

WASHINGTON STATE CHARTER SCHOOL COMMISSION

)  
In Re: )  
PUBLIC FORUM )  
ASHÉ PREPARATORY ACADEMY )

TRANSCRIPT OF PROCEEDINGS

Pages 1 - 49

May 29, 2018

6:00 p.m.

Bryn Mawr United Methodist Church  
8016 South 116th Street  
Seattle, Washington

Reported By:

Connie Church, CCR, RPR, CRR, CRC

Certified Court Reporter #2555

of

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A P P E A R A N C E S

Charter School Commissioners:           GIL MENDOZA  
   ELIZABETH COHEN  
   MARGIT MCGUIRE  
   JESSICA GARCIA  
   TRISH MILLINES DZIKO

Executive Director:                             JOSHUA HALSEY

Applicant:   DR. DEBRA SULLIVAN

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I N D E X

PAGE NO.

Presentation of applicant

9

P U B L I C C O M M E N T

REKHE BHATT

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TANYA JOHNSON

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STEVE SMITH

22

CHARITY KISANGA

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SUZANNE RIGHI

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GLORIA BRIGGS

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KADIN COLEMAN

27

DR. DON FELDER

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PATRICK D'AMELIO

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BAIONNE COLEMAN

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CORY GANN

32

BEVETTE IRVIS

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BEATRICE BUTLER

33, 42

CAROL SOLOMON

35

DELBERT RICHARDSON

36, 40

JANEL WILLIAMS

38

DOMINIQUE BROOKS

38

SUZETTE ESPINOZA-CRUZ

41

1 BE IT REMEMBERED that on Tuesday, May 29, 2018,  
2 at 6:00 p.m., at 8016 South 116th Street, Seattle,  
3 Washington, appeared the above before Connie Church,  
4 Washington State Certified Court Reporter, residing at  
5 Montesano.

6 WHEREUPON the following proceedings were had, to wit:

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JOSHUA HALSEY: Can you hear me? Ladies and gentlemen, we're going to get started in the next 60 seconds. And we want to be able to move this along. So if you get a chance, please grab something to eat and then sit down. You'll have some opportunities to get up a little bit later. We're going to get going here in just about two minutes.

(People being seated.)

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JOSHUA HALSEY: All right, everyone, we're going to go ahead and get started. If I could get you to quick grab a seat. All right. Thank you. So welcome, everyone, to the Charter School Commissions Public Forum for Ashé Preparatory Academy. Before I get going for tonight, I want two individuals who are here with us tonight to introduce themselves. They're here to provide

1 English translation support for those who may need it.  
2 So I would like for them to introduce themselves at this  
3 point.

4 (Interpreters introduced themselves.)

5 JOSHUA HALSEY: All right. Thank you very much.  
6 And for those of you who are wondering, yes, the  
7 microphone is on. And this is as good as it's going to  
8 get. So with that in mind, I want to just again welcome  
9 you to this Public Forum for Ashé Preparatory Academy.  
10 My name is Joshua Halsey. And I am going to go ahead and  
11 use my teach voice. I am the Executive Director for the  
12 Washington State Charter Schools Commission. And we are  
13 extremely excited to be with you tonight to hear from  
14 Ashé and its leadership team.

15 Each of you has taken time out of your very busy  
16 schedules to be with us tonight to listen, to learn, and  
17 to share your thoughts on this particular charter school  
18 application. It is with this in mind that we are  
19 dedicated to creating a safe and civil atmosphere for  
20 each and every person. So we want to model what good  
21 public discourse looks like for all the young people that  
22 are with us tonight. So you may have a different  
23 opinion, and that's fine. And we're going to show  
24 respect to all those with different opinions tonight and  
25 do that in a civil way. We're going to model that for

1           our kids today.

2                       So again, welcome. Public forums are opportunities  
3 for an applicant to engage directly with the Commission -  
4 I'll introduce the commissioners in just a second - as  
5 well as public and for the public to hear about the  
6 application and to provide input. While the forum itself  
7 is independent of the evaluation process, information  
8 that is gleaned here tonight will be used to evaluate  
9 Ashé Preparatory Academy.

10                   The Commission will be meeting next month - yes,  
11 it's almost June - on June 21st. That's a Thursday.  
12 We'll be here in Seattle, where we will pass resolutions  
13 on whether or not to authorize Ashé Preparatory Academy  
14 to be a charter school in Washington state.

15                   When I get done with my introduction and kind of  
16 layout of tonight, we will hear from Ashé's leadership  
17 team. We'll hear from Dr. Debra Sullivan as well as  
18 Monique Manuel. They will talk with you for about 15  
19 minutes, provide you an overview of their particular  
20 school.

21                   At the conclusion of the 15 minutes, we will open  
22 this process up for what we call public comment. We have  
23 45 minutes to hear from as many individuals as possible.  
24 And I'll give you the details of how that process works  
25 in just a minute. At the end of the 45, we'll give an

1 opportunity for Dr. Sullivan and Monique to come back up  
2 and provide you with any closing comments. And then that  
3 will close out this evening's public forum.

4 So tonight we have five commissioners here with us  
5 to hear from the applicant and hear from the public. We  
6 have Gil Mendoza. Can you wave, Gil?

7 COMMISSIONER MENDOZA: Hello.

8 JOSHUA HALSEY: Would you like to say anything?

9 COMMISSIONER MENDOZA: No.

10 JOSHUA HALSEY: We have Betsy Cohen. We have  
11 Margit McGuire and Jessica Garcia.

12 COMMISSIONER GARCIA: Hi.

13 JOSHUA HALSEY: And Trish Dziko.

14 COMMISSIONER DZIKO: Hi.

15 JOSHUA HALSEY: So while the commissioners are  
16 here to listen and learn, if you have questions, I'd just  
17 ask you to direct those to myself or any of my staff  
18 members or leadership team. Can you guys just get your  
19 hands up there. We're here to answer any questions that  
20 you might have.

21 Now, we had a sign-in sheet in the back towards  
22 where that exit sign is. If you have not signed in,  
23 please do so. It's important that you sign in so we have  
24 a record of who is with us tonight. This also provides  
25 those who want to give oral public comment tonight the

1 opportunity to sign up to do so. If you're interested,  
2 you're going to get a white ticket. It's a raffle  
3 ticket. Hang onto it. Because at the end of  
4 Dr. Sullivan and Monique's presentation, we will randomly  
5 draw 20 numbers, which they have been drawn it looks like  
6 already. Good. And so if your number on your ticket  
7 matches the last three digits, any of those three digits  
8 up there, 306, 303 and so forth, then you have the  
9 opportunity to provide public comment.

