



Pi Chapter Newsletter

Volume 20, Number 6 February 2021
<https://xistatepichapter.weebly.com>



**Anywhere is
Home
2020-2022**



Pi Chapter Officers/Leaders

Co-Presidents.....Abbi Hill & Vikki Burns
 1st VPSusan Jonely
 2nd VP Linda McCune
 Recording Sec.....Patsye Thurmon
 Corres. Sec.....Diane Alsop
 Parliamentarian.....Susan Fowler
 Treasurer Kathleen Benedict
 Editor /Webmaster.....Pat Stonecipher

Sisters,

There is much occurring around this house...weeds are growing, of course, but I also noticed a few green leaves poking their head out from below the mulch. It is a reminder to act to insure those blooms are protected over the next two months before, we can be assured, that a late frost will destroy their tender blooms before they have a chance to reach maturity.

In the same way, we need to act to insure our physical, mental, and emotional needs are being met by carefully planning our time to provide segments of it to attend to those needs. I have, in the past two weeks gotten back into a walking routine. (I don't think I will ever run again.) I have gotten back into my nightly reading routine, both books and articles. I am still working on the emotional element of my health...yard work will be one of the options in a few weeks, but for right now I have decided that a purge would be beneficial. Unload my home, and in the process, unload my emotional baggage. I am astounded at how much of my 'schoolwork' I have managed to keep and stash in my home! I have to admit, I talk to myself when I am working on my own. Those talks usually get me to a better place, emotionally even amongst all the memorabilia.

Of course, largest looming questions, that adds some edge to the mental angst, is in regard to the COVID vaccine. Some of you may have already been able to get that, congrats to you. My husband has joined the trial phase for one of the vaccines that is still under development. We (our children and I) are excited for him and thankful that he volunteered for the trial. Like many of you, I am waiting to see when the 1b group is added to the eligibility around here.

On a final note, the Tennessee Legislature continues to launch extreme missives for our public school districts, educators, and students. If you haven't already had the opportunity to do so, please read the information on **pages 6-8** of the newsletter regarding the Unintended Consequences of the Learning Loss Bill, that was sent to all legislators prior to the vote, from East Tennessee Directors of Schools. Then pick a topic and contact your representative in the Tennessee Legislature and ask what data they used and what conversations did they have with local school personnel and/or parents to support their vote for the legislation. My local legislator responded to me that the Amendments to the Bill addressed many of those concerns. I checked, they didn't. I emailed him that one sentence response. I hope you have a better conversation with your legislator. I am hoping that the Legislative Symposium in March will offer us the opportunity to ask some tough questions to the representatives that participate. If you would like, please send any questions to Susan Jonely by February 11 so she can submit them for review. Remember our meeting date and time in March has been changed to align to that event on March 2 at 6:30 p.m. A unique opportunity for DKG to participate with a large number of participants in meeting with our State Legislators.

Our February meeting will begin at 5:30, but, as always, we will have a quick talk-around beginning at 5:15. Hope to see/hear you then.

Go in peace sisters,
Abbi and Vikki

Tuesday, February 2, 2021

Zoom Meeting

5:15 p.m.

Inspiration

Amanda Powers

Program

Finding Your Zen

(See attached 3 handouts at end of newsletter)

Members will be engaged in activities designed to encourage relaxation and creativity. **Bring a pencil, fine-tipped black pen, and either the square or heart shape cut from heavy paper.**

Business

Updates from Executive Board
DKG Essay Contest Reminder

Invitation to December meeting:

Topic: DKG MONTHLY MEETING

Time: Feb 2, 2021 05:30 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/83984804429?pwd=amVCRnEwYy9jRXFZUmZxQ2Yxc25MQT09>

Meeting ID: 839 8480 4429
Passcode: 25GXvY

Pi Chapter Local News

Joys and Concerns

Happy February Birthdays to: Vikki Burns (19th), Diane Alsop and Susan Jonely (28th)

Please let us know if you or another sister has had a health-related problem so that we may let the chapter members know.

Please let Pat Stonecipher (patstonecipher@att.net) know of any joys or concerns to include in the newsletter.

