

**In The Matter Of:**  
*Department of Education*  
*Gateway Lab School*

---

*Public Hearing*  
*November 13, 2019*

---

*Wilcox & Fetzer, Ltd.*  
*1330 King Street*  
*Wilmington, DE 19801*  
*email: [depos@wilfet.com](mailto:depos@wilfet.com), web: [www.wilfet.com](http://www.wilfet.com)*  
*phone: 302-655-0477, fax: 302-655-0497*



THE STATE OF DELAWARE  
DEPARTMENT OF EDUCATION  
and  
BOARD OF EDUCATION

In re: )  
 )  
GATEWAY LAB SCHOOL )

TRANSCRIPT OF PUBLIC HEARING

New Castle Public Library  
424 Delaware Street  
New Castle, Delaware  
November 13, 2019  
5:36 p.m.

HEARD BEFORE: LEROY TRAVERS  
WALI RUSHDAN

APPEARANCES:

DARRYL PARSON, Deputy Attorney General  
for the Department of Education

WILCOX & FETZER  
Registered Professional Reporters  
1330 King Street - Wilmington, Delaware 19801  
(302) 655-0477  
www.wilfet.com



1 MR. TRAVERS: Good evening,  
2 everyone. I declare this public hearing to  
3 be open. My name is Leroy Travers. I'm  
4 the education associate with the Charter  
5 School Office, and I've been appointed by  
6 the Secretary of Education to conduct this  
7 public hearing.

8 Gateway Lab School has filed an  
9 application to renew its charter for a term  
10 of five years. As is required by law, the  
11 matter was referred to the Charter School  
12 Accountability Committee for investigation  
13 and report. This joint public hearing is  
14 being held by the Department of Education,  
15 and the State Board of Education.

16 At this time I ask the others  
17 joining me to introduce themselves.

18 MR. RUSHDAN: Wali Rushdan,  
19 State Board of Education.

20 MR. PARSON: Darryl Parson,  
21 Department of Justice.

22 MR. TRAVERS: I would like the  
23 record to reflect that the notice of the  
24 time, date, and place of today's public



1 hearing was published in The News Journal  
2 the Delaware State News on October 10,  
3 2019.

4 In addition, notice was posted  
5 at the Charter School Accountability  
6 Committee's official place of business, on  
7 the Department of Education's official  
8 website, and on the state public meeting  
9 calendar on the State's official website.

10 Further, Gateway Lab School was  
11 personally notified of the time, date, and  
12 place of today's public hearing on June 19,  
13 2019 and notified of the change in location  
14 on September 5, 2019.

15 A court reporter is present so  
16 that a record of this hearing can be made.  
17 It will be necessary for each speaker to  
18 clearly identify his or herself before  
19 beginning to speak so that the court  
20 reporter will be able to note who you are.

21 The record of this hearing will  
22 be provided to the Secretary of Education  
23 and the members of the State Board of  
24 Education together with any written or



1 electronic comments received during the  
2 course of the renewal process.

3 To date comments received on  
4 this renewal application are posted on the  
5 Charter School Office's website.

6 We will proceed in the  
7 following manner: First, we will hear from  
8 any representatives of the charter school  
9 who wish to comment on the renewal  
10 application. Then we will take comments  
11 from anyone else who desires to speak.

12 There are sign-up sheets at the  
13 back of the room. If you desire to speak  
14 and have not signed up, please do so now,  
15 ensuring to check the box that states you  
16 would like to speak. Those who have not  
17 signed up will not be permitted to speak  
18 and instead will be asked to submit written  
19 comment.

20 We will now pause for a moment  
21 to ensure that anyone who wishes to sign up  
22 can do so.

23 (A discussion was held off the  
24 record.)



1 MR. TRAVERS: I reserve the  
2 right to limit comment if it is purely  
3 repetitive or cumulative. This hearing's  
4 purpose is strictly to collect public  
5 comment. Questions of the Department of  
6 Education and the State Board of Education  
7 are not permitted and will not be  
8 acknowledged.

9 At this point we will accept  
10 comments from any representatives of the  
11 school.

12 MS. DOLAN: Hello. My name is  
13 Catherine Dolan, and I'm the head of school  
14 at the Gateway Lab School.

15 The Gateway Lab School is a  
16 unique place filled with unique faculty and  
17 definitely with unique but wonderful  
18 students.

19 I was listening to NPR one day,  
20 and they said there's a great conversation  
21 starter. You ask the question if you could  
22 have a superpower, would you choose to be  
23 invisible or to fly? They said everybody  
24 will almost immediately know the answer to



1 the question. I'll give you just a second.  
2 Invisible or the ability to fly?

3 You all know, don't you? Well,  
4 here's the thing: When students come to  
5 the Gateway Lab School, they know too, and  
6 they have chosen to be invisible.

7 They have chosen to be  
8 invisible because they've learned by the  
9 time they're in third grade that it's safer  
10 to be invisible, to be quiet, to be unseen,  
11 to be hidden because otherwise you can be  
12 hurt, not necessarily physically hurt, but  
13 your heart can get hurt by words, and it's  
14 far more powerful if your heart gets hurt  
15 because it can take a lifetime to heal.  
16 And I see heads nodding on that too. Don't  
17 we all know that.

18 In going through this process I  
19 have been reading letters that parents are  
20 writing, and I said let me look at the  
21 patterns that are developing in these  
22 letters. And there are patterns, and  
23 patterns are powerful because patterns are  
24 data.



1                   The patterns that are emerging  
2                   are the words struggle. Nobody comes to  
3                   Gateway if you haven't struggled first.  
4                   Struggle is a common denominator. And then  
5                   we go to confidence, joining clubs, coming  
6                   out of his shell academically and socially,  
7                   positive impact, reading at grade level,  
8                   not crying, not walking out of classes  
9                   because of frustration, a leader instead of  
10                  a troubled student, grown by leaps and  
11                  bounds, thriving, the future is full of  
12                  possibilities, this school has changed our  
13                  lives. These are quotes from parents,  
14                  quotes from students.

15                  But more powerful, I have  
16                  learned self-advocacy. I have learned who  
17                  I am and where I'm going in this world.  
18                  That's a powerful life skill. Without it,  
19                  you're going nowhere. Without it, you will  
20                  search for the rest of your life to know  
21                  who you are, and you will struggle.

22                  It's that circle that goes back  
23                  to the beginning. Unless you break the  
24                  cycle, it will continue and repeat itself.





1 We're breaking the cycle at Gateway Lab  
2 School so it's not repeating itself over  
3 and over.

4 This will be my fourth year at  
5 Gateway. I was there for two. My husband  
6 was terminally ill, and I left. After he  
7 died I took time to heal. I taught art for  
8 six months.

9 That did it because after  
10 20-some years of telling teachers here's  
11 how you do lesson plans, here's how you  
12 manage a classroom, here's how you, here's  
13 how you, here's how you, I had to do it K  
14 to 8. What a refresher course. But I came  
15 back healed, renewed, and refreshed, and  
16 have been back for a year.

17 And I have witnessed powerful  
18 change in that year. Our music program was  
19 gone, but it's back now. I felt like  
20 Ronald Reagan. I walked into the music  
21 room. They had built a wall in the middle  
22 of it, and I said, "Tear down that wall."  
23 And we have a music program.

24 We started with a little



1 kernel -- our music teacher is right  
2 here -- a little kernel of chorus. It's  
3 doubled this year. A little kernel of a  
4 drumming club. It has more than doubled.  
5 We're starting band this year. We're  
6 starting dance.

7 We're in collaboration with the  
8 University of Delaware for arts  
9 integration. Dr. Overby comes every  
10 Tuesday herself to deliver instruction.  
11 And guess what, all the faculty has to do  
12 it.

13 We are stretching like cheese,  
14 and we are -- and we're laughing at the end  
15 and talking to one another and open to  
16 learn just like the students because we're  
17 an arts integrated school.

18 So I want others' voices to be  
19 heard, but I want you to know that the  
20 keyword is transformation. Transformation  
21 is so powerful in a child's life. How they  
22 view themselves, how they view their  
23 position in the world is so powerful.

24 Mark Twain said whether you



1 believe you can or you believe you can't,  
2 either way you're right. And students come  
3 to us invisible, but they leave us ready to  
4 fly. Invisible or the ability to fly.  
5 When they leave us, they're choosing a  
6 different superpower. They're ready to  
7 soar. Thank you.

8 MR. WHITE: Good evening,  
9 everybody. My name is Marlin White. I'm  
10 principal at Gateway Lab Charter School. I  
11 thought about different things to say this  
12 evening. I started writing, and then I  
13 just had to stop because I thought about  
14 just taking everybody through the day at  
15 Gateway.

16 And when you go through the day  
17 at Gateway, it looks different. It looks  
18 different because, first thing, our school  
19 is not like any other school. When kids  
20 first come to Gateway, when you first get  
21 on the property, you're being greeted. I  
22 make sure you're greeted by me, you're  
23 greeted by multiple people.

24 You're not just "Good morning."



1 We're calling you by name. I want everyone  
2 to know every child that's in the building.  
3 I can tell you I know every -- I know each,  
4 175 of the students that we have, I know  
5 their first and last name.

6 I've corresponded with their  
7 parents in person, on the phone, through  
8 email. We've interacted. Those are things  
9 that I push for my staff to do. We do that  
10 on a daily basis.

11 They come through the building.  
12 As they enter the building they're going to  
13 the cafeteria. They're interacting with  
14 the staff that we have in our cafeteria.  
15 They're coming back to homeroom. They're  
16 interacting with the teacher and the para.  
17 In our building every classroom has a  
18 teacher and a paraprofessional, at least  
19 one paraprofessional.

20 We adjust things according to  
21 our students' needs, and we address those  
22 needs. We all acknowledge that there's not  
23 a manual for any child, so as a family at  
24 Gateway, we make it a point to adjust the



1 things that we do according to the students  
2 that we have to adjust things.

3 And as we go through our day we  
4 have different things that happen. We  
5 start our morning off with response to --  
6 excuse me. Let me start again. We start  
7 our morning off after they eat breakfast  
8 with responsive classroom.

9 Our students are learning how  
10 to work as a community. They're  
11 interacting with each other. They're  
12 understanding tolerance. They're  
13 understanding differences of each other.

14 And they're learning how to  
15 communicate. We have a society that does  
16 not know how to communicate because of  
17 technology. Our students have to  
18 communicate. They have to learn how to  
19 interact with each other, and it starts off  
20 our day.

21 Then from there we go to RTI.  
22 Every child in our building gets RTI. It's  
23 not just the students that have the high  
24 need. No. Every student has it where



1 they're in small groups with our  
2 paraprofessionals as well as our teachers.

3 Our teachers with the highest  
4 skill, our master teachers, are with the  
5 students with the highest need. That's to  
6 try to reduce the hole that they have in  
7 their education.

8 Throughout the day they, our  
9 elementary kids, their start their ELA with  
10 our new curriculum, Wonders. Our older  
11 students start rotating amongst classes,  
12 and our day keeps going.

13 Around 11:10 we start lunch for  
14 our middle school kids. And I bring this  
15 up because this is important. After lunch  
16 our middle school kids go to recess. It's  
17 a very big thing for our kids because in  
18 most middle schools that's not happening.

19 Our kids need to have the  
20 opportunity to communicate and to have  
21 those social relationships together. They  
22 need that. And our students coming from  
23 far north as Claymont, as far south as  
24 Smyrna, they need that time to play,



1 interact, socialize, get that physical  
2 activity, get it out their system.

3 After recess is over they come  
4 back in. Then once they come back in they  
5 start rotating classes. They have the  
6 opportunity to be in music, to be in gym,  
7 to be in art. Those are all big things.

8 Throughout our day our students  
9 are interacting with me. I'm open. I'm  
10 constantly in and out of rooms. Our  
11 students are constantly doing things that  
12 are effective for them.

13 Everything looks different for  
14 our kids because, like I said before, and I  
15 go back to this, there's no manual for each  
16 child. And because we know there's no  
17 manual for the kids, we know that we have  
18 to switch up things on a constant basis.

19 So I welcome anybody to come to  
20 Gateway and see what we have available  
21 because you're going to see something  
22 that's different, that's not being done in  
23 every school. Thank you.

24 MR. TRAVERS: Are there other



1       representatives of Gateway Lab that would  
2       like to speak?

3                   MR. EVERETT:    Good evening,  
4       everybody.  My name is Aubrey Everett.  I'm  
5       the music teacher that Ms. Dolan talked  
6       about here at Gateway.  I want to just talk  
7       about growth, and I want to talk about  
8       arts.

9                   I think everybody has a  
10       wonderful experience with art at some point  
11       in their lives, and that's the thing that  
12       connects us all, whether you paint, whether  
13       you draw, whether you dance.  It's a form  
14       of expression.  And at Gateway the arts are  
15       the gateway to learning, and that's one  
16       thing I love about this place.

17                   I've been teaching since about  
18       2004.  And one thing I've been working,  
19       I've worked with students with heavy  
20       emotional, cognitive abilities from on and  
21       off.  But one thing about this place, one  
22       thing what makes this place special is that  
23       they understand our students, our student  
24       needs, our student values.





1                   When I started working and we  
2 started with a small chorus, we could see  
3 how when they got here, I had students that  
4 didn't like to talk a lot but were  
5 auditioning for chorus. So that was my, I  
6 don't really hear you talking in class, but  
7 you're ready to audition for the chorus,  
8 and they had their song ready.

9                   And when they get to see other  
10 people express themselves, because it's  
11 about connection. It's about making those  
12 skills for jobs because we have to  
13 communicate with each other.

14                   We have to have a form of  
15 teamwork. This is what we learned in  
16 chorus. We have to learn how the  
17 communicate. This is what we learned in  
18 drum club. We have to learn different  
19 things about math and science. We learned  
20 that in music class. And that's what we  
21 understand here. We can connect it in  
22 other ways, cross-curricular.

23                   So I will give you a quick  
24 example of something we learned in music



1 this year. I got a couple of my students  
2 in here. So I'm not going to put you on  
3 the spot.

4 But one thing we learned, first  
5 thing I usually teach is all sound comes  
6 from vibration, and vibration means  
7 something moves rapidly back and forth, and  
8 that comes sound waves moving molecules in  
9 the air. That's how we make sound. And  
10 then we get instruments out, and then we  
11 see where those vibrations come from.

12 So now we can talk to the  
13 science teacher about, hey, we learned  
14 about vibration. And then they can go and  
15 say we learned that in science. You just  
16 learned that in music. And that's what  
17 they usually tell us. The science teacher  
18 usually says, hey, they said you're  
19 stepping on my toes. We're going back and  
20 forth.

21 But then they have a better  
22 understanding of what's going on because  
23 that's their world. It's a connection.  
24 It's a relation. And I think that's what



1 we can do -- That's what we do here at  
2 Gateway.

3 And the other big thing is just  
4 connecting and expressing themselves. Like  
5 I said, there's so many kids that can't  
6 express themselves, express their hurt,  
7 express their pain in a constructive way.  
8 And through the arts they can do that.