10 The way that works you is get two minutes and it's  
11 timed. There'll be a timer in front of you and a timer  
12 behind you. Be a good steward of time. There's a lot of  
13 you here. I imagine a lot of you would like to give  
14 public comment. So please respect the two-minute timer.  
15 Folks who need English translation support, you get four  
16 minutes to be equitable. Once we get done with the 45  
17 minutes, we'll close that out.

18 Keep in mind that when you are giving public  
19 comments, slow down. It's really easy to want to get  
20 through a lot very quickly. The catch here is that we  
21 actually have a court reporter here with us today. Why?  
22 Because we have six other commissioners that are not here  
23 that want to know what happened. So we take a verbatim  
24 transcript of everything that happens. That includes  
25 your public testimony. So please be mindful of the pace



1 and your cadence so that we can accurately capture what  
2 it is that you've said.

3 If you're unable to give oral comments, you have the  
4 opportunity to give written comments. And there's two  
5 ways you can do that. One is we have a box in the back.  
6 Oh, I'm sorry. Right over here. It's a public comment  
7 box. There's pens, paper, envelopes. Jot down your  
8 thoughts and drop it in the public comment box. It  
9 becomes part of the public record regarding Ashé  
10 Preparatory Academy's charter school application. The  
11 other way is you can mail us or you can e-mail us your  
12 thoughts. The deadline to submit your materials to us or  
13 your comments is June 8th. That's next Friday.

14 So again, welcome. I hope you are able to hear me.  
15 This is a little awkward. And right now what I'd like to  
16 do is I'd like to turn this over to Dr. Sullivan and  
17 Monique to give you a presentation of Ashé Preparatory  
18 Academy. Dr. Sullivan.

19 (Applause)

20 DR. SULLIVAN: Well, I want to welcome  
21 everybody. I want to welcome the commissioners. Oh, am  
22 I supposed to use this? I can. We'll see, won't we.  
23 Ah ha. I can. I'd like to welcome -- Maybe I can't.  
24 I'd like to welcome the Washington State Charter School  
25 Commission and definitely all of our Skyway family and

1 community members. And I want to introduce you to the  
2 Ashé Prep design team. So there's me. There's Monique  
3 Manuel. Could the board members current and future stand  
4 up.

5 (Applause)

6 DR. SULLIVAN: Okay. Hang on. I have Marjon  
7 Heru. I have Casey Owens. I have - Natalie Hester is  
8 our family and community engagement person. I have  
9 Jim Valiere here, and I have Suzette Espinoza-Cruz. And  
10 we have Dominique Brooks and we have Nnenna Odim.  
11 Anybody else here? Because I can't see. I said Dana. I  
12 got Dana.

13 So welcome, everybody, and welcome to all of the  
14 Ashé Prep supporters. We're really glad to be here and  
15 be doing this and taking the next step on this journey.  
16 So ah-hah. Is Michael here?

17 AUDIENCE MEMBER: No.

18 DR. SULLIVAN: Okay. Michael McGee (phonetic)  
19 is one of our community partners also. I'll just tell  
20 you a little bit about myself, why I'm doing this work.  
21 I started thinking about this school many, many years  
22 ago. I was actually 11 years old when I first started  
23 thinking about this school. No. Seriously. Fifth  
24 grade, Fairmont Park Elementary School. And I thought  
25 how can school be different? Why can't school be

1 different?

2 And then I also did this work because I'd run across  
3 students who would start school looking happy and joyful.  
4 And then by the time they were coming out, they were just  
5 like seriously trying to head down the home stretch. And  
6 families and parents who were also very much interested  
7 in seeing how school could be different.

8 I've worked with teachers, early childhood, P-3,  
9 K-8. And what we did in that work when I worked at  
10 Pacific Oaks College Northwest is that we had teachers  
11 really focus on what are the learning needs of children  
12 of color, children learning English and children from  
13 low-income families, and what does a classroom look like  
14 that implements all those things.

15 Teachers would just say to me, "This is so hard. We  
16 don't know what it looks like." I've always wanted a  
17 demonstration lab school, and this is my shot at it.

18 So the mission of Ashé Preparatory Academy is to  
19 cultivate the genius of a diverse population of students  
20 and prepare them to excel in high school, college,  
21 career, and to serve as leaders in and for their  
22 communities.

23 Ashé is a durable word from West Africa, Nigeria,  
24 West Africa. And it means "and so it is." And it really  
25 talks about the power of being able to call something

1           into existence, to name it and make it be so. And that's  
2           what we wanted Ashé to do and we want Ashé Prep to affirm  
3           the power of students and families to really make a  
4           difference and produce change.

5                       We also wanted to make sure through our vision that  
6           all students and graduates know how to take action to  
7           improve their communities and their world. We really  
8           want to focus on putting school back into the community  
9           and putting community back into the school. We want our  
10          graduates to be change-makers. Monique Manuel.

11                                       (Applause)

12                       MS. MANUEL: All right. So I'm Monique Manuel.  
13          I am the instructional leadership consultant is what I am  
14          right now. And so our values when it comes to Ashé Prep  
15          are - they're based on the seven principles of Kwanzaa.  
16          So we have unity, self-determination, collective  
17          work/responsibility, cooperative economics, purpose,  
18          creativity and faith/conviction. So we chose these  
19          principles because they have cultural significance to the  
20          community we are going to serve and are universal values.

21                       And so with the meaning with so many other cultures  
22          and everything, we serve and promote inclusion and  
23          collectivity. So the whole purpose is it talks about  
24          inclusion, okay, and the collective responsibility we  
25          have to serve our children.

1           Alrighty. So we are looking at beginning Ashé Prep  
2           in the fall of 2019 beginning with 150 students in grades  
3           K, 1, 2 and 6. And then each year we'll grow five -  
4           we'll grow 100 students until we hit capacity in five  
5           years. And then would be - we would serve K-8 students  
6           in Skyway/West Hill and surrounding communities.

7           Now you get Dr. Sullivan back.

8           DR. SULLIVAN: We're going to go back and forth.  
9           So we have participated in over 70 community meetings.  
10          And we actually started doing this - well, we started  
11          before 2015. But in 2015, we started earnestly working  
12          on meeting with the community, meeting with families and  
13          meeting with students. So some examples for our  
14          community meetings, we work with Skyway Solutions and  
15          worked on a lot of their Skyway convenings. We've worked  
16          with the Skyway Youth Network Collaborative, which is a  
17          collection of agencies and organizations that serve youth  
18          in Skyway. And we've also been involved with the Renton  
19          Innovation Zone, which is working with four schools,  
20          three of which serve our students in the Skyway  
21          community.

