

# Resilient Futures – Opioid Prevention in Schools (Montana Abatement Region 5)

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*2026 Montana Opioid Abatement Trust  
Grants*

## ***Montana Professional Learning Collaborative***

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# Application Form

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## *Region Selection*

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To collaborate with someone else on this request, click the blue "Collaborate" button in the top-right corner.

### **Project Name\***

Resilient Futures – Opioid Prevention in Schools (Montana Abatement Region 5)

**You may only select one Abatement Region, if you are applying for funding from more than one region you will need to fill out and submit a separate application for each region.**

### **Select Multi County Abatement Region OR Metro Region\***

Select the Multi-County Abatement Region **OR** the Metro Region you are requesting grant funds from. Click [HERE](#) for a detailed map of Multi-County Regions and Metro Regions.

Abatement Region 5

### **Regional Funding Request\***

If you are applying to multiple regions, please select all the regions to which you are submitting applications.

N/A

## *Application Overview*

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### **About the Organization/Program\***

Give a brief description of the Organization/Program/Project. Include the mission statement and the services provided.

The Montana Professional Learning Collaborative (MTPLC) is a nonprofit organization dedicated to strengthening schools and communities through high-quality professional learning, collaborative leadership, and access to evidence-based resources. MTPLC's mission is to support educators and school systems—particularly in Montana's rural, remote, and Reservation communities—by reducing barriers to training, services, and coordinated systems of support that promote student and staff well-being.

MTPLC serves as a statewide intermediary and capacity builder, partnering with school districts, state agencies, and national organizations to design and deliver professional learning that is practical and grounded in research-based best practices. The organization focuses on whole-child and whole-school approaches that strengthen prevention, early intervention, crisis preparedness, response, and recovery. Through initiatives such as school mental health training, safety and wellness programming, crisis response supports, and resource navigation, MTPLC equips schools with tools and systems they often cannot access independently due to geographic isolation, workforce shortages, and limited funding. MTPLC provides coordinated professional development, implementation support, and access to scalable resources—including

virtual training and technology-enabled support—to ensure reach across Montana’s vast and diverse communities.

Within the Montana Opioid Abatement context, MTPLC’s work directly supports schools’ capacity to respond to substance use–related trauma, grief, and mental health needs by strengthening prevention frameworks, improving early identification and intervention, and enhancing crisis response and recovery practices. By centering schools as hubs of support and leveraging statewide partnerships, MTPLC ensures opioid abatement strategies are integrated into sustainable, school-based systems that promote resilience for students, staff, families, and communities.

## What category does the program fit into\*

Check the category/categories the program fits into. You may select more than one option.

Click [HERE](#) for a list of approved opioid remediation uses

Prevention

## Exhibit E List of Opioid Remediation Uses

*Schedule A - select all that apply*

- A. NALOXENE/OTHER FDA-APPROVED DRUG TO REVERSE OPIOID OVERDOSES
- B. "MAT" DISTRIBUTION & OTHER OPIOID-RELATED TREATMENT
- G. PREVENTION PROGRAMS

## Exhibit E List of Opioid Remediation Uses

*Schedule B - select all that apply*

- C. CONNECTIONS TO CARE
- G. PREVENT MISUSE OF OPIOIDS
- H. PREVENT OVERDOSE DEATHS & OTHER HARMS (HARMS REDUCTION)

## How does the program meet the Opioid Remediation Guidelines\*

Provide a detailed explanation of how the program fits into the approved Opioid Remediation Guidelines selected in the above question.

*Please be specific*

Schools play a critical role in preventing opioid misuse among youth because they provide consistent daily contact with students during key developmental years. Research and state opioid abatement guidance emphasize that effective youth opioid prevention begins upstream—by strengthening protective factors, identifying risk early, and ensuring adults are prepared to respond when concerns arise. MTPLC’s Region 5 program (Lincoln, Mineral, and Sanders Counties) aligns directly with approved Opioid Remediation Guidelines by positioning schools as prevention hubs and building sustainable, evidence-informed systems that reduce opioid use risk before initiation.

MTPLC supports Region 5 schools in implementing layered, school-based prevention strategies that address known drivers of opioid risk, including trauma exposure, isolation, mental health challenges, and limited access to services in rural communities. Universal prevention programming, including CharacterStrong and Rachel's Challenge, strengthens whole-child skills and student belonging—protective factors consistently linked to reduced substance misuse. PREPaRE crisis response training equips Region 5 school staff to intervene early and respond effectively to crises, supporting student safety and early identification. Beyond individual programs, MTPLC provides direct consultation and coaching to Region 5 partners to ensure opioid abatement-funded efforts are implemented with fidelity, aligned to local needs, and embedded within existing school systems such as prevention frameworks and multi-tiered systems of support. Through needs assessments, implementation planning, coaching, and data-informed monitoring, MTPLC supports rural Region 5 schools with resources to strengthen opioid prevention capacity. Together, this approach meets Opioid Remediation Guidelines by prioritizing primary prevention, early intervention, and systems-level capacity building.

### New Program or Existing\*

Is the funding intended for a new program or to expand an existing program?

A new program for your region.

## *Fiscal Information*

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### Requested Amount\*

\$80,326.00

### Program Budget\*

How will the funds be allocated? Attach a detailed line item budget breakdown for the program. If the funds are intended for a multi-year program please specify the amount budgeted for each year.

Opioid Abatement MTPLC Budget Spreadsheet.pdf

### Source of Funding\*

Does the program currently receive funding from another source? If yes, please explain in detail. (i.e. amount, funding source, etc.)

Grant funding is intended for the creation or expansion of opioid prevention, treatment, and recovery projects. The money is **NOT** meant to replace or supplant existing funding.

MTPLC currently receives federal, state, and philanthropic funding that supports statewide mental health, school safety, and prevention infrastructure. These resources are braided with opioid abatement funds to expand opioid-specific prevention—not to replace or supplant existing funding.

Current funding supports Montana Cares (anonymous reporting and crisis response), baseline professional learning, and limited prevention programming. The Mental Health Resource Navigator role was established through STOP School Violence Act-supported Montana Cares, which serves 89 schools and 14,000+ students statewide. This funding supports general crisis response, triage, and referrals, but it does not cover targeted

opioid prevention programming or the sustained implementation support needed to build prevention systems in Region 5 (and Region 1, if applicable to the broader project scope).

Opioid abatement funds will be used specifically to create/expand opioid prevention capacity by supporting a 25% FTE allocation (approximately \$23,750/year) dedicated solely to opioid prevention activities in Region 5, including coordination of evidence-based prevention programs, alignment to school prevention frameworks/MTSS, implementation coaching, and sustainability planning—expanding both scope and geographic reach beyond what current funding can cover.

MTPLC also has limited support for CharacterStrong (curriculum access/intro training) and limited, event-based Rachel’s Challenge and PREPaRE training when schools secure local or philanthropic dollars. Opioid abatement funding will expand access to these prevention supports in Region 5, strengthening protective factors (belonging and school climate), improving crisis preparedness, and increasing early identification/response for substance-related risk—particularly in rural and tribal communities.

Region 5 schools currently engaged/served include Dixon School District #9 (Dixon Public School—~43 students), Trout Creek School (Trout Creek Elementary and Junior High—~30), Noxon Public Schools (~145), Troy School District (W.F. Morrison Elementary and Troy High School—~386), and Eureka School District (~490), representing approximately 1,094 students across Lincoln and Sanders Counties.

No opioid abatement funds will supplant existing resources; they will be used only to expand capacity, reach, and sustainability of school-based opioid prevention aligned with Montana opioid abatement priorities.

## Do you have a Fiscal Agent\*

No

## *Program Abstract*

### Program Description\*

Describe the objectives of this project. Provide a detailed overview of the program, including its purpose, priorities & objectives, and intended results.

The purpose of this project is to strengthen the capacity of rural schools in Region 5 (Lincoln and Sanders Counties) to prevent opioid-related risk among youth by supporting the whole child through coordinated prevention, early identification, response, and recovery-informed systems. Schools are a critical prevention setting because they provide daily opportunities to build protective factors, identify emerging risk, and connect students and families to supports—particularly in rural communities where schools often serve as the primary access point for mental health and prevention services.

This project aligns with Montana Opioid Abatement priorities by advancing evidence-based and evidence-informed, youth-focused prevention; school and community education; improved access to behavioral health supports; and sustainable systems that discourage opioid misuse before initiation. MTPLC advances these priorities by delivering layered prevention programming and implementation support that Region 5 districts often cannot access due to geographic isolation, workforce shortages, and limited funding.

Project objectives are to: (1) strengthen protective factors that reduce vulnerability to substance misuse, including belonging, resilience, emotional regulation, and positive peer/adult relationships; (2) equip school staff and community partners to recognize early warning signs and respond effectively to prevent escalation; and (3) embed prevention and response practices within existing school systems (MTSS and school safety frameworks) to ensure sustainability beyond the grant period.

MTPLC supports these objectives through CharacterStrong and Rachel's Challenge to strengthen school climate and connectedness, and PREPaRE training to improve crisis prevention, response, and recovery-informed follow-up. Direct consultation, needs assessments, implementation planning, and coaching ensure fidelity and alignment with local data and priorities.

This work builds on infrastructure established through MTPLC's STOP School Violence Expansion grant and the Mental Health Resource Navigator (MHRN) role. Opioid abatement funding enhances systems already embedded in Region 5 schools. The MHRN strengthens early identification, referral coordination, and continuity of care, improving follow-through and referral pathways when needs exceed school capacity.

In partnership with Overdose Lifeline, MTPLC will implement the Layperson Naloxone Trainer Program and youth opioid education to expand overdose recognition, stigma reduction, and naloxone response readiness among staff and community members.

Intended results include stronger protective factors, improved staff confidence, increased overdose awareness, enhanced coordination between schools and local providers, and sustainable prevention systems that reduce opioid-related risk among youth in Region 5.

## Specific Goals\*

Describe the primary goals your program seeks to achieve. For each goal, explain how the program intends to accomplish it.

The primary goal of this program is to strengthen the capacity of rural schools in Region 5 to prevent opioid-related risk among youth by positioning schools as effective prevention, early identification, overdose response education, and coordinated support hubs. This goal will be achieved through layered, whole-child prevention programming; crisis preparedness and recovery-informed response training; naloxone and opioid education in partnership with Overdose Lifeline; and sustained implementation support tailored to the needs and resource limitations of rural Region 5 communities.

A second goal is to reduce youth vulnerability to substance misuse by strengthening protective factors and improving schools' ability to identify emerging risk and initiate timely, coordinated connections to support. The program will meet this goal through evidence-informed prevention strategies that increase student connectedness, positive school climate, supportive peer and adult relationships, and healthy coping and decision-making skills. CharacterStrong and Rachel's Challenge address isolation, disengagement, and trauma-related stressors linked to substance-use risk. PREPaRE training complements these efforts by equipping staff to prevent, prepare for, and respond effectively to crises, implement post-crisis recovery supports, and reduce escalation or recurrence. MTPLC consultation and coaching ensure these strategies function as a cohesive system aligned within MTSS and school safety frameworks.

A third goal is to expand opioid-specific awareness and overdose response readiness among school staff and community partners in Region 5 through the Overdose Lifeline Layperson Naloxone Trainer Program. Designated staff will use state-specific materials to deliver opioid education, overdose recognition, and naloxone response training, with pre/post tools to measure knowledge gains and support fidelity.

A final goal is sustainability and systems-level impact. Through needs assessments, implementation planning, coaching, and data-informed monitoring, MTPLC will embed prevention, early identification, and response practices within existing Region 5 school structures to reduce opioid-related risk beyond the grant period.

## Evaluation Method\*

Please explain in detail how you will gauge the effectiveness and overall impact of the program. What specific evaluation methods, tools, or metrics will you use to measure success.

Program effectiveness in Region 5 will be evaluated through a coordinated, multi-method approach aligned with Montana Opioid Abatement priorities. Evaluation will examine implementation fidelity, reach, short-term outcomes, overdose education impact, and systems-level change. MTPLC will lead evaluation activities in partnership with participating schools, with the Mental Health Resource Navigator (MHRN) coordinating data collection, interpretation, and continuous improvement.

Implementation fidelity and reach will be tracked across all components. MTPLC will document schools served (Dixon, Trout Creek, Noxon, Troy, and Eureka), staff trained, students reached, prevention sessions delivered, naloxone education sessions conducted, and consultation/coaching hours provided. Service logs, training rosters, and coaching documentation will ensure accurate tracking of opioid abatement-funded activities.

Program-embedded tools will measure changes in protective factors and staff capacity. CharacterStrong includes curriculum tracking and pre/post surveys assessing connectedness and engagement. Rachel's Challenge includes participation data and school climate indicators related to belonging and peer norms. PREPaRE includes pre/post knowledge checks, staff confidence measures, and documentation of crisis response practices. Through partnership with Overdose Lifeline, opioid and naloxone education will include pre/post surveys measuring knowledge gains in overdose recognition and response, along with documentation of trainers and sessions delivered.

At the systems level, the MHRN will support needs assessments and structured data reviews aligned with district needs assessments and MTSS frameworks. Findings will be integrated into prevention and school safety plans to strengthen early identification, referral coordination, and follow-up practices.

At the outcome level, MTPLC and Region 5 schools will review school climate data, prevention participation metrics, staff training outcomes, family engagement indicators, and available Youth Risk Behavior Survey (YRBS) trends. Results will guide continuous quality improvement and ensure opioid abatement investments lead to measurable improvements in protective factors, staff readiness, overdose awareness, and sustainable prevention infrastructure.

## Data Source\*

What data or evidence will you collect to show you are meeting your program goals? What specific information, metrics and documentation will you provide to demonstrate the program objectives have been achieved.

MTPLC will collect and report multiple forms of data to document progress toward Region 5 program goals and demonstrate that objectives are achieved. Data will focus on implementation fidelity, reach, short-term outcomes, overdose education impact, workforce readiness, and systems integration.

