



BOARD OF EDUCATION

Portland Public Schools Policy Committee Meeting October 5, 2020

VIRTUAL MEETING

*In light of current public health concerns related to COVID-19, this meeting will take place virtually.**

Under the provision of ORS 192.670, the meeting will be streamed live:
<https://www.youtube.com/user/ppscmms/live>

To request to sign-up for public comment please send an email with your first and last name, and topic to PublicComment@pps.net, or call Kara Bradshaw at 503-916-3906. Requests for Public Comment will be processed in the order that they are received, and should be received by 12:00 pm on the day of the meeting. Once your spot is confirmed, instructions for addressing the board will be sent to you via email.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time. This meeting may be taped and televised by the media.

AGENDA

- I. Introductions - 5 min.
- II. Staff Updates - 25 min.
 1. Student Suicide Prevention policy- Community Engagement Plan and timeline
(Amy Ruona, Mila Rodriguez-Adair) (15 minutes)
 2. Student Conduct and Discipline - Staff memo
(Mary Kane, Liz Large) (10 minutes)
- III. Items/Policies for Discussion - 85 min.
 1. 2020-2021 Policy Committee agenda and work plan
(45 minutes)
 2. 8.70.040-P Preservation, Maintenance and Disposition of District Real Property
(Claire Hertz, Dani Ledezma) (20 minutes)
 - i. Plan for engagement
 - ii. Draft Policy Updates
 3. 4.50.032-P Formal Public Complaints
(Stephanie Soden, Lidia Lopez Gamboa) (15 minutes)
 - i. Draft Policy Updates
- IV. Policies in Public Comment Period - 0 min.
- V. Public Comment - 10 min.
5 Two-minute slots
- VI. Adjourn

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

**Portland Public Schools: Suicide Intervention, Prevention,
Postvention
A Resource/Guide for School Personnel**

DRAFT

Table of Contents

1. Purpose
2. Scope
3. Quick Notes: What Schools Need to Know
4. Confidentiality
5. Definitions
6. Prevention
7. Intervention
8. Parental Notification and Involvement
9. Re-Entry Procedure
10. In-School Suicide Attempts
11. Out-of-School Suicide Attempts
12. After a suicide death
13. Language for Student Handbook

Purpose

Suicide is the 3rd leading cause of death in children and young adults ages 15-24, and the 4th leading cause of death in children ages 10-14. To aid in the prevention of such tragedy, Portland Public Schools utilizes a Suicide Prevention Protocol. The Suicide Prevention Protocol is a team-based process for decision-making. This protocol was developed with input from the Multnomah County Department of Human Services and is in place in all Multnomah County school districts. These protocols will be used to engage appropriate school and community resources and to ensure student safety.

Portland Public School District:

- (a) recognizes that physical, mental health, behavioral, and emotional health is an integral component of a student's educational outcomes,
- (b) further recognizes that suicide is a leading cause of death among young people,
- (c) has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- (d) acknowledges the school's role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Scope

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school-sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. This policy will also cover appropriate school responses to suicidal or high-risk behaviors that take place outside of the school environment.

Quick Notes: What Schools Need To Know

- School staff are frequently considered the first line of contact with potentially suicidal students.
- Most school personnel are neither qualified, nor expected, to provide the in-depth assessment or counseling necessary for treating a suicidal student. They are responsible for taking

reasonable and prudent actions to help at-risk students, such as notifying parents, making appropriate referrals, and securing outside assistance when needed.

- All school personnel need to know that protocols exist to refer at-risk students to trained professionals so that the burden of responsibility does not rest solely with the individual “on the scene”.
- Research has shown talking about suicide, or asking someone if they are feeling suicidal, will not put the idea in their head or cause them to kill themselves.
- School personnel, parents/guardians, and students need to be confident that help is available when they raise concerns regarding suicidal behavior. Students often know, but do not tell adults, about suicidal peers. Having support in place may lessen this reluctance to speak up when students are concerned about a peer.
- Advanced planning is critical to providing an effective crisis response. Internal and external resources must be in place to address student issues and to normalize the learning environment for everyone.

Confidentiality:

HIPAA and FERPA

School employees, with the exception of nurses and psychologists who are bound by HIPAA, are bound by laws of The Family Education Rights and Privacy Act of 1974; commonly known as FERPA.

There are situations when confidentiality must NOT BE MAINTAINED; if at any time, a student has shared information that indicates the student is in imminent risk of harm/danger to self or others, that information MUST BE shared. The details regarding the student can be discussed with those who need to intervene to keep the student safe. This is in compliance with the spirit of FERPA and HIPAA known as “minimum necessary disclosure”.

Request From Student To Withhold From Parents/Caregivers

The school suicide prevention contact person can say “I know that this is scary to you, and I care, but this is too big for me to handle alone.” If the student still doesn’t want to tell his/her parents, the staff suicide contact can address the fear by asking, “What is your biggest fear?” This helps reduce anxiety and the student gains confidence to tell parents. It also increases the likelihood that the student will come to that school staff again if they need additional help.

Exceptions for Parental/Caregiver Notification: Abuse or Neglect

Parents/Caregivers need to know about a student’s suicidal ideation unless a result of parental abuse or neglect is possible. The counselor or staff suicide contact person is in the best position to make the determination. The school staff will need to let the student know that other people would need to get involved on a need to know basis. If a student makes a statement such as “My dad/mom would kill me” as a reason to refuse, the school staff can ask questions to determine if parental/caregiver abuse or

neglect is involved. If there is no indication that abuse or neglect is involved, compassionately disclose that the parent/caregiver need to be involved.

Definitions

1. **At-risk** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan.

In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.

2. **Crisis team** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take a leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols and may provide mental health services for effective crisis interventions and recovery supports.

3. **Mental Health:** Someone's state of being in regard to their emotions and feelings. Everyone has mental health! Mental health is a spectrum and can present strengths and challenges at all stages of life.

4. **Postvention** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information on the suicide death of a member of the school community.

5. **Risk assessment** An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

6. **Risk factors for suicide** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and social factors in the individual, family, and environment

7. **Self-harm** behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. It can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

8. **Suicide** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.

9. **Suicide attempt** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

10. **Suicidal behavior** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

11. **Suicide contagion** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

12. **Suicidal ideation** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

District Policy Implementation:

A district level suicide prevention coordinator shall be designated by the Superintendent. This may be an existing staff person. The district suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school district.

Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

Suicide Prevention Efforts:

- Staff: All staff should receive training (or a refresher) once a year on the policies, procedures, and best practices for intervening with students and/or staff at risk for suicide.
- Students: Students should receive information about suicide and suicide prevention in health class. The purpose of this curriculum is to teach students how to access help at their school for themselves, their peers, or others in the community.
- Parents/Caregivers: Provide parents with informational materials to help them identify whether their child or another person is at risk for suicide. Information should include how to access school and community resources to support students or others in their community that may be at risk for suicide.

Suicide Prevention Training for Staff:

All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/ or substance use disorders, those who engage in selfharm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

Recommended Staff Training Programs:

- [QPR Training \(Question, Persuade, Refer\)](#)- 1-2hours and 1 session
 - Staff will learn how to recognize early warning signs
 - De-stigmatize asking about suicide
 - Persuade youth accept help
 - Identify appropriate resources and help youth access needed services
- [Youth Mental Health First Aid](#)- 8 hours, 1 day
 - Staff will assess risk of suicide self-harm
 - Differentiate between typical adolescent behavior and signs/symptoms that a person may be developing a mental health disorder or experiencing a mental health crisis
 - Support youth in crisis
 - Develop crucial non-judgemental listening skills
 - Encourage youth to seek appropriate professional resources
 - Help youth help themselves
- [ASIST Training \(Applied Suicide Intervention Skills Training\)](#)- 16hours, 2 days
 - Staff will identify and respond to people at immediate risk of suicide

- Provide suicide first aid and intervention to students when high risk or having thoughts of suicide
 - Practice these skills in group and one on one interventions
 - Composed of lectures, small group, discussions, and interactive exercises
- [safeTALK](#)- 4hours, 1 session
 - Become suicide aware
 - Identify when a person may have thoughts of suicide
 - Apply Talk steps including: Ask about suicide, listen, and connect a person with suicidal thoughts to appropriate support

Youth Suicide/Mental Health Prevention Education for Students

Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include:

1. The importance of safe and healthy choices and coping strategies
2. How to recognize risk factors and warning signs of mental disorders and suicide in oneself and
3. Help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