9 Through Ms. Stacy's art class  
10 they can draw something that happened or  
11 through music class. I have students that  
12 come to me and show me songs they wrote,  
13 you know, and that's amazing to see that  
14 kind of growth. And we can take that.  
15 Here's a rap I wrote. Well, let's take it  
16 to your English teacher. Let's clean it up  
17 so it makes a little bit better sense. But  
18 then it's an expression.

19 So that's what I wanted to just  
20 say, just how we use the arts and how  
21 that's making a way where sometimes when  
22 before they came there was no way. Thank  
23 you.

24 MS. RATHMELL: Hi. My name is



1 Doreen Rathmell, R-a-t-h-m-e-l-l. I've  
2 been at Gateway Lab School since the doors  
3 opened, and I feel so fortunate to have  
4 been at this school all these years. It's  
5 a phenomenal school. And Catherine's words  
6 are so true about a lot of our students  
7 come in trying to be invisible. We do have  
8 unique learners.

9 I will never forget my very  
10 first year at the school. I had a student,  
11 a third grader, and I put the reading book  
12 in front of him, and he pushed it across  
13 the little kidney table and said, "I can't  
14 read." For two weeks he pushed it across.  
15 "I can't read."

16 Finally, with patience and  
17 caring and guidance, I got him to open the  
18 book, and we worked on reading. By  
19 Christmastime he was hugging his book  
20 saying, "Can I bring this home and show my  
21 mom that I can read?"

22 Lives are changed at this  
23 school. We do reach these unique learners  
24 that slip through the cracks in your more



1 traditional schools. We reach these  
2 learners and change their chair lives.  
3 Academically they grow, and socially they  
4 bloom with making friendships. Thank you.

5 MS. WHITE: My name is Allison  
6 White as in the color. I'm also a teacher  
7 that walked in the doors right behind Pam  
8 when we first opened. I had retired a week  
9 earlier from 30 years in education in New  
10 Jersey. And I met Pam, and that was nine  
11 years ago, and I'm still there.

12 There's a reason for that.  
13 This job spoke to me. They are my kids.  
14 This is my school. I've been in education  
15 a long time. And met my third graders.  
16 And third grade is kind of an awkward place  
17 to start a school, some people think, but I  
18 met my third graders, and they came in  
19 first day of school and their heads were  
20 down.

21 And I'm, like, "Hey, what's  
22 going on? Tell me about your experience."

23 "Hate school. I'm bad." And  
24 they got into a raging discussion about how



1 many times they had seen the principal and  
2 been suspended. And I sat there and went,  
3 "Oh, my gracious. What am I doing?"

4 They were told I can't so many  
5 times that they believed it, and they  
6 believed they were bad, and on top of that  
7 they believed they couldn't learn. But  
8 being who I am, I refused to give in, and I  
9 did not yield my high expectations.

10 And don't you know, by  
11 Christmas I had a lot more gray hair. I  
12 was really tired when I went home. But  
13 doggone if my kids weren't learning. And  
14 didn't they believe that, A, they weren't  
15 bad, B, they were loved, and, C, they could  
16 learn.

17 Gateway kids don't come to  
18 Gateway unless they need something special.  
19 I'm proud to say we are what's special for  
20 our Gateway kids. We love them. We don't  
21 change our expectations. They can learn.

22 I've had kindergarten readers  
23 who have jumped two years reading level in  
24 one year. I had kids that weren't on grade



1 level who left me on grade level. I don't  
2 change what I expect them to do, but I  
3 change who they believe they are and what  
4 they're capable of, and I'm damn proud of  
5 it.

6 Our school has a place in this  
7 state. Our school has a place in children  
8 that need a special place to learn, and  
9 they deserve to have us open.

10 MS. DAMIRI: Good evening. I'm  
11 Patti Damiri, D-a-m-i-r-i, and I'm a  
12 teacher at Gateway Lab School as well. And  
13 I came to Gateway after 20-plus years in a  
14 career, a very successful career in  
15 architecture and design.

16 And so when I met Catherine and  
17 her team I was looking for a school that  
18 really touched me and would cause me to  
19 leave a very successful career and come  
20 into teaching. I had gone back to school,  
21 got my master's degree, spent a lot of time  
22 working hard and really believed that I  
23 wanted to spend the rest of my life  
24 teaching.



1                   And after I met the  
2                   administrative team and Catherine, I  
3                   thought this is really just exactly what  
4                   I'm looking for. These are children that  
5                   learn differently. They need to express  
6                   themselves through different arts. I felt  
7                   I had the creativity to do that and bring  
8                   that out, and I feel that our staff is  
9                   particularly skilled at that.

10                  Not all children learn the  
11                  same. They're all different. We know  
12                  that. All of us are unique. And so to be  
13                  able to work with Catherine and her team  
14                  and to reach these children really touched  
15                  my heart.

16                  After Catherine had the  
17                  unfortunate event of having to leave, I  
18                  went back to -- I live in Pennsylvania, and  
19                  I went to a very large successful school in  
20                  Pennsylvania, and I taught there for the  
21                  last two years, and something was missing.

22                  And I thought I don't know if I  
23                  can continue teaching because this is not  
24                  Gateway. This is not the school, this is





1 not the passion, this is not the  
2 expectation that I left at Gateway. And I  
3 will tell you, it was a tough decision to  
4 think about really making yet another  
5 change in my career.

6 However, I believe so strongly  
7 in Gateway and in the leadership and  
8 knowing Catherine was back and her team and  
9 the other teachers at Gateway that are so  
10 amazingly dedicated and talented  
11 individuals, that it was a no-brainer for  
12 me, and I am so thrilled to be back here.

13 And I see the growth. I see,  
14 you know, we have academic rigor beyond  
15 words. I mean, it's not just all fun and  
16 games. But we reach these children through  
17 other ways that I truly believe in my heart  
18 that no other school can do. And it is a  
19 great honor to be back and to be working  
20 there, and I really, I'm so excited about  
21 the future of Gateway. Thank you.

22 MR. TRAVERS: Are there other  
23 representatives of Gateway Charter School  
24 that would like to speak at this time?



1 MS. MAGROGAN: Hi. My name is  
2 Lynn Magrogan, and I'm a parent educator.  
3 So this is my sixth year at Gateway, so  
4 I've seen a lot. And I wasn't going to  
5 speak, but when Catherine spoke about  
6 transformation, I wanted to share a story  
7 that happened yesterday, share it quickly.

8 There's a student that I've --  
9 I work in the learning support group right  
10 now. And there's a student that I've been  
11 working with since I started, and this  
12 student struggles. She has -- She's one of  
13 the students who came to school invisible,  
14 and she has more against her than she has  
15 for her. But I've seen tremendous growth  
16 with her.

17 And yesterday she was -- We  
18 were working on a math project, and she had  
19 to go into a classroom and collect data  
20 from the students in the classroom. And  
21 she was all set to do it, and we went up  
22 and we went in. And Mr. White saw this.  
23 She went and stood outside the room and  
24 just covered her face and "I can't. I



1       can't." She said, "You do it."

2                       "I'm not going to do it." And  
3 I just, I said, "You can. We can do this.  
4 We've been learning this. You know what to  
5 do."

6                       And she went in, and amazingly  
7 her voice got loud, and she collected the  
8 data. And she asked -- We were taking a,  
9 just a series of questions, who rides Bus  
10 No. 1, who rides Bus No. 2. And she had  
11 her clipboard, and she got the information  
12 and wrote it down.

13                      And at the end without  
14 prompting she said, "Thank you for your  
15 time, and have a nice day." And to me that  
16 is the ultimate in transformation.

17                      And when we got out of the room  
18 she jumped up, and she said, "I can't  
19 believe I did it." And she was so excited,  
20 and she ran up and down the hall and she  
21 was high-fiving us all, to the point where  
22 we were, like, okay, we get it.

23                      But to me that's  
24 transformation, and she'll never forget



1 that and I'll never forget that. So that's  
2 what this school does.

3 MR. TRAVERS: Other  
4 representatives of Gateway?

5 At this point we will accept  
6 comments from members of the public that  
7 would like to speak regarding Gateway Lab  
8 School.

9 MR. MCGARRY: John McGarry.  
10 And I have a son there, 11 years old. He's  
11 in his fourth year. Everything Ms. Dolan  
12 said, invisible, insecure, and afraid of  
13 his shadow. But in the past three years  
14 there things have fast-tracked so quickly.

15 The administration has moved  
16 everything along. They teach them respect  
17 when they come in, how to treat all the  
18 other kids, how to try and get along, which  
19 was really important. Academics have  
20 picked up. And we're totally thrilled with  
21 Andrew there.

22 And there is a need in the  
23 community. You know, he was failing  
24 miserably in Maryland. And when we came



1 here in grade 3, I had no idea what to do  
2 with him because it was a losing game. But  
3 I must say he really blossomed there, just  
4 like the rest. It's working.

5 And they came with a plan, the  
6 administration, and they actually enforce  
7 it, and everybody's got to go along. You  
8 know, and the kids understand that. And  
9 the kids are treated with respect, and I  
10 think that's what helps a lot.

11 And they've also engaged the  
12 parents because no matter how hard they  
13 try, if nothing's going on at home, it's  
14 not going to work. And they've got the  
15 parents involved. So I say keep it going.

16 MR. RANDOLPH: Hi. My name is  
17 Adonis Randolph. My wife and I are proud  
18 parents of a Gateway Lab School student,  
19 and we're here to express our support for  
20 the renewal of the Gateway Lab School  
21 charter.

22 My wife and I brought my  
23 daughter to Gateway in 2017 after she was  
24 experiencing some challenges and struggles,



1 as Ms. Dolan said, at another school.

2 Reading has always been a  
3 strong suit for my daughter, but she always  
4 struggled with mathematics. But since she  
5 came to Gateway, not only has her reading  
6 improved, but she's experienced and shown  
7 tremendous growth in her math.

8 The Gateway school philosophy  
9 and belief rang true with my daughter. The  
10 philosophy was that children who struggled  
11 can achieve academic success -- or who  
12 couldn't achieve academic success in the  
13 traditional school environment and those  
14 who learn differently, as my daughter does,  
15 they do have the capacity to achieve  
16 academic success and to realize individual  
17 learning potential. And this showed true  
18 with my daughter.

19 This along with, as Mr. Everett  
20 alluded to, their art-based learning, this  
21 helps and continues to help my daughter  
22 because she loves to dance, and she loves  
23 to sing. And when you incorporate that  
24 into her learning, it helped her



1       tremendously. So this helped her develop  
2       her motor skills, her language skills, her  
3       social skills, helped her with her  
4       creativity and her inventiveness.

5               The educators and the  
6       paraprofessionals at Gateway have greatly  
7       impacted my daughter's educational success.  
8       So it's for these reasons that I ask you to  
9       renew Gateway Lab School's charter. And if  
10      you do, the educators and the paras can  
11      continue to impact and invest in my  
12      daughter and other students as well. So  
13      thank you.

14              MS. RANDOLPH: To piggyback off  
15      my husband, my name is Tina Randolph, and  
16      this is my husband, Adonis Randolph. I had  
17      wrote something, and I said let me just  
18      speak from the heart and my experience.

19              I was trying to get my daughter  
20      into a school where they understood what  
21      was going on with her because in the past  
22      previous schools we were having issues with  
23      her. They thought she was bad or she was a  
24      problem. And her thing was I couldn't get



1       it, so she wouldn't do the work. She just  
2       wouldn't touch it.

3                 She was not being rebellious of  
4       doing the work, she couldn't get it. And  
5       they couldn't help her to find how to get  
6       it. So sometimes they took her recess away  
7       from her, her lunch. And I became very  
8       upset about that, like how do you take a  
9       lunch from a student, half of a lunch or a  
10      recess? They need that.

11                And so I searched two schools  
12      out. And we had, like, two weeks of school  
13      about to start. I didn't find my daughter  
14      a school yet. I said, Lord, I've got to  
15      find a school for my daughter to get into.  
16      You've got to help me find out how I'm  
17      going to do it.

18                My husband said, "Did you find  
19      a school yet?" I said no. He said, "Well,  
20      she can go to school across the street."

21                I said, "No. I called over  
22      there and I asked how many students are in  
23      a classroom. They said at least 25 to 30  
24      with one teacher." I said, "That's not





1 going to work. We're asking for failure  
2 for my child. We cannot have this. This  
3 is not going to work."

4 So my husband kept saying, "Did  
5 you find a school?"

6 I said no.

7 So the last school that I  
8 attempted to was Gateway Lab School, and I  
9 talked to the school secretary, Monica Lee.  
10 And I said, "I'm trying to apply. Can you  
11 help me?" She so kindly helped me apply,  
12 walked me through it on the phone, the  
13 whole way, and set me up with I met Pam  
14 Draper, who's the business manager.

15 She so kindly did the interview  
16 with me and my daughter, and I explained to  
17 her my situation, what was going on, my  
18 needs and what I expected, and what I  
19 needed for my child for her to succeed.  
20 And she gave us a tour and gave us the  
21 special -- what they specialize at the  
22 school.

23 And once we had got to talking,  
24 she said okay. So we went from there, and



1 my daughter got accepted into the school.  
2 And I heard her story. She told me her  
3 background, her foundation, of how the  
4 school got started and what was her reason  
5 for the school, of the existence.

6 And her sharing her story how  
7 it was started because she was sharing  
8 about her kids and what their disabilities  
9 or things she went through with them, that  
10 gave her the umph.

11 At that point for me, I was at  
12 the point where I was ready to start my own  
13 school. I was ready. That's where I was  
14 at. I told my husband, I said, look, I'm  
15 at the point I'm going to homeschool my own  
16 child. I'll find other parents and see how  
17 we're going to work this out.

18 Someway, somehow we have to do  
19 something. I have to find something.  
20 Somebody's got to help me. There's  
21 somebody out there that has the resources.  
22 We've got to find a way.

23 So I found Gateway Lab School  
24 online, went there. And as different



1 things came up, the principal, excuse me,  
2 Mr. White, I had contacted him. Different  
3 things were going on with my daughter. I  
4 was, like, I want to see what's going on.  
5 He would show me cameras.

6 Like, everything -- I was  
7 really trying to find out what school is  
8 going to help my daughter, and I want to  
9 know every answered question what's going  
10 on with her, and they was providing all the  
11 answers. They let me come to the school.  
12 They said we have an open door policy.

13 Mrs. White was there with me.  
14 She was my third grade teacher for my  
15 daughter. And every question I had,  
16 whatever was going on with her, we never,  
17 hit or miss, me and Mrs. White always  
18 communicated through email, phone, however,  
19 I came into the school, after school,  
20 whatever. I was there.

