

Prevention Services Data Reporting

2024-2025

Legislation

[Ohio law](#) requires schools to report annually on the types of prevention-focused programs, services, and supports used to assist students in developing knowledge, skills, and awareness of consequences of risky behaviors. Prevention-focused programs, services, and supports help students develop knowledge and skills to engage in healthy behaviors and decision-making and increase students' awareness of the dangers and consequences of risky behaviors. Risky behaviors can include substance use, suicide, and bullying.

Reminders

- The superintendent, principal, or delegate must submit the report in the Ohio K-12 Help IRN Session Dashboard by Oct. 17.
- Responses reflect services provided in the 2024-2025 school year.
- Each building listed in the dashboard must submit a report. Once submitted, responses cannot be edited. Email prevention@education.ohio.gov to have a submitted report reset.
- Review the list of curricula and programs and supports before writing-in a response.

Questions and Support

Contact the Ohio K12 Help team at support@ohio-k12.help or 1-844-K12-OHIO with technical difficulties or the Office of Whole Child Supports at prevention@education.ohio.gov with questions about reporting requirements or tool content.

Visit the [Department of Education's Prevention Education webpage](#) to learn more about prevention education and evidence-based prevention strategies.

Question List

To help schools prepare to submit their report in the IRN Session Dashboard, the questions included in the 2024-2025 Prevention Services Data Report are listed below.

School Information

District Name

IRN

School Name

School IRN

Superintendent Name

Superintendent Email

Is the superintendent's contact information accurate?

- Yes
- No

Does the school use a needs assessment to identify student needs before implementing prevention-focused programs, services, or supports?

- Yes
- No

Optional: Please provide more details about the needs assessment. Include the type of assessment conducted, the reasons for completing it, the process or individuals involved, or any other information about data collection or findings.

Does the school evaluate the impact of prevention-focused programs, services, or supports?

- Yes
- No

Optional: Specify which prevention-focused services were evaluated, the type of evaluation conducted, the outcomes measured, and the results obtained.

Prevention-Focused Curriculum

The Department, in consultation with the Department of Behavioral Health, defines prevention-focused curriculum as instruction provided in a planned sequence of culturally appropriate, science-driven strategies with specific learning expectations that is intended to facilitate attitude and behavior change. An evidence-based curriculum has research findings that show a consistent, positive pattern of results on most of the intended recipients or target population. The curricula listed below are not necessarily evidence-based or best practice for prevention but are listed based on frequency in previous year's reports.

Does the school provide prevention-focused curriculum or instruction to students?

- Yes
- No

Optional: Please share barriers preventing the school from providing prevention-focused curriculum or instruction to students.

Select the funding sources the school utilizes to provide prevention-focused curriculum.

- Student Wellness and Success Funds
- Disadvantaged Pupil Impact Aid
- Local, State, or Federal Grants
- Other Local, State, or Federal Source
- No-Cost Options (this includes publicly available, free resources)
- Alcohol, Drug Addiction, and Mental Health (ADAMH) Board Funding
- Other

Select the curricula provided to students.

- 7 Mindsets
- Adapt for Life
- Anti-Virus Youth Education
- Be Present Ohio: The Online Experience (BPO:XP)
- Botvin LifeSkills Training
- Caring School Community
- CATCH My Breath
- Character Education
- CharacterStrong
- Childhelp Speak Up and Be Safe
- Choose Love For Schools
- CoreEssentials
- D.A.R.E.
- Educate to Protect
- Ending the Silence
- Emozi
- Erika's Lighthouse
- Fight Child Abuse
- Generation Rx
- Health and Opioid Abuse Prevention Education (HOPE) Curriculum
- I Can Tell
- LifeAct
- Lifelines
- MBF Child or Teen Safety Matters
- MBF Mental Health Matters
- Olweus Bullying Prevention
- Operation Keepsake
- Positive Action
- Prime for Life
- Project Wayfinder
- Promoting Alternative Thinking Strategies (PATHS)
- Question, Persuade, Refer (QPR)
- Red Flags
- Relationships Under Construction
- Ruling Our Experiences (ROX)
- Safe Dates
- Safer, Smarter Kids
- Say Something
- Second Step
- Signs of Suicide (SOS)
- Social Thinking

- SPEAK UP
- Start with Hello
- Teen Mental Health First Aid
- Teenpower
- Too Good for Drugs
- Zones of Regulation
- Other

Select who provides prevention-focused curriculum to students.

