

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

BEFORE THE CHARTER SCHOOL COMMISSION

STATE OF WASHINGTON

In re:)
)
 PUBLIC FORUM)
)
 NEW HORIZONS ACADEMY)
)
)
)
)
)
)
)

TRANSCRIPT OF PROCEEDINGS

May 30, 2017
 6:00 p.m.
 Renton Technical College
 3000 NE Fourth Street, Room H105
 Renton, Washington



Taken Before:
 Laura A. Gjuka, CCR #2057
 Certified Shorthand Reporter

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

A P P E A R A N C E S

Charter School Commissioners:

- MARGIT MCGUIRE
- KAAREN HEIKES
- TRISH MILLINES DZIKO
- ELIZABETH COHEN
- GIL MENDOZA

Executive Director:
JOSHUA HALSEY

Applicant:
DR. WANDA M. BROWN-BILLINGSLY



1	I N D E X	
2		PAGE NO.
3	Presentation of applicant	8
4	Commissioner questions of applicant	32
5		
6	P U B L I C C O M M E N T	
7	STAR RUSH	20
8	BRANDON JOHNSON	21
9	SHEILA GUYSNOWDEN	22
10	GERAMY HUDSON	24
11	AL HERRON	25
12	ROSALUND JENKINS	27
13	MICHAEL BILLINGSLY	29
14	ERIN VEN DUNK	29
15	KEN CURL	32
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		



1 BE IT REMEMBERED that on the 30th of May,
2 2017, 6:09 p.m., at 3000 NE Fourth Street, Room H10,
3 Renton, Washington, before LAURA A. GJUKA, CCR# 2057,
4 Washington State Certified Court Reporter residing at
5 University Place, authorized to administer oaths and
6 affirmations pursuant to RCW 5.28.010.

7 WHEREUPON the following proceedings were had,
8 to wit:

9 * * * * *

10

11 MR. HALSEY: Good evening, everyone.
12 We're going to go ahead and get started. I appreciate
13 your being here with us today. My name is Joshua
14 Halsey. I'm the executive director for the Washington
15 State Charter School Commission. Can you all hear me
16 okay?

17 So we are really excited to be here with you tonight
18 to hear about a charter school application that's
19 currently under review. Each of you has taken time out
20 of your very busy day to come and listen and learn with
21 us and to share your thoughts on this particular charter
22 school application, and it's with this in mind that we
23 are dedicated to creating a safe and civil atmosphere
24 for each and every person present. What that means is,
25 while we may have different views on this application or



1 charter schools in general, what we ask is that we
2 create a safe and civil atmosphere and we demonstrate to
3 our children how do you have discourse when we may have
4 differing views. So we just ask you to hold that
5 intention as we go through this evening.

6 This public forum is an opportunity for the
7 applicants to engage directly with the commission. And
8 we have five commissioners here with us tonight. They
9 will introduce themselves to you here in just a moment.
10 And it's an opportunity for the public to learn about
11 the school and then to provide input.

12 We, as a commission, will be meeting on June 29th,
13 that's a Thursday, at the South Seattle Community
14 College Georgetown campus. We will be rendering
15 decisions on whether or not to approve this school as a
16 charter school in Washington state.

17 Tonight we hear from New Horizons Academy regarding
18 their application. When I get done with my
19 introduction, they will have a 15-minute presentation to
20 provide to you through PowerPoint. Dr. Wanda Billingsly
21 will be providing this to you.

22 After that presentation, we will have 45 minutes of
23 public comment. And that's a running clock. So once
24 the first person provides public comment, the clock
25 starts, and we run for 45 minutes straight.



1 So if you are interested in providing public
2 comment, at the sign-in table you are asked to indicate
3 so and you are given a raffle ticket. If we have more
4 than 20 people interested in providing public comment,
5 then we will randomly select 20 tickets from the tickets
6 that we currently have.

7 You will get two minutes to provide your public oral
8 comment. And for individuals who need translation
9 support, then they are provided four minutes to provide
10 public comment. However, we are seeking input not just
11 through oral public comment; there are opportunities for
12 you to provide written public comment to us as well.
13 And there is a box in the back you can drop in your
14 notes. We also have contact information where, if you
15 want to take an envelope home and mail us your thoughts,
16 you can do so. Or if you want to email us, the
17 info@charterschools.k12.wa.us is the email you would
18 send those to. All of our public comments need to be
19 received by June 9th in order to be considered as part
20 of the public record regarding this particular charter
21 school application.

22 So to help us be good stewards of time, we will
23 project on the PowerPoint here on our projector a timer.
24 So if you are giving public comment, we just ask you to
25 have good reference, to be able to see the timer. It



1 will click down, the two minutes or four minutes. And
2 we just ask you to make sure that, again, you're a good
3 steward of time and stay within the time frame so we can
4 hear from as many people as possible.

5 In addition to the commissioners, myself, and you
6 all being here, we also have a stenographer, and Laura
7 is here with us today, and she will be taking verbatim
8 note of this public forum. And we ask that when you do
9 provide public comments, you really speak clearly and
10 you project so that Laura can capture what you're saying
11 accurately. And if she missed something that you said,
12 she may ask you to repeat. We ask you to please repeat
13 that so we get a good public record of what's transpired
14 here tonight. Again, I want to make sure that if folks
15 are not comfortable of giving oral testimony, there is
16 an opportunity for you to give written.

17 So with that said, I would like to take a moment and
18 ask the commissioners, the five of them who are with us
19 tonight, to introduce themselves to you. Dr. McGuire.

20 COMMISSIONER MCGUIRE: Margit McGuire,
21 commissioner.

22 COMMISSIONER HEIKES: Kaaren Heikes.

23 COMMISSIONER MILLINES DZIKO: Dr. Millines
24 Dziko, commissioner.

25 COMMISSIONER COHEN: Betsy Cohen,



1 commissioner.

2 COMMISSIONER MENDOZA: Gil Mendoza,
3 commissioner.

4 MR. HALSEY: Thank you, commissioners. At
5 this point, I would ask Dr. Billingsly to please come up
6 and provide you an overview of New Horizons Academy
7 Charter Schools.

8 (Applause)

9 DR. BILLINGSLY: I'm so happy to be here,
10 and I'm so glad so many of you showed up. I know there
11 are a couple more on the way but I understand the
12 traffic is quite hectic.

13 While they are pulling up the PowerPoint, I would
14 like to introduce myself and introduce members of my
15 founding board, as well as my leadership team and then
16 set the stage as to why we are here.

17 First of all, my name is Dr. Wanda Billingsly. I'm
18 a 30-plus-year veteran educator. I have served both in
19 the K12 environment as a teacher, a principal, central
20 office director, assistant superintendent, and also in
21 higher education. So I have worked diligently to help
22 train future teachers in the master's in teachers
23 program at Antioch University. I was the senior
24 lecturer faculty at the University of Washington and
25 assisted in a research grant there, as well as the



1 associate dean and chair of teacher preparation at
2 Heritage University. So I come with a wealth of
3 experience.

4 I would like to take the opportunity to introduce my
5 founding board. Starting with our chair,
6 Deborah Northern. And Deborah comes with a background
7 working in equity and social justice, training districts
8 in Road Map Region and also working with CCER, which
9 provides educational reform, support to multiple
10 districts in the Puget Sound region.

11 My chair is Sheila Guysnowden. She has a background
12 in human resources and she is a specialist in that
13 particular area. And then moving on -- and she is also
14 functioning as our secretary with supports.

15 And then our treasurer, Noah Abah. And Noah has a
16 background in finance and accounting. So he will be
17 functioning as our treasurer to make sure our revenue
18 and resource is working in collaboration.

19 And then other members of the board. We have Star
20 Rush. Dr. Rush is the provost at Cornish College of the
21 Arts. She is going to be supporting us with our work
22 around the performing arts and fine arts in general.

23 We have Dr. Daudi Abe. Dr. Abe is a faculty at
24 Seattle Community College and his research area is
25 working with at-risk youth, in particular at-risk



1 African-American boys. So he will bring quite a wealth
2 of knowledge to us. Let's give those guys a hand. And
3 Dr. Phyllis Beaumonte is probably en route and she is
4 another member of our founding board.

5 Moving on to my leadership team. These folks, I
6 couldn't have done it without them, starting with
7 Debra Ward, who is my chief financial officer. Debra
8 has a background in finance. She was the CFO for the
9 San Francisco Airport Muni and several other municipal
10 entities. So we're really excited about the work she
11 has done in developing our budget.

12 Dr. Reginald Reid, back there in the back with
13 little Reginald Reid. He is our operations director.
14 And Dr. Reid has a background working at the office of
15 the state superintendent and federal programming,
16 overseeing school improvement for 295 school districts.
17 He has also served as a building principal and school
18 leader. So very, very, great team.

19 I would like to start by mentioning that our
20 New Horizons Academy program model has been well thought
21 out. It's based on current research and best practices
22 and based on a lot of input and feedback we have
23 received from a number of entities, including parents,
24 community members, et cetera.

25 You might ask, so why New Horizons Academy and why



1 now? So my answer is the achievement gap. The
2 achievement gap is real on a national level, as well as
3 on a local level. In your handouts I have provided you
4 with several documents, an overview of the program. So
5 more detailed program will be provided there. Data
6 points, and there are three of them, and I will
7 reference those. And of course my bio.

8 But I want to start by first talking about the
9 achievement gap at the national level. As a teacher,
10 scholar, and a researcher, I would be remiss if I did
11 not use that type of information to ground our
12 conversation this evening.

13 So I would like to start with an excerpt from a book
14 entitled Overcoming the Achievement Gap Trap:
15 Liberating Mindsets to Effect Change, by
16 Dr. Anthony Muhammad. He says the NAEP, our nation's
17 report card, indicates that -- and it is widely accepted
18 as the most objective measure to performance in math and
19 literacy, providing scholars, practitioners, and
20 lawmakers with a broad feature of the national
21 educational trends. Reports have shown that over the
22 past 20 years, the academic growth for African-American,
23 Latino, and impoverished students has steadily
24 increased. However, the gains are not significantly
25 outpacing the growth of other student groups.



1 The NAEP results from 2013 reveal the average score
2 of African-American and Latino students in fourth and
3 eighth grade mathematics and reading compared to white
4 students was more than 20 points lower, equivalent to
5 more than two grade levels behind. The twelfth-grade
6 scores reveal a gap of more than 40 points in math and
7 reading, equivalent to more than four grade levels
8 behind.

9 This is particularly called the four-year gap,
10 meaning that the average African-American and Latino
11 high school senior has math and reading skills
12 equivalent to the skills of an average white eighth
13 grader. I'll let that sit with you for a moment.

14 Dr. Muhammad goes on to conclude or to summarize the
15 achievement gap. He says, "If the achievement gap is
16 going to be closed, everyone involved in the process --
17 educators, students, parents, and the greater society --
18 have to experience growing pains." And I think that's
19 what the charter movement represents. Those who have
20 benefited from institutionalized privilege have to
21 recognize privilege and become advocates for social
22 justice and change. In a society that prides itself on
23 being fair and just, providing every child with a solid
24 educational foundation should not be controversial.
25 Superiority and equality cannot exist at the same time.



1 And students, families, and schools who are at the
2 bottom of the achievement gap have to reflect on their
3 own perceptions and their behaviors and try to improve
4 their station. Closing the achievement gap has to
5 evolve from patronizing talk to real action and
6 sacrifice by all parties. New Horizons Academy
7 represents those actions.