Recommended Student Curriculum

- [PPS K-12 Health Scope and Sequence](#): Personal Health; Social, Emotional, and Mental Health; Alcohol, Tobacco, and Other Drugs; Sex Education; Violence Prevention
- [Riding the Waves Curriculum](#) : Implemented in 5th grade. Schools play an important role in youth suicide prevention. Crisis Connections offers three health curricula designed to be taught by classroom teachers or counselors, and appropriate for students at the elementary, middle, and high school levels.
- [Look, Listen, Link Curriculum](#): Middle School-Based Suicide Response. 6-8. Is a curriculum designed for middle school-aged youth. It consists of four 45-minute lessons that focus on identifying causes of stress along with healthy ways of coping with stress and anxiety. Another significant focus of the program is teaching youth how to recognize friends who are depressed and how to link them to resources.
- [Signs of Suicide \(SOS\) Curriculum](#): High School-based Suicide Response. 9-12
The goals of this program are:
 - Decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression
 - Encourage personal help-seeking and/or help-seeking on behalf of a friend
 - Reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment
 - Engage parents and school staff as partners in prevention through “gatekeeper” education
 - Encourage schools to develop community-based partnerships to support student mental health

- [RESPONSE](#): High School-Based Suicide Awareness Response. 9-12
 - Students will gain awareness about suicide prevention, depression and suicidal ideation
 - Discover barriers that interfere with getting help
 - Help a friend
 - Improve Identification and referral process for at-risk students
- [SEL Curriculum](#)
- GSA/QSA/SAGA Groups
- Race-Based Student Affinity Groups
- DHS Prevention efforts

PPS Suicide Intervention Process

The Suicide Intervention process should be initiated when a student is exhibiting any of the following behaviors: gestures, talk of suicide (including those thoughts expressed in writing, art, or other forms), or suicide attempts. The purpose of the suicide protocol is to assess immediate risk and to inform a plan of action. The school counselor, social worker, psychologist, or qmhp typically initiates the protocol and consults with at least one other staff member as well as the Multnomah County Crisis Line if necessary.

School-Based Intervention Process

- [PPS Suicide Intervention Protocol Chart.Covid adapted](#)
- [PPS Suicide Screening Form](#)
 - [COVID-19 Version Suicide Screening Interview Guidelines-Long Version](#)
 - [PPS Suicide Screening Conversation Toolkit-Short Version](#)
- [Example of a PPS HS: Lincoln HS Suicide Prevention PPT](#)

Parent/Caregiver Notification and Involvement

It is best practice to engage parent/caregiver when there are concerns about suicidality.

Request From Student To Withhold From Parents/Caregivers

The school suicide prevention contact person can say “I know that this is scary to you, and I care, but this is too big for me to handle alone.” If the student still doesn’t want to tell his/her parents, the staff suicide contact can address the fear by asking, “What is your biggest fear?” This helps reduce anxiety and the student gains confidence to tell parents. It also increases the likelihood that the student will come to that school staff again if they need additional help.

Exceptions for Parental/Caregiver Notification: Abuse or Neglect

Parents/Caregivers need to know about a student’s suicidal ideation unless a result of parental abuse or neglect is possible. The counselor or staff suicide contact person is in the best position to make the determination. The school staff will need to let the student know that other people would need to get

involved on a need to know basis. If a student makes a statement such as “My dad/mom would kill me” as a reason to refuse, the school staff can ask questions to determine if parental/caregiver abuse or neglect is involved. If there is no indication that abuse or neglect is involved, compassionately disclose that the parent/caregiver need to be involved.

Re-Entry Procedure: After a suicide attempt and psychiatric hospitalization can be a difficult one, especially if the attempt was very public. The student's privacy going forward is critical and the student and his or her parents need to be an integral part of the decisions that get made in the reentry plan.

PPS School Procedures

Prior to Return:

Sample meeting agenda for school staff

- [Support Planning Agenda for Students Returning from Hospital or other mental health](#)
- [Settings](#)

Transition plan that agencies use when students are returning to schools

- [Multnomah County Transition Plan for agencies to use](#)

Safety and Supervision Plan

- If not done by the mental health provider at the parent’s request already, obtain releases of information from the parent so the mental health provider, inpatient, or outpatient team can talk to the school counselor. This will ensure that pertinent information is shared, and there is a smooth transition throughout the levels of care.
- Meet with the student and his or her parents/guardians before the return to school, plan together what information they want shared and with whom.
- Practice role-playing so that the student can try out different responses to different situations (peer-to-peer & staff-student) that may arise to help lower anxiety.
- Ask how school staff can best support recovery.
- Refer to and update the student’s safety plan as needed.
- Work out an agreement with the student to not share details of the attempt including the method, with other students to avoid the potential of increasing self-harm risks with other students, including by social media. Explain that peers talking to peers about the

details of an attempt may give ideas to other students who are struggling with their own thoughts of suicide to make an attempt. However, do let the student know that it is an important part of the healing process to talk about the attempt with trusted adults and the student's therapist. Explain that talking about the attempt and what led to it in a safe environment can help the student avoid an attempt in the future.

- Reassure the student and family that sharing information with school personnel will be done on a need to know basis. Faculty and staff that have direct contact should be informed so they can actively assist the student academically. Identify the staff that will need to know by name and role.
- Reassure the student that staff will be available to help the student with any academic issues, and that it will be important for the student to reach out if he or she is feeling worried about their schoolwork.

[Safety and Supervision Plan](#) (in building)

[CoVid Adapted At Home Safety and Support Plan](#) (student driven)

After Return to School:

- Treat the student's return to school as you would had the student been out sick for a few days. Let the student know you are glad he or she is back, "Good to see you."
- Be aware that the student may still be dealing with symptoms of depression which can affect concentration and motivation.
- Be aware that the student may be adjusting to medication and may be dealing with side effects including fatigue, or jitteriness.
- Accommodations may need to be made such as an extended time to turn in assignments, or additional time for testing. Some students with concentration issues may find it easier to take a test alone. Some students dealing with anxiety may find it helpful to be able to leave class a little early to avoid the crowds and noise in the hallways when changing classes.
- Monitor social interactions. Meet with the student, and if they agree, their friends, in the days and weeks following the transition back to school to check in and see how things are going with peers. Quickly address any bullying behaviors that are occurring.
- Have regular contact with the student's parents and therapist to provide feedback and to garner information that will help to further support the student's recovery.

A student returns to school without meeting prior to return:

- Meet with students and parents/guardians as soon as practical in order to develop a safety plan and identify necessary supports for the student and family.

In-School Suicide Attempts/Out-of-School Suicide Attempts

Consult with the Suicide Intervention Flow Chart ([in building version](#) and [CoVid adapted version](#)) for guidance regarding in and out of school attempts.

Postvention

Schools must be prepared to act and provide postvention support and action in the event of a suicide attempt or completed suicide. Suicide Postvention has been defined as “the provision of crisis intervention, support, and assistance for those affected by a suicide” (American Association of Suicidology). Postvention strategies after a suicide attempt or completion is very important. Schools should be aware that youth and others associated with the event are vulnerable to suicide contagion or, in other words, at increased risk for suicide. Families and communities can be especially sensitive after a suicide event.

The school’s primary responsibility in these cases is to respond to the suicide attempt or completion in a manner which appropriately supports students and the school community impacted. This includes having a system in place to work with the multitude of groups that may eventually be involved, such as students, staff and faculty, parents/guardians, community, media, law enforcement, etc.

Postvention Goals:

- Support the grieving process
- Prevent suicide contagion
- Reestablish healthy school climate
- Provide long-term surveillance
- Integrate and strengthen protective factors
- (ie community, positive coping skills, resiliency, etc)

How do we reach these goals?

- Do not glorify or romanticize the suicide
- Treat it sensitively when speaking about the event, particularly with the media
- Address all deaths in a similar manner. For example, having one approach for a student who dies in a car accident and a different approach for a student who dies by suicide reinforces the stigma surrounding suicide
- Research and identify the resources

Generally, postvention response includes, but is not limited to, the following actions:

- Verify the suicide attempt or completion
- Estimate level of response resources required
- Determine what and how information is to be shared (do NOT release information in a large assembly or over the intercom)
- Contact PPS Crisis Recovery Line for consult 503 939 3283
- Inform faculty and staff
- Identify at-risk students and staff (see “risk identification strategies”)
- Refresh staff on prevention protocols and be responsive to signs of risk
- Be aware that persons may still be traumatized months after the event

Key Points To Emphasize To Students, Parents, Media:

- Prevention (warning signs, risk factors)
- Survivors are not responsible for the death
- Mental illness etiology
- Normalize anger
- Stress alternatives
- Help is available

CAUTIONS:

- Avoid romanticizing or glorifying event or vilifying victim
- Do not provide excessive details or describe the event as courageous or rational
- Do not eulogize victim or conduct school- based memorial services
- Address loss but avoid school disruption as best as possible
- SAFE REPORTING: The way that media outlets, reporters, and others can safely share news that someone has died by suicide. Safe reporting can help reduce the risk of suicide contagion and/or cluster in a community. Examples of safe reporting practices include not sharing the means of death, avoiding sensationalizing the death, and including resources for community members to get help if needed

Risk Identification Strategies:

- IDENTIFY students/staff that may have witnessed the suicide or its aftermath, have had a personal connection/relationship with the attempt survivor or the deceased, who have previously demonstrated suicidal behavior, have a mental illness, have a history of familial suicide, or who have experienced a recent loss.
- MONITOR student absentees in the days following a suicide attempt or completion. Groups that may be at higher risk include those who have a history of being bullied, who

are LGBTQ+, who are isolated from the larger community, and those who have weak levels of social/familial support.

