Ohio School Climate Grant Request for Applications

February 2019

Ohio School Climate Grant Request for Applications

Table of Contents

Ohio School Climate Grant Request for Applications

I. Background and Legislative Intent

A. Background and Overview

In Ohio, momentum is building around Positive Behavioral Interventions and Supports (PBIS) and the importance of positive school climates to student success.

Ohio's recently adopted strategic plan for education, *Each Child, Our Future*, explicitly recognizes the need for a high-quality school climate in every school to support student well-being, academic achievement and future success.

Most recently, Ohio enacted the *Supporting Alternatives for Fair Education (SAFE) Act*, House Bill 318. The SAFE Act is one of the strongest state laws in the country addressing multitiered behavioral supports as a way to reduce disciplinary referrals, especially for prekindergarten-grade 3 students. It strengthens requirements for school districts to implement PBIS, social-emotional learning supports and trauma-informed practices.

The Ohio Department of Education is eager support districts and schools as they work to meet requirements that can help them achieve more positive school climates. It will do so through a new competitive grant, the Ohio School Climate Grant for Fiscal Year 2019 and by pairing with state support teams and educational service centers to provide PBIS training statewide.

The Ohio School Climate Grant is the result of a $2 million appropriation of the 132nd Ohio General Assembly. Applicants will use the money during the 2019-2020 school year.

The grant program's objectives are to increase the number of districts trained to fully implement Positive Behavioral Interventions and Supports frameworks and other social-emotional learning initiatives to decrease discipline incidents that result in suspension or expulsion of students in kindergarten through grade 3.

Qualifying applicants will use the grants to implement Positive Behavioral Interventions and Supports (PBIS) frameworks, evidence- or research-based social and emotional learning initiatives, or both, in eligible buildings. The grant prioritizes school buildings with economically disadvantaged rates above the state average and school buildings with high out-of-school suspension rates. It defines an eligible building as an entity with an IRN, since this is the lowest-level educational unit for which data is available.

If award money remains, the Department will award grants to applicants based on the order they submitted their applications.

The application window opens in the Department's e-grant system, the Comprehensive Continuous Improvement Plan (CCIP), on Feb. 21. 2019, and closes at 4:59 p.m. on March 21, 2019. The Department will notify grantees of their awards in April 2019.

B. Legislation

Ohio substitute House Bill 318 authorizes the Department to distribute $2 million dollars through a competitive grant program for implementation of Positive Behavioral Interventions and Supports frameworks, evidence- or research-based social and emotional learning initiatives, or both, in eligible school buildings.

C. Applicant Eligibility

Eligible applicants may apply for up to $5,000 per eligible school building, up to a maximum of $50,000 per district. While districts will submit applications on behalf of their buildings, each building included in the application will be reviewed individually, with each building award not to exceed $5,000 and each district total not to exceed $50,000. Eligible applicants include the following:

1. City, exempted village and local school districts, community schools and STEM and STEAM schools:
   a. School classification of STEM. These schools can be one of three types:
      i. Community school;
      ii. Public school building within a district hierarchy;
      iii. Chartered nonpublic school building within a nonpublic hierarchy.
   b. An eligible building (IRN) is any building of an eligible applicant that serves any of grades K-3. That is, the school can serve any combination of grades, as long as it serves at least one grade in K-3;
   c. For purposes of the grant, an eligible building is defined as an entity with an IRN, as that is the lowest unit for which data is available.

D. Applicant Priority

The grant program gives first priority to eligible buildings whose economically disadvantaged rate is above the statewide average. For this, the Department will use the Ohio School Report Cards economically disadvantaged percent. The state average of that rate will be the threshold, calculated as 50.3 percent. While districts will submit applications on behalf of their buildings, the Department will review each building individually.

The grant program gives second priority to buildings with high suspension rates. High suspension rate is defined as an out-of-school suspension rate above the average out-of-school suspension rate for all eligible buildings, which is 13 percent. The definition of high suspension includes only out-of-school suspensions to further the goals of HB 318, including reducing out-of-school suspensions for Ohio's youngest learners. Further, "high suspension" is defined using only the average of eligible buildings, rather than the statewide average, to accurately award buildings with the highest out-of-school suspension rate for young learners in K-3.

