

# Developing a policy and protocol to rapidly reverse opioid overdose

Districts should adopt policies and protocols to respond to opioid-related overdose events in schools. This includes seeking local legal advice on how to best implement the distribution and use of opioid antagonist medications on school grounds. These medications are also known as [opioid overdose reversal medications](#) (OORMs), such as naloxone. When drug-related emergencies occur in or around schools, a proper response protocol is critical to save lives. This resource is intended to compliment the [Fentanyl Toolkit for Schools](#).

School district boards may adopt a policy for staff to administer an opioid antagonist<sup>[1]</sup> to a student or other person if they believe the person is experiencing an opioid overdose. Regardless of policy, school districts are required, per OAR 581-021-0037, to provide the following information to the parents and guardians of all students:

- A description of an opioid antagonist and its purpose
- A statement about, in an emergency, the risks of BOTH:
  - **Administering** an opioid antagonist, and
  - **NOT administering** an opioid antagonist
- A statement identifying which schools in the district, if any, will have:
  - Opioid antagonists
  - The necessary medical supplies to administer opioid antagonists on-site, and
  - Opioid antagonists available for emergencies, and
- A statement that a representative of a district may administer to a student an opioid antagonist in an emergency if it appears the student is:
  - Not conscious, and
  - Experiencing an opioid overdose.

In partnership with OHA, ODE has developed a parent and guardian [letter template](#) you can use.

In addition, OAR 581-021-0037 requires that school district policy must ensure the parent or legal guardian of a minor student enrolled in the school district is immediately notified when an opioid antagonist is administered to the student if it is while the student:

- Is at school
- On school property under the jurisdiction of the school district, or
- At any activity under the jurisdiction of the school district.

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<sup>[1]</sup> OAR 581-021-0037 uses the term “opioid antagonist” which has the same meaning as OORM.

## Developing an opioid antagonist policy

School board policy language about the administration of an opioid antagonist by school personnel may be added to the existing school medication administration policy. School staff who administer an opioid antagonist but do not administer other medications to students are not required to complete the ODE medication administration training. See [OAR 581-021-0037](#).

The Oregon School Board Association (OSBA) offers a model policy and administrative regulation for medications. This includes language about opioid antagonists such as naloxone. Members of OSBA can request the model language from OSBA at 800-578-6722 or [policy@osba.org](mailto:policy@osba.org).

The National Association of School Nurses (NASN) developed a [naloxone toolkit](#). It is a free resource accessible to any member of professional school nurse organizations. That includes OSNA or NASN. The NASN toolkit provides sample policy language and resources for planning your school and district response.

## Developing an opioid antagonist administration protocol

Each community and school building is unique, so site-specific protocols are important.

OHA offers [training protocols](#) for identifying opioid overdose and administration of opioid antagonists. Local school teams should clarify the needs of each site and consult appropriate legal counsel.

### Key content to consider for local protocols:

- District policy and local practices
- Training
- Storage
- Replacement of doses
- Record keeping and information sharing
- Action steps during an event
- Parent notification per OAR 581-021-0037, and
- Follow-up, referrals, and other support.

## Training

*While Oregon laws and regulations do not require training to administer a short-acting opioid antagonist, clear guidance and site-specific information enhances likelihood of successful use.*

Component	Considerations	Examples
<b>Trainer(s) and source of training</b>	<ul style="list-style-type: none"> <li>Who provides training or where can trainings be accessed?</li> <li>Where is training material accessed?</li> <li>How will questions be addressed? (trainer contact information or other options)</li> </ul>	<b>Trainers and training sources</b> may include <ul style="list-style-type: none"> <li><input type="checkbox"/> school nurse (Registered Nurse familiar with the school setting)</li> <li><input type="checkbox"/> manufacturer guidelines including written instructions and other resources</li> <li><input type="checkbox"/> OHA <a href="#">Lifesaving Treatment Protocols</a></li> <li><input type="checkbox"/> Community partners including School-based Health Center staff</li> </ul>
<b>Who receives training?</b>	<ul style="list-style-type: none"> <li>Does school policy require staff to be trained?</li> <li>What staff should be trained to help ensure coverage across school campus?</li> <li>What staff should be trained to ensure coverage for activities after and before school?</li> </ul>	<b>Designated and trained staff</b> may include <ul style="list-style-type: none"> <li><input type="checkbox"/> all staff at start-of-year</li> <li><input type="checkbox"/> staff already CPR trained</li> <li><input type="checkbox"/> staff designated to respond to other emergencies</li> <li><input type="checkbox"/> staff whose role places them near areas where students might overdose</li> </ul>
<b>Frequency and availability of training</b>	<ul style="list-style-type: none"> <li>How often do staff require training, if applicable?</li> <li>If not required where are training or learning resources available</li> </ul> <p><i>ODE rule does not mandate specific timeframe.</i></p>	<b>Training frequency</b> may include <ul style="list-style-type: none"> <li><input type="checkbox"/> annual trainings offered during in-service days</li> <li><input type="checkbox"/> minimum interval of 3 years for any designated trained staff</li> </ul>
<b>Type of training to be utilized</b>	<ul style="list-style-type: none"> <li>Trainings may differ per staff role, such as in-depth training for designated responders, brief review for all staff.</li> </ul> <p><i>OHA offers related resources. See OHA's <a href="#">Lifesaving Treatment Protocols</a> and <a href="#">School Staff Training Guidance</a></i></p>	<b>Type of training</b> may include <ul style="list-style-type: none"> <li><input type="checkbox"/> In-person sessions</li> <li><input type="checkbox"/> Slides</li> <li><input type="checkbox"/> Videos</li> <li><input type="checkbox"/> Written instructions</li> <li><input type="checkbox"/> Q&amp;A with school nurse or other</li> <li><input type="checkbox"/> Other type applicable to setting</li> </ul>