- NOTIFY parents of highly affected students, provide recommendations for community-based mental health services, hold evening meetings for parents, provide information on community based funeral services/memorials, and collaborate with media, law enforcement and community agencies.

Things for responsible Postvention:

- Grief is normal
- Help is available
- Youth and young adults are resilient
- Healthy coping skills can be learned
- Suicide loss survivors are not responsible for the death
- Suicide is preventable

Recommended Postvention Resources:

After a suicide death:

- [After a Suicide Toolkit](#)
- [Multnomah County Behavioral Health Recovery Plan](#)

Recommended Language for Student Handbook

Protecting the health and well-being of all PPS students is of utmost importance. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all levels of the school leadership and stakeholders
- Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources
- When a student is identified as being at-risk, a risk assessment will be completed by a trained school staff member who will work with the student and help connect the student to appropriate local resources

- Students will have access to national resources that they can contact for additional support, such as:

- National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
suicidepreventionlifeline.org
- The Trevor Lifeline: 1-866-488-7386 thetrevorproject.org/get-help-now
- Trevor Lifeline Text/Chat Services, available 24/7 Text “TREVOR” to 678-678
- Crisis Text Line: Text TALK to 741-741 crisistextline.org

All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal, or are in need of help. While confidentiality and privacy are important, students should know that when there is risk of suicide, safety comes first. For a more detailed review of policy changes, please see the district’s full suicide prevention policy

This policy will be distributed annually and included in all student and teacher handbooks and on the school website.

PPS Suicide Prevention Task Force

Such a task force should consist of administrators, parents, teachers, school-employed mental health professionals, representatives from community suicide prevention services, and other individuals with expertise in youth mental health. The purpose of such a task force is to provide advice to the district administration and school board regarding suicide prevention activities and policy implementation, and to keep aware of current research, data, trends, and evolving best practices. In addition, the task force can help to compile a list of community resources to assist with suicide prevention activities and referrals to community mental health providers.

Student Suicide Prevention Policy

4.XX.XXX-P

OSBA:

District Plan for Suicide Prevention

The District will collaborate with local and national experts to create a comprehensive approach to address suicide prevention, intervention, and postvention. The District will continually review and update the plan with consultation subject-matter experts that may include state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents, guardians, employees, students, administrators, and school board associations when implementing the plan.

The plan shall include, at a minimum:

1. Training plan for all schools
 - A. All school staff trained on the risk factors and warning signs of suicidal risk;
 - B. Training for the specific staff responsible for screening after a report of suicidal risk; as well as training in procedures relating to suicide prevention, intervention, and activities that reduce risk and promote healing after a suicide;
 - C. Identification of evidence-based suicide prevention programming school-wide that is culturally and linguistically responsive.

2. Best practice methods to address the needs of research-indicated high-risk groups, including:
 - A. Youth exposed to suicide;
 - B. Youth with disabilities, mental illness, or substance use disorders;
 - C. Youth experiencing homelessness or out of home settings, such as foster care;
 - D. Lesbian, gay, bisexual, transgender, queer, and other minority gender identity and sexual

orientation, and
E. Native American, Black, Latinx, and Asian students.

3. Suicide prevention materials and curriculum options must be reviewed annually by a multi-disciplinary group, including students and families. Prevention materials should be best practice and student-centered.

Centralized district staff will maintain an inventory of suicide prevention curriculum/plan at each school and suicide prevention point of contact at each building

4. Processes for re-entry into a school environment following hospitalization or behavioral health crisis¹.

5. All families will be notified of the policy, paths to an informal discussion of concerns about actions related to suicidal risk, as well as the PPS complaint process.

The plan must provide that District employees act only within the authorization and scope of the employee's credentials or licenses.

The plan must be available to the PPS community, including students, their parents, and guardians, and employees, volunteers, and contractors of the District, and readily available at the District office and on the District website.

¹ "Behavioral health crisis" as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual's mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual's mental or physical health. R5/01/20 | PH Student Suicide Prevention** – JHH 1-2

END OF
POLICY

Legal Reference(s):

[ORS 332.107](#) [ORS 339.343](#) [OAR 581-022-2510](#)

R5/01/20 | PH Student Suicide Prevention** – JHH 2-2

Langue for Student Handbook Draft Version

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes.
2. Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by a school employee mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
 - The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK), www.suicidepreventionlifeline.org
 - The Trevor Lifeline – 1.866.488.7386, www.thetrevorproject.org
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in the need for help.
6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
7. For a more detailed review of policy changes, please see the district's full suicide prevention policy.

Adi's Act/SB 52

The [Oregon Alliance to Prevent Suicide](#) is working with the Oregon Health Authority and the Oregon Department of Education on tools and resources to help support the implementation of [Adi's Act, Senate Bill 52](#). This bill requires school districts to adopt Student Suicide Prevention, Intervention, and Postvention plans with a focus on historically underserved youth including LGBTQIA+ youth and youth of color. The Act is named for a PPS student who was artistic, creative, identified as transgender and died by suicide, Adi Staub.

PPS Plan

In PPS we have approached this by documenting the suicide prevention, intervention, and postvention work already in place- our goal is to build on the work.

PPS Inventory (completed)

In the fall of 2019 SS&H surveyed all counselor/psych/social worker staff and are now working on responsive ways to collect parent/guardian and student feedback.

PPS Student/Family Feedback (in process)

PPS Substance Use Prevention Advisory x

PPS Student Leadership Group

PPS Health Advisory Committee

Families with lived experience

Questions? Reach out to Mila Rodriguez-Adair mrodriguezadair@pps.net and/or Amy Ruona aruona@pps.net

Summary of the current/future PPS work in suicide prevention/intervention/postvention

Prevention Strategies and Goals	Component (Who)	Status
District-wide Suicide Prevention/Intervention/Postvention policy and plan (as guided by the model school district policy and plan created by The Trevor Project, AFSP, NASP, and ASCA)	Students, Families, and Staff	Planning/in progress
Applied Suicide Intervention Skills Training (ASIST) for all counselors/psychs/social workers (2 day)	Staff Education and Training	In progress
QPR or SafeTalk training for Campus Security, Community Agents, Nutrition Services, School Secretaries, and other interested school staff. (1-2 hours)	Staff Education and Training	In progress for some job groups and planning for others
Online Mental Health Training for Teachers	Staff Education/Training	Fall 2020

CoVid Adapted PPS Suicide Prevention & Intervention website	Staff	In progress
Annual community-based provider mental wellness fair	Staff Education and Training	In progress
Mental health training for parents/guardians	Family/Caregiver Program	In progress for some schools and planning for others
GSAs/QSAs Annual GSA Summit Bridge 13 Training- SMYRC	Student Program	In progress
Student Interest groups/activities/arts/sports	Student Program	In progress
Culturally specific small groups/mentoring	Student Program	In progress
Race-Based Affinity Groups and staff supports	Student Program	In progress
SEL and Health curricula K-4	Student Program	In progress
Riding the Waves and Health curriculum 5th grade	Student Program	In progress
Look Listen Link curriculum 6th-8th grades and Health curriculum	Student Program	In progress
Signs of Suicide or Response 9th-12th grades and Health curriculum	Student Program	In progress
Lines for Life School presentations	Student Program	In progress
Sources of Strength program	Student led Program	Planning (a few schools are already doing this)
Teen Mental Health First Aid	Student led Program	Pilots around the US- requesting info
Youth Resource App	Students	Fall 2020 launch
Intervention Strategies	Component (Who)	Status
Suicide Intervention Flow Chart	Staff	In progress
Suicide Screening Form	Staff	In progress
Suicide Screening Conversation Toolkits (Long version and Short Version)	Staff	In progress
Safety and Supervision Plan	Students @ school	In progress
At-Home Safety and Support Plan	Students/Family @	In progress

	home	
Small groups	Students	In progress
Student Success Center	Students	In progress
Mental health and substance use resources, referrals and coordination	Students	In progress
Transition Planning: Students returning to school sample meeting agenda Students leaving a mental health/substance use setting transition plan	Staff, Students, Family	In progress
Title IX Resources and Reporting	Staff, Students, Family	In progress
Title VI Resources and Reporting	Staff, Students, Family	Planning

Postvention Strategies

Multico Behavioral Health [Crisis Recovery Plan](#)

[After a Suicide Toolkit](#) (American Foundation to Prevent Suicide & Suicide Prevention Resource Center)



partment

PORTLAND PUBLIC SCHOOLS OFFICE OF Student Success and Health

501 North Dixon Street / Portland, OR 97227
Telephone: (971) 291-0836

Date: June 22, 2020

To: Board Policy Committee

From: Amy Ruona, Sr Mgr Mental Health/Wellness Supports & Services
Mila Rodriguez-Adair, Qualified Mental Health Professional-On Special Assignment
Brenda Martinek, Chief of Student Support Services

Subject: Student Suicide Prevention Policy 4.XX.XXX-P

BACKGROUND

SB 52, also known as Adi's Act, requires school districts to adopt a Student Suicide Prevention Policy, and Section 36 of the Student Success Act, establishing support for Suicide Prevention through the development of a new statewide School Safety and Prevention System coordinated through the Oregon Department of Education's Office of Equity, Diversity, and Inclusion.