21 And I'm sure they were, like,  
22 oh, here comes that lady. But yes, I was  
23 present to where I was coming up there on a  
24 daily basis because I was concerned about



1 my child. And I'm, like, sometimes I see  
2 where the parents, they say, well, they're  
3 not even involved, they're not coming. No.  
4 We were involved. We're coming up there.  
5 You're going to see me, open, closed. Now  
6 roles have changed where my husband, he'll  
7 be up at the school.

8 But other than that, I  
9 appreciate Gateway Lab School for being  
10 there and being what it is that my daughter  
11 needed because, like I said, I was ready to  
12 start my own. I didn't know how. But I  
13 saw where Pam Draper, where she started,  
14 and she had a need, and I felt like we can  
15 relate. And excuse me if I get kind of --

16 A VOICE: We love you.

17 MS. RANDOLPH: We are active.  
18 We want to be a part of our child's life.  
19 It's hard out here when you're an active  
20 parent and you feel like teachers or staff  
21 don't understand. I like Gateway Lab  
22 School. They do understand us.

23 They understand what it is  
24 that's going on with my daughter, find out



1        what she was diagnosed with. Other  
2        schools, they were looking at it she's just  
3        bad. And they tested her out but never  
4        found out what was the issue. So we found  
5        out what the issue was. And we didn't want  
6        to do medication.

7                So we went that route and found  
8        out different things to help her to be a  
9        better person. And we're just being the  
10       best parents we can be to help her to be  
11       what she's supposed to be because we're  
12       responsible as a community for the children  
13       that we bring into this world, that they'll  
14       be successful.

15               So I don't want anything held  
16       on us where they wasn't involved. We are  
17       involved. We're there to the best of our  
18       ability. If I could quit my job I would  
19       and come up there and volunteer, but I  
20       can't do that. I have common sense. We  
21       have bills to pay and have a roof over our  
22       head. But that's where my heart is at.

23               If I could, I would be at the  
24       school as much as I could if I had the



1 money to make sure, whatever, the needs are  
2 being met. So I'm going to do my part and  
3 do the best. We're going to do the best we  
4 can what we have here going on.

5 But I ask please renew Gateway  
6 Lab School charter school renewal. Please  
7 renew us because they have a lot going on,  
8 and they need so much as far as just for  
9 the community to know about this school. I  
10 feel like they have more that needs to come  
11 to them that's waiting, doors open, for  
12 Gateway Lab school.

13 So please, please, please renew  
14 Gateway Lab School. I appreciate it so  
15 much. Thank you.

16 MS. CHIOMA: My name is Evelyn  
17 Chioma. I'm a parent of my son, Cassidy,  
18 who attends Gateway Lab School. Cassidy  
19 started last year sixth grade. I feel like  
20 Gateway Lab is a godsend to us. I don't  
21 want to cry like she did. It's that  
22 emotional.

23 So my son before he came to  
24 Gateway, he was in elementary school. So



1 fifth grade year, I think last marking  
2 period or semester, so first day of school,  
3 so I came, I brought my son to school.  
4 Actually, he took the bus, but I followed  
5 because I wanted to know how he was doing  
6 with, you know, transitioning into the new,  
7 the classrooms.

8 So but anyway, so when I went  
9 to the classroom he was already there.  
10 There were two other students. So there's  
11 three of them there. And then they were  
12 just sitting there quietly. And one of the  
13 kids had his head down on the desk.

14 And then I looked at other  
15 classrooms. It's the first day of school.  
16 Everybody's happy to meet their friends,  
17 just saying hi, greeting, was kind of  
18 bubbly and exciting. And I went to my  
19 son's classroom. There wasn't anything. I  
20 felt so bad because he's in a classroom  
21 because he's special ed.

22 And that's not what I want for  
23 my son. I know the thing is because he  
24 needed smaller classroom size so that you



1 can get his attention because his main  
2 thing is difficulty focusing.

3 So I was, like, I know the  
4 academic part is important, but also the  
5 socializing piece and being able to mingle  
6 and get the feel for the school is also  
7 very, very important, and I didn't like  
8 that at all. And I fought to get my son  
9 out of that kind of setting because just  
10 academics is not the only important thing.  
11 But it didn't work out.

12 But anyway, so elementary  
13 school is done. Prior to that I was  
14 looking for a middle school that would suit  
15 my son, so I looked at a few middle schools  
16 that were around. And I know my son would  
17 not succeed in those kinds of schools  
18 because he really does need a special, you  
19 know, somebody who really understands him  
20 and being able to focus and pay attention  
21 to him.

22 Middle school is a little bit  
23 bigger kids and they don't give them that  
24 kind of attention, you know, in elementary





1 school. Even though my son was in the  
2 classroom secluded, but then there is some  
3 kind of attention they give to the younger  
4 kids. So I knew he wasn't going the get  
5 that in middle school, so I started looking  
6 for schools.

7 And then I came upon different  
8 schools and then Gateway. So when I read  
9 about the school, I was, like, oh, my God,  
10 this is exactly what we need.

11 First, I didn't want my son to  
12 get identified as special ed. This school,  
13 all the kids that go there have certain  
14 things going on, so you're not identifying  
15 any child or separating them based on what  
16 they present with.

17 So my son I thought would be  
18 able to mingle in this school without  
19 having anybody say he's special ed. He was  
20 also bullied for reasons like that when he  
21 was in elementary school. So I was happy  
22 about that. So I went to the school, and I  
23 looked at it. So there's also smaller  
24 classrooms, which is good, but it's not two



1 or three students like it was.

2 And then another thing, besides  
3 just liking the school and loving it and  
4 not even believing that such school exists,  
5 I also liked the fact that my son was able  
6 to join the band club. He joined the  
7 basketball team and a few smaller clubs.

8 And I felt like my son wouldn't  
9 have had any chance in a regular middle  
10 school to join such, you know, clubs.  
11 Let's say if he attempted to join the  
12 chorus, he wouldn't have a chance because  
13 the other kids would fill up the spots.  
14 And I felt like even in basketball, he  
15 wouldn't have a chance to play.

16 But in this school abilities  
17 are similar. My son had a chance to  
18 experience such things that he wouldn't  
19 have been able to participate in in a  
20 regular school. So that alone gave me a  
21 lot of joy. Besides the academic part, I  
22 was happy that my son could take part in  
23 all these kinds of things.

24 And the teachers know him well,



1 so they were able to, because the kids that  
2 attend there have something that brought  
3 them there, those teachers were able to  
4 learn who is Cassidy, what he's able to do,  
5 and then kind of like try to connect him in  
6 that kind of matter.

7 Any teacher that I talked to  
8 that my son has a class, they know him.  
9 They're able to tell me what he's able to  
10 do, what he's not able to do.

11 And Cassidy felt so relaxed in  
12 that school that one time I came for the  
13 teacher conference, the teachers were  
14 telling me how funny Cassidy is and how  
15 relaxed he is and how he's able to laugh  
16 and do all this. And I was, like, no,  
17 that's not Cassidy, that's not my son.

18 I'm serious because my son  
19 would always be quiet and secluded. He's  
20 not able to express himself, or just his  
21 real self didn't come out because he know  
22 he has been identified as this kind of  
23 child and secluded in a classroom. So he  
24 didn't flourish.



1                   But at Gateway he flourished.  
2                   He became himself. And that also helped  
3                   him to be able to learn. A lot of the  
4                   teachers would say that Cassidy is good at  
5                   math, he's good at this. I was, like, wow.  
6                   So at Gateway I feel like Gateway is the  
7                   whole package of what my son needed.

8                   And I couldn't even understand  
9                   or fathom why such school, anybody would  
10                  ever think of closing. The students there  
11                  needs -- I feel like for my son, need more  
12                  than academics. He's also doing the  
13                  academic part, which boggles to me, but  
14                  every other thing that he's gaining from  
15                  being in Gateway is so nice.

16                  And we could not even have  
17                  asked for any better school for my son, and  
18                  I wouldn't even think of any other  
19                  classroom that he would go to. Even my  
20                  other kids go to Newark Charter, but I  
21                  don't even see my son being able to succeed  
22                  there.

23                  I feel like where he is right  
24                  now is the perfect place for him, and I



1       feel like there's a lot of other students  
2       around like him that will flourish better  
3       in a setting like that. And I could not  
4       understand why this kind of school would  
5       not be renewed because what they've given  
6       is much more than academics. That's all.

7                   MS. ANDERSON: My name is Susan  
8       Anderson, ends in -s-o-n. I just want to  
9       agree with all the other parents who've  
10      spoken. I'm a grandparent, a proud  
11      grandparent of a Gateway Lab student.

12                   And in the three years that  
13      he's been there I've seen a tremendous  
14      improvement in his behavior and his just  
15      love of going to school, that he doesn't  
16      say I'm not going to go to school. He  
17      wants to go to school now. And just the  
18      changes are phenomenal.

19                   And it's not, as Mr. White  
20      said, not just 175 students that need that  
21      school. It's all the parents, all the  
22      siblings, all the aunts and uncles, because  
23      having a child who has issues affects every  
24      other person in the family. And this



1 school is helping every one of them.

2 And I just really think that it  
3 would be more than a shame if it didn't get  
4 the renewal it needs. So please renew it.  
5 Thank you.

6 MR. WHITE: Good evening. My  
7 name is Larry White. No relations to any  
8 of the Whites. I'm a proud parent of three  
9 children that came to Gateway Labs this  
10 year. This is our first year. Anybody who  
11 has multiple kids in your environment, you  
12 know they all have three distinctive  
13 personalities and three distinctive needs.

14 My oldest son is 13 years old.  
15 For his whole, ever since he was 3 years  
16 old we struggled to find out what was his  
17 diagnosis. He was on the autism spectrum,  
18 and the diagnosis has changed.

19 And it was really a  
20 transformative moment as we as a parent,  
21 that I was like, you know what, I'm going  
22 to have to make sure he gets everything he  
23 needs for the rest of his -- for his whole  
24 academic years. So that challenge always



1 went on throughout my life.

2 And I always felt like my two  
3 younger children, my daughters, were pretty  
4 much okay. We moved to Delaware two years  
5 ago. We tried the public school systems.  
6 The elementary schools were great. They  
7 were able to provide what we needed when we  
8 moved from Maryland. It was a much  
9 different atmosphere, and we felt really  
10 well taken care of with my son.

11 Then the middle school years  
12 happened. We went into middle school, and  
13 this is where I think -- I say that, give  
14 you that background because Gateway in my  
15 opinion makes sure no kid falls through the  
16 cracks. They immediately took care of my  
17 son's needs, which I spoke to, talked about  
18 him being on the autism spectrum. I'm  
19 pretty sure you heard a lot of stories  
20 about that.

21 But my daughter who's 11 years  
22 old, she's in the seventh grade now, she  
23 always succeeded academically everywhere  
24 she went except when she went to middle



1 school. This was a younger sister to an  
2 older brother who had special needs all his  
3 life, very compassionate.

4 But when she went to middle  
5 school she was bullied, and all of these  
6 different type of activities that took  
7 place, and I just saw my daughter  
8 hardening. She was a daddy's girl. Just  
9 saw her hardening. She was being  
10 disrespectful to adults, which would never  
11 happen, and she got in fights in school as  
12 a result of the bullying.

13 I was, like, you know what, we  
14 have to change this environment right away,  
15 you know. And we went to the school  
16 choice, learning about that in Delaware.

17 And when we went to Gateway  
18 Lab -- and I'm so happy to see because this  
19 young lady right here was one of the people  
20 who greeted us when we came to school  
21 choice night. And instead of the teachers  
22 walking us around, the students walked us  
23 around, and they were just so excited and  
24 happy about the environment.





1 I was, like, you know what,  
2 this is the environment for all three of my  
3 children, you know, not just my oldest one.  
4 This is the environment for them. So we  
5 were making sure we get in there as early  
6 as possible, trying to get on Ms. Draper's  
7 schedule as early as possible. But we got  
8 in there, and we felt very blessed to get  
9 all of them in the school.

10 For my daughter Layla, who's  
11 that 11-year-old, you would be surprised  
12 that that hardened child, within the first  
13 couple months, now she's back into art.  
14 She's excited about her academic  
15 opportunities. Now -- thank you for that.  
16 She's excited about Cab Calloway. She's  
17 talking about school again.

18 This was a girl who excelled  
19 all the way up until fifth grade. And she  
20 had the sixth grade year. It was just, I  
21 didn't recognize who she was. But now  
22 she's back. She's running for class  
23 president. She's involved. You know,  
24 she's still a tween girl, but I'm starting



1 to see my daughter again.

2 My younger daughter, she's  
3 always an average, like, C student, but she  
4 always, with parent-teacher conferences the  
5 conversations always took place about she  
6 doesn't seem motivated, she doesn't -- she  
7 needs to work more independently, those  
8 type of things, not anything extraordinary,  
9 but it was kind of heartbreaking because I  
10 knew she was giving her best effort. When  
11 she came to Gateway it completely turned  
12 around.

13 And you shouldn't be surprised  
14 that all of these parents here are having  
15 similar stories and are very emotional  
16 because it's scary out there in that  
17 regular environment when your kid don't fit  
18 that 80 percent that most public schools  
19 educate. It is really scary, and it's  
20 really frustrating.

21 And when the parents come  
22 together here, it's like they're coming out  
23 of the wilderness. They're like, okay,  
24 this is where we belong. This is where we



1       feel.  So that's why all of that emotion,  
2       that dedication of sitting in that traffic  
3       trying to get here in time just to talk.

4                It really is a place where we  
5       care about our children, we want them to  
6       not fall between those cracks.  And  
7       Ms. Draper and Mr. White, they really do  
8       care about our kids.  So I strongly  
9       encourage you to -- and strongly stand  
10      behind the charter renewal for Gateway.

11               I appreciate you guys taking  
12      your time coming out here listening to all  
13      of us taking our times to talk and not  
14      rushing us through our stories because this  
15      is very personal to us, and we really need  
16      this school.

17               MS. LOWE:  Okay.  I'm going to  
18      try really hard not to be emotional.  This  
19      has been a very emotional journey for my  
20      family, finding our way to Gateway Lab  
21      School.

22               My son has attended Gateway for  
23      three years, and in those three years I've  
24      seen him grow so much.  And some of those



1 things are measurable things like test  
2 scores, better attendance, fewer incidents  
3 in classroom.

4 But the ones that really touch  
5 your heart are the ones that can't be  
6 measured, and that's increased confidence,  
7 more empathy for his peers. And this year  
8 he really surprised me and he auditioned  
9 for chorus, so, hey, shout out to  
10 Mr. Everett again.

11 In previous schools that he's  
12 attended I always felt like he was like  
13 that square peg trying to fit himself into  
14 a round hole. And at Gateway I feel like  
15 they help him make his own space. He  
16 doesn't have to fit into a mold that  
17 doesn't work for him.

18 And I feel like the team at  
19 Gateway has always listened to me and my  
20 husband because my son has had an IEP since  
21 kindergarten, and at other schools I kind  
22 of felt like we were treated as, you know,  
23 we weren't the expert, but we're the  
24 experts on our child.