### Implementation & Reach

MTPLC will document Region 5 schools served (Dixon, Trout Creek, Noxon, Troy, Eureka), district enrollment served (approx. 1,094 students), prevention sessions delivered, staff and participants trained, naloxone education sessions conducted, and consultation/coaching hours provided.

Documentation: service logs, training rosters/sign-in sheets, coaching records, schedules, and participation counts.

### Protective Factors & Prevention Outcomes

MTPLC will collect program-embedded and school climate data to measure changes in protective factors linked to reduced substance-use risk (connectedness, belonging, peer norms, engagement).

Documentation: CharacterStrong completion tracking and pre/post surveys; Rachel's Challenge participation tracking, qualitative feedback, and climate indicators; school climate survey results.

### Early Identification, Crisis Response & Staff Capacity

MTPLC will measure staff readiness to identify risk and respond effectively through PREPaRE pre/post knowledge checks and staff confidence measures, along with documentation of crisis response and recovery-informed practices implemented.

Documentation: PREPaRE assessments, staff surveys, implementation notes, and MHRN service logs.

#### Access to Mental Health Supports & Continuity of Care

MTPLC will track referral activity and follow-through, including time from identification to service connection and the number of documented warm handoffs to community providers.

Documentation: referral records, follow-up tracking, and MHRN coordination notes.

#### Overdose Awareness & Harm Reduction

Through Overdose Lifeline, MTPLC will document certified trainers, trainings delivered, and pre/post survey results showing increased knowledge of opioid risk, overdose recognition, and naloxone response steps.

Documentation: Overdose Lifeline training records, attendance rosters, and survey results.

#### Systems Integration & Sustainability

MTPLC will provide evidence that prevention and response practices are embedded within MTSS and school safety plans and supported through regular data review cycles.

Documentation: MTSS artifacts, prevention/safety plans, updated protocols, and meeting notes.

## Awareness\*

How do you plan to create awareness of this program? Briefly describe what action the program plans to take to create awareness in the community.

MTPLC will create awareness of this Region 5 (Lincoln and Sanders Counties) program through coordinated school- and community-based outreach so students, families, school staff, and local partners understand the purpose of the project, available supports, and how to access them. Messaging will emphasize schools as prevention hubs and reinforce that this initiative expands opioid-specific prevention capacity using opioid abatement funding.

Within Region 5 schools, MTPLC will work with administrators and leadership teams to integrate messaging into existing communication structures (staff meetings, professional learning, newsletters, websites, and family platforms). Consistent communication will help staff understand how CharacterStrong, Rachel's Challenge, PREPaRE, and MTPLC consultation/coaching connect within MTSS and school safety frameworks, and how to request support.

Family awareness will be built through school-based outreach via district messaging systems, newsletters, and family engagement events. MTPLC and school partners will share developmentally appropriate prevention messaging, explain how schools strengthen protective factors (belonging, resilience, supportive relationships), and provide information on referral pathways when concerns arise, adapting outreach to local context as needed.

Community awareness and alignment will be strengthened through collaboration with Region 5 stakeholders (public health, behavioral health providers, prevention coalitions, and school safety partners). MTPLC will share program updates, coordinate messaging with existing prevention efforts, and reduce duplication. MTPLC will also partner with Overdose Lifeline to expand opioid and naloxone education awareness through trained layperson trainers and community-facing resources, helping reduce stigma and increase response readiness.

## *Additional Documents*

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### **Tax Exempt Organization\***

By clicking this box you are confirming the applying organization is a tax exempt organization.

Yes

### **Tax Exempt Determination Letter\***

Please upload a copy of the Organization 501(C)(3) Tax Exempt Determination Letter.

IRS Letter 1 (10) (2).pdf

**Use this section to upload or explain any additional information regarding the program/organization. ie. a detailed budget projection, program/organization history, etc.**

### **Upload #1**

5. Combined Region 5 - Programs .pdf

### **Upload #2**

Region 5\_ Outcomes\_ Measures & Population.pdf

### **Upload #3**

Opioid Abatement Combined.pdf

### **Additional Information**

This project delivers a coordinated, school-based prevention approach designed to reduce opioid-related risk among youth in Region 5 by strengthening whole-child supports, early identification systems, overdose education, and post-crisis response practices in rural schools. Research consistently demonstrates that effective youth opioid prevention begins upstream—by strengthening protective factors such as school connectedness, positive peer norms, emotional regulation, and consistent adult response systems. Schools are uniquely positioned to provide these supports, particularly in rural communities where access to prevention and behavioral health resources is limited and schools often serve as the primary access point for youth and families.

Youth substance-use prevention research shows that strengthening resiliency factors is one of the most effective strategies for reducing opioid and other substance misuse. Resiliency factors—positive peer relationships, emotional regulation, coping and problem-solving skills, self-efficacy, and a sense of belonging—significantly reduce the likelihood of substance-use initiation. Peer-to-peer relationships are especially influential during adolescence, as peers shape norms, behaviors, and perceptions of risk. Schools that intentionally promote healthy peer connections and shared norms create environments where substance use is less normalized and protective behaviors are reinforced.

Rural youth face elevated risk when access to resiliency-building opportunities and behavioral health services is limited. Stress, trauma exposure, geographic isolation, and workforce shortages increase the likelihood that substances are used as coping mechanisms. Whole-child prevention approaches that strengthen resiliency factors are recognized as upstream opioid prevention strategies because they address underlying conditions that increase vulnerability rather than focusing solely on substances themselves.

Within Region 5, resiliency factors will be strengthened through coordinated, evidence-informed programming supported by MTPLC. CharacterStrong will function as a Tier 1 universal prevention strategy promoting belonging, emotional regulation, and responsible decision-making, with Tier 2 targeted supports for students experiencing increased vulnerability. Rachel's Challenge will strengthen peer connectedness, inclusive school climate, and student leadership through assemblies and sustained student-led initiatives that reinforce positive norms. PREPaRE Crisis Prevention and Response training will equip staff to stabilize school environments following critical incidents, identify students at increased risk, and implement recovery and postvention practices that reduce recurrence and escalation.

In addition, MTPLC will partner with Overdose Lifeline to implement layperson naloxone trainer programming and youth-focused opioid education. This component will expand opioid awareness, overdose recognition, stigma reduction, and response readiness among school staff and community members—further strengthening prevention and harm-reduction capacity in Region 5.

Schools served in Region 5 include:

Dixon School District #9 (Sanders County) – Dixon Public School (K–8), ~43 students

Trout Creek School (Sanders County) – Trout Creek Elementary & Junior High, ~30 students

Noxon Public Schools (Sanders County) – ~145 students

Troy School District (Lincoln County) – W.F. Morrison Elementary (K–8) & Troy High School, ~386 students

Eureka School District (Lincoln County) – ~490 students

Estimated total reach includes approximately 1,094 students across Lincoln and Sanders Counties.

A defining strength of this project is MTPLC's role as an ongoing implementation partner rather than a one-time training provider. MTPLC will provide consultation, coaching, needs assessments, implementation planning, and alignment within MTSS and school safety frameworks—reducing burden on limited local staff and strengthening consistency across schools. Central to this work is the Mental Health Resource Navigator (MHRN), who advances opioid abatement goals by strengthening early identification, referral coordination, and continuity of care, ensuring warm handoffs and follow-through when concerns arise.

This project builds on MTPLC's established infrastructure through Montana Cares and the STOP School Violence Expansion grant. Opioid abatement funding allows MTPLC to deepen and expand this foundation by explicitly integrating opioid prevention, overdose education, early intervention, and recovery-informed practices into durable Region 5 school systems. Through established partnerships with districts, public health, behavioral health providers, prevention coalitions, and community organizations, this initiative ensures alignment with broader regional prevention strategies and positions opioid abatement investments for sustainable, community-level impact across Region 5.

## File Attachment Summary

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### *Applicant File Uploads*

- Opioid Abatement MTPLC Budget Spreadsheet.pdf
- IRS Letter 1 (10) (2).pdf
- 5. Combined Region 5 - Programs .pdf
- Region 5\_ Outcomes\_ Measures & Population.pdf
- Opioid Abatement Combined.pdf

## Budget Planning 2026 Opioid Abatement Application

**\*\*We plan to apply in subsequent years in April for the following school year to support current schools and provide the opportunity to other schools who are interested. Future year requests will be near this amount for sustaining current practices and offering the program to additional schools.**

Rachel's Challenge				
	Rachel's Challenge (3 schools @\$6000 each day for 2 full day presentations per location) Rachel's Challenge Presentation in Fall and Chain Reaction in Spring; All presenter travel, prep time, student banner & materials, outreach to schools pre & post planning is covered in the \$6000 contract amount	\$36,000		
			\$36,000	
<p><b>Explanation:</b> This cost aligns directly with Exhibit E – Schedule A, Core Strategy G: Prevention Programs by funding an evidence-informed, school-based prevention approach that addresses opioid risk before substance use begins. Prevention science consistently demonstrates that upstream factors such as chronic social isolation, bullying, unresolved trauma, and weak school connectedness significantly increase vulnerability to substance misuse, including opioids. Rachel's Challenge targets these conditions by strengthening school climate, reinforcing positive peer norms, and increasing students' sense of belonging, safety, and adult support—protective factors strongly associated with delayed initiation of substance use and healthier coping during periods of stress. By reducing exclusion and victimization and normalizing help-seeking behaviors, this programming mitigates emotional and social drivers that often precede substance misuse. Importantly, this work extends beyond one-time assemblies through sustained access to digital curriculum and staff resources, allowing schools to reinforce prevention messaging, embed strategies into daily practice, and maintain continuity across grade levels and school years. Together, these components meet Exhibit E's intent to support evidence-based prevention programs in schools while directly reducing isolation, bullying, and trauma—well-documented upstream risk factors that, if left unaddressed, increase the likelihood of opioid and other substance misuse later in adolescence.</p> <p>Survey data shows strong Region 5 readiness and alignment, with participating districts in Lincoln and Sanders Counties (Dixon, Trout Creek, Noxon, Troy, and Eureka) identifying school climate, belonging, and connectedness supports—core Rachel's Challenge outcomes—as priority prevention needs within this funding opportunity.</p>				
PREPaRE Crisis Prevention & Response				
	Trainer Cost (25% of Cost to train MTPLC Resouce Navigator as a Certified PREPaRE Trainer is allocated to this budget. Registration: Travel: )**Refer below to cost breakdown	\$1,090.00		
	School Training Costs: School Wkshp 1 Fee 3@\$55 for 6 schools; School Wkshp 2 Fee 2 @ \$65 for 6 schools	\$2,160.00		
			\$3,250.00	

**Explanation:** PREPaRE strengthens school-based workforce capacity by equipping educators, counselors, and administrators with a comprehensive, evidence-informed framework for crisis prevention, preparedness, response, and recovery. PREPaRE training enables school teams to recognize early warning signs of distress, substance misuse risk, and mental health crises; implement trauma-informed prevention strategies; and respond effectively to emergencies, including substance-related incidents and overdose risk. Prevention research shows that schools with trained, coordinated crisis response systems are better positioned to intervene early, reduce escalation, and connect students to appropriate supports before crises intensify into long-term harm or substance misuse. PREPaRE emphasizes both immediate response and post-crisis recovery—critical elements for reducing the cumulative impact of trauma, grief, and destabilization that often increase vulnerability to opioid misuse.

From an opioid abatement perspective, this investment aligns directly with Exhibit E – Core Strategy G (Prevention) by strengthening early identification and trauma-informed intervention within schools, and with Schedule B – Connections to Care by improving staff readiness to initiate timely referrals, coordinate with community partners, and support continuity of care following crisis events. By building durable workforce capacity rather than relying on reactive or one-time responses, PREPaRE ensures opioid settlement funds support sustainable systems that protect student safety, promote recovery, and reduce downstream substance-use risk. Training an in-house MTPLC PREPaRE trainer builds long-term sustainability, allowing Region 5 schools to onboard new administrators, counselors, and crisis team members and maintain fidelity without contracting external trainers.

Region 5 school feedback demonstrates strong demand for crisis preparedness. Survey responses from participating districts in Sanders and Lincoln Counties indicate that 2 of the 4 responding districts (50%)—Dixon School District and Trout Creek School—specifically requested PREPaRE crisis prevention and response training, representing schools serving approximately 73 students directly in those districts, with broader impact anticipated across all participating schools (serving approximately 1,094 students total). Respondents included district administrators, school leaders, interventionists, and special education staff—indicating cross-role recognition of the need for strengthened crisis systems and coordinated response capacity in Region 5 rural schools.

Character Strong Curriculum and Training				
	Curriculum(4 elementary @ \$999/Tier 1 = \$3,996) \$9000 for two in-person training with Character Strong that will serve all schools in a central locations within the region; Providing a second training location reduces travel time and mileage for rural Region 5 staff, increases attendance and implementation readiness, and supports equitable access across geographically dispersed districts. This approach improves fidelity by ensuring more educators can participate without significant travel barriers.	\$7,497.00		
	MTPLC Resource Navigator will coordinate CharacterStrong training logistics, support pre- and post-training implementation planning, facilitate data collection and progress monitoring, and provide ongoing coaching to ensure fidelity and alignment within MTSS and school improvement frameworks (cost included in the Resource Navigator salary allocation below).	\$0.00		
			\$12,996.00	

Explanation: CharacterStrong is an evidence-informed, K–8 universal prevention curriculum designed to strengthen social-emotional skills, coping strategies, and ethical decision-making during the developmental period when prevention has the greatest long-term impact. Prevention science consistently shows that early and sustained development of self-regulation, emotional awareness, problem-solving, and help-seeking behaviors reduces the likelihood of early substance-use initiation and later substance misuse, including opioids. CharacterStrong addresses these protective factors directly by teaching students how to manage stress, navigate peer pressure, build healthy relationships, and make values-based decisions—skills that buffer against risk factors such as impulsivity, emotional dysregulation, trauma exposure, and school disengagement. National implementation data show improvements in school climate, student behavior, and connectedness, all associated with lower rates of risk-taking behaviors.