Treasurer's Tidbits

2021-2022 Pi Chapter Dues

Note from Treasurer: Hello All! In these Covid-19 times, I am looking for any signs of hope or spring. I love seeing so many of you on our Zoom meetings, even if it is just a face shot – it is fun for me!

As always, I will try to get a head start on collecting 2021-2022 Pi Chapter dues of 85.00 beginning February 1, 2021 and asking you to consider adding 12.00 to that total to help defray our payments to the State for Silent Auction of 50.00 and for Schools for Africa, amount to be determined. I know many of you usually add 15.00 to your dues amount to help the Grant-in-Aide Fund and you may still do that as well if you wish. This is a request for the additional funds – not mandatory. We have not had an in - person meeting or a fundraiser as we would have normally, so I was just trying to think of way to incorporate several items into one. If you think this is unreasonable in these lean times, I understand – just send your dues. As always, if you need to send payments, I will work out any plan you devise.

Please mail payments to: Kathleen Benedict/P.O. Box 355/Knoxville, TN 37901

Please send VENMO payments to: User Name:Kathleen-Benedict-6

Passcode: 1646

All dues must be submitted by May 30, 2021.

As you can see from the Treasurer Report, due to many donations, the Grant-in-Aide Fund is sufficient to award the two 500.00 grants.

Thank you very much! *Kathleen Benedict*



Pi Chapter Local News

Treasurer's Report

**January 2021 DELTA KAPPA GAMMA SOCIETY INTERNATIONAL, PI CHAPTER
TREASURE'S REPORT** **KATHLEEN BENEDICT, TREASURER**

BEGINNING BALANCE.....	7,229.54
Deposits	+ 157.50
DISBURSEMENTS.....	450.00
ENDING BALANCE.....	6,937.04

TOTALS IN EACH FUND

Grant-in-Aide Fund (Funded by donations and fundraisers) **977.17**
Beginning Balance 01-31-2020 827.17 + 150.00 donation Kathy Hurst in Memory of Mary Jane Cook, Grandmother of Amy Gray, Elizabeth Gann, Sister of Kathleen Benedict, and Mason Weaver, Grandson of Amanda Weaver = 977.17

Vera Jo Henegar Scholarship Fund **3,270.00**
Established in Memory of Pi Chapter member Vera Henegar and funded with kind gifts.

Xi State Convention Fund for First Time Attendees* **580.00**
Balance 01-31-2020 = 580.00 [Includes Gifts In Memory of Joe Tackett, husband of Paula]

Discretionary Fund (Funded by donations.) **298.10**
Balance 01-31-2020 = 298.10

Hazel McCreary Classroom Grant Fund (Funded by donations.) **402.24**
Balance 01-31-2020 402.20

AVAILABLE REGULAR FUND..... **1,409.53**
(Member dues, collected each year, fund a budget for this fund.) Beginning balance 01-31-2020 = 1,852.03 – 48.00 Contribution Golden Gift Fund – 48.00 World Fellowship Fund – 101.33 Educational Projects Fund – 101.33 Imagination Library/Literacy – 101.33 Vision Foundation – 50.00 TN State Organization Silent Auction + 7.50 refund of overpayment on initiation fee = 1,409.53

TOTAL MONEY IN ACCOUNT..... **6,937.54**

Anna Mae Lane Memorial Fund (Established by gifts from the family and friends of Mrs. Lane in tribute to her longtime service to education.) Balance 12-31-2020 150.00 + 50.00 donation from Kelly and Alice Lane on the Occasion of Anna Lane's Birthday = 200.00 [This fund part of the Regular Fund.]

[*When the goal of \$1,000.00 has been reached for the two recruitment grants, Happy Jar money will go towards the fund for Xi State First Time Attendees. If no one applies, all monies will remain in Grant-in-Aide Fund.]

Pi Chapter Local News



Spotlight on Members

Sara Idzik still needs biographical information from the following members: Diane Alsop, Vicky Curtis, Amy Graham, Janie Jackson, April Perry, Krista Petrick, Amanda Powers, Felecia Reynolds, Sally Suttle, Lisa Swisher, Lucy VanCleve, and Joan Vick.

