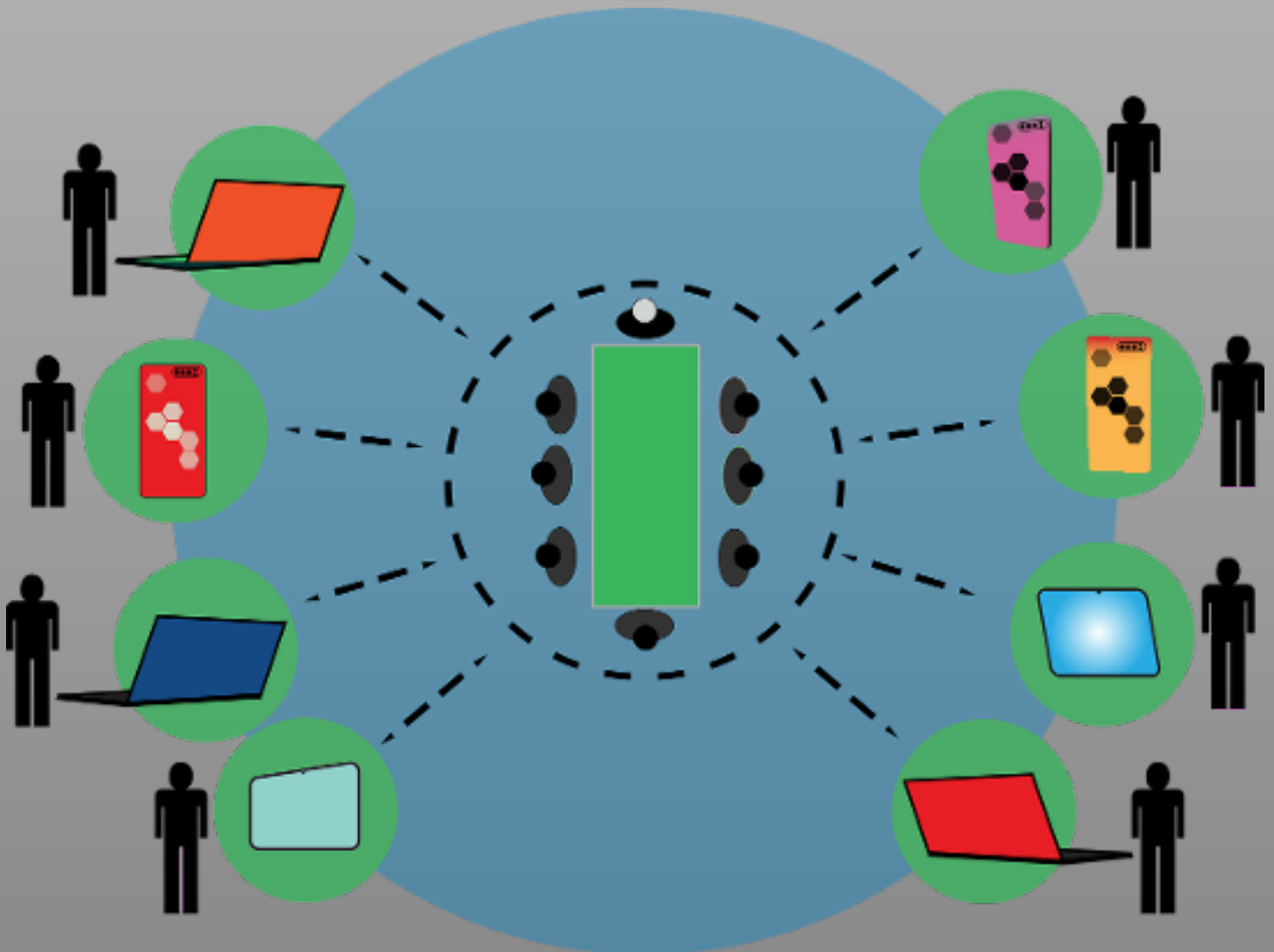


IN THE MIDDLE

OHIO MIDDLE LEVEL ASSOCIATION



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IN THE MIDDLE

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In the Middle is the official newsletter of the Ohio Middle Level Association and is published three times per year. Submissions on topics relevant to middle level education are encouraged and should be submitted to newsletter co-editor KristenMSmith223@gmail.com.