1                   And we're part of the team at  
2 Gateway, and that's very important when you  
3 have a child who has these needs and needs  
4 these special -- the special attention and  
5 needs the smaller classroom and all that.

6                   And I just want other parents  
7 to have the opportunity to feel empowered  
8 in their child's education, to feel like  
9 they can be part of a team and that they  
10 can see these kinds of improvements.

11                   So I want to see Gateway  
12 succeed. I want to see this charter be  
13 renewed so that other children can do that,  
14 so that my child can have his remaining  
15 years at Gateway. And I hope that all  
16 these stories and all this means -- you  
17 know, that these stories mean something to  
18 you guys and that you support Gateway as  
19 well. So thank you.

20                   THE REPORTER: Can I have your  
21 name?

22                   MS. LOWE: Amber Lowe, L-o-w-e.

23                   MR. TRAVERS: Any other members  
24 that would like to speak regarding Gateway



1 Lab School?

2 I want to thank you all for  
3 participating today. The secretary will  
4 consider your comments in deciding at the  
5 conclusion of the renewal process what  
6 decision to submit to the State Board for  
7 assent if needed. The hearing for Gateway  
8 Lab School is now closed.

9 (Hearing concluded at 6:28  
10 p.m.)

11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24



## 1 REPORTER'S CERTIFICATE

2  
3 I, SUSAN ARNOLD YODER, Registered  
4 Professional Reporter and Notary Public, do  
5 hereby certify that the foregoing record,  
6 pages 1 through 53 inclusive, is a true and  
7 accurate transcript of my stenographic notes  
8 taken on November 13, 2019, in the  
9 above-captioned matter.

10 IN WITNESS WHEREOF, I have hereunto set  
11 my hand and seal this 19th day of November,  
12 2019, at Wilmington.

13  
14  
15  
16 *Susan A. Yoder*  
17

SUSAN ARNOLD YODER, RPR

19  
20  
21  
22  
23  
24



<b>A</b>	47:6	<b>alluded (1)</b> 29:20	<b>anyone (2)</b> 4:11,21
<b>abilities (2)</b> 15:20 41:16	<b>activity (1)</b> 14:2	<b>almost (1)</b> 5:24	<b>anything (3)</b> 36:15 38:19 49:8
<b>ability (3)</b> 6:2 10:4 36:18	<b>actually (2)</b> 28:6 38:4	<b>alone (1)</b> 41:20	<b>anyway (2)</b> 38:8 39:12
<b>able (18)</b> 3:20 23:13 39:5,20 40:18 41:5,19 42:1,3, 4,9,9,10,15,20 43:3, 21 46:7	<b>addition (1)</b> 3:4	<b>along (4)</b> 27:16,18 28:7 29:19	<b>application (3)</b> 2:9 4:4,10
<b>academic (9)</b> 24:14 29:11,12,16 39:4 41:21 43:13 45:24 48:14	<b>address (1)</b> 11:21	<b>already (1)</b> 38:9	<b>apply (2)</b> 32:10,11
<b>academically (3)</b> 7:6 20:3 46:23	<b>adjust (3)</b> 11:20,24 12:2	<b>also (9)</b> 20:6 28:11 39:4,6 40:20,23 41:5 43:2,12	<b>appointed (1)</b> 2:5
<b>Academics (4)</b> 27:19 39:10 43:12 44:6	<b>administration (2)</b> 27:15 28:6	<b>always (12)</b> 29:2,3 34:17 42:19 45:24 46:2,23 49:3,4, 5 51:12,19	<b>appreciate (3)</b> 35:9 37:14 50:11
<b>accept (2)</b> 5:9 27:5	<b>administrative (1)</b> 23:2	<b>Amber (1)</b> 52:22	<b>architecture (1)</b> 22:15
<b>accepted (1)</b> 33:1	<b>Adonis (2)</b> 28:17 30:16	<b>amazing (1)</b> 18:13	<b>Around (6)</b> 13:13 39:16 44:2 47:22,23 49:12
<b>according (2)</b> 11:20 12:1	<b>adults (1)</b> 47:10	<b>amazingly (2)</b> 24:10 26:6	<b>art (5)</b> 8:7 14:7 15:10 18:9 48:13
<b>Accountability (2)</b> 2:12 3:5	<b>affects (1)</b> 44:23	<b>amongst (1)</b> 13:11	<b>art-based (1)</b> 29:20
<b>achieve (3)</b> 29:11,12,15	<b>afraid (1)</b> 27:12	<b>ANDERSON (2)</b> 44:7,8	<b>arts (7)</b> 9:8,17 15:8,14 18:8, 20 23:6
<b>acknowledge (1)</b> 11:22	<b>After (10)</b> 8:6,9 12:7 13:15 14:3 22:13 23:1,16 28:23 34:19	<b>Andrew (1)</b> 27:21	<b>asked (4)</b> 4:18 26:8 31:22 43:17
<b>acknowledged (1)</b> 5:8	<b>again (4)</b> 12:6 48:17 49:1 51:10	<b>another (4)</b> 9:15 24:4 29:1 41:2	<b>asking (1)</b> 32:1
<b>across (3)</b> 19:12,14 31:20	<b>against (1)</b> 25:14	<b>answer (1)</b> 5:24	<b>assent (1)</b> 53:7
<b>active (2)</b> 35:17,19	<b>ago (2)</b> 20:11 46:5	<b>answered (1)</b> 34:9	<b>associate (1)</b> 2:4
<b>activities (1)</b>	<b>agree (1)</b> 44:9	<b>answers (1)</b> 34:11	<b>atmosphere (1)</b> 46:9
	<b>air (1)</b> 17:9	<b>anybody (4)</b> 14:19 40:19 43:9 45:10	<b>attempted (2)</b> 32:8 41:11
	<b>Allison (1)</b> 20:5		



<b>attend (1)</b> 42:2	33:3 46:14	41:2,21	<b>breaking (1)</b> 8:1
<b>attendance (1)</b> 51:2	<b>bad (6)</b> 20:23 21:6,15 30:23 36:3 38:20	<b>best (5)</b> 36:10,17 37:3,3 49:10	<b>bring (4)</b> 13:14 19:20 23:7 36:13
<b>attended (2)</b> 50:22 51:12	<b>band (2)</b> 9:5 41:6	<b>better (6)</b> 17:21 18:17 36:9 43:17 44:2 51:2	<b>brother (1)</b> 47:2
<b>attends (1)</b> 37:18	<b>based (1)</b> 40:15	<b>between (1)</b> 50:6	<b>brought (3)</b> 28:22 38:3 42:2
<b>attention (5)</b> 39:1,20,24 40:3 52:4	<b>basis (3)</b> 11:10 14:18 34:24	<b>beyond (1)</b> 24:14	<b>bubbly (1)</b> 38:18
<b>Aubrey (1)</b> 15:4	<b>basketball (2)</b> 41:7,14	<b>big (3)</b> 13:17 14:7 18:3	<b>building (5)</b> 11:2,11,12,17 12:22
<b>audition (1)</b> 16:7	<b>became (2)</b> 31:7 43:2	<b>bigger (1)</b> 39:23	<b>built (1)</b> 8:21
<b>auditioned (1)</b> 51:8	<b>before (4)</b> 3:18 14:14 18:22 37:23	<b>bills (1)</b> 36:21	<b>bullied (2)</b> 40:20 47:5
<b>auditioning (1)</b> 16:5	<b>beginning (2)</b> 3:19 7:23	<b>bit (2)</b> 18:17 39:22	<b>bullying (1)</b> 47:12
<b>aunts (1)</b> 44:22	<b>behavior (1)</b> 44:14	<b>blessed (1)</b> 48:8	<b>Bus (3)</b> 26:9,10 38:4
<b>autism (2)</b> 45:17 46:18	<b>behind (2)</b> 20:7 50:10	<b>bloom (1)</b> 20:4	<b>business (2)</b> 3:6 32:14
<b>available (1)</b> 14:20	<b>being (15)</b> 2:14 10:21 14:22 21:8 31:3 35:9,10 36:9 37:2 39:5,20 43:15,21 46:18 47:9	<b>blossomed (1)</b> 28:3	<b>C</b>
<b>average (1)</b> 49:3	<b>belief (1)</b> 29:9	<b>Board (5)</b> 2:15,19 3:23 5:6 53:6	<b>Cab (1)</b> 48:16
<b>away (2)</b> 31:6 47:14	<b>believe (7)</b> 10:1,1 21:14 22:3 24:6,17 26:19	<b>boggles (1)</b> 43:13	<b>cafeteria (2)</b> 11:13,14
<b>awkward (1)</b> 20:16	<b>believed (4)</b> 21:5,6,7 22:22	<b>book (3)</b> 19:11,18,19	<b>calendar (1)</b> 3:9
<b>B</b>	<b>believing (1)</b> 41:4	<b>bounds (1)</b> 7:11	<b>called (1)</b> 31:21
<b>back (18)</b> 4:13 7:22 8:15,16, 19 11:15 14:4,4,15 17:7,19 22:20 23:18 24:8,12,19 48:13,22	<b>belong (1)</b> 49:24	<b>box (1)</b> 4:15	<b>calling (1)</b> 11:1
<b>background (2)</b>	<b>besides (2)</b>	<b>break (1)</b> 7:23	<b>Calloway (1)</b> 48:16
		<b>breakfast (1)</b> 12:7	<b>came (17)</b> 8:14 18:22 20:18

22:13 25:13 27:24 28:5 29:5 34:1,19 37:23 38:3 40:7 42:12 45:9 47:20 49:11 <b>cameras (1)</b> 34:5 <b>cannot (1)</b> 32:2 <b>capable (1)</b> 22:4 <b>capacity (1)</b> 29:15 <b>care (4)</b> 46:10,16 50:5,8 <b>career (4)</b> 22:14,14,19 24:5 <b>caring (1)</b> 19:17 <b>Cassidy (7)</b> 37:17,18 42:4,11, 14,17 43:4 <b>Catherine (7)</b> 5:13 22:16 23:2,13, 16 24:8 25:5 <b>Catherine's (1)</b> 19:5 <b>cause (1)</b> 22:18 <b>certain (1)</b> 40:13 <b>chair (1)</b> 20:2 <b>challenge (1)</b> 45:24 <b>challenges (1)</b> 28:24 <b>chance (4)</b> 41:9,12,15,17 <b>change (8)</b> 3:13 8:18 20:2	21:21 22:2,3 24:5 47:14 <b>changed (4)</b> 7:12 19:22 35:6 45:18 <b>changes (1)</b> 44:18 <b>Charter (14)</b> 2:4,9,11 3:5 4:5,8 10:10 24:23 28:21 30:9 37:6 43:20 50:10 52:12 <b>check (1)</b> 4:15 <b>cheese (1)</b> 9:13 <b>child (15)</b> 11:2,23 12:22 14:16 32:2,19 33:16 35:1 40:15 42:23 44:23 48:12 51:24 52:3,14 <b>children (12)</b> 22:7 23:4,10,14 24:16 29:10 36:12 45:9 46:3 48:3 50:5 52:13 <b>child's (3)</b> 9:21 35:18 52:8 <b>CHIOMA (2)</b> 37:16,17 <b>choice (2)</b> 47:16,21 <b>choose (1)</b> 5:22 <b>choosing (1)</b> 10:5 <b>chorus (7)</b> 9:2 16:2,5,7,16 41:12 51:9	<b>chosen (2)</b> 6:6,7 <b>Christmas (1)</b> 21:11 <b>Christmastime (1)</b> 19:19 <b>circle (1)</b> 7:22 <b>class (6)</b> 16:6,20 18:9,11 42:8 48:22 <b>classes (3)</b> 7:8 13:11 14:5 <b>classroom (15)</b> 8:12 11:17 12:8 25:19,20 31:23 38:9, 19,20,24 40:2 42:23 43:19 51:3 52:5 <b>classrooms (3)</b> 38:7,15 40:24 <b>Claymont (1)</b> 13:23 <b>clean (1)</b> 18:16 <b>clearly (1)</b> 3:18 <b>clipboard (1)</b> 26:11 <b>closed (2)</b> 35:5 53:8 <b>closing (1)</b> 43:10 <b>club (3)</b> 9:4 16:18 41:6 <b>clubs (3)</b> 7:5 41:7,10 <b>cognitive (1)</b> 15:20 <b>collaboration (1)</b> 9:7	<b>collect (2)</b> 5:4 25:19 <b>collected (1)</b> 26:7 <b>color (1)</b> 20:6 <b>come (18)</b> 6:4 10:2,20 11:11 14:3,4,19 17:11 18:12 19:7 21:17 22:19 27:17 34:11 36:19 37:10 42:21 49:21 <b>comes (5)</b> 7:2 9:9 17:5,8 34:22 <b>coming (8)</b> 7:5 11:15 13:22 34:23 35:3,4 49:22 50:12 <b>comment (4)</b> 4:9,19 5:2,5 <b>comments (6)</b> 4:1,3,10 5:10 27:6 53:4 <b>Committee (1)</b> 2:12 <b>Committee's (1)</b> 3:6 <b>common (2)</b> 7:4 36:20 <b>communicate (6)</b> 12:15,16,18 13:20 16:13,17 <b>communicated (1)</b> 34:18 <b>community (4)</b> 12:10 27:23 36:12 37:9 <b>compassionate (1)</b> 47:3 <b>completely (1)</b>
---	--	---	---