Please contact Sara at sara.idzik@gmail.com as soon as possible. We really need for all of our members to participate in this project...we get points for the state award!



Change for March Meeting!!!

Our March meeting will be held in conjunction with the Legislative Symposium. See information below to register.

The DKG Tennessee State Organization Legislative Symposium will be held Tuesday, March 2, 2021, at 5:30 pm Central time.

Events

Panel Discussion with Tennessee Representatives and Senators

Keynote Speaker: Lisa Henderson, former Legislative Liaison for the Tennessee Counseling Association

Welcome by Commissioner of Education Dr. Penny Schwinn

Here is the link to register

https://docs.google.com/forms/d/e/1FAIpQLScK3pJLqGRnSHY4xoP7aEk_XhbIXarROn6XHVjw_UTrqL3kRg/viewform

Pi Chapter Local News



Our February meeting program will be Zentangles.

Our March meeting will coincide with the Tennessee Legislative Symposium.

“Sanitary Kits for Women”

We have not forgotten about our project that we decided to do last year. Due to Covid-19, we had to put this project on the “back burner”. We would like to plan to continue this project in the spring of 2021. I have all of the materials for the kits and we just need to round up some sergers and get sewing. These kits can go anywhere in the world to women who need these sanitary supplies. I will let you know further details as they become available.

Submitted by Susan Jonely



Note: If your committee has anything to report, please submit it to Pat Stonecipher (stonecipherp@gmail.com)

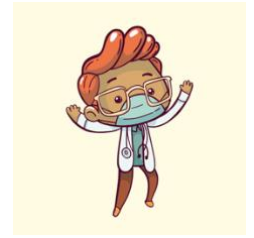
Legislative Issues

Educational Issues



Learning Loss Bill

Directors from the East TN Region would like the opportunity to provide some context and input regarding the proposed Learning Loss Bill that will be discussed in next week's special called education session. It is critical that we maintain a close line of communication with each other as many new laws are accompanied with unintended consequences. We would appreciate you taking time to consider the following as you make important decisions regarding public education. We have organized our document into 3 areas: positive impacts, concerns, and requests.



I. POSITIVE IMPACT OF LEARNING LOSS BILL

- **Additional instructional time:** Increased instructional time is necessary for some students to master standards. LEAs already have RTI in place. This bill adds after school camps and intense summer programming to the tools available to help student remediation.
- **Length of support:** Funding is provided for two summers, recognizing that addressing remediation takes time and intentional effort.
- **Flexibility:** Districts have the ability to partner with other LEAs. Parents have the choice regarding participation.
- **Additional district supports:** Development of universal screeners and benchmarks assessment at the state level.
- **Funding:** Creative funding sources using TNAF, LEAPS, and state funds.

II. CONCERNS (UNINTENDED CONSEQUENCES) OF LEARNING LOSS BILL

- **Identification in third grade students not being promoted**
 - The proposed bill states that a student must achieve a performance level rating of “On Track” or “Mastered” on the ELA portion of the third grade TCAP. The language that has been in TCA since 2011 says a student must show a basic understanding of curriculum and ability to perform the skills required in the subject of reading. The difference between the old and new language is staggering when one considers the number of students and families potentially impacted. The old language (i.e., “show a basic understanding”) has been interpreted by those in the field to mean the student had to be at the “Approaching” performance level or above.
 - The last time TCAP assessments were administered in the 2018-19 school year, 21.8% of the third graders in the state failed to hit that mark – almost 16,000 kids. If the bar had been at the on-track level or above as proposed in SB7002, another 41.2% of kids would have been captured. In other words, **almost two-thirds of third graders in the state would be subject to retention** unless they meet one of the exceptions in the law
- **Misconception that “On Track” equates to “Grade Level”**
 - The TN Ready category of “On Track” does not equate to the definition of “On Grade Level.” The cut score for “On Track” was set to mirror the NAEP cut score for “Proficient.” NAEP is very clear about the relationship between its “Proficient” level and “Grade level” – “Students performing at or above the NAEP Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. ***It should be noted that the NAEP Proficient achievement level does not represent grade level proficiency (emphasis added).***”
 - The TDOE also emphasizes the high level of performance required to achieve a rating of “On Track” – **“Performance at this level demonstrates that the student has a comprehensive understanding and thorough ability to apply the knowledge and skills as defined by the Tennessee Academic Standards.**
- **Tennessee would be retaining students who are on track to score 20, 21, or 22 on ACT**
 - During the process to establish our TCAP cut scores, the TDOE looked at the relationship between the cut scores and ACT scores. The cut score in ELA for the “On Track” rating equates to a predicted ACT score of 22. That is not to say that a third grader scoring on track could score a 22 on the ACT as a nine-year-old. It can be interpreted

