



School Experience – National Perspective

Paul W. Imhoff, superintendent, Upper Arlington Schools
AASA President-elect

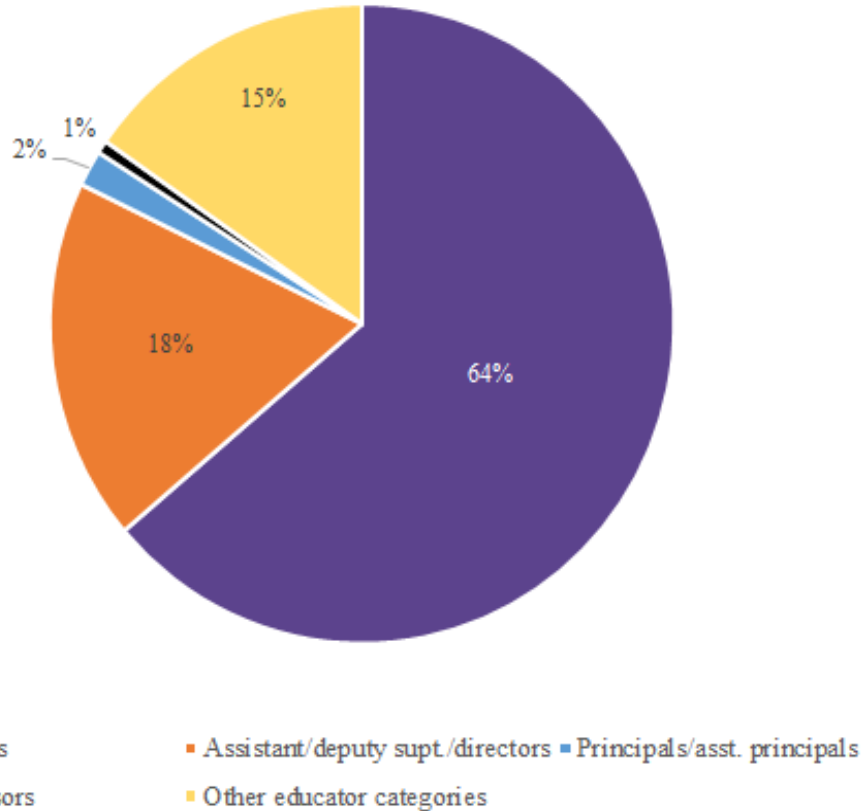
**AASA, The School
Superintendents Association
advocates for equitable access
for all students to the highest
quality public education, and
develops and supports school
system leaders.**

156 Years Supporting Public Education



Advocating for All

2021 AASA Members by Position



AASA advocates on behalf of all 13,000 public school districts and their superintendents. But we serve all educational leaders and work to continue building the pipeline for future leaders.

Professional Learning

Certification Programs & Academies

- AASA National Superintendent Certification Program® AASA
- AASA/Howard University Urban Superintendents Academy
- AASA/USC Urban Superintendents Academy

Content Cohorts

- Early Learning Cohort
- Equity Cohort
- Innovative Districts Empowering All Learners (IDEAL) Cohort
- National Women in Leadership Consortium
- Redefining Ready!
- Social and Emotional Learning Cohort
- Transformational Leadership Cohort



Social and Emotional Learning Cohort

The mission of the SEL Cohort is to support school district leaders as they develop and scale systemic SEL implementation plans in order to promote culturally responsive, identity-safe and equitable classroom and school communities that best support students' social and emotional well-being, sense of connection to school, and full engagement in learning.



SEL Cohort Provides

- Monthly meetings focus on learning from SEL leaders and on dialogue among district leaders
- Access to resources and publications to help districts facilitate implementation plans
- Site visits, both virtual and on-site, to gain a firsthand understanding of the effective strategies
- Summits to collectively share progress and challenges
- Access national leaders on SEL



Ten High Leverage Superintendent Actions



Building the Foundation

Develop Foundational Support for SEL among Key Stakeholders, Including the School Board



Vision

Engage a Diverse Group of Stakeholders to Create a Shared Vision for the District That Establishes SEL as Core to Student Success



Communication

Communicate Consistently About SEL as a District Priority



Resource Allocation and Alignment

Build SEL Priorities into Staffing, Funding, and Budgeting for Sustained SEL Implementation



District Organization

Organize the District to Promote Collaboration among School and District Leaders around SEL, Academics, and Equity



Strengthen Your SEL Knowledge

Become Versed in the Science of SEL, the Implementation of SEL, and What SEL Looks Like in Schools and Classrooms



Lead Adult SEL Culture

Model SEL Through Interactions with All District Students, Staff, Families, and Communities



Policy Alignment

Adopt District Policies That Support SEL



Family & Community Partnership .