- Community-Based Provider (contractual relationship with mental health specialist, prevention specialist, social worker, counselor, or psychologist)
- Educational Service Center Employed Providers (mental health specialist, prevention specialist, social worker, school counselor, school psychologist, or family liaison employed by an educational service center)
- Guest Speakers
- Law Enforcement
- Occupational Therapists
- Paraprofessional (instructional, behavioral, or other)
- Program-specific Instructors
- School Administrative Staff (principal, assistant principal, dean, director, or coordinator)
- School Nurse
- School Resource Officer
- School-Employed Providers (school counselor, social worker, mental health specialist, school psychologist, prevention specialist, or family liaison employed by a school district)
- Student or Peer Leaders
- Teacher
- Other

Select which grade levels receive prevention-focused curriculum. Select all that apply.

- Kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

When is the curriculum provided?

- During the school day
- Outside of the school day

Where is the curriculum provided?

- Inside the classroom
- Outside of the classroom

Prevention-Focused Programs and Supports

The Department, in consultation with the Department of Behavioral Health, defines prevention-focused programs and supports as services that assist with the prevention of risky behaviors and support mental health. Prevention-focused programs and supports can include information dissemination, social norming campaigns, mentoring groups, alternative programs, screening, referral, and community-based processes. The programs and supports are not necessarily evidence-based or best practice for prevention but are listed based on frequency in previous year's reports.

Does your school provide prevention-focused programs or supports to students?

- Yes
- No

Optional: Please share barriers or factors that may be preventing your school from providing prevention-focused programs or supports to students.

What funding sources does the school utilize to provide prevention-focused curriculum? Select all that apply.

- Student Wellness and Success Funds
- Disadvantaged Pupil Impact Aid
- Local, State, or Federal Grants
- Other Local, State, or Federal Source
- No-Cost Options (this includes publicly available, free resources)
- Alcohol, Drug Addiction, and Mental Health (ADAMH) Board Funding
- Other

Select the programs and supports which are provided to students.

Note: Please only include specific, prevention-focused programs and supports being provided to students in this section. Do not include interventions, such as Mental Health Counseling, that are outside of the scope of prevention. Additionally, do not include school-wide frameworks, such as Positive Behavioral Interventions and Supports (PBIS) and Student Assistance Programs (SAP).

- 40 Developmental Assets
- Big Brothers Big Sisters
- Hope Squad
- Leader in Me

- PAX Good Behavior Game
- Rachel's Challenge
- Red Ribbon Week
- Screening, Brief Intervention and Referral to Treatment (SBIRT)
- Sources of Strength
- Thriving Learning Communities (TLC)
- Where Everybody Belongs (WEB)
- Other

Who provides the program or support to students?

- Community-Based Provider (contractual relationship with mental health specialist, prevention specialist, social worker, counselor, or psychologist)
- Educational Service Center Employed Providers (mental health specialist, prevention specialist, social worker, school counselor, school psychologist, or family liaison employed by an educational service center)
- Guest Speakers
- Law Enforcement
- Occupational Therapists
- Paraprofessional (instructional, behavioral, or other)
- Program-specific Instructors
- School Administrative Staff (principal, assistant principal, dean, director, or coordinator)
- School Nurse
- School Resource Officer
- School-Employed Providers (school counselor, social worker, mental health specialist, school psychologist, prevention specialist, or family liaison employed by a school district)
- Student or Peer Leaders
- Teacher
- Other

Select which grade levels receive the prevention-focused program or support. Select all that apply.

- Kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

When is the program or support provided?

- During the school day
- Outside of the school day

Where is the program or support provided?

- Inside the classroom
- Outside of the classroom

Professional Development

The Department, in consultation with the Department of Behavioral Health, defines prevention-focused professional development as the training of school personnel in topics related to wellness and safety. School personnel develop knowledge and skills necessary to support students and create a positive school climate upon receiving professional development.

