

AMENDED IN ASSEMBLY AUGUST 6, 2013

AMENDED IN ASSEMBLY JUNE 18, 2013

AMENDED IN SENATE MAY 28, 2013

AMENDED IN SENATE MAY 8, 2013

AMENDED IN SENATE APRIL 1, 2013

SENATE BILL

No. 330

Introduced by Senator Padilla
(Coauthors: Senators Beall and Gaines)
(Coauthor: Assembly Member Maienschein)

February 19, 2013

An act to add Section 51900.5 to the Education Code, relating to pupil instruction.

LEGISLATIVE COUNSEL'S DIGEST

SB 330, as amended, Padilla. Pupil instruction: health framework: mental health instruction.

Existing law requires the State Department of Education to prepare and distribute to school districts guidelines for the preparation of comprehensive health education plans, and requires approval of district plans to be made in accordance with rules and regulations adopted by the State Board of Education. Existing law also establishes the Instructional Quality Commission and requires the commission to, among other things, recommend curriculum frameworks to the state board.

This bill would require, during the next revision of the publication "Health Framework for California Public Schools," the commission to ~~develop, and recommend~~ *consider developing, and recommending* for

adoption by the state board, a distinct category on mental health instruction, as described, to educate pupils about all aspects of mental health. The bill would require the department to review information and programs from other states and countries, and to convene stakeholders in the mental health and educational fields, as provided, to provide input for the development of the mental health instruction in the health framework. Commencing with the 2013–14 school year, the bill would authorize a school district to provide to pupils in any grades mental health instruction.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. The Legislature finds and declares all of the
2 following:

3 (a) Mental health is critical to overall health, well-being, and
4 academic success.

5 (b) Mental health challenges affect all age groups, races,
6 ethnicities, and socioeconomic classes.

7 (c) Millions of Californians, including at least one in five youths,
8 live with mental health challenges. Millions more are affected by
9 the mental health challenges of someone else, such as a close friend
10 or family member.

11 (d) Mental health education is one of the best ways to increase
12 awareness and the seeking of help, while reducing the stigma
13 associated with mental health challenges. The public education
14 system is the most efficient and effective setting for providing this
15 education to all children and youth. Therefore, it is the intent of
16 the Legislature to ensure that all California kindergarten and grades
17 1 to 12, inclusive, pupils have the opportunity to benefit from a
18 comprehensive mental health education curriculum.

19 SEC. 2. Section 51900.5 is added to the Education Code, to
20 read:

21 51900.5. (a) During the next revision of the publication “Health
22 Framework for California Public Schools” (health framework),
23 the Instructional Quality Commission shall ~~develop, and~~
24 ~~recommend~~ *consider developing, and recommending* for adoption
25 by the state board, a distinct category on mental health instruction
26 to educate pupils about all aspects of mental health.

- 1 (b) As used in this section, “mental health instruction” shall
2 include, but not be limited to, all of the following:
- 3 (1) Reasonably designed and age-appropriate instruction on the
4 overarching themes and core principles of mental health.
- 5 (2) Defining common mental health challenges such as
6 depression, suicidal thoughts and behaviors, schizophrenia, bipolar
7 disorder, eating disorders, and anxiety, including post-traumatic
8 stress disorder.
- 9 (3) Elucidating the services and supports that effectively help
10 individuals manage mental health challenges.
- 11 (4) Promoting mental health wellness, which includes positive
12 development, social connectedness and supportive relationships,
13 resiliency, problem solving skills, coping skills, self-esteem, and
14 a positive school and home environment in which pupils feel
15 comfortable.
- 16 (5) Ability to identify warning signs of common mental health
17 problems in order to promote awareness and early intervention so
18 pupils know to take action before a situation turns into a crisis.
19 This should include instruction on both of the following:
- 20 (A) How to appropriately seek and find assistance from mental
21 health professionals and services within the school district and in
22 the community for themselves or others.
- 23 (B) Appropriate evidence-based research and practices that are
24 proven to help overcome mental health challenges.
- 25 (6) The connection and importance of mental health to overall
26 health and academic success as well as to cooccurring conditions,
27 such as chronic physical conditions and chemical dependence and
28 substance abuse.
- 29 (7) Awareness and appreciation about the prevalence of mental
30 health challenges across all populations, races, ethnicities, and
31 socioeconomic statuses, including the impact of culture on the
32 experience and treatment of mental health challenges.
- 33 (8) Stigma surrounding mental health challenges and what can
34 be done to overcome stigma, increase awareness, and promote
35 acceptance. This shall include, to the extent possible, classroom
36 presentations of narratives by peers and other individuals who
37 have experienced mental health challenges, and how they coped
38 with their situations, including how they sought help and
39 acceptance.

1 (c) The department shall review information and programs from
2 other states and countries, and shall convene stakeholders in the
3 mental health and educational fields, including, but not limited to,
4 stakeholders from culturally, racially, and ethnically diverse
5 communities, representatives from all mental health professions,
6 teachers, counselors, parents, those involved in promoting mental
7 wellness, and those living with a mental health challenge and their
8 families, to provide input for the development of the mental health
9 instruction in the health framework. At least one-half of the
10 stakeholders convened shall be current elementary and secondary
11 classroom teachers.

12 (d) Commencing with the 2013–14 school year, a school district
13 may provide pupils in any grades mental health instruction as
14 described in this section.

15 (e) This section does not require or authorize the Instructional
16 Quality Commission to recommend new health education content
17 standards.