

FRIDAY



FLASH

299 Main St, Burlington, VT 05401 • 864-1791

Date and Volume Number

EDMUNDS
ELEMENTARY SCHOOL

From the Principal's Desk

I find myself in two places right now - ensuring that our students feel celebrated and appreciated for all their efforts this year at school, and the importance of recognizing that the conditions of Social Justice throughout this nation are unacceptable and how that relates to the work at EES as well as our own personal responsibilities. This Friday Flash will be looking at both our plans for Celebration and our work in the area of Social Justice.

Please read through the plans for next week and make plans to join in as much as your family is able, to ensure that your child is able to access the celebration. We have missed the children and we all want to see them, to congratulate them and to praise them for all they have been doing during the closure. We will do this continuing the social distancing guidelines but still in person and outside.

The second section of the Friday Flash is a focus on the work of Social Justice at EES throughout the school year. We had planned to share this information with the community at the "Beyond Black History Month" March which was canceled because of the pandemic. I have also provided information that has been gathered together to help you in conversations with your children about the racism that continues in our society. Finally, there is a piece of personal reflection.

Ironically, despite being the end of my career, this is the longest Friday Flash I've ever sent out to you. I hope that you will find time over the next few weeks to come back to read through the work on Social Justice. The faculty and staff of EES and Burlington School District are committed to this work.

Black Lives Matter!

June 5, 2020



As you know by now, each morning during announcements, we state the names of our students celebrating their birthdays; here are the birthday announcements for this week and next.

Happy Birthday to:

Sean in Ms. Goldsmith's 3rd Grade Class
Mathias in Mr. Styles 5th Grade Class

EES CAR PARADE!

Monday, June 8 the faculty and staff are holding a car parade through neighborhoods of our students. We have directions of the route and you can see where we will be passing by. If you don't live on a street that we're passing, please go to the closest street so that your family can join in our celebration. **The north route will begin at 1:30 from EES and the South Route will begin at 2:30 from EES to help you gauge when we will be passing by.** We can't provide exact times when we will be passing by, but rest assured that you will hear us coming! Encourage your students to wear their EES T-Shirts! We'll be wearing ours! And if there are some signs to any adults who they'd like to thank or greet, that would be great too.

PARADE ROUTE MAPS:

[North Route](#)

[South Route](#)

"LAST DAYS"

As indicated in last week's Friday Flash, we are spacing out the last day of school over three days to enable us to follow CDC guidelines of social distancing. A lot will be done during these three days and we want our children to all be able to take part if at all possible. Classroom teachers will be there to meet your children during the assigned blocks of time. (Please remind your children that we can't hug - as much as we'd love to!)

Wednesday, June 10 Kindergarten 11:00 am - 1:00 pm

First Grade 1:30 to 3:30

Thursday, June 11 2nd Grade 9:00 am - 11:00 am

3th Grade 11:30 am - 1:30 pm

4th Grade 2:00 pm - 4:00 pm

June 12 5th Grade 9:00 am - 11:00 pm*

****(this is a change from last week to accommodate viewing the BHS graduation)*

Classroom tables will be on the pavement along the classrooms on the East side (facing the field). We are marking directional paths to maintain social distancing. Please follow the arrows and the signs

Return of Chromebooks and Library Books to school

We need to collect over 90 Chromebooks and over 500 library books! These materials are very important to our ability to provide students with resources for learning next fall.

Library books all have an EES stamp in them so if you are uncertain if a book belongs in your house, check for the EES stamp. We are working to provide lists of titles to each family but if you could start looking and gathering them up for the time, that would be great!

5TH GRADE CELEBRATION OF LEARNING:

The 5th grade Celebration of Learning videos will be posted on the EES website on Thursday at 2:00.

RETURN OF STUDENT BELONGINGS AND WORK

We have been going through classrooms and lockers and collecting students' belongings and their classroom work and in some cases, art work to give back. Students in grades K - 2 will get their artwork back next fall. The health office has also gathered items for return.

