

## Project Plan – Schools Committee Improvement Plan

### Why

Define problem or project and why it is important • Clarify scope  
 • Support relevance by link to strategy • Estimate ease / impact  
[HELP](#)

#### Problem statement and benefit:

School Committee seeks to improve, primarily in areas of strategy and vision, leadership effectiveness, and member engagement.

#### Scope:

Scope includes all committee functions. [Scope and purpose of all Alliance committees is being determined as part of a separate larger YSIPP Infrastructure Plan initiative].

**Strategic link:** Project impacts several goals of the YSIPP 2.0.

**Ease / Impact:** Med difficulty / High impact

### Who

Assign responsible project leader and project team roles [HELP](#)

<b>[R]esponsible:</b>	L. Staub
<b>[A]ccountable:</b>	A. Marcus?
<b>[S]upport:</b>	OAPS Schools Committee active members
<b>[C]onsult:</b>	
<b>[I]nform:</b>	Exec Committee

### What

Define current and future state and identify current-state gaps • Evaluate root-cause of gaps [HELP](#) • Reconsider ease / impact [HELP](#)

**Current state:** Member survey was distributed in Nov 2021 to obtain feedback on proposed committee goals. Members rated all goals as “very important” and rated current performance as “dissatisfied” (6 of 9) or “neutral (3 of 9).

**Future state:** Committee has [1] well-understood strategy and clearly defined short-and long-term priorities, [2] leadership that runs effective meetings and leads progress on initiatives, and [3] highly engaged members who actively lead and/or participate in projects. Members rate performance on all goals as “satisfied.”

#### Current-state gaps and their root-cause:

Strategy, vision and purpose:

- Committee purpose, roles and responsibilities of co-chairs and members is not well understood, due to lack of process for defining and updating this key information. **Task [1]**
- Committee lacks a prioritized list of short- and long-term initiatives, due to lack of strategic plan and process for monitoring and executing against a comprehensive plan. **Task [2]**
- Membership lacks a complete understanding of the entities and systems that support school suicide-prevention efforts, due to lack of visual mapping and/or responsibility chart. **Task [3]**

Leadership and meeting effectiveness:

- Meetings include valuable content and conversations, but often do not facilitate decision-making or result in progress on initiatives, due to [1] lack of a link to strategic plan, and [2] no process for making between-meeting progress. **Task [4]**

Member engagement:

- Committee lacks insight on member expectations for committee, and member expectations for themselves, due to lack of process for obtaining member-engagement feedback. **Task [5]**
- Leadership lacks roster of active members, including skills, requirements, and capacity to contribute, due to lack of process. **Task [6]**
- Youth participation is valued and youth members have held leadership positions; however, 3 recent resignations have resulted in no current representation. **Task [7]**
- Limited feedback survey shows wide variation in opinion on how the committee addresses diversity, equity and inclusion (“DEI”). **Task [8]**

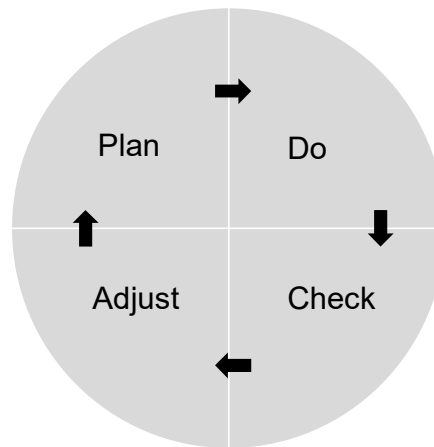
### How / When

Develop action plan to address current-state gaps • Assign action steps to project team with agreed-upon due dates • Consider and measure SMART goals with targets.

Task (and Owner)	Date
[1] Implement forthcoming guidance on committee purpose and roles and responsibilities. (L. Staub, from separate Infrastructure project).	Pending project outcome
[2] Design and implement a process for strategic planning and prioritizing, assigning, and monitoring short- and long-term committee initiatives. (L. Staub)	3/16/22
[3] Share school suicide-prevention “ecosystem”, with visual mapping and responsibility matrix. (S. Delbridge, from separate YSIPP project to provide Adi’s Act guidance, best practices, infrastructure optimization).	1/26/22
[4] Design and implement process for ensuring all agenda topics link to strategic plan. (L. Staub)	1/12/22 [Done]
[5] Implement annual process to obtain and/or update member expectations, including committee calendar (L. Staub)	3/16/22
[6] Design and maintain member roster to validate member status, resources, and requirements. Evaluate resources vs. recruitments and develop recruitment plan. (L. Staub)	3/16/22
[7] Implement forthcoming youth participation guidance from Youth Advisory Group. (L. Staub)	Pending project outcome
[8] Implement DEI guidance from DEI team. (L. Staub)	Pending project outcome
Goal Description <a href="#">HELP</a>	Target
Member feedback survey on committee goals:	
• Percent of active members completing survey	>70%
• Percent of goals rated as “satisfied” or better	100%