RELATED POLICIES/BEST PRACTICES

It is best practice to implement policy to address the current law. This Model School District Policy on Suicide Prevention was created in collaboration with documents created by the American Foundation for Suicide Prevention, The American School Counselor Association, and the National Association of School Psychologists, and Trevor Project. Suicide Prevention, Intervention, Postvention: Step by Step: Creating a Comprehensive Approach in your School created by Lines for Life and Willamette Education Service District.

ANALYSIS OF SITUATION

Senate Bill 52 requires school districts to establish policies regarding student suicide prevention, intervention, and activities to reduce risk and promote healing after suicide. PPS currently has suicide prevention curriculum available district-wide; student engagement groups; a suicide intervention protocol; a suicide screening tool; a safety and support plan; and guidance for return from mental health settings amongst other suicide prevention/intervention strategies. See [the attached document](#) for more details.

PPS school counselors, social workers, psychologists, and QMHP's (Qualified Mental Health Professionals) receive annual training on these protocols and documents. This is not enough.

- PPS needs to continue to build out suicide prevention training for ALL staff district-wide through a variety of training opportunities. Suicide prevention is everyone's responsibility not solely a counseling or social work responsibility.

- PPS needs to continue to build out mental wellness supports at all tiers that support suicide prevention and particularly focus on our historically underserved students.
- PPS needs district-wide training for school teams to respond after death including suicide.
- As BIPOC students and LGBTQIA+ students are considered populations at high risk for suicide, increased school-based RESJ training with a multi-tiered approach to hate speech and discriminatory acts is essential.
- Suicide prevention occurs when students are seen, heard, and valued for being their true authentic selves. PPS needs to continue to build upon supports and interventions that celebrate all student identities. This looks like increased mentoring, GSA/QSAs, racial and cultural affinity groups, restorative practices, and other opportunities for supported self-expression.

Each school district must also implement a review procedure where an individual can request the school district evaluate the actions of a school in responding to suicidal risk.

The State Board of Education is called upon, by rule, to add any other requirements based on consultations with suicide prevention organizations, experts, and school-based mental health providers. School districts and Education Service Districts anticipate that policy development can be absorbed with current resources, but policy implementation costs could be substantial.

FISCAL IMPACT

Costs related to the measure are indeterminate at this time. There may be some fiscal impact related to curriculum and additional suicidal prevention training for staff including LGBTQIA+ training.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

This policy is driven by legislative directives, therefore, we were limited to stakeholder engagement. SS&H will work closely with the Department of Community Engagement Department to receive student and family feedback. Staff input was collected via an inventory tool in the Fall of 2019. Student and family input continues to be collected.

TIMELINE FOR IMPLEMENTATION / EVALUATION

SB 52 goes into effect on July 1, 2020. The Department of Student Success and Health has centralized staff who will support continued implementation and evaluation strategies in relation to suicide prevention/intervention/postvention. This team is also available for consult.

In the 20-21 school year, PPS will:

- Train all School Psychologists, Social Workers, Counselors, and QMHP's once a year on the policy, procedure, and best practices for intervening with students and/or staff at risk for suicide.
- Offer ASIST (Applied Suicide Intervention Skills and Training) opportunities 2x a year to the above-mentioned staff. This staff group should have an ASIST 2 day training every 5 years and refresher training every other year.

- Offer specific mental health training for 1 hour (QPR or SafeTalk) to school secretaries, nutrition services, community agents, community partners, and campus security.
- Teachers should receive up to 1 hour of general mental health/substance use training annually
- All staff should receive up to 1 hour of LGBTQIA+ training annually as we know our students who identify as LGBTQIA+ are at higher risk for suicide
 - Build a student advisory group which will include continuous collection of student feedback

CONNECTION TO BOARD GOALS

Board goals include a focus on building our organizational capacity, placing a focus on the professional learning of our educators, conditions in our classrooms and schools, partnerships with our families and community partners, and persistent attention to continuous improvement.

Suicide prevention and keeping students alive and mentally healthy will support reaching these goals. Our PPS Youth Risk Behavior Survey data indicates that our students continue to need this support.

STAFF RECOMMENDATION

Staff recommends that the Board approve the policy.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ (Initials)

ATTACHMENTS

- A. XXXX
- B. XXXX



How to use this worksheet:

This worksheet will assist you in thinking about your process, purpose, primary audience, potential barriers, impacts, and strategies to inform and involve your intended audience before you begin. Below are some key questions with prompts to guide and direct you before beginning and during your engagement process.

What is the purpose of your engagement?

1. State purpose and goals of community engagement: What do you hope to achieve? What specific subject matter is expected to be revised in the policy? Please describe the reason for this revision and the contributing factors that lead to the need to revise.

Youth suicide is a tragedy that can impact any family, school, and community. For many years in Oregon, we lost approximately 50 people aged 10-24 to suicide each year. In 2016, that number grew to 98 young people, reflecting steady growth nearly every year for the past 4 years. LGBTQIA+ youth are even at higher risk of suicide because of stigma and discrimination. The Oregon Health Authority's 2017 Healthy Teens Survey uncovered a startling reality:

Nearly half lesbian, gay, and bisexual 8th graders have contemplated suicide, close to a quarter of lesbian, gay, or bisexual 8th graders have attempted suicide, and almost a third of transgender 8th graders have attempted suicide.

Senate Bill 52/Adi's Act requires school districts to establish policies regarding student suicide prevention, intervention, and activities to reduce risk and promote healing after suicide. PPS currently has a suicide prevention curriculum available district-wide; student engagement groups; a suicide intervention protocol; a suicide screening tool; a safety and support plan; and guidance for return from mental health settings amongst other suicide prevention/intervention strategies. However, BIPOC students and LGBTQIA+ students are considered populations at risk for suicide, therefore, it is essential to seek student feedback regarding this policy to assure implementation strategies are effective.

What is your main purpose for involving community members? Is there enough time to carry out the engagement properly?

Purpose: To seek self-reported barriers to help our implementation process among BIPOC and LGBTQIA+ students. To foster discussion with young people about the subject and to hear about actionable steps we can take as a district to achieve an inclusive, comprehensive suicide prevention plan.

Time: We don't have enough time to properly engage with students and are currently experiencing the following barriers.

- COVID-19: The loss and isolation caused by the closures in the Spring have affected many students, families, and educators. Being stripped of that sanctuary during the pandemic undoubtedly has increased anxiety.
 - The pandemic has disproportionately impacted communities of color, exacerbating not only existing economic and health care disparities, but also the stress and trauma experienced by many students in our Portland neighborhoods. The very people we are seeking feedback from have been double affected.



Community Engagement Project Planning Worksheet

- During soft-start, the primary focus has been connection and finding the students who have fallen through the cracks. Therefore, asking to engage during these tough times seems to be a non-effective strategy.
- GSA advisors are stating that it's too soon to ask for feedback and would like time to connect and re-engage first.

2. Who are the key stakeholders or partners? Who is affected by, involved in, or has a specific interest in the issue? Who are the stakeholders that may have ideas or input and/or be affected by the policy change?

- A. Create planning steps you will take to ensure the initial decision-making involves impacted communities who have not historically been involved.
- B. Identify staff who carry out and make decisions about the work, and understand their key perspectives when creating community engagement spaces.
- C. Identify stakeholder groups who are impacted by decisions related to this policy to be involved (e.g.,

Stakeholders and audiences

advisory councils, student leadership groups, funded programs, SUN programs, topic area parent groups, ethnic or racial, language, gender, tribal, etc.)?

