

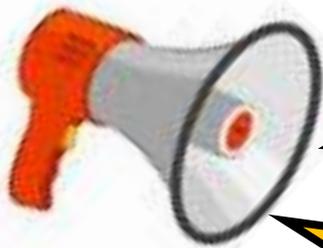
**NATIONAL SORORITY OF PHI DELTA KAPPA, INC.
MAY 2020 NEWSLETTER**



**ETTA F. CARTER, PhD, 26th SUPREME BASILEUS,
MAY 2020 MESSAGE**



[Click here to watch May 2020 message](#)



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Launch Date: Friday, May 22, 2020 -12:01AM-11:59PM

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A Web-Based one-step user-friendly teaching resource including:

- **Listings and descriptions of distance learning links**
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- **Training Webinars (TBA)**
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Week of May 4-8, 2020 - National Teacher Appreciation Week

Wednesday, May 6, 2020 - #NSPDKRedforEd

- All NSPDK Sorors wear NSPDK Red, Take picture, and Post on Social Media Use #NSPDKRedforEd in support of National Education Association – NEA

Monday, May 18, 2020 7:00PM CST TOWN HALL

- Effects of Pandemic on Education from a Cultural Relevant Perspective

Saturday, May 23, 2020 NATIONAL FOUNDERS' DAY OBSERVANCE

Founders' Day Virtual Torch Lighting Service
May 23, 2020

=====

Eastern Region – 9:30 – 10:00 AM (Eastern Time Zone)
Southeast Region – 9:30 – 10:00 AM (Central Time Zone)*
Midwest Region – 10:30 – 11:00 AM (Central Time Zone)*
Southwest Region – 11:30 – 12:00 PM (Central Time Zone)
Far West Region – 10:30 – 11:00 AM (Pacific Time Zone)

*Chapters in regions with split time zones are asked to adhere to listed time.

Sorors who desire to participate are asked to:

- Wear white on May 23, 2020 at the designated time for your Region's Founders' Day Virtual Torch Lighting Ritual
- Use the official yellow Ritual (revised October 2012) beginning on paged 12
- Have a flashlight available
- Set up your device where you will be alone for this 15-20-minute service
- Do not take pictures or record this service

Almighty and most merciful God, You are the great Physician, and we come before You with a prayer in behalf of the Sorors of the National Sorority of Phi Delta Kappa, Incorporated who lie in urgent need of help. You know the pain, the danger, and the temptations that have beset them and You alone can provide the relief and help that will perfectly answer the needs that here present themselves. We ask with full confidence in Your love and power that You may graciously behold, visit, and relieve Your distressed child and grant them the joy of praising You for their deliverance. Teach us all to value health and strength as a precious gift from You and help us to join in thanksgiving for all the healing You daily provide in our bodies and souls, through Jesus Christ, our Lord. Amen.

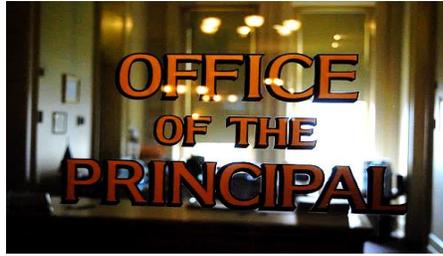
(Concordia)



Goodbye April...



National School Principals' Day - May 1, 2020



On May 1st, remember to take the time to thank the educational leaders of all elementary, middle and high schools. These educators assume the commitment to lead our young people to a prosperous future. As the administrative head of the school they support and guide quality teachers and staff through their leadership to provide the best possible education for their students.

National Brothers and Sisters Day - May 2, 2020

[Children](#), [Family](#)



Today is dedicated to the people who (we hope) made your childhood memorable — your siblings. They have been there for you during the good times. And they have not left your side through the bad (even if they created it by getting you in trouble). Of course, there were times where you could not stand the sight of each other. What siblings don't get into fights? Still, National Brothers and Sisters Day is the day to reflect on the best times this May 2. We all agree about the importance of Mother's Day and Father's Day. But brothers and sisters know you like no one else ever will.

National Teacher Day - May 5, 2020

[Careers](#), [Civic](#), [education](#)



National Teacher Day is observed on the first Tuesday of the first full week of May (May 5) and we're more than ready to show our appreciation to those who have taught us. Everyone has had that favorite teacher that has helped inspire them. This day meant to honor them was actually made by a teacher. None other than First Lady Eleanor Roosevelt herself. Eleanor Roosevelt was more than Franklin D. Roosevelt's wife, she has a history of civic duty and was an advocate for fellow teachers. Her love for education began at a young age when she was privately tutored and encouraged by her aunt Anna "Barnie" Roosevelt. No matter how high she rose on the social ladder, she never forgot where she came from.

National Nurses Day – May 6, 2020

[Careers](#), [Civic](#)



At the end of the 19th century, “The Lady With the Lamp”— or as she is more widely known, Florence Nightingale — founded modern nursing. Thanks to her strict use of hand-washing and hygiene practices while caring for wounded soldiers in the Crimean War, Nightingale and her helpers reduced the death rate from 42% to 2% — ushering in nursing as we know it today. On May 6, we recognize the important role nurses play in our lives by celebrating National Nurses Day.

National Day of Prayer – May 7, 2020

[Buddhist](#), [Christian](#), [Cultural](#), [Islamic](#), [Jewish](#)



It’s no news that faith is a big part of American culture. It’s a diverse nation filled with people from various ethnicities with a variety of beliefs. Americans sure are no stranger to faith, and so it shouldn’t be a big surprise that they’ve decided to create a day that has a theme all about these religious diversities (May 7).

Mother's Day - May 10, 2020

[Extended Family](#), [Family](#), [Love](#)



Remember when the Peace Corps adopted the slogan "The toughest job you'll ever love"? No offense, Peace Corps, but that adage is more appropriate for motherhood — a job that is ever-changing and frequently exasperating. Moms don't get days off, nor do they receive handsome salaries or generous pensions. Instead, their rewards come in the form of sticky kisses, necklaces made of elbow macaroni, and the satisfaction of seeing their children grow up to be happy, healthy adults. That's probably not adequate compensation — so give Mom an extra hug on Mother's Day, second Sunday in May, just in case, and follow our guide to giving back.

National Armed Forces Day - May 16, 2020

[American](#), [Civic](#), [Historical](#), [International](#), [Military](#)



Armed Forces Day is a special holiday for people all over the world to come together and thank the men and women of the United States Armed Forces. First conceived by President Harry S. Truman, the holiday was established in 1949. The creation of a single day celebration for all five branches of the United States military made sense due to its recent unification under the Department of Defense. Today, Armed Forces Day is celebrated on the third Saturday of every May, this year falling on May 16. Be sure to mark your calendar & support our military!

NSPDK, INC. FOUNDERS' DAY - May 23, 2020



The National Sorority of Phi Delta Kappa, Inc. Founded May 23, 1927 is a professional organization of women in the field of education. The three-point program Y. E.S., which stands for Youth, Education and Service is the foundation of the organization.



National Brother's Day - May 24, 2020

[Extended Family](#), [Family](#), [Love](#)



May 24 is National Brother's Day, so call your brother and tell him you love him, even though he'll say you're weird afterwards. When you were younger, you argued over LEGOs or whose turn it was to sit in the front seat. Yet in some strange way, those childhood squabbles served to make you closer over the years.

Memorial Day - May 25, 2020

[Family](#), [Historical](#), [Military](#), [Summer](#)



Memorial Day, May 25, for many hamburgers, hot dogs, swimming Monday in May serves, most who died while fighting in the U.S.

The day actually began as "Decoration Day," following the Civil War, when mourners placed flowers on the graves of Union and Confederate soldiers. Yes, Memorial Day has also come to signify the "unofficial" start of summer, but let's remember the heroes who made it all possible.