From an opioid abatement perspective, this investment aligns with Exhibit E – Schedule A, Core Strategy G: Prevention Programs by supporting upstream, universal prevention programming that reduces opioid risk before initiation. In Region 5 (Lincoln and Sanders Counties), where geographic isolation and limited behavioral health access elevate risk, embedding consistent prevention skill-building into daily classroom practice strengthens protective factors across rural schools and builds a durable foundation for healthy coping and decision-making as students transition into adolescence—when vulnerability to substance misuse increases.

**Overdose Lifeline – Layperson Naloxone Trainer Program**

	Trainer Certification & Licensing (3 Trainers – Region 5) Layperson Naloxone Trainer Certification, materials access (12-month license), customizable state-specific curriculum, presenter scripts, handouts, pre/post surveys, breakout activities, certificates, and technical assistance. \$940.00	\$940.00		
	Training Delivery & Community Implementation (Region 5 Allocation – 25% FTE Support) Coordination, scheduling, facilitation of school and community opioid education sessions, evaluation administration, and reporting (cost reflected in MHRN 25% allocation below). \$0 (covered in 25% FTE allocation)	\$0.00		
			\$940.00	

This investment will build lateral capacity across Region 5 schools by establishing a shared, scalable base of overdose identification and response readiness among school staff and key community partners. By certifying Region 5–based layperson trainers, MTPLC will create a distributed training model that allows districts (Dixon, Trout Creek, Noxon, Troy, and Eureka) to deliver consistent opioid education and naloxone response training across multiple sites, staff roles, and school years—rather than relying on a single point of expertise or outside contractors.

This approach aligns with MOAT’s emphasis on regional systems capacity and workforce development by increasing the number of trained adults who can (1) recognize overdose warning signs, (2) initiate an evidence-informed response protocol, and (3) activate appropriate emergency and follow-up supports. It also complements the project’s upstream prevention strategies (CharacterStrong, Rachel’s Challenge) and crisis preparedness framework (PREPaRE) by ensuring Region 5 schools have the practical knowledge and tools to respond to substance-related emergencies while strengthening connections to care.

By embedding this capacity within school safety and student support systems, the Overdose Lifeline component expands Region 5’s ability to provide timely, coordinated overdose response education and strengthens sustainable, cross-district readiness consistent with MOAT grant priorities..

**MTPLC Direct Consultation, Coaching, and Resource Management**

	MTPLC Resource Navigator (Salary/Benefits - \$108,560) (25%)	\$27,140.00		
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			\$27,140.00
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Explanation: Montana Professional Learning Collaborative direct consultation, coaching, and resource navigation provide the systems-level infrastructure necessary to ensure opioid abatement-funded prevention efforts are implemented with fidelity, aligned to existing Multi-Tiered Systems of Support (MTSS). Rural and frontier schools often lack dedicated staff with the time, training, and capacity to coordinate prevention programming, manage implementation logistics, analyze data, and connect school-based efforts to broader community and behavioral health systems. The MTPLC Resource Navigator fills this critical gap by conducting needs assessments, supporting implementation planning, coordinating training and program sequencing, and providing ongoing coaching to school teams. This role ensures that prevention programs do not operate in isolation, but are integrated into school improvement efforts, crisis response protocols, and student support systems—maximizing their effectiveness and long-term impact. From an opioid abatement perspective, this investment aligns with Exhibit E – Systems Capacity & Workforce Development by supporting implementation coaching, sustainability planning, and responsible stewardship of opioid settlement funds. Dedicated travel support enables in-person consultation in geographically isolated communities, reducing access barriers and ensuring equitable delivery of opioid prevention services. By building durable local capacity rather than relying on short-term or fragmented interventions, this role strengthens prevention systems in communities where staff limitations would otherwise hinder effective opioid abatement efforts.

<b>TOTAL Request</b>			<b>\$80,326.00</b>
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25% of the Mental Health Resource Navigator (MHRN) position with MTPLC will be dedicated specifically to supporting schools, students, staff, and families in Region 5 (Lincoln and Sanders Counties). Currently, we have five districts identified as participating in the 2026–2027 school year—Dixon, Trout Creek, Noxon, Troy, and Eureka—representing approximately seven school sites and serving about 1,094 students (K–12). We anticipate additional Region 5 schools will participate in future cycles and benefit from the MHRN's support. Beyond the services outlined in this grant, the MHRN also provides other supports, including MANT training, educator professional learning, and behavioral health intervention and referral coordination.

<b>BREAKDOWN OF PREPaRE Certification Costs - 25% of Training Costs allocated to Support Region 5</b>		
Trainer Certification Costs to Provide Sustainable Continuous Training to Region 1 Schools		
Wkshp 1 - Virtual (April 8 @ \$390) (25%)	\$98	
Wkshp 2 - Virtual (April 16 & 17 @\$525) (25%)	\$131	
Wkshp 1 Taining of Trainer (August 5 & 6 in Denver) (registration \$675; flight \$500; flight \$500; hotel 5 nights @ \$200/night; Per Diem \$55/day @ 5.5 days) (25%)	\$620	
Wkshp 2 Training of Trainer (August 3 & 4 in Denver) (registration \$845) (25%)	\$211	
PREPaRE Books for Training @ \$150 (25%)	\$31	
<b>TOTAL COST - REGION 5</b>		<b>\$1,091</b>
25% of total cost to represent the time commitment that will be dedicate by the Mental Health REsource Navigator for the schools in Region 1		
Once the MHRN is trained as a trainer then this cost will no longer be necessary and the trainer will be certified moving forward to offer PREPaRE training when needed at the \$55/rate for wkshp 1 and \$65 rate for wkshp 2		

SCHOOL TRAINING																				
School Wkshp 1 Fee 3 @ \$55 for 6 schools		\$990																		
School Wkshp 2 Fee 2 @ \$65 for 6 schools		\$1,170																		
			\$2,160																	
Trainer Certification Costs to Provide Sustainable Continuous Training to Region 1 Schools																				
Wkshp 1 - Virtual (April 8 @ \$390) (25%)		\$98																		
Wkshp 2 - Virtual (April 16 & 17 @ \$525) (25%)		\$131																		
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INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 11 2014**

WESTERN MONTANA PROFESSIONAL  
LEARNING COLLABORATIVE  
PO BOX 5718  
MISSOULA, MT 59806

Employer Identification Number:  
46-2510133  
DIN:  
504217134  
Contact Person:  
CUSTOMER SERVICE ID# 31954  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
509(a)(2)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
April 09, 2013  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 5436

# Layperson Naloxone (NARCAN) Administration

How to Recognize and Respond to  
an Opioid Overdose



## Course Overview

Participants will learn steps to prevent an opioid overdose, how to recognize the signs and symptoms of an opioid overdose, information about naloxone and how it works, how to administer intranasal and intramuscular naloxone, and what to expect after administration. Also includes a brief review of the opioid health crisis current conditions and trends, naloxone laws, and how to access naloxone.

This course is for laypersons which includes, but not limited to: businesses, organizations, community members, correctional facilities, educators, faith groups, government, health care professionals, parents and caregivers, pharmacies, school nurses, senior living facilities, sober living communities, treatment and recovery centers, etc.

## What People Are Saying

"I now feel confident in my ability to help someone that is undergoing an opioid overdose. I am thankful that this course worked to eliminate stigma surrounding opioid use and addiction."

- Recognize the signs of an opioid overdose.
- Demonstrate how to administer the opioid overdose reversal drug Naloxone.
- Discuss the role of harm reduction in the overall opioid public health crisis solutions / action plan / strategy.
- List a minimum of three overdose prevention tips for people who use drugs (PWUD).

"The prevention and solution information and tips the course provided will allow me, as a health professional, perform a better job for our community."

"The course helped me understand when someone is having or had an overdose and how I can help them until 911 arrives. I learned that early intervention with naloxone whenever possible is one of the best things you can do."

# Layperson Naloxone Administration

## Course Outline

- I. Brief Review of the Disease of Addiction
- II. Opioid Overview
  - A. The Opioid Family of Drugs
  - B. Tips to Reduce Prescription Opioid Risks
  - C. Fentanyl 101, Exposure Risks, Safety / PPE
  - D. Xylazine Presence in Drug Supply and Overdose Effects
- III. The Overdose Public Health Crisis
  - A. Data, Trends, Impact
- IV. Harm Reduction and Overdose Prevention
  - A. Harm Reduction Definition and Strategies
  - B. Overdose Prevention Tips for People Who Use Drugs
  - C. Fentanyl Test Strips
  - D. Who is at Risk of an Overdose
- V. Naloxone Overview
  - A. What is Naloxone, Naloxone Administration Devices
  - B. Naloxone Safety Considerations
  - C. How Opioids Affect the Central Nervous System
  - D. How Naloxone Stops an Overdose
  - E. Naloxone Myths and Studies
- VI. Opioid Overdose Signs and Naloxone Administration
  - A. Opioid Overdose Progression
  - B. Opioid Overdose Signs and Symptoms
  - C. Intranasal Naloxone Administration
  - B. Intramuscular Naloxone Administration
  - C. What to Expect Following Administration
  - D. General Naloxone Information and FAQ
- VII. Naloxone Laws and Access
- VIII. Other Opioid Health Crisis Best Practices and Solutions

## Looking for a Youth Opioid Prevention Program?

Learn about This is Not About Drugs Opioids (TINAD), a youth education program that addresses youth substance use with an emphasis on opioids (prescription, fentanyl, and heroin). Contact us at email/phone number below.

## Course Reviewers

The course material has been reviewed by subject matter expert: Carl A. Rochelle, Nationally Registered Paramedic (NRP) and Brad Ray, Ph.D. Assistant Professor, School of Public and Environmental Affairs, Indiana University-Purdue University, Indianapolis, IN.

## CE Credit and Certificate Program

In partnership with Purdue University College of Pharmacy, Office of Continuing Education, Overdose Lifeline offers continuing education online courses for clinicians and professionals and a 20 credit professional certificate program on Addiction / Substance Use Disorder with an Opioid Specialization.

This online course meets the following CE accreditations: Accreditation Council for Pharmacy Education (ACPE), Accreditation Council for Continuing Medical Education (ACCME), American Nurses Credentialing Center (ANCC), and Other, AMA PRA Category 1 Credit(s)<sup>™</sup> (ACCME) which will service all other clinical, professional, and layperson credits.

Law Enforcement: As an approved Law Enforcement Training Board training provider (#47-1333720), Overdose Lifeline online training courses meet annual in-service training requirements for Indiana Law Enforcement officers and support personnel.

## Online Course 1.5 CE Credits

Accredited. Affordable. On-demand.

**\$25/person and Group Discounts for 6+**

## Trainer Program. Get Certified. Train Others.

Our comprehensive train-the-trainer programs equip you to educate staff, professionals, and community members—whether in-person or online.

## Turnkey and Customizable

Each Trainer Program comes with a full set of ready-to-use resources: slide decks with speaker notes, handouts, certificates, evaluation tools, and more. Flexible, customizable, and co-brandable for your audience.

## Training and Annual Licensing Fee: \$380

Group Licensing Available.

*Optional Printed Trainers Kit, additional \$55.00/person*

## Program Discounts

15% discount for 6+ trainers

15% discount for multi-program purchases

## Virtual Group Training


We bring the training to you. Virtual sessions are available for groups of five or more and can be tailored to meet your organization's needs. Contact us to learn more or request a custom quote.



overdoselifeline.org

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## PreVenture

A mental health and early intervention youth program

An evidence-based youth prevention program that uses personality focused interventions to promote mental health and reduce the risks of substance use.

Designed to help **youth ages 12-18** learn useful coping skills, set long term goals, and channel their personality towards achieving them.





Research shows that personality factors can increase one's vulnerability to substance use and mental health challenges.


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## About the Program

PreVenture incorporates motivational interviewing and cognitive behavioral therapy (CBT) to help youth better understand and manage the aspects of their personalities associated with risky behaviors and substance use. The four personality styles that the program discusses are:

	<p><b>Impulsivity</b></p> <p>Impulsivity is about acting on the spur of the moment without thinking much about the consequences of an action.</p>		<p><b>Sensation Seeking</b></p> <p>Sensation seeking is the need for excitement, even if it means engaging in risky behaviors.</p>
	<p><b>Anxiety Sensitivity</b></p> <p>Anxiety sensitivity comes with uncomfortable physical sensations when anxious and worrying about situations that will make these sensations appear.</p>		<p><b>Negative Thinking</b></p> <p>Negative thinking is about feeling sad and hopeless, constantly finding the negatives in life's events.</p>

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## Advantages of Using Personality as a Target for Intervention

### It is a Risk Factor

- Predicts future difficulties
- Participants do not need to show symptoms to be invited to the workshops
- Ability to work on both potential substance use and/or potential mental health difficulties alike

### It Informs on Motives for Use

- Different personalities use for different reasons
- Different patterns of coping

Rich CBT literature on effective therapies for emotional and behavioural problems that are relevant to personality.

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## SURPS: Substance Use Risk Profile Survey

SURPS created from a myriad of personality/symptom inventories:

- NEO Five-Factor Inventory (Costa & McCrae, 1992)
- Beck Depression Inventory (Beck, et al., 1961)
- Sensation Seeking Scale (Zuckerman, 1979)
- Venturesomeness, Impulsiveness symptom scales (Eysenck & Eysenck, 1978)

4 dimensions in 23 items: Anxiety sensitivity, negative thinking, impulsivity and sensation seeking.