Storage		
Component	Considerations	Examples
<b>Location</b>	<ul style="list-style-type: none"> <li>Where on campus might an overdose occur?</li> <li>How quickly can a dose be accessed?</li> </ul>	<b>Dose locations</b> at each site may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Easily accessible in the event of an emergency (e.g., NOT in a locked cabinet)</li> <li><input type="checkbox"/> Near the AED kit</li> <li><input type="checkbox"/> Near the restroom(s)</li> <li><input type="checkbox"/> In the same location as the first-aid equipment/kit</li> <li><input type="checkbox"/> By the fire extinguisher</li> <li><input type="checkbox"/> Areas where public may gather such as gymnasium, cafeteria, auditorium</li> <li><input type="checkbox"/> On buses</li> </ul>
<b>Temperature</b>	<ul style="list-style-type: none"> <li>What are the manufacturer's instructions for storing the specific short-acting opioid antagonist?</li> </ul>	<b>Temperature control</b> options may include <ul style="list-style-type: none"> <li><input type="checkbox"/> Storage location(s) where room temperature is maintained (out of direct sunlight, extreme heat or cold)</li> <li><input type="checkbox"/> Insulated pouch for doses carried by staff (not pockets)</li> </ul>
<b>Staff Access and Role</b>	<ul style="list-style-type: none"> <li>What processes need to be followed in each building?</li> <li>Who is responsible for what?</li> </ul>	<b>Staff access and roles</b> may include <ul style="list-style-type: none"> <li><input type="checkbox"/> ___ carries doses during school hours</li> <li><input type="checkbox"/> ___ carries doses for off-campus events (field trips, Outdoor school, etc.)</li> <li><input type="checkbox"/> ___ signs doses in and out to staff carrying</li> <li><input type="checkbox"/> ___ signs doses in and out for before/after school programming</li> <li><input type="checkbox"/> ___ keeps keys or access codes</li> </ul>
<b>Maintaining school stock</b>	<ul style="list-style-type: none"> <li>Who conducts routine checks to verify current stock?</li> <li>Who orders/obtains the school-stocked short-acting opioid antagonist?</li> </ul>	<b>Stock maintenance</b> may include <ul style="list-style-type: none"> <li><input type="checkbox"/> ___ conducts routine checks to verify stock in place, not expired</li> <li><input type="checkbox"/> ___ ensures process to replace doses, including budget allowance</li> </ul>

Record Keeping and Information Sharing	
Considerations	Examples
<ul style="list-style-type: none"> <li>Who is notified of an emergency medical event?</li> <li>Per OAR 581-021-0037, who will notify the parent or guardian if a student is administered a short-acting opioid antagonist?</li> <li>Who enters, what information, into the student record?</li> <li>Who tracks when school-stocked doses need to be replaced?</li> </ul>	<p><b>Communication and documentation</b> protocols may include the following</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Notify ___ during/immediately after a dose is given (school RN, designated response staff)</li> <li><input type="checkbox"/> Code ___ to be used for medical emergency or unconscious person</li> <li><input type="checkbox"/> ___ notifies EMS (responder or front office)</li> <li><input type="checkbox"/> ___ notifies family (responder or school admin)</li> <li><input type="checkbox"/> ___ enters information into student record (responder, other participants)</li> <li><input type="checkbox"/> ___ completes incident report; other applicable documentation</li> <li><input type="checkbox"/> ___ to be notified of used dose(s), responsible for re-stocking</li> <li><input type="checkbox"/> ___ reviews documentation such as for end-of-year reporting, long-term records, etc.</li> </ul>

Action Steps	
Considerations	Examples
<p>Staff should be prepared to take action, including:</p> <ul style="list-style-type: none"> <li>Recognize signs of opioid overdose</li> <li>Respond to emergency; call 911; initiate site-specific emergency response</li> <li>Reverse an opioid overdose; administer naloxone/Narcan</li> <li>Refer to higher-level care and follow-up support</li> </ul> <p><i>See Opioid Overdose training materials on OHA's <a href="#">Lifesaving Treatment Protocol</a> page.</i></p>	<p><b>Action steps</b> clarified for local protocol may include</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ___ is trained to recognize overdose</li> <li><input type="checkbox"/> ___ responds during any emergency</li> <li><input type="checkbox"/> Doses are located ___</li> <li><input type="checkbox"/> EMS (911) is called by ___</li> <li><input type="checkbox"/> School emergency team is activated by ___</li> <li><input type="checkbox"/> Local referrals options and follow-up supports include ___ (see next box)</li> </ul>

Follow-up, Referrals, Other Support	
Considerations	Examples
<p>Planning should anticipate case-by-case needs and identify local resources in advance, including:</p> <ul style="list-style-type: none"> <li>• Support and services for the individual</li> <li>• Support and services for witnesses and others in the school community</li> <li>• Continuing education and community-building.</li> </ul>	<p><b>Follow-up</b> clarified for local protocol may include</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For the individual: <ul style="list-style-type: none"> <li>• Immediate medical support provided by ____</li> <li>• Social-emotional support provided by ____</li> <li>• Continuing support: <ul style="list-style-type: none"> <li>○ school evaluation by ____</li> <li>○ school physical/mental health services include ____</li> <li>○ referrals to community providers including ____.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> For witnesses, others: <ul style="list-style-type: none"> <li>• Social-emotional support provided by ____.</li> <li>• Communication to students and families about relevant community resources including ____.</li> </ul> </li> </ul>