Americans, conjures up images of pools, and summertime. But the last importantly, as a time to honor those Armed Forces. It's a holiday steeped

Arthritis Awareness Month - May 2020

[Diseases](#), [Elderly](#), [Health](#)



Here's a rather surprising fact: Arthritis is the leading cause of disability in America. More than 50 million adults and 300,000 children are suffering with joint pain (or disease). Arthritis Awareness Month helps all of us deal with this commonly misunderstood health issue. There are more than 100 different forms of arthritis and related diseases. The most common types include osteoarthritis (OA), rheumatoid arthritis (RA), psoriatic arthritis (PsA), fibromyalgia, and gout. Take time this May to learn about prevention and medical care — while finding out which foods can help. And perhaps, most importantly, understand that proper self-care can make a big difference.

Asian American and Pacific Islander Heritage Month – May 2020

[Cultural, Historical](#)



John F. Kennedy once said: “Our attitude towards immigration reflects our faith in the American ideal.” The American ideal is to recognize the rich cultural diversity of our nation and honor the contributions of all immigrants. The U.S. celebrates Asian American and Pacific Islander Heritage Month each May. Through traditional and social media, in theatres, museums, and parks, various events are organized to draw attention to Asian American and Pacific Islander culture.

National Teen Self-Esteem Month – May 2020

[Health, Love, Mental Health](#)



There’s no better time to inspire confidence in high school and middle school students than National Teen Self-Esteem Month. In May, we make an extra effort to counter self-worth and self-image problems teens may face. Sponsored by I Am Worth More, a nonprofit that connects teens to resources and helps them increase their positive entertainment intake, National Teen Self-Esteem Month unites teens, parents, and teachers all around the country. We come together to focus on the importance of supporting teens—helping them voice their needs, share their perspectives, and build a healthy outlook of themselves.

Military Appreciation Month – May 2020

[Military](#)



Introduced in 1999 by Sen. John McCain and honored every May, Military Appreciation Month encourages Americans to reflect on the sacrifices made by soldiers, sailors, and all current and former military personnel. May is an appropriate month for a military remembrance, since the month also includes VE Day, which commemorates the end of World War II in Europe, and culminates in Memorial Day, observed on the last Monday of May to honor veterans who died in service. During the month of May, Military Appreciation Month pays tribute to the members of the military.

Celiac Disease Awareness Month – May 2020

[Diseases](#), [Health](#), [Lifestyle](#)



Celiac disease, a genetic autoimmune disorder, affects at least 3 million Americans. According to the University of Chicago Celiac Disease Center, “When a person who has celiac disease consumes gluten, a protein found in wheat, rye and barley, the individual’s immune system responds by attacking the small intestine and inhibiting the absorption of important nutrients into the body.” If left undiagnosed and/or untreated, people with celiac disease may develop other disorders, including osteoporosis, infertility and even cancer.

As always, the best treatment begins with understanding and knowledge. In the spirit of Celiac Disease Awareness Month, which takes place every May, let’s examine this subject with some diligence and add to our own awareness of this very serious affliction.

National Nurses Week – May 6-12, 2020

[Careers](#), [Health](#)



From assisting with life-threatening ER crises to delivering babies and caring for the elderly in their last moments, nurses perform some of the most difficult and heartbreaking tasks in the medical world. As workers who perform the most essential healthcare tasks, nurses serve as the first point of contact for most patients. National Nurses Week honors their contributions and sacrifices and reminds us to thank the medical professionals who keep us healthy. It is celebrated between May 6, National Nurses Day, and May 12, the birthdate of celebrated nurse Florence Nightingale.

National EMS Week – May 17-23, 2020

[Careers](#), [Health](#)



National EMS week honors the contributions of those who work on the medical front line. This year, it’s celebrated from May 17 to May 23. The week gives Emergency Medical Services (EMS), and those who would like to credit them, a chance to recognize their hard work in potentially fatal situations daily. Whether an accident, a national emergency, or a terrorist act, the EMS work quickly and efficiently to save lives. This week is the perfect time to create daily themes, teach and learn something, team build and most importantly understand the magnitude of how much the EMS do. EMS this week will more than likely do special trainings to ensure up to date effective lifesaving treatments. Whether celebrated together or alone, across the nation a lot is going on during this week.

7

Anxiety-Calming Scriptures

2 Timothy 1:7

For God has not given us a spirit of fear, but one of power, love, and sound judgment. (CSB)

Psalms 4:8

In peace I will lie down and sleep, for you alone, LORD, make me dwell in safety. (NIV)

1 Peter 5:6-7

Therefore humble yourselves under the mighty hand of God, that He may exalt you at the proper time, casting all your anxiety on Him, because He cares for you. (NASB)

Philippians 4:6-7

do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus. (ESV)

Isaiah 41:10

Do not fear, for I am with you; do not be afraid, for I am your God. I will strengthen you; I will help you; I will hold on to you with my righteous right hand. (CSB)

Isaiah 26:3

You keep him in perfect peace whose mind is stayed on you, because he trusts in you. (ESV)

John 14:1

Your heart must not be troubled. Believe in God; believe also in Me. (HCSB)

to read more, visit cathymcintosh.com



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May 19, 1925-February 21, 1965

TEACHERS' LOUNGE...



TEACHING STRATEGIES

Innovative Ways to Make Coronavirus a Teachable Moment

When the world feels dangerous, harnessing learning can provide some measure of clarity and perspective. By Sarah Gonser April 3, 2020

The massive public health challenge of Covid-19, in spite of its many unknowns, offers teachers the unique instructional opportunity to tap into students' innate curiosity about the virus and deliver lessons that are timely, prompt kids to dig deep, and—ideally—provide a modicum of comfort during a time of alarming headlines and copious misinformation.

From simple concepts that work well for younger kids—like why hygiene matters and how germs spread—to more complex topics like ethical decision-making, the science behind how viral infections work, or the mathematics underpinning pandemics—teachers are finding ways to help kids rise above the noise with unique, thoughtful lessons.

THE MATH BEHIND PANDEMICS

Math, often considered a strictly rational discipline, can play an important emotional and psychological role during uncertain times, giving students productive tools to battle fear and misinformation.

Frank Wang, a math teacher and the president of Oklahoma School of Science and Mathematics, began teaching kids the math of epidemics during a summer program he taught in 2010 to students from Clark County, Nevada. At the time, it seemed like a lively way to make math more compelling to the middle school students enrolled in the program. Now, he's showcasing some of that content on [Facebook](#) and providing resources for middle and high school students to grapple with the mathematics behind how an epidemic grows and spreads.

"What's unfolding is a catastrophe, but it's also a time to share rich math and teach about the concepts of calculus—the mathematics of change. For young people, it can be a way to motivate their learning of mathematics," says Wang. "Where teaching about exponential growth might have them scratching their heads in the classroom, now we can show that these models are being used in hospitals to calculate things like: how many ventilators, or how many hospital beds, will they need?"

In one scenario, Wang uses the Las Vegas strip as ground zero for a worldwide epidemic. "Forty million people visit that little patch of land. They stay a couple days and then go back home," says Wang. "Kids can play around with these [models](#) and [change the parameters](#)—like the incubation period or mortality rate."

VIROLOGY AND BIOLOGY

Students in anatomy and physiology teacher Scott Johnson's class at Century High School in Bismarck, North Dakota, already completed a unit on virology, so for an upcoming lesson on the respiratory system, he plans to have his students examine [an article about how the coronavirus](#)

[impacts the body](#) in an effort to provide what the National Science Teaching Association calls [3D Learning](#)—a scaffolding of learning that more closely reflects real-life scientific inquiry.

“Johnson’s goal isn’t to limit the discussion to the unit he’s covering, but rather to find ways to explore a wider lens and encourage deeper learning,” [writes Stephen Noonoo for EdSurge](#). “He asks students to evaluate the sources of information they’re reading and, where possible, gets them to think about how other disciplines, such as biology or the social sciences, are involved. The idea is to get students to think like scientists and consider the sequence of questions that need to be asked and answered in order to make sense of the virus.”