8 So in your packet you have three data points. One
9 represents the ethnic demographics of Washington state.
10 You'll notice that there is some shifts occurring, the
11 Caucasian students who make up the majority are
12 decreasing, and you'll notice that the students of color
13 are increasing in every data cell.

14 The second page, if you flip it over, representing
15 the achievement gap in terms of disciplinary practices.
16 You will notice that although African-American students
17 only make up 4.4 percent of the population, they
18 represent the highest number of suspensions and
19 expulsions in our state, followed by Native Americans
20 who only, if you go back, represent 1.3 percent of our
21 population. These gaps are horrendous and they have to
22 be addressed.

23 The final data point in your packet shows highly
24 capable program data. You'll notice that Caucasian
25 students make up 67 percent of the total number of



1 highly capable students, where other ethnic minority
2 communities are not represented hardly at all, not at
3 all, or in very small numbers. So when you look at New
4 Horizons Academy's program, we are addressing children
5 who are experiencing disciplinary issues, as well as
6 those who need rigor and other academic supports.

7 In addition, our efforts to design this program was
8 designed on input. I have met with school officials, I
9 have met with parents, I've met with community members.
10 Through those conversations we have talked about their
11 response or their reaction to the gap. There were some
12 things that were loud and clear that I heard from
13 families, school staff members, community advocates,
14 et cetera. Our parents are very frustrated with the
15 disciplinary practices that occur in our schools, very
16 much like the data we saw. Our parents are concerned
17 because, when children are several grade levels behind,
18 they remain behind; they don't catch up. Our parents
19 are also concerned about the lack of culturally
20 responsive educators in their schools and the climate
21 not being responsive to their needs. Fourthly, they're
22 concerned about the lack of rigor for children who are
23 considered gifted or need more.

24 I'm going to go through the PowerPoint quickly. So
25 New Horizons Academy will serve students K5. At



1 capacity we will serve 586 students, with an average
2 primary teacher-to-student ratio of 22 and then
3 intermediate grades 33 to 1.

4 We have not decided on a location as of yet. We are
5 working with a property management company that is
6 helping us to find a facility and we will do so very
7 soon. But it will be somewhere in the south Puget Sound
8 region.

9 Our vision is focused on developing future leaders
10 by closing the achievement gap. I've been a member of
11 the Washington State Education Opportunity Gap since
12 2008. And I'm committed to doing that, and the work
13 that I'm doing represents our latest bill, which is
14 House Bill 1541, which is the first
15 opportunity-gap-closing bill in the state.

16 Our mission for New Horizons: Encouraging lifelong
17 learning for students by providing rigorous, culturally
18 responsive learning environments designed to prepare
19 them to be contributing citizens.

20 My dissertation is on closing the achievement gap
21 and looking at opportunities at which to increase
22 culturally responsive learning environment. So I see
23 myself as an expert in this area.

24 Next slide. This is our growth plan for the next
25 five years. We will start with grades K, 1, and 2. And



1 at that point the first year will have 276 students and
2 each year we will add a grade level thereafter, up until
3 grade 5, with a total number of students being 586.

4 The beauty of our program model is that we will have
5 a gifted or highly capable cluster classroom at every
6 grade level. So we can assure that those students are
7 getting their needs met.

8 Next slide. So our goals, we have several of them.
9 To close the opportunity gap from marginalized students.
10 This is how we're going to measure our growth in the
11 work we're doing. Creating a racially and culturally
12 inclusive learning environment. Once again, responding
13 to our parents' feedback. Providing timely
14 interventions. Many of our students who are behind,
15 they are because the interventions lack fidelity and
16 they are not appropriate to the population being served.
17 We will provide an integrated fine arts experience to
18 our all students with our partnership with Cornish, and
19 decrease the suspension and expulsion rates for black
20 and brown students. That is our goal.

21 Our primary objective is to increase student growth
22 in the areas of academic and social-emotional learning
23 through research-based, culturally responsive practices
24 designed to meet the needs of a diverse population we
25 anticipate having.



1 Next slide. Our academic program highlights: So at
2 New Horizons we plan to serve low-achieving students and
3 high-performing students and everyone in between along
4 that continuum. That includes ELL and special-ed
5 students and other students as well. We're offering a
6 liberal arts educational experience that's balanced.

7 Common core, we have a very rich ELA and math
8 curriculum that I've researched that I think will be
9 very appropriate, an integrated social studies and
10 science component. Our math will be Eureka Math, which
11 is through Great Minds, and there is research to support
12 that with the population we plan to serve.

13 Performing arts and fine arts will be a part of the
14 student's day, every day. So there is a balance. Many
15 of our kids go to school and they only get math and
16 reading all day. We have gifted children or kids who
17 can be gifted in other areas.

18 Our academic program highlights include a culturally
19 responsive learning environment. And I will call out
20 several components that will be implemented. A,
21 Culturally responsive lesson planning templates. I've
22 used it, I've seen it in higher education, and we've had
23 our pre-service teachers use them. It's our intention
24 when planning a lesson that it is culturally responsive
25 to the needs of kids of all backgrounds. Making sure



1 that we engage parents around critical conversation
2 related to race and equity involving our communities of
3 color.

4 Personalization comes in the form of individual
5 learning plans for all students that change. At each
6 benchmark period we're responding to the data so the
7 goals for those children will change.

8 Timely interventions, as I mentioned previously,
9 having high-efficacy interventions, using them with
10 fidelity and using tools with which to measure the level
11 of fidelity. Technology integration, having
12 interventions, electronic interventions, as well as
13 other electronic supports to support project-based
14 learning, et cetera. Authentic family and community
15 engagement using Karen Mapp's dual-capacity framework
16 and enrichment in fine arts.

17 Our daily schedule, we will have an expanded school
18 day that runs from 8:00 to 5:00 o'clock every day of the
19 week. But the research says that for children who are
20 behind or children who are challenged academically, you
21 need to increase the frequency and/or duration. That's
22 a common research-based practice.

23 Extended school year: for grades 1 through 5,
24 210 days, and for grades K, 220 days. An extended
25 school year program, which is designed to offset summer



1 loss at six weeks, and it will go into the first two
2 weeks of August, or first week of August. And then
3 school will begin the second week of September.

4 Our student demographics. I've had a chance to take
5 a look at or analyze the data for several schools which
6 we plan to draw from: Tukwila, Auburn, Renton, very
7 diverse school environments or districts. And one of
8 the things I noticed with the SBA or their Smarter
9 Balanced Assessment data, as the students matriculate
10 toward middle school, the scores decline in both ELA and
11 in mathematics. In one district, and I will call no
12 name, at eleventh grade their students were only at
13 21 percent proficiency level in mathematics. Eleventh
14 grade.

15 We will be addressing the total child; looking at
16 both behavioral outcomes and academic outcomes being
17 related. Children don't leave their social-emotional
18 selves at home. At the national level to support this
19 we have federal guidelines around disciplinary practices
20 that came out in January of 2014. Title I funds were
21 released to support social-emotional learning during
22 that same time frame, and the Every Child Succeeds Act
23 will provide for innovative opportunities to close the
24 achievement gap using the funds that are listed below at
25 the local level, House Bill 1541, which is the



1 opportunity gap bill that I mentioned, House Bill 5946
2 and then the McCleary Settlement. It is our hope that
3 through these mechanisms we will have the resources
4 needed to support the diverse needs of our students.

5 I'm going to pause now and then I will continue the
6 remainder of the presentation. I think it's time for
7 public comment.

8 MR. HALSEY: Thank you, Dr. Billingsly.
9 So right now we're going to open up the public comment
10 period. So the way that this will work is we will work
11 on a 45-minute running clock. So if you want to give
12 public comment and you have a ticket, we ask you to go
13 ahead and line up over here, and we will take your
14 comments as they come up. Once we exhaust everyone that
15 has a ticket, if there are additional comments that want
16 to be made, we have some time available to do that.

17 Again, I'd just ask folks who are giving public
18 comment to just watch the board here. I'll put a
19 two-minute timer up. Be a good steward of time so we
20 can hear from everyone and we'll get started here
21 shortly.

22 MS. RUSH: Hello. I'm Star Rush and I'm
23 the interim provost at Cornish. And I wanted to speak
24 to the importance of the integrative arts curriculum in
25 the school's proposal. I have a quote that I wanted to



1 read first from Jeremy Anderson, who is the president of
2 Education Commission of the States. "Ensuring all young
3 people, regardless of income, race, and ethnicity have
4 critical analysis, creativity, and collaboration as
5 foundational elements of a well-rounded education is
6 what will help continue to strengthen the educational
7 achievements of students across the country and prepare
8 them for a 21st century workforce."

9 So the idea of closing the opportunity gap and
10 integrating visual and performing arts, research has
11 already has told us for many, many years that doing so
12 improves student achievement across racial difference,
13 across economic difference, in mathematics, in language
14 arts, building resilience, efficacy, better cognition,
15 and most importantly in our age, the responsiveness and
16 the ability to bounce back. That's what the arts do for
17 all. And I am biased because I work in arts education.
18 I'm a literary arts practitioner. But the arts aren't
19 the privilege of the few; they are the right of the many
20 to see their world, to process that world, express their
21 place in that world, and move the world ahead. If we
22 don't increase our engagement of the arts within the
23 curriculum, then we have to ask, Whose culture are we
24 building? I encourage you to support the school.

25 MR. JOHNSON: My name is Brandon Johnson.



1 I am an engineer for the Boeing Company. I have a few
2 things to say about the leadership. So I'm not an
3 educator, but I have come from a family of educators.
4 And one of the things I wanted to speak on was the
5 importance of good educators in your life and in the
6 students' lives.

7 One of the things that I remember coming from
8 schools that I matriculated through was the value of
9 their care for my education. Not only did they teach me
10 about the arts and math and science, but they also
11 taught me about who I am as a person, being a good
12 person. Those things are valuable. And sharing that
13 community with people that care about you is really,
14 really important. You know, when you're growing as a
15 child, you want to be in a safe environment, one that
16 engages you, one that challenges one, and one that
17 supports you in a way that you need particularly.

18 And people who understand that, those are good
19 educators. Not just people who can teach you how to do
20 equations. It's people who really want you to know how
21 to gain knowledge, not just use it. And that's the most
22 valuable thing. And I think this school and the people
23 that are going to be running this school are going to be
24 exactly that example for these students. Thank you.

25 MS. GUYSNOWDEN: I think I'll take that



1 22 seconds, the 21 seconds and add it on.

2 Hi, my name is Sheila Guysnowden, and my daughter
3 reminded me of something, so I'm going to make this
4 personal. My daughter, who is now 50, graduated in the
5 '80s. And she reminded me, she said, "Mom, remember
6 when you sued the Seattle Public Schools because there
7 wasn't an arts program?" I've forgot all about it.

8 She graduated -- actually, she was appointed into
9 Seattle Public Schools. We took the APP, advanced
10 placement test. They said she didn't pass. I went to a
11 private school, the first school of arts and humanities
12 on Capitol Hill. She took the same test and passed with
13 flying colors. We went back to Seattle Public Schools,
14 and they were going to enroll her into the APP program.
15 And said no. She went to the arts and humanities on
16 Capitol Hill. So it goes to show you arts is where it's
17 at. I'm not saying anything about the STEM program.
18 But she is very creative. She is great. She did
19 everything she is supposed to and graduated with honors.
20 Just to let you know, that was back in the '80s. That
21 school still has problems, because kids aren't getting
22 what they are supposed to get.