22          We did a number of parent focus groups asking  
23          parents and asking students and asking youth what they  
24          would want in a school, what are they looking for. We  
25          worked with Somali Parent Education Board, the Somali

1 Youth and Family Club, Community Passageways, which was a  
2 number of youth age 18 to about 24, who - some of them  
3 who had had run-in's with the law, and asking them again  
4 what would make school different, what would have made  
5 school better, what could have been a difference for you.  
6 And also Family Voices Project through SOAR.

7 We've worked with a number of community agencies and  
8 organizations like the Black Child Development Institute,  
9 Village Spirit Center, the Black Education Strategy  
10 Roundtable, the Road Map Project and several other groups  
11 that are really working and looking at what's happening  
12 around education and what needs to happen for our youth.

13 Our biggest focus is making sure that we collaborate  
14 with the community to implement the Skyway/West Hill  
15 action plan. One asset - or one facet I should say - of  
16 the Skyway/West Hill action plan, the SWAP, is really  
17 looking at educational options. And so we've decided to  
18 really think about that actually from birth to adulthood.  
19 But this focus is on K-8.

20 As part of our governance structure, we will also  
21 have a council of elders that will be people who are  
22 activists and advocates who have been talking about  
23 educational change for quite some time. They will report  
24 directly to our board of directors. And we just wanted  
25 again to be responsive to the community and make sure

1           that we're held accountable. Our core model.

2                       MS. MANUEL: Alrighty. So our core model comes  
3           from all the information feedback that we got from the  
4           community meetings. And so one of the things that we  
5           heard from people were that teachers needed to be more  
6           culturally responsive and that the academics need to be  
7           more rigorous. So things that people were saying was  
8           have many others teach and learn multiple cultures, being  
9           able for the teachers to understand all the cultures that  
10          they're having to work with. Civic and community focused  
11          thematic projects and studies, basically taking it to the  
12          community and have our children work in their communities  
13          and figuring out how do I make my community better from  
14          their neighborhoods to their cities to our states to the  
15          nation to the world.

16                     And so that came around because people were saying.  
17          And it was the young people's group, the 18 to 24. They  
18          want material relevant to today and the future. They  
19          wanted group activities and they needed interactions less  
20          than lectures. So listening to what our children - their  
21          learning styles and what they need is how we're going to  
22          - that's how our core model was built.

23                     Student leadership development. Our students need  
24          to understand they're leaders in the community and  
25          finding ways to give them those opportunities. So

1 student leadership and development. I'm going to let her  
2 do the last three. So the first three are what we're  
3 really building around as far as when we're thinking  
4 about our students and what they need to be successful.

5 DR. SULLIVAN: And in order to be successful at  
6 anything, whether you're a student or whether you're a  
7 grown-up, you have to know what you're talking about.  
8 You have to have studied the topic. You have to have  
9 some in-depth experiences with it. So we will be having  
10 year-round professional development.

11 One of the things that - as Monique pointed out, is  
12 that parents have expectations of teachers. Teachers  
13 also have expectation of themselves. And in my work with  
14 teachers, they want to learn it. But it's like where do  
15 you go to find all that stuff and how do you fit that in  
16 to the school year? What does it look like? Well it  
17 looks like three weeks of professional development in  
18 August before school opens and it looks like regular  
19 professional development throughout the year where we  
20 focus on things like culturally responsive. What is  
21 trauma informed practice, where we read the best practice  
22 that works for the population of children that we plan to  
23 serve.

24 It's also spending time learning about other  
25 cultures. I tell teachers all the time, "You need to



1           become cultural anthropologists."

2                   It's very difficult to understand the culture of  
3           your students if you don't fully understand all the  
4           aspects of culture and what makes your own culture. Then  
5           you cannot do any compare and contrast. All you can do  
6           is say, "It doesn't look like mine or doesn't look like  
7           what I'm used to."

8                   We have student-centered collectives called the  
9           Ujima Teams. Parents want to be involved. We've heard  
10          that over and over and over again. But trying to make  
11          that connection has been very challenging for them. What  
12          we are going to have is Ujima Teams. And Ujima is  
13          collective responsibility. It's going to be student-led  
14          so it'll be a student, teacher, parent or other family  
15          member, and a member of the community and a peer. And  
16          the students will look at where do I need to grow; what  
17          do I need to change; how do I need to improve; what are  
18          my strengths that I need to begin to build on.

19                  It also - we are having biannual genius exhibitions.  
20          You can't cultivate genius and not let it like shine and  
21          show off. So we will definitely have genius exhibitions.  
22          I always say every child's pony should get to the front  
23          of the merry-go-round. So that will be an opportunity  
24          for that to happen.

25                           AUDIENCE MEMBER: Yay.

1 DR. SULLIVAN: Yay. Location and facilities.  
2 We don't have a facility just yet. We are looking.  
3 We're looking in Skyway/West Hill. We're looking north  
4 Renton, south Seattle. We're looking at 98178. We'll  
5 need about 12,000 square feet when we begin and about  
6 36,000 by year five.

7 We will have school transportation. Oh, it's in the  
8 PowerPoint. Share. Transportation, basic school stuff,  
9 ideal features.

10 Fiscal overview: We have startup funding that we're  
11 using right now from the Washington Charter School  
12 Planning Grant. We have access to a Charter School  
13 Program Planning Grant and New School Ventures Fund.  
14 We'll have implementation funding that will help us get  
15 through the next year before we open. And for long-term  
16 sustainability, we want that to happen by year five. And  
17 we will have fund-raising for reserves for anything  
18 that's unforeseen. And you're going to do that. One  
19 more thing. We're going to have the Ujima 1000. Ujima  
20 is cooperative economics. And we say a thousand people  
21 give \$100 a year for 10 years. We can create a million  
22 dollar endowment and everybody gets to participate.

23 MS. MANUEL: Real quick we wanted to recognize  
24 our community supporters. And Dr. Sullivan has mentioned  
25 some of these already. We have BCDI, the Black Child

1 Development Institute, Skyway Solutions, Education Reform  
2 Now, the Community Bay Center for Children, Wellspring  
3 Family Services, University of California  
4 Los Angeles. All these organizations have written  
5 letters of support for us. The BESR, the Black Education  
6 Strategies Roundtable, and Village Spirit Center. So  
7 those are our community organizations that have put out  
8 their support for us. And there you go. Thank you,  
9 Asante Sana.

10 (Applause).

