

	Current State		Future State	
Importance	Performance	Description	Performance	Description

Strategy, Vision and Purpose

Strategy and priorities	4.86	2.29	Some initiatives are addressed; however, we lack a complete list of long- and short-term projects. As a result, these are not prioritized or monitored for progress.		Long-term and short-term initiatives are clearly identified and prioritized, and consistently monitored for progress
Purpose, roles, and responsibilities	4.71	2.71	<p>Stated purpose is to "research and make recommendations on programs and processes in schools." We lack a high-level plan for prioritizing and completing this work and communicating to schools.</p> <p>We lack clear expectations for co-chairs (required skill set? run meetings? lead projects? coordinate with other committees?)</p> <p>We lack good understanding on role of members (their expectations of the committee? committee's expectations of them?)</p>		The purpose of the committee and the roles and responsibilities of the co-chairs and members are well-defined and broadly understood.

Collaboration and coordination with other committees	4.43	2.14	No reliable method for communicating status updates or key decisions from other committees.	Guidelines for collaborating with other committees are well-known and key results from other committees are communicated, as necessary.
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Leadership and Meeting Effectiveness

Respect for relationships	4.86	4.00	Leaders are collaborative, engaging and inclusive in meetings; however, leaders may benefit from better understanding of each member's individual needs and potential contributions. Relationship building	Leaders model respectful behavior and foster positive relationships with and between committee members
Meeting prep and quality	4.57	3.00	Meetings are supported with agendas and valuable updates, but less often used to drive progress on projects or make key decisions. Group discussions and exercises include good content and input; however, its not always clear how information is used to accomplish committee objectives. use meetings to move items / goals forward. how can SSPW team, youth era, and this committee collaborate more effectively?	Meetings are supported with in-advance agendas, efficiently managed, include valuable content, and facilitate progress on initiatives

Time management	4.29	2.86	<p>Meeting frequency and duration are consistent, but uncertain on appropriateness.</p> <p>Meetings rarely used to schedule action items that can be addressed between meetings, which may be limiting committee accomplishments. Mid-month status updates for members? email / check-in with folks.</p>	<p>Frequency and duration of meetings are appropriate. Time between meetings is effectively managed, with action items assigned and monitored as necessary to ensure between-meeting progress on initiatives.</p>
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Membership Engagement

Productive use of member talents and time	4.57	3.00	<p>Committee lacks complete understanding of active-member roster, including talents, skills, availability, and expectations of each member.</p> <p>Committee lacks good feedback on whether members feel their time in committee is productive (and what makes such time valuable).</p>	<p>Members are engaged in ways that optimize their talents and availability. Members feel that their time is well-used, valued and productive.</p>
Youth leadership	4.71	2.43	<p>Youth participation is valued and youth members have held leadership positions; however, 3 recent resignations have resulted in no current representation.</p>	<p>Youth are engaged in leadership and key decisions.</p>

Diversity, equity, and inclusion	4.86	3.14	Limited survey feedback shows wide variation in opinion on how committee addresses equity and inclusion.	Diverse identities and perspectives are encouraged. Equity and inclusion guidance is embraced and adopted.
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Schools Committee Meeting November 17th

- 1) What is your name, organization, position
- 2) What are your expectations for this committee
- 3) What do you see as your role -- or what do you want to do to help the committee meet those expectations.

Something fun to add? Favorite meal or book

**Mary Massey,
Sherwood SD,
Suicide
Prevention /
Mental Health
Coordinator**

**role: Share,
collaborate,
advocate**

**Expectations: To
hear (what is
current in the
schools) to problem
solve and advise -
agencies, policy
development for
increased funding**

**What did the turkey
say to the
computer? google,
google, google :)**

**Lon Staub,
Loss Survivor
and Co-Chair**

**My Role: Support
expert committee
members, as
needed, primarily by
facilitating effective
meetings and
projects.**

**Expectations: Lead
key projects
(monitoring and
guidance for Adi's
Act) and monitor
and learn from
other projects with
school impact**

