



NASS

News

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A Word from the Executive Director



Dear NASS Members: As we all navigate this public health crisis, I hope you and your families, friends and colleagues are safe and well. Again, we applaud the courageous efforts so many

of you and our essential workers and first responders are doing to help children, families and residents in our communities.

In this newsletter, we continue to advance ideas for taking a Whole Child, Whole Day and Whole Year approach to educating and developing children. Our friends from the National Summer Learning Association make a compelling case to harness the power of summer to advance student success.

In my editorial space, I offer insights on the origins of Whole Child education, and I hope to show you it is not another education fad or quick fix. Sometimes, we

have to look back in order to go forward. If there ever was a time to reimagine what public education can and should be, now is that time.

These ideas were also recently featured in Paul Samuel Dolman's "What Matters Most Podcast." You can listen to them [here](#), and I hope they inspire you to act with courage and conviction.

Finally, ACSA continues to add resources for schools in response to the COVID-19 crisis. Go [here](#) to read the latest guidance and news pertaining to public education.

In service,

Jonathan Raymond

Thoughts From the Executive Director

My Whole Child Challenge

I never studied Whole Child education in a classroom and never learned about it in my Broad Academy urban superintendent training. Instead, I learned Whole Child from children — my own kids, and the 47,000 students of the Sacramento City Unified School District, where I arrived as

a newly-minted superintendent in August 2009.

In fact, let me go back one step further. I first learned about Whole Child education from myself, as a child. It was my own struggle fitting into a mainstream classroom that drove my lifelong journey toward the field of education. The first teacher who “turned on the light bulb” for me — who engaged my heart as well as my head — allowed me to finally experience learning as it ought to be: joyous, creative and personal. I didn’t know it at the time, but that lesson inspired me to one day serve children. It is why, after a varied career in law and public service, I found myself in Sacramento, “America’s Most Diverse City,” taking charge of a school system battered by budget cuts and middle class suburban flight.

As the first superintendent in twenty-five years to enroll my own children in the district I was leading, I got instant, eye-opening feedback. “Dad, did you know they serve corn dogs for breakfast?” Right then, I knew that curricula and staffing were only part of the puzzle. The children in my district had needs that went beyond the classroom — physical and emotional challenges that risked becoming barriers to their learning and success. And the more time I spent in the community with the children and families of Sacramento, the deeper my commitment to Whole Child education grew.

What we today term “Whole Child education” reflects what great teachers have always known — academic achievement is deeply tied to creativity and curiosity, physical and emotional...

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Featured NASS Partner



Harnessing the Power of Summer for All Students

*By Aaron Philip Dworkin
CEO, National Summer Learning Association*

Summer is on the horizon, and I never thought I would see a time when the world practically stood still. The COVID-19 health crisis has upended our lives in ways we could never imagine and unearthed deeply rooted economic, health and educational inequities in our nation. Behind the infographics, heat maps and spiking graphs tracking the silent path of this virus is a collective responsibility to protect, support and care for all our children — particularly the most vulnerable in our communities. Without a doubt, this pandemic has exacerbated the digital divide, food and financial instability, childcare issues and learning losses millions of underserved students and their families actually face every summer.

While many continue to debate the extent of summer learning loss (or summer slide) in modern times, decades of research confirm that low income students fall behind their wealthier peers during the summer months. NWEA’s most recent student learning report, “The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures,”...

[Read the full article](#)

Members Spotlight



“It is the constant, daily, intentional choice of love over fear that will bring us all through this.”

*Dr. Edward A. Bouquillon,
Superintendent and Director,*

Minuteman Regional Vocational Technical School District, Lexington, MA

At Minuteman Regional Vocational Technical High School in Lexington, Mass. — where we had recently opened our brand new, state-of-the-art (\$145 million) facility following a decade-long effort of collaboration, design, and political advocacy — the coronavirus pandemic closure was (is) disappointing, as well as sad. Seven months into the school year, as our students, faculty, and staff were just getting accustomed to the new building and its cutting-edge career and technical educational opportunities, we were required to depart the new school and implement our remote learning plan. It’s a major credit to my faculty and staff at how quickly we were able to adjust to this new and hopefully short-lived model.

We are a regional district that provides career and technical education (CTE) to five middle schools and seven high schools in 10 member communities. We also operate the Minuteman Technical Institute, a state approved, post-secondary career and technical

program. Our district is located west of Boston in a historic area of the country.

While thousands of schools are learning how to provide remote learning to millions of students, CTE programs are tasked with trying to replace “hands-on” learning. It’s not really possible; however, we all are attempting to meet the challenge in a variety of ways. In our state we have connected all CTE teachers in each program area through the state’s professional association, the Massachusetts Association of Vocational Administrators. They are sharing best practices, ideas, links, curriculum, lesson plans and stories about what is and is not working. In some instances, teachers are sharing lessons live to all students in the same CTE program across the state. This shows the promise of collaboration.

In the days leading up to our initial school closure, our administration rallied our “Digital Learning Curators (DLC),” a group of tech-savvy teachers who are committed to improving the utilization of technology in teaching and learning across all disciplines. The DLC was given freedom from teaching duties to formulate a long-term Remote Learning Plan, which was developed with input from all sectors of the district, including students. We have now used it for more than three months, and will continue to use it, with some enhancements for the remainder of the school year, as the governor ordered all schools to extend their closures through June.

This is not to say remote learning has come without its challenges...

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