

Ohio School Safety Training Grant Application

I. Overview/Instructions

Pursuant to Am. Sub. H.B. 318:

SCHOOL SAFETY TRAINING GRANTS

(A) The foregoing appropriation item 055502, School Safety Training Grants, shall be used by the Attorney General, in consultation with the Superintendent of Public Instruction and the Director of Mental Health and Addiction Services, solely to make grants to public and chartered nonpublic schools and schools operated by county boards of developmental disabilities administering special education services programs pursuant to section 5126.05 of the Revised Code for school safety and school climate programs and training.

(B) The use of the grants includes, but is not limited to, all of the following:

- (1) The support of school resource officer certification training;*
- (2) Any type of active shooter and school safety training;*
- (3) All grade level type educational resources;*
- (4) Training to identify and assist students with mental health issues;*
- (5) Any other training related to school safety.*

(C) The schools and county boards shall work or contract with the county sheriff's office or a local police department in whose jurisdiction they are located to develop the programs and training described in divisions (B)(1), (2), (3), and (5) of this section.

In order to receive the allocation indicated herein, please complete the following information. A signed copy must be scanned and emailed to SchoolSafetyGrants@OhioAttorneyGeneral.gov no later than November 1, 2018.

II. Organizational Information

School
1234 Ohio Road
Everywhere, OH 12345
IRN xxxxxx

Superintendent: First Name, Last Name

Award amount: \$x,xxx.xx Award Period: October 1, 2018 – June 30, 2019

Please provide a primary contact for this grant	
First name	
Last name	
Email address	
Phone number	

III. Acknowledgement and Agreement

I. Funding Purpose and Recapture of Funds. In accordance with the terms hereof, the Recipient Organization (the "Recipient") agrees to expend funds in accordance with the parameters set forth in Am. Sub. H.B. 318 of the 132nd General Assembly. The Recipient agrees that it will be liable to repay any Funds spent in a manner inconsistent with this Agreement or the stated purpose as determined by the Ohio Attorney General (the "Attorney General"). This Award Acceptance may only be modified in a writing signed by the Attorney General and the Recipient.

II. Limitations on Use of Funds. Funds received under the Ohio School Safety Grant Program ("Funds") will not be used for any political campaign or governmental lobbying in a partisan manner. Funds must be used during the Award Period as stated above.

III. Disbursement of Funds. Direct payment will be made by Electronic Funds Transfers to Recipients that have submitted an Authorization Agreement for Direct Deposit of EFT Payments form to Ohio Shared Services. Otherwise, payment will be made by check from the Office of Budget and Management. Disbursement is contingent upon the timely submission of this agreement. Unexpended funds must be returned to the Attorney General's Office with the final report.

IV. Ethics/Conflict of Interest. The Recipient, by signature on this Award Acceptance, certifies that it has reviewed and understands the Ohio ethics and conflict of interest laws, and will take no action inconsistent with those laws.

V. Non-Discrimination. Pursuant to R.C. 125.111 and the Attorney General's policy, Recipient agrees that Recipient and any person acting on behalf of Recipient shall not discriminate, by reason of race, color, religion, sex, sexual orientation, age, disability, military status, national origin, or ancestry against any citizen of this state in the employment of any person qualified and available to perform the work described herein. Recipient further agrees that Recipient and any person acting on behalf of Recipient shall not, in any manner, discriminate against, intimidate, or retaliate against any employee hired for the performance of work described herein on account of race, color, religion, sex, sexual orientation, age, disability, military status, national origin, or ancestry.

VI. Campaign Contribution Limits. The Recipient hereby certifies that neither Recipient nor any of Recipient's partners, officers, directors or shareholders, if any, nor the spouses of any such person, have made contributions in excess of the limitations specified in R.C. 3517.13.

VII. Compliance with Law. The Recipient, in expending the Funds, agrees to comply with all applicable federal, state and local laws, rules, regulations and ordinances.

VIII. Authority to Bind Parties. The person signing this Award Acceptance on behalf of Recipient is legally authorized to obligate the Recipient.

IX. Certification of Funds. It is expressly understood and agreed by Recipient that none of the rights, duties, and obligations described herein shall be binding until all relevant statutory provisions of the Ohio Revised Code, including, but not limited to, R.C. 126.07, have been complied with, and until such time as all necessary funds are available or encumbered and, when required, such expenditure of funds is approved by the Controlling Board of the State of Ohio, or in the event that grant funds are used, until such time that the Attorney General gives Recipient written notice that such funds have been made available to the Attorney General by the Attorney General's funding source.

