

**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				
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**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"> <li>I. Allow space and time in class for students to connect with students and learn skills</li> <li>II. Being clear with students about what you do and don't have to tell their parents/guardians</li> <li>III. Provide information to students on self-advocacy skills, when they don't feel comfortable telling their parents</li> <li>IV. Provide suicide prevention information in diverse places. Not just in-class lessons</li> <li>V. Name strengths of students not just what they need to improve on</li> <li>VI. Training adults to be open and not shocked when they hear information</li> </ul>		Add required training for all here? Thoughts?
	<ul style="list-style-type: none"> <li>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</li> </ul>		

	<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?		