Please note - any items not picked up by Friday at 11 will be either donated (clothing in good condition) or thrown away.

NEXT YEAR PLACEMENT AND REPORT CARDS

Your child's report card will include the classroom teacher. We will be sending home report cards home when your child comes to school for their "Last Day". Our teachers, guidance, special educators, EL staff, our Specials teachers have taken great care and consideration in creating classrooms that offer each student their best chance for success in the coming school year. There may be some adjustments to classroom rosters in the first weeks of school to make sure that the students are well served.

Those with incoming Kindergarten students will receive placement information in August. We use a soft placement for Kindergarten homerooms as we get to know the children. Kindergarten students will start with half days for the first two weeks of learning to both ease them into school and to shape classrooms. All the elementary principals are united in providing a gentle and flexible start to our Kindergarten's experience as they enter school.

SPECIAL GIFTS FOR STUDENTS

Students will be receiving some special gifts from school. These are surprises so just know, there are some things to help celebrate all their hard work and the end of the school year.

Can't come at your student's grade level time? No Problem!

You can bring the Chromebook and Library Books back any time that is listed - so from 11 - 3:30 Wednesday, 9 - 4 on Thursday and 9 - 11 on Friday.

Report cards will be mailed to those who were unable to come to school during the assigned block.

Parade Routes - North and South

Please read through the directions. If we are not on your street, we will be going someplace close enough for you to walk to join other EES families along the road. We can't provide exact times when we will be passing by, but rest assured that you will hear us coming! It would be cool to have our students wearing their EES t-shirts and possibly bring a sign with a message for their teachers. Noisemakers, flags, silly costumes - whatever your family wants to do to join in the celebration will be delightfully welcomed.

Starting at 1:30

Starting at S Willard by Edmunds Elementary drive North

Right on Pearl St

Left on Mansfield Ave

Left on North St.

Right onto North Willard

Right on Riverside Ave

Right on the first Hillside Terrace and through those apartments.

Right on Riverside Ave

Right on Salmon Run and loop through.

Exit Salmon run

Left on Riverside Ave

First Right after Community Health go through RiverSide Ave Appts

Left on Intervale Ave

Right on Archibald

Right on Spring

Left on Manhattan

Left on Park

Left on Pearl

Left on Elmwood

Left on Peru

Right on N Champlain

Right on North St

Right on Willard

Back to school

to regroup for the South Route

[Map of South Route](#)

South Route will start at 2:30

Take King St off S Union going West

Left on Pine

Left on Maple

Right on Summit

Right on Cliff

Right on South Willard

Left on Spruce

Left on South Union

Right on St Paul

Left on Cathrine St

Left on Caroline St

Right on Locust St

Left on Pine

Right on Lakeside

Left on Central Ave

Left on Harrison

Left on Conger

Right on Lakeside

Right on Pine

Left on Baird

Left on Raymond Pl

Right on Home Ave

Left on Shelburne Rd

Stay right at fork

Right on Ledge Rd

Left on Prospect

Left on Main

Back to school

Teaching Domains for Social Justice

In an effort to track the work we do and hold ourselves accountable for ensuring that the work of addressing the four domains of social justice; Identity, Diversity, Justice and Action are addressed throughout the year, the EES staff has identified what they are doing and when it occurs. The event called “Beyond Black History Month” is to remind us all that the work cannot be relegated to one month or worse, one day; one performance, or one song. It must be contextually woven throughout our school year. The information on the spreadsheet entitled Social Justice Work at EES would have been shown at Beyond Black History Month so we are sharing it now as it seems even more relevant that you have information about what we are doing. The standards are very useful as the rubrics provided give educators a view of how they look in action.