23 Getting to the reason I'm here tonight, not to speak
24 about that, but also to let you know that every parent
25 and every child should have an opportunity to enroll in



1 the school that they think is going to be meeting their
2 needs academically, educationally, socially, all that
3 good gamut. I'm just saying that everybody needs a
4 choice, and it doesn't have to be one school. They
5 could be a charter school. So I'm very attuned to that.

6 The third reason I asked to be on the board is
7 because of my experience in human resources. I've been
8 doing that for 35 years, and I do believe we need the
9 best teachers, we need the best administrators, and I
10 want to make sure that happens, that there won't be no
11 lawsuits coming our way. Thank you.

12 MR. HUDSON: Hello, my name is
13 Geramy Hudson, and I'm a mental health therapist. So I
14 just think about this school and the format and the
15 platform that Dr. Billingsly and the board and her board
16 is putting together is just phenomenal. My early work,
17 I worked in a therapeutic-type alternative school, and I
18 was a behavior interventionist. So a lot of kids came
19 to us because they were kicked out. They reached every
20 last form of discipline that that school had, and they
21 ended up in our facility for some therapeutic-type
22 services, somewhat in the shape of wraparound services.

23 I want to speak directly to the support of social
24 and emotional assessments and looking at that as a
25 guiding tool to know exactly what these kids are going



1 through. Our kids, our kids of color, to know what they
2 are going through at home, to know the type of adverse
3 experiences they are going through, which is driving
4 some of the social and emotional deficiencies that might
5 look like -- to the average eye might just look like
6 behavioral issues or so and so is having a hard day, he
7 needs in-school suspension. So and so tore the
8 classroom up. We don't know why. So and so's grades
9 are failing. We don't know why. Maybe put them in the
10 corner with a one-on-one and we don't look any further.
11 I feel like with New Horizons leading that charge with
12 social-emotional assessments and looking at what exactly
13 the kiddos are going through from a mental health
14 standpoint is key.

15 So I would like everybody to get on board, open
16 their eyes, and know that the social-emotional piece is
17 huge. It affects every aspect of our young kids' lives,
18 and having that implementation is a huge benefit. Thank
19 you so much.

20 MR. HERRON: Good evening, everyone. My
21 name Al Herron. My typical spiel is I'm a physicist and
22 electrical engineer by training, I'm an entrepreneur by
23 inclination. I come to work with students between
24 kindergarten and second year in college. You're never
25 too young to be an entrepreneur; you're never too old to



1 be a student. That's been my theme.

2 Over the last four years, I've been working with
3 different school districts, and I've had a chance to
4 fight to bring in student enrichment programs. And
5 there is money and there is not money. There is drive
6 and there is not drive. So I've run the gamut on what
7 opportunities are out there and chasing those
8 opportunities to provide real stimulating enrichment
9 opportunities for hundreds, and now at this point,
10 thousands of kids.

11 I found a partner to work with, and we push the
12 limits of different districts. So we've had -- I'm
13 saying this to you because that's the experience I've
14 had. So when I tell you that I welcome the opportunity
15 to work with Wanda from the beginning, and to work in
16 enrichment programs that have a serious impact, I'm
17 really driven to do that.

18 And I really do appreciate what the gentleman before
19 me had to say. My wife is a school neuropsychologist.
20 We work very well together. I helped her build a
21 psychology private practice, and we bring that into what
22 we do with our programs.

23 And furthermore, in the last year and a half we've
24 added a data analysis acumen to what it is we do because
25 you must. You need to prove what you say, do what you



1 prove, and continue that and do it in a sustainable
2 fashion.

3 I'm really looking forward to seeing what Wanda can
4 do and her team. And I know quite a few of them. Thank
5 you.

6 MS. JENKINS: Hello. My name is
7 Rosalund Jenkins, and I'm here for several reasons. One
8 reason I'm here is that I was involved in a peripheral
9 role in drafting the legislation that created the
10 charter school system here in the state of Washington.
11 Legislation to do it and an initiative to do it. And
12 part of why I was involved was I believed then and I
13 believe now children of color in particular and low
14 income students generally need more options than they
15 have been receiving in the traditional public schools.
16 More options for success.

17 I'm so elated to be here speaking in support of
18 New Horizons and Dr. Wanda Billingsly. I've known her
19 now for many years and was also party to creating the
20 achievement gap committee and state law committee, which
21 she has been serving for years, to try to -- service to
22 the top of the legislative issues of concern, the needs
23 of children of color, which continue to remain unmet.

24 New Horizons has brilliant leadership. Not good
25 leadership, not competent leadership, not interested



1 leadership, not caring leadership, all of those things.
2 All of those things, but also very highly competent and
3 skilled educational leadership. And that's what we
4 need.

5 And when I had an opportunity to work with Wanda
6 when she was at the University of Washington, one of the
7 things she knows how to do is elevate the practice of
8 educators. She is a system thinker. She has crated a
9 model that has everything kids need to succeed, will
10 stimulate them mentally, intellectually, academically,
11 emotionally, in terms of arts and creativity. It's a
12 wonderful model.

13 And finally, we have an opportunity to see an
14 educator who is as skilled as she is, as caring and
15 capable as she is, at the head of a charter school
16 that's properly designed to create new opportunity.
17 It's been a while coming. We've had a few false starts.
18 This is the one that we've been waiting for, the one
19 that I argued for and hoped for and prayed for.

20 So, please, resound in the affirmative, approve New
21 Horizons. Thank you.

22 MR. HALSEY: All right. Thank you
23 everyone who was able to provide public comment. We
24 have quite a bit of time left. Is there anyone else
25 interested who didn't get a chance to sign up and would



1 like to provide public comment and be given two minutes
2 to provide the public with what your thoughts are?

3 MR. BILLINGSLY: Hello. Good evening. My
4 name is Michael Billingsly, and I'm here to represent
5 the community at large. And I would like to go on
6 record as supporting this effort for the
7 New Horizons Academy. I do believe that they will
8 provide the best opportunity to educate the students of
9 color and the low income, particularly to the families
10 and the people of south King County.

11 I just want to go on record as saying I do believe
12 this is the best opportunity, and I'm in support of the
13 academy. Thank you.

14 MS. VEN DUNK: Good evening, everyone. My
15 name is Erin Ven Dunk. I am currently working at
16 Microsoft. So I don't have an educational background,
17 but I do have personal experience with the type of work
18 that Dr. Billingsly has been trying to do.

19 I grew up in a very small, white town in Upstate
20 New York. And you know, I wasn't part of the
21 demographic that we are trying to help today. I was in
22 the upper middle class, but I seem to face the same
23 kinds of things that we're talking about. And the fact
24 that me, coming from the environment that I come from,
25 being a student that was taking AP and honors courses, I



1 had those opportunities. I had a very high G.P.A. I
2 was the president of two different community service
3 clubs. I was the captain of my basketball team. I had
4 a part-time job at an engineering firm.

5 And when I went to apply for college and asked my
6 high school counselor to send my transcripts to certain
7 schools, he told me there was no point because I wasn't
8 going to get in anyway. And for me to have that
9 experience as a student in an environment that was
10 supposed to be full of opportunity, my parents
11 sacrificed a lot to be able to put me in that school,
12 and there was no other school for me. It was public
13 school or nothing. It was home school.

14 And to have that happen to me, it really makes me
15 think about the kids that didn't have the opportunities
16 I had or don't have the support in their educational
17 system that I had from having a stay-at-home mom that
18 pushed me, regardless of my environment.

19 And to have a school that would be here with a
20 demographic that isn't as supported and hasn't been
21 supported is really important. I came here from
22 New York about a year ago, and I came here because of
23 Dr. Billingsly. I was inspired by her work and she
24 continues to inspire me. So I hope that you'll support
25 this school and what we're trying to do here.



1 MR. HALSEY: So it doesn't look like
2 anyone else would like to provide public comment.
3 However, I would remind folks if you would like to
4 provide -- we've got one more coming in. We'll give you
5 time to provide quick comment.

6 In the meantime, folks, if you weren't able to give
7 your public comment but you want to give us some of your
8 written comments, please do so. We really do value your
9 comments. So you can either give it to us tonight or
10 shoot us an email, that would be helpful. We need to
11 receive those by June 9th.

12 MR. CURL: How is everyone this evening?
13 Good. My name is Reverend Ken Curl. And I'm an
14 associate minister up at Martin Luther King Junior
15 Memorial Baptist Church here in the Renton Highlands and
16 also a long-time community advocate, particularly around
17 educational issues here in the Renton School District.

18 And so I've come tonight -- I am a strong proponent
19 of public schools. And I read the materials on
20 New Horizons school, and I've been thinking most
21 recently that charter schools do have a role in our
22 educational system.

23 So I think if we can work together, public schools
24 and charter schools, charter schools do have their
25 particular role in educating our children. And I have



1 read the materials for the New Horizons school and how
2 they plan to hire staff consistent with the needs of the
3 students that apply and work with the parents and the
4 students. And it's really a holistic approach that I
5 read as far as the materials that were passed out.

6 So, like I said, normally I'm a proponent of public
7 schools. I'm a product of public schools. I went on
8 and got my degree at the University of Washington. But
9 I believe that this New Horizons project should be given
10 an opportunity to show what they can do. And I believe
11 that it can be an asset, not only to our community but
12 to low-income parents and students in this area. So
13 thank you.

14 MR. HALSEY: All right. Thank you. So
15 we're going to invite Dr. Billingsly back up, and she
16 will provide some closing comments. Dr. Billingsly, why
17 don't you come up and join me. Because I've asked my
18 commissioners to have questions for you and I think I've
19 got a few for you. I've asked Dr. McGuire to check in
20 with her colleagues and she will ask questions of you.
21 All right?

22 COMMISSIONER MCGUIRE: I loved reading
23 your application. I'm curious about a couple of things
24 that I would like you to elaborate on.

25 DR. BILLINGSLY: Okay.



1 COMMISSIONER MCGUIRE: Can you explain how
2 you are going to actually partner with Cornish for the
3 arts, which I think is fabulous, and I would just like a
4 little more explanation of how you intend to do that.

5 DR. BILLINGSLY: We do have a full
6 schedule developed in the afternoon for the performing
7 arts. Dr. Reid helped to put it together. There will
8 be a rotating opportunity for students based on interest
9 so they will get to select one -- well, two arts
10 activities per day. And the Cornish institute, actually
11 the college of the arts, will be partnering with us. We
12 have a meeting coming up with the president and also the
13 fund development officer, and we're going to be sort of
14 expanding more on what that will look like. We have a
15 basic schedule. We have worked it into the concept or
16 the design, and so we will be exploring what that will
17 actually look like.

18 We do know we will offer vocal music, instrumental
19 music, classical ballet, and modern dance, as well as
20 visual arts and theater, which they are well versed in
21 all of those.

22 COMMISSIONER MCGUIRE: Thank you. Then
23 just a comment. Looking -- and people that know, I'm a
24 longtime educator that is adamant about strong civic and
25 social studies education. I read in your proposal that



1 you're talking about project-based learning for social
2 studies. And I just want to say we can't leave out the
3 social studies, and even more so today, strong civic
4 education because we need to hear these kids' voices as
5 they are part of our democratic process. I hope you
6 don't leave those behind when I know you've got
7 pressures to do so many things.