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Thank you to our Business Partners for their support of middle level education!



United Fundraising

President's Message

Nicki Bertke
OMLA President



"A diamond is a chunk of coal that did well under pressure" – Henry Kissinger

I hope this message finds you and your family safe and healthy! While the coronavirus (COVID-19) has closed Ohio school buildings, teachers all across Ohio have not missed a beat to provide students online learning opportunities. Even with the challenges of remote learning, Ohio educators continue to share meaningful learning activities with students while also continuing to focus on the whole child and support their social-emotional learning. Your outstanding work during this time of uncertainty has not gone unnoticed and you are all to be commended for your efforts! To help support educators during this difficult time, OMLA has also posted a list of Remote Learning Resources to our website; middle level educators have also shared insights on remote learning in this edition of **In the Middle**. You can find the list of Remote Learning Resources [here](#)!

Ohio Middle Level Association mini-grants of \$500 are available to OMLA members for the development and implementation of exemplary teaming projects that would be replicated year after year. Grant applications are due June 1, 2020, and are available on our [website](#).

The OMLA Executive Board is choosing optimism (Jack would be proud) and has started planning #OMLA2020, October 22-23 at Kalahari Resort and Convention Center! Keynotes Weston Kieschnick (@Wes_Kieschnick), Kevin Honeycutt (@kevinhoneycutt) and featured speaker Jack Berckemeyer (@jberckemeyer) are sure to inspire and energize you with new ideas. We are currently accepting presentation proposals for #OMLA2020! If you are interested in sharing a strategy or practice that is working for you in your classroom or school, I encourage you to submit a presentation proposal. Presentation proposals should be submitted by following this [link](#) or visiting our website.

I look forward to seeing you at Kalahari for our annual conference on October 22-23, 2020!

Building Community While Stuck at Home

Brittany Cioffoletti

North Central Region

One of the most important parts of school is building a strong culture and community. Kids need to feel that they have a second home (or for some, their only home) when they come to school. They need to feel safe, supported, and welcome when they walk through the doors of our schools and classrooms. While there are many ways to create this feeling in a physical building, that all changed in early March. Our governor ordered that our buildings close for three weeks and later for another four, if not more.

We were thrust into the world of remote teaching, distance learning, home instruction, etc. No matter what it's called, the process is new for most teachers. Some teachers are used to the online platforms and digital resources; others are stepping into this teaching style for the first time. For the first week of planning, we were focusing on how to deliver content, provide resources, connect with parents, and assess our students. The social emotional needs were there in our minds as they always are, but we were in survival mode at first. We had to figure out what and how to teach, so that those social and emotional needs were set on the back burner temporarily.

Now that the dust has settled, and we have moved into third or fourth weeks of this temporary new world of education, we can begin to focus on the most important parts of education—making personal connections, building a community, and fostering the culture we had created throughout the year. We can still use some of the same techniques, but we have had to get creative... and once again, teachers were up to the challenge.

Positive Videos

Many schools have created video montages to show their students how much they miss them, spread good news, and lift their spirits with advice on how to stay positive during this very stressful time. This is such a simple project that only takes most of the participants 15 seconds to create. A tech-savvy teacher can easily weave the videos together, add music and captions, and share instantly. This is a quick project that yields amazing results. As much as our middle school students don't want to admit it, they love seeing us in our natural environments: kids and pets included.

Parades

I've seen so many stories about teachers putting together parades to show their students that they miss them and still care. It's been as simple as a few cars honking their horns to huge parades including a school bus, balloons, posters, and music rolling through neighborhoods to lift spirits. Some of these parades have been featured on local news, and most have been shared via social media with a tremendous amount of positive feedback.

Virtual Spirit Weeks

Schools use spirit weeks throughout the year as fundraisers, motivation for finals week, and pre-homecoming events. Now these spirit weeks are being used to keep parents, students, and staff connected. There have been simple themes like “Food Friday:” share your favorite quarantine snack— and, more complex themes like “TikTok” Tuesday: create a TikTok with your family while you’re stuck at home. These themes are a fun way for students and staff to still see each other and feel like part of a community.

