



Student Suicide Prevention, Intervention & Postvention Implementation Plan

Implementation of Board Policy: Student Suicide Prevention

Effective: August 11th, 2026

Reviewed Annually: August

Purpose

The Emerson School is committed to fostering a school community where every student feels known, valued, respected, and connected.

This Implementation Plan establishes the administrative procedures used to prevent, identify, respond to, and recover from concerns related to student suicide risk. It supports implementation of the Board Policy on Student Suicide Prevention and fulfills the requirements of Oregon law and guidance from the Oregon Department of Education and Portland Public Schools.

This document is intended for school personnel and will be reviewed annually.

Emerson's Approach

At Emerson, we believe every child deserves to feel:

- Safe
- Known
- Valued
- Connected
- Hopeful

Suicide prevention begins by intentionally creating a culture where students experience belonging, build trusting relationships with adults, develop emotional resilience, and know that asking for help is encouraged.

Daily practices such as Positive Discipline, classroom meetings, restorative conversations, social-emotional learning, family partnerships, and project-based learning all contribute to a school environment that promotes student well-being.

Prevention

The Emerson School promotes mental wellness by intentionally creating a supportive school climate. Preventive practices include:

- Positive Discipline
- Classroom meetings
- Restorative conversations
- Social-emotional learning
- Student voice
- Strong family partnerships
- Developmentally appropriate health education
- Trusted adult relationships
- Inclusive classroom communities
- Equitable and welcoming practices

Because Emerson serves Kindergarten through Grade 5, prevention focuses on helping students identify emotions, solve problems, build resilience, and seek help from trusted adults.

Annual Staff Training

All employees participate in annual suicide prevention training.

Whenever practicable, Emerson will participate in training offered through Portland Public Schools. Additional evidence-based training opportunities may be provided through:

- Oregon Department of Education
- Multnomah Education Service District
- Other recognized providers

Training includes:

- Protective factors
- Risk factors
- Warning signs
- Reporting procedures
- Intervention procedures
- Family communication
- Re-entry planning
- Postvention practices
- Community resources

Additional training may be provided for designated response staff.

ROLES & RESPONSIBILITIES

Executive Director

Serves as the School's Suicide Prevention Coordinator. Responsibilities include:

- Maintaining this Implementation Plan
- Coordinating staff training
- Responding to reports
- Coordinating with families
- Coordinating with community providers
- Overseeing documentation
- Leading re-entry planning
- Reviewing procedures annually

School Employees

Every employee is responsible for:

- Building positive relationships with students.
- Completing annual training.
- Reporting concerns immediately.
- Following school response procedures.
- Maintaining student privacy.
- Supporting students with compassion and professionalism.

Office Manager

The Office Manager supports implementation by:

- Assisting with family communication.
- Maintaining confidential records.
- Coordinating documentation.
- Supporting follow-up communication as directed.

Recognizing Warning Signs

Warning signs may include:

- Talking about death
- Expressions of hopelessness
- Self-harm
- Giving away possessions
- Significant behavioral changes
- Withdrawal
- Persistent sadness
- Statements that others would be "better off"
- Concerning drawings, writing, or play

Every concern should be taken seriously.

Response Procedures

When a concern arises:

Step 1

- Remain calm.
- Listen without judgment.
- Take the concern seriously.

Step 2

- Remain with the student.
- Do not leave the student unattended if there is concern for immediate safety.

Step 3

- Notify the Executive Director immediately.
- If unavailable, notify the designated administrator.

Step 4

The Executive Director will determine next steps, which may include:

- Parent notification
- Consultation with crisis professionals
- Emergency services
- Community mental health referrals
- Safety planning

Step 5

Document actions taken.

Family Communication

Families are essential partners. Whenever appropriate, the Executive Director will:

- Notify parents or guardians promptly.
- Explain concerns.
- Share next steps.
- Provide community resources.
- Coordinate ongoing communication.

Documentation

The Executive Director shall maintain confidential records regarding:

- Initial report
- Actions taken
- Parent communication
- Referrals
- Safety planning
- Follow-up

Records shall be maintained in accordance with applicable privacy laws.

Re-entry Following a Behavioral Health Crisis

Students returning from hospitalization or behavioral health treatment will be welcomed back through a supportive transition process.

Whenever appropriate, the Executive Director will coordinate a meeting involving:

- Parent/guardian
- Student
- Teacher(s)
- Support staff
- Community providers (with authorization)

The transition plan may include:

- Trusted adult check-ins
- Classroom supports
- Academic flexibility
- Safety supports
- Ongoing communication
- Follow-up meetings

The goal is a successful return while preserving student dignity and confidentiality.

Postvention

Should a suicide affect the Emerson community, the Executive Director will coordinate the School's response.

Response efforts may include:

- Consultation with Portland Public Schools.
- Community crisis response.

- Staff support.
- Student support.
- Family communication.
- Monitoring students at increased risk.
- Referrals for additional services.

School communications will follow current best practices to reduce the risk of suicide contagion.

Community Partnerships

The Emerson School collaborates with community partners, including:

- Portland Public Schools
- Oregon Department of Education
- Oregon Health Authority
- Multnomah Education Service District
- Lines for Life
- Local behavioral health providers
- Emergency responders

Annual Implementation Calendar

Timeframe	Activity
August	Review Board Policy & Implementation Plan
August	Annual suicide prevention training (PPS or approved provider)
August	Review reporting procedures with all staff
September	Review community resources & emergency contacts
Throughout the Year	Positive Discipline, SEL instruction, relationship building, family partnerships
As Needed	Student intervention, referrals, re-entry planning
May-June	Annual evaluations & revisions

Annual Review

The Executive Director will review this Implementation Plan annually in consultation with staff and current guidance from Portland Public Schools and the Oregon Department of Education.

The plan will be updated as needed to reflect changes in law, best practices, school procedures, or available community resources.

Guiding Principles for Staff

Every concern matters.

Every indication that a student may be experiencing emotional distress or considering self-harm should be taken seriously. If you are unsure whether a situation requires action, seek guidance immediately.

Student safety comes first.

If there is concern for a student's immediate safety, never leave the student alone. Stay with the student until responsibility has been transferred to the Executive Director, parent or guardian, emergency responder, or other appropriate professional.

Relationships are protective.

Positive relationships with caring adults are among the strongest protective factors for children. Every interaction is an opportunity to help a student feel seen, heard, valued, and connected.

We work together.

Supporting student well-being is a shared responsibility. Staff should communicate concerns promptly, collaborate respectfully, and partner with families and community providers to ensure students receive appropriate support.

Know your role.

School employees are not expected to diagnose or provide mental health treatment. Our role is to recognize concerns, respond with compassion, follow school procedures, and connect students with appropriate resources.

Families are our partners.

Whenever appropriate and safe, families should be engaged as partners in supporting student well-being through open, compassionate, and respectful communication.

Every student deserves belonging.

The Emerson School is committed to creating an inclusive school community where every student feels welcomed, respected, and valued. Our commitment to equity, belonging, and meaningful relationships is central to promoting mental wellness.

Prevention is part of every day.

Suicide prevention is not limited to responding to crises. It is reflected in the daily work of building trusting relationships, teaching social-emotional skills, fostering student voice, practicing Positive Discipline, and creating classrooms where every student knows they belong.

When in doubt, ask for help.

No employee is expected to navigate concerns about suicide risk alone. Seeking guidance demonstrates professionalism and helps ensure that every student receives the support they need.

Applicable Laws

- Adi's Act (SB 52)
- ORS 339.343
- OAR 581-022-2510