The Department will prioritize all other eligible buildings for the remaining funding in the order in which it received applications. It may use a timestamp within the first and second priority to further prioritize, if necessary.

II. General Information

A. Definitions
Eligible applicant: City, exempted village and local school districts, community schools and STEM and STEAM schools.

Eligible school building: An eligible building (IRN) is any building of an eligible applicant that serves any of grades K-3. That is, the school can serve any combination of grades, as long as it serves at least one grade in K-3.

1. **Evidence-based**: An activity, strategy or intervention that demonstrates a statistically significant effect on improving student outcomes based on strong evidence from at least one well-designed and well-implemented experimental study; moderate evidence from at least one well-designed and well-implemented quasi-experimental study; promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or demonstrates a rational based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

2. **Positive Behavioral Interventions and Supports (PBIS)**: A decision-making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

3. **Research-based**: Research must employ systematic, empirical methods that draw on observation or experiment; involve rigorous data analysis that are adequate to test the stated hypotheses and justify the general conclusions; rely on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and be accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective and scientific review.

4. **Social emotional learning (SEL)**: The process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

B. Requirements for Selected Buildings and Districts
Selected districts and schools must use the funds to implement positive behavior intervention and supports frameworks and/or evidence, or research-based social and emotional learning initiatives. Examples include but are not limited to PBIS training for staff.

C. Budget and Use of Funds
Funding is dependent on fund availability. If Ohio eliminates or decreases the Ohio School Climate Grant, Ohio School Climate Grant grantees' funding may be decreased or eliminated. Funding is available for use through June 30, 2020. The Department may grant extensions upon request through two years from the date of award (April 2021).

All funded activities must support and be consistent with the stated intent of the Ohio School Climate Grant, which is to implement Positive Behavioral Interventions and Supports frameworks, evidence- or research-based social and emotional learning initiatives, or both. Grantees may use grant funds only for contracts and contracted services, supplies, salaries and benefits, travel for training, and training costs.

Indirect costs and capital expenses are not approved for this grant.

D. Assurances

A district or school selected for the grant must remain subject to all accountability requirements in state and federal law that apply to that district or school, including general Department requirements. In addition, grantees will:

- Track the use of funds and provide receipts and/or invoices as requested;
- Provide documentation as requested by the Department that may include, but is not limited to, training sign-in sheets;
- Track and report evaluative data to measure program and training outcomes, including the **Tiered Fidelity Inventory** if using grant funds to implement PBIS training;
- Community schools receiving funds will notify their sponsors of the award.

III. Application Process

A. Overall Grant Timeline

Funding is available for use through June 30, 2020. The Department may grant extensions upon request through two years from the date of award (April 2021).

B. Application Timeline

The Ohio School Climate Grant application window opens Feb. 21, 2019, and closes March 21, 2019. Applicants submit applications and additional information through the Department's e-grant applicant system, the Comprehensive Continuous Improvement Plan (CCIP). The Department will evaluate applications following application submission. It will select grantees and send award notification no later than April 30, 2019.

C. Implementation Timeline

Funding is available for use through June 30, 2020. The Department may grant extensions upon request through two years from the date of award (April 2021).

D. Grant Timeline

February 2019	Grant application available for review on the Ohio Department of Education's website (PDF application)
Feb. 21, 2019	Grant application opens in the CCIP system
March 21, 2019	Application deadline. Applications must be submitted in the CCIP by 4:59 p.m.
April 2019	Evaluation of grant applications
April 2019	Grant award notification

E. Application Requirements

1. The Department requires the following pages for the application packet. Missing information on any pages could result in disqualification of the application.
   a. Grant Contact Form;
   b. Building Application Page (complete a page for each building for which the applicant is requesting funding);
   c. Budget narrative;
   d. Grant Assurances and Application Signature Page.

F. Submission Instructions

To be considered, the eligible applicant must submit the Ohio School Climate Grant application with all required attachments in the CCIP by 4:59 p.m. on March 21, 2019.