**Claire Kille, School
Suicide Prevention
and Wellness
Program Manager,
Lines for Life.**

**I see the SSPW
program's role as
being able to
provide feedback
(gaps, happenings,
concerns, etc) of the
work being done in
school districts
regionally.**

**We are able to also
provide updates on
where every school
district is at in policy
development, based
on our own
evaluation.**

**Fran Pearson,
School-Based
Mental Health
Program & Policy
Coordinator, OHA**

**Share info on
schools/community
partnerships; SBMH
best practices.**

**Role: Share
updates,
request
feedback,
collaborate**

**Annette Marcus,
Policy Manager, OR
Alliance to Prevent
Suicide, Association
of Oregon
Community Mental
Health Programs**

**Angi Meyer
Suicide
Prevention
and Risk
Assessment,
Eugene 4J**

**Justin Potts, School
Psych. I see my role
as technical support
for the committee
leadership as well as
providing perspective
from "on the ground"
work in the schools
(all age ranges but
primarily elem)**

**JP-Would like to see
the committee lead
and deliver projects
that improve suicide
prevention,
intervention,
postvention in
schools**

**Assure that suicide
prevention is
community-based,
with multiple
partners and local
leadership, inclusive
of people with lived
experience**

DeAnna Negrete
(she/her),
Washington County
Behavioral Health

Policy, Advise,
problem
solving,
sharing,
collaborate

My role is to support
Washington County
Schools. within this
committee is to
share and
collaborate.

Spencer
Delbridge,
ODE, Student
Safety
Program
Coordinator

Shared & more
horizontal
leadership in
developing &
operationalizing
statewide suicide
prevention policy

Strengthen
vertically integrated
partnership work in
statewide suicide
prevention

Kara Nystrom
Boulahanis
(they/them), ODE
Community
Engagement &
Wellness Specialist

Expectation: Sharing
of information,
development of new
initiatives, connection
between folks
working in this space,
identifying
opportunities for
improvement,
providing guidance

Role: Share
updates,
request
feedback,
collaborate

Caitlan
Wentz-regional
program manager
with Youth Era

expecting to continue
to pave the way for
schools and adapt
new strategies as
needed for
implementing
important Suicide
prevention for youth.
more training

I see my role as
adding conversation
from the youths
perspective I work
with. what works for
them. I think it is
important

Shanda
Hochstetler,
OHA, Youth
Suicide
Prevention

Advise state
partners and local
coalitions on suicide
prevention work
within schools in
Oregon; Be
connected and
collaborative; Center
equity

Provide regular
updates from our
schools work to keep
the committee aware
and connected; Listen;
Gather meaningful
feedback on pertinent
work and take
feedback to relevant
partners

Jon(athan) Rochelle,
UO Suicide
Prevention Lab,
Evaluator for the
YSIPP and Alliance
research-practice
partnership. Spirit
animal is a great
grey wolf :).

Main Expectation:
Come together and
brainstorm how to
address the major
challenges facing
school suicide
prevention, and then
systematically take
steps to solve each
identified problem.

UO Lab would like
to provide TA to
schools around
implementation of a
comprehensive
system of suicide
prevention activities
in a scalable format.

Also provide data
and feedback for
guiding the
direction of
statewide efforts.

Spirit
animal of
the day is
Porg

**Angi Meyer,
Suicide
Prevention
and Risk
Assessment,
Eugene 4J**

**Advocacy,
Guidance, and
Support in all
areas of
Suicide
Prevention**

**Offer districtwide
perspective on what is
working systemically
and what isn't, and
areas that need
support. I am happy to
do any work
necessary to move
this work forward.**

**Ashley Meilahn,
Lines for Life:
Central
Oregon-School
Suicide Prevention
and Wellness
Coordinator**

**I see my role within
this school's
committee to be
collaborating with
other champions in
suicide prevention
work, to share what
our SSPW team
progress is at,**

**My expectations for
this committee is for
us to be present,
collaborative,
supportive, patient,
kind, humble,**

**what our challenges
are, learn where we
can close gaps and
be supportive in
other work being
done in suicide
prevention efforts
by others in this
committee.**

**and problem solve
suicide prevention
efforts within ALL
our school districts,
schools and our
communities.**

Unknown responses:

Expectation: Monitor Adi's Act and other suicide prevention efforts, provide feedback on why an affirming school culture for historically oppressed students is suicide prevention, advocate for school related legislation and funding to decrease youth suicide

Expectation: Make recommendations for Policy Option Package and Legislation. Advocate for effective school policy and that promotes an affirming practices and culture that does not INCREASE suicide risk for youth (including schools, school boards, ESD's etch)

Timestamp	please rank the	please rank the	please rank the
11/3/2021 14:59:08	5 = Very important	5 = Very important	4 = Slightly-to-moderately i
11/3/2021 15:41:10	5 = Very important	4 = Slightly-to-moderately i	5 = Very important
11/4/2021 18:34:45	5 = Very important	5 = Very important	5 = Very important
11/8/2021 12:29:49	4 = Slightly-to-moderately i	5 = Very important	4 = Slightly-to-moderately i
11/8/2021 13:14:25	5 = Very important	5 = Very important	5 = Very important
11/15/2021 9:01:16	5 = Very important	4 = Slightly-to-moderately i	3 = Neutral
11/15/2021 13:00:05	5 = Very important	5 = Very important	5 = Very important

please rank the	please rank the	please rank the	please rank the
2 = Slightly-to-moderately	2 = Slightly-to-moderately	2 = Slightly-to-moderately	5 = Very important
2 = Slightly-to-moderately	3 = Neutral	2 = Slightly-to-moderately	5 = Very important
1 = Extremely dissatisfied	2 = Slightly-to-moderately	1 = Extremely dissatisfied	5 = Very important
3 = Neutral	3 = Neutral	3 = Neutral	4 = Slightly-to-moderately i
2 = Slightly-to-moderately	2 = Slightly-to-moderately	2 = Slightly-to-moderately	5 = Very important
3 = Neutral	4 = Slightly-to-moderately	2 = Slightly-to-moderately	5 = Very important
3 = Neutral	3 = Neutral	3 = Neutral	5 = Very important

please rank the	please rank the	please rank the	please rank the
4 = Slightly-to-moderately i			
4 = Slightly-to-moderately i	3 = Neutral	4 = Slightly-to-moderately i	2 = Slightly-to-moderately i
5 = Very important	5 = Very important	5 = Extremely satisfied	2 = Slightly-to-moderately i
5 = Very important	5 = Very important	4 = Slightly-to-moderately i	3 = Neutral
5 = Very important	4 = Slightly-to-moderately i	5 = Extremely satisfied	4 = Slightly-to-moderately i
4 = Slightly-to-moderately i	4 = Slightly-to-moderately i	5 = Extremely satisfied	3 = Neutral
5 = Very important	5 = Very important	5 = Extremely satisfied	3 = Neutral

please rank the	please rank the	please rank the	please rank the
3 = Neutral	4 = Slightly-to-moderately i	5 = Very important	5 = Very important
3 = Neutral	4 = Slightly-to-moderately i	5 = Very important	5 = Very important
2 = Slightly-to-moderately i	5 = Very important	5 = Very important	5 = Very important
3 = Neutral	5 = Very important	4 = Slightly-to-moderately i	5 = Very important
2 = Slightly-to-moderately i	5 = Very important	5 = Very important	5 = Very important
4 = Slightly-to-moderately i			
3 = Neutral	5 = Very important	5 = Very important	5 = Very important

please rank the

3 = Neutral

3 = Neutral

2 = Slightly-to-moderately

2 = Slightly-to-moderately

5 = Extremely satisfied

3 = Neutral

4 = Slightly-to-moderately

please rank the

1 = Extremely dissatisfied

2 = Slightly-to-moderately

3 = Neutral

2 = Slightly-to-moderately

5 = Extremely satisfied

2 = Slightly-to-moderately

3 = Neutral

please rank the

1 = Extremely dissatisfied

3 = Neutral

4 = Slightly-to-moderately satisfied

4 = Slightly-to-moderately satisfied

5 = Extremely satisfied

4 = Slightly-to-moderately satisfied

2 = Slightly-to-moderately dissatisfied