Does your school provide prevention-focused professional development for teachers, administrators, and other staff?

- Yes
- No

Select the topic areas that best describes the prevention-focused professional development teachers, administration, and other staff received.

The Department, in consultation with the Department of Behavioral Health, defines prevention-focused professional development as the training of school personnel in topics related to wellness and safety. School personnel develop knowledge and skills necessary to support students and create a positive school climate upon receiving professional development. Please only include the topic areas being covered in the professional development. Do not include the name of the presenter or the vendor providing the professional development.

- Crisis Prevention Training (ex. Therapeutic Crisis Intervention and Crisis Prevention Institute)
- Mental Health and Wellness
- Positive Behavioral Interventions and Supports (PBIS)
- Positive Youth Development
- Restorative Practices
- School Safety
- Social and Emotional Learning
- Suicide Awareness and Prevention
- Trauma Informed Practices
- Violence Prevention
- Other

Select who received the professional development.

- School Administrative Staff (principal, assistant principal, dean, director, or coordinator)
- Bus Drivers

- Paraprofessional (educational, instructional, behavioral, or other aides and assistants)
- School-Employed Providers (school counselor, social worker, mental health specialist, school psychologist, prevention specialist, or family liaison employed by a school district)
- School Nurses
- School Nutrition Staff
- School Resource Officer
- Teachers
- Volunteers
- Other

Professional and Peer Learning

Does the school engage in activities (knowledge exchanges or other methods of two-way communication) designed to communicate with and learn from other schools or professionals with expertise in prevention?

- Yes
- No

What activities or methods does the school engage in to communicate with and learn from other schools or professionals with expertise in prevention?

- Coaching
- Communities of Practices
- Consultation
- Individual Meetings or Discussions
- Mentorship
- Professional Learning Communities
- Site Visits and Observations
- Other

Community Partnerships, Family, and Student Engagement

Does your school partner with community coalitions, organizations, or other external agencies to provide prevention services and resources to families?

- Yes
- No

Which community coalitions, organizations, or other external agencies does your school partner with to provide prevention services and resources to families?

- Alcohol, Drug Addiction, and Mental Health (ADAMH) Boards
- Educational Service Center (ESC)
- Faith-Based Organization
- Health Department
- Hospital
- Mental Health Provider
- Non-Profit Organization

- Ohio Certified Prevention Specialist (OCPS) or Ohio Certified Prevention Consultant (OCPC)
- Private Organization
- Other

Does your school have efforts to engage with parents and families regarding prevention focused services?

- Yes
- No

Select the types of prevention-focused engagement the school provides to parents and families.

- Surveys to Families (allowing feedback on activities, services, and partnerships)
- Two-way Communication (conferences, check-ins, or prevention-focused events led or promoted by the school for families)
- Leadership Opportunities (including family participation on school-based or district-based teams)
- Information Dissemination (dissemination of newsletters, brochures, flyers, social media content, or emails)
- Parenting Sessions (including Parenting Wisely, Triple P, or PAX Tools)
- Parent Mentors
- Volunteer Opportunities
- Other

Does your school have opportunities for students to participate in prevention efforts?

- Yes
- No

At what level are students involved in prevention efforts?

- Participation (Students are involved in the “doing” of the activity but not in the planning, development or reflection.)
- Voice (Students are part of conversations regarding planning and implementing an idea. Their input is considered, but they may or may not have an official “vote”.)
- Leadership (Students are involved at all levels of idea or project development and have formal and informal leadership roles in the process.)
- Engagement (Students are the primary drivers of the work from conceptualization to implementation and reflection. Youth “own” and understand the work deeply.)

Share Your Story

If you would like to share a story about how best-practices in evidence-based prevention have positively impacted your school, please do so below. If possible, please share evaluation measures or student outcomes that support your story. Please do not include protected student information.

Confirm and Submit

Thank you for taking the time to complete the Prevention Services Data Report. Please enter your contact information below and submit your responses. After you click submit, a link will be provided to download a PDF with your responses.

- Name
- Role or Title
- Email
- Phone