- D. Describe how staff within your department, and/or other departments who carry out similar functions, have appropriate contacts in place to initiate adequate district level engagement.
- E. Involve a selection of different stakeholders below, along with the key stakeholders in your program.
 - a. Student Leaders
 - b. District-wide Advisory Councils
 - c. School or Community-based Parent Equity Groups PTAs
 - d. Culturally-specific community partners
 - e. Community/national experts
 - f. For the following stakeholders to engage, meet with the Director of Community Engagement to coordinate:
 - i. Unions- PAPSA, SEIU, PAT, PAPSA
 - ii. Staff who make decisions about the work, and carry out the work (i.e., principals, central-office based department)

TABLE 1. STAKEHOLDER ANALYSIS FOR ENGAGEMENT

<u>Unit or Group</u>	<u>Contact Name or Department</u>	<u>Type of Stakeholder</u>	<u>Level of Engagement</u>	<u>Method of Engagement</u>	<u>Accountability Loop</u>
<i>SUD - Prevention Student Advisory Suicide Policy Feedback</i>	<i>Mary Stevens-Krough, Student Success and Health Department - SUD Supports</i>	<i>Students</i>		<i>Attended their established scheduled advisory meeting.</i>	
<i>SMYRC (Sexual & Gender Minority Youth Resource Center)</i>	<i>Alyssa Linares, Education Specialist</i>	<i>Partner</i>		<i>Will attend their established scheduled</i>	



Portland Public Schools

Community Engagement Project Planning Worksheet

				<i>youth support meeting</i>	
GSA @ Buckman School	Jess Firestone, Buckman School Counselor, and GSA Advisor		Asked to wait until October. Feeling overwhelmed right now		
APIA (Asian Pacific Islander Alliance) @ Grant High School	Lynn Yarne, Grant High School Visual Arts Teacher and Advisor		Asked to wait. Students feeling overwhelmed. Recommended: To reach out to student equity group: Advisor: M. Deych		
API (Asian Pacific Islander Club) @ Wilson HS	Jamie Suehiro, Capstone Teacher & API Advisor		Was connected with the VP in charge of climate and equity. She will be able to possibly help us to get in front of students involved in No Place for Hate training. Many of these students will also be involved with Race Forward, a new program at Wilson. They are members of affinity clubs, but it is through both NP4H and Race Forward that we will find the most active students. Individual affinity clubs will start meeting at various times. The club she supports will not be in virtual meetings until mid-October mostly likely. She stated if we'd still like to speak with students at that time, they'd be happy to welcome us to a meeting. There may be other affinity groups that may be meeting sooner in		



Portland Public Schools

Community Engagement Project Planning Worksheet

			<p>the year.</p> <p>She stated that students and teachers are all just trying to stay afloat in this new learning environment.</p> <p>She cc'd: Ayesha Freeman, Vice Principal, and Sarah Lemier, Instructional Specialist, and adviser for the Race Forward program.</p>		
Lines for Life	Parker and Kahae	Community Partners	Waiting to hear back		
Adi Staub's Father	Lon Staub	Parent with Lived Experience			
District Student Council	Yian		Waiting for group to be established for this school year		



What strategies will you use to ensure you have information from and research about the relevant groups and communities?

3. Consider the environments of affected populations you intend to reach (i.e., language or dialect spoken, customs, historical or geographic data, relevant data reports). What research will you need to better know and understand your public, especially Black and Native communities? How will you identify community strengths and assets?

References: [Coalition of Communities of Color](#) or [Office of Systems Planning & Performance](#)

When connecting with students, families, and communities about suicide prevention/intervention/postvention, it is essential to understand how they may be impacted by the topic. It is essential to understand the acculturative and racial stressors that currently exist. Additionally, there may be cultural factors that increase or decrease suicide risks as well as different culturally responsive strategies.

4. How will you make sure you are effectively reaching all of your audiences?

A. How do you plan to address language and literacy needs including translations, interpretations and reading levels? (See a sample [Plain Language Style Guide](#) and Guidelines for [Accessible Web-Created Materials](#))

B. Have you taken into account the alternative and non-traditional approaches to consider before proceeding? Does your intended audience have their own engagement practices that should be considered? Alternatively, does your audience or community use new and social media (e.g., web videos, texting) and could this be an effective way of reaching them?

Barriers and risks

5. What do you perceive as barriers and risks to doing this work?

Are there trust issues among members of the public or a community that may prevent full engagement (i.e., social, political, tribal, gender specific)? How will you address them, and the diverse cultural differences among affected communities? Is there adequate justification for proceeding with your project concept (i.e. time, cost, level of interest)? Is there community and public support for your project? What are some unintended consequences of the project if not done effectively? Are there strategies in place to address unintended consequences?



Decision-making process and communications

6A. If there are decisions to be made, how does the engagement fit into the overall decision-making process?

Are there processes in place to involve affected communities in decisions at different levels and phases? Do you have representation from affected communities in decisions, and decisions on the proposed policy revision? What decisions need to be made after the engagement and how will the community be involved in that process? How will the affected community be informed of final decisions? Do you have a standard point of contact for community members?

6B. What is in place to inform the community of benchmarks or progress about your project?

How will you recognize the contributions of community members? Will there be opportunities for formal project/program updates and feedback (i.e. meetings, website updates, phone calls, e-mail)? Is there a budget for printing and circulating a report on the outcomes? Who will inform the community on impacts of final decisions? What steps will be taken to maintain opportunities for future collaboration or engagement?

Evaluation and monitoring of success

7. How will you evaluate the success of your project both in terms of process and outcomes?

Were you able to successfully reach the intended audience? Did people receive the necessary information they needed to make a relevant response? Did you choose the right type or level of engagement to match the purpose? Was feedback received from the community positive or negative? Did the community feel like they received proper feedback on the results of the engagement? Did they indicate they want to be part of a similar process again? If not, why not? What would you do differently to make the process better, more inclusive, and more impactful?



Community Engagement Planning Matrix

Current Policy Revision and Issue for Discussion	Suggested Language and/or Approach	Recommended Engagement for Students Most Impacted by Decision	Suggested Revisions to another policy (i.e. Administrative Directive)

Adapted from King County Engagement Guide, 2019

DRAFT SB 52/Adi's Act
Community Engagement Plan
October 5, 2020

The Oregon Alliance to Prevent Suicide is working with the Oregon Health Authority and the Oregon Department of Education on tools and resources to help support the implementation of Adi's Act, Senate Bill 52. This bill requires school districts to adopt Student Suicide Prevention, Intervention, and Postvention plans with a focus on historically underserved youth including LGBTQIA+ youth and youth of color. The Act is named for a PPS student who was artistic, creative, identified as transgender, and died by suicide, Adi Staub.

Background and Purpose

Portland Public Schools recognizes that suicide is a leading cause of death among youth and that even more youth consider and attempt suicide. The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. This policy is required by Oregon law, which was passed in 2019 in response to the advocacy of the family of a former PPS student, Adi Staub who identified as transgender and died by suicide in 2017.

As a result, we must engage in best practices to provide school-wide suicide prevention and intervention strategies in an effort to minimize suicidal ideation and prevent attempts, and deaths. We also must work to create safe and nurturing schools that increase connections and build strengths and self-worth in students. These efforts will directly align with the PPS Racial Equity and Social Justice framework. The emotional wellness of students greatly impacts school attendance and educational success. This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors.

PPS currently has a suicide prevention curriculum available district-wide; student engagement groups; a suicide intervention protocol; a suicide screening tool; a safety and support plan; and guidance for return from mental health settings amongst other suicide prevention/intervention strategies. However, BIPOC (Black, Indigenous, and People of Color) students and LGBTQIA+ students are considered populations at risk for suicide, therefore, it is essential to seek student feedback regarding this policy to assure implementation strategies are effective.

Community engagement approach

Considerations

Due to COVID-19, PPS as a district switched to home-based distance learning in March of 2020. This online-only engagement created a ‘digital divide,’ an uneven distribution in the access to, use of, or impact of information for a large number of people who do not have access to e-devices and/or the internet.

During the time of COVID-19, it is more important than ever, for us to bridge the digital divide and engage staff, students, families, and stakeholders who do not have easy online access. It has been especially difficult to do this now that many traditional methods of engaging these groups and other marginalized populations are not available.

There are parallels between the impact of COVID-19 and online learning communities. As students have made it back-to-school virtually, the students’ emotional well-being, physical health, and family health have been of the utmost importance for PPS Staff. Additionally, students with intersecting identities, of being Black, Immigrant, English Language Learners, LGBTQIA+, and Special Education, have been disproportionately affected by the continued race-based trauma in our society.

With all of these considerations in mind, gathering feedback for this policy has been pushed out to October/November at the request of most individuals and groups we approached.