11 JOSHUA HALSEY: All right. Thanks so much,  
12 Dr. Sullivan, Monique. All right. So we're going to  
13 open this up for public comment. So there is a structure  
14 to this. And the structure is this: So if you have a  
15 ticket, the last three numbers on your ticket, if they  
16 match any of the three that are on the big post-it there,  
17 please come up over on this side of the room so that we  
18 can just swiftly get through each person because we have  
19 a 45-minute running clock. We want to hear from as many  
20 people as possible.

21 So again, folks that are speaking, two things: One,  
22 watch your cadence, so slow down. Second, just look in  
23 front of you if you're wondering about the time. There's  
24 a laptop right in front of you that's got a clicker on  
25 it, that's got a timer. It's clicking down. Be a good

1 steward of time. And we look forward to hearing from as  
2 many people as possible.

3 So Krystal, you ready? Oh, thank you. And one last  
4 thing, please before you begin, provide us your name for  
5 the record. Thank you.

6 MS. BHATT: Good evening, thank you to the  
7 Commission staff and Commissioners for the opportunity to  
8 speak tonight. I'm Rekha Bhatt, the Chief Program  
9 Officer at the Washington State Charter Schools  
10 Association. In my role, I support charter leaders and  
11 teams across the spectrum of school development. I have  
12 had the privilege of working with Dr. Debra Sullivan  
13 since 2015 when she set out to make Ashé Prep a reality  
14 for the WA Charter School Leadership Fellowship.

15 Unfortunately a few short months into her  
16 fellowship, the Washington Charter was put on pause as we  
17 endeavored to put a new law in place. Through this  
18 uncertain, ambiguous period, Dr. Sullivan quietly  
19 continued to work on the school, building support through  
20 a community partnership with Skyway Solutions and further  
21 honing the academic and cultural model through community  
22 creation.

23 The imperative need to start this school was so  
24 strong Dr. Sullivan was not going to be discouraged by a  
25 volatile political environment. As she is so fond of

1 saying, "This isn't about the grown-ups."

2 Combination of years of her own research about  
3 culturally responsive teaching environments, her lived  
4 experience in the Seattle region, countless conversations  
5 with families and community groups, and best practices  
6 from some of our country's highest performing charter  
7 schools. Through leadership development, project-based  
8 learning in social studies and science and a high scope  
9 inspired student-centered approach to math and ELA  
10 instruction, Ashé Prep promotes rigor in a setting where  
11 all families are welcome because they will see and feel  
12 themselves reflected in the school.

13 We need schools in Washington that are born of and  
14 led by community change-makers. For this is what shifts  
15 paradigms and closes gaps. And that is the intent of our  
16 charter law. Ashé Prep does just that. Thus I encourage  
17 you to approve this school for a charter. Thank you.

18 (Applause)

19 MS. JOHNSON: Hi. My name is Tanya Johnson. My  
20 family has been here in Seattle forever. Born and raised  
21 here. My mother-in-law, she works at Wellspring. She  
22 actually let us know about Ashé, this program. We're -  
23 my husband and I, we're just parents. We're always  
24 concerned about our children's education. And initially  
25 our oldest daughters went to Zion Preparatory Academy,

1 and that foundation was amazing. And we're just  
2 constantly searching for something similar or even at  
3 that level.

4 We feel like Ashé would be the next step for our  
5 twins. They're three years old. They'll be turning four  
6 in July. And we're just waiting for a change. Our  
7 children are currently at a center where they're just  
8 misunderstood and we just need some direction for our  
9 children and we need teachers to understand where our  
10 children are at and the level of life they're at at this  
11 moment. So we're just ready for change and we just need  
12 it. We need it all. So thank you. And we hope that  
13 this gets approved.

14 (Applause)

15 MR. SMITH: Good evening. My name is Steve  
16 Smith, and I am the Executive Director for the Black  
17 Education Strategy Roundtable. We're one of the  
18 organizations that have previously submitted letters of  
19 support for Ashé. Our mission with the Black Education  
20 Strategy Roundtable is to ensure that black students  
21 receive a rigorous education in our K-12 public system.  
22 And we are supporters of many options, which include  
23 charter schools for students, because we've seen this as  
24 a viable option.

25 We have been a part of representing Washington state

1 and signing on on the lawsuits that have gone against  
2 charter schools in hope that we keep those open as they  
3 become a viable option for many of our students in our  
4 communities.

5 Why Ashé in particular, are we supportive for this?  
6 First of all, Dr. Debra Sullivan and her design team have  
7 done a wonderful job of putting together a design for a  
8 school to meet the needs of students, especially around  
9 the cultivation of the genius of students. Too  
10 frequently young students, especially black students,  
11 they enter school eager to learn but are soon disengaged  
12 from our public school system and they begin to fall out.  
13 Our school to prison pipeline is way too strong. And so  
14 we need the type of schools that recognize each student  
15 as a genius. And so we are very excited for that to come  
16 to play.

17 In addition, we know that Dr. Sullivan is a  
18 distinguished leader in the work she did. At our  
19 conference this past November, she did a workshop on  
20 cultivating the genius of students, which was well  
21 received by our membership. And so we highly support and  
22 encourage the approval of this charter school. Thank  
23 you.

24 (Applause)

25 MS. KISANGA: Good evening. My name is Charity

1           Kisanga, also known as Pastor Charity in my community. I  
2           am here to talk about the Ashé Preparatory School because  
3           I have a passion. I am a teacher in the public schools,  
4           a special education teacher, have been that for the last  
5           17 years. And I've seen the disparity between the  
6           education that we are giving our students, the lack of  
7           resources sometimes that are in the southeast region,  
8           where I work. And I think that it is a very important  
9           move that we are making. I live up the street here, and  
10          I know that it is going to be a very important aspect of  
11          this community.

12                 I know that every child and I believe that every  
13          child has potential. And it is up to us, the educators,  
14          to bring out that potential. And if we can't do that,  
15          then we need to look for where we can do that for these  
16          children. They are our future. And if we can't do that  
17          for them now, who is going to do it? So it is very  
18          important that we think about the children.

19                 I have heard Dr. Sullivan talk. Ms. Manuel has  
20          worked with me. And I know the passion that they have  
21          for our children. I used to work in the African American  
22          Academy. That was my first job. And I know that those  
23          seven principles worked for those children, and so I am  
24          very passionate about what we need to do for our  
25          children, especially the black boys.



1           And I am right now mentoring a young man who is  
2           working in the University of Washington to become a  
3           teacher. And he tells me that it was just one teacher in  
4           his life that made a difference, and that is why he is  
5           now striving to become a teacher.

6           So we need to work to get our children where they  
7           need to be. Every child deserves a chance. Every child  
8           has potential. Thank you.

