SENATE DOCKET, NO. 337 FILED ON: 1/13/2023

SENATE . . . . . No. 247

The Commonwealth of Massachusetts

PRESENTED BY:

Cynthia Stone Creem

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act to remodel public school athletics through social-emotional learning.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	
Cynthia Stone Creem	*Norfolk and Middlesex*	
Susannah M. Whipps	*2nd Franklin*	*1/27/2023*
Cindy F. Friedman	*Fourth Middlesex*	*3/14/2023*
Carmine Lawrence Gentile	*13th Middlesex*	*7/26/2023*
Sal N. DiDomenico	*Middlesex and Suffolk*	*9/29/2023*

SENATE DOCKET, NO. 337 FILED ON: 1/13/2023

SENATE . . . . . No. 247

By Ms. Creem, a petition (accompanied by bill, Senate, No. 247) of Cynthia Stone Creem and Susannah M. Whipps for legislation relative to remodel public school athletics through social-emotional learning. Education.

The Commonwealth of Massachusetts

In the One Hundred and Ninety-Third General Court
(2023-2024)

An Act to remodel public school athletics through social-emotional learning.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Section 37O of chapter 71 of the General Laws, as appearing in the 2020 Official Edition, is hereby amended by inserting at the end thereof the following:-

(o) The department of elementary and secondary education shall publish, on or before June 30, 2024, guidelines for the implementation of social and emotional learning curricula in middle and high school athletic programs.

Such curricula shall include, but shall not be limited to, explicitly teaching students and coaches how to: (1) create safe, supportive and bias-free team cultures; (2) provide students age-appropriate leadership roles role in making decisions and carrying out responsibilities within the team framework, including empowering students to speak up and report behaviors that are contrary to a safe, supportive and bias-free culture; (3) formulate lessons and guidance that address hate, bias and negative behaviors to foster healthy, responsible norms on sports teams; (4) build and sustain positive relationships with others; and (5) develop such other skills that will

assist them in overcoming physical, social, and emotional obstacles in athletic competition and in their lives, such as emotion management, conflict resolution, ethical decision-making, and problem-solving.

The guidelines shall be updated biennially. A school district shall consider the guidelines if it elects to integrate social emotional learning into its athletic programs. For purposes of this section, social and emotional learning shall mean the processes by which children acquire the knowledge, attitudes and skills necessary to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions and constructively handle challenging social situations. The department of elementary and secondary education shall integrate the guidelines into the safe and supportive schools framework created pursuant to section 1P of chapter 69.