Who

We have consulted, involved, and collaborated with the following groups to seek support for engagement:

- Information was sent through the School Social Worker, School Counselor, and School Psychologist Weekly Newsletters asking to be connected to student groups interested in providing feedback on Suicide Prevention Policy.
 - Not all responded to the request. Table A, indicates who did.
- E-mails were sent to all Student Affinity Groups and GSA’s asking to be connected to a student group that is interested in providing feedback.
 - Not all responded to the request. Table A, indicates who did.
- Oregon Statewide Alliance to Prevent Suicide
 - Monthly consultation with the group
 - Participated in SB 52 Rule Making
 - Connection to Lon Staub, Adi’s Father
 - Outreach to Lines for Life

Given this, we will need to expand our thinking while considering equity during the online engagement. The following are traditional, though adaptable, outreach methods that will be used during this time.

- Record online meetings for people to watch it on their own time (if they feel comfortable) that way they can provide feedback based on their schedule and availability.
- Translate online meetings into relevant languages
- Center marginalized voices:
 - BIPOC and LGBTQIA+

- Recognize the privileges of people in the organizing group
- Understand the level of trust with the organizing group
- Understand and acknowledge the long history of PPS asking for community feedback
- Understand the level of comfort engaging online
- Clearly define and communicate roles and engagement approach
- Take the time to invest in relationship-building
- Find solutions to increase computer/internet access

Lastly, as SB 52 is a legislatively mandated policy and does not have a lot of room for adaptation, when asking the staff, students, families, and community stakeholders for feedback, this will be made clear so people know ahead of time as to what can be changed or not. Most feedback will be used to guide the ADs.

Stakeholders and audiences

Exhibit Table A: Outlines the proposed PPS staff, students, families and community stakeholders, engagement plan.

Exhibit Table B: Outlines the feedback proposed by PPS staff, students, families, and community stakeholders.

TABLE A: STAKEHOLDER ANALYSIS FOR ENGAGEMENT

<u>Unit or Group</u>	<u>Contact Name or Department</u>	<u>Type of Stakeholder</u>	<u>Level of Engagement</u>	<u>Method of Engagement</u>	<u>Accountability Loop</u>
SUD - Prevention Student Advisory Suicide Policy Feedback	Mary Stevens-Krough, Student Success and Health Department - SUD Supports	PPS Students	Feedback gathered	Attended their established scheduled advisory meeting.	Amy R
SMYRC (Sexual & Gender Minority Youth Resource Center)	Alyssa Linares, Education Specialist	Community Partner		Will attend their established virtual student support group.	Mila RA
MEChA/Latino Student Union (Movimiento Estudiantil Chicano de Aztlan) @ Lincoln High School	Trevor Todd, MEChA Advisor, and World & Dual Language Spanish Advisor	PPS Students	They may have time in October for a student feedback session. They are waiting to get off the ground again.		
BSU (Black Student Union) @ Wilson High School	Nabilah Mohammed, BSU Advisor & English Language Teacher @ Wilson	PPS Students	They had their first BSU meeting week of September 18th. Discussed next steps on 9/28/20.		Mila RA

	High School		Nabilah, requestd a student-survey and a virtual meeting. Waiting on date and time.		
GSA @ Buckman School	Jess Firestone, Buckman School Counselor, and GSA Advisor	PPS Students	Asked to wait until October. Feeling overwhelmed right now		Mila RA
APIA (Asian Pacific Islander Alliance) @ Grant High School	Lynn Yarne, Grant High School Visual Arts Teacher and Advisor	PPS Students	Asked to wait. Students feeling overwhelmed. Recommended: To reach out to student equity group: Advisor: M. Deych (sent a communication email)		Mila RA
API (Asian Pacific Islander Club) @ Wilson HS	Jamie Suehiro, Capstone Teacher & API Advisor	PPS Students	Was connected with the VP in charge of climate and equity. She will be able to possibly help us to get in front of students involved in No Place for Hate training. Many of these students will also be involved with Race Forward, a new program at Wilson. They are members of affinity clubs, but it is through both NP4H and Race Forward that we will find the most active students. Individual affinity clubs will start meeting at various times. The club she supports will not be in virtual meetings until mid-October mostly likely. She stated if we'd still like to speak with students at that time, they'd be happy to welcome us to a meeting.		Mila RA

			<p>There may be other affinity groups that may be meeting sooner in the year.</p> <p>She stated that students and teachers are all just trying to stay afloat in this new learning environment.</p> <p>She cc'd: Ayesha Freeman, Vice Principal, and Sarah Lemier, Instructional Specialist, and adviser for the Race Forward program.</p>		
Lines for Life	<p>Parker Sczepanik, YouthLine Statewide Outreach Strategist</p> <p>And, Kahae Rikeman, Lines for Life</p>	Community Partners	Waiting to hear back		Amy R
Adi Staub's Father	Lon Staub	Parent with Lived Experience	Virtually met on 9/21/20. Amy and Mila gathered feedback and shared SB 52 documents for his review.		Mila RA and Amy R
District-Wide Student Council	Yian Saechao, Student Engagement Specialist, PPS	PPS students	Waiting for the group to be established for this school year. Will reconnect with Yian on 10/14/20 to discuss possible next steps for engagement.		Mila RA
MEAR, Lincoln High School	<p>Jim Hansen, School Psychologist</p> <p>And, Bella Bravo,</p>	PPS students	Scheduled virtual student feedback session on 10/1/20 @ 5 pm.		Mila RA and Amy R

	MEAR Co-President				
--	-------------------	--	--	--	--

TABLE B: Staff, Student, Family, and Community Engagement Feedback

Current Policy Revision and Issue for Discussion	Suggested Language and/or Approach	Recommended Engagement for Students Most Impacted by Decision	Suggested Revisions to another policy (i.e. Administrative Directive)
Diverse communication, training for all, clear communication	<ul style="list-style-type: none"> I. Allow space and time in class for students to connect with students and learn skills II. Being clear with students about what you do and don't have to tell their parents/guardians III. Provide information to students on self-advocacy skills, when they don't feel comfortable telling their parents IV. Provide suicide prevention information in diverse places. Not just in-class lessons V. Name strengths of students not just what they need to improve on VI. Training adults to be open and not shocked when they hear information 		Add required training for all here? Thoughts?
	<ul style="list-style-type: none"> I. Students' mental health has been impacted by the race-based trauma they continue to experience from in-school to virtual learning. Allow students to share the harm they've experienced with Hate speech and anti-semetism. Map Out what the 		

	<p>district is doing to address this harm.</p> <p>II. BIPOC students have been disproportionately affected by virtual learning. It's not as easy to gain traction and/or connection. Recommended a district-wide survey for all students to fill out.</p> <p>III. English Language Learners are the last ones to find out about district-wide changes, policies, and/or supports.</p>		
Accountability Structure	How will the policy be monitored?		

DRAFT

Board Policy Committee Work Plan Discussion October 5, 2020

The Policy Committee will discuss priorities for a 2020-2021 agenda and work plan for policy revisions and development. COLOR-CODING KEY: Anticipated workload for staff/Board policy committee:

Heavy

Moderate

Light

Policy amendments required for compliance

4.30.010-P Student Conduct and Discipline (amending policy to address legal compliance and disproportionate discipline, RESJ; pending PAT bargaining) heavy staff; moderate Board

4.30.060-P Title IX-related policies (compliance with new laws and distinguishing among state and federal requirements for discrimination/assault based on sex. heavy staff; light Board

7.10.030-P Foundation (addressing policy structure, defining authority, operations)-(staff and board proposals), heavy staff & Board

4.xx.xxx-P Student Suicide Prevention Policy (implementing new legislation; pending further student and community engagement) moderate staff; light Board

4.xx.xxx-P All Students Belong OAR 581-022-2312 (new ODE requirement for policy banning hate speech in the form of swastikas, nooses, confederate flags) moderate staff; light Board

6.40.013-P Comprehensive Sexuality Education Policy (to clarify opt-out provisions based on ODE guidance)-light staff & Board

Policies proposed for review

4.50.032-P Formal Public Complaints (consider amendments to improve family experience and clarity) moderate staff; heavy Board

8.70.040-P Real Estate policy (technical amendments re transactions required for development permits;, establishing criteria for below-market terms) -moderate staff; heavy Board

4.10.051-P Enrollment-related policies (addressing changes in priorities and parameters for student attendance/enrollment boundaries) -heavy staff & Board

5.xx.xxx-P Code of Ethics--including conflict of interest (new policy requested by Board to complement Nepotism policy, conform to best practice); heavy staff & Board

5.10.064-P Professional Conduct Between Adults and Students-(possible changes to reflect distance-learning technology and refinement of contractor requirements) moderate for staff & Board

Climate Crisis Response Policy (proposed by JBE/Mike Rosen) -heavy staff; moderate Board