8 DR. BILLINGSLY: If I could comment on
9 that. I will say that we have selected curriculum for
10 ELA that is an integrated approach for science, social
11 studies, and English and language arts. It's developed
12 by the folks at National Geographic. And so they are
13 well versed in science. And I've looked at the
14 curriculum. You've had a chance to see it. It's in the
15 binder. It is pretty robust. There is expository as
16 well as fictional material in the content, but it lends
17 itself to a lot of opportunities for kids to expand and
18 explore in both areas.

19 COMMISSIONER DZIKO: Hello. So after
20 reading the material and reading your application, I'm
21 trying to get a sense of the culture of the school. I
22 get the closing the achievement gap opportunity, all
23 that is important. Everything that's in here is
24 important.

25 But can you give us a sense of what it's going to be



1 like for children to be in the school and what is the
2 culture of the school? How are you engaging? What is
3 the feel of the school?

4 That's a little harder to do because there is
5 nothing for us to walk into yet, but how would you
6 describe it to make me want to come to or bring my
7 children to the school?

8 DR. BILLINGSLY: So I would describe it as
9 an environment that is inclusive, culturally inclusive.
10 Which means that, first of all, folks seeing individuals
11 who look like them. There is a lot of research out
12 there that shows that our children need to see role
13 models who represent their culture, an environment where
14 students have voice and parents have voice.

15 And in the literature or in the application I
16 outline how we will involve parents through the
17 dual-capacity framework which was developed by
18 Dr. Karen Mapp. And her focus is on how do you engage
19 parents of color. For parents who are marginalized,
20 they typically do not have a voice in school.

21 So our goal is to create an inclusive environment
22 where parents are actually partners. And I think you
23 can get a feel for a school you come in, how welcoming
24 it is, how well people sort of engage with each other.
25 The next slide that I was going to share with you, that



1 centered around the multi-tier system of support. And
2 focusing on that social-emotional really does lend
3 itself to supporting children and helping them feel
4 comfortable in school.

5 It starts first by acknowledging the fact that some
6 of our children come in with social-emotional issues, as
7 the gentleman spoke to, and having screening and data to
8 support that. And not just marvelling at the data but
9 responding to it. Effective case management, working
10 with our families and ensuring that they have support
11 and can access resources through the school. And I
12 think that's another way of building a culture of trust.

13 I mentioned earlier about the culturally responsive
14 efforts. The lesson planning templates that really are
15 explicit in terms of creating lessons where you're
16 thinking about not just the content, but how to engage
17 students and allow them to bring their culture and
18 experiences into the learning.

19 In addition, I mentioned the opportunities for the
20 community, the inter-cultural speaker series, to
21 actually have an opportunity to engage around diverse
22 topics. And I've seen this work in numerous settings
23 where you're engaging around particular topics. It
24 might be related to gaps in healthcare. It might be
25 related to gaps that are seen in, for instance, language



1 choices, et cetera, or language that's spoken in the
2 school.

3 So it's just -- it's complex and it's
4 multi-faceted. And when you get more into the
5 application, then we talk about building trust, doing
6 what you say you're going to do, and some of that is
7 just basic, right? And also having the opportunities
8 for folks to have access to leaders, as well as others
9 in the school. So that's just sort of an idea. But
10 stimulating, culturally inclusive, accepting, and
11 allowing for voice.

12 COMMISSIONER DZIKO: I'll just follow up
13 real quickly to encourage you to talk about that more,
14 sans the education piece, and really focus on that feel.
15 Because I think that's really what's going to make the
16 difference for parents or for community members who are
17 going to want to be a part of this school.

18 Because that's the thing that's different, right?
19 The whole notion of charters is they are supposed to be
20 different -- not necessarily innovative, even though
21 people throw that word out -- but different in a good
22 way, right? And describing those differences, I think,
23 really helps a lot. So thank you.

24 DR. BILLINGSLEY: If I could add one other
25 piece. I mentioned tools to measure fidelity. It's one



1 thing to say we are a culturally inclusive environment,
2 but it is something else to have a tool that measures
3 that. In my application I speak to the six domains in
4 schools. And instead of guessing and saying, Yeah,
5 we're doing a good job with engaging different cultures,
6 you can do a dipstick, and there is an assessment or
7 survey that's done with both certificated staff,
8 classified staff, and parents that indicate that, along
9 with the other traditional ways which you get feedback
10 on families, you do your yearly parent survey and those
11 kinds of things, or your climate survey. This goes a
12 little deeper than that. So we will be responding and
13 creating goals around that data as well.

14 MR. HALSEY: Thank you so much,
15 Dr. Billingsly.

16 COMMISSIONER MENDOZA: Dr. Billingsly, as
17 I look at your program overview and I'm looking at the
18 enrollment and your class sizes, I'm looking at your
19 class sizes for K12 at 22 to 1.

20 DR. BILLINGSLY: Yes.

21 COMMISSIONER MENDOZA: And 3, 4, 5 are 30
22 to 1. Our state funding model for K3 is 17 to 1. Can
23 you address that?

24 DR. BILLINGSLY: I'm going to defer to
25 Debra Ward.



1 MS. WARD: My name is Debra Ward, and I'm
2 the one that helped put the numbers together in order to
3 prepare the budget. One of the things that we were
4 looking at was the amount of flex that we will need in
5 order to make sure that the project actually pencils
6 out, and we can turn the corner at the end of year
7 three.

8 So those are the maximum numbers. There is going to
9 be a cluster class for each group. I also wanted to
10 make sure that I could -- or that the school could
11 actually sustain an enrollment that was lower than that.
12 So I'm actually anticipating, instead of the 22 in a
13 full class, there will probably be more like 17. And
14 that some of those kids will actually be going to that
15 cluster class. So that fourth classroom takes care of
16 that.

17 MR. HALSEY: Any other questions,
18 commissioners?

19 Okay. So with that said, we're going to go ahead
20 and bring this to a close for tonight. I want to thank
21 everyone again for being here with us tonight. There
22 was valuable information from many of you -- actually,
23 all of you. Again, I'm Josh Halsey, the executive
24 director of the Charter School Commission. If you want
25 to chat after, I'll be floating around. There is food



1 here. Please take some home. There is a public comment
2 box. Again, drop those comments in there. We need to
3 receive them by June 9th.

4 Finally, June 29th is a Thursday. We will be having
5 our public meeting where we will be rendering decision
6 to either approve or deny our school applications, and
7 New Horizons Academy will be considered at that point.
8 We anticipate having that conversation around
9 11:00 o'clock on the 29th. So if you're planning to
10 attend, just be there around 11:00. We'll probably go
11 until 1:00 or 2:00 on that particular agenda topic.

12 So again, I'll just thank you for coming out and
13 fighting the traffic after a nice, long, beautiful
14 weekend, and I hope you have a good night. Thank you.

15 (Applause)

16 (Hearing concluded at 7:03 p.m.)

17

18

19

20

21

22

23

24

25



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

C E R T I F I C A T E


I, Laura Gjuka, a Certified Court Reporter in and for the State of Washington, residing at University Place, Washington, authorized to administer oaths and affirmations pursuant to RCW 5.28.010, do hereby certify;

That the foregoing Verbatim Report of Proceedings was taken stenographically before me and transcribed under my direction; that the transcript is a full, true and complete transcript of the proceedings, including all questions, objections, motions and exceptions;

That I am not a relative, employee, attorney or counsel of any party to this action or relative or employee of any such attorney or counsel, and that I am not financially interested in the said action or the outcome thereof;

That upon completion of signature, if required, the original transcript will be securely sealed and the same served upon the appropriate party.

IN WITNESS HEREOF, I have hereunto set my hand this 1st day of June, 2017.



Laura Gjuka, CCR No. 2057

<hr/> 1 <hr/>	4.4 13:17 40 12:6 45 5:22,25 45-minute 20:11	access 36:11 37:8 accounting 9:16 accurately 7:11 achievement 11:1,2,9,14 12:15 13:2,4,15 15:10,20 19:24 21:12 27:20 34:22 achievements 21:7 acknowledging 36:5 Act 19:22 action 13:5 actions 13:7 activities 33:10 acumen 26:24 adamant 33:24 add 16:2 23:1 37:24 added 26:24 addition 7:5 14:7 36:19 additional 20:15 address 38:23 addressed 13:22 addressing 14:4 19:15 administer 4:5 administrators 24:9 advanced 23:9 adverse 25:2 advocate 31:16 advocates 12:21 14:13 affects 25:17 affirmations 4:6 affirmative 28:20 African-american 10:1 11:22 12:2,10 13:16 afternoon 33:6 age 21:15 ahead 4:12 20:13 21:21 Airport 10:9 allowing 37:11
<hr/> 2 <hr/>	5 <hr/> 5 16:3 18:23 38:21 5.28.010 4:6 50 23:4 586 15:1 16:3 5946 20:1 5:00 18:18	
<hr/> 3 <hr/>	6 <hr/> 67 13:25 6:09 4:2	
<hr/> 4 <hr/>	8 <hr/> 80s 23:5,20 8:00 18:18	
<hr/> 1 <hr/> 1 15:3,25 18:23 38:19,22 1.3 13:20 15-minute 5:19 1541 15:14 19:25 17 38:22	9 <hr/> 9th 6:19 31:11	
<hr/> 2 <hr/> 2 15:25 20 6:4,5 11:22 12:4 2008 15:12 2013 12:1 2014 19:20 2017 4:2 2057 4:3 21 19:13 23:1 210 18:24 21st 21:8 22 15:2 23:1 38:19 220 18:24 276 16:1 295 10:16 29th 5:12	A <hr/> Abah 9:15 Abe 9:23 ability 21:16 academic 11:22 14:6 16:22 17:1, 18 19:16 academically 18:20 24:2 28:10 academy 5:17 8:6 10:20,25 13:6 14:25 29:7,13 Academy's 14:4 accepted 11:17 accepting 37:10	
<hr/> 3 <hr/> 3 38:21 30 38:21 30-plus-year 8:18 3000 4:2 30th 4:1 33 15:3 35 24:8		
<hr/> 4 <hr/> 4 38:21		