SOCIAL JUSTICE STANDARDS THE TEACHING TOLERANCE ANTI-BIAS FRAMEWORK

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people’s multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Link to Social	(Look for the PDF in the folder)									
Teacher	Project/Activity/Text	Grade	Date/s	Activity	Identity Standard	Diversity Standard	Justice Standard	Action Standard	Visual	
Bonanni	Author's Message/Symbolism unit	5	February/March/April	Books/poems read and discussed: I know why the Caged Bird Sings, No Difference, The Sneetches, The Other Side, The Rough Faced Girl, Encounter, Mufaro's Beautiful Daughters, The Three Astronauts, Wilma Rudolph, When Marian Sang. We also look at artwork by artists such as Faith Ringold and listen to music from a variety of artists.		X	X			
Bonanni	Non-fiction book projects/research. Students research a topic of interest and present what they learned to the class.	5	Throughout the Year	Topics have included: The Civil War, Famous African Americans, The Holocaust, The Alamo, and a variety of different countries.		X				
Bonanni	MLK Day- Speech and visual and Circles focusing on injustice	5	MLK Day and through January	Watch MLK's I Have a Dream Speech. Give each student a heart with famous quotes from the speech. Have students trace their hands using two different skin colors. Have their hands be holding the heart and on each finger students write how they can help support MLK's dream. Run circles focusing on injustice. Use <i>Cracking the Code</i> by Joy Degruy. Discuss prejudice in circles. Use the TED talk, the Danger of a single story.		X	X	X		
Styles & Bonanni	MLK Day - "Children's March" movie and circle	5	MLK Day	Watched a film about the Children's March and had a circle. In the circle, students were asked why Dr. King would not want the children to go to jail, why it was important that people fill the jails, and why did adults not want to stand up and go to jail.				X		
Styles	MLK Day Week - <i>A Time to Act</i>	5	MLK Week	Read <i>A Time to Act</i> to learn about John F. Kennedy's response to the Civil Rights movement. It connected back to the Children's March because that was ultimately one of the catalysts that caused Kennedy to seek a Civil Rights Act.			X			
Styles	<i>We Are the Ship</i> by Kadir Nelson	5	September	Read the book <i>We Are the Ship</i> to learn more about narrative non-fiction and the ways that people were discriminated against during the time baseball was segregated and immediately after. This provided the opportunity for students to begin to understand what life was like for people of color. This also connected with conversations about how these issues still exist today.	X	X				
Styles	Non-fiction reading/research for Westward Expansion	5	December	Focused readings on impact of westward expansion on Native Americans in the west.	X		X			
Styles	Tall Tales	5	January	Integrated two tall tales with African American protagonists. Had discussions about why so many American tall tales are about white people and so few are about people of color.						
Houchens	MLK Day	4	January	Circle on doing what's right. <i>Our Friend Martin</i> video. <i>Dear Dr. King</i> book followed by writing letters to Dr. King about our visions for the future and reflecting on changes that have happened due to his work.	X	X				
Palmer	MLK Day	4	January	Circle on doing what's right. <i>Our Friend Martin</i> video. <i>Dear Dr. King</i> book followed by writing letters to Dr. King about our visions for the future and reflecting on changes that have happened due to his work.	X	X				