G. Review Process

Ohio Department of Education content experts will review the grant applications. The process will include review of building-level economic disadvantaged data, building-level suspension rates, date and timestamp of application submission, budget evaluation for allowable and non-allowable use of funds and completeness of application.

H. Selection Criteria

The grant review team will review and score applications in the following manner:

1. Perform a technical review of the applications submitted by eligible applicants, which includes the following:
    1. Application review to determine if the building(s) is/are eligible for the grant based on criteria specified in applicant eligibility section of this document;
    2. Application review to confirm the project proposal implements Positive Behavioral Interventions and Supports frameworks, evidence- or research-based social and emotional learning initiatives, or both.
    3. Budget review to ensure the project does not exceed $5,000 per building and includes appropriate expenses as defined in the request for applications.
    4. Applications that pass the technical review will be considered qualifying applications.

2. Rank order from highest to lowest qualifying buildings by economic disadvantaged rate. In step 4 below, the Department will not consider qualifying buildings that are below the state average of 50.3 percent economic disadvantaged. It will use the 2017-2018 Ohio School Report Cards data for economic disadvantaged rates.

3. The Department will further prioritize qualified buildings rank ordered above by out-of-school suspension rates from highest rates to lowest rates. This group of qualified buildings is priority one.
    a. The Department will use the economic disadvantaged rate to determine the group of buildings to be reviewed in step two above and use out-of-school suspension rates to prioritize buildings within the group.
    b. If necessary, the Department will further prioritize buildings by date stamped time of the application submittal.
        i. If two buildings have the same out-of-school suspension rate, the Department will make awards to applicants in the order in which it received their applications.

4. If funding allows, the Department will consider qualified buildings not meeting or exceeding the state 50.3 percent economic disadvantaged rate but meeting or exceeding a 13 percent out-of-school suspension rate. High suspension rate is defined as an out-of-school suspension rate above the average out-of-school suspension rate for all eligible buildings, which is 13 percent. The definition of high suspension includes only out-of-school suspensions. Further, high suspension is defined using the average of eligible applicants. This group of qualified applicants is priority two.
    a. The Department will prioritize buildings using out-of-school suspension rates from highest to lowest.
    b. If necessary, the Department will further prioritize buildings by date and time stamp of application submittal.
        i. If two buildings meet the definition of high suspension rate and have the same out-of-school suspension rate, the Department will prioritize buildings by date and time of application submittal.

5. If funding allows, the Department will consider any qualifying building that did not meet the requirements for priority one or two above.
    a. Buildings in priority three will be awarded in the order the Department received them using the date and time stamp.

IV. Award process

Buildings will receive up to $5,000, totaling up to $50,000 per awarded applicant. Although the district will

submit applications into the CCIP on behalf of the buildings within the district, the Department will award money at the building level.

If buildings included in an application result in a district requesting more than $50,000, the Department will prioritize buildings using the selection criteria above to fund no more than $50,000 per district.

If all qualifying buildings within the application are in priority one and awards for all such buildings would result in the district receiving more than $50,000, the grant program will fund the building(s) with the highest out-of-school suspension rates.
1. If an application includes qualifying buildings in both priority one and priority two, the grant program will fund qualifying buildings in priority in order, up to $50,000.
2. If a district does not reach $50,000 with priority one buildings, then priority two buildings will be funded until the applicant reaches the $50,000 maximum award.
3. Grant applicants will complete a budget in the CCIP and submit a signed notice of assurance and budget narrative as part of their applications.

V. Monitoring and Reporting
A. Monitoring
The grants administrator and staff members in the Ohio Department of Education's Center for Student Supports will monitor and provide program oversight, including technical assistance to all grant awardees. They also will provide instructions on the funding process for the grant.

As a condition of this grant, the Department is responsible for evaluating and monitoring grantees for adherence to Ohio School Climate Grant requirements and accomplishing performance goals.

If any school awarded an Ohio School Climate Grant has persistent and/or extended non-compliance of the grant activities, it may lead to termination and/or repayment of the grant.

