

## Equilibrium...April 17, 2020

Hopes of spring:

\*\*All student belongings recovered from lockers and classrooms have now been picked up or are in the front foyer of the building. They may be picked up from 8-5 on weekdays.

\*\*Next week's learning choice boards are active, as they will be each Friday.

\*\*Thanks again to all who have completed the selection for programs for the 20-21 school year. It is my understanding, the middle school will be providing a like survey for 5th grade parents.

\*\*We will begin to distribute school pictures and art projects the week of April 27th. However, if you desire your pictures earlier, just let me know at kevin.lein@k12.sd.us and I will have your packet in the foyer as soon as possible.

\*\*Our staff have had much discussion about future dates of coming together, our normal school award ceremonies, etc. I am an complete optimist of 3/4 of the glass full, so know if there is any possibility for our Camelot Community to come together safely in the future - we will. I will keep you updated as the science and data and safety become concrete. But know we will have plans should we have the ability to be together again. Miss you all, dearly.

\*\*If you have not seen the Camelot video - click here for a staff video to all of you and your children: [Camelot Video](#) I can't watch it again, ten times and too much emotion.

\*\* In regard to end-of-year assessments and grades for Camelot Learners:

"The Brookings School District genuinely wishes to remain sensitive to family and staff challenges while balancing the delivery of a quality opportunity of education for all learners. An important component of the education system is assessment, which provides all stakeholders accurate information regarding student progress and future potential. The current environment creates many obstacles to that task, but is also an occasion to reflect upon the very best methods to evaluate and communicate each learner's labor and growth during remote learning.

The K-8 method of assessment will be based upon core subjects at each building (At Camelot - these will be Math, Science, Reading, Social Studies, Language Arts, Technology). Communication of progress will not utilize common methods such as grades or progress scales(+,/,U, N, etc.). Facilitators will create brief narrative comments of the work a learner has submitted during the fourth quarter only. This will not be a summative

description of the entire year, but simply a comment on participation, development and quality during the fourth quarter. These simple summaries will be available on Infinite Campus where appropriate. MCL facilitators will continue with current forms of describing progress. EnCore teachers are encouraged to make individual connections with students to ascertain progress in their areas."

(Philosophical sentiments below - long, so you may want to quit reading!!)

*\*\*Parents are experiencing a unique perspective during this time of great sacrifice and confined but lasting optimism. This obliged intimate relationship with your learner and your teacher, create an insight not normally shared out of both necessity and logistic. Education, like many forms of human improvement, growth and survival - have much do do with an urge to equilibrium. Organisms can only thrive when time is spent on the more base needs that enable survival and for most of the living stuff on the planet, that is the sole loci. Survival, at least subconsciously, is the theme at this time of human history - an equilibrium battle between the highest form of life on the planet and the tiny, brainless, lowest form. It has left us with a concentrated response, consuming our full attention and resource. Nature is certainly humbling and amazing.*

*Humans, as described by the hierarchy of Maslow, seek balance socially, intellectually and emotionally, in addition to basic needs of living. Schools have giant influence in those categories as learners seek equilibrium to become a complete person. However, educators know conscientiously, this quest is a general impossibility to create, but the aspiration has great worth. And, that attempt, for educators generates the vast and diverse differences in how each teacher vies to assist learners to equilibrium within the daily, weekly and yearly development. It is variable for each learner, each moment. That is the essence of the art of teaching, and those with a talent and passion for it, seem to do it with ease. For those without a background, and a natural inclination and comprehension of this environment, a regression to protocol and procedure is more natural and rationale. It is what makes sense.*

*Unfortunately, inconsistency is trademark when dealing with the infinite variables of each learner and the complex sophistication of learning. The only real consistency is in the philosophy which simply is to try to find a formula of motivation, display and action within human bounds for the advancement of the learner. This can be maddening for anyone trying to make sense of the differences between lessons, content, and delivery of learning. So, in this time when the reactive general protocols teachers instantly employ are obstacles, the parents become surrogate teachers, a very difficult untraveled trail. Parents are forced long-term subs, and know that our teachers understand and are doing their best to shape the tasks and the communication within that construct.*

*Understand also, that the teachers are in the very rare circumstance, of trying to live a different professional life than ever asked. One without the body language, the immediate*

*feedback loops, and the teacher personality that carried them to great decision-making, successful instruction and path to equilibrium. They are endeavoring to find ways to continue to find methods of instigating and assessing quality, with an added myriad of variables and challenges.*

*For both parents and teachers, I cannot possibly express gratitude adequately for your patience and persistence for our learners. You are all sensational despite this overwhelming chore. All sets of stakeholders will be better, because of this. All will have better awareness of our roles in sending our children to their best potentials. We are now participating in professional development together, a first in education, an unintentional transparency. Our future reflections will enable a better system, that serves in ways we did not dream of prior. And our quest for self-actualization, the very pinnacle of human pursuit of equilibrium, will perhaps be within reach of our children.*

Loyal and willing servant to the Camelot and Brookings Community - Kevin  
Working together... Educating with Excellence...Inspiring Learners for Life.