



Book	Policy Manual
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Title	Copy of STUDENT HEALTH, WELL-BEING, AND SUICIDE PREVENTION
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#### **5350 - STUDENT HEALTH, WELL-BEING, AND SUICIDE PREVENTION**

The Board of Education recognizes the importance of addressing the emotional and physical safety of students and staff in order to create and maintain safe and supportive learning environments. Comprehensive mental health and wellness initiatives are key to ensuring that students are in school, healthy, ready to learn, and prepared for success.

The District's comprehensive mental health and wellness initiatives may include supports and services that promote:

- A. Positive school climate;
- B. Social skills;
- C. Mental health and well-being;
- D. Support for students and staff; and
- E. Trauma-informed and restorative practices.

The District shall implement specific strategies to promote school safety, including student instruction, anonymous reporting systems, threat assessment teams, emergency management plans, and staff training.

The District may provide students with age-appropriate instruction concerning the warning signs and risk factors for suicide and depression and the protective factors that help prevent suicide.

All school personnel should be alert to the student who exhibits signs of unusual depression or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness and report relevant information to an administrator, counselor, social worker, or the school office administrative assistant immediately.

District staff shall receive professional development training in the risk factors, warning signs for suicide and depression, and about the protective factors that help prevent suicide, as well as the available resources regarding youth suicide awareness and prevention. Such training shall include the warnings signs of non-suicidal self-injurious behaviors.

Additional professional development training in suicide risk assessment and intervention shall be provided to counselors, psychologists, and school nurses.

The instruction and professional development shall be designed to:

- A. To prevent both fatal and nonfatal suicide behaviors among youth.
- B. To increase pupil awareness of the warning signs and risk factors for suicide and depression.
- C. To improve access to appropriate prevention services for vulnerable youth groups.

The Superintendent shall develop and implement administrative guidelines whereby members of the professional staff understand how to use an intervention procedure which includes the following:

Step 1 - Stabilization.

Step 2 - **Assessment of the Risk**. **Identifying and Screening the Risk**

Step 3 - **Use of Appropriate Risk Procedure**. **Assess the Risk**

Step 4 - **Communication with Appropriate Parties**. **Consult**

Step 5 - **Follow-up**. **Intervention, Support, and Communication**

**Step 6 - Management and Follow Up**

Parents/Guardians shall be notified of any suicide prevention instruction provided their children using the communication method used for regular communication with parents in that particular building. Upon written request of a parent/guardian, a student will be excused from instruction in this area.

Throughout any intervention, it is essential that Board policies and District guidelines regarding confidentiality be observed at all times.

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Legal

M.C.L. 380.1171 (Chase Edwards Law)

Kelson v City of Springfield, 767 F2d 651 (9th Cir. 1985)