X. Reporting Requirement. Recipient shall submit one final report at the end of the Award Period listed above describing the use of the Funds during the project period and the outcome received

from the expenditure of the Funds. The Final report is due July 31, 2019. The report shall be submitted via email to SchoolSafetyGrants@OhioAttorneyGeneral.gov.

XI. Time of Performance. Notwithstanding the foregoing, this Award Acceptance shall expire when the obligations set forth herein are complete.

XII. Compliance with R.C. 9.23 through 9.238. Recipient agrees to comply with R.C. 9.23 through 9.238, and Ohio Adm.Code 109-3-01 through 109-3-04 (attached as Exhibit A and incorporated as if fully rewritten herein), regarding financial accountability of persons that contract with the State, including, but not limited to, the following:

A. Pursuant to R.C. 9.232(A) and Ohio Adm.Code 109-3-01, Recipient agrees that the minimum percentage of money that is to be expended on Recipient's direct costs will be 100%.

B. Recipient is responsible for maintaining adequate expenditure records pursuant to Ohio Adm.Code 109-3-02 and R.C. 9.232(B). Recipient agrees to file a final report pursuant to R.C. 9.234(A) which includes financial statements, documentation of the expenditure of the Funds, and a summary of the activities for which the Funds were used within 360 days of receipt of the Funds. The records that Recipient must maintain to document such direct costs pursuant to R.C. 9.232(B) and Ohio Adm.Code 109-3-02 will support the receipt and expenditure of monies under this Agreement. Records documenting direct costs will be available and accessible for inspection and will be maintained by Recipient for not less than one year following the financial audit or financial review.

C. Recipient will comply with the financial review and audit requirements established in R.C. 9.234 and 9.235, and the rules of the auditor of state adopted pursuant to R.C. 9.238.

D. Recipient will comply with Ohio Adm.Code 109-3-01 through 109-3-04 as established by the Attorney General under R.C. 9.237, attached hereto and incorporated by reference as Exhibit A.

E. Pursuant to R.C. 9.232(F), Recipient agrees that any funds disbursed to Recipient in excess of the Award Amount must be repaid to the Attorney General.

IN WITNESS WHEREOF, the Recipient has caused this Award Acceptance to be executed by its duly authorized officers.

School Representative Printed Name

Title

School Representative Signature

Date

School Treasurer Printed Name

School Treasurer Signature

Date

Law Enforcement Agency Partner Printed Name

Title

Law Enforcement Agency Partner Signature

Date

EXHIBIT A

Ohio Administrative Code 109-3-01 through 109-3-04

109-3-01. Definitions and guidelines for direct and allocable non direct costs and routine business services.

(A) "Direct costs" are defined as those costs associated with providing services that directly benefit a patient, client or the public as set forth in any contract entered into pursuant to section 9.231 of the Revised Code. Typical direct costs chargeable to a contract include, but are not limited to:

- (1) Compensation of employees for the time devoted to the performance of the contract;
- (2) Cost of materials or supplies acquired, consumed, or expended for the purpose of the contract;
- (3) Equipment and other capital expenditures specified in the contract; and
- (4) Travel expenses incurred to carry out the contract.

(B) "Direct costs" shall not include the costs of any financial review or audit required under section 9.234 of the Revised Code.

(C) Direct costs, at a minimum, shall be:

- (1) Necessary and reasonable;
- (2) Allocable to the contract;
- (3) Authorized or not prohibited under federal, state or local law;
- (4) In conformity with any limitations specified in the contract;
- (5) Accorded consistent treatment;
- (6) Determined in accordance with generally accepted accounting principles;
- (7) Net of all applicable credits; and
- (8) Adequately documented.

(D) The guidance provided in 2 CFR 200 (as in effect on the effective date of this rule), to the extent applicable, shall be followed for direct costs unless otherwise agreed to by the parties in a written contract. Costs not specified in 2 CFR 200 (as in effect on the effective date of this rule) may be included as direct costs if specifically identified and agreed to by the parties in a written contract.

(E) "Allocable non direct costs" as defined in division (A) of section 9.23 of the Revised Code are considered the equivalent of indirect costs.

(F) For the purposes of division (B)(2)(f) of section 9.231 of the Revised Code, "routine business services other than administrative or management services" shall be determined on a case-by-case basis depending on the accepted and relevant business or trade standards that may apply to the type of business and services under consideration.

109-3-02. Maintenance of records documenting direct costs.

(A) Records documenting direct costs for contracts entered into pursuant to section 9.231 of the Revised Code shall be maintained in the following manner:

(1) Adequate records shall be maintained by the recipient as defined in division (G) of section 9.23 of the Revised Code to support the receipt and expenditure of monies under contract. Records may be maintained in a paper media or an electronic media, or both.

