

Department of Legislative Services
Maryland General Assembly
2019 Session

FISCAL AND POLICY NOTE
Third Reader - Revised

House Bill 1136
Ways and Means

(Delegates Pippy and Cox)

Education, Health, and Environmental Affairs

Task Force to Study the Frederick County Public School System's Elementary
School Social-Emotional Learning Pilot Program

This bill establishes the Task Force to Study the Frederick County Public School System's Elementary School Social-Emotional Learning Pilot Program. The Frederick County Board of Education must provide staff for the task force. By December 31, 2019, the task force must report its findings and recommendations on actions necessary to create a comprehensive social-emotional learning program in all Frederick County Public Schools (FCPS) to the Frederick County Public School Superintendent and Board of Education. **The bill takes effect July 1, 2019, and terminates June 30, 2020.**

Fiscal Summary

State Effect: None. The bill is directed at FCPS.

Local Effect: FCPS can staff the task force using existing resources; however, resources may be temporarily diverted from existing responsibilities.

Small Business Effect: None.

Analysis

Bill Summary: The task force must:

- study the implementation of FCPS's elementary school social-emotional learning pilot program;
- evaluate the efficacy of the program;

- study the effectiveness of the system used to track the delivery of behavioral health and monitor wraparound services that also preserve student data privacy;
- study the effectiveness of building-based staff training in the program;
- identify what resources, including staffing and staffing structure, would be needed to expand programming to all elementary, middle, and high schools; and
- make recommendations on actions necessary to expand the program to middle schools and high schools.

The task force must elect the chair of the task force by a majority vote at the first meeting. A member of the task force may not receive compensation but is entitled to reimbursement for expenses.

Current Law/ Background: Each local school system must (1) provide in public schools a comprehensive health education program with sufficient frequency and duration to meet the requirements of the State curriculum for all students in prekindergarten through grade 8 and (2) offer in public schools a comprehensive health education program in grades 9 through 12 that enables students to meet graduation requirements and to select health education electives. Access to the curriculum must be provided for nondiploma-bound students.

State law requires local school systems to teach a number of specified health topics including drug addiction and prevention education, awareness and prevention of sexual abuse and assault, and cardiopulmonary resuscitation (CPR) that includes hands-only CPR and the use of an automated external defibrillator.

State regulations require health instruction in the following topics: mental and emotional health; alcohol, tobacco, and other drugs; personal and consumer health; family life and human sexuality; safety and injury prevention; nutrition and fitness; and disease prevention and control. The current State curriculum for health education is posted on MSDE's [website](#).

According to one definition, social-emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Additional Information

Prior Introductions: None.

Cross File: None.

Information Source(s): Frederick County; Maryland State Department of Education; Maryland Department of Health; Collaborative for Academic, Social, and Emotional Learning; Department of Legislative Services

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