to say that a third grader who scores at the “On Track” level in third grade is expected to achieve a 22 or above on the ACT if they make a minimum of a years growth academically each year.

- We encourage you to consider all of the successful individuals you know who scored below 22 on the ACT as juniors and seniors in high school. They would have very likely fell short of the “On Track” performance level as third graders. Should they have been subject to remediation and possible retention?
- In 2019, 37% of 3rd graders in Tennessee scored “On Track” or above. **That means those scoring at the 50th and even 60th percentile in our state scored approaching level and would be subject to retention under the proposed bill.** As described above, these students are predicted to score a 19, 20, or 21 on the ACT. They are not considered by those working in the field to be below grade level or in need of additional intervention.
- We would encourage legislatures and state officials to spend 30 minutes reading with a kid at the “On Track” level. We can assure you that you would not vote for a bill that requires remediation under the threat of retention for those at this level.

- **Significant flaws in the “Mississippi Miracle” Model**

- **Mississippi’s third grade literacy-based promotion model is focused on a much narrower subgroup of student than what is being proposed in SB7002.**
- In 2018-19, Mississippi raised their cut scores for the 3rd grade promotion requirement to make it more rigorous. Even with the increase, 74.5% of third graders in the state met the requirement in Spring 2019. The remaining 25.5% were subject to promotion requirements outlined in the law.
- This percentage of third graders scoring at the “Below” performance level in Tennessee in 2019 was 21.8%. **The current bill being proposed is too broad. If we want to mirror the Mississippi model, we should only be using the “Below” performance. Including the “On Track” level is not capturing the correct students.**
- We need to take a more laser-like approach; if the retention policy only focused on those at the Below level, it would relate very closely to those being served in RTI. If legislatures want to capture more kids than just scoring at the below level, then they could put a percentile in the law (i.e., below the 30th percentile).

- **Unintended Consequence of Retention**

- There is a plethora of research discussing the negative consequences of retention: increased drop-out rates, self-concept issues, increased discipline, social and emotional turmoil, lack of long-term academic gains. Retention is a decision that has life-lasting impacts on children. **We cannot only discuss the negative impacts of not reading on grade level by third grade (incarceration, drop-out, etc.) There are also major negative consequences for retention. Retention is not silver bullet and should not be taken lightly.**
- If retention is needed, research indicates that it is better to retain students earlier in the primary grades. Many would say third grade is too late. Maryville City Schools retains 8-10% of Kindergarten students each year and have yielded great results.
- If 20-25% of students are retained, some districts will need more classroom space.

- **Additional Concerns/Questions**

- The last sentence in Section 2 (a)(2)(A)(iv) states, “and the student’s performance on the post-test at the end of summer camp demonstrates adequate growth as determined by the department. What is adequate growth? What happens if the child has already been retained or is ELL?”
- We can’t have a kid hit the 90% attendance mark and not be promoted to the next grade level as the proposal outlines.
- Section 2 (a)(2)(A)(iv) states the family can agree to a tutor in 4th grade to avoid promotion. What happens when the parents back out of the tutoring the following year. This bill places no accountability on the parents.
- The bill does not provide sufficient language for students with an IEP. What protections do they have?
- After school and summer camps
 - 49-6-1507 (a)(3) “Content that may be used by TALLC members when providing tutoring services to students.” This may be interpreted to mean that they have to use this content exclusively. Will districts be able to use district content to align?
 - Is student transportation to summer camp required or optional? Would the funding be the same either way?

