

DEFEATING THE SNYDER PLAN

Address to the May 3 Special Membership Meeting

Greetings, fellow teachers! Three days ago, Governor Snyder officially revealed his new plan to overhaul the Detroit school system. The very existence of this new plan is a de facto admission that his old plan has been a miserable failure, and has failed so miserably that it is necessary to change course drastically. This is the only point on which I can agree with our Governor—yes, I completely agree that his plan has been a miserable failure and that drastic changes are necessary. In fact, I have been arguing this for years, and I would like to thank the Governor for finally acknowledging that I have been right the entire time and that his schemes have been the real problem. However, the new Snyder plan is even more of an abomination than the old one—it is nothing other than a convoluted reorganization of the old plan to destroy public education and to steal from the children of Detroit. But because the new plan is intended to be more deceptive and to conceal the taste of poison with a heavy dose of artificial flavoring, my first task at this meeting is to report to this membership what the new Snyder plan really is.

Unfortunately, the local news media have not made this task any easier. The newspapers function as free advertising agencies for the politicians who sell out our city. Most people have no idea what the new Snyder plan would actually do to the schools—they only know that Snyder is up to no good based on seeing the results of his work first-hand. We can rejoice that the people of Detroit are very wise to learn from first-hand experience and reasoning rather than the misleading jargon coming from the politicians and the press. But it is our responsibility as teachers to educate the city about what is really happening, and it is our responsibility as leaders to make clear that we can defeat the Snyder plan before it is ever implemented.

We have already taken the first steps in defeating it.

The most prominent feature of the new

President's Report



Steve
Conn

plan is to divide the district into two parts—one for paying off debt and the other for running the schools. Snyder compared his plan to the Chapter 11 bankruptcy deal that General Motors received in 2009, in which the old General Motors Corporation became the Motors Liquidation Company and inherited all of the debt, while the new General Motors Company was formed to inherit all of the profitable assets. The purpose of this reorganization was to bolster the stock value of the new company as it would be freed from all of the old liabilities. In the process, the new General Motors heavily slashed the pay and benefits of the auto workers.

On the surface, the Snyder plan looks similar, mainly because it turns the old Detroit Public Schools into a debt payment system and creates the new City of Detroit Education District to run the schools. The old DPS would pay off its debt by inheriting the property tax millages that Detroiters voted on to support the schools. Aside from the fact that this would be blatant taxation without representation, as Detroiters did not vote to tax ourselves just to pay off state debt, this still does not explain dividing the district in two—the exact same payment plan would be possible while maintaining a single district. Additionally, the plan does not really constitute a clean slate for the new Education District since it would be losing the property tax millages in order to keep paying off the debt anyway. The advertisement of a “debt-free”

district is just a lie and a simple shell game. Just because the state debt is placed under a different shell doesn't mean that we aren't being forced to pay for it. The comparison to the General Motors deal is also important for another reason, and not just as a deception to create the appearance of a debt-free system. In the case of General Motors, establishing a separate, debt-free entity was a benefit to stock investors who needed to believe that they would see financial returns on their investments and not be dropping their money into a giant hole. But public schools are not traded on the stock market and are not supposed to yield financial returns. Quite the contrary, public schools are not supposed to make any profits whatsoever and should only exist to provide an education. However, charter school companies are a completely different story. Whereas the dividing of the district achieves nothing for the public schools and nothing for the people of Detroit, the creation of a separate district can, however, serve to attract businessmen who may want to buy out some of the schools knowing that they will not be paying off any existing debts. The charter companies can be assured that they will receive a definite per-pupil dollar amount with no strings attached, and can gauge the amount of profit they will steal from the students, accordingly.

Before Snyder's plan was officially revealed, his administration noted that the plan would be based upon the models of Highland Park and Muskegon Heights. Many of the teachers in this room are very familiar with the destruction that was imposed upon Highland Park, and many of you have Highland Park students in your classrooms who are essentially refugees seeking shelter from Snyder's brand of man-made disaster. The bottom line is that there is only one public school left in Highland Park, a single building for all elementary and middle school stu-

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dents and no more public high school—the rest is all charter.