## YSIPP 2.0 | Project Management

- Develop a common understanding of:
  - Why the problem or opportunity is important
  - Who is on the project team
  - What are the differences between the current and future states, and the root-cause for those gaps



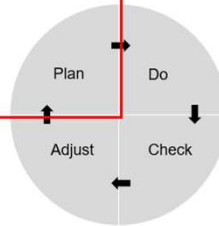
- Revise the plan, as necessary
- Reprioritize action items

- Act on a plan that addresses:
  - How and when the gaps between the current and future states can be eliminated
  - How success might be known or measured

- Check periodically to determine:
  - Whether the plan is being executed and is properly resourced
  - Whether the plan is still relevant and appropriate, given changes in circumstances

# YSIPP 2.0 | Plan and Execute Projects

- Develop a common understanding of:
  - Why the problem or opportunity is important
  - Who is on the project team
  - What are the differences between the current and future states, and the root-cause for those gaps



## Project Plan – Template

Why	What	How / When																						
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YSIPP 2.0 Initiatives w/ Education System Impact				Ownership	
Pillar	Goal	Pathway	Initiative	Responsible Unit Organization Type   Org Name   Etc.	Responsible Person
1 - Healthy & Empowered Families	Integrated and Coordinated Activities	Coordinated Activities	Big River statewide coordinators meet monthly to align work, give program updates, connect and learn.	Pub Health   OHA   Coordinator	Baker, Jill
1 - Healthy & Empowered Families	Integrated and Coordinated Activities	Coordinated Activities	Big River statewide coordinators are equipped to bridge interested organizations and people to related suicide prevention work including other Big River programs and statewide suicide prevention efforts.	Pub Health   OHA   Coordinator	Baker, Jill
1 - Healthy & Empowered Families	Integrated and Coordinated Activities	Coordinated Activities	Fall coordination meetings between contracted coordinators and specialists supporting Adi's Act implementation, Oregon Department of Education (ODE), and OHA coordinators are scheduled with each Educational Service District.		
1 - Healthy & Empowered Families	Media and Communications	Promoting Wellness	Sources of Strength will continue to promote positive culture change in Oregon schools K-12 and post-secondary and will continue to grow program reach to other youth-serving spaces.	Partners   Matchstick	
1 - Healthy & Empowered Families	Coping and Connection	Positive Connections	Sources of Strength programming available statewide for all students Grade 3 to postsecondary.	Partners   Matchstick	
1 - Healthy & Empowered Families	Coping and Connection	Coping and Connection	Sources of Strength Elementary (grades 3-5) suicide prevention programming is available statewide.	Partners   Matchstick	
1 - Healthy & Empowered Families	Coping and Connection	Coping and Connection	New: Explore possibilities for K-2 suicide prevention programming		
1 - Healthy & Empowered Families	Coping and Connection	Adult Roles	Sources of Strength makes Adult Advisor training available widely for youth-connected adults in areas with Sources programming.	Partners   Matchstick	
2 - Clinical & Community Services	Frontline and Gatekeeper Training	Appropriately Trained Adults	The K-12 school sector based resource called the "Suicide Prevention, Intervention, Postvention: Step By Step" will be available at no cost. This resource outlines recommendations for appropriate level of training and retraining recommendations.		
2 - Clinical & Community Services	Frontline and Gatekeeper Training	Appropriately Trained Adults	New: All OHA-funded school based mental health providers will receive recommendations and tracking tools for retraining for appropriate level of suicide prevention, intervention and postvention training.		
2 - Clinical & Community Services	Frontline and Gatekeeper Training	Supported Training Options	OHA will support Big River Programming by providing low or no cost access to Train-the-Trainer events, statewide coordination, evaluation support, and limited course support for the following programs:	Pub Health   OHA   Coordinator	Baker, Jill
2 - Clinical & Community Services	Frontline and Gatekeeper Training	Supported Training Options	Basic suicide prevention training options are available statewide and include Question, Persuade, Refer (QPR), Youth Mental Health First Aid, and Adult Mental Health First Aid.		
2 - Clinical & Community Services	Frontline and Gatekeeper Training	Supported Training Options	OHA will support Big River Programming by providing low or no cost access to suite of training programs:	Pub Health   OHA   Coordinator	Baker, Jill
2 - Clinical & Community Services	Frontline and Gatekeeper Training	Supported Training Options	Enhanced suicide prevention training options are available statewide for mental health providers including Youth Suicide Assessment in Virtual Environments (YouthSAVE), Collaborative Assessment and Management of Suicidality (CAMS), Cognitive Behavioral Therapy - Suicide Prevention (CBT-SP), and Assessing and Managing Suicide Risk (AMSR).		
2 - Clinical & Community Services	Frontline and Gatekeeper Training	Representative Trainers	Big River statewide coordinators will continue to assess the gaps in availability of culturally and linguistically diverse trainers and trainings and will recruit accordingly and in collaboration with other Big River statewide coordinators.	Pub Health   OHA   Coordinator	Baker, Jill
2 - Clinical & Community Services	Protective Programming	Protective Policies	Adi's Act plans are legislatively mandated for each school district in Oregon. District plans are due in Oct 2021 to ODE.		
2 - Clinical & Community Services	Protective Programming	Protective Policies	School Suicide Prevention and Wellness Specialists (also called the Adi's Act support team) provides support to school districts for writing, implementing, and updating Adi's Act plans (5.0 FTE)		