Develop Relationships with Families and Community Partners to Align Missions and Promote SEL



Equitable Outcomes

Ensure the District's SEL Implementation Supports the Goals of Achieving Equitable Outcomes for All Students



in collaboration with



SEL Practices



Teaching Empathy & Social Skills

- ✓ Helping children become sensitive observers of the feeling states of others
- ✓ Helping them take the perspective of others
- ✓ Helping them resolve conflicts positively
- ✓ Giving them the ability to move from debate to dialogue and polarization to common ground.



Community Building

- ✓ *Morning Meeting* as a daily routine
- ✓ Class Meetings/Open Circle
- ✓ Buddy Programs
- ✓ Homeside Activities (*Caring School Communities*)
- ✓ Schoolwide Community-Building Activities
- ✓ Developmental Discipline and Restorative Practices



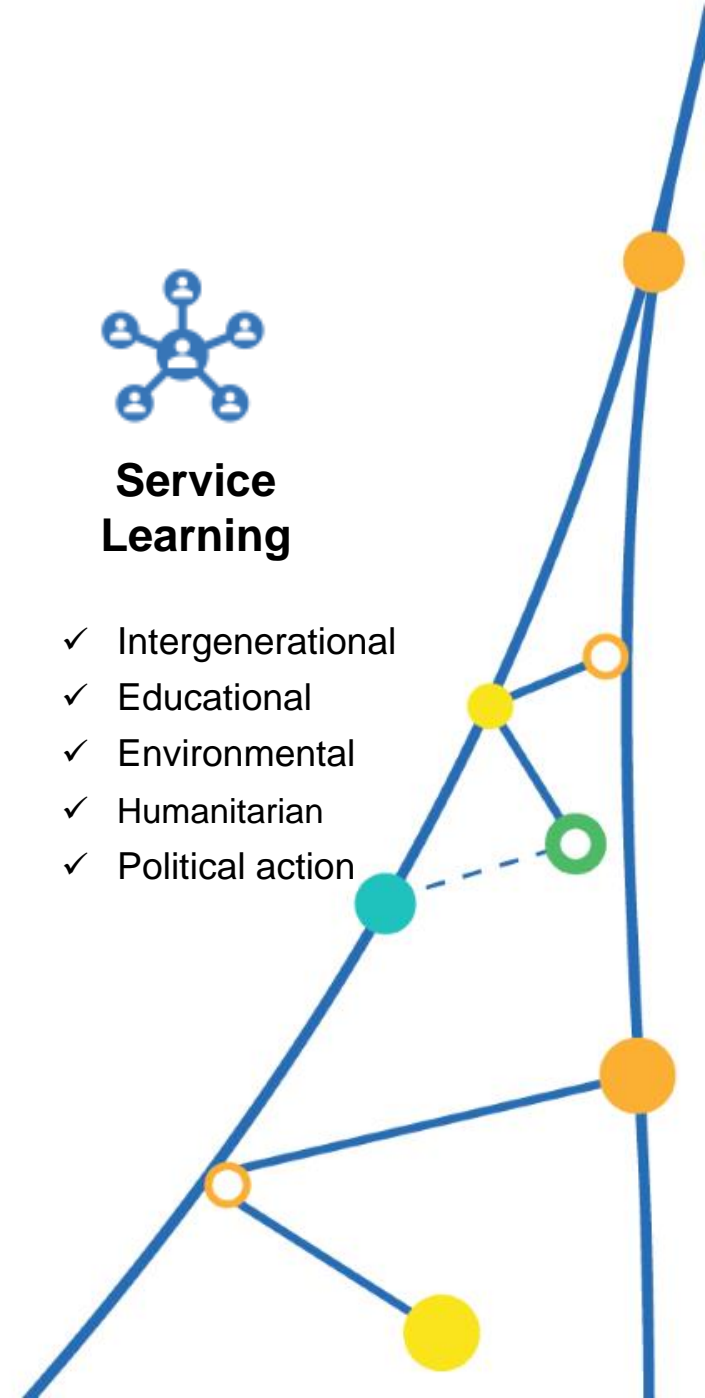
Curriculum Integration

- ✓ Collaborative learning in every subject area
- ✓ Integration into content in literacy and social studies
- ✓ Specific high school courses: Facing History and Ourselves



Service Learning

- ✓ Intergenerational
- ✓ Educational
- ✓ Environmental
- ✓ Humanitarian
- ✓ Political action



Health & Wellness

AASA has worked on children's health issues for more than 30 years.