B. Reporting
The Department may require awarded districts and buildings to submit invoices, training records and/or reports of activities using the Department's compliance system.

VI. Fiscal Procedures
No funds may be obligated prior to an applicant receiving a notice of award. The CCIP is the Department's unified grants application and verification system that consists of two parts, the planning tool and the funding application. Grantees will use the funding application that contains the budget, project cash requests and final expenditure reports. Accounting of the grant is required. Grantees are to keep records of both encumbrances and expenditures by expenditure codes, as prescribed by the Department.

Grantees must document all agreements for purchased services in writing. This documentation must contain sufficient detail about how the service relates to the grant requirements.

VII. General Grant Management
Grantees must maintain all grant records for three years following the submissions of their final reports.

VIII. Application Technical Assistance
Review the Department's guidance containing Frequently Asked Questions. The Department will provide timely information and help to parties who are interested in applying for grant funds. For more information, contact the Office of Integrated Student Supports at pbisohio@education.ohio.gov or by phone at (614) 466-2945.

Ohio School Climate Grant Application
Grant Contact Form

APPLICANT INFORMATION

District/Charter/Stem/Steam Name:

IRN:

SCHOOL CLIMATE GRANT CONTACT PERSON

Name:

Organization Title:

Phone:

Email:

PERSON COMPLETING THE GRANT APPLICATION (IF DIFFERENT FROM ABOVE)

Name:

Organization Title:

Phone:

Email:

Ohio School Climate Grant Application
Building Application Page

Complete this page for each building for which the applicant is requesting funding.

Building Name:

Building IRN:

Grade Levels Served by Building:

Grant Narrative: Please answer the following questions in two pages or less:
- Describe how the building will use this funding to support Positive Behavioral Interventions and Supports frameworks, evidence- or research-based social-emotional learning initiatives or both.
- What student populations will be impacted by the proposed program (include grade and number of students impacted)?
- What staff will be impacted by the proposed programming (include type and number of staff)? What is the timeframe for program implementation?
- What data will you track and report to evaluate program and training outcomes and effectiveness?
- What is the expected impact and outcome of proposed training and programming?

Requested Funding Level for Building (up to $5000):

Budget Narrative: Please describe how the building will use this requested funding (not more than one page):

Ohio School Climate Grant Application
Grant Assurances and Application Signature Page

I confirm and attest that this grant submission is true and correct according to the information available to me at the time of completion. By applying for these grant funds, I am indicating I have sufficient authority and approval to proceed with the activities described in this application.

A district or school selected for the grant must remain subject to all accountability requirements in state and federal law that are applicable to that district or school, including general Department requirements. In addition, grantees will:

- Track the use of funds and provide receipts and/or invoices as requested;
- Provide documentation as requested by the Department that may include, but is not limited to, training sign-in sheets;
- Track and report evaluative data to measure program and training outcomes, including the **Tiered Fidelity Inventory** if using grant funds to implement PBIS training;
- Community schools receiving funds will notify their sponsors of the award.

_____
Signature of Grant Applicant

_____
Print Name of Grant Applicant

_____
Date of Signature

Possible Training Programs for Consideration

HB 318 – Grants for School Safety and School Climate Programs and Training

Districts interested in using grant funding to meet PBIS training requirements under HB 318 should contact their educational service centers or state support teams to arrange trainings. The Department also encourages districts to pool resources with other districts to maximize the use of grant funds.

In addition to PBIS training, grant funding may be used for, **but is not limited to**, the following:

ALL GRADE-LEVEL EDUCATIONAL RESOURCES

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

PBIS is a general education initiative supporting all children and youth. It is a decision-making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving outcomes for all students. In general, PBIS emphasizes four integrated elements: data for decision-making, measurable outcomes supported and evaluated by data, practices with evidence that these outcomes are achievable, and systems that efficiently and effectively support implementation of these practices.

SAFETY AND VIOLENCE PREVENTION CURRICULUM

Safety and Violence Prevention Curriculum is a training designed to raise educator and school staff awareness of the key behavioral and mental health issues that face students, advises on ways to reach out to these students and refer them to appropriate assistance. Per Ohio Revised Code Section 3319.073, this training is required for public elementary, middle and high schools. Participants must take at least four hours training in the prevention of child abuse, violence and substance abuse and the promotion of positive youth development.