JOURNALISM

Teaching students to become storytellers—to find and tell the unique stories that exist as a result of living through the pandemic, accurately and compellingly—is a powerful learning experience that not only helps prepare kids to become civically engaged, productive adults, but also to process the extreme changes they’re coping with as a result of coronavirus.

“For teenagers, every day is an entire period in their lives—so much happens in one day, in one moment. So they’re feeling this in ways we don’t understand as adults,” says Leah Clapman, managing editor and founder of PBS NewsHour Student Reporting Labs. “So what we’re seeing is a real reckoning with that, they’re thinking through it. And being able to express themselves by making videos—not just for their friends, but for people outside of that space—is really powerful and allows them to explain what that feels like.”

The PBS unit, which runs labs in 150 schools teaching students video journalism, offers a free curriculum called [Making Sense of Coronavirus](#) that helps teachers get started on teaching students to cover the basics of local video journalism from their homes.

MAKERS OF HISTORY

When teachers ask students to journal—in writing, sketches, videos, or other forms of expression—they are harnessing a powerful tool for providing an outlet for kids’ feelings. At the same time, journaling allows students to create a record of their daily lives at a time when the new normal stands in stark contrast to life even just one month ago.

“When future historians look to write the story of life during coronavirus, these first-person accounts may prove useful,” [writes Amelia Nierenberg for The New York Times](#). “History isn’t usually told by the bigwigs of the era, even if they are some of its main characters. Instead, it is often reconstructed from snapshots of ordinary lives.”

Bryan Shaw, a social studies teacher at Ygnacio Valley High School in Concord, California, created a [Covid-19 Student Journal](#) assignment—a simple one-pager that provides guidance for students to record changes in their communities, in the country, and the world at large, and then asks them to critically analyze it and develop their own interpretations. The document recently went viral and has been adapted into ten versions in at least four languages, says Shaw. “I’ve always been interested in rethinking history curriculum: how can we make it interesting?” says Shaw. “At least 85 percent of my students are on Free and Reduced Lunch and so there are real Wi-Fi access issues, and I’m not a fan of too much learning on a computer. So this is something kids can do without a computer, a way to think about what’s going on in my family, my neighborhood, the world around me.”

ASKING HARD ETHICAL QUESTIONS

Now that students around the world are grappling with the realities of life during a pandemic, there is ample opportunity for teachers to fold current events into lessons and provide opportunities—especially for middle and high school age kids—for debate and critical thinking. When done well, [writes Linda Flanagan for KQED](#), these may open the door for students to experience empathy, self-reflection, and even personal growth.

For example, teachers might take on the [news reports from Italy](#) where doctors, facing an overburdened healthcare system in the Northern part of the country, must decide which patients stand a better chance of surviving—and then deny care to the sickest. With this type of sensitive topic, teachers might give students the opportunity to opt out, or pick another subject, such as [exploring the digital divide](#) and reflecting on the social justice issues that it raises.

SPECIAL EDUCATION

New Strategies in Special Education as Kids Learn From Home

In special education, teachers say that schedules, sensory supports, and close collaboration with families can help smooth the transition to remote learning during coronavirus.

By [Nora Fleming](#) March 27, 2020



©Edwin Torres

Katie Papaccioli, a special education teacher in New York City, holds up a student's lesson.

Around the nation, K-12 schools are frantically trying to adapt to abrupt closures during the coronavirus. But while all teachers are struggling with the new normal, special education teachers in particular are facing unparalleled challenges transitioning both their teaching—and their students and families—to home-based instruction tailored to each student's needs.

“When you say ‘special education,’ you are talking about an umbrella of ages, interests, abilities, and disabilities, within which are individual needs identified by their Individualized Education Program,” explains Margaret Shafer, a third-grade teacher in Morton, Illinois, echoing questions

raised by our readers, who wonder how they can provide sufficient support for each of their students who each have very different requirements to learn.

Unlike developing a whole-class lesson plan online, special education teachers are now tasked with developing unique plans for every student that align with their IEPs, as required by federal mandate. One huge hurdle, teachers say, is determining if both the learning and services students are accustomed to receiving in school—things like gross motor remediation and behavioral therapy—can even be offered in a home-based setting or through digital resources.

Both special education and general education teachers have also questioned how much parents and caregivers will be able to help, given that students with special needs often rely on specialized coaching and instruction like cues or sensory activities that keep them on task. “[My students] are non-verbal and need one-on-one direct instruction with multiple prompts or redirection,” explained Beth McGreevy Dworak on Facebook. “Many have attention and behavior deficits and are unable to independently complete most tasks.”

Additionally, many students with special needs thrive within the structure of the school day, say educators in our audience, who worry students may be disproportionately impacted by the upheaval brought on by the coronavirus.

But though the new reality is a sudden and upsetting shift, special education educators already have some ideas on how to make the best of it.

SETTING UP HOME-BASED LEARNING

While time is of the essence, special education educators recommend working on establishing an appropriate learning environment and objectives for students and their families before launching into a detailed list of to-dos and daily activities.

What’s it like at home? Phone calls to families early on can give teachers a sense of each students’ home set-up. Teachers can ask questions like: Will parents be home all day? Will they be working while at home? Is internet available? What electronic devices can students use? Is there space in the home to set aside for gross motor or sensory activities? Teachers can then map individualized plans to the available resources.

“The teacher’s work transforms from a direct learning model to a coaching model: The teacher now supports the families through the process of understanding school expectations and goals and objectives,” said Patti Sullivan-Kowalski, a senior director of student supports and special education in Meriden, Connecticut.

Recalibrate goals and objectives: After understanding each student’s circumstances, Kathryn Fishman-Weaver, director of academic affairs and engagement for Mizzou Academy, suggests that teachers evaluate which IEP goals are achievable in the new environment, and then work with families to break learning targets into manageable benchmarks.

[According to federal regulations](#), schools have greater flexibility in meeting IEP objectives during the pandemic and should work to the best of their ability to provide what services they can—even if they are digital—recognizing these services may not be the same as what a student receives in school.

Proactively engage (but be flexible): Parents are also likely to need continuous guidance, say educators, who advise checking in regularly with families via phone, video conference, or email to make sure they feel supported. For parents and caregivers whose first language is not English,

educators encourage translation services like a [three-way interpreter](#) to ensure sufficient communication. The Meriden school district created a Google classroom group just for parents of children with special needs so they can connect to each other and swap ideas about what's working well (and what's not) at home.

Kathryn Nieves Licwinko, a special education teacher in Sparta, New Jersey, says teachers should try to be more flexible about their own hours, and make themselves available via different modes of communication to adjust to differing family circumstances.

"Many students have parents still working who are not home with them, so it becomes more difficult for them to complete assignments," she said. "I have students who haven't come into contact with me for a week now because they haven't been able to get onto their device and their parents aren't home to help."

STUDENT GOALS AND LEARNING

Upending a regular routine can be especially upsetting for students with special needs, our audience asserted—so teachers and families should work together to create home learning activities that resemble the school day.

Emphasize structure: "Most of my students thrive under structure and routine. They benefit from having teaching staff available for constant instruction, clarification, and focus," said Eric Fieldman, a high school special education teacher in Collingswood, New Jersey. "Being at home, even with the same level of academic work, lacks the same focus and can lead to inconsistent work effort."

Fieldman and other teachers recommend creating a daily list of activities—broken into small chunks with plenty of breaks—that, if possible, follow a similar order to the schedule students had at school. Because many students with special needs respond well to visual cues, a schedule board (tactile or digital) with images of activities that prompt students what to do when can be helpful, teachers said. Fieldman also recommends using a kitchen timer, which reminds students of a bell schedule at school.

Dan Vollrath, a high school special education teacher in Flemington, New Jersey, adds that parents may even want to try having learning activities take place in different spaces or rooms in a home, as students are used to shifting locations at school depending on what they're learning.

