

## CCSU Naloxone Protocol

### **PURPOSE**

The purpose of this policy is to establish guidelines and procedures governing the utilizations of the opioid antagonist naloxone administered by members of Caledonia Central Supervisory Union.

### **PROTOCOL**

Per The Vermont Agency of Education Manual of Rules and Practices # [4210 Statutory Authority. 16 V.S.A., § 1165](#) it is the policy of CCSU that all public elementary schools, middle schools, junior high schools, and high schools, shall provide and maintain on-site opioid antagonists in each school facility when available. To treat a case of suspected opioid overdose in a school setting, any trained staff/nurse/teacher may administer an opioid antagonist, during an emergency, to any student, staff, or community member suspected of having an opioid-related drug overdose whether or not there is a previous history of opioid abuse.

### **INDICATIONS**

For suspicion of opioid overdose based on presenting symptoms, history, report from bystanders, school nurse or staff prior knowledge of the person, and/or nearby medications, illicit drugs or drug paraphernalia.

#### **Presenting symptoms include:**

1. Pale, clammy skin
2. Speech infrequent
3. Not breathing or very shallow breathing
4. Deep snorting or gurgling
5. Unresponsive to stimuli (calling name, shaking, sternal rub)
6. Slowed heart beat/pulse
7. Blue lips or fingertips
8. Pinpoint pupils

No school nurse/staff/teacher shall be liable for civil damages which may result from acts or omissions relating to the use of the opioid antagonist which may constitute ordinary negligence; nor shall the school personnel be subject to criminal prosecution which may result from acts or omissions in the good faith administration of an opioid antagonist. This immunity does not apply to acts or omissions constituting gross negligence or willful or wanton conduct. No school nurse/teacher/staff shall be subject to penalty or disciplinary action for refusing to be trained in the administration of an opioid antagonist.

## **PROCUREMENT OF NALOXONE**

The superintendent, principal, licensed school nurse, or designee will be responsible for the procurement of naloxone. Per the VT AOE, no prescription is necessary. Vermont Cares provides intranasal Naloxone free of charge.

## **STORAGE**

- a. Naloxone will be clearly marked and stored in an accessible place at the discretion of the school nurse. The school nurse will ensure that all other relevant staff are aware of the naloxone storage location.
- b. Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight.
- c. Inspection of the naloxone shall be conducted regularly.
  - Check the expiration date found on box

## **TRAINING**

School nurses shall be trained in the use of naloxone by the Vermont Department of Health in conjunction with Vermont Cares, on an as-needed basis. School nurses shall educate other staff, including coaches, guidance counselors, custodians, teachers, etc.

- [How to administer Naloxone](#)
- [Signs of Opioid Overdose](#)
- [How to administer rescue breathing and chest compressions](#)
- [Recovery after Naloxone administration](#)

## **USE OF NALOXONE**

In case of a suspected opioid overdose, school nurse, teachers, or other trained staff shall follow the protocols outlined in the naloxone training:

- Call 911
- Administer rescue breathing
- Prepare and administer naloxone (may need to do this before calling 911 or while someone else calls 911)
- Alert the school crisis response team
- Continue rescue breathing
- Give another dose of naloxone in 3 minutes if no response or minimal breathing or responsiveness
- Naloxone wears off in 30-90 minutes, which necessitates definitive medical care

- Comfort them; withdrawal can be unpleasant (stand back, some may become combative as they withdraw)
- Encourage survivors to seek treatment

### **FOLLOW-UP**

After administration of naloxone, the school nurse, or other staff, will follow the CCSU reporting protocols:

- Alert the CCSU School Nurse Coordinator
- Document in the EHR if the individual is a current student
- Complete an incident report and submit copies to: Central Office (attention, Superintendent) and CCSU School Nurse Coordinator

The school nurse or other staff will:

- Ensure that the overdose victim is transported to the emergency department
- Notify appropriate student services
- Provide substance abuse prevention resources to the overdose victim and family, as appropriate
- Debrief incident with CCSU School Nurse coordinator, school nurse, and School Leadership
- Document in the EHR if the individual is a current student
- Complete an incident report and submit to both: Central Office and CCSU School Nurse Coordinator

## Caledonia Central Supervisory Union

### Condom Availability Procedure (Required)

**Purpose:** As required by state law and regulations of the State Board of Education, it is the intent of the Caledonia Central Supervisory Union School District to implement a program promoting lifelong sexual health. Condoms shall be made available in secondary schools, free of charge, in an effort to prevent or reduce unintended pregnancies and sexually transmitted infections.

#### Implementation of Condom Availability:

A. As part of a comprehensive sexual health program, the school district shall make condoms available at Danville School, Twinfield Union School, and Cabot School, grades 7-12 from school nurses, health educators and other personnel as deemed appropriate by administration.

Condoms will also be made available at Barnet, Walden, and Waterford Schools for students in grades 7 and 8 from school nurses, health educators and other personnel as deemed appropriate by administration.