5.xx.xxx-P Indemnification (new policy requested by Board to address defense of certain employment-related claims not included in current policy or statute)-moderate staff & Board,

1.20.012-P Student Representative Duties (student recommended amendments) - moderate staff & Board

8.60.040-P Computer Use (multiple updates needed to reflect best practices, changes in technology)- moderate staff; light Board

OSBA Section DB (Considering changes recommended by OSBA) - light staff & Board

Committee Charter-light staff & Board

OSBA policy revision and rescissions (ongoing)--moderate staff; light Board

Category	Policy	Staff Workload	Board Workload	Deadline	Priority/ Timeframe	Description		
Compliance	Student Conduct & Discipline 4.30.010	heavy	moderate	N/A	Medium priority due to CDL	address compliance, disp discipline, RESJ		
	Title IX 4.30.060	heavy	light	8/14/2020	High priority as we are only partially in compliance	compliance with/reconciling state & fed laws/regs		
	Foundation 7.10.030	heavy	heavy	N/A	Medium/high priority as current policy doesn't reflect current need.	address policy structure, defining authority, ops		
	Student Suicide Prevention 4. xxxx	moderate	light	7/1/2020	High priority as we are out of compliance	NEW POLICY to implement new legislation		
	All Students Belong OAR 581-022-2312	moderate	light	1/1/2021	High priority as we are expected to be in alignment with ODE by January 1.	NEW POLICY ODE reg banning hate speech/symbols		
	Comprehensive Sexuality Education 6.40.013	light	light	N/A	Low priority as the amendments won't have substantive impact on policy.	clarify opt-out provisions based on ODE regs		
Discretionary	Formal Public Complaints 4.50.032	moderate	heavy			improve clarity, family experience		

	Real Estate policy 8.70.040	moderate	heavy		High priority given current requests	technical amendments for permitting; criteria for non-standard terms		
	Enrollment 4.10.051	heavy	heavy		Medium to high priority	parameters for changes to catchment boundaries, feeder patterns		
	Code of Ethics 5.xx.xxx	heavy	heavy		High priority given current requests	NEW POLICY to complement Nepotism policy, conform to best practice, clarify conflicts of interest		
	Professional Conduct btwn Adults & Students 5.10.064	moderate	moderate		Medium priority given interplay with audit recommendations	possible changes to reflect distance learning tech and refine contractor requirements		
	Climate Crisis Response	heavy	moderate		High priority	NEW POLICY student initiated		
	Indemnification	moderate	moderate			NEW POLICY to address defense of certain empl-related claims not included in current policy or law		
	Student Rep Duties 1.20.012	moderate	moderate			student-initiated amendments		
	Computer Use 8.60.040	moderate	light		Medium to high priority in response to CDL	updates needed to reflect best practices, tech changes		

	OSBA section DB	light	light		Low priority	consider changes recommended by OSBA		
	OSBA revisions	moderate	light		Low to medium priority			
	Committee Charter	light	light					



Preservation, Maintenance, and Disposition of District Real Property

The Portland Public Schools Board of Education recognizes that the District's real property assets have been bequeathed to us by previous generations to serve the students of Portland. We, therefore, has a fiduciary responsibility to preserve and maintain them in a manner that will ~~the District's real property assets to serve current students and to ensure~~ that the District ~~can is able to~~ serve not only its current students, but also students of future generations for decades to come.

For that reason, transactions involving the District's real property shall preserve as much as possible the District's ability to use assets for its own to serve students enrolled in its schools and programs and educational services now and in the future and, only on rare occasions, will the District sell a property, ~~without replacing that property with an equivalent or better property.~~

Duty to Maintain and Preserve Real Property

The Board of Education recognizes that the District's real property assets must be maintained in a sufficient physical condition to preserve their value and utility. The Board shall take necessary steps, taking into account budgetary constraints, to preserve and maintain the physical integrity of District real property.

Objectives in Real Property Transactions

District properties that are not currently needed for District purposes will be managed to carry out the following objectives:

- Reflect the District's short-, intermediate-, and long-term educational and operational needs, considering long-term population and enrollment projections for the Portland area;
- Maintain flexibility in lease terms to allow for early termination to adjust to enrollment fluctuations or other District needs for the property; and
- Provide revenue and other support for District needs; in this case, the District must seek maximum long-term financial and other benefits. The District recognizes that conveyance of real property rights-of-way or easements may be imposed as a condition of approval of District development projects without compensation or may



Preservation, Maintenance, and Disposition of District Real Property

occur for other good or valuable consideration.

Sale or Long-Term Lease of Real Property

Under ORS 332.155, the District may lease, sell, and convey all property of the District that will not be required for the District's educational purposes in the long term. In the unlikely event that District property does not support the District's mission now or in the future, the Superintendent shall recommend to the Board the disposal of such property, including a thorough analysis of the implications of any property lease or sale on fulfillment of the District's educational mission over the long term. ~~Selling Sale of a District property without replacing it with an equivalent or better property shall be a last resort~~ be considered only in the absence of a viable alternative. —Whenever possible, Any long-term disposition of District property should take the form of a long-term lease- rather than a permanent sale. A long-term lease is defined as a lease of at least five years and shall provide the District termination rights in the event the property is needed for District use.

☐

The Board of Education directs the following:

1. Superintendent's Real Property Long-Term Lease or Sale Recommendation: The Superintendent shall develop and adopt an administrative directive establishing a process for developing recommendations to the Board on the long-term lease or sale of any District property. The process shall include at a minimum the following components:
 - a. Notification of the Board of Education.
 - b. A summary of the factors considered in the development of the recommendation, including an analysis of implications for the District's ability to fulfill its responsibilities in the short-, medium-, and long-term; and a -market ~~and needs~~ analysis.

Sale of District Property Recommendation-Public Hearing: Any process to consider the sale of the property shall be a transparent and public process, and at least one public hearing shall be held by the Board prior to declaring any real property or portion thereof appropriate for sale. In the unlikely event ~~If~~ the Board determines that it is prudent or necessary to sell a District property, ~~is appropriate for sale,~~ it shall pass a resolution identifying the property, how relinquishing property promotes both the District's mission and the public interest, and the terms and conditions under which it may be sold. —

2. In the unlikely event that a sale is deemed necessary or prudent, eEvery effort should be made to ensure that the property remain within the public domain in



Preservation, Maintenance, and Disposition of District Real Property

perpetuity in support of the public good as originally intended.

- 3. Sale process: Once ~~the property is~~ the Board declares ~~that it is prudent or necessary to sell a District property appropriate for sale by the Board~~, the Superintendent, or such persons as may be designated by the Superintendent, shall establish and conduct a process for sale or other conveyance of the property. The Superintendent will market and negotiate a proposed sale or other conveyance of the property and bring a recommended agreement to the Board for the Board's review and approval.

3. _____

Presumption of Market Rate Terms:

When ~~selling, leasing, or otherwise~~ entering into transactions involving real property, the District shall pursue maximum market value and other then-current market terms. ~~Unless the Board adopts a resolution that makes an express finding that the disposition transaction involving of District property for less than market terms rate confers significant benefit to the District and the communities it serves, the District shall pursue maximum market value for any sale, lease, or disposition under this policy. Any express finding justifying less than market terms shall be under exceptional circumstances, consider the following factors, and be assessed through the PPS Racial Equity & Social Justice lens~~^[EL1]:

- a. Extraordinary ~~General~~ economic or other unusual ~~conditions~~ circumstances beyond the control of all parties. In this case, the other party must provide ~~documentation~~ evidence of the impact of these circumstances on ~~their~~ its financial status, ~~evidence of prior prudent efforts to manage risks, and of efforts made to explore options other than financial or other relief from PPS~~ the District, ~~such as recession or pandemic~~
- b. The costs and/or benefits to ~~PPS~~ the District of offering below-market terms.
- c. ~~a substantial proportion of for~~ The communities being served by the other party include a substantial proportion of underserved students: students of color, students whose families qualify for free and reduced lunch, students with special needs, emerging bilingual students, and LGBTQ students; and
- a. _____
- d. _____
- 4. Official ~~c~~ Connection of the other party to the District or its students (e.g., PPS charter school, an organization providing direct services to PPS students)^[EL2].



Board Policy

8.70.040-P

Preservation, Maintenance, and Disposition of District Real Property

These factors shall be applied more stringently in the case of sale or other permanent disposition of any real property other than granting rights of way or easements that are a condition of development imposed by the authorizing governmental agency or utility.

Notwithstanding any other part of this policy, if District property -in a contemplated real estate transaction was purchased with state, federal, or private grant funds, any transaction involving the property shall be made as required in -the grant or by state or federal regulations.