The new Snyder plan for Detroit would also create a new section of the bureaucracy whose job would be to shut down public schools and sell them to charter companies: this is called the Detroit Education Commission. The Detroit Education Commission is planned to be a five-person body with three members appointed by the Governor and two appointed by the Detroit mayor. That Commission is to hire an “education manager” who will review school performance, manage security and other services, and will be charged with closing down any schools whose performance ranks in the bottom five percent of schools in the state and then selling them to outside companies. Spoiler alert: most of the Detroit schools rank among the lowest performing schools in the state, and the district does not close down charters given that a charter is a privately-owned business whose owner reserves that authority. The Detroit Education Commission would only exist, therefore, to sell out and destroy public education.

Notably, the unelected Detroit Education Commission would exercise this power over against and in spite of a school board. As for other financial matters, a financial review board would manage the money for both districts. Taken together, these two new bureaucratic organizations would render the new school board just as powerless as the existing one, and so it is almost irrelevant that the new board would eventually be elected. It is almost a wonder that the new board will be completely appointed at first, as the only reason for this would be to avoid having any board members who might criticize the new system. Just like the financial matters, this is just another shell game to create the illusion of democracy, when in fact it would establish permanent state control over all fundamental aspects of the district, replacing the current system which is claimed to be a temporary

status for emergency purposes. Instead of the plain old dictatorship by a single Emergency Manager, the new plan would create a massively bureaucratic dictatorship with an education manager, an Education Commission, and a financial review board.

The new, massively bureaucratic dictatorship would also be charged with managing a new, massively bureaucratic school assignment system for the students. And the massively bureaucratic assignment system would include both public and charter schools, so that students can be assigned to charter schools rather than having to apply to them. Without knowing the details of this convoluted system, we can be certain that “school choice” would be largely just another illusion, and that parents would find their children being assigned to charter schools against their will. The new dictatorship would probably come up with the justification that they are only trying to reduce class size in the public schools when they assign students to charters. And so on and so forth.

So far, everything about the Snyder plan is a big, whopping lie. The debt-free district is a lie, the democratically empowered school board is a lie, and school choice is a lie. That just leaves one last candy-coated morsel to analyze, and that morsel is the promise of an additional \$72 million per year that Snyder proposes adding to the new district. \$72 million is the same amount of revenue that is currently brought to the district through the property tax millages, the same millages that Snyder intends to use as debt payments. The addition of \$72 million per year to the new district would offset the loss of that revenue after splitting the district in two. That almost sounds like a proposal for the state to pay the debt, or in other words, it almost sounds like the kind of “bail-out” that has politicians criticizing the Snyder plan from a conservative angle. But this raises another question: why doesn’t Snyder simply propose to apply the millages to the new district while applying the new, additional funding to pay off the debt? After all, both quantities are worth \$72 million, so why does it matter which egg gets put in which basket?

As a matter of fact, we received a very clear answer to that question on the day before Snyder officially announced his plan. On that day, the Michigan House of Representatives voted on a budget plan for all education in the state. That budget plan contained significant differences to the budget that Snyder proposed, in spite of the fact that the vote was easily carried by the members of Snyder’s own party. Some of the main differences were that the House refused

to pay Snyder’s proposal of \$25 million for childhood literacy and \$75 million toward districts suffering from debt problems. That’s us. Instead, the House voted to prioritize funding for charter schools and so-called “cyber schools,” and if you’re wondering what on earth are cyber schools, that means schools without teachers. Cyber schools are the kind of garbage that you can find in the EAA where students simply spend all day attempting to learn from a computer program, or more likely just becoming really good at solitaire. These were the real priorities of the budget, and not the funding to pay off debt.

Even if we pretend to be naive and imagine that the House Republicans were rebelliously shooting down the proposals of their own Governor, we can clearly see which part of Snyder’s plan is meant to be real and which part is meant to be fake. The millages would be applied to the pay off the debt because the millages are real. The additional \$72 million for the new school district is, in reality, designed to fail. By proposing that the additional funding for Detroit should come at the expense of every other school district in the state, Snyder is ensuring that every elected representative—Republican and Democrat—who is not from Detroit will vote against that funding and against depriving their own districts in order to pay for ours. Simple politics. Now, let’s stop pretending to be naive and let’s recognize that Snyder has worked out this plan together with his House Republicans so that Snyder can try to look benevolent while his subordinate party members do the dirty work. Yes, our district desperately needs more funding, but there is no need to take away funding from the education of other children. The

THE DETROIT
teacher

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best place to start refinancing is by taxing the rich parasites who have been robbing this district for the last 15 years.