Validated in substance users and adolescents/young adults from US, Canada, UK (Woicik, Stewart, Pihl, & Conrod, 2009; Krank, Stewart, Woicik & Conrod, 2011)

Translations: French, German, Spanish, Czech, Dutch, Cantonese, Japanese, Sri Lankan (Robles-García et al., 2014; Omiya et al., 2012; Malmberg, et al., 2013; Chandrika Ismail, et al., 2009; Jolin-Castonguay et al., 2013)

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# Participants Learn

- Set long-term goals
- Understand how their personality trait may lead to risky coping
- Slow down decision-making to better weigh consequences
- Challenge maladaptive thoughts related to personality profile
- Break down their experience with risky situations into physical sensations, thoughts, and actions
- Make healthy decisions

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Reduces Alcohol Used and Odds of Binge Drinking by 50%

Reduces Drug Use by 50%

Evidence-Based Multiple Research Studies

Delayed Initiation and Frequency of Cannabis Use

Reduced Risks for Mental Health Problems such as Anxiety and Depression

Significantly Reduced Conduct Problems

Overdose Lifeline, Inc. Copyright Overdose Lifeline, Inc. Castellanos & Conrod, Journal of Mental Health, 2006 Conrod, Castellanos, & Mackie, Journal of Child Psychology and Psychiatry, 2008

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## PreVenture Intervention

- 1 **Consent:** Consent forms are sent to the parents.
- 2 **Screening:** Target youth population completes the Substance Use Risk Profile Scale (SURPS) brief survey which identifies program eligible youth and their unique personality profiles.
- 3 **Eligibility:** Eligible youth are informed confidentially in person or in writing and invited to participate in workshops.
- 4 **Implementation:** Two, 90-minute workshops\* are held at least one week apart. They help youth to understand to connection between their personality profile and their behaviors. \*Option: Four 45-minute workshops

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## Group Workshop Sessions



Lead by formally trained facilitator/co-facilitator.



Small groups of peers, typically ~4-10 students.



Structured facilitator guide and student workbook.



Utilize Cognitive Behavioral Therapy (CBT) and Motivational Interviewing (MI) techniques

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## PreVenture Facilitator Certification Level 1 Certified to Implement



Complete the PreVenture Facilitator Registration Form and an Online Prerequisite Course (approximately 60 minutes).



Facilitator Training is 2 Days for Groups of 4-15 . Conducted Online\*. Day one: 7-hour session (with lunch break). Day two: 5-hour session.

Candidates interested in facilitating PreVenture workshops must meet the following criteria:

- Facilitators must be either mental health professionals, teachers, counsellors, social workers and/or masters-level prevention specialists.
- Facilitators must be employed by an educational institution, a counselling institution and/or a government funded educational or health organization with a mandate to provide educational, mental health and/or behavioral interventions to youth.
- Facilitators must be insured either personally or via their employer to deliver behavioral interventions to minors.

*\*On-site / in-person trainings available with travel expenses additional.*

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## PreVenture Facilitator Certification Level 1 Certified to Implement

Upon completion of the full low fidelity facilitator training, you will be certified to deliver the PreVenture Program. For continued access to delivering the PreVenture Program, certification must be renewed annually on April 1st of each year.

Following your training, you will gain access to the [preventureprogram.com](http://preventureprogram.com) website with a personalized facilitator dashboard with the tools and support you'll need to deliver the program successfully. Overdose Lifeline can provide additional resources, such as information documents for school stakeholders, upon request.

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## PreVenture Training Fees and Other Costs

### Training Fee

2-Day Training (Virtual\*)  
Facilitator Guide  
Set of Student Workbooks  
**\$785/person**

### Re-certification

The annual facilitator re-certification fee is paid on April 1st following training to PreVenture-CHU Sainte-Justine.  
**\$120/person**

Discounts: 15% for 6 or more facilitators. 15% for Multi-program Purchases

### Implementation Costs

Printed Student Workbooks  
>400 \$12/workbook, 200-399 \$18, <200 \$22  
Digital Student Workbooks  
\$580/Bundle (12/personality, total 48)

Estimated Staff Hours  
1.5 Hours SURPS and Eligibility  
4 Hours for 2 Workshops/Personality

*\*On-site / in-person trainings available with travel expenses additional.*

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## PreVenture Facilitator Certification Level 2 High Fidelity



Level 1 Certified Facilitators benefit from additional coaching and support building confidence and strengthening implementation fidelity.



Level 1 Certified Facilitator implements one (1) personality workshop. The personality workshop may be a mock implementation.



A recording of the workshop is reviewed by a Certified PreVenture Trainer or Supervisor/Coach who provides coaching, feedback, and additional support.

**Fee: \$500/person**

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# PreVenture Facilitator Certification Levels 3 and 4



## Level 3 Supervisor / Coach

Certified Level 2 facilitator - certified to supervise other facilitators within their organization using PreVenture's fidelity and adherence scale, the PIFA.



## Level 4 Trainer

Qualified Level 3 facilitator - certified to conduct PreVenture facilitator training sessions.

Pricing and Details: Referral to the PreVenture Montreal team

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# PreVenture

A mental health and early intervention youth program



# Questions?

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# This is Not About Drugs Opioids

Peer-based Youth Opioid / Fentanyl Prevention Program



This Is Not About Drugs: Opioids (TINAD) is the flagship program in Overdose Lifeline's TINAD youth prevention series and serves as a companion to the new This Is Not About Drugs: Perspectives program.

Developed in 2015 to address a critical gap in youth education around the opioid public health crisis, the opioid program has since reached more than 400,000 youth across 38+ U.S. states.

## Overview

**This is Not About Drugs: Opioids** is a peer-based youth substance use prevention program that features personal stories from 12 young people with lived experience, along with insights from a subject matter expert, to educate and empower youth to make informed decisions about their bodies and health.

The curriculum offers an interactive, guided group discussion that helps youth explore the risks associated with opioids—including prescription pain medications, fentanyl, heroin, and the dangers of fentanyl-laced street drugs and counterfeit pills.

TINAD Opioids raises awareness about overdose risks, teaches how to recognize the signs of an overdose, highlights the availability of naloxone (brand name NARCAN®), and explains how to seek help if someone is experiencing an opioid overdose.

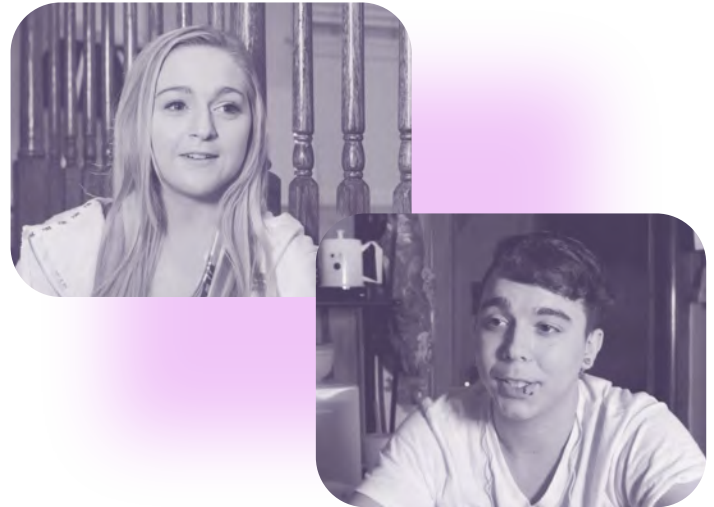
**"I learned that drugs can really mess up someone's life. More than anyone thinks in the first place but listening to someone describe how hard it was to get through hit me in ways that are indescribable."**

— Student

## Informed Theoretical Approaches

**Social Learning Theory** – behavior is shaped through modeling or observing behaviors, reinforcement of experiencing positive consequences for behavior.

**Social Development Theory** – behavior change occurs when an individual gains information about the risks and benefits of certain behaviors, while forming attitudes based on that information and learn behavioral skills.



## Program Applied Theory

**Raise awareness** of accurate and evidence-based information about opioids (prescription opioids, fentanyl, and heroin), overdose risks, addiction, and how substance use encourages non-substance use norms.

**Learn from peer experience** around the initiation, progression and addiction of opioids and the risks of fentanyl-laced street drugs and counterfeit pills strengthens low benefit and high-risk perceptions of misuse.

**Increase awareness** of the role of peers, coping, family and environment plays in substance use, initiating student pursuit of help-seeking behavior and self-efficacy.

## Targeted Risk and Protective Factors



### **Risk**

Early initiation of drug use, friends' use of substances, low perceived risks with substance use, favorable attitudes toward substance use, family history of substance use, easy availability of substances and opioids.



### **Protective**

Educate about the risks of opioid misuse and the practice of fentanyl-laced street drugs and counterfeit pills, understand disease of addiction and contributing factors, encourage help-seeking behaviors, discuss healthy alternatives to alcohol and drugs in dealing with life stressors.

**“This lesson is something every school should consider educating students about the dangers of opioids and how this epidemic is impacting individuals and communities across the country. It's a relief knowing my students have this information and can make better decisions regarding their personal health and well-being.”**

– Middle School Teacher



## Implementation

**This is Not About Drugs Opioids** is an in-person, universal prevention program for youth in grades 7–12. Designed for classroom-sized or small group settings, TINAD Opioids aligns with common health curricula, fits easily within typical school timeframes. The program is customizable with local community information and is delivered as a single 45-minute lesson, with options to expand through additional curriculum and activities.

### Pre-assessment

The single session begins with a worksheet activity that serves as a pre-assessment of the youth's established perception and opinion on six core statements.

### Film and Guided Discussion

Youth share their personal stories in real-life, everyday terms, describing how opioids and substance use have impacted them, their families, or friends. A certified facilitator leads a guided discussion that delivers key information, fosters peer conversation, and encourages youth to share their opinions and actively engage in the learning process.

### Post-assessment

The session concludes with a second worksheet activity which asks the youth to re-assess the same six core statements after they have benefited from the film and the guided discussion, and a selection of additional questions tied to the overall lesson objectives.

**Handout and Website** supports youth after the lesson connecting to national support and resources and where they may watch or share the TINAD Opioids film.

## TINAD Opioids Includes:



### In-person universal opioid education

45-minutes with ability to expand



### Measured outcomes pre- and post-assessment



### Guided peer-based group discussion and film



### Targets youth in grades 7-12, with priority on transitional years



### Companion parent and community programming available

## Program Learning Objectives

Over the course of the complete program, youth will:

- › Discuss the risks of opioid misuse (prescription opioids, fentanyl, heroin).
- › Explain how misuse can lead to addiction, heroin/fentanyl use, overdose, and death.
- › Identify opioid overdose symptoms, learn about the availability of naloxone, and the necessity to call 911.
- › Discuss the disease of addiction and the impact it has on an individual and the family and friends.
- › Discuss healthy alternatives to using substances when dealing with life stressors.
- › Locate available resources and discuss the many ways to ask for help.



## Facilitator Training Process

Get certified to facilitate the program in your community. Training is conducted online. On-site training can be arranged for groups of five or more, with additional travel expenses.

New facilitators must complete three online prerequisite courses (4-5 hours combined) to gain essential background for implementation and watch the TINAD film and a mock presentation.

### Prerequisite courses:

- > The Brain and the Disease of Addiction
- > The Opioid Public Health Crisis
- > Introduction to This is Not About Drugs Opioids

### Training session:

Upon completing the prerequisite requirements, trainees will participate in a two-hour virtual training session covering program materials, potential adaptations, and implementation procedures.

After completing the training, facilitators will gain access to the online Facilitator Resource Center, which houses program materials and additional resources.

## Program Fees

**Fees:** \$520 per person, includes

- > \$200 license or group license (2+ facilitators) \$400
- > \$175 facilitator training
- > \$75 online prerequisite courses (3)
- > \$70 facilitator kit

Requires Annual License Renewal

### Program Discounts

- > 15% for 6+ facilitators
- > 15% for multi-program purchases (discounts cannot be combined)

**Ready to bring This is Not About Drugs: Opioids to your community?**

**Contact us today! Ask us about our other youth prevention, family, and community programs.**

Kourtnaye Sturgeon  
Eastern Region and Director of Education and Training  
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844-554-3354, ext. 2  
m: 317-409-7256

Lisa Marie Fiorille  
Western Regional Manager Education and Training  
lisa@overdoselifeline.org  
844-554-3354, ext. 4  
m: 330-805-8082

## NEW Perspectives

Learn about the companion youth substance use prevention program **This is Not About Drugs Perspectives**.  
Visit our website at [thisisnotaboutdrugs.org/perspectives](https://thisisnotaboutdrugs.org/perspectives)

## PreVenture

Learn about the PreVenture youth program. An evidence-based prevention program that uses personality targeted interventions to promote mental health and skill development and delay youth substance use.  
Visit our website at [overdoselifeline.org/preventure](https://overdoselifeline.org/preventure)



## INTRODUCING

# This is Not About Drugs: Perspectives

## Peer-based Youth Substance Use Prevention Program

Building on the success of the flagship This is Not About Drugs Opioid prevention program, Overdose Lifeline has created a new youth prevention program which goes beyond opioids to take a comprehensive look at addiction, addressing the underlying motivations behind substance use and the associated with experimentation.

### **Overview**

**Perspectives** offers a nuanced and authentic perspective on substance use and addiction.

The program presents youth with honest conversations and powerful learning through online self-guided modules containing interviews with young adults and subject matter experts, coupled with peer-based group discussions and reflection assignments.

By featuring lived experience interviews from young adults, as well as educational insights from subject matter experts, the modules provide both personal narratives and scientific explanations. Perspectives empowers young audiences to engage with the complexities of addiction, fostering empathy, understanding, and informed decision-making.

### **Program Learning Objectives**

Over the course of the complete program, youth will:

- > Understand why using drugs as a teenager makes a person more likely to develop addiction.
- > Recognize various risk factors that can lead a person to choose drug use.
- > Reduce the belief that drug use can be a valuable coping strategy.
- > Reduce shame and stigma of substance use and people with addiction.
- > Recognize physical feelings of emotional responses and identify what makes a coping strategy healthy.



**“Peer education defies the conventions of traditional formal education and allows young people to learn by more unstructured means, in more ‘real world’ ways, benefiting from meaningful examples and conversations with their peers.”**

— Dodd, et al. 2022, [School-based peer education interventions to improve health](#)

**Implementation** Perspectives' 5 Chapters include online modules, a companion discussion guide and supplemental activities and assignments.

Youth will be asked to complete a pre- and post-test survey and five separate online modules each with a short video and knowledge assessment. The videos include unscripted interviews with young people who have experienced the consequences of drug use and experts in the field of addiction.

Each online module also comes with a companion discussion guide to supplement the learning objectives through group discussion and optional supplemental activities and assignments. This provides peer-to-peer learning opportunities and allows facilitators to measure whether youth are achieving the comprehensive drug education outcomes.