III. **Director Requests**

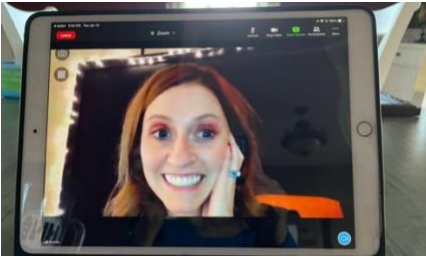
Please consider the following in the special session next week.

- Pay close attention to the number of students that this bill will impact if we use both the “Below” and “Approaching” levels of performance.
- Keep in mind that TN Ready and NAEP are not directly aligned to “on grade level.” We must be careful about assuming a relationship that does not exist. Consider the current definitions of the 4 levels of TN Ready and their correlation to projected ACT scores.
- If we want to move the needle in ELA, consider a laser focus on a specific subgroup of students. Determine the effectiveness of this plan with that small group before consideration of expanding.
- Consider the negative consequences of mass retention.
- Provide more clarity in the gateways to bypass retention to account for unintended consequences.

Moments from our January Zoom Meeting



Chad Isabell
Attorney-at-Law
“Wills, Trusts, and Important Documents”



Moments from our January Zoom Meeting



Xi State Tennessee News



There are many TN State DKG events approaching over the next few weeks. These are a great way to network and carve out some necessary "me time" with the hectic schedules we have been handed! Please read below for a description of each event listed and the registration link and deadline. If you have any questions please do not hesitate to contact Abbi and she will get the information to you as soon as possible!

Triskele Paper Globes

Presenter: Cathryn Burke, Area 8 Coordinator Texas
Tuesday, February 9, 2021 at 7 PM Central

Triskele Paper Globes or Paper Balls are pretty and easy to make – soooooo much fun and they look absolutely stunning!

Register for Triskele Paper Globes [here](#).

Questions about technology? Let's find answers!

Dr. Dianne Anderson will provide answers to technology related questions. Submit specific questions in advance to allow for precise, yet understandable, answers. Saturday, February 20, 2021 10 AM CENTRAL.

Register for Technology Questions [here](#).

Basics of Excel

Presenter: Heather Warren, Wayne County CTE Director
Saturday, February 27, 2021 at 10 AM Central

This member requested workshop will cover the basics of Microsoft Excel using various Excel formulas, tables, and charts. Members who register will receive a handout to print prior to the workshop in order to make notes as we learn.

Register for Basics of Excel [here](#).

Xi State Tennessee News

State Projects - High School Essay Contest

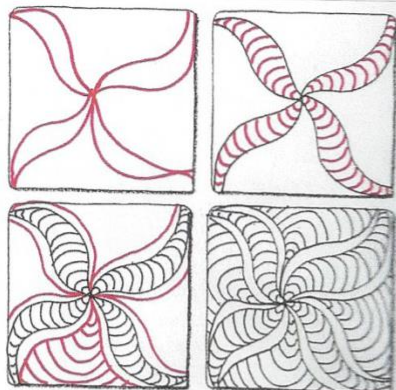
Tammy Jones State Projects Chair and her committee team have released the topic and guidelines for the 2021 Essay Contest. The guidelines are attached and are available on our state website under About Us - Essay Contest.

Special Events - DKG Decals

Allison Maynard and Kim Thurman Special Events Co-chairs announce the sale of vinyl decals. The decal will feature a rose with TN State DKG lettering and will be sold in two sizes, perfect for your car or to decorate your favorite water bottle, coffee mug, laptop, or other electronic device. The design and ordering information will soon be posted on the state website.