IDENTIFY AND ASSIST STUDENTS WITH MENTAL HEALTH ISSUES

RED FLAGS

Red Flags supports mental health education as a universal prevention strategy with a three-pronged objective: the engagement of the entire school community, the nurture of sound mental health habits, and appropriate timely intervention in the event of mental illness. Red Flags is not just a program for schools. It is a proactive way of looking at mental health as a component of overall health and recognizing that mental health is an essential aspect of educational success. Red Flags provides educational curriculum about mental health for school staff, students and parents.

YOUTH MENTAL HEALTH FIRST AID

Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a five-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including ADHD) and eating disorders.

QUESTION, PERSUADE AND REFER (QPR)

Question, persuade and refer, the three simple steps anyone can learn to help save a life from suicide. Key components covered in the QPR training are how to question, persuade and refer someone who may be suicidal. This includes how to get help for yourself or learn more about preventing suicide, the common causes of suicidal behavior, the warning signs of suicide and how to get help for someone in crisis.

SOS SIGNS OF SUICIDE PREVENTION PROGRAM (SOS)

The SOS Signs of Suicide Prevention Program (SOS) is a universal, school-based depression awareness and suicide prevention program designed for middle-school (ages 11-13) or high school (ages 13-17) students. The goals are to: 1) decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression; 2) encourage personal help-seeking and/or help-seeking on behalf of a friend; 3) reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment; 4) engage parents and school staff as partners in prevention through "gatekeeper" education; and 5) encourage schools to develop community-based partnerships to support student mental health.

LIFEACT
LifeAct teaches students to recognize the warning signs of depression and suicidal behavior so they know to reach out for help for themselves or for others. LifeAct is not a crisis counseling service but provides students the tools and professional resources so they can get the help they need. Trained, credentialed instructors deliver LifeAct in school educational programs.

OHIO CAMPAIGN FOR HOPE KOGNITO TRAININGS
Kognito offers research-proven training simulations designed to prepare educators, staff and students to: (1) recognize when someone is exhibiting signs of psychological distress or underlying trauma and (2) manage a conversation with the goal of connecting them with the appropriate support. In these online courses, users engage in practiceconversations with virtual humans. With the help of a virtual coach, users learn effective methods for engaging in difficult conversations, including applying motivational interviewing skills, asking open-ended questions, and avoiding common pitfalls. These conversations address post-traumatic stress disorder, behavioral health, suicide prevention and social change, among others, and provide users with a low-risk environment to practice conversations hands-on. These trainings, as well as additional resources are available through the Ohio Suicide Prevention Foundation.

BE PRESENT OHIO
Be Present provides easy-to-use resources that can help youth cope better with life's stressors, day-to-day or in a crisis, then take the steps to share with and support others. The idea is to maintain your own mental wellness and to help you feel prepared to step in and make a difference when you see friends and peers who are struggling. Also included is information about positive (prevention) programs — and even places you can go for help when things seem too big to handle.

STUDENTSUITE
The StudentSuite app helps young people by providing them with tools, tips, resources, contacts and inspirational information to help avoid, if possible, and navigate, when necessary, difficult issues such as depression, anxiety, self-harm, bullying, drugs, etc. StudentSuite is loaded with short and entertaining educational modules to inform and provoke conversations on these varied topics.

OHIO CRISIS TEXT LINE
Crisis Text Line provides free support at your fingertips, 24/7. It is a free, confidential service available via text on mobile devices. It is intended to broaden the options available through current community crisis hotlines. Crisis Text Line's goal is to move people from a hot moment to a cool calm.

OTHER TRAINING RELATED TO SCHOOL SAFETY

SAY SOMETHING
Say Something teaches youth how to recognize signs and signals, especially within social media, from individuals who may be a threat to themselves or others and Say Something to a trusted adult before it is too late. Say Something is an evidence-informed program developed in collaboration with leading violence prevention researchers and educators.