<p>alternative 24:17</p> <p>Americans 13:19</p> <p>analysis 21:4 26:24</p> <p>analyze 19:5</p> <p>and/or 18:21</p> <p>Anderson 21:1</p> <p>Anthony 11:16</p> <p>anticipate 16:25</p> <p>Antioch 8:23</p> <p>AP 29:25</p> <p>APP 23:9,14</p> <p>Applause 8:8</p> <p>applicants 5:7</p> <p>application 4:18,22,25 5:18 6:21 32:23 34:20 35:15 37:5 38:3</p> <p>apply 30:5 32:3</p> <p>appointed 23:8</p> <p>approach 32:4 34:10</p> <p>approve 5:15 28:20</p> <p>area 9:13,24 15:23 32:12</p> <p>areas 16:22 17:17 34:18</p> <p>argued 28:19</p> <p>arts 9:21,22 16:17 17:6,13 18:16 20:24 21:10,14,16,17,18,22 22:10 23:7,11,15,16 28:11 33:3,7,9,11, 20 34:11</p> <p>aspect 25:17</p> <p>assessment 19:9 38:6</p> <p>assessments 24:24 25:12</p> <p>asset 32:11</p> <p>assistant 8:20</p> <p>assisted 8:25</p> <p>associate 9:1 31:14</p> <p>assure 16:6</p> <p>at-risk 9:25</p> <p>atmosphere 4:23 5:2</p> <p>attuned 24:5</p>	<p>Auburn 19:6</p> <p>August 19:2</p> <p>Authentic 18:14</p> <p>authorized 4:5</p> <p>average 12:1,10,12 15:1 25:5</p> <hr/> <p style="text-align: center;">B</p> <hr/> <p>back 6:13 10:12 13:20 21:16 23:13,20 32:15</p> <p>background 9:6,11,16 10:8,14 29:16</p> <p>backgrounds 17:25</p> <p>balance 17:14</p> <p>balanced 17:6 19:9</p> <p>ballet 33:19</p> <p>Baptist 31:15</p> <p>based 10:21,22 33:8</p> <p>basic 33:15 37:7</p> <p>basketball 30:3</p> <p>Beaumont 10:3</p> <p>beauty 16:4</p> <p>begin 19:3</p> <p>beginning 26:15</p> <p>behavior 24:18</p> <p>behavioral 19:16 25:6</p> <p>behaviors 13:3</p> <p>believed 27:12</p> <p>benchmark 18:6</p> <p>benefit 25:18</p> <p>benefited 12:20</p> <p>Betsy 7:25</p> <p>biased 21:17</p> <p>bill 15:13,14,15 19:25 20:1</p> <p>Billingsly 5:20 8:5,9,17 20:8 24:15 27:18 29:3,4,18 30:23 32:15,16,25 33:5 35:8 37:24 38:15,16,20,24</p> <p>binder 34:15</p>	<p>bio 11:7</p> <p>bit 28:24</p> <p>black 16:19</p> <p>board 8:15 9:5,19 10:4 20:18 24:6, 25:15</p> <p>Boeing 22:1</p> <p>book 11:13</p> <p>bottom 13:2</p> <p>bounce 21:16</p> <p>box 6:13</p> <p>boys 10:1</p> <p>Brandon 21:25</p> <p>brilliant 27:24</p> <p>bring 10:1 26:4,21 35:6 36:17</p> <p>broad 11:20</p> <p>brown 16:20</p> <p>budget 10:11</p> <p>build 26:20</p> <p>building 10:17 21:14,24 36:12 37:5</p> <p>busy 4:20</p> <hr/> <p style="text-align: center;">C</p> <hr/> <p>call 17:19 19:11</p> <p>called 12:9</p> <p>campus 5:14</p> <p>capable 13:24 14:1 16:5 28:15</p> <p>capacity 15:1</p> <p>Capitol 23:12,16</p> <p>captain 30:3</p> <p>capture 7:10</p> <p>card 11:17</p> <p>care 22:9,13</p> <p>caring 28:1,14</p> <p>case 36:9</p> <p>catch 14:18</p> <p>Caucasian 13:11,24</p>
--	---	--



<p>CCER 9:8 CCR# 4:3 cell 13:13 centered 36:1 central 8:19 century 21:8 certificated 38:7 Certified 4:4 cetera 10:24 18:14 37:1 CFO 10:8 chair 9:1,5,11 challenged 18:20 challenges 22:16 chance 19:4 26:3 28:25 34:14 change 11:15 12:22 18:5,7 charge 25:11 charter 4:15,18,21 5:1,16 6:20 8:7 12:19 24:5 27:10 28:15 31:21, 24 charters 37:19 chasing 26:7 check 32:19 chief 10:7 child 12:23 19:15,22 22:15 23:25 children 5:3 14:4,17,22 17:16 18:7,19,20 19:17 27:13,23 31:25 35:1,7,12 36:3,6 choice 24:4 choices 37:1 Church 31:15 citizens 15:19 civic 33:24 34:3 civil 4:23 5:2 class 29:22 38:18,19 classical 33:19 classified 38:8 classroom 16:5 25:8</p>	<p>clear 14:12 click 7:1 climate 14:20 38:11 clock 5:23,24 20:11 close 16:9 19:23 closed 12:16 closing 13:4 15:10,20 21:9 32:16 34:22 clubs 30:3 cluster 16:5 cognition 21:14 Cohen 7:25 collaboration 9:18 21:4 colleagues 32:20 college 5:14 9:20, 25:24 30:5 33:11 color 13:12 18:3 25:1 27:13,23 29:9 35:19 colors 23:13 comfortable 7:15 36:4 comment 5:23,24 6:2,4,8,10,11, 12,24 20:7,9,12,18 28:23 29:1 31:2,5,7 33:23 34:8 comments 6:18 7:9 20:14,15 31:8,9 32:16 commission 4:15 5:7,12 21:2 commissioner 7:20,21,22,23, 24,25 8:1,2,3 32:22 33:1,22 34:19 37:12 38:16,21 commissioners 5:8 7:5,18 8:4 32:18 committed 15:12 committee 27:20 common 17:7 18:22 communities 18:2 community 5:13 10:24 14:9,13 18:14 22:13 29:5 30:2 31:16 32:11 36:20 37:16 company 15:5 22:1 compared 12:3</p>	<p>competent 27:25 28:2 complex 37:3 component 17:10 components 17:20 concept 33:15 concern 27:22 concerned 14:16,19,22 conclude 12:14 considered 6:19 14:23 consistent 32:2 contact 6:14 content 36:16 continue 20:5 21:6 27:1,23 continues 30:24 continuum 17:4 contributing 15:19 controversial 12:24 conversation 11:12 18:1 conversations 14:10 core 17:7 corner 25:10 Cornish 9:20 16:18 20:23 33:2, 10 counselor 30:6 country 21:7 County 29:10 couple 8:11 32:23 courses 29:25 Court 4:4 crated 28:8 create 5:2 28:16 35:21 created 27:9 creating 4:23 16:11 27:19 36:15 38:13 creative 23:18 creativity 21:4 28:11 critical 18:1 21:4</p>
---	---	---



<p>culturally 14:19 15:17,22 16:11, 23 17:18,21,24 35:9 36:13 37:10 38:1</p> <p>culture 21:23 34:21 35:2,13 36:12,17</p> <p>cultures 38:5</p> <p>curious 32:23</p> <p>Curl 31:12,13</p> <p>current 10:21</p> <p>curriculum 17:8 20:24 21:23 34:9,14</p>	<p>demonstrate 5:2</p> <p>describe 35:6,8</p> <p>describing 37:22</p> <p>design 14:7 33:16</p> <p>designed 14:8 15:18 16:24 18:25 28:16</p> <p>detailed 11:5</p> <p>developed 33:6 34:11 35:17</p> <p>developing 10:11 15:9</p> <p>development 33:13</p> <p>difference 21:12,13 37:16</p> <p>differences 37:22</p> <p>differing 5:4</p> <p>diligently 8:21</p> <p>dipstick 38:6</p> <p>directly 5:7 24:23</p> <p>director 4:14 8:20 10:13</p> <p>disciplinary 13:15 14:5,15 19:19</p> <p>discipline 24:20</p> <p>discourse 5:3</p> <p>dissertation 15:20</p> <p>district 19:11 31:17</p> <p>districts 9:7,10 10:16 19:7 26:3, 12</p> <p>diverse 16:24 19:7 20:4 36:21</p> <p>documents 11:4</p> <p>domains 38:3</p> <p>drafting 27:9</p> <p>draw 19:6</p> <p>drive 26:5,6</p> <p>driven 26:17</p> <p>driving 25:3</p> <p>drop 6:13</p> <p>dual-capacity 18:15 35:17</p> <p>Dunk 29:14,15</p> <p>duration 18:21</p> <p>Dziko 7:23,24 34:19 37:12</p>	<hr/> <p style="text-align: center;">E</p> <hr/> <p>earlier 36:13</p> <p>early 24:16</p> <p>economic 21:13</p> <p>educate 29:8</p> <p>educating 31:25</p> <p>education 8:21 15:11 17:22 21:2,5,17 22:9 33:25 34:4 37:14</p> <p>educational 9:9 11:21 12:24 21:6 28:3 30:16 31:17,22</p> <p>educationally 24:2</p> <p>educator 8:18 22:3 28:14 33:24</p> <p>educators 12:17 14:20 22:3,5,19 28:8</p> <p>Effect 11:15</p> <p>Effective 36:9</p> <p>efficacy 21:14</p> <p>effort 29:6</p> <p>efforts 14:7 36:14</p> <p>eighth 12:3,12</p> <p>ELA 17:7 34:10</p> <p>elaborate 32:24</p> <p>elated 27:17</p> <p>electrical 25:22</p> <p>electronic 18:12,13</p> <p>elements 21:5</p> <p>elevate 28:7</p> <p>eleventh 19:12,13</p> <p>ELL 17:4</p> <p>email 6:16,17 31:10</p> <p>emotional 24:24 25:4</p> <p>emotionally 28:11</p> <p>en 10:3</p> <p>encourage 21:24 37:13</p> <p>Encouraging 15:16</p> <p>ended 24:21</p>
<hr/> <p style="text-align: center;">D</p> <hr/> <p>daily 18:17</p> <p>dance 33:19</p> <p>data 11:5 13:8,13,23,24 14:16 18:6 19:5,9 26:24 36:7,8 38:13</p> <p>Daudi 9:23</p> <p>daughter 23:2,4</p> <p>day 4:20 17:14,16 18:18 25:6 33:10</p> <p>days 18:24</p> <p>dean 9:1</p> <p>Deborah 9:6</p> <p>Debra 10:7 38:25</p> <p>decided 15:4</p> <p>decisions 5:15</p> <p>decline 19:10</p> <p>decrease 16:19</p> <p>decreasing 13:12</p> <p>dedicated 4:23</p> <p>deeper 38:12</p> <p>defer 38:24</p> <p>deficiencies 25:4</p> <p>degree 32:8</p> <p>democratic 34:5</p> <p>demographic 29:21 30:20</p> <p>demographics 13:9 19:4</p>		



