

Sample Resolution on Supporting and Strengthening Students' Life Skills

WHEREAS, public schools in the [DISTRICT] (hereinafter, "District") are more than a place where students take tests—they are where our students experience childhood and a part of what ties our communities together and shapes our children's lives; and

WHEREAS, through its policies and practices, the District has made a commitment to a quality education for all students, which includes a safe and stable learning environment; and

WHEREAS, educators are often the primary source of support, resources, and information to assist and support students and student learning, which includes their social and emotional health; and

WHEREAS, our nation's future well-being relies on strengthening the cornerstone of our democracy—high-quality public schools that prepare students across race, place, background, and ability for higher education, career, and lifelong learning so that they have a future where they can thrive; and

WHEREAS, the proven solutions that prepare students for fulfilling lives include ensuring they acquire and apply life skills, such as the ability to manage emotions, set and achieve positive goals, feel and show empathy toward others, establish and maintain positive relationships, and make responsible decisions; and

WHEREAS, students with strong life skills are better able to cope with challenges, build resilience, develop protective behaviors and beliefs against mental health challenges, engage academically, and experience long-term social, professional, and academic benefits; and

WHEREAS, the involvement of parents, families, and caregivers helps to foster a strong sense of community and potential for our students' futures; and

WHEREAS, studies show that major employers are increasingly seeking empathy, adaptability, and other interpersonal skills in employees and leaders, making life skills curricula paramount to students' future success; and

WHEREAS, the inclusion of learning important life skills is most effective with universal, evidence-based instruction and composes the foundation of a tiered system of student supports; and

WHEREAS, existing color-coded barriers to housing, health care, and education limit opportunities for students to access the resources and supports they need, across race and place; and

WHEREAS, effective life skills instruction centers the cultural, academic, and life experiences of our students—whether Black, Brown, or White, Native or newcomer, LGBTQ+, or differently abled—through culturally appropriate and trauma-informed practices; and

WHEREAS, life skills can help students feel safe and supported at school, bolstering their connection to the school community and their readiness to learn and thrive;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board"), that life skills learning and supports are a priority in

students' education; that the District recognizes the importance of having learning experiences tied to life skills competencies, including self-awareness, self-management, responsible decision-making, relationship skills, and social awareness; and

BE IT FURTHER RESOLVED that the District strives to provide each student with culturally response, trauma-informed learning experiences that build these skills and recognizes the value in life skills in reaching learning goals and enhancing education outcomes; and

BE IT FURTHER RESOLVED that every student in district schools has access to evidence-based life skills learning instruction and supports with intentional skill-building and integration throughout core academic subjects; and

BE IT FURTHER RESOLVED that the District asserts when the school community joins together across race and place with parents, families, and caregivers to ensure schools treat all children equitably and with compassion, a love of learning is nurtured and can better meet students' needs with the proven approaches that help students grow; and

BE IT FURTHER RESOLVED that the District shall ensure school is a place where every student can thrive by allocating appropriate funds to ensure educators, specialized instructional support professionals (SISP), and school support staff receive adequate training on core life skills learning practices; and

BE IT FURTHER RESOLVED that schools and school districts establish a process that provides for tiered levels of support for students that builds upon a foundation of core life skills.