The local newspapers made every effort to present the Snyder plan with just as much dishonesty as Snyder, himself, touting a debt-free district with a locally elected school board (eventually) and new money. Thankfully, their dishonesty has not been a problem for us because Detroiters are wary of gifts from serpents and hardly anyone even reads those rags anymore. But now is the time to make clear what the Snyder plan really is and to organize a movement to defeat it before it can ever be implemented. The planned date for implementation is on July 1, 2016, which gives us one year to organize and get out the truth. And the truth is this: the Snyder plan is a vicious scheme to shut down public schools and sell them to corporate profiteers. The Snyder plan is to make the state takeover permanent in controlling the finances and shutting down schools. The Snyder plan is to deceive the people by creating the illusion of financial stability and local democratic control, even though no one will ever see the illusion and will only see the destruction. The Snyder plan is to steal money from the education of our children and to put it in the pockets of his business allies. The Snyder plan is to destroy this union piece-by-piece as charter companies do away with teacher contracts and “cyber schools” eliminate teachers altogether. The Snyder plan is a fraud—it is a new coat of paint on his old jolapery that never worked. The Snyder plan is a crime for which he should be thrown into the new prison downtown, the only new building he will truly support in our city while he shuts down and degrades our schools. The Snyder plan is a racist attack on the minority youth of Detroit, a plan to deny our children any future at a university while only preparing them for a future of working cheap labor or sitting behind bars. The Snyder plan is weak and cowardly and stupid—it is all of these things—but most importantly of all, the Snyder plan is something that we can defeat.

In every conceivable manner, the Governor packaged his plan to avoid a direct confrontation with our union. He assured union leadership that DFT contracts would be transferred to the new district, even though the real plan is to build charters that eliminate union contracts. He construed every element of his plan to sound as though it meets our demands. Read the statement that I gave to Emergency Manager Earley and you will see a point-for-point parallel. Snyder tries to appear as though he is restoring local control, even though he is trying to make state control permanent. He tries to appear as though he is

canceling the debt, even though he is still taking the debt payment money directly out of the school finances. He tries to appear as though he is increasing school funding and even “redistributing the wealth” in a particular sense, although he has no intention to do anything of the kind. He claimed that his plan is not intended to create a charter school district, although every aspect of his plan is clearly made for that purpose. He even tried to avoid a direct confrontation on the day of his announcement, choosing to hold his press conference in Detroit after he knew that we planned to be protesting in Lansing at that time. (Thankfully, we were able to hold demonstrations in Lansing and Detroit, simultaneously.) The entire Snyder plan was construed, in its outward appearance, out of fear of our opposition and our demands. More than any other factor—more than the whims of his charter business backers, more than the political scuffle in preparing for the 2016 race for the White House—the factor of our movement determined how Snyder had to present his plan to the public. In doing so, he has inadvertently acknowledged that we are the true representatives of the needs and interests of the city of Detroit. We must remember this as we move forward, and always know that we carry this responsibility for our students and our community. Snyder knows that he must at least try to sound like us in some manner if he intends to maintain power in our city, and in that regard he is certainly doomed to fail because absolutely no one can trust a single word that comes out of his mouth. We have the real power.

We also have the opportunity now to speak to the entire nation, to raise our demands in the context of a growing crisis over inequality and the dignity and future of our young people. As the educational budget in every state continues to suffer, and as spending is instead soaring toward building a massive police state, the nation’s everyday police atrocities have now become the basis for urban uprisings in places like Ferguson, Oakland, and Baltimore. We know that building a bigger police state is not the answer. We know that the answer for today’s young people is to give them a real, public education and a real future with good jobs—not to purchase tanks to roll down city streets or assault weapons to give police the firepower of an occupying army. That is no future at all, unless you think that death and destruction can be called a future. The national priorities are completely backwards, but we have a program to move forward and there are millions of people right now who are looking for that program. It is our responsibility to make

sure that they find it.

In my statement to the Emergency Manager, I accused the state of propagating a Jim Crow system in our city. This was not hyperbole on my part. For most of the last 15 years, the people of Detroit have been denied any democratic rights to control over the schools, and the schools themselves have largely ceased to exist. In their place is a mountain of debt, the legacy of state-enforced robbery and tyranny, taxation without representation, and massive waves of students fleeing the district just like much of our community fled the South 100 years ago. Charter schools, originally created after *Brown v. Board of Education* in order to build a private system that could avoid racial integration, are now the most conspicuous goal of the tyranny in our city. Charters are the most segregated sector of education for black and Latino students nationally. Academic performance has dropped precipitously, class size has grown enormously, and not one honest person can claim that any of this has been for the sake of education reform. We have endured an historic, racist attack, and our most important task is to stop enduring it and to start fighting it. I am so proud to represent you, the teachers of Detroit, in your heroic decision to stand up.

