

# Ohio School Climate Grant Request for Applications



Fiscal Year 2020

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# 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 and the importance of positive school climate to student success.

Ohio's 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.

Additionally, Ohio enacted the *Supporting Alternatives for Fair Education (SAFE) Act*. 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 Positive Behavioral Interventions and Supports, social-emotional learning supports and trauma-informed practices.

The Ohio Department of Education is eager to support districts and schools as they work to meet requirements that can help them achieve more positive school climates. This competitive state grant, the Ohio School Climate Grant for Fiscal Year 2020, provides an opportunity for schools to build their local capacity.

The Ohio School Climate Grant is the result of a \$2 million appropriation of the 133<sup>rd</sup> Ohio General Assembly. Applicants will use the money during the 2019-2020 and 2020-2021 school years.

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 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 is open in the Department's e-grant system, the Comprehensive Continuous Improvement Plan (CCIP), and closes at 3:59 p.m. on March 12, 2020. The Department will notify grantees of their awards in April 2020.

### B. Legislation

Ohio [House Bill 166](#) 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, educational service centers (ESCs) and community schools:
  - a. School classification of STEM.
    - i. Community school;
    - ii. Public school building within a district 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 with economically disadvantaged rates above the statewide average that also did not receive school climate grant funding in the 2018-2019 school year. The Department will use the economically disadvantaged percent from the Ohio School Report Cards for the 2018-2019 school year. The state average of that rate will be the threshold, calculated as 49.7 percent. While districts and educational service centers will submit applications on behalf of 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, using data from the 2018-2019 school year, as an out-of-school suspension rate above the average out-of-school suspension rate for all eligible buildings, which is 13.8 percent. The definition of high suspension includes only out-of-school suspensions to further the goals of the Ohio legislature, 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 rates for young learners in grades K-3.

The Department will prioritize all other eligible buildings in the order it received the applications. It may use a timestamp within the first and second priority to further prioritize, if necessary. If there are not sufficient funds to provide grants to all applicants within a priority level, then applicants that were not awarded the 2018-2019 Ohio School Climate grant will be given priority.

## II. General Information

### A. Definitions

**Eligible applicant:** City, exempted village and local school districts and community schools are eligible to apply. Educational service centers are eligible applicants and may apply as their own entities or on behalf of a city, exempted village, or local school district or community school.

**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.

**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 rationale 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.

**Positive Behavioral Interventions and Supports**: 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.

**Research-based**: Research must employ systematic, empirical methods that draw on observation or experiment; involve rigorous data analyses 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 accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective and scientific review.

**Social-emotional learning**: 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, educational service centers and schools must use the funds to implement Positive Behavioral Interventions and Supports frameworks and/or evidence- or research-based social and emotional learning initiatives. Examples include, but are not limited to, Positive Behavioral Interventions and Supports training for staff.

## **C. Budget and Use of Funds**

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

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 Positive Behavioral Interventions and Supports 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, 2021. The Department may grant extensions upon request through two years from the date of award.

#### B. Application Timeline

The Ohio School Climate Grant application window closes at 3:59 on March 12, 2020. 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 2020.

#### C. Grant Timeline

|                |   |
|----------------|---|
| March 12, 2020 | Application deadline. Applications must be submitted in the CCIP by 3:59 p.m. |
| April 2020     | Evaluation of grant applications.   |
| April 2020     | Grant award notification.   |

#### D. 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. Completed budget in the CCIP;
  - e. Grant Assurances and Application Signature Page.

#### E. Submission Instructions

To be considered, the eligible applicant must submit the Ohio School Climate Grant application with all required attachments in the CCIP by 3:59 p.m. on March 12, 2020.

#### F. 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.

#### G. Selection Criteria

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

1. Buildings already funded will be considered only after all non-funded eligible buildings are reviewed and approved or denied funding.
2. Perform a technical review of the remaining applications submitted by eligible applicants, which includes the following:
  - a. Application review to determine if the buildings are eligible for the grant based on criteria specified in applicant eligibility section of this document;
  - b. Application review to confirm the project proposals implement Positive Behavioral Interventions and Supports frameworks, evidence- or research-based social and emotional learning initiatives, or both.
  - c. Budget reviews to ensure projects do not exceed \$5,000 per building and include appropriate expenses, as defined in the request for applications.

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 49.7 percent economic disadvantaged. It will use data from the 2018-2019 Ohio School Report Cards 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 the date and time stamp 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 49.7 percent economic disadvantaged rate but meeting or exceeding a 13.8 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 13.8 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 the 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 the 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 the applications using the date and time stamp.
6. If funding is insufficient to provide grants to all eligible applicants within a priority level, priority within the priority level will be given to eligible applicants whose grant proposal serves one or more eligible school buildings that previously have not been served through a school climate grant.

#### **IV. Award Process**

Buildings will receive up to \$5,000, totaling up to \$50,000 per awarded applicant. While the district or ESC will submit applications in the CCIP on behalf of the buildings within the district, the Department will award money at the building level.

If the number of 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 assurances 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 noncompliance 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 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](mailto:pbisohio@education.ohio.gov) or by phone at (614) 466-2945.