49:11	49:5	47:8	50:2
<b>concerned (1)</b>	<b>corresponded (1)</b>	<b>daily (2)</b>	<b>definitely (1)</b>
34:24	11:6	11:10 34:24	5:17
<b>concluded (1)</b>	<b>could (9)</b>	<b>DAMIRI (2)</b>	<b>degree (1)</b>
53:9	5:21 16:2 21:15	22:10,11	22:21
<b>conclusion (1)</b>	36:18,23,24 41:22	<b>D-a-m-i-r-i (1)</b>	<b>Delaware (4)</b>
53:5	43:16 44:3	22:11	3:2 9:8 46:4 47:16
<b>conduct (1)</b>	<b>couldn't (6)</b>	<b>damn (1)</b>	<b>deliver (1)</b>
2:6	21:7 29:12 30:24	22:4	9:10
<b>conference (1)</b>	31:4,5 43:8	<b>dance (3)</b>	<b>denominator (1)</b>
42:13	<b>couple (2)</b>	9:6 15:13 29:22	7:4
<b>conferences (1)</b>	17:1 48:13	<b>Darryl (1)</b>	<b>Department (4)</b>
49:4	<b>course (2)</b>	2:20	2:14,21 3:7 5:5
<b>confidence (2)</b>	4:2 8:14	<b>data (3)</b>	<b>deserve (1)</b>
7:5 51:6	<b>court (2)</b>	6:24 25:19 26:8	22:9
<b>connect (2)</b>	3:15,19	<b>date (3)</b>	<b>design (1)</b>
16:21 42:5	<b>covered (1)</b>	2:24 3:11 4:3	22:15
<b>connecting (1)</b>	25:24	<b>daughter (22)</b>	<b>desire (1)</b>
18:4	<b>cracks (3)</b>	28:23 29:3,9,14,18,	4:13
<b>connection (2)</b>	19:24 46:16 50:6	21 30:12,19 31:13,15	<b>desires (1)</b>
16:11 17:23	<b>creativity (1)</b>	32:16 33:1 34:3,8,15	4:11
<b>connects (1)</b>	30:4	35:10,24 46:21 47:7	<b>desk (1)</b>
15:12	<b>creativity (1)</b>	48:10 49:1,2	38:13
<b>consider (1)</b>	23:7	<b>daughters (1)</b>	<b>develop (1)</b>
53:4	<b>cross-curricular (1)</b>	46:3	30:1
<b>constant (1)</b>	16:22	<b>daughter's (1)</b>	<b>developing (1)</b>
14:18	<b>cry (1)</b>	30:7	6:21
<b>constantly (2)</b>	37:21	<b>day (12)</b>	<b>diagnosed (1)</b>
14:10,11	<b>crying (1)</b>	5:19 10:14,16 12:3,	36:1
<b>constructive (1)</b>	7:8	20 13:8,12 14:8 20:19	<b>diagnosis (2)</b>
18:7	<b>cumulative (1)</b>	26:15 38:2,15	45:17,18
<b>contacted (1)</b>	5:3	<b>deciding (1)</b>	<b>died (1)</b>
34:2	<b>curriculum (1)</b>	53:4	8:7
<b>continue (3)</b>	13:10	<b>decision (2)</b>	<b>differences (1)</b>
7:24 23:23 30:11	<b>cycle (2)</b>	24:3 53:6	12:13
<b>continues (1)</b>	7:24 8:1	<b>declare (1)</b>	<b>different (16)</b>
29:21		2:2	10:6,11,17,18 12:4
<b>conversation (1)</b>	<b>D</b>	<b>dedicated (1)</b>	14:13,22 16:18 23:6,
5:20		24:10	11 33:24 34:2 36:8
<b>conversations (1)</b>	<b>daddy's (1)</b>	<b>dedication (1)</b>	40:7 46:9 47:6

<b>differently (2)</b> 23:5 29:14	<b>drumming (1)</b> 9:4	<b>electronic (1)</b> 4:1	24 48:2,4 49:17
<b>difficulty (1)</b> 39:2	<b>during (1)</b> 4:1	<b>elementary (6)</b> 13:9 37:24 39:12, 24 40:21 46:6	<b>Evelyn (1)</b> 37:16
<b>disabilities (1)</b> 33:8	<b>E</b>	<b>else (1)</b> 4:11	<b>even (9)</b> 35:3 40:1 41:4,14 43:8,16,18,19,21
<b>discussion (2)</b> 4:23 20:24	<b>each (7)</b> 3:17 11:3 12:11,13, 19 14:15 16:13	<b>email (2)</b> 11:8 34:18	<b>evening (6)</b> 2:1 10:8,12 15:3 22:10 45:6
<b>disrespectful (1)</b> 47:10	<b>earlier (1)</b> 20:9	<b>emerging (1)</b> 7:1	<b>event (1)</b> 23:17
<b>distinctive (2)</b> 45:12,13	<b>early (2)</b> 48:5,7	<b>emotion (1)</b> 50:1	<b>ever (2)</b> 43:10 45:15
<b>doggone (1)</b> 21:13	<b>eat (1)</b> 12:7	<b>emotional (5)</b> 15:20 37:22 49:15 50:18,19	<b>EVERETT (4)</b> 15:3,4 29:19 51:10
<b>DOLAN (5)</b> 5:12,13 15:5 27:11 29:1	<b>ed (3)</b> 38:21 40:12,19	<b>empathy (1)</b> 51:7	<b>every (12)</b> 9:9 11:2,3,17 12:22, 24 14:23 34:9,15 43:14 44:23 45:1
<b>done (2)</b> 14:22 39:13	<b>educate (1)</b> 49:19	<b>empowered (1)</b> 52:7	<b>everybody (5)</b> 5:23 10:9,14 15:4,9
<b>door (1)</b> 34:12	<b>education (13)</b> 2:4,6,14,15,19 3:22, 24 5:6,6 13:7 20:9,14 52:8	<b>encourage (1)</b> 50:9	<b>everybody's (2)</b> 28:7 38:16
<b>doors (3)</b> 19:2 20:7 37:11	<b>educational (1)</b> 30:7	<b>end (2)</b> 9:14 26:13	<b>everyone (2)</b> 2:2 11:1
<b>Doreen (1)</b> 19:1	<b>Education's (1)</b> 3:7	<b>ends (1)</b> 44:8	<b>Everything (5)</b> 14:13 27:11,16 34:6 45:22
<b>doubled (2)</b> 9:3,4	<b>educator (1)</b> 25:2	<b>enforce (1)</b> 28:6	<b>everywhere (1)</b> 46:23
<b>down (5)</b> 8:22 20:20 26:12, 20 38:13	<b>educators (2)</b> 30:5,10	<b>engaged (1)</b> 28:11	<b>exactly (2)</b> 23:3 40:10
<b>Dr (1)</b> 9:9	<b>effective (1)</b> 14:12	<b>English (1)</b> 18:16	<b>example (1)</b> 16:24
<b>Draper (3)</b> 32:14 35:13 50:7	<b>effort (1)</b> 49:10	<b>ensure (1)</b> 4:21	<b>excelled (1)</b> 48:18
<b>Draper's (1)</b> 48:6	<b>either (1)</b> 10:2	<b>ensuring (1)</b> 4:15	<b>except (1)</b> 46:24
<b>draw (2)</b> 15:13 18:10	<b>ELA (1)</b> 13:9	<b>enter (1)</b> 11:12	<b>excited (5)</b> 24:20 26:19 47:23
<b>drum (1)</b> 16:18		<b>environment (7)</b> 29:13 45:11 47:14,	

48:14,16	<b>F</b>	<b>fight</b> (1)	19:9 26:24 27:1
<b>exciting</b> (1)		47:11	<b>form</b> (2)
38:18	<b>face</b> (1)	<b>filed</b> (1)	15:13 16:14
<b>excuse</b> (3)		2:8	<b>forth</b> (2)
12:6 34:1 35:15	25:24	<b>fill</b> (1)	17:7,20
<b>existence</b> (1)	<b>fact</b> (1)	41:13	<b>fortunate</b> (1)
33:5	41:5	<b>filled</b> (1)	19:3
<b>exists</b> (1)	<b>faculty</b> (2)	5:16	<b>fought</b> (1)
41:4	5:16 9:11	<b>Finally</b> (1)	39:8
<b>expect</b> (1)	<b>failing</b> (1)	19:16	<b>found</b> (4)
22:2	27:23	<b>find</b> (12)	33:23 36:4,4,7
<b>expectation</b> (1)	<b>failure</b> (1)	31:5,13,15,16,18	<b>foundation</b> (1)
24:2	32:1	32:5 33:16,19,22 34:7	33:3
<b>expectations</b> (2)	<b>fall</b> (1)	35:24 45:16	<b>fourth</b> (2)
21:9,21	50:6	<b>finding</b> (1)	8:4 27:11
<b>expected</b> (1)	<b>falls</b> (1)	50:20	<b>friends</b> (1)
32:18	46:15	<b>First</b> (15)	38:16
<b>experience</b> (4)	<b>family</b> (3)	4:7 7:3 10:18,20,20	<b>friendships</b> (1)
15:10 20:22 30:18	11:23 44:24 50:20	11:5 17:4 19:10 20:8,	20:4
41:18	<b>far</b> (4)	19 38:2,15 40:11	<b>front</b> (1)
<b>experienced</b> (1)	6:14 13:23,23 37:8	45:10 48:12	19:12
29:6	<b>fast-tracked</b> (1)	<b>fit</b> (3)	<b>frustrating</b> (1)
<b>experiencing</b> (1)	27:14	49:17 51:13,16	49:20
28:24	<b>fathom</b> (1)	<b>five</b> (1)	<b>frustration</b> (1)
<b>expert</b> (1)	43:9	2:10	7:9
51:23	<b>feel</b> (15)	<b>flourish</b> (2)	<b>full</b> (1)
<b>experts</b> (1)	19:3 23:8 35:20	42:24 44:2	7:11
51:24	37:10,19 39:6 43:6,11,	<b>flourished</b> (1)	<b>fun</b> (1)
<b>explained</b> (1)	23 44:1 50:1 51:14,18	43:1	24:15
32:16	52:7,8	<b>fly</b> (4)	<b>funny</b> (1)
<b>express</b> (7)	<b>felt</b> (12)	5:23 6:2 10:4,4	42:14
16:10 18:6,6,7 23:5	8:19 23:6 35:14	<b>focus</b> (1)	<b>Further</b> (1)
28:19 42:20	38:20 41:8,14 42:11	39:20	3:10
<b>expressing</b> (1)	46:2,9 48:8 51:12,22	<b>focusing</b> (1)	<b>future</b> (2)
18:4	<b>few</b> (2)	39:2	7:11 24:21
<b>expression</b> (2)	39:15 41:7	<b>followed</b> (1)	<b>G</b>
15:14 18:18	<b>fewer</b> (1)	38:4	
<b>extraordinary</b> (1)	51:2	<b>following</b> (1)	<b>gaining</b> (1)
49:8	<b>fifth</b> (2)	4:7	43:14
	38:1 48:19	<b>forget</b> (3)	

<b>game (1)</b> 28:2	<b>going (39)</b> 6:18 7:17,19 11:12	13:1	47:8,9
<b>games (1)</b> 24:16	13:12 14:21 17:2,19, 22 20:22 25:4 26:2	<b>grow (2)</b> 20:3 50:24	<b>Hate (1)</b> 20:23
<b>Gateway (72)</b> 2:8 3:10 5:14,15 6:5 7:3 8:1,5 10:10,15, 17,20 11:24 14:20 15:1,6,14,15 18:2 19:2 21:17,18,20 22:12,13 23:24 24:2,7, 9,21,23 25:3 27:4,7 28:18,20,23 29:5,8 30:6,9 32:8 33:23 35:9,21 37:5,12,14,18, 20,24 40:8 43:1,6,6, 15 44:11 45:9 46:14 47:17 49:11 50:10,20, 22 51:14,19 52:2,11, 15,18,24 53:7	28:13,14,15 30:21 31:17 32:1,3,17 33:15, 17 34:3,4,8,9,16 35:5, 24 37:2,3,4,7 40:4,14 44:15,16 45:21 50:17	<b>grown (1)</b> 7:10	<b>head (3)</b> 5:13 36:22 38:13
<b>gave (4)</b> 32:20,20 33:10 41:20	<b>gone (2)</b> 8:19 22:20	<b>growth (5)</b> 15:7 18:14 24:13 25:15 29:7	<b>heads (2)</b> 6:16 20:19
<b>gets (3)</b> 6:14 12:22 45:22	<b>Good (9)</b> 2:1 10:8,24 15:3 22:10 40:24 43:4,5 45:6	<b>guess (1)</b> 9:11	<b>heal (2)</b> 6:15 8:7
<b>girl (3)</b> 47:8 48:18,24	<b>gracious (1)</b> 21:3	<b>guidance (1)</b> 19:17	<b>healed (1)</b> 8:15
<b>give (6)</b> 6:1 16:23 21:8 39:23 40:3 46:13	<b>grade (12)</b> 6:9 7:7 20:16 21:24 22:1 28:1 34:14 37:19 38:1 46:22 48:19,20	<b>guys (2)</b> 50:11 52:18	<b>hear (2)</b> 4:7 16:6
<b>given (1)</b> 44:5	<b>grader (1)</b> 19:11	<b>gym (1)</b> 14:6	<b>heard (3)</b> 9:19 33:2 46:19
<b>giving (1)</b> 49:10	<b>graders (2)</b> 20:15,18	<b>H</b>	<b>hearing (9)</b> 2:2,7,13 3:1,12,16, 21 53:7,9
<b>God (1)</b> 40:9	<b>grandparent (2)</b> 44:10,11	<b>hair (1)</b> 21:11	<b>hearing's (1)</b> 5:3
<b>godsend (1)</b> 37:20	<b>gray (1)</b> 21:11	<b>half (1)</b> 31:9	<b>heart (7)</b> 6:13,14 23:15 24:17 30:18 36:22 51:5
<b>goes (1)</b> 7:22	<b>great (3)</b> 5:20 24:19 46:6	<b>hall (1)</b> 26:20	<b>heartbreaking (1)</b> 49:9
	<b>greatly (1)</b> 30:6	<b>happen (2)</b> 12:4 47:11	<b>heavy (1)</b> 15:19
	<b>greeted (4)</b> 10:21,22,23 47:20	<b>happened (3)</b> 18:10 25:7 46:12	<b>held (3)</b> 2:14 4:23 36:15
	<b>greeting (1)</b> 38:17	<b>happening (1)</b> 13:18	<b>Hello (1)</b> 5:12
	<b>group (1)</b> 25:9	<b>happy (5)</b> 38:16 40:21 41:22 47:18,24	<b>help (9)</b> 29:21 31:5,16 32:11 33:20 34:8 36:8, 10 51:15
	<b>groups (1)</b>	<b>hard (4)</b> 22:22 28:12 35:19 50:18	<b>helped (5)</b> 29:24 30:1,3 32:11 43:2
		<b>hardened (1)</b> 48:12	<b>helping (1)</b>
		<b>hardening (2)</b>	