In turning to the work of today, I wish to report good news. My wife, Heather Miller, overwhelmingly won her challenge against a negative evaluation. The judge noted that the district—and I quote—“manipulated its personnel records in order to rid itself of an outspoken union activist.” I am so happy for my wife, and I cannot wait to win more victories for all of our members against this fraudulent evaluation system. I am eager to continue our building representative training and grievance campaigns and to shed light on every injustice that the state management has imposed upon us. We have demanded that the EM provide job placements and evaluations by the end of the school year in June, and now is the critical time to stand up for that demand. Last but certainly not least, before concluding my report and turning to today’s business, I want to congratulate our members for turning out in Lansing. I want to thank you for the support that you have given me during my first hundred days as your union president, because without that support my job would be impossible. Thank you so much, and let’s keep taking our fight to the people who are trying to make all of our jobs impossible. Detroit Federation of Teachers, we are marching forward again!

Saving the Earth One Detroit School at a Time

Science teacher Kimberly Stevenson wanted all of her students to participate in Earth Day on April 22. She developed a "Reduce, Reuse and Recycle" theme and had all of her classes at East English Village Preparatory Academy participate in a different way.



"My morning classes took recycled water bottles and made them into art work," Stevenson said. They cut and shaped them in the form of flower petals and painted them.

Students on the "Dream Team," an after-school club, promoted one of their projects called "GLOW GREEN," where they participate in the rehabilitation of residential areas and community garden projects.

"My afternoon classes cleaned up and beautified our campus," Stevenson

said. "We went out in groups and picked up trash and other debris. We hope to plant flowers next year with donations from Easter Market."

Her last class invited a speaker who discussed sustainability and how to best use our resources and preserve them. Stevenson's students looked at the earth a little differently on April 23.

Burton Students Present A World in Motion

First grade students Antwan Brown, Jr., Anthony Dent III, Victoria Gambles, Daniel Jamison, and kindergarten students Samantha Boykin, and Tori P. Carter Jr. represented Burton International Academy at the Masonic Temple on May 19.

The Society of Automotive Engineers (SAE) and A World in Motion (AWIM) invited select schools to demonstrate engineering projects they had worked on in school. Burton's kindergarten students demonstrated Rolling Things: force, motion, gravity, speed, and inertia.

Burton's first-graders demonstrated Making Music: sound, vibrations, decibels, tone, pitch, sound waves, and volume. The audience included engineers from various automotive industries.

"I was extremely proud of their poise, confidence, and delivery of the science terms and its purpose," said their teacher, Demetria Hoskins.



Mildred Ellis scholarship winners (from left) Monesha Belinda Small, Brittany Agee, Deshonda Davis, Dylan Skinner, and social workers Verita Winn and Lisa Everett.

Detroit School S Give and Give

Dylan Skinner is clearly bright. The senior has a 3.5 gpa and work displayed at the Detroit Institute of Arts student exhibit. He avoided eye contact and saw a need for him to refine his social

Today, the senior with the winning smile, looks you in the eye, pursuing a degree in engineering or a technical science career.

Skinner is the first student with Autism Spectrum Disorder at the DPS school social workers. Six other DPS students — Monesha Cheena Sims, Gabrielle Whittaker and Deshonda Davis — also

This year also, a new trio of social workers — Lisa Everett, Verita Winn and Lisa Everett, participated in the award ceremony at the Tabernacle Missionary Baptist Church.

The DPS school social workers have given more than \$238,000 in scholarships for Ellis, the first African American to become director of the year 119 school social workers contributed to the \$7,000 in scholarship



Monesha Davenport, Mishalay Leonard, school social worker
Cheryl Whitehead, Gabrielle Whittaker, Cheena Sims, and school

Social Workers Give Some More

at East English Village Preparatory Academy and has art-
bit. But school social worker Cheryl Whitehead noticed he
social skills.

the eye and pays attention to your every word. He will be pur-
c.

order who received a \$1,000 Mildred A. Ellis Scholarship from
Monesha Davenport, Brittany Agee, Mishalay Leonard,
— also received \$1,000 scholarships.

rett, Belinda Small and Verita Winn — organized the May 20
arch.