Communicate with parents and caregivers clearly: While teachers are likely to create instructional videos (or written directions) for students, our special education educators also advise creating them for parents to teach them how to set up and support their children in various activities. Some video services offer translations for parents whose first language is not English. Teachers can also think of ways parents can use generic objects in the home to teach skills, like Cheerios, toothpicks, or pennies, which can be repurposed as math manipulatives. Still, parents and teachers shouldn't feel everything from school can or even should be replicated. "There is not a perfect parent out there who can manufacture a full 'school experience' given the school, time, and resource limitations," said Sarah Kesty, a middle school special education teacher in Chula Vista, California. "It's OK not to replace school, and it's certainly OK not to plan every activity down to the minute."

Meeting sensory and movement needs: Educators also are keen to point out that students with special needs may need additional sensory modifications and supports—listed in their IEPs—

to help them learn and grow. Teachers said parents can use simple objects like colored play dough and bubble wrap or brain-based games like Jenga if students need to release energy. Rice and beans placed inside pockets can substitute as a weighted vest or blanket to provide a sense of security, while writing and drawing in shaving cream can reduce tension while boosting language development. Even hugs, deep breathing, or allowing a child to run around outside can help.

Overall, teachers in our audience recommend keeping a level head and doing the best they can amid challenging circumstances. “I do believe that a lot of wonderful learning can take place for special education students at home,” said Shafer. “However, special education is a complex web of strategies and activities dependent upon student needs, and at home, students are not likely to get the academic learning they would receive in the classroom. Still, we have no choice but to try.” (*Emelina Minero contributed to this article.*)

FAMILY ENGAGEMENT

Why Learning at Home Should Be More Self-Directed—and Less Structured

On March 18, 2020, Simone Kern tweeted that simply “recreating schools at home” passes up a golden opportunity to engage kids in authentic, self-directed learning.

By [Simone Kern](#) March 24, 2020



Gregg Vignal / Alamy Stock Photo

With students at home because of the coronavirus threat, social media feeds filled up with color-coded learning schedules from well-meaning parents. But they’ve struggled to implement those schedules—partly because the tightly structured, time-in-seat approach of traditional schools often has more to do with crowd control than optimizing learning.

The sudden shift to work-from-home might provide a good kind of disruption, opening up a golden opportunity for students to engage in authentic, deep learning that is more self-directed,

more playful, more aligned with young students' development—and much easier for parents to manage than stacks of worksheets.

Giving students some choice over their learning builds [intrinsic motivation](#), independence, and creativity. They can investigate real-world problems that interest them, research solutions, or build models or write reports that empower them. While it can be difficult in a traditional classroom of 20–30 students, at home parents can allow their children much more flexibility to choose topics to study, books to read, and ways to use their time.

Freed from the strict curricular requirements of most schools—which focus far too much on testing and standards—parents can allow time for deep exploration, building [critical thinking skills and at least as critically a real desire to learn](#) that will transfer to related topics of study.

EXPLORING SCIENCE

For young kids, [play is scientific discovery](#). Throwing toys, squeezing a sponge, or spinning in circles teaches physics lessons. Promote free play with open-ended toys like blocks, scarves, blanket forts, and cardboard boxes. [Set up a science experiment](#) with household objects. Older students can take the lead on executing the experiment and then writing up their findings in a lab report.

Nature is a pathway to scientific exploration. Students can spend time in a backyard or park and talk about what they see: water cycles, ecosystems, and food chains. Collect wildflowers and research their names. Start a birdwatching journal or a garden.

UNDERSTANDING SOCIAL STUDIES

Find books about history or cultures your kids want to research. Many local libraries have made digital catalogues free during the crisis. After kids complete the reading, challenge them to create a puppet show, poster, or picture book summarizing what they've learned.

The technique can also be used for movies or shows. Model inquiry and even skepticism, which are crucial to developing critical thinking skills. Watch historical or international movies with your kids and talk while you watch. Ask what they think about what's going on, point out historical inaccuracies or biases, and notice similarities and differences between the culture in the film and your own.

MASTERING MATH

In math, like other subjects, keep it simple. Young children can practice counting or age-appropriate math facts with real objects like buttons or coins. Cooking is another great way to teach real-world math. Internalizing what one and a half cups of flour looks like lays the foundation for learning fractions. Practice multiplication and division by halving or doubling a recipe. Board games offer another opportunity to practice math by counting money or moving a particular number of spaces.

LEARNING ENGLISH LANGUAGE ARTS

Encourage kids to read by allowing them to choose their books. Making reading social is [more effective](#) than mandating a particular quantity of reading, so consider holding some time sacred to read as a family and then talk about what you've read. Simply talking to your kids—about anything— is beneficial. It is how we're [hardwired to learn language](#).

Consolidating learning—the act of reviewing information to reinforce concepts so that they stick for the long term—doesn't need to be complex. Discussing what you do each day can help reinforce new knowledge.

If your child is at least 3 years old, try some early reading instruction with [Teach Your Child to Read in 100 Easy Lessons](#). Everything the teacher needs to say or do is written out in this scripted curriculum of 15-minute daily lessons, so it's perfect for busy parents.

Writing is another basic technique for improving English comprehension. Challenge older kids to write their own picture book or short stories. The National Novel Writing Month's [Camp for Young Writers](#) in April sets benchmarks for students to write their own novel. [Teaching handwriting](#) in different media keeps young kids engaged—try using markers, crayons, or paint, or tracing letters in trays of sand or rice.

EMBRACING THE ARTS

Visual arts enhance brain function and well-being, and music [improves memory and verbal intelligence](#). All the arts promote motor skill development, creativity, and problem-solving. Encourage kids to paint, draw, sculpt with [homemade play dough](#), or do fiber crafts like making friendship bracelets. The materials don't need to be complex—basics like glue sticks, paper, scissors, and cardboard boxes can be enough.

Music is another key area for exploring the arts at home. Kids can learn new songs or make up their own, or turn a household object like an old can into a musical instrument. Share your favorite albums for a music history lesson. For kids who play instruments, print out [sheet music](#) for favorite pop songs, video games, and amines, or offer choice by letting them pick a classical piece to learn from [more than 150,000 pieces in the public domain](#). If you have a dusty, old instrument in a closet, start a family band. Ask kids to explore the dramatic arts by planning and performing a puppet show, play, or dance.

FINDING TIME FOR PLAY AND MOVEMENT

As long as screens are off, very young kids will be active, but older children who are used to “sit and get” schooling might need some encouragement. Try a morning family workout to kick-start your metabolism and get those happy brain chemicals flowing. Children can meet up with friends to work out together through video conferencing. Provide choice by letting each family member pick from [free workouts online](#) in yoga, dance, or martial arts. Eventually, let kids lead the family in their own workout routine.

LEARNING LIFE SKILLS

With people in the home more, there's more cooking and cleaning to be done. Doing chores develops problem-solving skills, gross and fine motor skills, and work ethic. Make chores fun for little ones by imaginative storytelling. “We're pirates and these toys are treasures—who can get the most treasure back in the treasure chest?” or “A giant is coming who hates dirty floors. If we don't mop this up before he gets here, he'll eat us up!” Older kids are often motivated to do chores if you involve them in the process. Hold a family meeting to list out all the chores that must be done daily and brainstorm how you'll tackle them together.

SEE THE OPPORTUNITIES

Don't feel compelled to do every subject every day. Kids may spend a whole day doing one or two activities. Authentic learning takes place within real-world, meaningful contexts. As long as kids are moving, creating, or playing, they're learning. Let curiosity and fun be your guides.

STUDENT WELLNESS

During Coronavirus, a Teacher Describes the Scramble to Go Digital

In Bergen County, New Jersey, just outside New York City, a school closure pushes teachers to confront the challenges of online learning. By [Carly Berwick](#) March 12, 2020



istock / smartboy10

At the end of school two days ago, I heard students talking excitedly in the hall outside my classroom. Our school near New York City, in Bergen County, New Jersey, was closing for the next 10 days due to precautions surrounding COVID-19—the coronavirus.