The Board delegates authority to the Superintendent or his/her designee to approve and execute real estate transactions in which the total value of the transaction is at or below applicable delegation thresholds for District expenditure and revenue contracts, as set forth in PPS Public Contracting Rule 45-0200 (Authority to Approve and Execute District Contracts), in which conveyance of real property rights-of-way or easements is imposed as a condition of approval of District development and maintenance projects, and-or in which the transaction can be terminated by the District within 390 days or less. All other real estate transactions shall require Board approval. The Superintendent will provide a quarterly report to the Board regarding leases signed below the delegation threshold.

Legal References: ORS 271.330 ORS 332.155

History: Adopted 6/71; Amended 12/13/76; Amd. 8/28/78; Amd. 10/13/83; Amd. 8/31/95; Amd. 10/28/02 BA2463; Amd. 1/12/09 BA 4019; Amd. 11/13/18; Amd. _____.



Complaint Policy 4.50.032-P

Portland Public Schools recognizes students, parents/guardians, and the broader PPS community as essential partners ~~in the educational process~~. These important partners must have the opportunity to make their concerns known to the ~~e~~District. Maintaining strong relationships includes having a fair, accessible process in which complaints can be addressed in a timely manner. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students.

Whenever possible, concerns should be resolved informally through direct communication with the school or department ~~directly~~ involved ~~in the issue~~. If this approach does not resolve the concerns, the District provides a formal complaint process. ~~The Board intends that e~~Complaints should be resolved as expeditiously quickly as possible and in compliance with state law.

The District serves a diverse community of students and parents/guardians. The Racial Educational Equity Policy 2.10.010-P provides: “The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student’s education, school planning and District decision ~~making~~. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community.” The complaint process must be ~~implemented in a manner that is~~ accessible to, and welcoming of, all of our students, parents/guardians, and PPS community members. All parties to the complaint process will be treated, and will treat others, with dignity and respect.

I. ~~Administrative Directive creation and review; Annual reports;~~ Transparency and accessibility

- A. ~~The Board of Education directs the Superintendent to implement an administrative directive that sets forth the specific process and procedure for complaint resolution. The administrative directive and any changes that are subsequently made will be submitted to the Board for review. The Board further directs the Superintendent to make~~ information regarding the complaint process shall be accessible to members of the school community ~~in a manner that is accessible and user-friendly~~, ~~and to~~ The District shall provide training for building administration and designated ~~e~~District staff ~~in the implementation of on~~ how to handle formal complaints under this policy and the administrative directive [insert number here]. ~~Since~~ Because complaints

can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually ~~a document that provides~~ data on trends and emerging issues, as well as an assessment of the functioning of the formal complaint process.

- B.** A full explanation of the complaint procedure, including all forms, shall be available at the ~~d~~District's administrative office and on ~~the home page of~~ the ~~d~~District's website.

1. Types of complaints

This policy provides a process for resolving complaints as required by Oregon Administrative Rule [581-022-2370](#)-, including, but not limited to, complaints related to:

- a) Instructional standards and practices
 - (1) Curriculum
 - (2) Teaching strategies
 - (3) Testing
 - (4) Counseling
 - (5) Class size
 - (6) Alternative education programs
 - (7) Instructional materials
 - (8) Compliance with state standards
- b) Special education
- c) Health and safety
- d) Equitable education opportunities
- e) Sports safety
- f) Restraint and/or seclusion
- g) Discrimination in education
- h) Retaliation against a student or parent/guardian

II. TIMELINES

- A.** In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint may be filed within the following time limits established by state law:

- 1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation runs from the date of the most recent incident; OR
- 2. Within one year after the affected student has graduated from, moved away from, or otherwise left the ~~d~~District, whichever is later.

- B.** The time limitations for bringing formal complaints may be extended by the District for complaints concerning about

significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.

- C. The receipt of a written complaint starts the 90-day timeline for resolution of complaints under this policy.

III. FILING A COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator ~~via-by~~ letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the ~~written~~ complaint. The District will recognize complaints in multiple formats: the written complaint form, letter or ~~through email~~[1].
2. In most situations, a District leader for the involved school, or the appropriate departmental supervisor, will be responsible for investigating and responding to the complaint at Step 1. The Superintendent may assign a different decision maker at Step 1 as appropriate.
3. All formal complaints will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline. The resolution will include information about the next steps in the complaint process[2].

IV. FILING AN APPEAL

A. STEP 2: APPEAL TO THE SUPERINTENDENT

If the issue is not resolved to the complainant's satisfaction, the complainant may request a review by the Superintendent. The request for review shall be submitted in writing within 10 days of the complainant receiving ~~notice of resolution from the decision in~~ Step 1.

1. After reviewing materials previously submitted or gathered and after conducting additional review, if deemed necessary, the

Superintendent or designee shall issue a written decision addressing the review of each concern raised and the reason for the decision and provide the written decision to the complainant, pursuant to OAR 581-022-2370. All complaints appealed to the Superintendent will receive a decision in writing within 30 days of receipt of the request for review. The Superintendent or designee decision will include information on the steps for further appeal under this policy.

2. Upon receiving the Superintendent's decision, if the complainant wants to continue to appeal, the complainant may appeal to the Board.

B. STEP 3: APPEAL TO THE PPS SCHOOL BOARD

The Board will vote on ~~the substance of~~ the appeal within 30 days of the written request to appeal the Superintendent's decision. The Board will have the full written record of the decisions at Step 1 and Step 2. ~~The District staff and the Complainant shall exchange all any other~~ written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing appeal is to be heard. The complainant ~~may submit additional written information to the Board and may provide testimony during public comment when the complaint is heard~~. The Board shall decide that the Superintendent's ~~final~~ decision is:

1. Affirmed and no further action will be taken; or
2. Reversed and may direct the Superintendent to take alternative steps or other course of action. To the extent the Board modifies the Superintendent's decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision.

If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the Oregon Department of Education (ODE) as permitted by OAR 581-022-2370(4)(b) and OAR 581-002-000540.

C. Anonymous Other Types of Complaints

PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916-3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully

as it can.

~~For e~~Complaints about Sexual Conduct and Sexual Discrimination should be directed to the, complainants should contact the Title IX Department here. [3][4]

~~For e~~Complaints or reports about child abuse should be directed immediately, contact to the Child Abuse hotline at 1-855-503-SAFE, as well as to a PPS supervisor.

More information about en conflict resolution and other resources [5] may be found here.

D. Other provisions

1. The District will provide limited the following resources to assist the complainants through the process: . These include Translation and interpretation services ~~are available to complainants,~~ and other reasonable accommodations to allow access to the process. The provision of legal services or Legal [6][7] advice is not a resource available through the provided by the District.

4.

2. ~~The District will provide resources for complainants who request assistance in preparing a written complaint. REQUEST ASSISTANCE~~ A list of resources can be found HERE [8][9]

3. The Superintendent [10] shall avoid any conflicts of interest, or the appearance of conflicts of interest, in assigning the district representative to investigate and respond to a complaint.

4. Complainants may bring an advocate or support person to any meeting or proceeding.

5. Retaliation against any person who files or participates in the complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.

6. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint. The Board will only hear complaints concerning students

and employees in a closed session unless the and will [11][12]not hear these types of complaints against employees in a session open to the public unless the an employee or family requests an open session.

7. If the ~~d~~District fails to meet the timelines stipulated [13] set forth in this process in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by the mutual consent agreement between of the complainant and the District. For example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.
8. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.
9. The ~~d~~District may not be able to assure confidentiality of the names of persons who file complaints under this policy.
10. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the complaint.
11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.
12. Complaints that have been previously filed, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired on behalf of the District and/or Board cannot be refiled when the complaint is regarding a particular incident or issue that has already been heard/addressed through the Formal Complaint process. per OAR XXXX.
13. Since Because the Board serves as the final decision maker at the Step 3 appeal venue of final appeal, Board members should not knowingly refrain from initiate or continue [14]ing or pursuing contact with complainants once a formal complaint has been filed or independently investigate allegations in the complaint.[15]

E. Complaints against the Superintendent or members of the Board of Education

Any complaint about the Superintendent shall be reviewed by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to ~~school board members~~ of the Board of Education

School board members who receive formal complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward informal complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581- 021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the ~~d~~District, or a person who resides in the ~~d~~District, may appeal a final decision by the ~~D~~istrict to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581- 002-00540.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust ~~d~~District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District ~~simultaneous at the same time it to filing itth complaint with and~~ the Department of Education at the same time.

Legal Reference(s):

[ORS](#)

[192.610](#) to

[192.690](#)

[ORS](#)

[332.107](#)

[ORS](#)

[339.285](#) to

[339.383](#)

[ORS](#)

[659.852](#)

[OAR 581-022-2370](#)