Zoom Games

While many teachers are using Zoom to teach lessons, offer help, and work with small groups, what our students want more than ever right now is to just connect. They are craving human interaction and those little moments we have in class where we aren’t teaching content. They miss joking around, sharing personal stories, and feeling like they are part of a group. Playing games via Zoom (and other video conferencing tools) is a great way to capture that feeling during these uncertain times. Some games like Kahoot can be played remotely, but even simple, non-tech games, like Scattergories, Would You Rather, or trivia, can be played via these tools. Some students don’t even need a game; they just want to talk. I’ve personally had more kids than I can count tell me that they never thought they would miss school this much.

Our students are at a crucial time in their development and have been thrust into a situation that none of us have ever been through. This is their JFK assassination, their Challenger explosion, their 9/11. The biggest difference between those events and this one is that they can’t be with us at school to experience it with their classmates. They can’t talk about this with any adults besides their parents. They can’t discuss it with their peers in a classroom and navigate it with others. They can only see the news, read social media posts, and talk to those in their homes. With those other major historical events, there was an end in sight. Now, we don’t know when this will end or what life will look like when it’s over. It’s stressful for us, but it’s probably worse for our students. It’s important now more than ever that we do our best to make those connections and continue to emphasize that even though we are in our own homes, we are still a community. We are in this together.

The Upside Down World of Education

Melissa Stanton

Northwest Region

In early March of 2020 our educational worlds were turned upside down ala “Alice In Wonderland” style. The state of Ohio called it an “Extended Spring Break” which was later retracted due to educators being heard. There would be no spring break instead most educators had less than a week to figure out what education would look like for students. We never questioned what the students needed because we just started getting to work to make sure they had what they needed. Some districts went with paper packets, others were digital, and then there were some that went on Spring Break to figure it all out.

As I look at the educational journey of the past month, (and the uncertainty of the future) I cannot believe how much we have overcome. As an educator for individuals with disabilities, (specific learning disabilities) this question haunted me: What does education look like for my students who struggle the most? These are the kids who struggle on a daily basis in the classroom, often whose parents fight them at home to get homework done; and I know that they do not handle big changes well. It was daunting, scary, and looked to be impossible (and in some places it still is.) But, I was ready for this. My students were in a position where they knew the expectations; they knew how to access materials; they knew how to reach me. Education didn't change for us. But others in my building faced difficulty, not knowing how to begin with the technology we had; and, technology crashed as an unprecedented amount of students and teachers went online for learning.

As I started to put my world back upright, we all pulled together— teaching each other how to use the technology. We cut technology some slack. We reached out to our students and parents to check on them, and we met virtually.

Relationships Before Rigor
Grace Before Grades
Patience Before Programs
Love Before Lessons

Dr. Brad Johnson

I learned a few things along the way. Fellow board members from around the state reminded me by posting the following on social media by Dr. Brad Johnson. I needed to remember the relationships that I had six months growing, that my students may need more grace and patience than I have ever given them and that they may need to be reminded that I love them. They are scared, uncertain and maybe blissfully unaware of the ramifications of our new current world and my job paramount to educating them being to provide them a safe place to be. I hope that I remember this once we walk back into the school building. Each

student is fighting a fight that we may not know about and in the end they need to know that nothing is impossible.

So just as Alice said, “This is impossible,” and the Mad Hatter responded, “Only if you believe it,” this time is not impossible. Alice’s world eventually turned right-side-up, and things went back to normal. Our world will resume to “normal.” We will go back to our routines, and our students will come back into our rooms. I hope to remember to extend grace, patience and love before grades, lessons and programs, remembering that they too have dealt with a traumatic situation.

Building Positive School Culture

Julia Morton

West Region

“This is the only reason I came to school today,” shared one of our eighth graders while shuffling into the classroom to begin activities for 8/5 Club: a mentoring and leadership club at Dixie Middle School. How do you elicit this type of response from an eighth grader on an attendance improvement plan? Feed him waffles or donuts, and give him purpose.

After reviewing district data, we noticed an overwhelming amount of students were not participating in school-related clubs and activities. The 8/5 Club vision began with co-advisors Julia Morton, a 5th grade teacher, and Liz Staley, the guidance counselor, who recognized a need for students to be involved in positive school culture. What school doesn’t need a little boost in positivity?