45:1	19:19	<b>increased (1)</b>	10:3,4 19:7 25:13	
<b>helps (2)</b>	<b>hurt (5)</b>	51:6	27:12	
28:10 29:21	6:12,12,13,14 18:6	<b>independently (1)</b>	<b>involved (6)</b>	
<b>here's (7)</b>	<b>husband (8)</b>	49:7	28:15 35:3,4 36:16,	
6:4 8:10,11,12,12,	8:5 30:15,16 31:18	<b>individual (1)</b>	17 48:23	
13 18:15	32:4 33:14 35:6 51:20	29:16	<b>issue (2)</b>	
<b>herself (2)</b>	<b>I</b>	<b>individuals (1)</b>	36:4,5	
3:18 9:10		24:11	<b>issues (2)</b>	
<b>hey (4)</b>	<b>I</b>	<b>information (1)</b>	30:22 44:23	
17:13,18 20:21 51:9		26:11	<b>itself (2)</b>	
<b>Hi (4)</b>		<b>insecure (1)</b>	7:24 8:2	
18:24 25:1 28:16		27:12	<b>J</b>	
38:17		<b>instead (3)</b>		
<b>hidden (1)</b>		4:18 7:9 47:21	<b>instruction (1)</b>	<b>Jersey (1)</b>
6:11		<b>instrument (1)</b>	9:10	20:10
<b>high (2)</b>		<b>instruments (1)</b>	<b>integrated (1)</b>	<b>job (2)</b>
12:23 21:9		17:10	9:17	20:13 36:18
<b>highest (2)</b>		<b>ill (1)</b>	<b>integration (1)</b>	<b>jobs (1)</b>
13:3,5	8:6	9:9	16:12	
<b>high-fiving (1)</b>	<b>immediately (2)</b>	<b>interact (2)</b>	<b>John (1)</b>	
26:21	5:24 46:16	12:19 14:1	27:9	
<b>himself (3)</b>	<b>impact (2)</b>	<b>interacted (1)</b>	<b>join (3)</b>	
42:20 43:2 51:13	7:7 30:11	11:8	41:6,10,11	
<b>hit (1)</b>	<b>impacted (1)</b>	<b>interacting (4)</b>	<b>joined (1)</b>	
34:17	30:7	11:13,16 12:11 14:9	41:6	
<b>hole (2)</b>	<b>important (6)</b>	<b>interview (1)</b>	<b>joining (2)</b>	
13:6 51:14	13:15 27:19 39:4,7,	32:15	2:17 7:5	
<b>home (3)</b>	10 52:2	<b>introduce (1)</b>	<b>joint (1)</b>	
19:20 21:12 28:13	<b>improved (1)</b>	2:17	2:13	
<b>homeroom (1)</b>	29:6	<b>inventiveness (1)</b>	<b>Journal (1)</b>	
11:15	<b>improvement (1)</b>	30:4	3:1	
<b>homeschool (1)</b>	44:14	<b>invest (1)</b>	<b>journey (1)</b>	
33:15	<b>improvements (1)</b>	30:11	50:19	
<b>honor (1)</b>	52:10	<b>investigation (1)</b>	<b>joy (1)</b>	
24:19	<b>incidents (1)</b>	2:12	41:21	
<b>hope (1)</b>	51:2	<b>invisible (10)</b>	<b>jumped (2)</b>	
52:15	<b>incorporate (1)</b>	5:23 6:2,6,8,10	21:23 26:18	
<b>However (2)</b>	29:23		<b>June (1)</b>	
24:6 34:18			3:12	
<b>hugging (1)</b>				

<b>Justice (1)</b> 2:21	<b>knowing (1)</b> 24:8	<b>learn (13)</b> 9:16 12:18 16:16, 18 21:7,16,21 22:8 23:5,10 29:14 42:4 43:3	<b>limit (1)</b> 5:2
<b>K</b>	<b>L</b>		<b>listened (1)</b> 51:19
<b>keep (1)</b> 28:15	<b>Lab (28)</b> 2:8 3:10 5:14,15	<b>learned (11)</b> 6:8 7:16,16 16:15, 17,19,24 17:4,13,15, 16	<b>listening (2)</b> 5:19 50:12
<b>keeps (1)</b> 13:12	6:5 8:1 10:10 15:1		<b>little (6)</b> 8:24 9:2,3 18:17 19:13 39:22
<b>kept (1)</b> 32:4	19:2 22:12 27:7 28:18, 20 30:9 32:8 33:23	<b>learners (3)</b> 19:8,23 20:2	<b>live (1)</b> 23:18
<b>kernel (3)</b> 9:1,2,3	35:9,21 37:6,12,14,18, 20 44:11 47:18 50:20	<b>learning (10)</b> 12:9,14 15:15 21:13 25:9 26:4 29:17, 20,24 47:16	<b>lives (4)</b> 7:13 15:11 19:22 20:2
<b>keyword (1)</b> 9:20	<b>Labs (1)</b> 45:9	<b>least (2)</b> 11:18 31:23	<b>location (1)</b> 3:13
<b>kid (2)</b> 46:15 49:17	<b>lady (2)</b> 34:22 47:19	<b>leave (4)</b> 10:3,5 22:19 23:17	<b>long (1)</b> 20:15
<b>kidney (1)</b> 19:13	<b>language (1)</b> 30:2	<b>Lee (1)</b> 32:9	<b>look (2)</b> 6:20 33:14
<b>kids (27)</b> 10:19 13:9,14,16, 17,19 14:14,17 18:5 20:13 21:13,17,20,24 27:18 28:8,9 33:8 38:13 39:23 40:4,13 41:13 42:1 43:20 45:11 50:8	<b>large (1)</b> 23:19	<b>left (3)</b> 8:6 22:1 24:2	<b>looked (3)</b> 38:14 39:15 40:23
<b>kind (13)</b> 18:14 20:16 35:15 38:17 39:9,24 40:3 42:5,6,22 44:4 49:9 51:21	<b>Larry (1)</b> 45:7	<b>Leroy (1)</b> 2:3	<b>looking (5)</b> 22:17 23:4 36:2 39:14 40:5
<b>kindergarten (2)</b> 21:22 51:21	<b>last (5)</b> 11:5 23:21 32:7 37:19 38:1	<b>lesson (1)</b> 8:11	<b>looks (3)</b> 10:17,17 14:13
<b>kindly (2)</b> 32:11,15	<b>laugh (1)</b> 42:15	<b>letters (2)</b> 6:19,22	<b>Lord (1)</b> 31:14
<b>kinds (3)</b> 39:17 41:23 52:10	<b>laughing (1)</b> 9:14	<b>level (4)</b> 7:7 21:23 22:1,1	<b>losing (1)</b> 28:2
<b>knew (2)</b> 40:4 49:10	<b>law (1)</b> 2:10	<b>life (7)</b> 7:18,20 9:21 22:23 35:18 46:1 47:3	<b>lot (11)</b> 16:4 19:6 21:11 22:21 25:4 28:10 37:7 41:21 43:3 44:1 46:19
	<b>Layla (1)</b> 48:10	<b>lifetime (1)</b> 6:15	<b>loud (1)</b> 26:7
	<b>leader (1)</b> 7:9	<b>liked (1)</b> 41:5	<b>love (4)</b> 15:16 21:20 35:16 44:15
	<b>leadership (1)</b> 24:7	<b>liking (1)</b> 41:3	
	<b>leaps (1)</b> 7:10		



<p><b>loved (1)</b> 21:15</p> <p><b>loves (2)</b> 29:22,22</p> <p><b>loving (1)</b> 41:3</p> <p><b>LOWE (3)</b> 50:17 52:22,22</p> <p><b>L-o-w-e (1)</b> 52:22</p> <p><b>lunch (5)</b> 13:13,15 31:7,9,9</p> <p><b>Lynn (1)</b> 25:2</p>	<p>18:5 21:1,4 31:22</p> <p><b>Mark (1)</b> 9:24</p> <p><b>marking (1)</b> 38:1</p> <p><b>Marlin (1)</b> 10:9</p> <p><b>Maryland (2)</b> 27:24 46:8</p> <p><b>master (1)</b> 13:4</p> <p><b>master's (1)</b> 22:21</p> <p><b>math (4)</b> 16:19 25:18 29:7 43:5</p> <p><b>mathematics (1)</b> 29:4</p> <p><b>matter (3)</b> 2:11 28:12 42:6</p> <p><b>McGarry (2)</b> 27:9,9</p> <p><b>mean (2)</b> 24:15 52:17</p> <p><b>means (2)</b> 17:6 52:16</p> <p><b>measurable (1)</b> 51:1</p> <p><b>measured (1)</b> 51:6</p> <p><b>medication (1)</b> 36:6</p> <p><b>meet (1)</b> 38:16</p> <p><b>meeting (1)</b> 3:8</p> <p><b>members (3)</b> 3:23 27:6 52:23</p> <p><b>met (7)</b> 20:10,15,18 22:16</p>	<p>23:1 32:13 37:2</p> <p><b>middle (13)</b> 8:21 13:14,16,18 39:14,15,22 40:5 41:9 46:11,12,24 47:4</p> <p><b>mingle (2)</b> 39:5 40:18</p> <p><b>miserably (1)</b> 27:24</p> <p><b>miss (1)</b> 34:17</p> <p><b>missing (1)</b> 23:21</p> <p><b>mold (1)</b> 51:16</p> <p><b>molecules (1)</b> 17:8</p> <p><b>mom (1)</b> 19:21</p> <p><b>moment (2)</b> 4:20 45:20</p> <p><b>money (1)</b> 37:1</p> <p><b>Monica (1)</b> 32:9</p> <p><b>months (2)</b> 8:8 48:13</p> <p><b>more (12)</b> 6:14 7:15 9:4 19:24 21:11 25:14 37:10 43:11 44:6 45:3 49:7 51:7</p> <p><b>morning (3)</b> 10:24 12:5,7</p> <p><b>most (2)</b> 13:18 49:18</p> <p><b>motivated (1)</b> 49:6</p> <p><b>motor (1)</b> 30:2</p>	<p><b>moved (3)</b> 27:15 46:4,8</p> <p><b>moves (1)</b> 17:7</p> <p><b>moving (1)</b> 17:8</p> <p><b>Mrs (2)</b> 34:13,17</p> <p><b>much (7)</b> 36:24 37:8,15 44:6 46:4,8 50:24</p> <p><b>multiple (2)</b> 10:23 45:11</p> <p><b>music (10)</b> 8:18,20,23 9:1 14:6 15:5 16:20,24 17:16 18:11</p> <p><b>must (1)</b> 28:3</p>
<b>M</b>			
<p><b>made (1)</b> 3:16</p> <p><b>MAGROGAN (2)</b> 25:1,2</p> <p><b>main (1)</b> 39:1</p> <p><b>make (6)</b> 10:22 11:24 17:9 37:1 45:22 51:15</p> <p><b>makes (3)</b> 15:22 18:17 46:15</p> <p><b>making (5)</b> 16:11 18:21 20:4 24:4 48:5</p> <p><b>manage (1)</b> 8:12</p> <p><b>manager (1)</b> 32:14</p> <p><b>manner (1)</b> 4:7</p> <p><b>manual (3)</b> 11:23 14:15,17</p> <p><b>many (4)</b></p>	<p><b>math (4)</b> 16:19 25:18 29:7 43:5</p> <p><b>mathematics (1)</b> 29:4</p> <p><b>matter (3)</b> 2:11 28:12 42:6</p> <p><b>McGarry (2)</b> 27:9,9</p> <p><b>mean (2)</b> 24:15 52:17</p> <p><b>means (2)</b> 17:6 52:16</p> <p><b>measurable (1)</b> 51:1</p> <p><b>measured (1)</b> 51:6</p> <p><b>medication (1)</b> 36:6</p> <p><b>meet (1)</b> 38:16</p> <p><b>meeting (1)</b> 3:8</p> <p><b>members (3)</b> 3:23 27:6 52:23</p> <p><b>met (7)</b> 20:10,15,18 22:16</p>	<p><b>middle (13)</b> 8:21 13:14,16,18 39:14,15,22 40:5 41:9 46:11,12,24 47:4</p> <p><b>mingle (2)</b> 39:5 40:18</p> <p><b>miserably (1)</b> 27:24</p> <p><b>miss (1)</b> 34:17</p> <p><b>missing (1)</b> 23:21</p> <p><b>mold (1)</b> 51:16</p> <p><b>molecules (1)</b> 17:8</p> <p><b>mom (1)</b> 19:21</p> <p><b>moment (2)</b> 4:20 45:20</p> <p><b>money (1)</b> 37:1</p> <p><b>Monica (1)</b> 32:9</p> <p><b>months (2)</b> 8:8 48:13</p> <p><b>more (12)</b> 6:14 7:15 9:4 19:24 21:11 25:14 37:10 43:11 44:6 45:3 49:7 51:7</p> <p><b>morning (3)</b> 10:24 12:5,7</p> <p><b>most (2)</b> 13:18 49:18</p> <p><b>motivated (1)</b> 49:6</p> <p><b>motor (1)</b> 30:2</p>	<p style="text-align: center;"><b>N</b></p> <p><b>name (15)</b> 2:3 5:12 10:9 11:1, 5 15:4 18:24 20:5 25:1 28:16 30:15 37:16 44:7 45:7 52:21</p> <p><b>necessarily (1)</b> 6:12</p> <p><b>necessary (1)</b> 3:17</p> <p><b>need (17)</b> 12:24 13:5,19,22, 24 21:18 22:8 23:5 27:22 31:10 35:14 37:8 39:18 40:10 43:11 44:20 50:15</p> <p><b>needed (6)</b> 32:19 35:11 38:24 43:7 46:7 53:7</p>

<p><b>needs (16)</b> 11:21,22 15:24 32:18 37:1,10 43:11 45:4,13,23 46:17 47:2 49:7 52:3,3,5</p> <p><b>never (6)</b> 19:9 26:24 27:1 34:16 36:3 47:10</p> <p><b>new (3)</b> 13:10 20:9 38:6</p> <p><b>Newark (1)</b> 43:20</p> <p><b>News (2)</b> 3:1,2</p> <p><b>nice (2)</b> 26:15 43:15</p> <p><b>night (1)</b> 47:21</p> <p><b>nine (1)</b> 20:10</p> <p><b>Nobody (1)</b> 7:2</p> <p><b>no-brainer (1)</b> 24:11</p> <p><b>nodding (1)</b> 6:16</p> <p><b>north (1)</b> 13:23</p> <p><b>note (1)</b> 3:20</p> <p><b>nothing's (1)</b> 28:13</p> <p><b>notice (2)</b> 2:23 3:4</p> <p><b>notified (2)</b> 3:11,13</p> <p><b>nowhere (1)</b> 7:19</p> <p><b>NPR (1)</b> 5:19</p>	<p style="text-align: center;"><b>O</b></p> <p><b>October (1)</b> 3:2</p> <p><b>off (6)</b> 4:23 12:5,7,19 15:21 30:14</p> <p><b>Office (1)</b> 2:5</p> <p><b>Office's (1)</b> 4:5</p> <p><b>official (3)</b> 3:6,7,9</p> <p><b>old (4)</b> 27:10 45:14,16 46:22</p> <p><b>older (2)</b> 13:10 47:2</p> <p><b>oldest (2)</b> 45:14 48:3</p> <p><b>once (2)</b> 14:4 32:23</p> <p><b>one (16)</b> 5:19 9:15 11:19 15:15,18,21,21 17:4 21:24 25:12 31:24 38:12 42:12 45:1 47:19 48:3</p> <p><b>ones (2)</b> 51:4,5</p> <p><b>online (1)</b> 33:24</p> <p><b>only (2)</b> 29:5 39:10</p> <p><b>open (8)</b> 2:3 9:15 14:9 19:17 22:9 34:12 35:5 37:11</p> <p><b>opened (2)</b> 19:3 20:8</p>	<p><b>opinion (1)</b> 46:15</p> <p><b>opportunities (1)</b> 48:15</p> <p><b>opportunity (3)</b> 13:20 14:6 52:7</p> <p><b>other (32)</b> 10:19 12:11,13,19 14:24 16:9,13,22 18:3 24:9,17,18,22 27:3,18 30:12 33:16 35:8 36:1 38:10,14 41:13 43:14, 18,20 44:1,9,24 51:21 52:6,13,23</p> <p><b>others (1)</b> 2:16</p> <p><b>others' (1)</b> 9:18</p> <p><b>otherwise (1)</b> 6:11</p> <p><b>out (26)</b> 7:6,8 14:2,10 17:10 23:8 26:17 31:12,16 33:17,21 34:7 35:19, 24 36:3,4,5,8 39:9,11 42:21 45:16 49:16,22 50:12 51:9</p> <p><b>outside (1)</b> 25:23</p> <p><b>over (5)</b> 8:2,3 14:3 31:21 36:21</p> <p><b>Overby (1)</b> 9:9</p> <p><b>own (4)</b> 33:12,15 35:12 51:15</p> <p style="text-align: center;"><b>P</b></p>	<p><b>package (1)</b> 43:7</p> <p><b>pain (1)</b> 18:7</p> <p><b>paint (1)</b> 15:12</p> <p><b>Pam (4)</b> 20:7,10 32:13 35:13</p> <p><b>para (1)</b> 11:16</p> <p><b>paraprofessional (2)</b> 11:18,19</p> <p><b>paraprofessionals (2)</b> 13:2 30:6</p> <p><b>paras (1)</b> 30:10</p> <p><b>parent (5)</b> 25:2 35:20 37:17 45:8,20</p> <p><b>parents (14)</b> 6:19 7:13 11:7 28:12,15,18 33:16 35:2 36:10 44:9,21 49:14,21 52:6</p> <p><b>parent-teacher (1)</b> 49:4</p> <p><b>Parson (2)</b> 2:20,20</p> <p><b>part (8)</b> 35:18 37:2 39:4 41:21,22 43:13 52:1,9</p> <p><b>participate (1)</b> 41:19</p> <p><b>participating (1)</b> 53:3</p> <p><b>particularly (1)</b> 23:9</p> <p><b>passion (1)</b> 24:1</p> <p><b>past (2)</b></p>
--	---	---	---