<p>engage 5:7 18:1 35:18,24 36:16, 21</p> <p>engagement 18:15 21:22</p> <p>engages 22:16</p> <p>engaging 35:2 36:23 38:5</p> <p>engineer 22:1 25:22</p> <p>engineering 30:4</p> <p>English 34:11</p> <p>enrichment 18:16 26:4,8,16</p> <p>enroll 23:14,25</p> <p>enrollment 38:18</p> <p>ensuring 21:2 36:10</p> <p>entities 10:10,23</p> <p>entitled 11:14</p> <p>entrepreneur 25:22,25</p> <p>envelope 6:15</p> <p>environment 8:19 15:22 16:12 17:19 22:15 29:24 30:9,18 35:9, 13,21 38:1</p> <p>environments 15:18 19:7</p> <p>equality 12:25</p> <p>equations 22:20</p> <p>equity 9:7 18:2</p> <p>equivalent 12:4,7,12</p> <p>Erin 29:15</p> <p>ethnic 13:9 14:1</p> <p>ethnicity 21:3</p> <p>Eureka 17:10</p> <p>evening 4:11 5:5 11:12 25:20 29:3,14 31:12</p> <p>evolve 13:5</p> <p>excerpt 11:13</p> <p>excited 4:17 10:10</p> <p>executive 4:14</p> <p>exhaust 20:14</p> <p>exist 12:25</p> <p>expand 34:17</p>	<p>expanded 18:17</p> <p>expanding 33:14</p> <p>experience 9:3 12:18 16:17 17:6 24:7 26:13 29:17 30:9</p> <p>experiences 25:3 36:18</p> <p>experiencing 14:5</p> <p>expert 15:23</p> <p>explain 33:1</p> <p>explanation 33:4</p> <p>explicit 36:15</p> <p>explore 34:18</p> <p>exploring 33:16</p> <p>expository 34:15</p> <p>express 21:20</p> <p>expulsion 16:19</p> <p>expulsions 13:19</p> <p>extended 18:23,24</p> <p>eye 25:5</p> <p>eyes 25:16</p> <hr/> <p style="text-align: center;">F</p> <hr/> <p>fabulous 33:3</p> <p>face 29:22</p> <p>facility 15:6 24:21</p> <p>fact 29:23 36:5</p> <p>faculty 8:24 9:23</p> <p>failing 25:9</p> <p>fair 12:23</p> <p>false 28:17</p> <p>families 13:1 14:13 29:9 38:10</p> <p>family 18:14 22:3</p> <p>fashion 27:2</p> <p>feature 11:20</p> <p>federal 10:15 19:19</p> <p>feedback 10:22 16:13 38:9</p> <p>feel 25:11 35:3,23 36:3 37:14</p>	<p>fictional 34:16</p> <p>fidelity 16:15 18:10,11 37:25</p> <p>fight 26:4</p> <p>final 13:23</p> <p>finally 28:13</p> <p>finance 9:16 10:8</p> <p>financial 10:7</p> <p>find 15:6</p> <p>fine 9:22 16:17 17:13 18:16</p> <p>firm 30:4</p> <p>flip 13:14</p> <p>flying 23:13</p> <p>focus 35:18 37:14</p> <p>focused 15:9</p> <p>focusing 36:2</p> <p>folks 7:14 10:5 20:17 31:3,6 34:12 35:10 37:8</p> <p>follow 37:12</p> <p>forgot 23:7</p> <p>form 18:4 24:20</p> <p>format 24:14</p> <p>forum 5:6 7:8</p> <p>forward 27:3</p> <p>found 26:11</p> <p>foundation 12:24</p> <p>foundational 21:5</p> <p>founding 8:15 9:5 10:4</p> <p>four-year 12:9</p> <p>fourth 12:2</p> <p>Fourthly 14:21</p> <p>frame 7:3 19:22</p> <p>framework 18:15 35:17</p> <p>Francisco 10:9</p> <p>frequency 18:21</p> <p>frustrated 14:14</p> <p>full 30:10 33:5</p>
--	--	---



<p>functioning 9:14,17</p> <p>fund 33:13</p> <p>funding 38:22</p> <p>funds 19:20,24</p> <p>future 8:22 15:9</p> <hr/> <p style="text-align: center;">G</p> <hr/> <p>G.P.A. 30:1</p> <p>gain 22:21</p> <p>gains 11:24</p> <p>gamut 24:3 26:6</p> <p>gap 11:1,2,9,14 12:6,9,15 13:2,4, 15 14:11 15:10,11,20 16:9 19:24 20:1 21:9 27:20 34:22</p> <p>gaps 13:21 36:24,25</p> <p>general 5:1 9:22</p> <p>generally 27:14</p> <p>gentleman 26:18 36:7</p> <p>Geographic 34:12</p> <p>Georgetown 5:14</p> <p>Geramy 24:13</p> <p>gifted 14:23 16:5 17:16,17</p> <p>Gil 8:2</p> <p>give 7:16 10:2 20:11 31:4,6,7,9 34:25</p> <p>giving 6:24 7:15 20:17</p> <p>GJUKA 4:3</p> <p>glad 8:10</p> <p>goal 16:20 35:21</p> <p>goals 16:8 18:7 38:13</p> <p>good 4:11 6:22,25 7:2,13 20:19 22:5,11,18 24:3 25:20 27:24 29:3, 14 31:13 37:21 38:5</p> <p>grade 12:3,5,7 14:17 16:2,3,6 19:12,14</p> <p>grader 12:13</p> <p>grades 15:3,25 18:23,24 25:8</p> <p>graduated 23:4,8,19</p>	<p>grant 8:25</p> <p>great 10:18 17:11 23:18</p> <p>greater 12:17</p> <p>grew 29:19</p> <p>ground 11:11</p> <p>groups 11:25</p> <p>growing 12:18 22:14</p> <p>growth 11:22,25 15:24 16:10,21</p> <p>guessing 38:4</p> <p>guidelines 19:19</p> <p>guiding 24:25</p> <p>guys 10:2</p> <p>Guysnowden 9:11 22:25 23:2</p> <hr/> <p style="text-align: center;">H</p> <hr/> <p>H10 4:2</p> <p>half 26:23</p> <p>Halsey 4:11,14 8:4 20:8 28:22 31:1 38:14</p> <p>hand 10:2</p> <p>handouts 11:3</p> <p>happen 30:14</p> <p>happy 8:9</p> <p>hard 25:6</p> <p>harder 35:4</p> <p>head 28:15</p> <p>health 25:13</p> <p>healthcare 36:24</p> <p>hear 4:15,18 5:17 7:4 20:20 34:4</p> <p>heard 14:12</p> <p>hectic 8:12</p> <p>Heikes 7:22</p> <p>helped 26:20 33:7</p> <p>helpful 31:10</p> <p>helping 15:6 36:3</p> <p>helps 37:23</p>	<p>Heritage 9:2</p> <p>Herron 25:20,21</p> <p>high 12:11 30:1,6</p> <p>high-efficacy 18:9</p> <p>high-performing 17:3</p> <p>higher 8:21 17:22</p> <p>highest 13:18</p> <p>Highlands 31:15</p> <p>highlights 17:1,18</p> <p>highly 13:23 14:1 16:5 28:2</p> <p>Hill 23:12,16</p> <p>hire 32:2</p> <p>hold 5:4</p> <p>holistic 32:4</p> <p>home 6:15 19:18 25:2 30:13</p> <p>honors 23:19 29:25</p> <p>hope 20:2 30:24 34:5</p> <p>hoped 28:19</p> <p>Horizons 5:17 8:6 10:20,25 13:6 14:4,25 15:16 17:2 25:11 27:18, 24 28:21 29:7 31:20 32:1,9</p> <p>horrendous 13:21</p> <p>House 15:14 19:25 20:1</p> <p>Hudson 24:12,13</p> <p>huge 25:17,18</p> <p>human 9:12 24:7</p> <p>humanities 23:11,15</p> <p>hundreds 26:9</p> <hr/> <p style="text-align: center;">I</p> <hr/> <p>idea 37:9</p> <p>impact 26:16</p> <p>implementation 25:18</p> <p>implemented 17:20</p> <p>importance 20:24 22:5</p> <p>important 22:14 30:21 34:23,24</p> <p>importantly 21:15</p>
--	---	---



<p>impoverished 11:23</p> <p>improve 13:3</p> <p>improvement 10:16</p> <p>improves 21:12</p> <p>in-school 25:7</p> <p>inclination 25:23</p> <p>include 17:18</p> <p>includes 17:4</p> <p>including 10:23</p> <p>inclusive 16:12 35:9,21 37:10 38:1</p> <p>income 21:3 27:14 29:9</p> <p>increase 18:21 21:22</p> <p>increased 11:24</p> <p>increasing 13:13</p> <p>individual 18:4</p> <p>individuals 6:8 35:10</p> <p>info@charterschools.k12.wa.us 6:17</p> <p>information 6:14 11:11</p> <p>initiative 27:11</p> <p>innovative 19:23 37:20</p> <p>input 5:11 6:10 10:22 14:8</p> <p>inspire 30:24</p> <p>inspired 30:23</p> <p>instance 36:25</p> <p>institute 33:10</p> <p>institutionalized 12:20</p> <p>instrumental 33:18</p> <p>integrated 16:17 17:9 34:10</p> <p>integrating 21:10</p> <p>integration 18:11</p> <p>integrative 20:24</p> <p>intellectually 28:10</p> <p>intend 33:4</p> <p>intention 5:5 17:23</p> <p>inter-cultural 36:20</p>	<p>interest 33:8</p> <p>interested 6:1,4 28:25</p> <p>interim 20:23</p> <p>intermediate 15:3</p> <p>interventionist 24:18</p> <p>interventions 16:14,15 18:8,9,12</p> <p>introduce 5:9 7:19 8:14 9:4</p> <p>introduction 5:19</p> <p>invite 32:15</p> <p>involve 35:16</p> <p>involved 12:16 27:8,12</p> <p>involving 18:2</p> <p>issues 14:5 25:6 27:22 31:17 36:6</p> <hr/> <p style="text-align: center;">J</p> <hr/> <p>January 19:20</p> <p>Jenkins 27:6,7</p> <p>Jeremy 21:1</p> <p>job 30:4 38:5</p> <p>Johnson 21:25</p> <p>join 32:17</p> <p>Joshua 4:13</p> <p>June 5:12 6:19 31:11</p> <p>Junior 31:14</p> <p>justice 9:7 12:22</p> <hr/> <p style="text-align: center;">K</p> <hr/> <p>K12 38:19</p> <p>K3 38:22</p> <p>K5 14:25</p> <p>Kaaren 7:22</p> <p>Karen 18:15 35:18</p> <p>Ken 31:13</p> <p>key 25:14</p>	<p>kicked 24:19</p> <p>kiddos 25:13</p> <p>kids 17:15,16,25 23:21 24:18,25 25:1 26:10 28:9 30:15 34:17</p> <p>kids' 25:17 34:4</p> <p>kindergarten 25:24</p> <p>kinds 29:23 38:11</p> <p>King 29:10 31:14</p> <p>knowledge 10:2 22:21</p> <hr/> <p style="text-align: center;">L</p> <hr/> <p>lack 14:19,22 16:15</p> <p>language 21:13 34:11 36:25 37:1</p> <p>large 29:5</p> <p>latest 15:13</p> <p>Latino 11:23 12:2,10</p> <p>Laura 4:3 7:6,10</p> <p>law 27:20</p> <p>lawmakers 11:20</p> <p>lawsuits 24:11</p> <p>leader 10:18</p> <p>leaders 15:9 37:8</p> <p>leadership 8:15 10:5 22:2 27:24, 25 28:1,3</p> <p>leading 25:11</p> <p>learn 4:20 5:10</p> <p>learning 15:17,18,22 16:12,22 17:19 18:5,14 19:21 34:1 36:18</p> <p>leave 19:17 34:2,6</p> <p>lecturer 8:24</p> <p>left 28:24</p> <p>legislation 27:9,11</p> <p>legislative 27:22</p> <p>lend 36:2</p> <p>lends 34:16</p> <p>lesson 17:21,24 36:14</p>
---	--	---