Flexible implementation options available for schools/organizations with technological challenges to having youth complete the online self-guided modules.

**Perspectives Five Chapters Include:**

 <p><b>Online modules</b> 15-20 minutes each</p>	 <p><b>Group discussion guides</b> 30 minutes each</p>	 <p><b>Supplemental activities and assignments</b> optional</p>
 <p><b>Targets youth in grades 7-12, with priority on transitional years</b></p>	 <p><b>Companion parent and community programming available</b></p>	

### **Facilitator Training Process**

Get certified to facilitate the program within your community. Training is conducted online. On-site training can be arranged for groups of five or more, with additional travel expenses.

New facilitators will be required to complete two online prerequisite courses (approx. 4-5 hours) to provide informational background needed for implementation.

Upon completing the prerequisite courses, trainees will join a virtual training session in which implementation processes are covered. This training session takes approximately 4 hours.

### **Program Fees**

**Fees:** \$675 per person, includes

- > \$200 license per person (group licenses available)
- > \$400 training and continued technical support
- > \$75 online prerequisite courses (2)

Requires Annual License Renewal

### **Program Discounts**

- > 15% for 6+ facilitators
- > 15% for multi-program purchases (discounts cannot be combined)

**Contact us today! Ask us about our other youth prevention, family, and community programs.**

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# Continuing Education Courses

ACCREDITED & DEA MATE ACT APPROVED

Substance use disorders (SUD) are a pressing health concern in the United States, where rates of morbidity and mortality increase every year. Over 20 million people in the U.S meet the criteria for an SUD, an estimated 23 million are in recovery managing their chronic disease, and over 100,000 people died from an overdose between 2022 (Morreale et al., 2020; National Center for Health Statistics, 2021).

While a large portion of the U.S. population is affected by SUD, there is limited formal academic and professional education provided to clinicians and professionals providing services to individuals and families affected by SUD.

**Research has illustrated the need for cross-sector collaboration to tackle multidimensional problems such as substance use disorder.**

Overdose Lifeline's accredited continuing education courses and certificate program cover eight core topics on substance use disorder (SUD) to address the SUD knowledge gap for clinicians and professionals engaging with / providing services to individuals and families affected SUD.

The Overdose Lifeline continuing education and certificate program assist clinicians, law enforcement, and laypersons in building knowledge and competency in the underserved area - substance use disorder and the opioid health crisis. Allowing individuals across community sectors to work together more efficiently and effectively in prevention efforts and to better serve those affected by SUD.

**"NO SINGLE ORGANIZATION OR PERSON CAN ADDRESS THE MULTITUDE OF SERVICES NEEDED TO HELP PEOPLE AFFECTED BY MENTAL HEALTH OR SUBSTANCE USE CONDITIONS... THE BEST SOURCES ARE THE PEOPLE WHO LIVE, SERVE, AND WORK IN THE COMMUNITY AND THE BEST RESULTS ARE OFTEN SEEN WHEN THEY UNDERTAKE SUCH ACTION TOGETHER."**

— SAMHSA, ONE VOICE, ONE COMMUNITY



# Raise cross-sector knowledge and competency for those engaging with / providing services to individuals and families affected by SUD



Education on substance use disorders (SUDs) is often lacking in medical school curriculum. The average medical school spends only 12 hours of curricular time on SUDs, and 20% of medical school students report receiving no addiction medicine training at all (Back et al., 2017).

In a study of 4th year medical students, less than 16% of students strongly agreed that they had been properly trained in addiction medicine despite almost all agreeing that it is important for a physician to know how to treat a substance use disorder (Back et al., 2017).

General practitioners claim that working with individuals with substance use disorder is more stressful and challenging than patients with other chronic diseases. They admit to spending less time and engage less with these patients. Compared to general psychiatry and addiction professionals, general practitioners show much lower regard and less empathy for patients with substance use disorder (Van Boekel, 2013).

The Associated Press-NORC Center for Public Affairs Research recently found that 44% of Americans surveyed said opioid addiction indicated a lack of willpower or discipline, a third regard it as a character defect or the result of bad parenting, and 4 in 5 said they were unwilling to associate closely with someone with an opioid addiction (AP- NORC Study, 2018).



# ACCREDITED & DEA MATE ACT APPROVED

## On-Demand Online Continuing Education

In partnership with Purdue University College of Pharmacy, Office of Continuing Education, Overdose Lifeline has developed healthcare clinician and layperson continuing education and 20-credit Advanced Certificate program on Addiction / Substance Use Disorder with an Opioid Specialization.

### Accredited, On-Demand Online Courses

- Courses may be completed at your own pace, on your own schedule.
- May be taken as individual courses, or an 8-course certificate program with practicum.
- Progress is tracked - allowing you to pick-up where you last left off.
- Courses run 1.5 to 3 hours and priced \$25 - \$45.
- Video-based courses are video-based with discussions and "Check Your Knowledge" activities.
- Meet DEA MATE Act Training Requirement (6 of 8 courses)

### Accreditations

- Nursing: American Nurses Credentialing Center (ANCC)
- Pharmacy: Accreditation Council for Pharmacy Education (ACPE)
- Physician: Accreditation Council for Continuing Medical Education (ACCME)
- Social Work: Association of Social Work Board (ASWB) Approved Continuing Education (ACE)
- Other healthcare areas such as community health workers, addiction professionals, peer recovery etc. and layperson via AMA PRA Category 1™ (ACCME)
- Law Enforcement: Overdose Lifeline is an approved Law Enforcement Training Board training provider (#47-1333720).

### 20-Credit Advanced Certificate Program \$300 | Individual Online CE Course Fees

The Brain and the Disease of Addiction (2.0 credits) \$30 - MATE Act

Removing the Shame and Stigma of SUD / Addiction (3.0 credits), \$45 - MATE Act

Guide to Substance Use Disorder Treatment and Recovery (3.0 credits), \$45 - MATE Act

Guide to Harm Reduction (3.0 credits), \$45

Exploring the Role of Trauma in Substance Use Disorder (1.5 credits), \$25 - MATE Act

The Opioid Public Health Crisis (3.0 credits), \$45 - MATE Act

Layperson Naloxone Administration (1.5 credits), \$25

Medication-Assisted Treatment (MAT) (3.0 credits), \$45 - MATE Act



# OUTCOMES / LEARNING OBJECTIVES

## 20-Credit Advanced Certificate Program and Individual Courses

### 20-Credit Advanced Certificate Program Overarching Outcomes

- ▶ Increase knowledge about SUD and treatment, result in a more informed and aware professional, improved interaction with patients with SUD or recognition of early-stage display of risk factors.
- ▶ Raised confidence, better able to serve individuals affected by SUD.
- ▶ Improve attitudes and alleviate discomfort working with patients who have SUDs.
- ▶ Reduce barriers to care and improved health outcomes with individuals accessing/receiving support and services more easily/earlier in the disease cycle.

### Individual Course Outcomes

#### THE BRAIN AND THE DISEASE OF ADDICTION - MATE ACT APPROVED

- ▶ Discuss how the brain is affected from substances such as drugs and alcohol.
- ▶ Explain how the disease of addiction develops.
- ▶ Explain brain neuroplasticity and how through treatment and recovery the brain can change/reset.

#### REMOVING THE SHAME AND STIGMA OF SUD - MATE ACT APPROVED

- ▶ Discuss: The role of stigma and its effect on substance use disorder (disease of addiction). How stigma inhibits people from achieving long-term wellness and recovery.
- ▶ Explain: The impact of shame and stigma on the individual and family/caregivers. The consequences of experienced stigma and the impact on recovery, setback (relapse), and other social and health factors.
- ▶ Examine and Eliminate: Judgements and negative attitudes towards the individuals suffering from the disease. Assumptions and negative preconceived notions of the disease and the individual.
- ▶ Demonstrate: Stigma-free language. Advocacy toolkit for elimination/ removal of stigma.

#### EXPLORING THE ROLE OF ACES AND TRAUMA IN SUBSTANCE USE DISORDER (SUD) - MATE ACT APPROVED

- ▶ Describe an Adverse Childhood Experience (ACE) and the study of ACEs.
- ▶ Explain the connection between trauma, ACEs, and existing social conditions.
- ▶ Identify: Experiences that are classified as adverse childhood experiences ACEs and general trauma. Practices or next steps helpful for individuals dealing with ACEs, SUD, or general trauma including a trauma informed care approach and building resilience.
- ▶ Identify the relationship between trauma, ACEs, PTSD, and general health outcomes, particularly in relation to substance use disorder (SUD).

#### GUIDE TO HARM REDUCTION - MATE ACT APPROVED

- ▶ Define harm reduction as it is used in engaging people who use drugs into services and support.
- ▶ List a minimum of four benefits of harm reduction for the individual and/or community.
- ▶ Discuss the history of harm reduction and where it fits today in the continuum of SUD treatment and recovery.
- ▶ Identify the principles and philosophy of harm reduction and examples of harm reduction tools and services.
- ▶ Differentiate an effective Harm Reduction practice in contrast to a practice which does not apply harm reduction principles to the services / tools.



# OUTCOMES / LEARNING OBJECTIVES

## 20-Credit Advanced Certificate Program and Individual Courses

### Individual Course Outcomes, Continued

#### GUIDE TO SUBSTANCE USE DISORDER (SUD) TREATMENT AND RECOVERY -MATE ACT APPROVED

- ▶ Identify: DSM-5 signs and symptoms of substance use disorder. ASAMs six dimensions of multidimensional assessment and explain their relation to ASAM's level of care.
- ▶ Discuss: How the process of change contributes to interrupting the addiction cycle and achieving recovery.
- ▶ ASAMs four levels of care and explain the difference between levels 1-4. What a relapse (or setback) is, what it means for treatment plans, and what the stages of relapse entail.
- ▶ Explain: The importance of an individualized, multi-faceted approach to assessment, treatment, and recovery. The four dimensions of recovery and their alignment to the ten guiding principles of recovery.
- ▶ Identify: Evidence-based treatment services and identify available resources and support.

#### MEDICATION-ASSISTED TREATMENT (MAT) - MATE ACT APPROVED

- ▶ Discuss: Medication-Assisted Treatment (MAT) and the role MAT plays in treatment of Opioid Use Disorders (OUD). The three most common MAT medications: methadone, buprenorphine, and naltrexone.
- ▶ Explain: Why MAT is critical in the fight against OUDs and why it is a model of chronic care management. How each medication works in the brain.
- ▶ Discuss and Dispel: Myths and controversy associated with MAT.
- ▶ Identify: Characteristics of each medication. The type of client each medication may be best for. Other clinical activities to use in conjunction with these medications. Three medications used in MAT.
- ▶ Explain: How MAT fits into larger continuum of professional treatment using the National Institute on Drug Abuse (NIDA) principles of effective treatment. Basic laws and regulations surrounding the use of MAT.

#### THE OPIOID PUBLIC HEALTH CRISIS - MATE ACT APPROVED

- ▶ Discuss the opioid public health crisis - historical, current conditions and trends.
- ▶ Explain how the health crisis developed, the contributors and risk factors.
- ▶ Identify the multi-faceted solutions model that states, and communities are applying to reduce the effects of the health crisis and the actions an individual / professional can take to improve the outcomes.

#### LAYPERSON NALOXONE ADMINISTRATION

- ▶ Recognize the signs of an opioid overdose.
- ▶ Demonstrate how to administer the opioid overdose reversal drug Naloxone.
- ▶ Discuss the role of harm reduction in the overall opioid public health crisis solutions / action plan / strategy.
- ▶ List a minimum of three overdose prevention tips for people who use drugs (PWUD).

### YOUTH PREVENTION AND FAMILY SUPPORT PROGRAMMING

Contact us if you are looking for evidence-based family support or SUD youth prevention programming.



"I feel that anyone in my profession should understand that addiction is just as much as problem as heart disease, diabetes, and HIV. I think it is important to understand that even though this was not taught anywhere in nursing school that this major problem does exist and is affecting many."

"The training was an eye-opening realization how our stigma toward SUD has greatly hindered our society's ability to treat this disease."

"I knew that the brain was involved with the pathway of addiction, but this course helped me understand specifically how it is involved and the mechanism and anatomy of its involvement. This will help me explain to those who don't understand that addiction is beyond "just a choice". I also did not know what Harm Reduction or ACEs were and was fascinated to find out about how our environment can play a huge role at setting us up for success (harm reduction) and sometimes even set us up for failure (ACE)."

"As a pharmacist, I tend to be focused on medications and treatment of diseases. This training has taught me to evaluate the whole biopsychosocial model of addiction. I've learned about harm reduction strategies, destigmatization, and strategies to reduce the risk of a setback."

"Throughout this course I have learned a lot more than I was expecting to. I now feel much more confident and knowledgeable about the disease of addiction and opioid use than I did before. Learning how addiction changes the brain chemistry and structure really helps to understand that addiction is a disease not just a person's choice."

"I think anyone in my profession should understand not only the shame and stigma around substance use disorders, but also how important understanding the disease of addiction is. I think this is important because as healthcare providers, we can help implement harm reduction strategies in our field, help prevent accidental overdose, and allow more people to get the help that they need and deserve."



## **Overview of MTPLC's Work and Programs**

The Montana Professional Learning Collaborative (MTPLC) is a nonprofit organization providing statewide professional learning, implementation support, and systems-level consultation to Montana schools; particularly rural, frontier, and Reservation communities. MTPLC supports schools in building sustainable, whole-child systems that integrate prevention, crisis preparedness, mental wellness, and behavioral supports aligned with Multi-Tiered Systems of Support (MTSS) and evidence-based prevention frameworks.

MTPLC's work focuses on strengthening protective factors, improving early identification of risk, enhancing staff readiness to respond to crises, and embedding prevention and recovery practices within everyday school operations. Services include educator and leadership training, crisis prevention and de-escalation, behavior intervention supports, and direct consultation to ensure initiatives are implemented with fidelity and sustained over time.