AASA has been heralded for their health equity focus to keep children in school and learning by helping local school districts:

enroll eligible students in Medicaid and CHIP,

change their feeding infrastructure to eliminate hunger through a massive school breakfast effort,

address asthma and other chronic conditions,

examine mental health and other impacts on students related to disparities in school discipline,

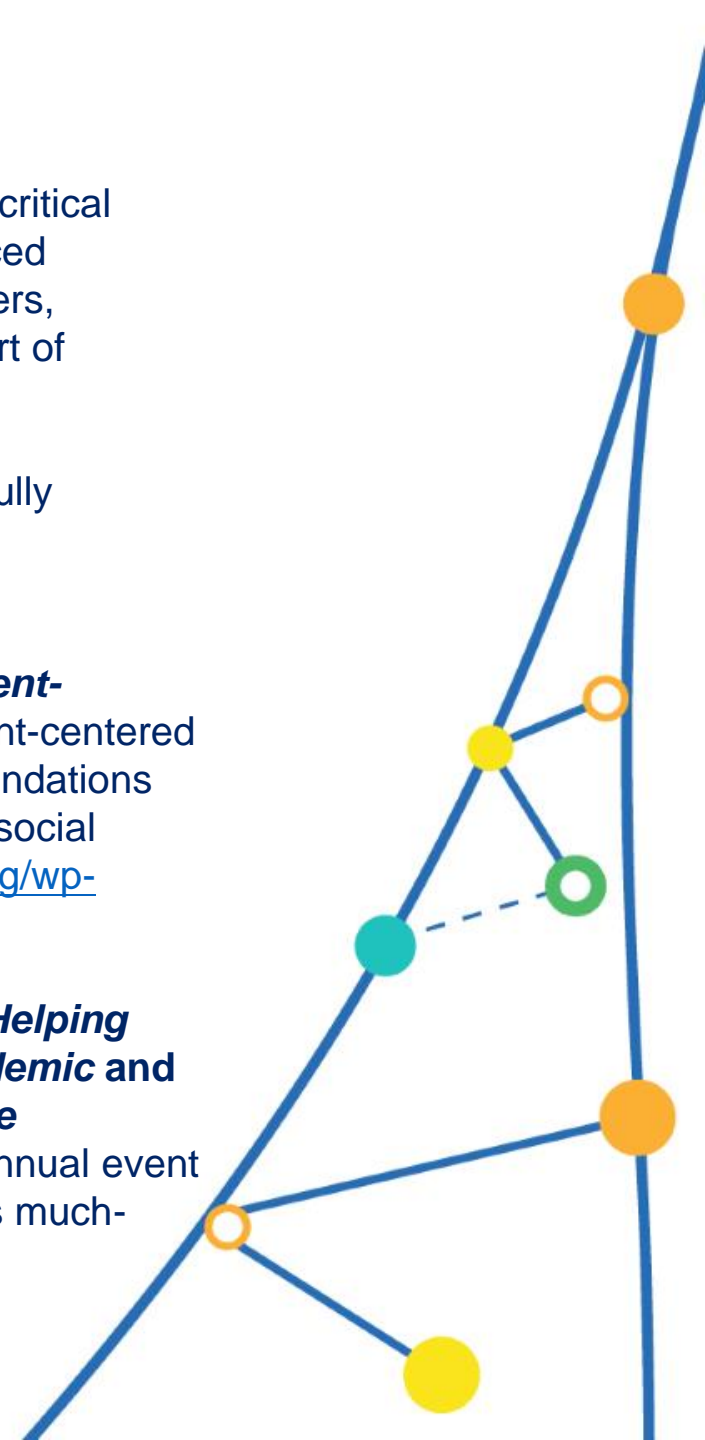
explore the health impacts of environmental justice, and

implement the CDC's Whole School, Whole Community, Whole Child model.



Social and Emotional Development & Support

- Recognizing that schools afford opportunities for social/emotional development and can deliver critical mental health and social support services, they can be a haven for children who have experienced abuse or any other kind of trauma. For years, AASA has worked with school-based health centers, school nurses and other school-based health and wellness services as they are an essential part of providing a safety net for vulnerable students.
- The wrath of COVID-19 has impacted the wellness and mental health of everyone. As schools fully reopen, superintendents are concerned about the mental health of their students, of staff, and, admittedly, of their own.
- Recently, AASA convened **AASA Learning 2025 National Commission Learning 2025: Student-Centered, Equity-Focused Education**, an initiative that calls for holistic, equity-focused, student-centered redesign of the public school system as school move forward after COVID. Actionable recommendations that will be piloted this fall includes a focus on the fact that the entire system must attend to the social emotional cognitive, mental health and trauma-based needs of all learners. http://aasacentral.org/wp-content/uploads/2021/04/CommissionReportFINAL_040821.pdf
- AASA hosted a series of webinars this spring on mental health during COVID-19 that included **Helping Students, Staff, and Administrators Cope with Crisis and Loss During the COVID-19 Pandemic and Professional Support and Self-Care — Supporting Adults, Including Ourselves, During the Pandemic**. AASA repeated this presentation at the State Executives Leadership Meeting, an annual event for their 49 state executives and the current and incoming presidents of each association. It was much-needed and well-received.



Superintendent Support



Participants :

- Enjoy shared reflections from superintendents on their wellness practices and coping strategies
- Discuss COVID re-entry with experts and CDC representatives
- Leave with tools and tips to help improve your self-care routine, promote mental and emotional wellbeing and safely reopen schools