1. There are several program/project ideas available on the state website under EEC Corner. We can earn up to 10 Maycie points for submissions/programs. The forms can be found on xistate.org under *EEC Corner-EEC Corner Spotlight Submission Forms*
2. The deadline to apply for a Tennessee Scholarship is February 1, 2021. Applications can be found on the state website under *About Us- Scholarship Recipients- TNSO Scholarship Application*. Send completed Tennessee scholarship applications as an email attachment to Dr. Susan Young at youngs1110@aol.com.
3. The 85th Tennessee State Organization Convention will be June 3-5, 2021 at Sewanee: The University of the South. Make plans now to attend this grand gala event! Photo submissions from chapter events are encouraged for the 2021 State Convention Slideshow to Dr. Elaine Vaughan at mevaughan@orn.edu
4. **DKG International Deadlines: January 15-February 15** Submissions to DKG Fine Arts Gallery — Spring
February 1: International Scholarship 2021 Criteria: Distinguished record in the Society at the international level.
Form Location: International website (www.dkg.org) *Apply/Submit – Applications - Scholarship Applications*

Finding Your Zen



Psychedelic

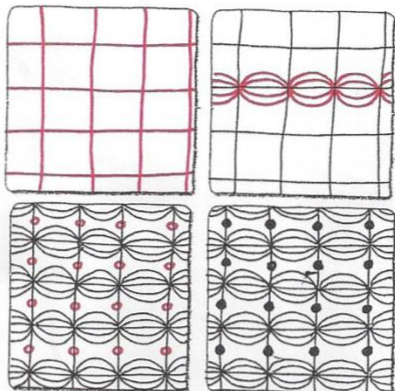
1. Connect the center and corners with 8 wavy lines.
2. Draw small curved lines between each pair of wavy lines.
3. Connect the center and corners with 8 more wavy lines.
4. Draw curved lines in each remaining section.

Finding Your Zen

You will need:

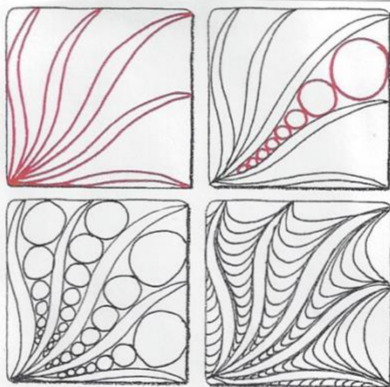
1. A square or heart cut from heavy paper
2. A pencil!
3. A fine tip black pen

No talent necessary.



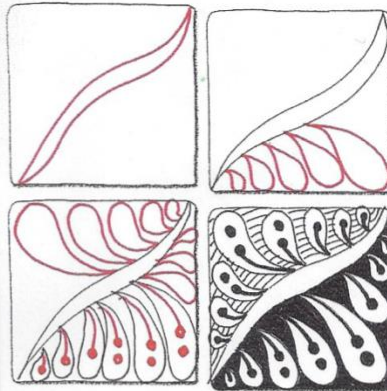
Pouf

1. Draw a 'grid' of vertical and horizontal lines.
2. Draw 2 curved lines on top, and 2 curved lines on the bottom of each horizontal line section of the grid.
3. Add a dot on each vertical line of the grid.