(2) Records shall be available and accessible for inspection by an independent public accounting firm or by the auditor of state during a financial audit or review consistent with sections 9.234 and 9.235 of the Revised Code.

(3) Records supporting the receipt or expenditure of contract funds shall be maintained by the recipient for a period of not less than one year following the financial audit or financial review of recipient records.

(4) Nothing in this rule is intended to supersede or change any rule, regulation or statute that requires a longer retention period.

109-3-03. Remedies in the event of a breach of contract.

(A) In the event of a breach of a contract entered into pursuant to section 9.231 of the Revised Code, a governmental entity shall have remedies including but not limited to the following:

(1) A governmental entity may bring a civil action for the recovery of money due to the governmental entity from a recipient under division (A) of section 9.236 of the Revised Code. In such an action, any person with which the recipient has contracted for the performance of the recipient's material obligations to a group of beneficiaries under the recipient's contract with the governmental entity may be made a party defendant if the person is unable to demonstrate to the satisfaction of the governmental entity that the person has materially complied with the terms of the contract with the recipient. In such a case, the person may be made a party defendant and the governmental entity may obtain a judgment against the person in accordance with division (B)(2) of section 9.236 of the Revised Code.

(2) If a governmental entity obtains a judgment against a recipient in a civil action brought under division (B)(1) of section 9.236 of the Revised Code and the judgment is uncollectible, the governmental entity may recover from the person with which the recipient contracted an amount not exceeding the lesser of the following:

(a) The unsatisfied amount of the judgment;

(b) The total amount received by the person from the recipient minus the total amount spent by the person on direct costs for services actually performed and retained by the person as allocable non direct costs, associated with those direct costs, as those terms are defined in section 9.231 of the Revised Code.

(3) If a governmental entity, pursuant to section 9.236 of the Revised Code, obtains a judgment against a recipient or against a person with which the recipient contracted and that judgment debtor does not voluntarily pay the amount of the judgment, that judgment debtor shall be precluded from contracting with a governmental entity to the extent provided in divisions (A) and

(B) of section 9.24 of the Revised Code for a debtor against whom a finding for recovery has been issued.

(4) In addition to other remedies provided in divisions (A) to (C) of section 9.236 of the Revised Code and paragraph (A)(1) to (A)(3) of this rule, a governmental entity may void a contract between a recipient and another person for the performance by the other person of the recipient's obligations under the recipient's contract with the governmental entity to the extent that the other person has not yet performed its obligations under the contract or cannot demonstrate that the money it received was expended on direct costs or retained as allocable non direct costs.

(5) If a recipient is liable to repay money to a governmental entity under section 9.236 of the Revised Code and the judgment obtained by the governmental entity against the recipient is uncollectible, then in addition to other remedies provided in divisions (A) to (C) of section 9.236 of the Revised Code, and after the governmental entity has obtained a judgment against any necessary third party, the governmental agency may void any of the following contracts:

(a) A contract made not more than one hundred eighty days before the judgment against the recipient became uncollectible between the recipient and a director, trustee, or officer of the recipient or a business in which a director, trustee, or officer of the recipient has a material financial interest, if either of the following applies:

(i) The recipient has paid substantial value for the property received and the property can be returned to the other person. If the property has experienced only normal wear and tear, the person shall be liable to the governmental entity for the full amount the recipient paid for the property. Otherwise, the person shall be liable to the governmental entity only for the market value of the property.

(ii) The person with whom the recipient contracted has received money that the recipient obtained pursuant to the contract with the governmental entity and the money was not expended on direct costs or retained as allocable non direct costs. In such a case, the governmental entity may void the contract to the extent the money was not expended on direct costs or retained as allocable non direct costs, and the person shall be liable to the governmental entity for that amount.

(b) A contract made not more than one hundred eighty days before the judgment against the recipient became uncollectible between the recipient and an employee of the recipient or a business in which an employee of the recipient has a material financial interest, if the employee has direct knowledge of the use of the money that the recipient obtained pursuant to the contract with the governmental entity and either division (E)(1)(a) or (E)(1)(b) of section 9.236 of the Revised Code applies;

(c) A contract is entered into between the recipient and another person pursuant to which the recipient has paid or agreed to pay money to the other person to the extent that the other person has not yet performed its obligations under the contract;

(d) A contract made not more than one year before the judgment against the recipient became uncollectible between the recipient and a person other than the governmental entity if the other person has not given or agreed to give consideration of reasonable and substantial value for the consideration given by the recipient.

109-3-04. Terms to be included in contracts between recipients and persons other than the governmental entity.