## Ohio School Climate Grant Contact Sheet Instructions

*This form can be downloaded from the Department's webpage [here](#). This form must be downloaded, filled out and uploaded as an attachment in the CCIP as part of the district or community school's Ohio School Climate Grant application. Each applicant must upload one contact sheet. This information will be used by the Ohio Department of Education when awarding grant funds.*

### APPLICANT INFORMATION

**District/School/ESC:**

**IRN:**

### DISTRICT, ESC, OR COMMUNITY SCHOOL GRANT CONTACT PERSON

**Name:**

**Title:**

**Phone:**

**Email:**

### PERSON COMPLETING THE GRANT APPLICATION (IF DIFFERENT FROM ABOVE)

**Name:**

**Title:**

**Phone:**

**Email:**

## Ohio School Climate Grant Application Building Application Page Instructions

This form can be downloaded from the Department's webpage [here](#).

The information below must be included for **each** building in which the applicant is requesting funds. Please copy and paste the information below in a new page in the same Microsoft Word document for each building. The applicant should submit only one document with the requested information for all buildings applying for the grant. The applicant must upload the document in the CCIP.

**District or ESC Name:**

**District or ESC IRN:**

**Building Name:**

**Building IRN:**

**Grade Levels Served by the Building:**

**Requested Funding Level for the Building (up to \$5,000):**

**Grant Narrative:** Please answer each of the following questions in two pages or fewer:

- 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.
- Describe how your grant activities may support the PBIS framework or social-emotional learning work in the school.
- What student populations will be impacted by the proposed program (include demographics, 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?

**Budget Narrative:**

Please describe how the building will allocate requested funding to support Positive Behavioral Interventions and Supports frameworks, evidence- or research-based social-emotional learning initiatives, or both (not more than one page).

## Ohio School Climate Grant Assurances and Signature Page Instructions

*This form can be downloaded from the Department's webpage [here](#). This form must be downloaded, filled out and uploaded as an attachment in the CCIP as part of the district or community school's Ohio School Climate Grant application. Each applicant must upload one Grant Assurances and Application Signature Page. This information will be used by the Ohio Department of Education when awarding grant funds. Applications without a completed Grant Assurances and Application Signature Page will not be considered for award.*

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 apply to that district or school, including general Ohio Department of Education 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;
- Implement a Positive Behavioral Interventions and Supports framework on a systemwide basis, as required by [Ohio Revised Code 3319.46](#).
- Track and report evaluative data to measure program and training outcomes, including the [Tiered Fidelity Inventory](#) if using grant funds to implement Positive Behavioral Interventions and Supports training;
- Community schools receiving funds will notify their sponsors of the award.

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Signature of Grant Applicant

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Print Name of Grant Applicant

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Position of Grant Applicant

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Date of Signature

## Possible Training Programs for Consideration

Districts interested in using grant funding to meet Positive Behavioral Interventions and Supports 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 Positive Behavioral Interventions and Supports training, grant funding may be used for evidence-based or research-based social and emotional learning initiatives.

## Resources

### Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports 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, Positive Behavioral Interventions and Supports 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. You can find more information and resources about Positive Behavioral Interventions and Supports on the Department of Education's Positive Behavioral Interventions and Supports webpage and from the national Technical Assistance Center for Positive Behavioral Interventions and Supports.

### Social and Emotional Learning Initiatives

Social and emotional learning is the process through which children and adults acquire and effectively 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. You can find more information and resources about social and emotional learning on the Department of Education's Social and Emotional Learning Standards webpage, as well as the webpage for the Collaborative for Academic, Social, and Emotional Learning (CASEL).

### Trauma-Informed Care Initiatives

There are many avenues to incorporate trauma-informed approaches in a school environment. Trauma-informed approaches can be included as part of the Ohio Improvement Process (OIP) and align with the social and emotional programs that are part of the Positive Behavioral Interventions and Supports framework. Trauma-informed approaches strengthen staff and student connections, promote parent and community partnerships and improve school climate.

### 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 designed primarily 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 attention deficit hyperactivity disorder) 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, common causes of suicidal behavior, warning signs of suicide and how to get help for someone in crisis.

### **SOS Signs of Suicide Prevention Program**

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.

### **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 practice conversations 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.

### **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 and drugs. StudentSuite is loaded with short and entertaining educational modules to inform and provoke conversations on these varied topics.

### **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**

*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.

### **Botvin LifeSkills Training (LST) 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 straightforward recommendations for communication, outreach and student support in the immediate and long-term follow-up after a suicide.

### [Creating Lasting Family Connections](#)

Creating Lasting Family Connections is a family-focused program that aims to build parenting skills and family relationship skills to improve the resiliency of youths ages 9 to 17 years and 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.

### [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.

### [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 and 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**

### [SOS Signs of Suicide Prevention Program](#)

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 others. LifeAct is not a crisis counseling service but provides students with 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 practice conversations 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 better cope with life's stressors, day-to-day or in a crisis, then take steps to share with and support others. The idea is to maintain your own mental wellness to help you feel prepared to step in and make a difference when friends and peers are struggling. Also included is information about positive (prevention) programs — and even places to 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 and drugs. 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.