The 8/5 Club is a leadership and mentoring program with a dual focus on services provided to students in fifth and eighth grade. Eighth grade participants facilitate academic tutoring, mentorship, and focused character building to fifth grade students in order to promote a positive transition into middle school. These services are provided by trained eighth grade students who are developing their leadership and community service skills. Eighth graders must apply to be leaders, however, the advisors target certain students in order to create a diverse background of learners and not-so-typical leaders.



To kick off the year, fifth and eighth grade teachers and students in the club host a waffle party for all fifth grade students. Both grade levels come together to serve our incoming fifth graders and welcome them to middle school. Members also participate in community outreach; for example this fall, students organized a Socktober sock drive. As the year progresses, the club focuses on district and building-wide service projects to help boost morale and show love for our school. Before winter break, eighth graders organized and implemented a gift drive, and fifth graders were allowed to shop for gifts for their friends and family using the classroom currency, Hounds Bucks. In February, we design Valentine’s

Day card boxes for elementary students who might not have the resources to create their own at home, and we package and deliver surprise Kindness Bags filled with candy and positive notes to students throughout the month in the middle school. During testing season when staff needs that extra nudge to keep going, eighth grade leaders bring coffee and donuts around to staff.

Eighth grader, Lelia Richardson, shared the positive qualities of mentorship explaining, “I like

being in 8/5 because I think helping and encouraging kids helps them when they need it the most.” Riley Zonyk (8th grade) agreed adding, “8/5 Club teaches the kids kindness which is something that people need in life.” The fifth grade recipients of the club’s services report increased work completion as well as an increase in positive feelings towards middle school. Fifth grader Charity Renfro shared that the eighth grade leaders, “make people feel proud of themselves.” Many of the fifth grade students look forward to serving in the 8/5 Club when they enter the eighth grade. Club advisors, Liz and Julia, truly believe it’s possible to change the world one waffle (or donut) at a time!



Culture, Community, and Corona

Mindy Fulks

Middle Level Education Instructor, Wright State University

A Love Letter to my Senior Middle Childhood Grads:

This sucks.

You have been robbed of all the rites of spring and a graduation ceremony to celebrate the four years of hard work and struggle. You are destined to remember your very last semester staring at your computer screen in your pajamas calling it ‘school.’ You will receive a flat, mailed diploma with little celebration by friends and family. It is difficult to toss your cap skyward in your living room during a Zoom meeting. And safe, socially distanced toasts over the Internet just don’t offer the same buzz. So, cheers, COVID-19... you have terrible timing.

Fall semester, 2016, as freshmen, you all still smelled a little bit like high school when we met in the large class of Ed 1100, Introduction to Middle School. Curious and unsure, sitting among strangers, you wondered where this journey would take you and if you were making the right choice for your future. Over the years, the numbers dwindled as the weaklings dropped out for easier programs like nursing and engineering.

Interactive notebooks, gallery walks, Power Points, school visits, discussions, OMLA, The Bachelor recaps, engagements, music, laughter, and Room 227. How quickly you stopped being who you were and became who you are: a brave, optimistic, badass middle school teacher in the body of a normal looking person.

Despite the disappointing end to the year, remember all the critical lessons I have taught you:

EVERY teacher is a reading teacher. Vocabulary is the great equalizer. Adolescence is hard. It’s

way harder if you can't read.

No one likes to be *talked at*, especially middle school kids. Engage them with the power of story. Engage them with urgency and passion as you sell your content. Empower them way beyond the stuffy standards.

Despite what they believe, not every kid is going to the NFL. Assist them with a potential plan B by noticing, and suggesting the gifts they have. "Have you ever thought of becoming a —?" delivered with a quizzical look from an admired teacher can change the trajectory of a life.

"I see" is a brilliant way to be noncommittal. It works with kids, parents, administrators and grouchy team leaders.

Don't ever be afraid to apologize, to say, "I'm sorry," when you need to. Great teaching is emotional work. Impressionable eyes are always on you.

Find coworkers who make you laugh.

I can't tell you what your greatest teaching day will be, but I guarantee your worst day will be coming to terms with the death of a student. It buckles your knees and shatters your heart. The power of a 15 second check in with an at-risk kid is massive.

Don't judge a parent by the "chapter" where you meet them. Many parents are hanging on by their very last nerve. You are an expert in middle childhood and adolescence. "Do you want some advice or do you just want me to just listen?" are the words they would love to hear from you. I guarantee they will appreciate your willingness to listen to them.