### **Core Programs Supporting Opioid Prevention and Student Well-Being**

#### **Montana Cares (Lightspeed/STOPit Solutions)**

Anonymous Reporting, Early Identification, and Crisis Response

Montana Cares is a 24/7/365 anonymous reporting and support system that allows students, staff, and families to report safety, mental health, and substance-use-related concerns via app, web, or hotline. Reports are reviewed by a trained Incident Response Center and escalated to school officials and first responders when necessary—supporting early identification, diversion to care, and coordinated post-crisis response. The platform also provides immediate access to crisis counselors and locally curated community resources, reducing barriers to help-seeking in rural communities.

#### **Resource Navigator & Tele-Therapy Supports**

Through Montana Cares, MTPLC provides direct school-based support via a Resource Navigator who assists with onboarding, needs assessments, referral coordination, and access to care. Tele-therapy services further expand access to mental health supports for students and staff in districts without local providers—an essential equity strategy in rural Montana.

#### **Mandt System Training**

Crisis Prevention, De-Escalation, and Recovery

MTPLC delivers Mandt System training to strengthen staff capacity for crisis prevention, de-escalation, response, and recovery. These evidence-based approaches support early identification of risk, reduce crisis intensity, improve post-incident recovery, and enhance organizational safety—key components of upstream opioid prevention and school-community protection.

# Strategic Prevention & Systems Partnerships

MTPLC collaborates with trusted state and national partners to strengthen alignment, implementation quality, referral pathways, and long-term sustainability of school-based prevention efforts. Key partners include:

- **Rocky Boy Health Center** – Culturally responsive prevention and behavioral health expertise, strengthening school–community linkages.
- **Montana Small Schools Alliance (MSSA)** – Support for rural and frontier schools to ensure prevention strategies are feasible and accessible.
- **Tamarack Grief Resource Center** – Grief-informed post-crisis and recovery supports.
- **School Administrators of Montana (SAM)** – Leadership alignment and systems sustainability.
- **Montana School Boards Association (MTSBA)** – Governance and policy alignment for prevention and safety.
- **Safe Schools Center, University of Montana** – Research-informed school safety and prevention expertise.
- **Montana Pediatrics** – Child and adolescent health expertise supporting prevention and family engagement.
- **School Services of Montana** – Practical systems alignment and access to student supports.
- **Montana Nonprofit Association (MNA)** – Cross-sector coordination and capacity building.
- **Jeremy Bullock Safe Schools** – Behavioral threat assessment and school safety training.
- **Association of Educational Service Agencies (AESA)** – National best practices and scalable professional learning models.



## Foundations Staff Readiness Training



### The Challenge

Educators are busy. Even though 96% of educators say they think that we should dedicate time in school to social, emotional, and character education (McGraw Hill, 2018), many struggle to fit it in the day with all of their other responsibilities.

### How We Can Help

The WHY and the HOW training not only establishes shared motivation and language around social, emotional, and character education, but it also equips educators to implement CharacterStrong's flexible and easy-to-use curriculum and resources.

### How do I know if the Foundations training is right for our staff?

Use the checklist below to make sure this training is right for you and your staff. If you are unable to check off one of the items below, please [book a call](#) with one of our school supports specialists so they can help you get what you need!

- Have purchased our Tier 1 curricula (PurposeFull People or Middle/High School Curriculum)
- Whole staff have not yet had a comprehensive training on the CharacterStrong curriculum
- Your team has a plan for implementation and needs to equip staff with confidence and competence in the curricula
- Less than half of your staff have been using the curricula with regularity

### Agenda\*

- *Introduction*: Establish relationships and set the stage for the day
- *The Why*: Build common language and motivation around the 3 primary outcomes for the curricula
  - PK-5: Be Kind, Be Well, Be Strong
  - 6-12: Well-Being, Belonging, Engagement

- *The How*: Walk through a powerful sample lesson that role models all consistent parts of content with examples, best practices, and reflection. Then, learn how to navigate the site, including an overview of school-wide tools in Campus Resources.
- *Closure*: Wrap up with key reminders and next steps

***\*Please note that this PD is curriculum specific. PK-5 and 6-12 grades would be split into two separate trainings as the content is specific to the PurposeFull People curriculum and the Secondary curriculum.***

### **What is Included?**

To sustain success and implement with fidelity, we need regular reminders and support. With this in mind, you will have access to follow up materials over the course of the year:

- 1 immediate tool (“The Next 5 Steps”) to help staff prepare for their first lesson
- 1 resource each quarter that can be customized for a 5 minute refresher or a 60 minute staff PD led by your team
- A library of copy-and-paste-ready weekly emails to help motivate and equip staff to maintain implementation

### **Timing**

Please note that these are approximations and may vary slightly. Breaks will also take place every 60-90 minutes.

#### *In-Person*

- Introduction - 30 minutes
- The Why - 50 minutes
  - Well-being/Be Well
  - Belonging/Be Kind
  - Engagement/Be Strong
- The How - 75 minutes
  - Curriculum Overview
  - Sample Lesson
  - Website Exploration
- Reflection & Closing - 10 minutes

#### *Virtual*

- Introduction - 10 minutes
- The Why - 30 minutes
  - Well-being/Be Well
  - Belonging/Be Kind
  - Engagement/Be Strong
- The How - 60 minutes
  - Curriculum Overview
  - Sample Lesson
  - Website Exploration
- Reflection & Closing - 10 minutes



# Don't Get Caught Unprepared



## The PREPaRE School Safety and Crisis Preparedness Curriculum

The NASP PREPaRE curriculum provides relevant school and emergency preparedness personnel with comprehensive training on how to establish and serve on school safety and crisis response teams. Curriculum content supports existing school staff, in collaboration with community providers, to apply the five crisis preparedness mission areas (prevention, protection, mitigation, response, and recovery) in their ongoing school safety efforts and emergency operations plans. The curriculum incorporates basic principles articulated by the U.S. Departments of Education (2013, 2019) and Homeland Security (2008), as well as the Incident Command System delineated by the National Incident Management System (NIMS). The empirical foundations for PREPaRE are detailed in *School Crisis Prevention and Intervention: The PREPaRE Model* (2nd ed.; Brock et al., 2016).

The PREPaRE model emphasizes the following hierarchical and sequential set of activities:

**P—Prevent** and prepare for crises

**R—Reaffirm** physical health and welfare and perceptions of safety and security

**E—Evaluate** psychological trauma risk

**P—Provide** multitiered interventions

**a—and**

**R—Respond** to mental health needs

**E—Examine** the effectiveness of crisis prevention and intervention

## Current Impact

The PREPaRE curriculum is comprehensive and adaptable, providing a useful framework for any school. Specifically, PREPaRE:

- Incorporates prevention, protection, mitigation, response, and recovery
- Addresses both physical and psychological safety
- Builds on existing personnel, resources, and programs
- Facilitates collaboration with community providers and first responders
- Integrates with ongoing school safety efforts and multitiered systems of support
- Develops skills important to coping with trauma
- Provides for sustainability through a training of trainers model
- Is adaptable to individual school needs and size
- Aligns with federal emergency management guidance
- Supports legal compliance regarding crisis preparedness

The PREPaRE model has been adopted as the comprehensive school safety framework in school districts in all 50 states and in multiple countries. Several states have also adopted the model for statewide implementation. Participants report that PREPaRE helped improve and strengthen their school safety and crisis management capacities (See evaluation summaries at <http://www.nasponline.org/prepare-evaluations>).

*“PREPaRE has provided our district and building care & crisis teams with the framework and language to navigate and respond to crisis situations with increased confidence.”*

**Tim Shaikoski, Robbinsdale Area Schools,  
School Psychologist**

## PREP<sub>a</sub>RE CORE WORKSHOPS

The PREP<sub>a</sub>RE curriculum includes two core workshops, which can be taken independently of one another or in any order. Each workshop has a corresponding training of trainer (ToT) workshop that provides participants with the information and practice needed to become PREP<sub>a</sub>RE workshop trainers. The core workshops are prerequisites to ToT participation.

### WORKSHOP 1

#### Comprehensive School Safety Planning: Prevention Through Recovery

**Audience:** School mental health professionals, safety and security personnel, administrators, SROs, and other educators. Optimal for crisis team members to attend together.

**Content:**

- Covers the knowledge and resources important to establishing comprehensive, ongoing school safety and crisis preparedness through recovery efforts.
- Making use of existing personnel, resources, and programs, PREP<sub>a</sub>RE can be adapted to a school's needs and size.
- Specific attention is given to developing, exercising, and evaluating safety/crisis teams and plans, and integrating school and community crisis response personnel.
- Also addresses issues associated with the media, social media, communication, reunification, students with special needs, culture, and memorials. Training includes a strong focus on reinforcing improved school climate, student behavior and academic functioning, student resilience, and school staff crisis response capabilities.

**Duration:** 1 day (7 contact hours)

**ToT Workshop:** 1.5 days (12 contact hours)

### WORKSHOP 2

#### Mental Health Crisis Interventions: Responding to an Acute Traumatic Stressor in Schools

**Audience:** All school professionals who provide mental health crisis intervention services and community mental health professionals who support schools following a crisis event.

**Content:**

- Covers how to prevent and prepare for psychological trauma, reaffirm both physical health and perceptions of safety, evaluate trauma exposure by conducting psychological triage, and respond to psychological needs using a multitiered crisis intervention approach.
- Participants will learn how to facilitate social supports and conduct caregiver trainings, classroom meetings, student psychoeducational groups, group crisis intervention, and individual crisis intervention.
- Also examines the effectiveness of school crisis intervention and recovery efforts.

**Duration:** 2 days (13 contact hours)

**ToT Workshop:** 2 days (15 contact hours)

Workshop participants receive a digital set of materials through an online learning platform. Participants are encouraged to use these resources for local staff development but may not represent them as formal "PREP<sub>a</sub>RE" training unless they have successfully completed the ToT workshop(s).

## PREP<sub>a</sub>RE Authors/Lead Trainers

PREP<sub>a</sub>RE curriculum authors and lead trainers are leading national experts in school crisis prevention and response. In addition to formal training, PREP<sub>a</sub>RE authors and lead trainers have direct experience designing and implementing crisis plans and responding to crises ranging from school shootings and suicide to terrorism and natural disasters. Learn more at <http://www.nasponline.org/prepare-authors>.



PREP<sub>a</sub>RE closely aligns with 2019 federal government school crisis and emergency management guidelines. PREP<sub>a</sub>RE is featured in the Best Practices Registry of the Suicide Prevention Resource Center.

Learn More



Hold a Workshop



### 3 THINGS TO KNOW

1. Wide variety of engaging lessons and activities for each grade level
2. User-friendly, interactive web-based platform
3. Proactive tools for campus-wide integration, including family resources

### RESEARCH-BACKED OUTCOMES

We combined current research, character development, and specific skills for life success to create lessons and activities designed to lead students toward 3 outcomes: **Be Kind, Be Strong, Be Well.**

### ADDITIONAL RESOURCES

- Original music and videos
- Sortable book and video libraries
- Emotion regulation tools
- Conflict resolution tools
- Implementation videos
- Downloadable posters and visuals
- Student recognition resources
- Staff and family resources
- Bullying-prevention content
- Playground activities...and more!



### VERTICALLY-ALIGNED SKILLS



### FLEXIBLE IMPLEMENTATION

- Curriculum organized by monthly character traits
- Multiple implementation options (daily, weekly, or anything in between)
- 5 lesson activities for each week

### 3 COSAS QUE HAY QUE SABER

1. Amplia variedad de atractivas lecciones y actividades para cada grado
2. Plataforma web interactiva y fácil de usar
3. Herramientas proactivas para la integración en todo el campus, incluidos recursos para las familias

### RESULTADOS RESPALDADOS POR LA INVESTIGACIÓN

Combinamos la investigación actual, el desarrollo del carácter y las habilidades específicas para el éxito en la vida para crear lecciones y actividades diseñadas para conducir a los estudiantes hacia 3 resultados: Sé amables, Sé fuertes, Estar bien.

### RECURSOS ADICIONALES

- Música y vídeos originales
- Bibliotecas de libros y vídeos clasificables
- Herramientas de regulación de emociones
- Herramientas de resolución de conflictos
- Vídeos de aplicación
- Carteles y materiales visuales descargables
- Recursos para el reconocimiento de los alumnos
- Recursos para el personal y las familias
- Actividades para el patio de recreo... ¡y mucho más!



### COMPETENCIAS ALINEADAS VERTICALMENTE



### APLICACIÓN FLEXIBLE

- Plan de estudios organizado por rasgos de carácter mensuales
- Múltiples opciones de aplicación (diaria, semanal o intermedia)
- 5 actividades para cada semana

### 3 Things to Know

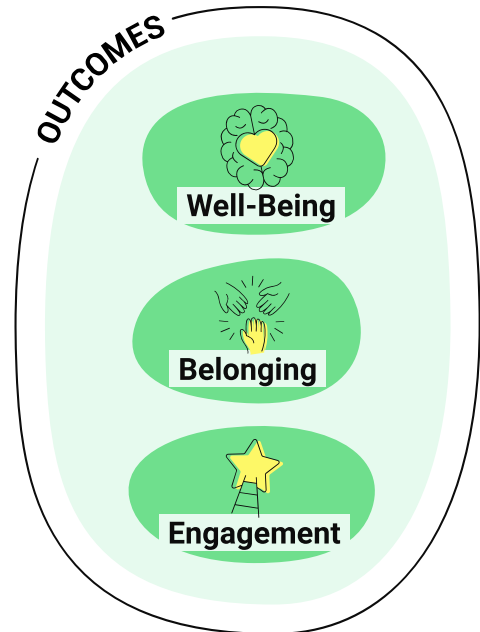
1. Research-backed and vertically-aligned 6th through 12th grade
2. Entire curriculum accessible online
3. Proactive tools for campus-wide integration

### Research-Backed Outcomes

We combined current research, character development, and specific skills for life success to create lessons and activities designed to lead students toward 3 outcomes: Well-being, Belonging, and Engagement.