Though we learned officially from the district an hour later, the students had picked up the news before us via local TV and social media feeds on their phones. As the announcement spilled out among staff, teachers gathered briefly, concerned that someone had been stricken with the virus—no one had, but someone died in our county—then rushed off to gather the hardware we’d need to use from our new home offices.

Earlier in the day, my students told me that their biology teachers were saying we’d be out for the rest of the year. I expressed skepticism, but now I’m not so sure. My phone buzzes by the minute with [news of canceled events](#). As I write, Ohio has just announced that all K-12 schools in the state [will be closed](#) for three weeks, with Governor Mike DeWine calling for an “extended spring break.”

SUDDENLY, WE’RE GOING DIGITAL

Teachers like me are now preparing, in earnest, to teach remotely, a new circumstance that adds more work to our normal planning load. We are tasked with developing and posting two weeks of extra online lesson plans in case we take ill ourselves, along with daily plans with activities and assessments to get us through the next few weeks. Quizzes and tests that can be gamed by googling the answers are out; reflections and open-book writing tasks are in. In a strange way, we are excited, though exhausted, to take our existing curriculum and try something new.

In our district training yesterday, pulled together by hyper-organized lead teachers, we learned we should post agendas and do-nows every day, appear online with our students during a shortened regular class schedule, take roll virtually, have a daily exit ticket or other form of assessment, and figure out ways to make the online content intriguing.

It's a lot to process, but my colleagues are keeping their spirits up and collaborating to share what they know. During the training, teachers turned to one another to trade tips, showing each other how to time postings and upload folders in our learning management system (LMS). I'm glad to have some guidance for this new world, even if we're all really figuring things out as we go along.

Many teachers in New Jersey had a [taste of online instruction](#) with Hurricane Sandy in 2012, but this feels different. The intensity of destruction Sandy brought—and the days or weeks of closures [that followed](#)—was a surprise. But the coronavirus is a slow-growing, increasingly certain disaster that allows for some planning—and home instruction that [can be counted](#) toward the school year requirement. We could be at home this time for a lot longer.

While every school in New Jersey has to have a plan to teach remotely, reformatting lessons to be online-only is a challenge that seemed remote itself, until now. In the past, when we've incorporated technology, we've been there to guide it, either in the classroom or by following up the next day. Now, I wonder how we will be able to make instruction clear without being able to look kids in the face. Will we be able to detect and redirect students who are spinning their wheels? Will we even be able to tell how many kids are paying attention, or falling hopelessly behind? And if we do pull this all off, what does that mean about the relevance of in-person teaching and the school community at-large?

As I told my students in our last class together this week, [the research suggests](#) that after more than a few days away from school, students just don't learn as much. So the upside, I told them, is that in more ordinary times, showing up together every day does matter.

UNANSWERED QUESTIONS

As the coronavirus spreads, there's still much to be worked out at our school and at other schools around the country, but our district has some advantages. Students already bring their own devices—or the school provides them—and the vast majority of families have Internet at home. We are also lucky that our students are invested in their grades and in their own education more generally: We have the luxury of expecting them to show up online. Some are already checking the Google docs we've posted, their avatars hovering over content not due until tomorrow.

My fellow humanities teachers and I are also fortunate that our subject matter lends itself to reading, writing, and discussing—all of which can be done in an online learning environment. Texts that the students left at school—or hadn't received yet—can be scanned in and uploaded. But not all subjects lend themselves to two dimensions. There are open questions about how students will receive special education services, for example, and how to teach hands-on disciplines such as gym or art. Teachers in my school have started brainstorming with colleagues: Maybe they'll ask students to upload an image of an activity—but no live feeds, to maintain some semblance of privacy. Some are posting videos they made of themselves explaining how the new online class system works or talking students through a model text.

Perhaps the circumstances will drive smarter technology integration in our district over time. Most of us have had long-standing questions about the more obscure corners of our LMS; there were tiny buttons we had never touched, but now we have to. As someone wryly posted on Twitter, it took a disaster like coronavirus for New York City schools [to hire more nurses](#). Maybe long-term remote teaching will force us all to invest in things like "screencastify," by many accounts a useful tool for providing student feedback. We may even find making videos of ourselves or curating online discussions productive for students—and keep doing it.

But nearby, at my own children's K-8 school where half of the students receive free- and reduced-priced lunch, the upside feels more tenuous and the questions are cause for concern. Many students don't have computers or Internet at home, a stark reality for many schools around the nation. Parents worry about how they will work if children need supervision or how hungry children [will get meals](#). So far, their school, [and the larger district](#), are xeroxing hardcopy packets; my son's fifth-grade teacher told them to bring home their textbook every day, in the event they can't return. They still live in uncertainty, not knowing when school will close, and facing a different, more urgent set of circumstances in the event they do.

FROM EDUTOPIA, RESOURCES FOR TEACHERS

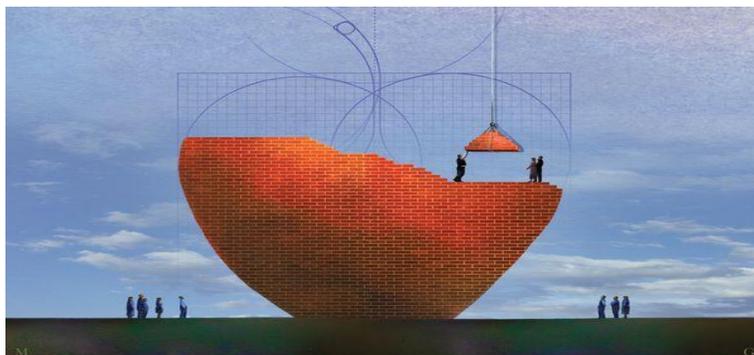
Shifting to Digital: As more schools close, teachers are increasingly tasked with developing online-only lessons and homework assignments. Digital learning protocols for students can help [provide structure](#) to learning outside the classroom, while [practice run-throughs](#) can help equip students, parents, and teachers for online learning before the shift. Creative solutions to new challenges like [how to run physical education](#) might be necessary.

Leadership Amid Challenging Times: As panic rises, school administrators and teacher leaders [can check out advice](#) from medical professionals and other school leaders on when to send a student home or weigh decisions like when to close a school. To help combat misinformation and bias—particularly anti-Asian bias—educators can create opportunities to [embed relevant, accurate information](#) about the virus into the curriculum.

BRAIN-BASED LEARNING

7 Guiding Principles for Parents Teaching From Home

Understanding the “why” behind teaching practices can help parents create meaningful and effective at-home learning opportunities during the pandemic. By [Laura Lee](#) April 3, 2020



© Michael Glenwood Gibbs / theiSpot

As millions of students across the K-12 spectrum shift to at-home learning because of the coronavirus threat in the United States, parents are scrambling to understand their new role as surrogate teachers. It will require equal parts patience and tenacity. “This is going to be messy,” [wrote educational leadership professor Jennifer Weiner](#) in *The New York Times*, before giving parents and teachers permission to try and fail “and that is OK.”

But messy doesn't have to mean inadequate, nor does it have to be a permanent condition. While you've probably seen a sudden glut of online resources offered by nonprofits and educational institutions—including excellent new opportunities such as [Mo Willems leading daily drawing activities](#) or [Dolly Parton reading bedtime stories](#)—a library of amazing resources alone won't do the trick. Learning is not just about exposing a child to interesting content. Here are some basic principles, grounded in research and science, that provide an overarching structure to

your approach and make the learning more productive and long-lasting—whatever the learning materials in your home.

ESTABLISH A ‘FLEXIBLE LEARNING’ SPACE

The fluid, open spaces that allow today’s office workers to be more productive can also be useful for students, [says teacher Kayla Dornfeld](#). “Flexible classrooms”—learning environments that provide a variety of choices for how and where a student might elect to learn—have become increasingly common in schools throughout the country. When students can tailor their space to their work, the research suggests that they feel more engaged and are more productive, so encourage students to move the furniture and props to fit their learning needs.