9    (Applause)

10           MS. RIGHI: Good evening. My name is Suzanne  
11           Righi, and I stand before you as a legacy of Dr. Debra  
12           Sullivan. I graduated from Pacific Oaks Northwest. And  
13           I can tell you that she not only has the vision of  
14           cultivating student genius, but adult genius. And she  
15           does that with a clear vision, a strong team and  
16           collective capacity. These teacher leaders at Pacific  
17           Oaks made sure that the teachers that went out had all of  
18           those things to see our children as geniuses and we  
19           needed to do everything that we could to bring that  
20           genius out.

21           So my belief is that Dr. Sullivan not only is able  
22           to help us understand that all children, black children,  
23           all children, have genius, but we have genius inside of  
24           us and it is our obligation to ensure that we give that  
25           back to our children so that our children can be

1           successful.

2                       My confidence and commitment in Dr. Sullivan's  
3           capacity to build a team that will then have a legacy  
4           that we can continue on for generations is twofold and  
5           ongoing. I am honored to be able to stand here and tell  
6           you that Dr. Sullivan changed my life as an educator.  
7           And I know that the children who will benefit from Ashé  
8           Prep's lives will be changed as well. Thank you.

9   (Applause)

10                       MS. BRIGGS: Hi. Good evening. My name is  
11           Gloria Briggs. And I come to you guys this evening as  
12           the Board President for Skyway Solutions and also as a  
13           community member. I live in 98178. I have resided here  
14           on the hill for the past thirty-some years. I have  
15           raised three children here as well. My older two  
16           children were sent away from 98178 to get a better  
17           education. We have four failing schools up here. Ashé  
18           Prep is something that is needed. We are not serving the  
19           children that are up here, and specifically our children  
20           of color.

21                       My children went to the African American Academy and  
22           Zion Prep. So to have this type of Afrocentric and just  
23           curriculum that is based on their culture is very  
24           important and it's something that is just highly needed.  
25           And I just want to say that I support Ashé Prep. I

1 support . . .

2 I thank you, Debra. Where did she go? I just thank  
3 you. I thank you for just bringing this opportunity to  
4 us. I was one of the main parents. I have been  
5 complaining for the past 10 years while raising my  
6 children up here. When are we going to have a change?  
7 This is our change. This is our opportunity to give our  
8 children something refreshing, to have an alternative of  
9 something that is not working that - is working because  
10 we know what isn't working. And I just want to say I  
11 support Ashé Prep and to please approve Ashé Prep as a  
12 charter school in 98178.

13 (Applause)

14 MR. COLEMAN: Hi. My name is Kadin Coleman.  
15 And I think charter schools are very important because of  
16 when I first started going to school, I went to a private  
17 school and I thought they did a really good job teaching  
18 me there. And what happened was that there wasn't very  
19 many individuals or teachers of color there and so I got  
20 picked on a lot.

21 And so what happened was I ended up going to a new  
22 school after third grade. And the school I'm going to  
23 right now, it has - I made friends really quickly because  
24 there's a lot of kids of color that I was able to meet.  
25 And I was really happy with that. But the problem was

1           that there was really - not really very good education.  
2           And so next year I'm going to end up going to Rainier  
3           Prep and which I'm happy because I'm going to be at a new  
4           charter school.

5    (Applause)

6                           DR. FELDER:  Ashé.

7                           AUDIENCE:  Ashé

8                           DR. FELDER:  Ashé.

9                           AUDIENCE:  Ashé.

10                          DR. FELDER:  What does that mean?

11                          AUDIENCE:  And so it is.

12                          DR. FELDER:  That's correct.  My name is Donald  
13           Felder.  And once upon a time I used to work for Seattle  
14           Public Schools.  But I spent most of my time serving  
15           children who are in the correctional system.  That means  
16           at the end.  So one of the reasons - many of the reasons  
17           why I'm excited about Ashé is because I see hope.  One of  
18           the reasons I use the word hope is because I've known  
19           Dr. Sullivan for many, many, many years and have used her  
20           book to give me guidance in regards to how I was going to  
21           teach children who were part of that correctional system.

22                          Now that I don't do that anymore, I have the  
23           opportunity to walk into schools.  And I'm embracing  
24           myself as an elder.  But I have this opportunity to walk  
25           into schools and I see the excitement of children when

1           they are teeny-weeny but then I see the dullness in their  
2           face when they've reached that high school stage.

3                        So I'm looking at Ashé as an opportunity to create  
4           these models by which public schools can begin to see  
5           what excellence looks like for our children. Because I  
6           know one thing that's going to happen is when I look over  
7           there and I see miracles happening, I imagine that that's  
8           what's going to happen every single day in Ashé.

9                        And I just want to say thank you for allowing me to  
10          submit an application to be on the Ashé elders committee.

11                                        (Applause)

12                               MR. D'AMELIO: Good evening. My name is Patrick  
13          D'Amelio. I'm the CEO of the Washington State Charter  
14          Schools Association. And I have a bunch of notes about  
15          what I'm supposed to say but I think I'll set them to the  
16          side. Most of this is a matter of record, and Debra has  
17          already noted some of the supports that my organization  
18          can and is very, very happy to provide to Debra and her  
19          team. But none of that really matters. I think what  
20          matters is a couple of things, at least what comes to  
21          mind.

22                               This is the right community. We know the divide  
23          between black and white students, the fact that we  
24          continue to fail too many students for too long.

25                               We know that this community has created and

1 expressed a demand.

2 We know that this is the right person in the form of  
3 Debra and, by extension, her team and the folks that are  
4 in this room that are prepared because of years of  
5 personal biography, experience, education, passion and  
6 heartfelt commitment to get these issues right.

7 And we know that the time is right because we cannot  
8 wait for things to change. We have to create the change.  
9 I personally believe, my organization believes, that  
10 Debra, the Ashé Prep team, are ready to create that  
11 change. So we offer our endorsement and our pledge of  
12 support for the years to come. We hope you'll approve  
13 this application. Thank you.

14 (Applause)

15 MS. COLEMAN: Hi. My name is Baionne Coleman.  
16 I grew up here in Seattle, Washington. And I am a direct  
17 product of Dr. Sullivan's work with students. I went to  
18 St. Therese School, which is now St. Therese Academy.  
19 And Dr. Sullivan always had the mentality that it takes a  
20 village to raise a child. She always pushed into us  
21 greatness. When you look at her children, you see the  
22 greatness in them. When you look at her grandchildren,  
23 you see the greatness in them.

24 And I'm excited because I have nieces and nephews  
25 that do not have an option and are going to a school that

1 is failing them. And with Ashé Prep being here in the  
2 community, they will no longer be failed but they will  
3 have that same type of genius that I was allowed to have  
4 with Dr. Sullivan and the other - the parents and the  
5 families and the teachers, Mr. Valiere back there, that I  
6 got to have from St. Therese.

