

Prevention Services Data Reporting

2025-2026

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. 16.
- Responses should reflect services provided in the 2025-2026 school year.
- The data collection tool does not save progress and will log out after inactivity. Complete reports in one session.
- Reports are building-level and must reflect only the prevention-focused services provided in that building. Only one report can be submitted for each building.
- Reports cannot be edited after submission. Email support@ohio-k12.help to request a report be reset.

Questions and Support

Contact the Ohio K12 Help team at support@ohio-k12.help or 1-844-K12-OHIO with technical difficulties or the Department's Office of Family Engagement and School Partnerships at prevention@education.ohio.gov with questions about reporting requirements or tool content.

Visit the [Department of Education and Workforce'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 2025-2026 Prevention Services Data Report are listed below.

1. School

- 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
 - 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.
- No

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

- Yes
- No
 - Optional: Please provide more details about the evaluation efforts. Specify which prevention-focused services were evaluated, the type of evaluation conducted, the outcomes measured, and the results obtained.

2. 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 appropriate, science-driven strategies, with specific learning expectations intended to facilitate attitude and behavior change. Curriculum may be evidence-based when there are 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. *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 curricula provided to students. *Select all that apply.*

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

○ Other Curriculum Name

Select who provides prevention-focused curriculum to students. *Select all that apply.*

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

When is the curriculum provided? *Select all that apply.*

- During the school day
- Outside of the school day

Where is the curriculum provided? *Select all that apply.*

- Inside the classroom
- Outside of the classroom

3. 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.

Does the 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. *Select all that apply.*

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
 - Other Program or Support Name:

Who provides the program or support to students? *Select all that apply.*

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

When is the program or support provided? *Select all that apply.*

- During the school day
- Outside of the school day

Where is the program or support provided? *Select all that apply.*

- Inside the classroom
- Outside of the classroom

4. 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 the 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. *Select all that apply.*

- Child Abuse
- Child Sexual Abuse
- Crisis Prevention Training (ex. Therapeutic Crisis Intervention and Crisis Prevention Institute)
- Dating Violence
- Digital Literacy and Media Use
- Harassment, Intimidation, or Bullying Policy
- Human Trafficking
- Mental Health and Wellness

- Positive Behavioral Interventions and Supports (PBIS)
- Positive Youth Development
- School Safety
- Substance Use
- Suicide Awareness and Prevention
- Trauma Informed Practices
- Violence Prevention
- Other
 - Professional Development Topic Name:

Select who received the professional development. *Select all that apply.*

- 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

5. 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? *Select all that apply.*

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

6. 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? *Select all that apply.*

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

Does the 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. *Select all that apply.*

- 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 the 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.)

7. Share Your Story

The Department invites schools to share how prevention practices have benefited their students, staff, and families. Include evaluation measures or outcomes if available. Please do not include protected student information.

8. Confirm and Submit

Thank you for taking the time to complete the Prevention Services Data Report. Please enter your contact information below and submit responses. Once the submission is complete, a link will be made available to download a PDF containing the submitted responses.

- Name
- Role or Title
- Email
- Phone