Houchens	Flynn Theater trip and book reading	4	October	Read the book <i>March</i> by John Lewis about civil rights protest in Selma. Went to the Flynn Theater to hear Mr. Lewis discuss the book and his life experience growing up as an African American in the South in the 1950s and 60s.			X	X	
Palmer	Flynn Theater trip and book reading	4	October	Read the book <i>March</i> by John Lewis about civil rights protest in Selma. Went to the Flynn Theater to hear Mr. Lewis discuss the book and his life experience growing up as an African American in the South in the 1950s and 60s.			X	X	
Houchens	Books representing diverse cultures and experiences.	4	Yearlong	Read aloud books supplied by the EL department.	X	X			
Palmer	Books representing diverse cultures and experiences.	4	Yearlong	Read aloud books supplied by the EL department.	X	X			
Flaherty & Goldsmith	Community Unit	3	October-November	While studying community, students interviewed a community member and made a poster representing where that person came from. Brainstormed evidence of cultural diversity in our community and discussed why that makes our community rich. Many students interviewed family members. Students also brainstormed evidence of cultural diversity that they have seen around Burlington	X	X			
Flaherty & Goldsmith	MLK Day	3	January	During our community unit student learned to define cultural diversity. They brainstormed evidence of cultural diversity in Burlington. After interviewing a family member or community member about their cultural heritage, students made posters to share what they had learned.		X	X		
Flaherty & Goldsmith	Books representing diverse cultures and experiences.	3	Yearlong	Read aloud books supplied by the EL department. Also reading chapter books with diverse characters.		X			
Kaseta	Traditions throughout the world	K	December	Read books about traditions that are celebrated around the world: It's Hannukah!, My First Kwanzaa, Night Tree, Under the Ramadan Moon, and Lighting a Lamp. Students create a menorah, necklace, decorated tree, moon poster and diya in response to the story. We created a chart of all the similarities between traditions, such as the lighting of candles, gathering of families, giving of gifts, music, baking of sweet treats and playing games.	X	X			
Weidman, Kaseta	Read Nellie Edge story "It's Fun to be Different" and create posters	K	MLK day	Read the story about how all the different shapes who don't get along learn to work together to make something beautiful. Students created their own beautiful posters showing how all the shapes could work together.	X	X	X	X	
Kilburn, Kaseta, Weidman	portraits	K	monthly, yearlong	Read a variety of social justice, multicultural and diversity stories that demonstrate the diversity within our school community and beyond. Students create self-portraits thinking about how they are unique on the outside. Mentor texts include All the Colors We Are, The Colors of Us, Stand Tall, Mary Lou Melon, We Are All Alike, We Are All Different, Me I am!, I Like Me!, Ruby the Copycat, It's Okay to Be Different, Chrysanthemum and Skin Again.	X	X	X		
Quinn, Fitzpatrick & D'Agostino	daily classroom circles	1	4-5 times per week	Daily circle discussions that address issues of personal and familial identity, honor and celebrate diversity and examine the ideas of right/wrong/fairness and equity. Through these daily circles we often discuss actions for change in classrooms and beyond	X	X	X	X	

Quinn, Fitzpatrick & D'Agostino	town meeting themes of inclusion, acceptance, equity, fairness and	1	1x week for 6 weeks	We chose town meeting themes to explore through books and videos that included the topics: Inclusiveness, Fairness, equity and how we can change our world. We also studied the work of Dr. Martin Luther King to see how we could inspire others to change the world. We worked on various projects to illustrate our learning, and photos can be found here.	X	X	X	X		
Bonanni & Styles	Westward Expansion Unit	5	First Trimester	As part of this unit we learn about all different types of people who traveled west, and why they went west. We learn about how some Native American tribes were helpful to Lewis and Clark and other pioneers. We learn about the displacement of the Native Americans during Westward Expansion, the Indian Removal Act and the Trail of Tears.		X	X			
Bonanni & Styles	I am From Poems	5	Beginning of School	Students write about what makes them who they are and share that with the class. Students talk to their parents to help learn more out about where and who they come from. Students focus on their ancestors, family traditions, food, music, games, stories, sports, books and everything else that makes them who they are today.	X					
Nolan	Singing alone, playing a beat alone, exploratory movement	K-5	Throughout the Year	Everyone is a musician. Everyone can sing, move and play well.	X	X				
Nolan	Sharing music from one's family or outside musical experiences	K-5	Throughout the Year	Students perform weeks.	X	X				
Nolan	Regular inclusion of songs and music from all over the world.	K-5	Throughout the Year	Singing, listening and playing music from around the world and from diverse culture within the U.S.		X				
Nolan	Inclusion of music for socila change and music about making the world a better place	K-5	Throughout the Year	Sining songs from social justice movements and with themes about creating a better world.					X	
Nolan	Including context for songs from cultures of oppressed people. How these songs came to be, how the people in the cultures were treated by dominant groups.	K-5	Throughout the Year	Giving background and context for multi-cultural music and music for social change			X			
McMorris & Norman	Self-Portraits	2	September	Students created self-portriats. Students explained about their identitiites and how all the differenet parts of themselves contributed to making their whole self unique and special	X					
McMorris & Norman	All ABOUT Me hot air balloons	2	September	Students wrote and drew about their families, hobbies, interests, memories. Shared writing with the class. Displayed in classroom.	X	X				
McMorris & Norman	Learned about Martin Luther King	2	MLK Day	Students learned about the life of MLK, and discussed the impact he made on society. Students used technology to share the impact they can have on the world (their "dreams"). Students also looked at the important traits of Martin Luther King. Students were also able to discuss how he was treated unfairly do to the color of his skin and how he helped others that were treated that way.			X			