7 And so you know, you heard my son come up and talk  
8 earlier about his experiences. You know. He's in a  
9 district school right now. And for a 10-year-old young  
10 man to be able to tell you that the school is failing  
11 him, that's not something he prepped with me. Like  
12 that's from him. You know. For him to be able to come  
13 here and stand in front of you and say, "The schools are  
14 failing me; I'm able to make friends; I'm still having  
15 issues but the schools are failing me;" and then for him  
16 to be able to go to Rainier Prep and walk out the door  
17 and say may, "Mom, I think this is going to be good for  
18 me; I think I'm going to get the education that I need  
19 and the people care about me and they love me;" already  
20 just from two hours of being there, like that's something  
21 amazing.

22 And that's what all students deserve rather than  
23 being put into prison. So I hope you approve it. Thank  
24 you.

25 (Applause)

1 MR. GANN: My name is Cory Gann. I'm a retired  
2 professor of teacher education from Central Washington  
3 University. There's a large term out in the world these  
4 days, implicit bias. I think that word needs to have an  
5 associated word, which is implicit genius. And I think  
6 we need to develop that word. That - I have supervised  
7 in so many classrooms in so many schools throughout the  
8 south King County area of where implicit genius of  
9 children of color is not recognized. It's not even seen.

10 And that's what Ashé Academy offers the potential to  
11 do, the obligation to do. And that's where it's really  
12 going to make a transformative contribution to education  
13 throughout the state and I think throughout the nation.  
14 So I really, really endorse this application. Thank you.

15 (Applause)

16 MS. IRVIS: Good evening. My name is Bevette  
17 Irvis. And I'm the Early Learning Director at Wellspring  
18 Family Services.

19 AUDIENCE: Woo-hoo.

20 MS. IRVIS: And I work primarily with families  
21 that are experiencing homelessness. The majority of them  
22 are people of color and most importantly the African  
23 American or black African.

24 So I'm excited to be here tonight to speak in  
25 support of Dr. Sullivan and Ashé Preparatory Academy.



1 I've had the pleasure of knowing Dr. Sullivan for many  
2 years. And most recently I served with her as a planning  
3 member of the cultivating genius of black children  
4 workshops. So as others have stated, Dr. Sullivan is a  
5 visionary and a passionate educator for all children, but  
6 most importantly for African American children.

7 Seattle Public Schools as a system is not meeting  
8 the educational needs of children that it serves.  
9 Dr. Sullivan's vision for Ashé Preparatory Academy will  
10 fill this void, cultivating and celebrating the genius  
11 not only of the students but also of their caregivers.

12 Dr. Sullivan holds the community in mind, and  
13 community involvement will be an integral part of the  
14 learning environment. I'm a big fan of Dr. Sullivan as a  
15 leader and educator. And I believe that she will create  
16 a learning environment - learning community that will  
17 funnel students into - get right what I said - follow  
18 them into the pipeline to success rather than the  
19 pipeline to prison.

20 (Applause)

21 MS. BUTLER: I'm so short. Good evening. My  
22 name is Beatrice Butler. I am an elementary school  
23 assistant principal. I am a product of Dr. Debra  
24 Sullivan, Pacific Coast College Northwest. And I am also  
25 the proud treasurer of BCDI. We work with children and

1 communities. We work with educators. We work with all  
2 people.

3 One of the things and one of the brilliances behind  
4 Ashé Preparatory Academy is that Ashé is about all  
5 children learning about themselves. It's about them  
6 learning about their culture, learning about where they  
7 come from. One of our great problems in education is  
8 that our children don't know where they come from. They  
9 don't understand that they come from kings and queens.  
10 They need to understand they come from brilliant  
11 mathematicians, that most people, if you look in the  
12 research in history, they went to Africa to get educated.  
13 It wasn't backwards. We've been taught the opposite way.  
14 So it's our job to educate our children.

15 I started in elementary school. We went to a  
16 village school outside of Yakima, Washington. It was  
17 Selah. And my father helped build a village school. It  
18 was important for us to learn about language, learn about  
19 our culture. And it's even more so important now. We  
20 have so much exposure to other things that are going  
21 around the world, things that our children should not be  
22 privy too, that we need to start focusing on their mind,  
23 their mind, and reach their soul and their heart so they  
24 can share like this young man shared. He shared from his  
25 heart how he was feeling.



1 co-opted. So it's important for everyone to know and  
2 read their history.

3 And I feel that this is your opportunity to make a  
4 shift in the paradigm so that it will level the playing  
5 field and give equity to children of color and also shift  
6 the paradigm for the parents of children of color and  
7 especially African American males and to make the  
8 community stronger and more vibrant. Because as one lady  
9 said, these children are not only our future, but they're  
10 your future as well. So I thank you.

11 (Applause)

12 MR. RICHARDSON: Hello. Hello. My name is  
13 Delbert Richardson. Two minutes. Okay. Just put it  
14 into context. Some of you know me and some of you don't.  
15 My name is Delbert Richardson. I'm a second generation  
16 storyteller and I have a traveling museum. What's so  
17 important about me being here - and I'm so proud of  
18 Dr. Sullivan and her team - we're actually on a parallel  
19 path. She has a school and I have a museum. And what I  
20 believe is we have gotten tired of giving our children  
21 that people don't have their best interests.

22 So rather than complaining, the question becomes my  
23 favorite song by Michael Jackson is the Man in the  
24 Mirror. So the question becomes it's not what have you  
25 done; what am I willing to do for my children. So I'm so

1 proud that we've taken the responsibility of taking back  
2 our children because that's our responsibility. You  
3 know.

4 For those that don't know, in the back there is a  
5 small display of everyday items that African Americans  
6 invented, patented and improved upon. And the young man  
7 that came up here really stole my heart. Because what I  
8 know is children want primarily two things, a  
9 relationship and a sense of belonging. And that's what  
10 they're not getting in public schools. So what I  
11 strongly believe and feel that Ashé Academy is not only  
12 going to give them a sense of belonging and a sense of  
13 relationship, but it'll give them their history because  
14 they got Delbert to support the curriculum.

15 And this is so important because I think what's so  
16 tragic is that white America a lot of times feels like  
17 they have to know. And that's not true. And it takes a  
18 village to raise children. But you gotta allow the  
19 village to help the process of teaching. So I'm going to  
20 continue to advocate for the best.

21 And I love cultivating the genius because it  
22 operates from a belief that they're already genius. We  
23 just need to make them aware so they can change the  
24 world. Thank you very much.