Always remember, the louder they get; the quieter you get.

Dress like you mean it. What message do you want to send? Wear a good sturdy bra and comfortable shoes. Your aching back and tired feet will thank you.

Show love and appreciation to your secretary, lunchroom staff and your custodian. They run the school. The principal is your last resort for problems in your classroom. Besides, the good ones are really busy.

Don't like the way the kids are talking instead of working? If things aren't going as you would like, look at yourself first. Are you carefully teaching procedures and expectations? Don't be afraid to ask for help; everyone was a beginner once. Find a veteran teacher to help you; they have seen it all. Call me. I will come. Pinky swear.

Reading aloud isn't just for your kids. The cognitive benefits blow you away, but even more impressive is the incredible community it creates within your class, and builds common ground for all of you. Work on exposing the actor inside yourself; bring your content to life with books.

Put all of yourself into everything you do. Even if you hate it.

When a student breaks your heart, remember the hurt inside them has to get out through some kind of inadequate vent. Instead of asking, "Why is he acting that way?" Ask, "What has *happened to him* to make him act like this?" You might be their only safe place. "What do

you need?” opens doors to angry kids, and they will usually tell you. They will always remember the way you made them feel.

Bullies at school are often bullied at home. Remember, hurt people...hurt people.

Tell kids when their breath smells. Tell kids when their filthy hoodie needs a bath. Tell kids when they are being jerks. But do it with all the love and kindness you can muster. Love the ones who are hardest to love. They need you.

Behind all anger is frustration.

You're immortal! Being someone's favorite teacher is the best compliment you can ever receive. You *will* be remembered one way or the other. Make it a good memory.

Give them a pencil.

It's been my great honor to be your teacher. No cheese. I tear up when I read the thoughtful reflections that exhibit your deep consideration about how much you are willing to do to make kids' lives better. And I believe, sincerely, that you will make the world a better place.

Make me proud.

Mindy

Ohio Middle Level Association

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It's All in Good Faith

Megan Trowbridge

Southwest Region

A colleague of mine who is the principal of a school that serves students with behavioral needs shared an email exchange with a parent. The parent had shared that her child was struggling to keep up with the work and was worried that he was going to fail. The principal asked “do you believe he is doing the best that he is capable of doing?” And the parent said “yes.” The principal’s response was simple and to the point: “then he will not fail.”

During this time of learning from home, I hear schools using the phrase “good faith effort.” But what does that mean? While many schools have their values, mission statements and expectations plastered in the classrooms, hallways and cafeterias, do our students have the same at home? There are families who care deeply about education but who cannot support their child because they themselves didn’t pass 8th grade algebra. Families don’t write mission statements themselves. And why would they when we have families whose mission is to make enough money to put food on the table and a roof over their heads? And when we think of expectations, let’s think about the expectation that our older middle school and high school students may have; becoming babysitters while a single mom or dad is at work.

My hope for our students during this time is that they take the values, mission statements and expectations we have taught them at school and carry them into their personal journey during this time. I hope that intrinsically they are motivated to do the work that is assigned because they value an education. I hope that they take the mission statements of “every child has potential and will be prepared to be a valuable member of their community” to heart and take time to learn to cook a meal, write a letter, learn to sew a button and many other life skills that allow them to contribute to not only their future community, but also their future family. Lastly, I hope our students exceed the expectations of their families, friends and school community by keeping themselves happy, healthy and safe.

So again, what does “good faith effort” mean? My niece Mallory who has four boys under the age of 9 and is a Spanish teacher, let the world know through Facebook that she had to re-record a lesson because one of her boys came busting in to tell her the pig escaped...yes, the pig escaped! The resounding response from Facebook land was “leave it in!” She had put in a good faith effort to teach her students while also trying to be a mom. Posting that lesson with a child running in, yelling about a pig would show her students that, yes, life can be a bit chaotic, but we can put a lesson on hold for a moment to deal with the obstacles life throws at us.

Building a Culture!

Michale Kauffeld

Central Region

A couple of statements have defined the culture at Teays Valley West Middle School. The first is our “Why” which states, we will positively impact every student everyday. The other is more of a statement about our structure; we want every student to have an adult they trust and can count on in good times and challenging times.

