

HOUSE BILL 457

F1

5lr1224
CF SB 350

By: **Delegate Wolek**

Introduced and read first time: January 20, 2025

Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

2 **Primary and Secondary Education – Educator Professional Development –**
3 **Course on Student Well–Being and Flourishing**

4 FOR the purpose of requiring the State Department of Education to develop and offer a
5 continuing professional development course on student well–being and flourishing
6 to school personnel and administrators on or before a certain date; and generally
7 relating to an educator professional development course on student well–being and
8 flourishing.

9 BY adding to

10 Article – Education

11 Section 6–130

12 Annotated Code of Maryland

13 (2022 Replacement Volume and 2024 Supplement)

14 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,

15 That the Laws of Maryland read as follows:

16 **Article – Education**

17 **6–130.**

18 **(A) (1) ON OR BEFORE JULY 1, 2026, THE DEPARTMENT SHALL DEVELOP**
19 **AND OFFER A CONTINUING PROFESSIONAL DEVELOPMENT COURSE ON STUDENT**
20 **WELL–BEING AND FLOURISHING.**

21 **(2) THE COURSE SHALL BE MADE AVAILABLE:**

22 **(I) TO ALL SCHOOL PERSONNEL AND ADMINISTRATORS; AND**

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 (II) THROUGH ASYNCHRONOUS INSTRUCTION.

2 (B) THE COURSE UNDER THIS SECTION SHALL BE OFFERED AT A
3 COMPARABLE RATE TO CONTINUING PROFESSIONAL DEVELOPMENT COURSES FOR
4 LICENSED PERSONNEL THAT CONTAIN THE SAME NUMBER OF PROFESSIONAL
5 DEVELOPMENT POINTS.

6 (C) (1) THE COURSE DEVELOPED BY THE DEPARTMENT UNDER THIS
7 SECTION SHALL CONSIST OF INSTRUCTION ON UNDERSTANDING THE EIGHT
8 DIMENSIONS OF WELL-BEING IDENTIFIED BY THE FEDERAL SUBSTANCE ABUSE AND
9 MENTAL HEALTH SERVICES ADMINISTRATION AND APPLYING THOSE LESSONS TO
10 INCREASING STUDENT WELL-BEING THROUGH PEDAGOGY.

11 (2) THE COURSE SHALL INCLUDE INSTRUCTION ON:

12 (I) SOCIAL WELL-BEING, INCLUDING THE IMPORTANCE OF
13 DIFFERENT TYPES OF RELATIONSHIPS FOR A STUDENT, AND A PEDAGOGICAL
14 APPROACH THAT HELPS STUDENTS BUILD FRIENDSHIPS AND A SENSE OF
15 BELONGING AND COMMUNITY IN THE CLASSROOM;

16 (II) ENVIRONMENTAL WELL-BEING, INCLUDING:

17 1. THE IMPORTANCE OF A STUDENT'S CONNECTION TO
18 NATURE AND THE OUTDOORS, AND TEACHING THAT SUPPORTS LEARNING
19 OUTDOORS; AND

20 2. THE IMPORTANCE OF A STUDENT FEELING SAFE TO
21 THE STUDENT'S OVERALL WELL-BEING, AND A PEDAGOGY THAT SUPPORTS THAT
22 FEELING;

23 (III) PHYSICAL WELL-BEING, INCLUDING THE IMPORTANCE OF A
24 HEALTHY BODY TO A STUDENT'S OVERALL WELL-BEING, AND A PEDAGOGY THAT
25 ENHANCES GOOD PHYSICAL HEALTH HABITS;

26 (IV) EMOTIONAL WELL-BEING, INCLUDING THE IMPORTANCE
27 OF A STUDENT'S ABILITY TO EXPRESS FEELINGS, ADJUST TO EMOTIONAL
28 CHALLENGES, COPE WITH LIFE'S STRESSORS, AND ENJOY LIFE, AND A PEDAGOGY
29 THAT SUPPORTS THESE SKILLS, INCLUDING THROUGH THE USE OF CONTEMPLATIVE
30 SCIENCE;

31 (V) SPIRITUAL WELL-BEING, INCLUDING THE IMPORTANCE OF
32 A STUDENT'S SENSE OF MEANING, PURPOSE, AND CHARACTER, AND A PEDAGOGY
33 FOCUSED ON ENHANCING THOSE SENSES;

1 (VI) OCCUPATIONAL WELL-BEING, INCLUDING THE
2 IMPORTANCE OF WORK TO A STUDENT'S WELL-BEING, AND A PEDAGOGY THAT
3 ENHANCES A STUDENT'S UNDERSTANDING OF A PROFESSIONAL LIFE;

4 (VII) INTELLECTUAL WELL-BEING, INCLUDING THE
5 IMPORTANCE OF A STUDENT'S ABILITY TO KEEP AN ACTIVE BRAIN, CULTIVATE
6 PERSONAL INTERESTS, AND PURSUE LIFELONG LEARNING, AND A PEDAGOGY THAT
7 ENHANCES A STUDENT'S UNDERSTANDING AND DEVELOPMENT OF A WHOLE SELF;
8 AND

9 (VIII) FINANCIAL WELL-BEING, INCLUDING THE IMPORTANCE OF
10 A STUDENT'S UNDERSTANDING OF FINANCIAL PROCESSES AND FINANCIAL
11 RESOURCES, AND A PEDAGOGY THAT SUPPORTS THAT UNDERSTANDING.

12 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
13 1, 2025.