<p>lessons 36:15</p> <p>level 11:2,3,9 16:2,6 18:10 19:13, 18,25</p> <p>levels 12:5,7 14:17</p> <p>liberal 17:6</p> <p>Liberating 11:15</p> <p>life 22:5</p> <p>lifelong 15:16</p> <p>limits 26:12</p> <p>listed 19:24</p> <p>listen 4:20</p> <p>literacy 11:19</p> <p>literary 21:18</p> <p>literature 35:15</p> <p>lives 22:6 25:17</p> <p>local 11:3 19:25</p> <p>location 15:4</p> <p>long-time 31:16</p> <p>longtime 33:24</p> <p>looked 34:13</p> <p>loss 19:1</p> <p>lot 10:22 24:18 30:11 34:17 35:11 37:23</p> <p>loud 14:12</p> <p>loved 32:22</p> <p>low 27:13 29:9</p> <p>low-achieving 17:2</p> <p>low-income 32:12</p> <p>lower 12:4</p> <p>Luther 31:14</p> <hr/> <p style="text-align: center;">M</p> <hr/> <p>made 20:16</p> <p>mail 6:15</p> <p>majority 13:11</p> <p>make 7:2,14 9:17 13:11,17,25 23:3 24:10 35:6 37:15</p>	<p>makes 30:14</p> <p>Making 17:25</p> <p>management 15:5 36:9</p> <p>Map 9:8</p> <p>Mapp 35:18</p> <p>Mapp's 18:15</p> <p>marginalized 16:9 35:19</p> <p>Margit 7:20</p> <p>Martin 31:14</p> <p>marvelling 36:8</p> <p>master's 8:22</p> <p>material 34:16,20</p> <p>materials 31:19 32:1,5</p> <p>math 11:18 12:6,11 17:7,10,15 22:10</p> <p>mathematics 12:3 19:11, 21:13</p> <p>matriculate 19:9</p> <p>matriculated 22:8</p> <p>Mccleary 20:2</p> <p>Mcguire 7:19,20 32:19,22 33:1, 22</p> <p>meaning 12:10</p> <p>means 4:24 35:10</p> <p>meantime 31:6</p> <p>measure 11:18 18:10 37:25</p> <p>measures 38:2</p> <p>mechanisms 20:3</p> <p>meet 16:24</p> <p>meeting 5:12 24:1 33:12</p> <p>member 10:4 15:10</p> <p>members 8:14 9:19 10:24 14:9, 13 37:16</p> <p>Memorial 31:15</p> <p>Mendoza 8:2 38:16,21</p> <p>mental 25:13</p> <p>mentally 28:10</p> <p>mentioned 18:8 20:1 36:13,19 37:25</p>	<p>mentioning 10:19</p> <p>met 14:8,9 16:7</p> <p>Michael 29:4</p> <p>Microsoft 29:16</p> <p>middle 19:10 29:22</p> <p>Millines 7:23</p> <p>mind 4:22</p> <p>Minds 17:11</p> <p>Mindsets 11:15</p> <p>minister 31:14</p> <p>minority 14:1</p> <p>minutes 5:22,25 6:7,9 29:1</p> <p>missed 7:11</p> <p>mission 15:16</p> <p>model 10:20 16:4 28:9,12 38:22</p> <p>models 35:13</p> <p>modern 33:19</p> <p>mom 23:5 30:17</p> <p>moment 5:9 7:17 12:13</p> <p>money 26:5</p> <p>move 21:21</p> <p>movement 12:19</p> <p>moving 9:13 10:5</p> <p>Muhammad 11:16 12:14</p> <p>multi-facetted 37:4</p> <p>multi-tier 36:1</p> <p>multiple 9:9</p> <p>Muni 10:9</p> <p>municipal 10:9</p> <p>music 33:18,19</p> <hr/> <p style="text-align: center;">N</p> <hr/> <p>NAEP 11:16 12:1</p> <p>nation's 11:16</p> <p>national 11:2,9,20 19:18 34:12</p> <p>Native 13:19</p>
---	--	--



<p>NE 4:2</p> <p>necessarily 37:20</p> <p>needed 20:4</p> <p>neuropsychologist 26:19</p> <p>Noah 9:15</p> <p>Northern 9:6</p> <p>note 7:8</p> <p>notes 6:14</p> <p>notice 13:10,12,16,24</p> <p>noticed 19:8</p> <p>notion 37:19</p> <p>number 10:23 13:18,25 16:3</p> <p>numbers 14:3</p> <p>numerous 36:22</p> <hr/> <p style="text-align: center;">O</p> <hr/> <p>oaths 4:5</p> <p>objective 11:18 16:21</p> <p>occur 14:15</p> <p>occurring 13:10</p> <p>offer 33:18</p> <p>offering 17:5</p> <p>office 8:20 10:14</p> <p>officer 10:7 33:13</p> <p>officials 14:8</p> <p>offset 18:25</p> <p>one-on-one 25:10</p> <p>open 20:9 25:15</p> <p>operations 10:13</p> <p>opportunities 6:11 15:21 19:23 26:7,8,9 30:1,15 34:17 36:19 37:7</p> <p>opportunity 5:6,10 7:16 9:4 15:11 16:9 20:1 21:9 23:25 26:14 28:5,13,16 29:8,12 32:10 33:8 34:22 36:21</p> <p>opportunity-gap-closing 15:15</p> <p>options 27:14,16</p>	<p>oral 6:7,11 7:15</p> <p>order 6:19</p> <p>outcomes 19:16</p> <p>outline 35:16</p> <p>outpacing 11:25</p> <p>Overcoming 11:14</p> <p>overseeing 10:16</p> <p>overview 8:6 11:4 38:17</p> <hr/> <p style="text-align: center;">P</p> <hr/> <p>p.m. 4:2</p> <p>packet 13:8,23</p> <p>pains 12:18</p> <p>parent 23:24 38:10</p> <p>parents 10:23 12:17 14:9,14,16, 18 18:1 30:10 32:3,12 35:14,16, 19,22 37:16 38:8</p> <p>parents' 16:13</p> <p>part 6:19 17:13 27:12 29:20 34:5 37:17</p> <p>part-time 30:4</p> <p>parties 13:6</p> <p>partner 26:11 33:2</p> <p>partnering 33:11</p> <p>partners 35:22</p> <p>partnership 16:18</p> <p>party 27:19</p> <p>pass 23:10</p> <p>passed 23:12 32:5</p> <p>past 11:22</p> <p>patronizing 13:5</p> <p>pause 20:5</p> <p>people 7:4 21:3 22:13,18,19,20, 22 29:10 33:23 35:24 37:21</p> <p>percent 13:17,20,25 19:13</p> <p>perceptions 13:3</p> <p>performance 11:18</p>	<p>performing 9:22 17:13 21:10 33:6</p> <p>period 18:6 20:10</p> <p>peripheral 27:8</p> <p>person 5:24 22:11,12</p> <p>personal 23:4 29:17</p> <p>Personalization 18:4</p> <p>phenomenal 24:16</p> <p>Phyllis 10:3</p> <p>physicist 25:21</p> <p>piece 25:16 37:14,25</p> <p>place 4:5 21:21</p> <p>placement 23:10</p> <p>plan 15:24 17:2,12 19:6 32:2</p> <p>planning 17:21,24 36:14</p> <p>plans 18:5</p> <p>platform 24:15</p> <p>point 8:5 13:23 16:1 26:9 30:7</p> <p>points 11:6 12:4,6 13:8</p> <p>population 13:17,21 16:16,24 17:12</p> <p>Powerpoint 5:20 6:23 8:13 14:24</p> <p>practice 18:22 26:21 28:7</p> <p>practices 10:21 14:15 16:23 19:19</p> <p>practitioner 21:18</p> <p>practitioners 11:19</p> <p>prayed 28:19</p> <p>pre-service 17:23</p> <p>preparation 9:1</p> <p>prepare 15:18 21:7</p> <p>present 4:24</p> <p>presentation 5:19,22 20:6</p> <p>president 21:1 30:2 33:12</p> <p>pressures 34:7</p> <p>pretty 34:15</p>
--	---	--



<p>previously 18:8</p> <p>prides 12:22</p> <p>primary 15:2 16:21</p> <p>principal 8:19 10:17</p> <p>private 23:11 26:21</p> <p>privilege 12:20,21 21:19</p> <p>problems 23:21</p> <p>proceedings 4:7</p> <p>process 12:16 21:20 34:5</p> <p>product 32:7</p> <p>proficiency 19:13</p> <p>program 8:23 10:20 11:4,5 13:24 14:4,7 16:4 17:1,18 18:25 23:7, 14, 38:17</p> <p>programming 10:15</p> <p>programs 26:4,16,22</p> <p>project 6:23 7:10 32:9</p> <p>project-based 18:13 34:1</p> <p>projector 6:23</p> <p>properly 28:16</p> <p>property 15:5</p> <p>proponent 31:18 32:6</p> <p>proposal 33:25</p> <p>prove 26:25 27:1</p> <p>provide 5:11,20 6:7,9,12 7:9 8:6 16:17 19:23 26:8 28:23 29:1,2,8 31:2,4,5 32:16</p> <p>provided 6:9 11:3,5</p> <p>providing 5:21 6:1,4 11:19 12:23 15:17 16:13</p> <p>provost 9:20 20:23</p> <p>psychology 26:21</p> <p>public 5:6,10,23,24 6:1,4,7,10, 11,12,18,20,24 7:8,9,13 20:7,9, 12,17 23:6,9,13 27:15 28:23 29:1, 2 30:12 31:2,7,19,23 32:6,7</p> <p>Puget 9:10 15:7</p> <p>pulling 8:13</p> <p>pursuant 4:6</p>	<p>push 26:11</p> <p>pushed 30:18</p> <p>put 20:18 25:9 30:11 33:7</p> <p>putting 24:16</p> <hr/> <p style="text-align: center;">Q</p> <hr/> <p>questions 32:18,20</p> <p>quick 31:5</p> <p>quickly 14:24 37:13</p> <p>quote 20:25</p> <hr/> <p style="text-align: center;">R</p> <hr/> <p>race 18:2 21:3</p> <p>racial 21:12</p> <p>racially 16:11</p> <p>raffle 6:3</p> <p>randomly 6:5</p> <p>rates 16:19</p> <p>ratio 15:2</p> <p>RCW 4:6</p> <p>reached 24:19</p> <p>reaction 14:11</p> <p>read 21:1 31:19 32:1,5 33:25</p> <p>reading 12:3,7,11 17:16 32:22 34:20</p> <p>real 11:2 13:5 26:8 37:13</p> <p>reason 23:23 24:6 27:8</p> <p>reasons 27:7</p> <p>receive 31:11</p> <p>received 6:19 10:23</p> <p>receiving 27:15</p> <p>recently 31:21</p> <p>recognize 12:21</p> <p>record 6:20 7:13 29:6,11</p> <p>reference 6:25 11:7</p> <p>reflect 13:2</p>	<p>reform 9:9</p> <p>Reginald 10:12,13</p> <p>region 9:8,10 15:8</p> <p>Reid 10:12,13,14 33:7</p> <p>related 18:2 19:17 36:24,25</p> <p>released 19:21</p> <p>remain 14:18 27:23</p> <p>remainder 20:6</p> <p>remember 22:7 23:5</p> <p>REMEMBERED 4:1</p> <p>remind 31:3</p> <p>reminded 23:3,5</p> <p>remiss 11:10</p> <p>rendering 5:14</p> <p>Renton 4:3 19:6 31:15,17</p> <p>repeat 7:12</p> <p>report 11:17</p> <p>Reporter 4:4</p> <p>Reports 11:21</p> <p>represent 13:18,20 29:4 35:13</p> <p>represented 14:2</p> <p>representing 13:14</p> <p>represents 12:19 13:7,9 15:13</p> <p>research 8:25 9:24 10:21 17:11 18:19 21:10 35:11</p> <p>research-based 16:23 18:22</p> <p>researched 17:8</p> <p>researcher 11:10</p> <p>residing 4:4</p> <p>resilience 21:14</p> <p>resound 28:20</p> <p>resource 9:18</p> <p>resources 9:12 20:3 24:7 36:11</p> <p>responding 16:12 18:6 36:9 38:12</p> <p>response 14:11</p> <p>responsive 14:20,21 15:18,22</p>
--	--	--