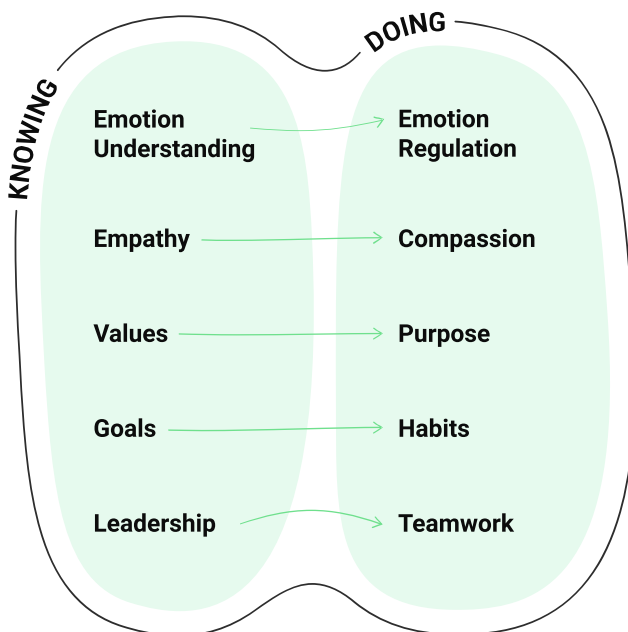
### Additional Resources

- Implementation videos
- Instructional strategy supports
- Includes school-wide challenges that can positively impact a school's culture and climate
- Community building connection activities
- Staff and family resources
- Bullying-prevention content



### 5 Ingredients

Successful outputs require thoughtful inputs. Here are the 5 main ingredients we built the Secondary CharacterStrong content around:



### Flexible Implementation

- Multiple scope and sequence options to fit any schedule
- Lessons that can expand or contract to meet timing constraints
- 100+ Engaging Lessons at both the Middle School and High School Lessons
- Includes Cooperative and Project based lessons
- Pre-built slide decks, activities, videos, and more that are adapted for both in-person and virtual learning environments.
- Designed for educators of any subject and comfort level to click-and-go with minimal prep required

# THE CHALLENGE PRESENTATION

Recommended for 7th-12th grade

This 60-minute Challenge Presentation is the inspiring story of Rachel Scott whose example of kindness and acceptance was brought to light when she became the first victim of the Columbine High School tragedy. Conveyed through stories from Rachel's life and writings, the Challenge Presentation shows the profound positive impact we can have on those around us. It demonstrates to the listener the power of deliberately reaching out in word and action to others to start what Rachel called "a chain reaction of kindness and compassion." This program to stop school violence provides simple, positive actions students can take to create a positive, inclusive culture in their school.

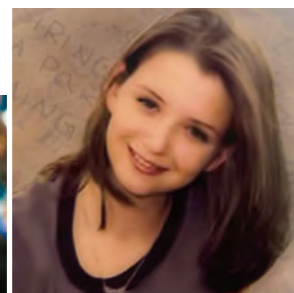
**STUDENT SURVEYS SHOWED A 123% INCREASE IN THE NUMBER OF STUDENTS THAT WOULD INTERVENE IN A BULLYING SITUATION AFTER SEEING THE CHALLENGE PRESENTATION.**

## Program Themes:

- Look for the best in others
- Dream big
- Choose positive influences
- Speak with kindness
- Start your own chain reaction

## Student Outcomes:

- Students develop motivation to consider where they are personally in relation to the five challenges
- Students understand the importance of becoming a listener and reflect on their relationship with – and impact on – the people around them
- Students develop a renewed hope that their lives have purpose through service to others
- Rachel's story gives participants permission to start their own chain reaction of kindness and compassion, which positively affects school climate



**Rachel's Challenge**

For booking information and program availability:  
877-895-7060 | [rachelschallenge.org](http://rachelschallenge.org)

# THE ELEMENTARY PRESENTATION

Recommended for K-6th grade

The 40-minute Elementary Presentation introduces elementary students to Rachel Scott and her challenge to reach out to others with deliberate acts of kindness. The presentation is a fun, energetic, interactive assembly that mixes music, video and activities to tell her story. Students will learn about a young girl named Rachel; however they will not hear nor see footage related to the Columbine tragedy or her death. The program includes the Kindness & Compassion Program Guide and can be used to kickoff the school year, as a mid-year boost or as a celebration of what has happened throughout the year.

Although appropriate for K-6th, the presentation is most effective with K-5th students.

**RACHEL'S CHALLENGE PRESENTATIONS  
HAVE BEEN DEPLOYED IN OVER 5000  
SCHOOLS IN THE LAST 3 YEARS WITH  
A 98% APPROVAL RATING.**

## Program Themes:

- Use kind words & do kind things
- Accept & include others
- Choose & be a positive influence
- Set goals & keep a journal
- Continue the chain reaction

## Student Outcomes:

- Students understand that treating others with respect is fun and should not just be what they do—but who they are
- Students understand issues of bullying and destructive behavior and receive permission to be kind
- Students leave excited about treating others with respect and wanting to start their own chain reaction of kindness—both figuratively and literally with the paper chain of kindness exercise and activity



**Rachel'sChallenge**

For booking information and program availability:  
877-895-7060 | [rachelschallenge.org](http://rachelschallenge.org)

# THE STORY PRESENTATION

Recommended for 5th & 6th grade

The 60-minute Story Presentation introduces younger middle school students to Rachel Scott's story and her challenge to deliberately reach out to others with kindness. Rachel's story is told through the eyes of her family. The Columbine tragedy is introduced at an intensity level appropriate for 5th and 6th graders. Her story shows the profound positive impact students can have on those around them by simply paying attention to the little things they do and say every day. Rachel's story encourages participants to consider their own behavior.

## Program Themes:

- Dream big & believe in yourself
- Be kind to others
- Practice positive gossip
- Show appreciation to those you love
- Be the answer

## Student Outcomes:

- Students have a renewed hope that their life matters and they have a purpose
- Participants are inspired to use their words in a positive way because they understand that words have the power to hurt and the power to heal
- Help students understand that they too can start a chain reaction of kindness & compassion
- The importance of appreciating others, and to express appreciation to the ones that they love
- Students are empowered with the knowledge that they can be the answer by making a personal difference at their school

**SCHOOLS REPORT UP TO A 90%  
REDUCTION IN DISCIPLINARY REFERRALS  
AND OUT-OF-SCHOOL SUSPENSIONS.**



**Rachel's Challenge**

For booking information and program availability:  
877-895-7060 | [rachelschallenge.org](http://rachelschallenge.org)

# THE IMPACT PRESENTATION

Recommended for 7th-8th grade

The 60-minute Impact Presentation tells the powerful true story of Rachel Joy Scott, the first person killed in the Columbine High School tragedy. Through emotional storytelling and Rachel's own words, students are inspired to reflect on their personal influence, the power of compassion, and the importance of treating others with respect. Rooted in five actionable challenges drawn from Rachel's life and writings, this presentation empowers students to choose kindness, look for the best in everyone, and actively contribute to a more connected and accepting school culture.

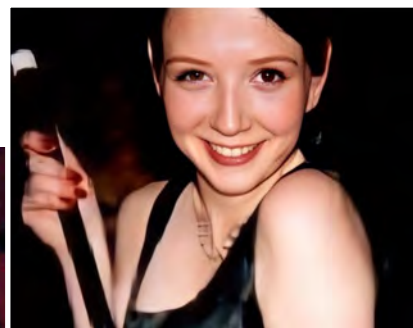
**RESEARCH SHOWS A 43% INCREASE IN STUDENTS INTERVENING IN BULLYING AFTER RACHEL'S CHALLENGE PRESENTATIONS.**

## Program Themes:

- Look for the best in others
- Treat others the way you want to be treated
- Choose positive influences
- Speak with kindness
- Forgive yourself and others

## Student Outcomes:

- Students identify and confront personal biases
- Students are empowered to make daily, intentional choices to uplift others
- Students reflect on the impact of forgiveness on mental and emotional health
- Participants leave motivated to start their own chain reaction of kindness and compassion



**Rachel's Challenge**

For booking information and program availability:  
877-895-7060 | [rachelschallenge.org](http://rachelschallenge.org)

# THE LEGACY PRESENTATION

Recommended for 7th-12th grade

This 60-minute follow-up to the Rachel's Challenge Presentation program builds upon the legacy that Rachel inspired in the lives of people around her. Through a series of stories told from the perspective of those who Rachel touched, the Legacy Presentation encourages participants to take specific steps toward making their own positive legacy a reality.

**STUDENT SURVEYS SHOW A 282% INCREASE IN STUDENTS BELIEVING THAT THEIR SCHOOL IS A SAFER PLACE AFTER SEEING THE RACHEL'S CHALLENGE PROGRAM.**

## Program Themes:

- Leave a legacy of kindness
- Show compassion
- Practice pre-acceptance
- Learn from your mistakes
- Forgive yourself and others

## Student Outcomes:

- Students understand that they are not defined by the labels that they or others have placed upon them, either in their current circumstances or by things that happened to them in the past
- Students contemplate the difference between feeling compassion and showing it
- Students grant forgiveness to themselves and others so that they are free to start a new legacy
- Students learn that by applying the five challenges they can begin their own positive legacy, today



**Rachel'sChallenge**

For booking information and program availability:  
877-895-7060 | [rachelschallenge.org](http://rachelschallenge.org)

# FRIENDS OF RACHEL (FOR) CLUB

Recommended for 6-8th grade, 9-12th grade

This 90-minute FOR Club training is designed to assist a select group of students (up to 100 pre-assigned/volunteered cross-section of the school) and adults (recommended: minimum of 1 adult to every 10 students) create a student-driven club within the school. The FOR Club's mission is to implement what was learned in the Rachel's Challenge assembly by fostering a service-oriented, permanent culture of kindness, compassion, connection and hope on their campus. The training begins with powerful student sharing about the personal impact of the assembly on participants as well as the school community. The bulk of the training expands on specific details as to "why" the FOR Club is important, "how" the FOR Club is unique, activities that have been proven successful in existing FOR Clubs, and how to plan the first FOR Club meeting and future projects designed to impact the school's culture.



## Program Topics:

- Assembly debrief and group sharing
- The structure and logistics of the FOR Club
- Examples of impactful and proven FOR Club projects and activities
- Guided brainstorm on potential FOR Club projects and activities
- Establishing first meeting goals and priorities

## Student Outcomes:

- Creates a common bond and mission among the participants
- Provides practical ways to sustain the momentum created by the assembly throughout the school year and into the future
- Equips students with tools and activities designed to make the FOR Club their own and thereby foster an environment of respect and caring within the school and community
- Transforms the climate shift brought about by the assembly into a permanent, positive way of life for the students and the school

**Rachel'sChallenge**

For booking information and program availability:  
877-895-7060 | [rachelschallenge.org](http://rachelschallenge.org)

# FRIENDS OF RACHEL CLUB (Y2)

Recommended for 6-8th grade, 9-12th grade

This 90-minute Year 2 FOR Club training is designed for returning student members and adult sponsors to reflect on progress, address challenges, and deepen their impact through new, solution-driven projects. Building on the foundation of Year 1, this training helps sustain momentum by focusing on students' mental and emotional wellness and inspiring meaningful service; both in person and online.

## Program Topics:

- Celebrating FOR Club successes and sharing student impact stories
- Reflecting on past challenges and brainstorming actionable solutions
- Introducing wellness-focused projects that support mental and emotional well-being
- Launching new digital and social media campaigns to promote kindness and connection
- Reinforcing the mission and ensuring long-term sustainability of the FOR Club

## Student Outcomes:

- Develops student leadership through reflection on successes and areas for growth
- Inspires creative, relevant project ideas that address current school climate needs
- Promotes awareness and advocacy for mental wellness and emotional well-being
- Equips students to lead kindness and connection campaigns on campus, in the community and on social media
- Strengthens long-term commitment to the FOR Club's values of compassion, inclusion, and hope
- Helps transform the climate shift sparked by the Rachel's Challenge assembly into a lasting, positive school culture



**Rachel's Challenge**

For booking information and program availability:  
877-895-7060 | [rachelschallenge.org](http://rachelschallenge.org)

# CHAIN REACTION

Age adjusted for 7-8th grade, 9-12th grade and adult

One of our most powerful programs, Chain Reaction is a six-hour, intensive, interactive training that consists of: 1) teaching and processing segments; 2) physical activities; and 3) full-group and small-group sharing. Chain Reaction includes a cross section of your school's population represented by 80-100 students and 20-25 adults. A minimum ratio of 1 adult to 4 students must be maintained throughout the program. It is designed to promote personal introspection, understanding of others, community building and empowerment.

**“RACHEL’S CHALLENGE STIMULATES ACADEMIC AND SOCIAL EMOTIONAL-LEARNING BY FOCUSING ON THE CONNECTION BETWEEN STUDENTS, FACULTIES AND STAFF.”**

**- CURT PACHOLKE, PRINCIPAL, RICE LAKE HS**

## Program Themes:

- Our Words Have Power...to Hurt or Heal
- Appropriate Touch
- Take Off your Mask...Be Who You Really Are (figurative; not a reference to safety masks)
- You are Not Alone...We Have Shared Experiences
- Today is YOUR Chain Reaction Moment

## Student Outcomes:

- Participants understand their personal identity, power and uniqueness
- Participants learn that they are not personally defined by their circumstances and experiences
- Participants also come to understand that despite their personal uniqueness they share experiences with many others in the room
- Barriers among the participants are broken down by the realization that through these shared experiences they are not alone



**Rachel'sChallenge**

For booking information and program availability:  
877-895-7060 | [rachelschallenge.org](http://rachelschallenge.org)

# ELEMENTARY CHAIN REACTION

Age adjusted for upper elementary 5-6th grade

The 4 hour Elementary Chain Reaction is an age-appropriate experience designed to help young students build trust, reflect on challenges, and connect through kindness and shared humanity.

Through interactive games, small-group conversations, and gentle emotional reflection, students are guided to safely explore empathy and connection. With the support of caring adults, they begin to break down social barriers, see one another in a new light, and understand they are not alone.

