approval _____ this recommendation and build in the spirit of it into a cover letter for _____. And I have that captured in the meeting. I have all those comments captured in the documents themselves, which are working documents so they're not available online _____.

Okay, thank you, everyone. Next Thursday – 10 days from today, we're back at the County Publishing Company.

RECORDING ENDS