238,000 to 181 students since 1991 when the award was estab-
ctor of the DPS Office of School Social Work Service. This
n scholarships.

THE DETROIT teacher NEWSMAKERS



Turning Math into a Fun Fair

Neinas Elementary School held its annual Math Fair, organ-
ized by teacher Dajuanna Travier, complete with music, art, the-
orems and happy faces.

Students went fishing for solids and explored two and three-
dimensional shapes. They played the computerized game Bub-
ble Pop, which tested how well the students knew their
multiplication facts.

They also played “I Declare Math,” a card game of sums, dif-
ferences and products, that was played by all of the students.

Multiple Jumps got the students up and moving, as they re-
cited multiples of 2s, 3s, 4s, 5s and so on. Students were given
a choice of having an acute, right or obtuse happy face painted
on their faces.

What's a fair without cotton candy, ice cream and popcorn?
The Math Fair captivated students' interests with choices, mul-
tiple games to play at varied learning levels, and making con-
nections to real world situations.

SASI Honors DPS Attendance Department

The first ingredient to student success is getting kids to school. That is the whole mission behind SASI, the Student Assistance Services Inc.

SASI was established in 1953 by DPS attendance officers and still goes strong today. Its mission is to provide needy students with material necessities to enable them to attend school every single day.

While many of the board members are retired, they are just as dedicated to Detroit students and reminisce about their work in DPS.

"It's a great job as you very well know," Kathy Cornish, SASI president, told a group of attendance officers May 28 at a year-end luncheon. "We were given appreciation for the work we do." Cornish graduated from the University of Michigan in social work and retired from DPS in 2006.

"We're always threatened with not having a department," she said. Still SASI honored the attendance agents, administrative and clerical staff for the important work they do to get students to school. The luncheon celebration, cooked and served by students, was held at the Golightly Career and Technical Center.



SASI board members (from left) Harold Harris, George Eason, Criscilla Levingston, Marquette Sims-McGhee, Costella Winbush, Sandra Rucker, Kathy Cornish, Brent Osgood, Ronald Cornish and (back) Laprissa Austin, Carnette Johnson and George Adams.

Drew Teacher is Finalist for Michigan Teacher of the Year

Detroit teacher Michael Craig was named a finalist for the 2015-16 Michigan Department of Education's Michigan Teacher of the Year. For this award, five finalists were chosen from an initial pool of 490 candidates from across Michigan.

Craig also was named winner of the 2015 Michigan Lottery/WXYZ TV Excellence in Teaching Award Teacher of the Year. With that honor, he was awarded a personal gift of \$10,000. He was selected from 34 winning teachers throughout the year.



Craig is a teacher of the cognitively impaired at Drew Transition Center, a post secondary vocational school for cognitively, physically or otherwise impaired students.

He also teaches Horticulture, a gardening program at Drew. A master gardener, Craig created the "Drew Farmstead" and has introduced entrepreneurship to Drew students.

"It's overwhelming," Craig said. "It's pretty much unprecedented (to get both awards). With all the negativity we get at DPS, it's not only good for my school but also for the district." "It's important to know there are good teachers doing good things."

Blackwell Teacher Honored as Diversity Champion

Lionel Scott is known as a teacher who is able to work with anyone, especially children at the lower end of the social economic scale. If he can't engage a student in basketball or robotics, he'll try chess or Future City.

For his tireless efforts over 18 years working with Detroit children as a DPS teacher, Scott was honored May 7 as one of 39 "2015 Diversity Champions" by the Race Relations & Diversity Task Force at The Community House in Birmingham.



"I coach six different teams in the building," Scott said. Those include girls basketball, peewee basketball, robotics, chess and Future City.

He also was selected for the honor "Heroes who Live to Impact Award" by his peers for being a teacher who most exemplifies having a positive attitude and expressing it.

Chess Levels the Playing Field

As a 15-year Detroit teacher, DaRhon Conner has served at several schools. Wherever he goes, the school gets a chess team.

Conner learned the game of strategy as a seventh-grader at the University of Detroit Jesuit High School.

"I love chess," Conner says. "Everywhere I go, I'm going to do chess."