25 (Applause)

1 MS. WILLIAMS: Hello. My name is Janel Williams  
2 (phonetic). I went to St. Therese from kindergarten  
3 until the sixth grade, went to Zion my seventh grade  
4 year, and then I went to Dimmitt my eighth grade year.  
5 And when I tell you the absolute complete culture shock,  
6 like I can't imagine that I had to go back to my  
7 St. Therese to go back to my community to have support,  
8 like I still do with those people today.

9 And the people that I know from dim it, honestly,  
10 when I look at on both hands, they're not doing like my  
11 St. Therese people are doing who come from that  
12 community. We still hang out. We still see each other.  
13 We do good things. Like we'll go have dinner at  
14 somebody's house and just chill. They want to go get in  
15 some trouble. They want to go do some things like if  
16 they're not already in jail, go visit them or something.  
17 It literally is absolutely ridiculous. It's crazy. It's  
18 scary to know that these are 38 nieces and nephews and  
19 where are they going to go? Like what are we do for  
20 them?

21 I need the community, not just like my own family.  
22 Like absolutely something has to happen. Like seriously.  
23 Okay. Thank you.

24 (Applause)

25 MR. BROOKS: My name is Dominique. I'm a board

1 member of Ashé Preparatory and owner of a corporation,  
2 Sports Integrated. I'm from Seattle, Washington myself.  
3 And so I want to ask everybody here that has a friend or  
4 family member, a brother, sister, auntie, niece, nephew  
5 that is in this community or from this community, for you  
6 to raise your hand.

7 With that show of hands, everybody here, you guys  
8 just - you guys deserve a change. You guys deserve a  
9 difference.

10 When I met Dr. Sullivan, she grabbed me and she  
11 whisked me under her wing. And one of the things that I  
12 learned from Dr. Sullivan is that there's a standard and  
13 that I challenge everyone in here to look into  
14 themselves, look into their future, look into their kids  
15 and say, "Hey, that standard it's not negotiable. It's  
16 not budging. That the bar is here and this is where you  
17 have to be. And if you fall short, I'm here to pick you  
18 up and help you get right back to that bar. I have  
19 complete faith in Ms. Sullivan. I have complete faith in  
20 the design team, that they're going to be there for you  
21 and for your family. They're going to hold you  
22 accountable, but they're also going to be your biggest  
23 cheerleader."

24 And with that being said, I will ask you that you  
25 guys desperately approve Ashé Preparatory because Ashé

1 Preparatory is a place where dreams - there's a  
2 foundation and for people to learn, grow and prosper and  
3 then come back and give to this great community. Thank  
4 you guys for your time.

5 (Applause)

6 MS. STARWICH: So we have a few more minutes on  
7 our running clock. So if anyone's in here that felt like  
8 their point of view wasn't expressed or wants to support  
9 what other people have said, you're welcome to come up at  
10 this time. We'll just keep it going with our two-minute  
11 limit until we reach our time limit.

12 MR. RICHARDSON: How much time do I have? No,  
13 no, no. I just wanted - because of constraints of time,  
14 some things I didn't share. And I just wanted to talk  
15 about data, right, because I want to believe that we all  
16 sometimes impacted by data, be it positive or negative.  
17 But one thing that I want to point out is a letter that  
18 was written about my work by the Road Map Project, by  
19 Dr. Shelby Cooley. And what's more importantly about the  
20 data, it says that "Children of color who experience  
21 racial bias have elevated risk for long-term dangerous  
22 outcomes such as decreased motivation, lower academic  
23 achievement, increased anxiety and depressed  
24 symptomology." That's cited by Kaiser, Neblett and  
25 Seaton.



1           Here's the point. Researchers found that fostering  
2           strong racial identities for children of color and  
3           specifically among children of African descent serves as  
4           a critical protective factor as they engage in a world of  
5           prejudice and bias. Okay. Thank you very much.

6           MS. ESPINOZA-CRUZ: I'd like to introduce  
7           myself. My name is Suzette Espinoza-Cruz. And I'm the  
8           mother of a 10-year-old child who goes to . . . I live  
9           one block away from here and my fourth grader goes to  
10          school here in the Renton/Skyway area. We moved here  
11          from the Seattle area. My son has struggled since  
12          kindergarten because he is considered twice exceptional.  
13          He had a diagnosis of ADHD and has been on a 504 plan and  
14          is now on a special education plan. His challenges are  
15          because he is reading at high school level and he's in  
16          fourth grade, he struggles with being bullied, has been  
17          struggling with being bullied since he was in  
18          kindergarten.

19          I was so excited to find out that Dr. Sullivan was  
20          putting this school together. As a parent who is raising  
21          a child in this Skyway/West Hill area, I'm terrified of  
22          what his future holds for him if he has to go to the  
23          public school choice that we have in this area. And I  
24          know that I can't afford to send him to private school.  
25          So I am giving a hundred percent support to this school

1 and I'm very excited that we can have a school like this  
2 for Latino kids like my son Oslin (phonetic). Thank you.

3 MS. BUTLER: Not to be outdone, Delbert. Again,  
4 I'm Beatrice Butler. What I wanted to say and I didn't  
5 have time to say is that you also have to look at the  
6 team, the team that's surrounding and supporting  
7 Dr. Sullivan and her work. As you prepare that team and  
8 she is working on her team, building her team, like  
9 Ms. Monique Manuel and like Ms. Charity co Mel, you look  
10 at the people that are part of that team and their  
11 quality and what they're offering and what they're  
12 bringing to the community of Ashé. Because it is a  
13 community, you need to look at that, see that she's taken  
14 the steps that she should be taking.

15 They're working in unity. They're working as a  
16 team. And they're working for the children. They're not  
17 working for themselves. I know we hear a lot of, "Oh,  
18 Dr. Debra Sullivan." And she knows I love her. But it's  
19 not about that. It's about Ashé Prep. It's about the  
20 children. It's about what needs to happen here in this  
21 community now.

22 We waited and we talk about change. It's our  
23 responsibility to make that change happen. We are change  
24 agents. Sometimes we sit quietly aside and not thinking  
25 the power that we have within. We are change agents and

1 we want our children to be change agents. And if we  
2 don't teach them, we can't hold them accountable if  
3 they're not making change. If we don't teach them, we  
4 can't say, "Oh, that's just a Béb  kid." Some of you  
5 know what B b  kids are.

6 So we're looking for the community to be involved.  
7 I know Dr. Sullivan. I know Ms. Manuel. They're looking  
8 for the community to be involved. It's not just this  
9 community forum, one day. They're looking for the  
10 community to be involved because they need to be invested  
11 in their children. So look at the team. See the  
12 strength and the power of the team.