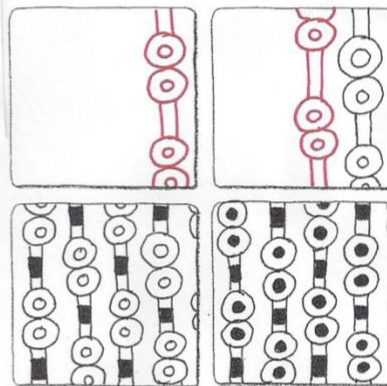


Coral Seeds

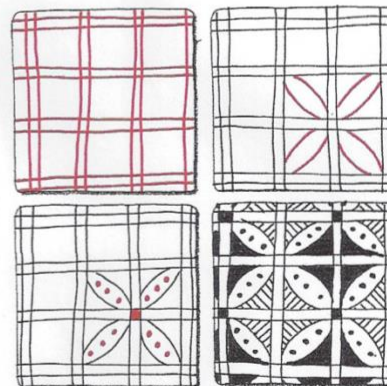
Variation



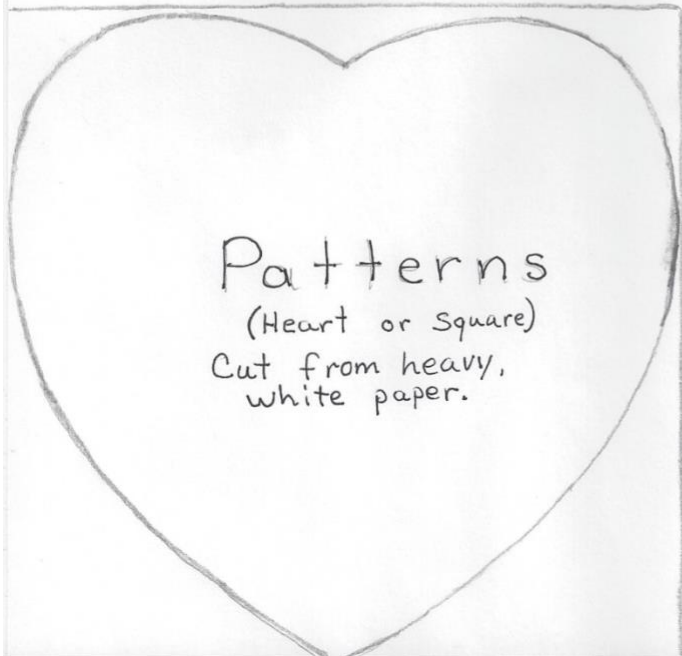
Foliage



Rods & Reels



Window Dressing



Patterns
(Heart or Square)
Cut from heavy,
white paper.

You may want a print
copy of the patterns
to follow.

Traditional Zentangle

A very simple process is part of every traditional Zentangle piece.

1. Make a dot in each corner of your paper tile with a pencil.
2. Connect the dots to form a basic frame. The lines don't need to be straight.
3. Draw a string, or guideline, with the pencil. The shape can be a zigzag, swirl, X, circle, or just about anything that divides the area into sections. It represents the thread that connects all the patterns and events that run through life. The string will not be erased but become part of the design.
4. Use a black pen to draw tangles, or patterns, into the sections formed by the string.

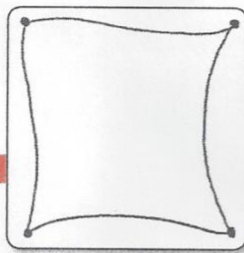
Tip:

Rotate the paper tile as you fill each section with a tangle.

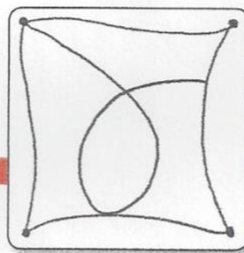
How to Get Started



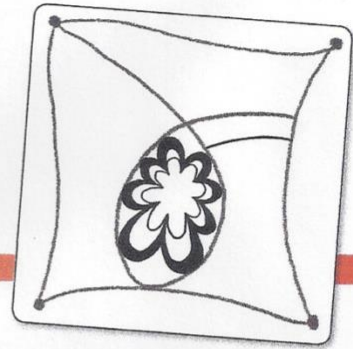
Use a pencil to make a dot in each corner.



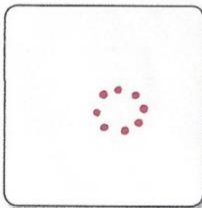
Connect the dots with the pencil.



Draw a string with the pencil as a guideline. Try a zigzag, a loop, an X, or a swirl.



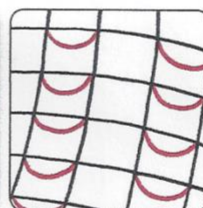
Switch to a pen and draw tangles in each section formed by the string. When you cross a line, change the pattern. It is OK to leave some sections blank.



Ribbon Bow

1. Make 8 dots in a circle, close to the center of any section.
2. Draw a curved line to connect 2 dots. Draw a second curved line. Draw a third curved line close to the center.
3. Draw additional curved lines to connect all 8 dots.

Optional: Color the ribbons with black.



Wiggle Waves

1. Draw vertical lines and horizontal lines to form a grid.
2. Make curved lines under each line in every other column.
3. Color the curved spaces with black.
4. Make curved lines over each line in the remaining columns.
5. Color the curved spaces with black.