<p>16:23 17:19,21,24 36:13</p> <p>responsiveness 21:15</p> <p>results 12:1</p> <p>reveal 12:1,6</p> <p>revenue 9:17</p> <p>Reverend 31:13</p> <p>review 4:19</p> <p>rich 17:7</p> <p>rigor 14:6,22</p> <p>rigorous 15:17</p> <p>Road 9:8</p> <p>robust 34:15</p> <p>role 27:9 31:21,25 35:12</p> <p>Room 4:2</p> <p>Rosalund 27:7</p> <p>rotating 33:8</p> <p>route 10:3</p> <p>run 5:25 26:6</p> <p>running 5:23 20:11 22:23</p> <p>runs 18:18</p> <p>Rush 9:20 20:22</p> <hr/> <p style="text-align: center;">S</p> <hr/> <p>sacrifice 13:6</p> <p>sacrificed 30:11</p> <p>safe 4:23 5:2 22:15</p> <p>San 10:9</p> <p>sans 37:14</p> <p>SBA 19:8</p> <p>schedule 18:17 33:6,15</p> <p>scholar 11:10</p> <p>scholars 11:19</p> <p>school 4:15,18,22 5:11,15,16 6:21 10:16,17 12:11 14:8,13 17:15 18:17,23,25 19:3,7,10 21:24 22:22,23 23:11,21 24:1,4,5, 14,17,20 26:3,19 27:10 28:15 30:6,11,12,13,19,25 31:17,20</p>	<p>32:1 34:21 35:1,2,3,7,20,23 36:4, 11 37:2,9,17</p> <p>school's 20:25</p> <p>schools 5:1 8:7 13:1 14:15,20 19:5 22:8 23:6,9,13 27:15 30:7 31:19,21,23,24 32:7 38:4</p> <p>science 34:10,13</p> <p>score 12:1</p> <p>scores 12:6 19:10</p> <p>screening 36:7</p> <p>Seattle 5:13 9:24 23:6,9,13</p> <p>seconds 23:1</p> <p>secretary 9:14</p> <p>seeking 6:10</p> <p>select 6:5 33:9</p> <p>selected 34:9</p> <p>send 6:18 30:6</p> <p>senior 8:23 12:11</p> <p>sense 34:21,25</p> <p>September 19:3</p> <p>series 36:20</p> <p>serve 14:25 15:1 17:2,12</p> <p>served 8:18 10:17 16:16</p> <p>service 27:21 30:2</p> <p>services 24:22</p> <p>servicing 27:21</p> <p>set 8:16</p> <p>settings 36:22</p> <p>Settlement 20:2</p> <p>shape 24:22</p> <p>share 4:21 35:25</p> <p>sharing 22:12</p> <p>Sheila 9:11 23:2</p> <p>shifts 13:10</p> <p>shoot 31:10</p> <p>shortly 20:21</p> <p>show 23:16 32:10</p>	<p>showed 8:10</p> <p>shown 11:21</p> <p>shows 13:23 35:12</p> <p>sign 28:25</p> <p>sign-in 6:2</p> <p>significantly 11:24</p> <p>sit 12:13</p> <p>sizes 38:18,19</p> <p>skilled 28:3,14</p> <p>skills 12:11,12</p> <p>slide 15:24 16:8 17:1 35:25</p> <p>small 14:3 29:19</p> <p>Smarter 19:8</p> <p>so's 25:8</p> <p>social 9:7 12:21 17:9 24:23 25:4 33:25 34:1,3,10</p> <p>social-emotional 16:22 19:17, 21 25:12,16 36:2,6</p> <p>socially 24:2</p> <p>society 12:17,22</p> <p>solid 12:23</p> <p>sort 33:13 35:24 37:9</p> <p>Sound 9:10 15:7</p> <p>south 5:13 15:7 29:10</p> <p>speak 7:9 20:23 22:4 24:23 38:3</p> <p>speaker 36:20</p> <p>speaking 27:17</p> <p>special-ed 17:4</p> <p>specialist 9:12</p> <p>spiel 25:21</p> <p>spoke 36:7</p> <p>spoken 37:1</p> <p>staff 14:13 32:2 38:7,8</p> <p>stage 8:16</p> <p>standpoint 25:14</p> <p>Star 9:19 20:22</p> <p>start 10:19 11:8,13 15:25</p>
--	---	--



<p>started 4:12 20:20</p> <p>starting 9:5 10:6</p> <p>starts 5:25 28:17 36:5</p> <p>state 4:4,15 5:16 10:15 13:9,19 15:11,15 27:10,20 38:22</p> <p>States 21:2</p> <p>station 13:4</p> <p>stay 7:3</p> <p>stay-at-home 30:17</p> <p>steadily 11:23</p> <p>STEM 23:17</p> <p>stenographer 7:6</p> <p>steward 7:3 20:19</p> <p>stewards 6:22</p> <p>stimulate 28:10</p> <p>stimulating 26:8 37:10</p> <p>straight 5:25</p> <p>Street 4:2</p> <p>strengthen 21:6</p> <p>strong 31:18 33:24 34:3</p> <p>student 11:25 16:21 19:4 21:12 26:1,4 29:25 30:9</p> <p>student's 17:14</p> <p>students 11:23 12:2,4,17 13:1, 11,12,16,25 14:1,25 15:1,17 16:1, 3,6,9,14,18,20 17:2,3, 18:5 19:9, 12 20:4 21:7 22:24 25:23 27:14 29:8 32:3,4,12 33:8 35:14 36:17</p> <p>students' 22:6</p> <p>studies 17:9 33:25 34:2,3,11</p> <p>succeed 28:9</p> <p>Succeeds 19:22</p> <p>success 27:16</p> <p>sued 23:6</p> <p>summarize 12:14</p> <p>summer 18:25</p> <p>superintendent 8:20 10:15</p> <p>Superiority 12:25</p>	<p>support 9:9 17:11 18:13 19:18, 21 20:4 21:24 24:23 27:17 29:12 30:16,24 36:1,8,10</p> <p>supported 30:20,21</p> <p>supporting 9:21 29:6 36:3</p> <p>supports 9:14 14:6 18:13 22:17</p> <p>supposed 23:19,22 30:10 37:19</p> <p>survey 38:7,10,11</p> <p>suspension 16:19 25:7</p> <p>suspensions 13:18</p> <p>sustainable 27:1</p> <p>system 27:10 28:8 30:17 31:22 36:1</p> <hr/> <p style="text-align: center;">T</p> <hr/> <p>table 6:2</p> <p>taking 7:7 29:25</p> <p>talk 37:5,13</p> <p>talked 14:10</p> <p>talking 11:8 29:23 34:1</p> <p>taught 22:11</p> <p>teach 22:9,19</p> <p>teacher 8:19 9:1 11:9</p> <p>teacher-to-student 15:2</p> <p>teachers 8:22 17:23 24:9</p> <p>team 8:15 10:5,18 27:4 30:3</p> <p>Technology 18:11</p> <p>templates 17:21 36:14</p> <p>terms 13:15 28:11 36:15</p> <p>test 23:10,12</p> <p>testimony 7:15</p> <p>theater 33:20</p> <p>theme 26:1</p> <p>therapeutic-type 24:17,21</p> <p>therapist 24:13</p> <p>thing 22:22 37:18 38:1</p> <p>things 14:12 19:8 22:2,4,7,12 28:1,2,7 32:23 34:7 38:11</p>	<p>thinker 28:8</p> <p>thinking 31:20 36:16</p> <p>thought 10:20</p> <p>thoughts 4:21 6:15 29:2</p> <p>thousands 26:10</p> <p>throw 37:21</p> <p>Thursday 5:13</p> <p>ticket 6:3 20:12,15</p> <p>tickets 6:5</p> <p>time 4:19 6:22 7:3 12:25 19:22 20:6,16,19 28:24 31:5</p> <p>timely 16:13 18:8</p> <p>timer 6:23,25 20:19</p> <p>Title 19:20</p> <p>today 4:13 7:7 29:21 34:3</p> <p>told 21:11 30:7</p> <p>tonight 4:17 5:8,17 7:14,19 23:23 31:9,18</p> <p>tool 24:25 38:2</p> <p>tools 18:10 37:25</p> <p>top 27:22</p> <p>topics 36:22,23</p> <p>tore 25:7</p> <p>total 13:25 16:3 19:15</p> <p>town 29:19</p> <p>traditional 27:15 38:9</p> <p>traffic 8:12</p> <p>train 8:22</p> <p>training 9:7 25:22</p> <p>transcripts 30:6</p> <p>translation 6:8</p> <p>transpired 7:13</p> <p>Trap 11:14</p> <p>treasurer 9:15,17</p> <p>trends 11:21</p> <p>trust 36:12 37:5</p> <p>Tukwila 19:6</p>
---	--	---



<p>twelfth-grade 12:5 two-minute 20:19 type 11:11 25:2 29:17 typical 25:21 typically 35:20</p>	<p>ways 38:9 wealth 9:2 10:1 week 18:19 19:2,3 weeks 19:1,2 welcoming 35:23 well-rounded 21:5 white 12:3,12 29:19 widely 11:17 wife 26:19 wit 4:8 wonderful 28:12 word 37:21 work 9:21 10:10 15:12 16:11 20:10 21:17 24:16 25:23 26:11, 15,20 28:5 29:17 31:23 32:3 36:22 worked 8:21 24:17 33:15 workforce 21:8 working 9:7,8,18,25 10:14 15:5 26:2 29:15 36:9 world 21:20,21 wraparound 24:22 written 6:12 7:16 31:8</p>	
<hr/> U <hr/>		
<p>understand 8:11 22:18 University 4:5 8:23,24 9:2 28:6 32:8 unmet 27:23 upper 29:22 Upstate 29:19</p>		
<hr/> V <hr/>		
<p>valuable 22:12,22 Ven 29:14,15 verbatim 7:7 versed 33:20 34:13 veteran 8:18 views 4:25 5:4 vision 15:9 visual 21:10 33:20 vocal 33:18 voice 35:14,20 37:11 voices 34:4</p>		
<hr/> W <hr/>		
<p>waiting 28:18 walk 35:5 Wanda 5:20 8:17 26:15 27:3,18 28:5 wanted 20:23,25 22:4 Ward 10:7 38:25 Washington 4:3,4,14 5:16 8:24 13:9 15:11 27:10 28:6 32:8 watch 20:18</p>	<p style="text-align: center;"><hr/>Y<hr/></p> <p>year 16:1,2 18:23,25 25:24 26:23 30:22 yearly 38:10 years 11:22 15:25 21:11 24:8 26:2 27:19,21 York 29:20 30:22 young 21:2 25:17,25 youth 9:25</p>	