**STUDENT SURVEYS SHOW A 282% INCREASE IN STUDENTS BELIEVING THAT THEIR SCHOOL IS A SAFER PLACE AFTER SEEING THE RACHEL'S CHALLENGE PROGRAM.**

## Program Themes:

- Our Words Have Power—to Hurt or to Heal
- Take Off Your Mask (figurative)
- You Are Not Alone—We Share Experiences
- Kindness Can Start a Chain Reaction
- Everyone Deserves to Be Seen, Heard, and Valued

## Student Outcomes:

- Students discover that their words and actions matter
- Students feel seen, heard, and emotionally supported
- Barriers among classmates are broken down through shared experiences
- Students gain a deeper understanding of empathy, identity, and personal power
- Adults are given insight into students who may need additional care or support



**Rachel's Challenge**

For booking information and program availability:  
877-895-7060 | [rachelschallenge.org](http://rachelschallenge.org)

MTPLC's Region 5 project strengthens school-based opioid prevention in Lincoln and Sanders Counties by positioning rural schools as prevention, early-identification, and coordinated response hubs. The project delivers layered, evidence-informed strategies aligned with Montana Opioid Abatement priorities, focusing on upstream prevention, protective factor development, workforce readiness, and overdose response capacity.			
CharacterStrong provides Tier 1 universal, schoolwide instruction that builds protective factors linked to reduced substance-use risk, including belonging, emotional regulation, responsible decision-making, and positive peer norms. Tier 2 small-group supports address increased vulnerability related to trauma, isolation, or behavioral concerns—interrupting risk trajectories before escalation.			
Rachel's Challenge strengthens school climate and connectedness through assemblies, classroom activities, and sustained student-led initiatives that promote empathy, inclusion, and peer accountability. By reducing isolation and reinforcing pro-social norms, the program addresses key upstream drivers associated with opioid and substance-use risk.			
PREPaRE Crisis Prevention and Response equips school teams with structured protocols for prevention, preparedness, response, and recovery following critical incidents. Training strengthens staff confidence in identifying warning signs, stabilizing environments after crises, implementing postvention supports, and coordinating follow-up—reducing escalation and improving early intervention capacity.			
In partnership with Overdose Lifeline, the project will also implement layperson naloxone trainer certification and opioid education to expand overdose recognition, stigma reduction, and response readiness among school staff and community members—supporting both prevention and harm-reduction goals.			
Together, these coordinated strategies will serve five Region 5 districts—Dixon, Trout Creek, Noxon, Troy, and Eureka—reaching approximately 1,094 students (K–12) and building sustainable, systems-level opioid prevention capacity embedded within MTSS and school safety frameworks.			
It is anticipated that additional schools and counties will want to be included in future opioid abatement applications to further extend prevention and response capacity throughout the region.			

Opioid Abatement Category	Outcome	Performance Indicators / Benchmarks	Primary Data Sources
Prevention (Youth-Focused)	Students in Region 5 schools demonstrate increased protective factors associated with reduced substance-use risk.	≥80% of participating schools (Dixon, Trout Creek, Noxon, Troy, Eureka) implement CharacterStrong and/or Rachel's Challenge with fidelity; measurable improvement in student connectedness, belonging, and positive peer norms.	CharacterStrong implementation tools; Rachel's Challenge participation data; school climate surveys; student feedback data
Early Identification & Intervention	Region 5 staff identify emerging risk and initiate timely supports for students.	≥85% of trained staff demonstrate increased knowledge and confidence following PREPaRE training; documented follow-through after student risk identification.	PREPaRE pre/post assessments; MHRN service logs; referral and follow-up documentation
Access to Youth Mental Health Supports	Improved connection to behavioral health services and continuity of care across Region 5 districts.	Reduced time between risk identification and service connection; increased number of documented warm handoffs; improved referral coordination across schools serving ~1,094 students.	Referral records; MHRN coordination notes; follow-up tracking documentation
Overdose Awareness & Harm Reduction	Increased opioid awareness and overdose response readiness among school staff and community members.	Documented completion of Overdose Lifeline naloxone trainer certification; pre/post survey improvement in overdose recognition and response knowledge; number of staff/community members trained.	Overdose Lifeline training records; pre/post surveys; attendance rosters
Workforce Capacity	Educators consistently apply prevention-aligned strategies across Region 5 schools.	Staff report improved preparedness and confidence; coaching documentation shows consistent implementation within MTSS and school safety systems.	Staff surveys; coaching notes; implementation tracking logs
Systems Integration & Sustainability	Prevention, early intervention, and crisis response practices embedded in existing school systems across Region 5.	Practices documented in MTSS frameworks and school safety plans; evidence of regular data review cycles; prevention protocols sustained beyond initial training.	MTSS artifacts; prevention plans; school safety protocols; district documentation



# TROY PUBLIC SCHOOLS

District No. 1 • Lincoln County  
Post Office Box 867 • Troy, Montana 59935

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February 9, 2026

Re: Letter of Support for Montana Professional Learning Collaborative (MTPLC) – Opioid Abatement Grant Application

Dear Members of the Montana Opioid Abatement Trust,

On behalf of Troy School District, I am writing to express our support for the Montana Professional Learning Collaborative (MTPLC) and its regional funding proposal submitted through the Montana Opioid Abatement Trust. Our school district recognizes the significant role schools play in preventing substance use, strengthening protective factors, and supporting student well-being, particularly in rural and underserved communities. We also recognize that effective opioid prevention begins upstream; by fostering safe, connected, and resilient school environments and ensuring adults are prepared to identify and respond to emerging risk.

MTPLC's proposed initiative aligns with Abatement Trust priorities by expanding access to evidence-based school prevention and safety supports; CharacterStrong, PREPaRE, and Rachel's Challenge, while also providing direct implementation assistance (needs assessment, planning, consultation, and capacity-building). Together, this approach strengthens protective factors, supports early identification and intervention, and improves school-community coordination to reduce long-term substance-use risk.

We value MTPLC as a trusted, Montana-rooted partner that understands the realities of our schools and provides accessible, scalable, evidence-informed supports. We support this application and believe this initiative will strengthen prevention capacity, improve student connectedness and well-being, and reinforce safe, resilient school environments across our region. Thank you for your consideration and for your commitment to investing in prevention strategies that build healthier futures for Montana's youth, families, and communities.

Sincerely,



Christina Schertel  
Superintendent  
Troy Public School District  
[cschertel@troyk12.org](mailto:cschertel@troyk12.org)  
406-295-4321

**Date: 1/31/2026**

**Montana Opioid Abatement Trust Regional Review Committee**

**Re:** Letter of Support for Montana Professional Learning Collaborative (MTPLC) – Opioid Abatement Grant Application

Dear Members of the Montana Opioid Abatement Trust,

On behalf of **Trout Creek School**, I am writing to express our support for the Montana Professional Learning Collaborative (MTPLC) and its regional funding proposal submitted through the Montana Opioid Abatement Trust.

Our school district recognizes the significant role schools play in preventing substance use, strengthening protective factors, and supporting student well-being, particularly in rural and underserved communities. We also recognize that effective opioid prevention begins upstream; by fostering safe, connected, and resilient school environments and ensuring adults are prepared to identify and respond to emerging risk.

MTPLC's proposed initiative aligns with Abatement Trust priorities by expanding access to evidence-based school prevention and safety supports; CharacterStrong, PREPaRE, and Rachel's Challenge, while also providing direct implementation assistance (needs assessment, planning, consultation, and capacity-building). Together, this approach strengthens protective factors, supports early identification and intervention, and improves school-community coordination to reduce long-term substance-use risk.

We value MTPLC as a trusted, Montana-rooted partner that understands the realities of our schools and provides accessible, scalable, evidence-informed supports. We support this application and believe this initiative will strengthen prevention capacity, improve student connectedness and well-being, and reinforce safe, resilient school environments across our region. Thank you for your consideration and for your commitment to investing in prevention strategies that build healthier futures for Montana's youth, families, and communities.

Sincerely,

Vanessa Pallister  
Supervising Teacher/Administrator  
Trout Creek School District #6  
Trout Creek, MT  
tcsprincipal@troutcreekeagles.org

Jessica N. Johnson, M.Ed.  
Executive Director  
Montana Professional Learning Collaborative (MTPLC)  
P.O. Box 1514  
Lolo, MT 59847

Dear Ms. Johnson,

On behalf of Eureka Public Schools in Northwest Montana, I am pleased to offer this letter of support for the Montana Professional Learning Collaborative's Region 5 funding proposal to the Montana Opioid Abatement Trust.

Eureka Public Schools serves a rural community that, like many across our state, continues to face significant challenges related to substance use, mental health, and student well-being. We strongly believe that prevention, connection, and protective factors within schools are essential to building healthy, resilient youth and families. MTPLC's proposal to expand evidence-based prevention supports across Region 5 aligns closely with our district's priorities and the needs we see in our schools every day.

We are particularly encouraged by MTPLC's use of proven, school-based frameworks such as CharacterStrong, PREPaRE, and Rachel's Challenge. These programs reflect a comprehensive approach to prevention that addresses social-emotional learning, crisis preparedness, belonging, and positive school culture — all of which are critical to reducing risk factors associated with substance misuse and related challenges.

In addition, we value MTPLC's emphasis on capacity-building, needs assessment, and alignment with existing school systems. Sustainable prevention requires more than one-time programming; it requires thoughtful integration into daily practice and long-term support for staff and students. MTPLC's model of direct service and technical assistance offers a promising pathway to achieving meaningful and lasting impact.

We fully support MTPLC's efforts to secure Opioid Abatement Trust funding and appreciate the opportunity to be part of a coordinated, regional approach to strengthening prevention and student well-being.

Thank you for your leadership and commitment to Montana's schools and communities. We wish MTPLC every success in this important work.

Sincerely,

**Joel Graves**  
Superintendent  
Eureka Public Schools  
Lincoln County High School District #13



**Dixon Public School  
District #9**

**Sanders County**

**411 B Street  
Dixon, Montana  
59831**

**Phone:  
406-246-3566  
Fax: 406-246-3379**

Thursday January 29, 2026

Montana Opioid Abatement Trust Regional Review Committee

Re: Letter of Support for Montana Professional Learning Collaborative (MTPLC) –  
Opioid Abatement Grant Application

Dear Members of the Montana Opioid Abatement Trust,

Dixon School District #9 proudly and unequivocally endorses the Montana Professional Learning Collaborative (MTPLC) and their compelling regional funding proposal submitted to the Montana Opioid Abatement Trust.

Our district understands that schools are a critical front line in the fight against substance use. We recognize their significant, indispensable role in strengthening protective factors and championing student well-being, especially within our vital rural and underserved communities. Crucially, we believe effective opioid prevention is an upstream investment—it starts with fostering safe, highly-connected, and resilient school environments where prepared adults can proactively identify and expertly respond to emerging risks.

The MTPLC's initiative is in perfect alignment with the Abatement Trust's core priorities. Their proposal is a strategic investment that will significantly expand access to critical, evidence-based prevention and safety supports—specifically, CharacterStrong, PREPaRE, and Rachel's Challenge. Beyond curriculum, they provide robust, hands-on implementation support including expert needs assessment, strategic planning, consultation, and vital capacity-building. This comprehensive approach is designed to dramatically strengthen protective factors, ensure rapid early identification and intervention, and forge stronger school-community coordination, thereby fundamentally reducing long-term substance-use risk.

We deeply value the MTPLC as a trusted, authentic Montana-rooted partner. They possess a keen, firsthand understanding of the unique realities facing our schools and consistently deliver accessible, scalable, and fully evidence-informed supports. We wholeheartedly endorse this application, confident that this initiative will powerfully strengthen regional prevention capacity, dramatically improve student connectedness and overall well-being, and decisively reinforce safe, resilient school environments across our entire region. We commend your consideration and steadfast commitment to investing in prevention strategies that actively build healthier, brighter futures for Montana's youth, families, and communities.

Sincerely,

A handwritten signature in blue ink that reads "Ryon Noland".

Ryon Noland  
Principal/Federal Programs Director  
Dixon School District #9  
Dixon, Montana  
(406-246-3566  
[rnoland@dixonschool.org](mailto:rnoland@dixonschool.org)

# Noxon Public Schools



**300 Noxon Avenue, Noxon, MT 59853 Telephone: (406) 847-2442 Fax: (406) 847-2232**

**Date: February 3, 2026**

## **Montana Opioid Abatement Trust Regional Review Committee**

**Re:** Letter of Support for Montana Professional Learning Collaborative (MTPLC) – Opioid Abatement Grant Application

Dear Members of the Montana Opioid Abatement Trust,

On behalf of **Noxon Public Schools**, I am writing to express our support for the Montana Professional Learning Collaborative (MTPLC) and its regional funding proposal submitted through the Montana Opioid Abatement Trust.

Our school district recognizes the significant role schools play in preventing substance use, strengthening protective factors, and supporting student well-being, particularly in rural and underserved communities. We also recognize that effective opioid prevention begins upstream; by fostering safe, connected, and resilient school environments and ensuring adults are prepared to identify and respond to emerging risk.

MTPLC's proposed initiative aligns with Abatement Trust priorities by expanding access to evidence-based school prevention and safety supports; CharacterStrong, PREPaRE, and Rachel's Challenge, while also providing direct implementation assistance (needs assessment, planning, consultation, and capacity-building). Together, this approach strengthens protective factors, supports early identification and intervention, and improves school-community coordination to reduce long-term substance-use risk.

We value MTPLC as a trusted, Montana-rooted partner that understands the realities of our schools and provides accessible, scalable, evidence-informed supports. We support this application and believe this initiative will strengthen prevention capacity, improve student connectedness and well-being, and reinforce safe, resilient school environments across our region. Thank you for your consideration and for your commitment to investing in prevention strategies that build healthier futures for Montana's youth, families, and communities.

Sincerely,

Joel Ramsey  
Superintendent/K-12 Principal  
Noxon Public Schools  
Noxon, Montana  
[joel.ramsey@noxonschools.com](mailto:joel.ramsey@noxonschools.com)