13 So I didn't get a chance to say that. I said it  
14 now. Thank you.

15 (Applause)

16 JOSHUA HALSEY: All right. Thanks everybody  
17 that was able to provide public comment. Again, if you  
18 weren't able to do that or just don't feel comfortable  
19 standing in front of almost a hundred people, I  
20 understand. Please write down your thoughts. We'd love  
21 to hear from you.

22 Dr. Sullivan, would you like to come up?

23 DR. SULLIVAN: I would.

24 JOSHUA HALSEY: Awesome. So Dr. Sullivan, this  
25 is your opportunity to address the group, anything that

1           you heard that you wanted to address or any closing  
2           thoughts.

3                     DR. SULLIVAN: I think if I can take a couple of  
4           questions if people want to ask a couple of questions.

5                     AUDIENCE MEMBER: Do you have a website if  
6           people want to learn more about Ashé?

7                     DR. SULLIVAN: We are in the process of putting  
8           up our website now. Yes. It should be soon.

9                     AUDIENCE MEMBER: I was just thinking about the  
10          timeline. So I think you put a slide up there briefly.  
11          Is that enough time to do everything you have to do?

12                    DR. SULLIVAN: There is never enough time to do  
13          everything that you have to do. However, the time will  
14          come. So we await approval authorization. And if  
15          authorized, we will have a year for startup. And that  
16          will begin in July. And then the school will open in  
17          August of 2019. And then we'll phase it in.

18                    AUDIENCE MEMBER: Dr. Sullivan, from other  
19          charter schools that have already started, what have you  
20          learned from them and how has that impacted your plans  
21          for Ashé?

22                    DR. SULLIVAN: Well, one of the things that I  
23          got to observe in looking at charter schools here in  
24          Washington but also in New Orleans and also in the Bay  
25          Area in Sacramento is that there's so much community

1 engagement. And I think that's the most important part.  
2 I think often parents feel like they're left out of the  
3 equation, like kids come with no grownup. And they want  
4 to be a part of the equation. And that can't always  
5 happen in the schools. What I've seen in a lot of the  
6 other charter schools is out in the community, so outside  
7 of the school building walls.

8 Another thing that I've seen in many of the other  
9 charter schools is high expectations, where children -  
10 basically it's like you're teaching to mastery, not  
11 teaching to find out where you land on the bell curve but  
12 teaching to mastery. And I think that was really  
13 important to see.

14 And just looking at the . . . We were there at some  
15 schools in the morning when the children were arriving by  
16 bus. And just being able to see the look on the kids'  
17 faces. The older kids came in looking tired because  
18 that's what older kids do; they look tired. But kids  
19 were excited and they saw their teachers and they saw  
20 their principal. And we just saw really exciting ways  
21 that the teachers were engaged with the children and the  
22 school was engaged with the community. I really  
23 appreciated that a lot, that and a lot of curriculum  
24 choices. Yes, Kevin.

25 AUDIENCE MEMBER: When you and the design team

1           were working on Ashé, you and the team have a deep  
2           background in education. Were there two or three things  
3           that you wanted to make sure Ashé had that's missing in  
4           schools serving kids here in the area?

5                         DR. SULLIVAN: Well, one of the biggest things -  
6           and I tell people this all the time - so it was literally  
7           like 516 pages. So it's literally thinking about a  
8           school from the very ground up.

9                         And one of the chapters that I had to write about  
10          was the discipline policy. And I thought about that.  
11          And how - how do you discipline children who don't feel  
12          like they belong to the community? That to me is kinda  
13          mean, that you can get disciplined but you don't feel  
14          like you belong.

15                        So with my discipline policy, I started with a  
16          belonging policy. So the very first policy is everybody  
17          belongs. You don't have to all agree. You don't have to  
18          all, you know . . . You do have to get along. But you  
19          don't have to agree. You don't have to have the same  
20          perspective. But everybody belongs. And if you  
21          belong . . .

22                        It's like children; right? If you have children,  
23          nobody says, "If you mess up your room one more time,  
24          you're going to be suspended from the family for a week."  
25          Nobody says that. Well, somebody might. But then

1 somebody's already made that phone call, right, to CPS?

2 But what happens is children want to belong. They  
3 want to belong. And so you are doing that with their  
4 cooperation. So a belonging policy is basically making  
5 sure kids want to belong and making sure that the other  
6 grown-ups want them to belong. So that was one of the  
7 primary things in writing it.

8 And then like I said, academic rigor. We look at  
9 kids. We used to be kids. We thought we could learn  
10 everything. And then we got to school and, "Oh, you  
11 can't learn that until third grade. That doesn't happen  
12 until 11:45."

13 Where is the part where you just want to go and  
14 learn? So I wanted to make sure I created an environment  
15 where children can learn the things they have to and the  
16 things that they want to. So that part was really  
17 important.

18 And then like I said, the cultural responsiveness,  
19 just really thinking about how do you bring community  
20 into the school. For those of you who don't know the way  
21 Ashé Prep is going to be set up is kindergarten is My  
22 Neighborhood; first grade is My City; second grade My  
23 State; third grade My Region; fourth grade My Country;  
24 fifth grade My Continent; and middle school My World.  
25 Yeah. That's what I said. Wow. We can do that.

1                   So really being able to make the community and the  
2                   children's lives part of what they're doing in their  
3                   classroom experiences. Is that it?

4   (Applause)

5                   JOSHUA HALSEY: So thank you, everyone, for  
6                   coming. That's going to conclude the public forum.  
7                   Dr. Sullivan, are you going to be hanging out a little  
8                   bit longer for folks that have questions?

9                   DR. SULLIVAN: Yes.

10                  JOSHUA HALSEY: All right. So I just want to  
11                  say on behalf of the Commission, thank you for having us  
12                  out to your community. Again, our Commission meeting is  
13                  a public meeting. It is on June 21st. It is a Thursday.  
14                  We generally do our resolutions in the morning if you'd  
15                  like to come. Please check out our website. Information  
16                  is in the back of how to find us. Also Ashé's  
17                  application is also on our website if you'd like to look  
18                  at that. With that, thanks for coming out tonight and  
19                  good night.

20   (Concluded at 7:20 p.m.)

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C E R T I F I C A T E

I, CONNIE CHURCH, a Certified Court Reporter in and for the State of Washington, residing at Montesano, do hereby certify:

That the foregoing proceedings were reported by me and thereafter reduced to a typed format under my direction; that the transcript, consisting of pages 1-49, is a full, true and complete transcript of said proceedings;

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*Connie Church*



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