STUDENTS: Requires the implementation of suicide prevention, student safety, and violence prevention and social inclusion training and the creation of clubs at certain public schools.
(1) Classroom instruction, via in-person, video, or a combination of in-
person and video training, integrated into the curricula designed to achieve any of
the following objectives:

*          *          *

(c) Teach students to recognize signs of suicidal tendencies and other facts
about youth suicide how to identify the signs and signals of depression, suicide, and
self-injury in themselves and in their peers, the importance of seeking help for
themselves and their peers, and the process for seeking help.

*          *          *

G.(1) As part of an existing, relevant course of instruction, each public
school shall offer age- and grade-appropriate evidence-based training on suicide
prevention and student safety, violence prevention, and social inclusion to students
in grades six through twelve. For purposes of this Subsection, "evidence-based"
shall mean the training meets one of the following criteria:

(a) Demonstrates a rationale based on high-quality research findings or
positive evaluation that such a program or practice is likely to improve relevant
outcomes and includes ongoing efforts to examine the effects of the program or
practice.

(b) Has a statistically significant effect on relevant outcomes based on one
of the following:

(i) Strong evidence from at least one experimental study.

(ii) Moderate evidence from at least one quasi-experimental study.

(iii) Promising evidence from at least one correlation study with statistical
controls for selection bias.

(2) The suicide prevention training may be in-person, video, or a
combination of in-person and video, shall be administered annually and be at least
one hour or the duration of one standard class period, and shall include but need not
be limited to:
(a) How to identify observable warning signs and signals of an individual who may be at risk of harming themselves.

(b) The steps students can take to report harmful or potentially harmful activity.

(3) The student safety, violence prevention, and social inclusion training may be administered through student assemblies, digital learning, and homework, shall be administered annually and be at least one hour or the duration of one standard class period, and shall include but need not be limited to:

(a) How to identify observable warning signs and signals of an individual who may be at risk of harming others.

(b) The importance of taking threats seriously and seeking help.

(c) The steps students can take to report dangerous, violent, or threatening activity.

(d) What social inclusion is and how to identify social isolation in others.

(e) The importance of taking social isolation seriously and seeking help for peers.

(f) How to utilize strategies to be more socially inclusive in the classroom and community and how to establish connections with others.

(4) Upon written request of a student's parent or legal guardian, a student shall be excused from any of the training.

(5) The state Department of Education shall develop and maintain a list of evidence-based suicide prevention and student safety, violence prevention, and social inclusion training, including but not limited to no-cost programming, on the department website. The department shall review the list at least every three years.

H. Each public school governing authority shall establish a student-led club focused on suicide prevention, student safety, violence prevention, and social inclusion for each school under its jurisdiction that has students in grades six through twelve. Each club shall:

(1) Be open to any member of the student population.
(2) Have at least one school employee serve as an advisor.

(3) Develop and maintain awareness activities related to suicide prevention or student safety, violence prevention, and social inclusion training.

(4) Foster opportunities for student leadership development.

§286. Violence prevention, self-esteem, and peer mediation

A. Any public elementary or secondary school in Louisiana may offer instruction in violence prevention, self-esteem, and peer mediation. Any public secondary school may offer instruction in self-esteem and peer mediation. The curriculum for such instruction shall be developed and approved by the State Board of Elementary and Secondary Education.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HB 495 Original 2022 Regular Session Schlegel

Abstract: Requires public school students in grades six through 12 to receive training on suicide prevention and student safety, violence prevention, and social inclusion.

Proposed law requires that public school students in grades six through 12 receive training on the following topics:

(1) Suicide prevention.

(2) Student safety, violence prevention, and social inclusion.

Proposed law requires each public school governing authority with jurisdiction over a school with students in grades six through 12 to form student-led clubs focused on the two topics listed above.

Proposed law requires the state Dept. of Education to maintain a list of evidence-based training on the two topics listed above and review such list at least triennially.

Provides such training shall each be:

(1) Evidence-based.

(2) The duration of one standard class period or one hour.

CODING: Words in struck through type are deletions from existing law; words underscored are additions.
Proposed law allows parents to request that their children be excused from the training.

(Amends R.S. 17:282.4(C)(1)(intro. para.) and (c) and 286(A); Adds R.S. 17:282.4(G) and (H))