YSIPP 2.0 Initiatives w/ Education System Impact				Ownership	
Pillar	Goal	Pathway	Initiative	Responsible Unit Organization Type   Org Name   Etc.	Responsible Person
2 - Clinical & Community Services	Protective Programming	Protective Policies	School Safety and Prevention Specialists (11.0 FTE) are housed in Educational Service Districts (ESD) and funded by ODE to support ESD's regarding Sect 36 of the Student Success Act, which includes suicide prevention.		
2 - Clinical & Community Services	Protective Programming	Protective Policies	New: Annual coordination meetings (starting September 2021) to align communication and coordination for Adi's Act implementation between ESD's, LFL, OHA and ODE.		
2 - Clinical & Community Services	Protective Programming	Protective Policies	New: ODE will proceed with rulemaking for SB 52 (2021) to outline protective policies for the LGBTQ2SIA+ population.		
2 - Clinical & Community Services	Protective Programming	Protective Policies	New: University of Oregon Suicide Prevention Lab will lead a pilot project for evaluating and monitoring implementation of Adi's Act plan. Advised by ODE, OHA, and representation from Big River coordinators.	Partners   U of O   Suicide Prevention Lab	Rochelle, John
2 - Clinical & Community Services	Protective Programming	Protective Policies	New: Monitor implementation of plans for Adi's Act, increase meaningful participation in Adi's Act from school districts, and increase the use of best practices in school districts. Organize infrastructure and clarify roles and responsibilities.	Pub Health   Alliance   Comm   Schools	Delbridge, Spencer
3 - Treatment & Support Services	Appropriate Treatment of Suicidality	Equipped Workforce	Enhanced training options in Big River programming menu available statewide - Youth SAVE, Collaborative Assessment and Management of Suicidality (CAMS), Assessing and Managing Suicide Risk (AMSR)	Pub Health   OHA   Coordinator	Baker, Jill
3 - Treatment & Support Services	Appropriate Treatment of Suicidality	Equipped Workforce	Advanced training options in Big River programming menu available statewide - Cognitive Behavioral Therapy - Suicide Prevention (CBT-SP), Dialectical Behavioral Therapy - Skills and Suicide Prevention modules (DBT)	Pub Health   OHA   Coordinator	Baker, Jill

Public Health		
OHA	County Health	Alliance

Requirement

**School Safety and Prevention System Draft Guidance**

Section 5 - Adi's Act

- [a] Develop a Comprehensive Plan
- [b] Integrate Methods that Address Higher-Risk Needs and are Culturally and Linguistically Responsive
- [c] Identify School Officials Responsible
  - Identify school officials responsible for responding to reports of suicidal risk
  - Develop procedure for requesting response to suicidal risk
  - Ensure that a school employee acts only within authorization of employee credentials
- [d] Provide Reentry Procedures
  - Develop procedure for school reentry following behavioral health crisis
- [e] Develop Staff Training and Referral Plan
  - Provide training to designated staff in evidence-based suicide prevention programs
- [f] Communicate Plan to School Community
  - Make suicide prevention plan available annually to the community of the school district
  - Make suicide prevention plan available at school district office and website, if applicable
- [g] Communicate Plan to School Community [Optional]

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Education			
ODE			
ESD			
Districts			
Schools			

Partners / Champions					
AOCMHP					
Lines for Life					
Matchstick					
U of O					
Oregon Pediatric					