You’ll want to maintain some structure. Set clear expectations about how and when a space can be used, says [California middle school teacher Laura Bradley](#). Establish a few parameters for what types of work occurs in different spaces, but give students choice. For example, a student may be at a traditional desk for math practice but can transition to a couch or beanbag chair to watch online math instruction. Be crafty: Common household items can be used to change the dynamics of a space. [A cardboard box can become a writing fortress](#), according to one teacher, while a stack of pillows can transform to an art corner. Create a balance between offering structured space and allowing students to choose where they can learn and engage most comfortably.

If you still think it feels a little risky, [one comprehensive study](#) showed that “flexibility” accounted for a quarter of the academic benefits attributable to classroom design, making it about as important as light or temperature to effective learning.

CHECK IN EVERY MORNING—AND THROUGHOUT THE DAY

Starting school each morning is about more than laying out the academic benchmarks for the day. Decades of research reveals that a sense of belonging, well-being, and connection is a crucial precursor to learning: If your child is upset or lonely, for example, the research suggests that they simply won’t be as productive as learners.

You might consider implementing an at-home version of a “[greeting at the door](#),” a fun ritual teachers often use at the start of the day, to check in with your child and ask how they’re feeling. Continue the practice throughout the day using lightweight ‘checks-ins’ and vary the question. According to the Institute for Social and Emotional Learning, asking “If you made or used an emoji that best represents your moods right now, what is it?” or “What color or blend of colors best represents how you’re feeling today? Why?” [can evoke more nuanced responses](#) than “How are you feeling?”

If your school participates in distance learning, make sure your child regularly engages with other peers through the available technology—or consider snail-mail pen pals to keep your student connected to other young learners.

ALLOW FREQUENT ‘BRAIN BREAKS’

For parents and students, a back-to-back schedule of activities is overwhelming. The good news? Neuroscience supports frequent “brain breaks,” and teachers pepper them throughout the day so students can process the information they’ve learned more effectively. How do brain breaks work? [Studies show](#) that brains at rest—also called the ‘default mode’—are still busy processing

information below the threshold of consciousness, cleaning up what they've learned and moving critical information from short-term memory to long-term storage.

Generally, younger students need more breaks, but students of all ages benefit from them. For young students, [research shows](#) brain breaks improve attention span. Breaking lessons into smaller, more manageable chunks helps students focus. [Older students](#) need breaks every 20-30 minutes to maintain focus and energy.

FIND A RHYTHM THAT WORKS

When schools announced closings, a plethora of suggested schedules popped up across the internet, but a rigid, static schedule won't serve a student's needs. Best-selling author and researcher Daniel Pink says 15 percent of people are "larks," or morning people, and another 15 percent are "owls," who perform best later in the day. The rest fall somewhere along the continuum between those poles, so think about customizing schedules to the child—a practice called "differentiation" that teachers use to meet the diverse needs of the learners in their classrooms.

Younger students perform best on analytical tasks earlier in the day, [according to research cited by Pink](#), so parents may want to schedule activities like math in the morning. For the teenage brain, a later start and more sleep can mean [better memory and retention](#). The American Academy of Pediatrics [advises](#) starting an adolescent's school day no earlier than 8:30am.

CONSOLIDATE LEARNING

One misconception about teaching is that its primary function is to help students retain information, but retention is just the first step. Effective learning requires that students retrieve information frequently and then make new meaning of it. This process, called consolidation, is often reinforced in traditional classrooms through reviews and quizzes, or through multi-sensory practices like drawing, composing a song, or building a model about what has recently been learned.

At home, prioritize opportunities to engage in active learning through discussion, writing, or producing art, over more passive practices such as re-reading or rote note-taking. Learning requires repeated, active manipulation of the materials being learned.

Finally, many studies reveal that teaching what you've learned to someone else—to a parent or to another sibling—is also a highly effective way to consolidate learning and make it stick. It's called [the protege effect](#), and it works because teaching something requires that you master all the nuances of the topic.

ENCOURAGE PRODUCTIVE STRUGGLE

Encourage kids to engage in productive struggle by giving them difficult assignments and praising them for their persistence. [Research shows](#) that when students solve problems that are challenging, but still within their abilities, they deepen their learning. Allow students to wrestle with problems before intervening.

When work is completed, try to avoid praising your child for "being smart;" the studies show that praising a child for inherent qualities tends to make them risk-averse and discourages trying new or challenging things. You want your kids to continue to push themselves, and praising hard work is more effective for building endurance and tenacity.

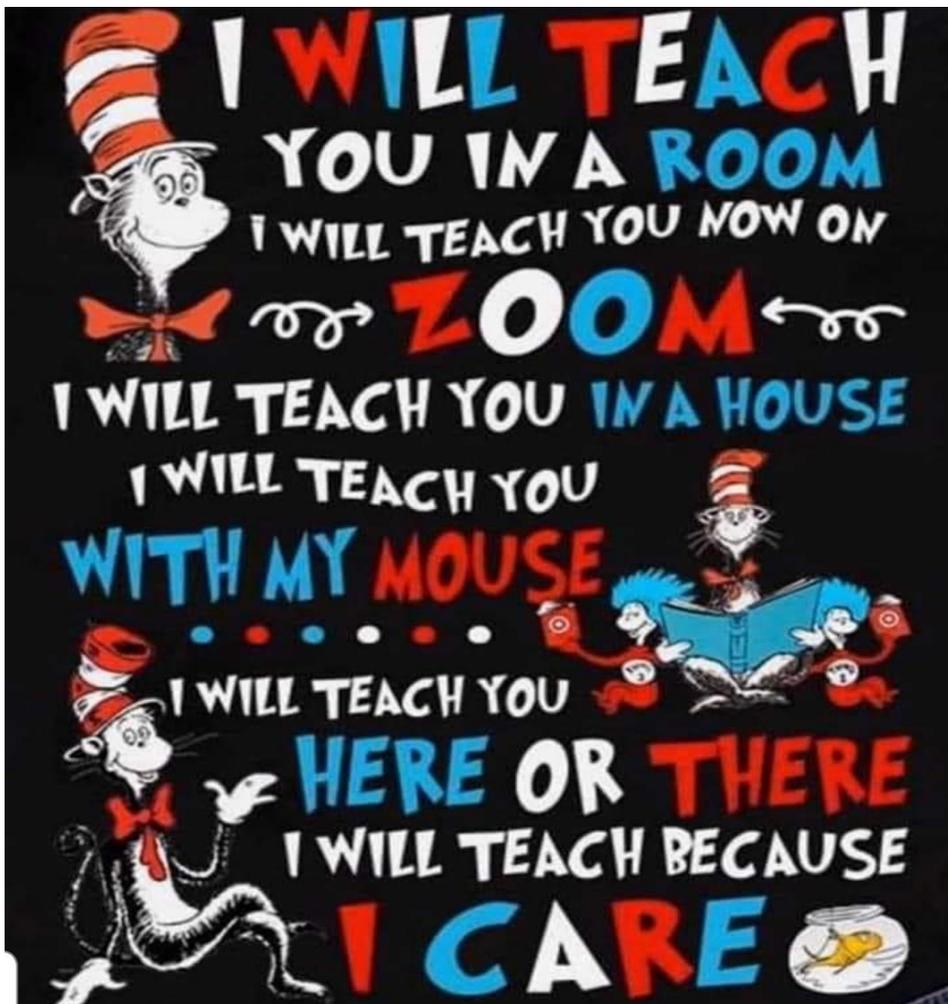
CONSIDER PASSIONS AND PLAY

In many parts of the world, schooling at home will continue for at least several months. Help students move beyond a compliance mindset—"I've completed my work, can I go now?"— by

building in time for passion projects and fun. You want kids to have intrinsic motivation to keep working hard, so use school at home as an opportunity for deeper learning where kids use their environment to explore different subjects.

