

**MAXIMIZING STUDENT POTENTIAL AND ACHIEVEMENT  
THROUGH POSITIVE SCHOOL CLIMATE (PSC) AND SOCIAL  
AND EMOTIONAL LEARNING (SEL)**

**WHEREAS**, the State Board of Education has approved the School Climate Guidelines (October, 2004) as a framework for the process of creating, implementing and sustaining positive school climate for all students of the State of Ohio;

**WHEREAS**, the Ohio Department of Education, having the responsibility to implement the School Climate Guidelines, has also approved Academic Content Standards which include Social & Emotional Learning (SEL) content standards within the skill sets for grades Pre-K through 12; and

**WHEREAS**, social and emotional problems experienced by children and adolescents, such as depression, anxiety, substance abuse, suicidal thoughts, juvenile delinquency, school drop-out rates, engaging in multiple risky behaviors and the juvenile arrest rate for violent crime have grown considerably over the past decade, and

**WHEREAS**, the school environment is like a “second home” where kids learn and experiment with developing social skills, and the school environment is recognized as one of the most influential socializing environments - outside of the family home - for any child to help him/her acquire social and emotional skills, and

**WHEREAS**, school climate has been determined to be a critical influence on students’ ability to reach their full potential in both academic achievement and social/life skills; and legislators, educators, and parents recognize the vital importance of a positive school climate on the social and emotional development of the student, and the impact it has on the development of our youth into valuable and contributing members of society; and

**WHEREAS**, Social & Emotional Learning (SEL), defined as the process of acquiring skills which include the ability to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, develop self control and the ability to handle challenging situations, and develop ethical skills such as integrity and perseverance, has been effectively proven by research to increase student academic achievement; and

**WHEREAS**, social and emotional development is an essential foundation of cognitive development and is directly related to academic achievement, and SEL has effectively been proven by research to support positive school climate and enhance and improve student achievement in academics when SEL is imbedded and interwoven across curricula; therefore be it

**RESOLVED**, that the Ohio PTA will advocate for required inclusion of Social and Emotional Learning (SEL) content within the Academic Content Standards, core curricula, and the School Climate Guidelines; and be it further

**RESOLVED**, that the Ohio PTA and its constituent organizations distribute information to promote the inclusion of SEL to educators, students, parents, and legislators and other partnering organizations and stakeholders; and be it further

**RESOLVED**, that Ohio PTA and its constituent organizations will support, advocate and work in a collaborative manner for policy and legislation that impacts and promotes positive school climate and student achievement through SEL; and be it further

**RESOLVED**, that the Ohio PTA and its constituent organizations will advocate for all colleges and universities in the State of Ohio to adopt and implement SEL instruction into the education curriculum at the bachelor’s, master’s and doctorate levels; SEL instruction should be as important as other degree requirements; and be it further

**RESOLVED**, that the OHIO PTA will submit this resolution to the National PTA in its proper form.