



Nevada Association of
School
Superintendents
(NASS)
Reports from Districts



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NASS Perspective:

- We have an urgency to accelerate learning--for all teachers to understand the standards that are pivotal to accelerate learning in all subjects and to create a focus on competency-based learning where students and adults know where students are in their learning on a constant basis versus a single, summative test to know their status.
- We must create a focus on learning and learning acceleration not in reporting and over-reporting--ensure we are working in the process and not just producing products.
- The new Continuous Improvement Process for the SPPs and DPPs will support this work.

NASS Perspective:

State Board of Education Goals & STIP Goals

- We must revisit the state's Accountability model/system to ensure that we are fully measuring our students' performance and potential. Looking at various areas including academics as well as social emotional learning needs coupled with dispositions/attributes tied to a Profile of a Learner/Graduate is necessary as we work to ensure kids/young adults are life ready. Schools and districts must be involved in this work from the ground up!

What we learned during the past 21 months

- We can adapt and flex quickly, thus changes in educational policy and practice can do the same.
- We can create a much more focused environment on key academic learning and social-emotional needs to better the opportunities for our children to be life ready.
- We stood up a great deal of successful blended and virtual learning opportunities, and we still have much to learn!
- We have entered a time that having access to devices and internet in our world is a necessity.
- We are in the human business and must keep that at the forefront of all that we do!

Continued Challenges/Considerations

- Our students, families, staff and communities are struggling right now--grace and empathy must be at the front of our work while we examine our academic progress.
- We must continue to work with urgency to address the needs of our students--we must work together (NDE, State Board, Districts, Legislators, Governor's Office) to deploy any and all available resources to meet the needs of our students, staff, and families.
- Education policy must be driven from the bottom-up--schools and district (and students, staff, and parents) must be at the forefront of all of the work done to set policy so we ensure that we are not confronted with unnecessary requirements and that we ensure that learners are at the center of every decision.

Continued Challenges/Considerations

- We must continue to seek more sustainable funding/revenue sources. The federal stimulus has been a tremendous opportunity for districts, but those funds will come to an end quickly. PCFP was adopted with the understanding that changing the formula would create conditions more favorable to devoting substantially more resources to education.
- Along with sustainability, work to establish a deeper pipeline for staffing, higher salaries to attract and sustain employees in rural districts. Staffing shortages in all areas of the field are extreme not just here but nationwide--we must create the environment that attracts people here because of what we are as a system and what our state can provide.