McMorris & Norman	Ongoing read alouds about diversity and inclusion with follow-up circles and discussions.	2	January, February	Titles include but are not limited to: The Water Princess, The Barefoot Book of Children, Crown: An Ode to the Fresh Cut, My Beautiful Birds, Yaffa and Fatima, Free as a Bird, Hidden Figures, Emmanuel's Dream, My Name is Sangoel, A Different Pond, Hot, Hot Roti, and Azzi In Between.	X	X	X		
McMorris & Norman	daily classroom circles	2	all year	Students participate in classroom restorative circles to create classroom norms, and discuss how to continue to make our classrooms a fair and safe place to learn.				X	
McMorris & Norman	guidance lessons	2	all year, twice a week	Students work with the guidance counselor to develop tools to build empathy and understanding for others.	X			X	
Techera	Multicultural Night	K-5	October	Students, parents and community at large represent their cultures at tables displaying books, photos, cultural items, art, food, games, dance, music, scavenger hunt and other cultural activities. pictures of event in link: Multicultural Night Photos	X	X	X	X	X
Techera	After School World Explorers/ Culture Club	K-5	All year	This is an after school program club where students explore a country every week, study many aspects of the culture completeing art, dance, cooking, music, books and other activities that represent cultures at EES and around the world. this helped student" & "s prepare for and get inspired for presenting and participating in Multicultural Night and I hope many other Multicultural projects throughout the school year")	X	X	X	X	X
Techera, Kaseta, D'Agostino	Red Clover	K-5	4 sessions, Sept- May	Reading, discussing and doing an activity with the book: Counting on Katherine: How Katherine Johnson Saved the Apollo 13	X	X	X	X	X

[SOCIAL JUSTICE STANDARDS](#)

https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf,
accessed for inclusion 6/5/2020

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[Teaching Tolerance, Social Justice Standards](#)s

[Blacklivesmatter Coloring Book](#)

Recommended Movies and Short Films:

[Ruby Bridges](#)

[26 Mini Films for Exploring Race, Bias and Identity with Students - NY Times](#)

[The Hate U Give](#)

[13th Netflix Documentary](#)

Recommended Books:

“Crown; an Ode to the Fresh Cut” by Derrick D.

Barnes “Don’t Touch My Hair!” by Sharee Miller

“Ada Twist, Scientist” by Andrea Beaty

“The Day you Begin” by Jacqueline Woodson

“Not my Idea: a book about whiteness” by Anastasia

Higginbotham “Ghost Boys” by Jewell Parker Rhodes

“The Hate U Give” by Angie Thomas

Local Action Steps:

- Support businesses owned by people of color [BIPOC Owned Vermont](#)
- Follow upcoming events sponsored by the [Peace and Justice Center](#)
- Donate to [Black Lives Matter of Greater Burlington](#)
- Write local authorities and ask for commitment to anti-racist policies and procedures:
[Mayor Miro Weinberger](#), City Hall, Room 34, 149 Church Street, Burlington, VT 05401,
Email: mayor@burlingtonvt.gov Chief of Police [Jennifer Morrison](#), Burlington Police
Department, 1 North Ave., Burlington, VT 05401