Each tangle is a unique artistic design, and there are hundreds of variations. Start with basic tangles, then create your own.

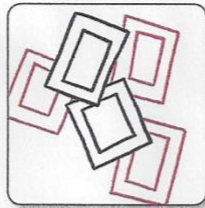
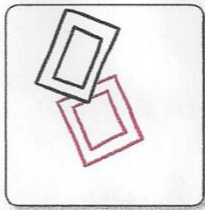
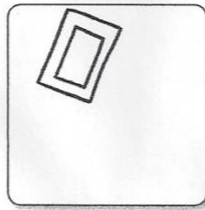
With the Zentangle method, no eraser is needed. Just as in life, we cannot erase events and mistakes. Instead, we must build upon them and make improvements.

Life is a building process. All events and experiences are incorporated into our learning process and into our life patterns.



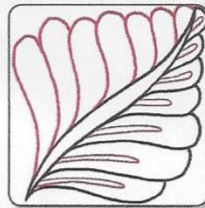
Fan Border

1. Draw curved lines with long points on one side of a line or an outside border.
 2. Draw a halo line outside the long points.
- Optional:** Add additional halo lines if desired.



Rectangles

1. Draw a rectangle shape. Draw an interior rectangle shape.
2. Draw a second rectangle. Stop the line so it looks like this rectangle is underneath the first rectangle. Draw an interior rectangle shape.
3. Draw additional rectangles, stopping so the lines look like these rectangles are underneath the first rectangles. Draw interior rectangle shapes.
4. Fill the entire section with rectangles.



frond

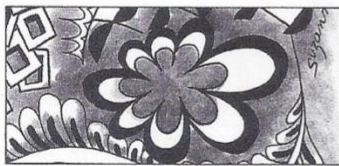
1. Draw 2 lines to form a stem. The lines should touch at each end.
2. Draw a small curved line at one end on the right side. Draw additional curved lines, increasing the size to fit the section.
3. Draw curved lines on the left side. Draw a long vein in each space.
4. Color the veins with black.

Shading Your Zentangle (Optional)

Shading adds a touch of dimension.

1. Use the side of your pencil to gently color areas and details gray.
 2. Rub the pencil areas with a paper stump to blend the gray.
- Note:** Use shading sparingly. Be sure to leave white sections white.

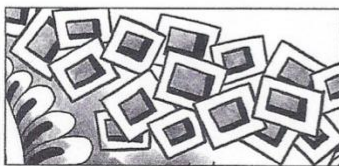
Where to add shading:



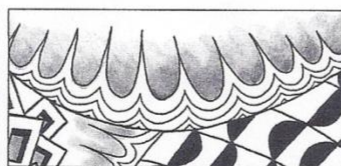
Inside Ribbon Bow



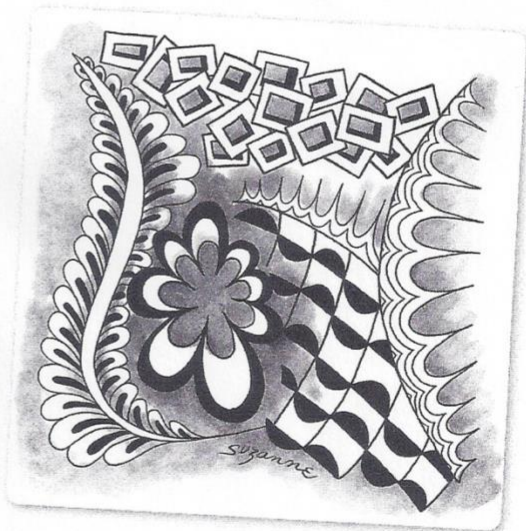
On both sides of the stem of Frond



In each background space of Rectangles



On the outside of Fan Border



Use a pencil to add shading. Then, use a paper stump to rub the pencil areas to smudge, soften, and blend the gray shadows. Add shading along the right edge and bottom of your finished shape. Make the shading about 1/8" (0.5cm) wide to raise tangles off the page.