

HB582 INTRODUCED



1 HB582
2 XDQTG7E-1
3 By Representatives Butler, Harrison
4 RFD: Education Policy
5 First Read: 17-Apr-25



SYNOPSIS:

This bill would prohibit the use of social-emotional learning in public K-12 schools.

This bill would require parental consent before a student participates in certain informative surveys.

This bill would also provide that violations constitute neglect of duty and would provide for the annual summary reporting of violations resulting in disciplinary action to the Legislature.

A BILL
TO BE ENTITLED
AN ACT

Relating to public K-12 education; to prohibit the use of the concepts of social-emotional learning for the training of teachers or the training, instruction, or education of students; to require parental consent for a student to participate in certain surveys and evaluations; to provide that violations constitute neglect of duty; and to require the annual summary reporting of violations resulting in disciplinary action to the Legislature.

BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

Section 1. (a) For the purposes of this section,



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"social-emotional learning" means all of the following:

(1) Any evidence-based or non-evidence-based programming that promotes school or civic engagement, or both, or builds an equitable learning framework that creates or uses evidence-based benchmarks, standards, surveys, activities, learning indicators, programs, policies, processes, professional development, or assessments that address noncognitive social factors including, but not limited to, self-awareness, self-management, relationship skills, responsible decision-making, or other attributes, dispositions, social skills, attitudes, behaviors, beliefs, feelings, emotions, mindsets, metacognitive learning skills, motivation, grit, self-regulation, tenacity, perseverance, resilience, or intrapersonal resources, or any of the foregoing.

(2) Any evidence-based or non-evidence-based program, policy, process, or procedure that uses school climate surveys to collect data from students according to skills that include, but are not limited to, education, confidence, connectedness, motivation, stress, or well-being.

(3) Any evidence-based or non-evidence-based program, policy, or procedure that compiles or uses data from school climate surveys to develop aligned learning opportunities.

(b) No local board of education or public K-12 school may promote, purchase, or utilize the concepts of social-emotional learning for the training of teachers or instruction of students. Furthermore, no local board of education or public K-12 school shall use federal, state, or



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private funds to promote, purchase, or utilize the concepts of social-emotional learning for the training, instruction, or education of students.

(c) No public K-12 school teacher, administrator, counselor, employee, or volunteer may use any curricula with content related to social-emotional learning in the training, instruction, or education of students. This subsection shall apply to all learning resources.

(d) No local board of education or public K-12 school may display on their Internet site or otherwise disseminate any references or materials related to or created by the Collaborative for Academic, Social, and Emotional Learning, or use those materials as a framework for social and emotional learning.

(e) A local board of education or the governing board of a charter school shall receive the prior written consent of a student's parent or legal guardian before allowing or requiring the student to take part in any survey, analysis, activity, or evaluation that reveals information concerning any of the following about the student or the student's family members, including any legal guardian, regardless of whether the information is personally identifiable:

(1) The political affiliations or beliefs.

(2) Mental or psychological problems.

(3) Sexual behavior, orientation, or attitudes.

(4) Illegal, antisocial, self-incriminating, or demeaning behavior.

(5) Critical appraisals of other individuals with whom



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the student has close familial relationships.

(6) Legally recognized privileged or analogous relationships, such as those of attorneys, physicians, or ministers.

(7) Religious practices, affiliations, or beliefs.

(8) Income, except when required by law to determine eligibility for participation in a program or for receiving financial assistance under that program.

(f) Associations with organizations promoting or utilizing the concepts of social-emotional learning are prohibited. Additionally, organizations training employees on concepts related to social-emotional learning, including, but not limited to, the American School Counselor Association or the Collaborative for Academic, Social, and Emotional Learning, are prohibited.

(g) Violations of this section constitute neglect of duty. Violations of this section that result in a suspension, dismissal, or other disciplinary action against a teacher, administrator, counselor, employee, or volunteer shall be annually reported by the local board of education or governing board of a charter school, in summary form, to the Chairs of the House Education Policy Committee and the Senate Education Policy Committee. The report shall be submitted on or before the 10th legislative day of each regular session of the Legislature.

Section 2. This act shall become effective on August 1, 2025.