Additional Resources:

- [For Our White Friends Desiring to Be Better Allies](#)
- [Talking to children about racism, police brutality](#)
- [CNN: How to talk to your child about protests and racism](#)
- [Talking with children about racism, police brutality and protests](#)

- [Beyond the Golden Rule: A Parent's Guide to Preventing and Responding to Prejudice \(Teaching Tolerance\)](#)
- [How to Talk to Kids about Race and Racism \(NBC News Learn\)](#)
- [Social Justice \(National Association of School Psychologists\)](#)
- [Talking Race with Young Children \(National Public Radio\)](#)

Our Responsibility to Act

The death of George Floyd is beyond a tragedy. It is an abomination. To our families of color, I want to express my very deep apology that this has happened once again. The abuse of authority included a horrific sense of impunity that is intolerable. We need to look to ourselves and demand that we examine how it is that the four officers believed they were safe from prosecution as they blatantly and cavalierly took Mr. Floyd's life.

I have spent this week examining why I knew so little about a system that protects those in authority from prosecution. There is no deterrent without prosecution. The reality is that despite being disgusted and infuriated when it has happened so many other times, I realize that I never took responsibility to find out what prevented prosecution. Why didn't my disgust and fury at the incidents of unjust violence result in examining why there was no prosecution commensurate with the level of violence perpetrated on people of color throughout this nation? Where was my responsibility as a citizen to effect change rather than assuming that "they" would fix things? Who did I think "they" were? This is a democracy. There should be no "they". It must be we who fix things.

Last week I learned that in 1983, the Supreme Court upheld immunity from prosecution for police officers who "felt threatened". The Stand Your Ground laws have similar standards. That is a very low bar when implicit bias is often the basis of a perception of threat. Why isn't the standard what is reasonable? Why isn't it what is necessary? Anyone who watched what happened to George Floyd could see that the force that resulted in his death was neither reasonable nor necessary. We must demand that Congress changes the law. But it doesn't end there.

We need to recognize implicit bias in ourselves when we feel uncomfortable around someone who is different. We need to demand that individuals are held accountable for baseless accusations of threat. How are we confronting those who call police because of their implicit bias when they see a person of color in "their" neighborhood driving, walking or jogging? Do our officers recognize their own implicit bias in their response to a complaint? Are they able to assess their bias in receiving the white person's complaint or are they able to remain neutral? Who among us understands the impact on those who have to justify their presence in places where they have every right to be? When was the last time any of us was stopped for driving or jogging on public streets or sidewalks for no reason? When was our right to use the facilities in our own apartment or condominium complex challenged? When were any of us accused of having stolen an item from that we just purchased or followed around a store when we shop? Why is it that we have not eliminated systems that perpetuate the very existence of neighborhoods where difference is perceived as a threat? My oldest son, Chris, is black, a veteran, a husband and father of two, a homeowner and a contributing member of society. Should he not feel as safe as anyone running or biking through the streets of Boise? We who are white don't recognize the freedom from fear we enjoy for ourselves and our children as we go through our everyday life. That freedom; that privilege, is not shared by our fellow citizens of color.

It is incumbent upon each of us, to recognize when bias is impacting our actions, and more importantly, our inaction. It is up to each of us to work to change the systems and beliefs that produce inequity and injustice; to demand and act for substantive change. It is incumbent on us to vote for those who will support actions that increase opportunity and equity for all. Our children not only need this, they need to see us

working for change. I have long considered the Preamble of the Constitution the Mission Statement of this nation. It is not a statement of fact but rather a statement of aspiration - the ultimate goal of this nation. We have work to do. Let us honor Mr. Floyd's life with action to achieve these goals.

"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

Dr. Michelle (Shelley) Mathias