We have made a conscious effort to infuse these statements in everything we do, from our advisory period to each individual class. Our staff has disseminated the words of Marianne Williamson, “Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us.” The given is we are going to impact students, so let’s do it positively. The reality is students need to feel a part of something, so let’s make sure they have at least one adult in the building they can trust and who makes them feel like they belong. Our Advisory and Teacher Based Teams (TBT) breath life into our goals.

Our grade-level TBT’s have meeting times built into their schedule everyday. On a weekly basis our teachers discuss how to improve student relationships and learning. To make sure we do not overlook any students, we put every student's name on an index card and place the card in the center of the TBT meeting table. Each teacher is asked to choose cards of students they feel they have a positive relationship with at school. The magic happens when there are about 15 cards left on the table and the adults realize there are students who need someone to make them know they are important. Then our staff takes the remaining cards with the intent to make an effort to get to know these students. By doing it this way it ensures that all students feel cared for by the adult leaders in our building.



Our principals, secretaries, aides, unified arts teachers, teachers, and our counselor all have an advisory group, once per week, with each grade level for thirty minutes. We involve most of our adult staff so we can keep the size of the advisory groups somewhere in the mid-teens.

Our student groups for advisory are constantly evolving. In 6th grade our goal is to build relationships. In 7th and 8th grade our students take a survey about their interest and we attempt to develop advisory groups based on the survey results.

Last month our culture was challenged and we had to adapt to a new learning environment. Before spring break our Governor closed school due to a pandemic. Online learning, Zoom, Google Meets/Hangout...all became part of our vocabulary overnight. It was new and different, but what we didn't do is forget our "Why" and our goal. Our advisory groups were still meeting, our students began reaching out to the adults in the building whom they have made a connection with, and our learning continued on a student and staff level.

Teays Valley West is a School to Watch and has been since 2010. When people ask us, "How did you maintain your distinction through OAA, PARCC, AIR, OST, URM models, and MRM models for value added?" The answer is simple: connections! In the words of Rita Pierson, "Kids don't learn from people they don't like." As life throws us another curve ball, it is the connections with students that will see us through, empower kids, and allow us to persevere.

Drew Dudley's Lollipop Moment Ted Talk said, When a stranger walks up to you and says, "You've been an important person in my life", and you don't even remember it? It's because positively impacting students and making meaningful connections is what you do! Do not get lost in the weeds, know your students! In the words of Rita Pierson, "[They] show up for a reason, it's the connections and relationships."

The Regular Rhythm of the New Normal

Tiffany Shaw

East Region

The whole world feels a little crazy right now, doesn't it? It's hard to stay focused when the news seems to keep getting worse. This global pandemic has the whole world afraid of getting sick, on edge, worried about running out of necessary supplies, concerned about an unpredictable future.



Specifically, on March 11th, 2020 the World Health Organization officially declared the novel coronavirus COVID-19 a global pandemic. Within 48 hours, the United States had declared a national emergency, people were advised to self-isolate as much as possible to stop the spread of the virus, and life as we know it dramatically shut down for the foreseeable future. It's an unprecedented response to an unprecedented global catastrophe.

So, as a middle level educator in Ohio, how can you stay sane in a world that feels a crazy and downright scary right now? How can you continue to educate when everyone

else is just trying to survive?

We've all been asked to drastically change our pace and slow down the rhythms of our lives. What better time than now to make small shifts that will have a significant impact on yourselves and your students. One of those small shifts is very practical. It is something I recommend implementing right away. Although this may seem very basic for you as a professional educator, it probably is not so mundane for your middle level students.

That ONE shift that will make a paramount impact on your life as well as your students' life is to **establish and maintain a regular routine.**

Studies show that having a regular routine lowers stress levels, provides more restful sleep, and builds a stronger immune system. According to *Northwest Medine*, people are creatures of habit, and routines offer a way to promote health and wellness through structure and organization. Having a routine can greatly improve your health. Many people who don't have any type of routine suffer from:

- **Stress.** No routine often means having the constant worry of "when will I get it all done."
- **Poor sleep.** Without a daily routine at work and/or home, you may find yourself playing catch-up with yesterday's to-do list. If you're always behind on what should have been done the day before, you're likely also staying awake worrying about what didn't.
- **Poor eating.** Unhealthy diets (like eating lots of fast food) become the norm if there isn't time scheduled for grocery shopping. Quick, unhealthy substitutes become the next best food option.
- **Poor physical condition.** Working out usually requires some advance planning.
- **Ineffective use of time.** Often, no routine means you simply run out of time, leaving things undone and not making the most of your time.