27:13 30:21	<b>phone (3)</b>	<b>possible (2)</b>	<b>provided (1)</b>
<b>patience (1)</b>	11:7 32:12 34:18	48:6,7	3:22
19:16	<b>physical (1)</b>	<b>posted (2)</b>	<b>providing (1)</b>
<b>patterns (5)</b>	14:1	3:4 4:4	34:10
6:21,22,23,23 7:1	<b>physically (1)</b>	<b>potential (1)</b>	<b>public (10)</b>
<b>Patti (1)</b>	6:12	29:17	2:2,7,13,24 3:8,12
22:11	<b>picked (1)</b>	<b>powerful (7)</b>	5:4 27:6 46:5 49:18
<b>pause (1)</b>	27:20	6:14,23 7:15,18	<b>published (1)</b>
4:20	<b>piece (1)</b>	8:17 9:21,23	3:1
<b>pay (2)</b>	39:5	<b>present (3)</b>	<b>purely (1)</b>
36:21 39:20	<b>piggyback (1)</b>	3:15 34:23 40:16	5:2
<b>peers (1)</b>	30:14	<b>president (1)</b>	<b>purpose (1)</b>
51:7	<b>place (15)</b>	48:23	5:4
<b>peg (1)</b>	2:24 3:6,12 5:16	<b>pretty (2)</b>	<b>push (1)</b>
51:13	15:16,21,22 20:16	46:3,19	11:9
<b>Pennsylvania (2)</b>	22:6,7,8 43:24 47:7	<b>previous (2)</b>	<b>pushed (2)</b>
23:18,20	49:5 50:4	30:22 51:11	19:12,14
<b>people (4)</b>	<b>plan (1)</b>	<b>principal (3)</b>	<b>put (2)</b>
10:23 16:10 20:17	28:5	10:10 21:1 34:1	17:2 19:11
47:19	<b>plans (1)</b>	<b>Prior (1)</b>	
<b>percent (1)</b>	8:11	39:13	<b>Q</b>
49:18	<b>play (2)</b>	<b>problem (1)</b>	
<b>perfect (1)</b>	13:24 41:15	30:24	<b>question (4)</b>
43:24	<b>please (7)</b>	<b>proceed (1)</b>	5:21 6:1 34:9,15
<b>period (1)</b>	4:14 37:5,6,13,13,	4:6	<b>Questions (2)</b>
38:2	13 45:4	<b>process (3)</b>	5:5 26:9
<b>permitted (2)</b>	<b>pm (1)</b>	4:2 6:18 53:5	<b>quick (1)</b>
4:17 5:7	53:10	<b>program (2)</b>	16:23
<b>person (3)</b>	<b>point (8)</b>	8:18,23	<b>quickly (2)</b>
11:7 36:9 44:24	5:9 11:24 15:10	<b>project (1)</b>	25:7 27:14
<b>personal (1)</b>	26:21 27:5 33:11,12,	25:18	<b>quiet (2)</b>
50:15	15	<b>prompting (1)</b>	6:10 42:19
<b>personalities (1)</b>	<b>policy (1)</b>	26:14	<b>quietly (1)</b>
45:13	34:12	<b>property (1)</b>	38:12
<b>personally (1)</b>	<b>position (1)</b>	10:21	<b>quit (1)</b>
3:11	9:23	<b>proud (5)</b>	36:18
<b>phenomenal (2)</b>	<b>positive (1)</b>	21:19 22:4 28:17	<b>quotes (2)</b>
19:5 44:18	7:7	44:10 45:8	7:13,14
<b>philosophy (2)</b>	<b>possibilities (1)</b>	<b>provide (1)</b>	
29:8,10	7:12	46:7	

<b>R</b>	16:6 21:12 22:18, 22 23:3,14 24:4,20 27:19 28:3 34:7 39:18, 19 45:2,19 46:9 49:19, 20 50:4,7,15,18 51:4,8	45:7 <b>relationships (1)</b> 13:21 <b>relaxed (2)</b> 42:11,15 <b>remaining (1)</b> 52:14 <b>renew (6)</b> 2:9 30:9 37:5,7,13 45:4 <b>renewal (8)</b> 4:2,4,9 28:20 37:6 45:4 50:10 53:5 <b>renewed (3)</b> 8:15 44:5 52:13 <b>repeat (1)</b> 7:24 <b>repeating (1)</b> 8:2 <b>repetitive (1)</b> 5:3 <b>report (1)</b> 2:13 <b>reporter (3)</b> 3:15,20 52:20 <b>representatives (5)</b> 4:8 5:10 15:1 24:23 27:4 <b>required (1)</b> 2:10 <b>reserve (1)</b> 5:1 <b>resources (1)</b> 33:21 <b>respect (2)</b> 27:16 28:9 <b>response (1)</b> 12:5 <b>responsible (1)</b> 36:12	<b>responsive (1)</b> 12:8 <b>rest (4)</b> 7:20 22:23 28:4 45:23 <b>result (1)</b> 47:12 <b>retired (1)</b> 20:8 <b>rides (2)</b> 26:9,10 <b>right (8)</b> 5:2 9:1 10:2 20:7 25:9 43:23 47:14,19 <b>rigor (1)</b> 24:14 <b>roles (1)</b> 35:6 <b>Ronald (1)</b> 8:20 <b>roof (1)</b> 36:21 <b>room (4)</b> 4:13 8:21 25:23 26:17 <b>rooms (1)</b> 14:10 <b>rotating (2)</b> 13:11 14:5 <b>round (1)</b> 51:14 <b>route (1)</b> 36:7 <b>RTI (2)</b> 12:21,22 <b>running (1)</b> 48:22 <b>RUSHDAN (2)</b> 2:18,18 <b>rushing (1)</b>
<b>raging (1)</b> 20:24	<b>reason (2)</b> 20:12 33:4		
<b>ran (1)</b> 26:20	<b>reasons (2)</b> 30:8 40:20		
<b>RANDOLPH (6)</b> 28:16,17 30:14,15, 16 35:17	<b>rebellious (1)</b> 31:3		
<b>rang (1)</b> 29:9	<b>received (2)</b> 4:1,3		
<b>rap (1)</b> 18:15	<b>recess (4)</b> 13:16 14:3 31:6,10		
<b>rapidly (1)</b> 17:7	<b>recognize (1)</b> 48:21		
<b>RATHMELL (2)</b> 18:24 19:1	<b>record (4)</b> 2:23 3:16,21 4:24		
<b>R-a-t-h-m-e-l-l (1)</b> 19:1	<b>reduce (1)</b> 13:6		
<b>reach (4)</b> 19:23 20:1 23:14 24:16	<b>referred (1)</b> 2:11		
<b>read (4)</b> 19:14,15,21 40:8	<b>reflect (1)</b> 2:23		
<b>readers (1)</b> 21:22	<b>refreshed (1)</b> 8:15		
<b>reading (7)</b> 6:19 7:7 19:11,18 21:23 29:2,5	<b>refresher (1)</b> 8:14		
<b>ready (7)</b> 10:3,6 16:7,8 33:12, 13 35:11	<b>refused (1)</b> 21:8		
<b>Reagan (1)</b> 8:20	<b>regarding (2)</b> 27:7 52:24		
<b>real (1)</b> 42:21	<b>regular (3)</b> 41:9,20 49:17		
<b>realize (1)</b> 29:16	<b>relate (1)</b> 35:15		
<b>really (24)</b>	<b>relation (1)</b> 17:24		
	<b>relations (1)</b>		

50:14	14,18,24 38:2,3,15	40:15	4:12
<b>S</b>	39:6,13,14,22 40:1,5, 9,12,18,21,22 41:3,4, 10,16,20 42:12 43:9, 17 44:4,15,16,17,21 45:1 46:5,11,12 47:1, 5,11,15,20 48:9,17 50:16,21 53:1,8	<b>September (1)</b> 3:14 <b>series (1)</b> 26:9 <b>serious (1)</b> 42:18 <b>set (2)</b> 25:21 32:13 <b>setting (2)</b> 39:9 44:3 <b>seventh (1)</b> 46:22 <b>shadow (1)</b> 27:13 <b>shame (1)</b> 45:3 <b>share (2)</b> 25:6,7 <b>sharing (2)</b> 33:6,7 <b>sheets (1)</b> 4:12 <b>shell (1)</b> 7:6 <b>shout (1)</b> 51:9 <b>show (3)</b> 18:12 19:20 34:5 <b>showed (1)</b> 29:17 <b>shown (1)</b> 29:6 <b>siblings (1)</b> 44:22 <b>sign (1)</b> 4:21 <b>signed (2)</b> 4:14,17 <b>sign-up (1)</b>	<b>similar (2)</b> 41:17 49:15 <b>sing (1)</b> 29:23 <b>sister (1)</b> 47:1 <b>sitting (2)</b> 38:12 50:2 <b>situation (1)</b> 32:17 <b>six (1)</b> 8:8 <b>sixth (3)</b> 25:3 37:19 48:20 <b>size (1)</b> 38:24 <b>skill (2)</b> 7:18 13:4 <b>skilled (1)</b> 23:9 <b>skills (4)</b> 16:12 30:2,2,3 <b>slip (1)</b> 19:24 <b>small (2)</b> 13:1 16:2 <b>smaller (4)</b> 38:24 40:23 41:7 52:5 <b>Smyrna (1)</b> 13:24 <b>soar (1)</b> 10:7 <b>social (2)</b> 13:21 30:3 <b>socialize (1)</b> 14:1 <b>socializing (1)</b> 39:5
<b>safer (1)</b> 6:9 <b>said (30)</b> 5:20,23 6:20 8:22 9:24 14:14 17:18 18:5 19:13 26:1,3,14,18 27:12 29:1 30:17 31:14,18,19,19,21,23, 24 32:6,10,24 33:14 34:12 35:11 44:20 <b>same (1)</b> 23:11 <b>sat (1)</b> 21:2 <b>saw (4)</b> 25:22 35:13 47:7,9 <b>saying (3)</b> 19:20 32:4 38:17 <b>scary (2)</b> 49:16,19 <b>schedule (1)</b> 48:7 <b>School (120)</b> 2:5,8,11 3:5,10 4:5, 8 5:11,13,14,15 6:5 7:12 8:2 9:17 10:10, 18,19 13:14,16 14:23 19:2,4,5,10,23 20:14, 17,19,23 22:6,7,12,17, 20 23:19,24 24:18,23 25:13 27:2,8 28:18,20 29:1,8,13 30:20 31:12, 14,15,19,20 32:5,7,8, 9,22 33:1,4,5,13,23 34:7,11,19,19 35:7,9, 22 36:24 37:6,6,9,12,	<b>schools (13)</b> 13:18 20:1 30:22 31:11 36:2 39:15,17 40:6,8 46:6 49:18 51:11,21 <b>School's (1)</b> 30:9 <b>science (4)</b> 16:19 17:13,15,17 <b>scores (1)</b> 51:2 <b>search (1)</b> 7:20 <b>searched (1)</b> 31:11 <b>secluded (3)</b> 40:2 42:19,23 <b>second (1)</b> 6:1 <b>Secretary (4)</b> 2:6 3:22 32:9 53:3 <b>seem (1)</b> 49:6 <b>self (1)</b> 42:21 <b>self-advocacy (1)</b> 7:16 <b>semester (1)</b> 38:2 <b>sense (2)</b> 18:17 36:20 <b>separating (1)</b>		