(A) All contracts between recipients and persons other than the governmental entity shall contain the following:

(1) A clause giving notice of the remedies available to the governmental entity if the money under the contract between the recipient and persons other than the governmental entity is not expended on direct costs or retained as allocable non-direct costs or, with respect to any contract described in division (A)(3) of section 9.231 of the Revised Code, is not earned under the terms of the contract with the governmental entity.

(2) A clause requiring the person with whom the recipient is contracting to maintain records documenting direct costs and how long those records must be maintained consistent with the requirements for maintenance of such records under rule 109-3-02 of the Administrative Code.



Recommended Training Programs for Consideration

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

The use of the grants includes but is not limited to all of the following:

- (1) The support of school resource officer certification training;
- (2) Any type of active shooter and school safety training;
- (3) All grade level type educational resources;
- (4) Training to identify and assist students with mental health issues;
- (5) Any other training related to school safety.

The schools and county boards shall work or contract with the county sheriff's office or a local police department in whose jurisdiction they are located to develop the programs and training described in divisions (1), (2), (3), and (5).

ACTIVE SHOOTER AND SCHOOL SAFETY

ALICE (Alert, Lockdown, Inform, Counter, Evacuate)

ALICE classes provide preparation and a plan for individuals and organizations on how to more proactively handle the threat of an aggressive intruder or active shooter event. Whether it is an attack by an individual person or by an international group of professionals that are intent on conveying a political message through violence, ALICE Training option based tactics have become the accepted response, versus the traditional "lockdown only" approach.

<https://www.alicetraining.com/>

Civilian Response to Active Shooter Events (CRASE)

This four-hour course provides guidance and a proven plan for surviving an active shooter event. Topics include history and prevalence of active shooter events, the role of professional guardians, civilian response options, medical issues and drills.

<https://sheriff.franklincountyohio.gov/Programs/Crase>

Safety Assessment & Intervention

Safety Assessment & Intervention is a national evidenced-based violence prevention training program that includes: (a) identifying threats, signs and signals to commit a violent act; (b) determining the seriousness of the threat, sign or signal; and (c) developing intervention plans that protect potential victims and address the underlying problem or conflict that initiated the behavior. It is designed for schools and community-based organizations.

https://www.sandyhookpromise.org/prevention_programs



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.

<http://education.ohio.gov/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/PBIS-Resources>

Safety and Violence Prevention Curriculum

Safety and Violence Prevention Curriculum is a training is 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.

https://saferschools.ohio.gov/content/k_12_schools_training

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.

<https://www.redflags.org/>



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 5-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 AD/HD) and eating disorders.

<https://www.mentalhealthfirstaid.org/take-a-course/course-types/youth/>

Question, Persuade and Refer (QPR)

Question, persuade and refer, the 3 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.

<https://qprinstitute.com/>

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.

<https://www.sprc.org/resources-programs/sos-signs-suicide>

LifeAct

LifeAct teaches students to recognize the warning signs of depression and suicidal behavior so that they know to reach out for help for themselves or for others. LifeAct is not a crisis



counseling services, but provides students the tools and professional resources so that they can get the help they need. Trained, credentialed instructors deliver LifeAct in school educational programs.

<http://lifeact.org/>

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.

<http://ohiospf.org/content.php?pageurl=ocfh>

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 — and 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.

<https://bepresentohio.org/>

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.

<http://schoolappsusa.com/>



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.

https://www.oacbha.org/crisis_text_line.php

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.

https://www.sandyhookpromise.org/prevention_programs

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.

http://www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page

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. <https://www.crisisprevention.com/Specialties/Nonviolent-Crisis-Intervention>



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.

http://rccp.cornell.edu/tci/tci-1_system.html

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 themselves 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.

<http://www.mandtsystem.com/>

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, & 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, & student support in the immediate and long-term follow-up after a suicide.

<http://www.sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf>

Botvin LifeSkills Training (LST)

LST 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.
<https://www.lifeskillstraining.com/>

Creating Lasting Family Connections (CLFC)

CLFC is a family-focused program that aims to increase parenting skills and family-relationship skills to build the resiliency of youths aged 9 to 17 years, and to delay the onset and reduce the frequency of their alcohol and other drug use. CLFC is designed to be implemented through community systems such as churches, schools, recreation centers, and court-referred settings.
<https://www.samhsa.gov/capt/tools-learning-resources/creating-lasting-family-connections>

Keepin' it REAL (KIR)

KIR 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.
<https://real-prevention.com/>

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.
<https://store.samhsa.gov/product/KnowBullying-Put-the-power-to-prevent-bullying-in-your-hand/PEP14-KNOWBULLYAPP>

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.
<https://www.paxohio.org/>

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.

<https://store.samhsa.gov/shin/content//SMA12-4669/SMA12-4669.pdf>