OLWEUS BULLYING PREVENTION PROGRAM
The Olweus is designed to improve peer relations and make schools safer, more positive places for students to

learn and develop. Goals of the program include: reducing existing bullying problems among students, preventing the development of new bullying problems and achieving better peer relations at school.

CRISIS DE-ESCALATION, SELF DEFENSE AND NONHARMFUL HOLDING TECHNIQUES (RESTRAINT)

NONVIOLENT CRISIS INTERVENTION (TCI)
Focused on prevention, this training program trains staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. This class covers: how behavior escalates and how to respond appropriately during moments of chaos, and nonharmful holding skills.

THERAPEUTIC CRISIS INTERVENTION (CPI)
Therapeutic Crisis Intervention is a prevention and intervention model for child care organizations that assists in preventing crises from occurring, de-escalating potential crises, effectively managing acute crises, reducing potential and actual injury to children and staff, learning constructive ways to handle stressful situations and developing a learning circle within the organization.

THE MANDT SYSTEM
The Mandt System is a comprehensive, integrated approach to preventing, de-escalating and, if necessary, intervening when the behavior of an individual poses a threat of harm to him or herself and/or others. The focus of The Mandt System is to facilitate the development of an organizational culture that provides the emotional, psychological and physical safety needed to teach new behaviors to replace behaviors that are labeled "challenging." The Mandt System integrates knowledge about the neurobiological impact of childhood trauma with the principles of positive behavior support and provides a framework that empowers service providers to do their work in a way that minimizes the use of coercion in behavior change methodologies.

ADDITIONAL SCHOOL CLIMATE EVIDENCE BASED PROGRAMS OR STRATEGIES

AFTER A SUICIDE: A TOOLKIT FOR SCHOOLS, 2nd EDITION
This toolkit provides schools with best practice recommendations, templates and step-by-step instructions on effective postvention (organized response in the aftermath of a suicide) in the school community. The toolkit provides schools with directions on how to plan for effective school responses to suicides before a death occurs in the community, as well as straight-forward recommendations for communication, outreach and student support in the immediate and long-term follow-up after a suicide.

BOTVIN LIFESKILLS TRAINING (LST)
LifeSkills Training is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive and exciting program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations.

CREATING LASTING FAMILY CONNECTIONS (CLFC)
Creating Lasting Family Connections is a family-focused program that aims to increase parenting skills and family relationship skills to build the resiliency of youths ages 9 to 17 years and to delay the onset and reduce the frequency of their alcohol and other drug use. Creating Lasting Family Connections is designed to be implemented through community systems such as churches, schools, recreation centers and court-referred settings.

KEEPIN' IT REAL (KIR)
Keepin' It Real is a scientifically proven, effective substance use prevention and social and emotional competency-enhancing program designed to focus on the competencies linked to preventing substance use and abuse.

KNOWBULLYING

KnowBullying empowers parents, caregivers and educators with the tools they need to start the conversation with their children about bullying. KnowBullying, a 2014 recipient of the Bronze Award in the Mobile category from the Web Health Awards, describes strategies to prevent bullying and explains how to recognize warning signs that a child is bullying, witnessing bullying or being bullied. Includes a section for educators.

PAX TOOLS

PAX Tools is a collection of 12 evidence-based behavioral strategies for families and communities to promote the development of self-regulation skills of children in their lives. Caregivers and community members who participate in PAX Tools seminars will receive materials they need to effectively use the PAX Tools with the children in their lives, including a PAX Tools App.

PREVENTING SUICIDE: A TOOLKIT FOR HIGH SCHOOLS

This toolkit assists high schools and school districts in designing and implementing strategies to prevent suicide and promote behavioral health. The toolkit includes tools to implement a multifaceted suicide prevention program that responds to the needs and cultures of students.

PAX GOOD BEHAVIOR GAME

The PAX Good Behavior Game® is an evidence-based practice, consisting of proven instructional and behavioral health strategies used daily by teachers and students in the classroom. This universal preventive approach not only improves classroom behavior and academics, but also provides lifetime of benefits for every child by improving self-regulation and co-regulation with peers.