<b>socially (2)</b> 7:6 20:3	<b>speak (11)</b> 3:19 4:11,13,16,17 15:2 24:24 25:5 27:7 30:18 52:24	8:24 10:12 16:1,2 25:11 33:4,7 35:13 37:19 40:5	7:2,4,21 <b>struggled (4)</b> 7:3 29:4,10 45:16
<b>society (1)</b> 12:15	<b>speaker (1)</b> 3:17	<b>starter (1)</b> 5:21	<b>struggles (2)</b> 25:12 28:24
<b>somebody (2)</b> 33:21 39:19	<b>special (12)</b> 15:22 21:18,19 22:8 32:21 38:21 39:18 40:12,19 47:2 52:4,4	<b>starting (3)</b> 9:5,6 48:24	<b>student (12)</b> 7:10 12:24 15:23, 24 19:10 25:8,10,12 28:18 31:9 44:11 49:3
<b>Somebody's (1)</b> 33:20	<b>specialize (1)</b> 32:21	<b>starts (1)</b> 12:19	<b>students (31)</b> 5:18 6:4 7:14 9:16 10:2 11:4 12:1,9,17, 23 13:5,11,22 14:8,11 15:19,23 16:3 17:1 18:11 19:6 25:13,20 30:12 31:22 38:10 41:1 43:10 44:1,20 47:22
<b>somehow (1)</b> 33:18	<b>spectrum (2)</b> 45:17 46:18	<b>State (8)</b> 2:15,19 3:2,8,23 5:6 22:7 53:6	<b>students' (1)</b> 11:21
<b>something (11)</b> 14:21 16:24 17:7 18:10 21:18 23:21 30:17 33:19,19 42:2 52:17	<b>spend (1)</b> 22:23	<b>states (1)</b> 4:15	<b>submit (2)</b> 4:18 53:6
<b>sometimes (3)</b> 18:21 31:6 35:1	<b>spent (1)</b> 22:21	<b>State's (1)</b> 3:9	<b>succeed (4)</b> 32:19 39:17 43:21 52:12
<b>Someway (1)</b> 33:18	<b>spoke (3)</b> 20:13 25:5 46:17	<b>stepping (1)</b> 17:19	<b>succeeded (1)</b> 46:23
<b>son (26)</b> 27:10 37:17,23 38:3,23 39:8,15,16 40:1,11,17 41:5,8,17, 22 42:8,17,18 43:7,11, 17,21 45:14 46:10 50:22 51:20	<b>spoken (1)</b> 44:10	<b>still (2)</b> 20:11 48:24	<b>success (4)</b> 29:11,12,16 30:7
<b>s-o-n (1)</b> 44:8	<b>spot (1)</b> 17:3	<b>stood (1)</b> 25:23	<b>successful (4)</b> 22:14,19 23:19 36:14
<b>song (1)</b> 16:8	<b>spots (1)</b> 41:13	<b>stop (1)</b> 10:13	<b>suit (2)</b> 29:3 39:14
<b>songs (1)</b> 18:12	<b>square (1)</b> 51:13	<b>stories (5)</b> 46:19 49:15 50:14 52:16,17	<b>superpower (2)</b> 5:22 10:6
<b>son's (2)</b> 38:19 46:17	<b>Stacy's (1)</b> 18:9	<b>story (3)</b> 25:6 33:2,6	<b>support (3)</b> 25:9 28:19 52:18
<b>sound (3)</b> 17:5,8,9	<b>staff (4)</b> 11:9,14 23:8 35:20	<b>street (1)</b> 31:20	<b>supposed (1)</b> 36:11
<b>south (1)</b> 13:23	<b>stand (1)</b> 50:9	<b>stretching (1)</b> 9:13	
<b>space (1)</b> 51:15	<b>start (11)</b> 12:5,6,6 13:9,11,13 14:5 20:17 31:13 33:12 35:12	<b>strictly (1)</b> 5:4	
	<b>started (10)</b>	<b>strong (1)</b> 29:3	
		<b>strongly (3)</b> 24:6 50:8,9	
		<b>struggle (3)</b>	

<p><b>sure (7)</b> 10:22 34:21 37:1 45:22 46:15,19 48:5</p> <p><b>surprised (3)</b> 48:11 49:13 51:8</p> <p><b>Susan (1)</b> 44:7</p> <p><b>suspended (1)</b> 21:2</p> <p><b>switch (1)</b> 14:18</p> <p><b>system (1)</b> 14:2</p> <p><b>systems (1)</b> 46:5</p> <hr/> <p style="text-align: center;"><b>T</b></p> <hr/> <p><b>table (1)</b> 19:13</p> <p><b>taking (4)</b> 10:14 26:8 50:11,13</p> <p><b>talented (1)</b> 24:10</p> <p><b>talk (6)</b> 15:6,7 16:4 17:12 50:3,13</p> <p><b>talked (4)</b> 15:5 32:9 42:7 46:17</p> <p><b>talking (4)</b> 9:15 16:6 32:23 48:17</p> <p><b>taught (2)</b> 8:7 23:20</p> <p><b>teach (2)</b> 17:5 27:16</p> <p><b>teacher (13)</b> 9:1 11:16,18 15:5 17:13,17 18:16 20:6</p>	<p>22:12 31:24 34:14 42:7,13</p> <p><b>teachers (11)</b> 8:10 13:2,3,4 24:9 35:20 41:24 42:3,13 43:4 47:21</p> <p><b>teaching (4)</b> 15:17 22:20,24 23:23</p> <p><b>team (8)</b> 22:17 23:2,13 24:8 41:7 51:18 52:1,9</p> <p><b>teamwork (1)</b> 16:15</p> <p><b>Tear (1)</b> 8:22</p> <p><b>technology (1)</b> 12:17</p> <p><b>telling (2)</b> 8:10 42:14</p> <p><b>term (1)</b> 2:9</p> <p><b>terminally (1)</b> 8:6</p> <p><b>test (1)</b> 51:1</p> <p><b>tested (1)</b> 36:3</p> <p><b>their (18)</b> 9:22 11:5,6 13:7,9, 9 14:2 15:11 16:8 17:23 18:6,7 20:2,19 29:20 33:8 38:16 52:8</p> <p><b>themselves (6)</b> 2:17 9:22 16:10 18:4,6 23:6</p> <p><b>There (42)</b> 4:12 6:22 8:5 12:21 14:24 18:22 20:11 21:2 23:20 24:20,22</p>	<p>27:10,14,21,22 28:3 31:22 32:24 33:21,24 34:13,20,23 35:4,10 36:17,19 38:9,10,11, 12,19 40:2,13 42:2,3 43:10,22 44:13 48:5,8 49:16</p> <p><b>they (96)</b> 5:20,23 6:5,6,7 8:21 9:21,22 10:3,5 11:11,12 12:7,18 13:6, 8,21,24 14:3,4,4,5 15:23 16:3,8,9 17:14, 17,18,21 18:8,10,12, 22 20:3,3,13,18,24 21:1,4,5,5,6,7,7,14,14, 15,15,18,21 22:3,3,9 23:5 27:16,17 28:5,6, 12 29:15 30:20,23 31:5,6,10,23 32:21 34:10,11,12,21 35:2, 22,23 36:2,3,16 37:7, 8,10 38:11 39:23 40:3, 16 42:1,8 45:12 46:6, 16 47:23 50:7 51:15 52:9,9</p> <p><b>thing (17)</b> 6:4 10:18 13:17 15:11,16,18,21,22 17:4,5 18:3 30:24 38:23 39:2,10 41:2 43:14</p> <p><b>things (21)</b> 10:11 11:8,20 12:1, 2,4 14:7,11,18 16:19 27:14 33:9 34:1,3 36:8 40:14 41:18,23 49:8 51:1,1</p> <p><b>think (10)</b> 15:9 17:24 20:17</p>	<p>24:4 28:10 38:1 43:10, 18 45:2 46:13</p> <p><b>third (6)</b> 6:9 19:11 20:15,16, 18 34:14</p> <p><b>though (1)</b> 40:1</p> <p><b>thought (6)</b> 10:11,13 23:3,22 30:23 40:17</p> <p><b>three (10)</b> 27:13 38:11 41:1 44:12 45:8,12,13 48:2 50:23,23</p> <p><b>thrilled (2)</b> 24:12 27:20</p> <p><b>thriving (1)</b> 7:11</p> <p><b>Throughout (3)</b> 13:8 14:8 46:1</p> <p><b>times (3)</b> 21:1,5 50:13</p> <p><b>Tina (1)</b> 30:15</p> <p><b>tired (1)</b> 21:12</p> <p><b>today (1)</b> 53:3</p> <p><b>today's (2)</b> 2:24 3:12</p> <p><b>toes (1)</b> 17:19</p> <p><b>together (3)</b> 3:24 13:21 49:22</p> <p><b>told (3)</b> 21:4 33:2,14</p> <p><b>tolerance (1)</b> 12:12</p> <p><b>took (6)</b> 8:7 31:6 38:4 46:16</p>
--	---	---	--

47:6 49:5	19:6 29:9,17	30:20	26:7 35:16
<b>top (1)</b>	<b>truly (1)</b>	<b>unfortunate (1)</b>	<b>voices (1)</b>
21:6	24:17	23:17	9:18
<b>totally (1)</b>	<b>try (5)</b>	<b>unique (6)</b>	<b>volunteer (1)</b>
27:20	13:6 27:18 28:13	5:16,16,17 19:8,23	36:19
<b>touch (2)</b>	42:5 50:18	23:12	
31:2 51:4	<b>trying (7)</b>	<b>University (1)</b>	<b>W</b>
<b>touched (2)</b>	19:7 30:19 32:10	9:8	<b>waiting (1)</b>
22:18 23:14	34:7 48:6 50:3 51:13	<b>Unless (2)</b>	37:11
<b>tough (1)</b>	<b>Tuesday (1)</b>	7:23 21:18	<b>Wali (1)</b>
24:3	9:10	<b>unseen (1)</b>	2:18
<b>tour (1)</b>	<b>turned (1)</b>	6:10	<b>walked (4)</b>
32:20	49:11	<b>until (1)</b>	8:20 20:7 32:12
<b>traditional (2)</b>	<b>Twain (1)</b>	48:19	47:22
20:1 29:13	9:24	<b>up (18)</b>	<b>walking (2)</b>
<b>traffic (1)</b>	<b>tween (1)</b>	4:14,17,21 13:15	7:8 47:22
50:2	48:24	14:18 18:16 25:21	<b>wall (2)</b>
<b>transformation (5)</b>	<b>two (10)</b>	26:18,20 27:20 32:13	8:21,22
9:20,20 25:6 26:16,	8:5 19:14 21:23	34:1,23 35:4,7 36:19	<b>wanted (4)</b>
24	23:21 31:11,12 38:10	41:13 48:19	18:19 22:23 25:6
<b>transformative (1)</b>	40:24 46:2,4	<b>upon (1)</b>	38:5
45:20	<b>type (2)</b>	40:7	<b>wants (1)</b>
<b>transitioning (1)</b>	47:6 49:8	<b>upset (1)</b>	44:17
38:6	<b>U</b>	31:8	<b>waves (1)</b>
<b>TRAVERS (8)</b>		<b>use (1)</b>	17:8
2:1,3,22 5:1 14:24	<b>ultimate (1)</b>	18:20	<b>way (8)</b>
24:22 27:3 52:23	26:16	<b>usually (3)</b>	10:2 18:7,21,22
<b>treat (1)</b>	<b>umph (1)</b>	17:5,17,18	32:13 33:22 48:19
27:17	33:10	<b>V</b>	50:20
<b>treated (2)</b>	<b>uncles (1)</b>	<b>values (1)</b>	<b>ways (2)</b>
28:9 51:22	44:22	15:24	16:22 24:17
<b>tremendous (3)</b>	<b>understand (8)</b>	<b>vibration (3)</b>	<b>website (3)</b>
25:15 29:7 44:13	15:23 16:21 28:8	17:6,6,14	3:8,9 4:5
<b>tremendously (1)</b>	35:21,22,23 43:8 44:4	<b>vibrations (1)</b>	<b>week (1)</b>
30:1	<b>understanding (3)</b>	17:11	20:8
<b>tried (1)</b>	12:12,13 17:22	<b>view (2)</b>	<b>weeks (2)</b>
46:5	<b>understands (1)</b>	9:22,22	19:14 31:12
<b>troubled (1)</b>	39:19	<b>voice (2)</b>	<b>welcome (1)</b>
7:10	<b>understood (1)</b>		14:19
<b>true (3)</b>			



<p><b>weren't (4)</b> 21:13,14,24 51:23</p> <p><b>whatever (3)</b> 34:16,20 37:1</p> <p><b>what's (5)</b> 17:22 20:21 21:19 34:4,9</p> <p><b>WHITE (12)</b> 10:8,9 20:5,6 25:22 34:2,13,17 44:19 45:6, 7 50:7</p> <p><b>Whites (1)</b> 45:8</p> <p><b>whole (4)</b> 32:13 43:7 45:15,23</p> <p><b>who's (3)</b> 32:14 46:21 48:10</p> <p><b>who've (1)</b> 44:9</p> <p><b>wife (2)</b> 28:17,22</p> <p><b>wilderness (1)</b> 49:23</p> <p><b>wish (1)</b> 4:9</p> <p><b>wishes (1)</b> 4:21</p> <p><b>within (1)</b> 48:12</p> <p><b>Without (4)</b> 7:18,19 26:13 40:18</p> <p><b>witnessed (1)</b> 8:17</p> <p><b>wonderful (2)</b> 5:17 15:10</p> <p><b>Wonders (1)</b> 13:10</p> <p><b>words (4)</b> 6:13 7:2 19:5 24:15</p> <p><b>work (12)</b></p>	<p>12:10 23:13 25:9 28:14 31:1,4 32:1,3 33:17 39:11 49:7 51:17</p> <p><b>worked (2)</b> 15:19 19:18</p> <p><b>working (7)</b> 15:18 16:1 22:22 24:19 25:11,18 28:4</p> <p><b>world (4)</b> 7:17 9:23 17:23 36:13</p> <p><b>wow (1)</b> 43:5</p> <p><b>writing (2)</b> 6:20 10:12</p> <p><b>written (2)</b> 3:24 4:18</p> <p><b>wrote (4)</b> 18:12,15 26:12 30:17</p>	<p>47:19</p> <p><b>younger (4)</b> 40:3 46:3 47:1 49:2</p>	<p><b>3</b></p>
	<p><b>worked (2)</b> 15:19 19:18</p> <p><b>working (7)</b> 15:18 16:1 22:22 24:19 25:11,18 28:4</p> <p><b>world (4)</b> 7:17 9:23 17:23 36:13</p> <p><b>wow (1)</b> 43:5</p> <p><b>writing (2)</b> 6:20 10:12</p> <p><b>written (2)</b> 3:24 4:18</p> <p><b>wrote (4)</b> 18:12,15 26:12 30:17</p>	<p><b>1</b></p> <p><b>1 (1)</b> 26:10</p> <p><b>10 (1)</b> 3:2</p> <p><b>11 (2)</b> 27:10 46:21</p> <p><b>11:10 (1)</b> 13:13</p> <p><b>11-year-old (1)</b> 48:11</p> <p><b>13 (1)</b> 45:14</p> <p><b>175 (2)</b> 11:4 44:20</p> <p><b>19 (1)</b> 3:12</p>	<p><b>3 (2)</b> 28:1 45:15</p> <p><b>30 (2)</b> 20:9 31:23</p> <p><b>5</b></p> <p><b>5 (1)</b> 3:14</p> <p><b>6</b></p> <p><b>6:28 (1)</b> 53:9</p> <p><b>8</b></p> <p><b>8 (1)</b> 8:14</p> <p><b>80 (1)</b> 49:18</p>
<p><b>Y</b></p>	<p><b>2</b></p>	<p><b>2 (1)</b> 26:10</p> <p><b>2004 (1)</b> 15:18</p> <p><b>2017 (1)</b> 28:23</p> <p><b>2019 (3)</b> 3:3,13,14</p> <p><b>20-plus (1)</b> 22:13</p> <p><b>20-some (1)</b> 8:10</p> <p><b>25 (1)</b> 31:23</p>	
<p><b>year (16)</b> 8:4,16,18 9:3,5 17:1 19:10 21:24 25:3 27:11 37:19 38:1 45:10,10 48:20 51:7</p> <p><b>years (20)</b> 2:10 8:10 19:4 20:9, 11 21:23 22:13 23:21 27:10,13 44:12 45:14, 15,24 46:4,11,21 50:23,23 52:15</p> <p><b>yesterday (2)</b> 25:7,17</p> <p><b>yield (1)</b> 21:9</p> <p><b>young (1)</b></p>			