A regular rhythm to your day sets the tone and keeps you grounded. Having a routine keeps you focused and, in turn, more productive. Adding these five simple steps in your daily cadence will keep you balanced and effective:

1. **Wake up and go to bed at the same time everyday.** It sounds obvious, but if you want to feel your best then you must get enough sleep. Most experts recommend that we get between 6 to 10 hours of sleep per night. Some of us can get by on six hours, but be honest with yourself – if you feel better having had more sleep, bear it in mind when setting your alarm clock.
2. **Get dressed and get ready for the day.** It may seem silly to get out of your pajamas when you are working from your family room sofa or kitchen table, but the act of "getting ready for the day" reframes your mind and provides a way for you to tackle your to-do list.
3. **Establish a morning routine that includes some sort of physical activity.** Working out early in the morning improves your energy levels, improves your circulation, and encourages good lymphatic function. Just 20 minutes every day can make a difference! Mix up cardio and weights throughout the week for all-over toning and general health.
4. **Plan out your day and write out a daily task list, including your teaching**

schedule. Make a list of tasks and decide whether they are important, urgent, both, or neither. Start with important and urgent tasks, move onto the important and non-urgent tasks, then tackle the unimportant but urgent jobs. Writing a task list gives you a sense of control.

5. **Sit down for regular meals.** With a plethora of meal planning apps out there, getting a quick but healthy dinner on the table has never been easier! Use an app like *Mealime* to help you organize your grocery list so that you always have the right ingredients to hand. Be realistic – choose something that doesn’t require a lot of time or effort to throw together, otherwise you may resort to takeout.

How can you stay on track throughout the day? **Setting a timer and utilizing alarms on your phone** can be one of the best ways to motivate yourself and your students. For instance, if you give yourself an hour to grade your latest assignment, you will most likely get more accomplished in less time than if you weren’t racing against the clock. Limiting your time on seemingly endless tasks like email helps a lot, too. If you only have 15 minutes to sit at the computer, then you have no choice but to prioritize.

In this crazy, new “normal”, stay focused on what matters. Maintain a routine and share with students how they can do the same. In this unprecedented time where there are so many variables we can’t control, we can control our day and our daily routine. Finding and adopting the right daily routine will re-energize you and help you regain wasted time. Your mind and body will thank you for the decreased anxiety and extra care you’ve given it.

Thank You

Kristen Smith
Southeast Region

Thank you. Thank you. Thank you. Thank you. Thank you. Really, it cannot be said enough during this crazy, topsy-turvy time. There can never be enough thank yous to all the people that deserve them. So this isn’t about thanking everyone, but it is about thanking at least some of the people that have made it possible for education to continue in the wake of our current “new normal”.

Thank you, teachers for adapting a lifetime of habits, expectations, lessons, and instructional strategies on a moment’s notice.

Thank you, administrators for helping everyone navigate this new normal and helping to organize and facilitate all of the information.

Thank you, parents for helping us figure it out together.

Thank you, students for weathering the storm like the champs we know you are.

Thank you technology personnel for helping us all (parents, students, teachers) get the tech we need sorted out quickly, efficiently, and fairly.

Thank you, exploratory teachers for allowing our brains to think differently and still grow!

Thank you, counselors and school psychologists for helping us all cope.

Thank you, school nurses for keeping us healthy.

Thank you, administrative assistants for filtering all the communication.

Thank you husbands, wives, partners, families, and friends for being the rocks we all need right now.

Thank you, older siblings and classmates for helping us help each other.

Thank you, custodians and maintenance staff for keeping our schools clean and sanitized,

Thank you, cafeteria workers for keeping us fed.

Thank you, world for giving us a chance to appreciate what it means to have a community.

Undoubtedly, a thank you or two (or three) has been missed. So let's end with one more, THANK YOU to everyone. Thank you. Thank you. Thank you. Thank you. Thank you.



**Stay connected
to OMLA!**

