

**SENATE . . . . . No. 315**

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**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:	
<i>Cynthia Stone Creem</i>	<i>Norfolk and Middlesex</i>	
<i>Sal N. DiDomenico</i>	<i>Middlesex and Suffolk</i>	<i>6/26/2025</i>

**SENATE . . . . . No. 315**

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By Ms. Creem, a petition (accompanied by bill, Senate, No. 315) of Cynthia Stone Creem for legislation relative to remodel public school athletics through social-emotional learning. Education.

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[SIMILAR MATTER FILED IN PREVIOUS SESSION  
SEE SENATE, NO. 247 OF 2023-2024.]

**The Commonwealth of Massachusetts**

\_\_\_\_\_  
**In the One Hundred and Ninety-Fourth General Court  
(2025-2026)**  
\_\_\_\_\_

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:*

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

3           (o) The department of elementary and secondary education shall publish, on or before  
4 June 30, 2025, guidelines for the implementation of social and emotional learning curricula in  
5 middle and high school athletic programs.

6           Such curricula shall include, but shall not be limited to, explicitly teaching students and  
7 coaches how to: (1) create safe, supportive and bias-free team cultures; (2) provide students age-  
8 appropriate leadership roles role in making decisions and carrying out responsibilities within the  
9 team framework, including empowering students to speak up and report behaviors that are

10 contrary to a safe, supportive and bias-free culture; (3) formulate lessons and guidance that  
11 address hate, bias and negative behaviors to foster healthy, responsible norms on sports teams;  
12 (4) build and sustain positive relationships with others; and (5) develop such other skills that will  
13 assist them in overcoming physical, social, and emotional obstacles in athletic competition and in  
14 their lives, such as emotion and stress management, building and sustaining positive  
15 relationships with others, self-discipline and self-motivation, setting personal and collective  
16 goals, resisting negative social pressure, conflict resolution, ethical decision making and problem  
17 solving.

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