Household activities like cooking or organizing offer the opportunity to develop problem-solving skills. [New research](#) shows that music, art, drawing, and dance are highly engaging activities that also improve language skills, mental focus, empathy, and creativity.

Finally, in the hustle of academic work, don't forget the importance of play. Not only does it [provide a respite for the brain](#) after taxing analytical tasks like math or science, but decades of [research shows](#) that exercise can actually alter brain structure in ways that improve memory, attention, mood, and cognitive function. Unstructured play with few rules and lots of room for imagination is [recommended by the American Academy of Pediatrics](#) because it gives kids a space and time to practice social-emotional skills and creative problem-solving.



RESOURCES...



PBS KIDS
Apr 20 at 9:14 AM • 🌐

It's "Mondays with **Michelle Obama**," part of the PBS KIDS Read-Along series. The first book is "The Gruffalo" written by Julia Donaldson and illustrated by Axel Scheffler. Watch here, on **Penguin Random House**, and anytime on the PBS KIDS YouTube page! What is your child's favorite book to read aloud with family? [#ReadTogetherBeTogether](#) [#pbskidsread](#)

These are extremely trying times for principals and the educators, students and families they support. If you would like help making a better transition to remote learning for your school please click here to learn more – <https://bullseye.education/school-walkthrough-leader-lp-overview/>.

BULLSEYE.EDUCATION
How School Principals Are [LEARN MORE](#)

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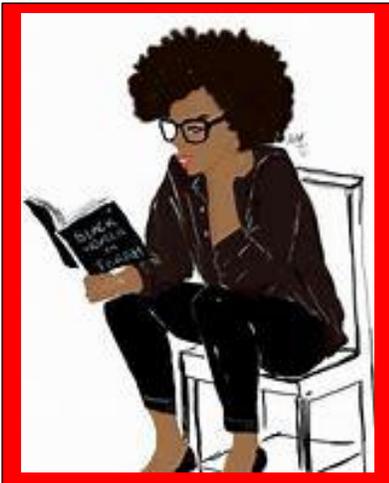
Our guide to managing the stress of coronavirus. Remember: We're in this together.

EDF.ORG
11 tips for coping with climate and coronavirus [LEARN MORE](#)

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Free Courses for K-12 Students

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Teachers - We're Offering Free Digital Courses for Students [SIGN UP](#)

To help make your school's efforts as smooth as possible, our team is actively working to compile and share the most useful resources and examples in our COVID-19 hub.

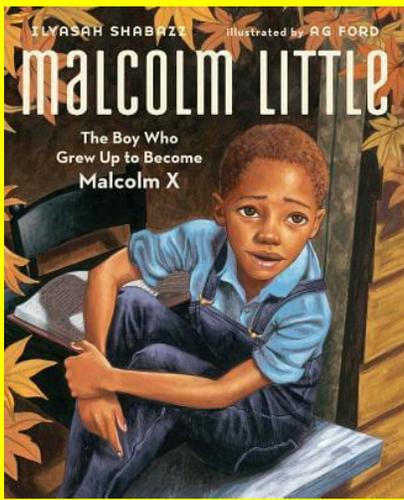
Coronavirus Communication Strategies for Schools

FINALSITE.COM/
Coronavirus Communication Hub for Schools [LEARN MORE](#)

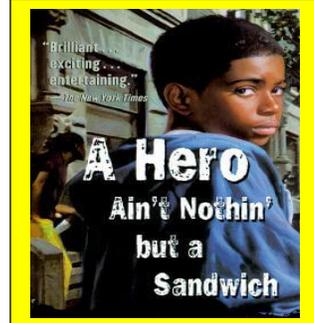
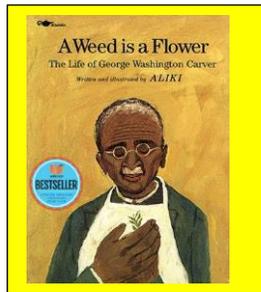
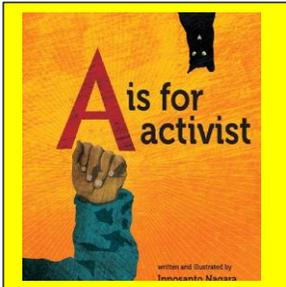
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Are your students stuck at home? We're now offering **FREE DIGITAL ACCESS** to districts across the U.S. until the end of the school year!

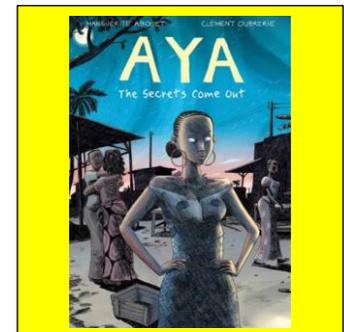
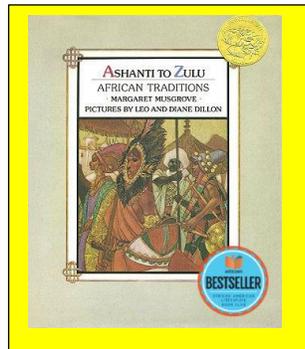
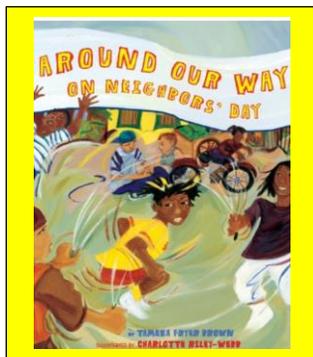
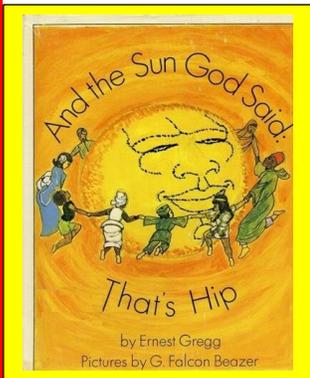
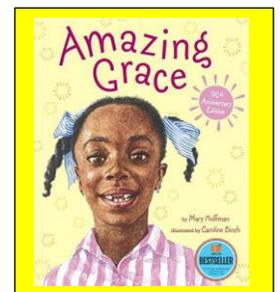
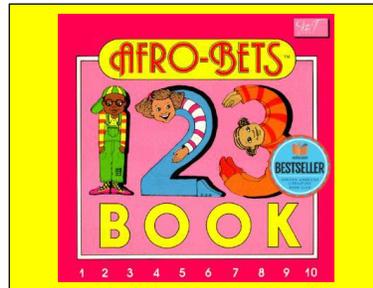
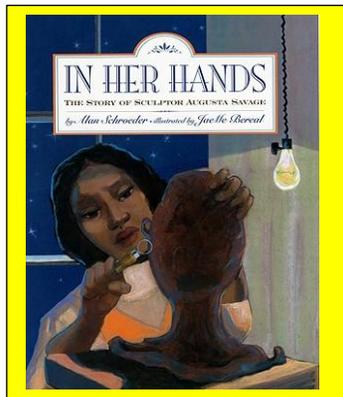
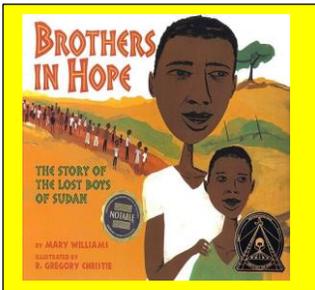
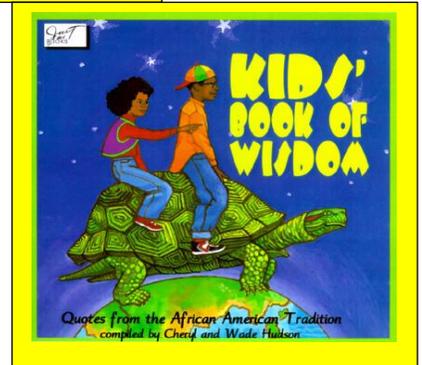
LEARN MORE: mathnation.com/learnmore/