"The strategic and critical thinking involved in chess is cross curricular," he says. "You can apply it to reading, math and science."

An English and Social Studies teacher at Marcus Garvey Academy, Conner was able to secure 11 new Chronos time clocks and 22 hardcover score cards for the chess team. These supplies, worth more than \$1,200, were donated by the UAW General Motors Center for Human Resources.

"Mr. Conner volunteers 30 minutes a day and countless other hours to provide Garvey's students with a trophy-winning chess program," said Bill Hoover, Garvey Physical Education teacher and liaison between Garvey and UAW GM. "DaRhon is an excellent role model for our kids and a blessing to our staff."

Hoover also thanked the UAW GM Center for Human Resources.



Garvey students with Bill Hoover, Joanna Bonner, UAW GM, and Davida Green.

"The center has been a godsend," Hoover said. "They provide massive financial support to build a state-of-the-art playground and support the Physical Education department, Career Day, field trips, Field Day, as well as provide shoes, clothing and office supplies, swim

program, summer recreation and now chess."

"Chess is a great game," Conner said. "When kids are in chess, their reading scores go up. It levels the playing field between high income and low income. Everyone's equal on the chess board."

New Teacher Directs Disney Musical for Seniors



Cynthia Knox (with flowers) is a new band teacher and musical director at Mark Twain School. She taught 18 students to perform the "Disney Musical" production and dedicated it to seniors from a local nursing home. She is pictured with her students and principal Linda Whitaker.



Homeless Student Advocate Wins State Award

If you catch a glimpse of George Eason, you'll see him pacing, usually on the phone, and always a little behind schedule. That's because he has a lot to do as a DPS homeless liaison and program supervisor for the Homeless Education Program.

For his 28 years as a human service and child welfare advocate, Eason was named one of six "2015 Champions for the Homeless" by the Michigan Coalition Against Homelessness.

He began his career as a treatment specialist and social worker for Wolverine Human Services. From there he became a regulation agent for the Wayne County Family Independence Agency and then joined DPS in 1994 as an attendance officer.

He is always educating the community about the issues facing children in Detroit, specifically those who are struggling to find a home.

For over seven years, he coordinated the district's "Coats for Kids" program. Among other organizations, Eason serves as a member of the Wayne County Foster Care Board, the National Association for the Education of Homeless Children and Youth and its Wayne County Youth Task Force, the Detroit Youth Violence Prevention Initiative Steering Committee, and the Detroit Homeless Task Force.

"I'm deeply humbled and ecstatic that someone thinks I'm worthy of such an awesome award," Eason said. He was honored by Nick Lyon, director of the Michigan Department of Health and Human Services, and presented a handsome wood plaque on May 21 at the Radisson Hotel in Lansing.

Nostalgia for the 60s and 70s at Wayne School

More than 100 former students of Wayne elementary school showed up May 15 for the east side school's first reunion. Alumni crowded the halls and peeked into the kitchen. Of course the building looked smaller since they attended school there.

"Oh my god, this was so huge," said Veronika Rager, looking at the auditorium. On the stage, alumnus Wesley Vaughn strummed Led Zeppelin's "Stairway to Heaven" on the guitar.



John Hubel, Paul Wink and Martin O'Neill

Several alumni asked John Hubel, a retired DPS employee, to inquire about a reunion. He did and thus a reunion was organized.

"We decided we would make this happen," said Hubel, who attended Wayne from 1961-69. "I don't know of anyone who had an elementary school reunion."

In 2007, Pat O'Neill Pehrson decided she wanted to go back to Wayne. She visited on a beautiful day, took photos of the white brick art deco building, and posted them to a new Wayne School Facebook page she created. She started gathering Wayne "friends" and used the page to promote the reunion.

Alumni came from as far as Minneapolis and Florida. They gave a \$10 donation to cover the cost of pizza afterward at a local bar.

The former students enjoyed taking a walk through their childhood.

"Wayne is beautiful, beautiful," Pehrson said.

Inaugural Spelling Bee Produces a Winner

Dossin School eighth-grader Asia Noble won the DPS Spelling Bee's middle school division. Noble is pictured in the center beside Dr. Lynn Bradley (her Spelling Bee coach and Instructional Specialist at Dossin) with the school trophy and her English teacher Elaine Jackson, on her left with the glasses.



Asia and Dr. Bradley practiced during lunch for three weeks on several strategies to remember the origins, and spelling combinations and won!