BOOK



NOON



Top 10 Sites for Creating a Digital Portfolio

1. **bulb** - One of the best and most popular educational sites around to create and showcase stunning digital portfolios.
2. **ClassDojo Portfolios** - The widely used student/positive reinforcement platform has an excellent feature for students to create student-led digital portfolios.
3. **FreshGrade** - An excellent all-in-one site for educators to create: lessons, grading, and even portfolios.
4. **Google Sites** - Lots of districts/schools are using Google Sites to have students create digital portfolios and control who can/can't see them.
5. **KudosWall** - A wonderful free easy-to-use site that lets students create digital portfolios w/ audio, video, and images.
6. **PortfolioGen** - A very modern looking site to create professional looking digital portfolio w/ lots of features, such as uploading a document, video, or more.
7. **Seesaw** - A very popular educational tool that educators are using for assessing, differentiating instruction, and easily creating digital portfolios.
8. **Showcase** - A innovative site for students to create digital portfolios that contains only items they want others to see w/ lots of control features.
9. **Sway** - An educational app created by Microsoft that is ideal for creating: presentations, newsletters, and digital portfolios.
10. **Weebly for Education** - Weebly is a site that has been around for while that is great for created student/classroom websites and blogs. Also, Weebly can be used to create multimedia styled digital portfolios.



edreports.org

Educator Reviewers Share Tips and Best Practices for Virtual Learning



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Social distancing doesn't have to come at your education's expense. Many professional educators are experienced in online education, and make their expertise available on online tutoring platforms all across the web. Here are our best practices to make the most of your online sessions - whatever the platform.



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Outschool is committed to supporting those affected by closures in the wake of COVID-19. Browse our **free schooling resources** for educators, families, and learners.



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Whether it's maintaining lesson continuity, finding good (free) learning resources, or finding support for your own health, we have started a resource center to help with your needs during these difficult times. Check it regularly and please send us your suggestions! We will get through this together.



WGU.EDU
Remote Teaching Resource Center

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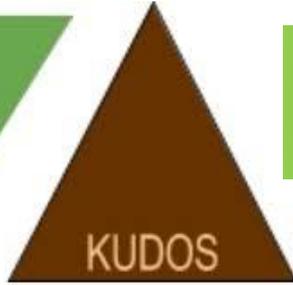
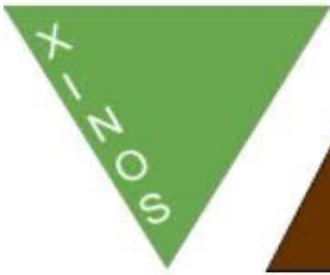


EDUCATIONPOST.ORG

Our Teachers Are Not Okay. We Know This, And If We Don't, We ...

I don't know who drew this... but this art 🎨 speaks louder than words...!





On the Move...

EPSILON ALPHA

The Xinos, Kudos, and their families have not forgotten what we have taught them about giving back. The parents and youth donated 50 dinners, masks, and gloves today to the homeless in New Brunswick and at the Travelers Inn Hotel in Dayton.

The youth donated water, fruit, chips, gloves and masks. A parent cooked a spaghetti dinner that was also donated. The youth wrote encouraging messages to place in the bags.

They practiced social distancing by dropping off their donations to one Xinos' home where they were assembled by her family.

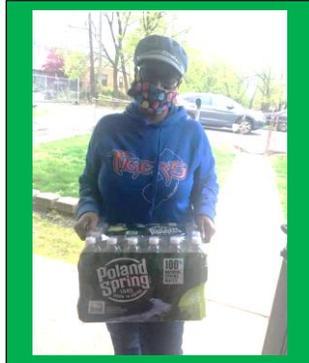
Then three of the youth with their parents' supervision delivered the meals and bags to families in need.

They are currently preparing to donate girl scout cookies to the local hospital.

We are extremely proud of them and their families.



Thank You NSPDK, Eastern Region Youth Advisors Chaleeta Hines and Felecia R. Laury for a fun and engaging Zoom Meeting. (30 participants) You're Moving us Forward! Which ER Chair will be next? ❤️💛





NSPDK MOVING FORWARD...

WELCOME, WELCOME, WELCOME!

Epsilon Pi Chapter of NSPDK presents "Six Images of Grace" Despite COVID-19, these ladies gracefully finished what they started! Welcome new SORORS!

Christina LaPoint Erve
Jessica Payne
LaKendra Parks
Nikki Hackett
Tiffani Adcock
Tamara McDaniel



NSPDK INC.
Eastern Region

YOU ROCK!

SALUTES EDUCATORS AND SUPPORT PERSONNEL FOR SERVICES TO STUDENTS AND FAMILIES!

Good Evening Sorors! I must share some GREAT news. There were 30 youth advisors on our Zoom call tonight. We worked in 6 breakout sessions and worked on identifying our priorities for the upcoming Sororal year.

We all joined a google spreadsheet where we typed in the document all at the same time. Each group reported out when we reconvened in one large group. We then talked about next steps and simply showed that the ladies in NSPDK are on the rise. We are DIAMONDS in the ROUGH!

Youth Advisors, thank you so much for being present and engaged in the entire session. We worked for 1.5 hours. **Felecia R. Laury** and I appreciate you and your commitment to moving our organization forward. It is evident you have a love for our youth and want to give them the very best.

Chaleeta N. Hines
 ER Youth Advisor

In the midst of this pandemic, it is important to give ourselves breaks throughout the day. I created this video for my district staff (BRICK Education Network – Marion P. Thomas Charter Schools).

What does your break of the day look like? Post a 30 second video showing us. We need to all stay connected 😊.

Chaleeta N. Hines
 Interim Chief School Administrator



Had our first monthly meeting on Free Conference Call and it was a SUCCESS.
#EpsilonChapter

Photo credit. Helena Lee



Vanessa Jenkins, Eta Chapter, Camden, NJ busy sewing protective masks for the community and Sorors. Thanks Soror! Much appreciated.



Some of the masks donated to the Operating Room staff at Cooper Medical Center.

Covid-19 Mental Health Reminder

Get Dressed

Even if it's just into comfort clothes, this will help you feel more productive and less in a rut.

Be Creative

Try doing new activities or bring back old ones. Getting creative is a great way to keep your spirits up and your mind relaxed.

Unplug...from the News

Everyone, everywhere is discussing the virus. Turn off anything related to the virus. Binge watch old TV shows, catch up on movies, read a book.

Stay Connected... to Family & Friends

Even though we can't go visiting, make sure you stay connected. Video chatting and phone calls, in replacement of texting, lessen the feeling of isolation.

Do your Hair/Make-up

Even if you're not going anywhere, this can help make you feel "normal" in a very chaotic time. People also often feel relaxed when doing their hair or make-up and you deserve that.

Eat New Healthy Recipes

If you can, try new recipes and eat a variety of food. This will give your day variety and keep your body feeling healthy.

Get Some Fresh Air

Fresh air will help you not feel so cooped up or "stuck" in your home. Sit in the backyard, front porch or even standing near an open window will be beneficial.

Reach Out

Mental Health is always important, but it is especially important during times like this. Reach out if you need to and remember to check in with your friends family or neighbors.

We are in this TOGETHER



OR Staff



OR staff



OR staff



OR staff



PRAYING YOU STAY HEALTHY

MIND,

BODY

AND SOUL!



COVID 19-how can I help in this crisis??

By adhering to all the rules, you have heard concerning COVID19. Practicing Social (Physical) Distancing. Staying home if you do not have to go out. Washing your hands several times a day with soap for at least 20 seconds. Sanitizing often used surfaces such as doorknobs, handles, and everything you may touch. Encouraging others to practice THE SAME. Last but not least, keeping an eye out for the elderly, disabled or those in your community with pre-existing health conditions; asking how you can help them.

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