B. The district shall provide information about proper condom use that is inclusive of all students.

C. Condoms will be readily accessible to students, as stated above, without having to approach a staff person. Students will be informed where and how to access condoms and information regarding condom use by designated school staff (ie: nurse, health educator, counselor).

**Protocol adopted: CCSU Board 6/20/2022**

Reference:

**16 V.S.A. § 132**

<https://legislature.vermont.statute.gov/statutes/section/16/001/00132> 16 V.S.A. § 132. Secondary schools; provision of contraceptives

## ***Naloxone in the School Setting***

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### ***Position Statement***

#### **NASN POSITION**

It is the position of the National Association of School Nurses (NASN) that the safe and effective management of opioid-related overdoses in schools must be incorporated into the school emergency preparedness and response plans. The registered professional school nurse (hereinafter referred to as school nurse) provides leadership in all phases of emergency preparedness and response. When emergencies happen, including drug-related emergencies, proper management of these incidents at school is vital to positive outcomes. The school nurse is essential to the school team responsible for developing and implementing emergency response procedures. School nurses in this role should facilitate access to naloxone for quick response in the management of opioid-related overdoses in the school setting.

#### **BACKGROUND AND RATIONALE**

Opioid overdose deaths are a public health crisis according to the National Institute of Health (NIH) due to increased opioid misuse (NIH, 2019). According to the Centers for Disease Control and Prevention (CDC), drug overdose deaths are the leading cause of injury-related deaths in the United States. In 2017, more than 70,000 people died from prescription or illicit opioid misuse (CDC, 2017). In response, the US Department of Health and Human Services (HHS) is focusing its efforts on five priorities: access to treatment and recovery services, promoting overdose reversing drugs, strengthening understanding of the epidemic through better public health surveillance, providing support for cutting edge research on pain and addiction, and advancing better practices for pain management (NIH, 2019).

Deaths from opioids include those caused by prescription medications such as oxycodone, morphine or hydrocodone, and illegal drugs such as heroin or the synthetic opioid fentanyl (CDC, 2018). A crucial contributing factor regarding drug overdose deaths involves the nonmedical use of prescription painkillers—using drugs without a prescription or using drugs to obtain the "high" produced. Between 2016 and 2017, deaths from synthetic opioids increased significantly in 23 states (CDC, 2019). Many of these opioid-related deaths by overdose were due to opioids which contained fentanyl, perhaps the most dangerous synthetic opioid (CDC, 2019). In 2018, the CDC stated that deaths related to opioids consisted of over two-thirds of all overdose deaths (CDC, 2018).

According to the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Survey on Drug Use and Health, in 2017 there were 2.2 million adolescents ages 12 to 17 who were current illicit drug users. The CDC recognized the magnitude of this crisis in 2018 (SAMHSA, 2018) when overdoses were named as the most pressing health concerns and added to its list of top five public health challenges.

Naloxone is an opioid antagonist that will temporarily reverse the potentially deadly respiratory depressive effects for legal and illicit drugs. It is available as intramuscular or subcutaneous injection and nasal spray. When administered quickly and effectively, naloxone has the potential to immediately restore breathing to a victim experiencing an opioid overdose. Additional doses can be administered every 2-3 minutes (Selekman, 2019).

The use of naloxone as an opioid overdose reversal agent by laypeople and first responders has doubled from 2017-2018 and has proven to be an effective strategy in preventing overdose opioid deaths. The CDC (2019) estimates a co-prescribing ratio for opioids and naloxone as 70:1. For every 70 high dose opioid prescriptions written, there is only one naloxone co-prescription written, with rural areas having a much lower rate than metropolitan areas.

Schools are responsible for anticipating and preparing to respond to a variety of emergencies. The school nurse is often the first health professional who responds to an emergency in the school setting. The school nurse possesses the education and knowledge to identify emergent situations, manage the emergency until relieved by emergency medical services (EMS) personnel, communicate the assessment and interventions to EMS personnel, and follow up with the healthcare provider. Thus, school nurse access to naloxone as part of their school's emergency preparedness will improve opioid overdose response, response preparation, and harm reduction and avoid horrific outcomes such as death. With naloxone as part of an emergency protocol, a school nurse can quickly administer it to prevent overdose deaths by reversing life-threatening respiratory depression. Ensuring ready access to naloxone at schools aligns with one of the SAMSHA's five strategic approaches to prevent overdose deaths (SAMHSA, 2018).

Naloxone saves lives and can be the first step toward opioid use disorder (OUD) recovery. Opioid overdose-related deaths can be prevented when naloxone is administered in a timely manner. As a narcotic antagonist, naloxone displaces opiates from receptor sites in the brain and reverses respiratory depression that usually is the cause of overdose deaths (SAMHSA, 2018). Emergency protocol for any suspected overdose should include administering Naloxone and transporting the individual for emergency care. The access to emergency treatment can be the first step toward a much larger course of treatment of OUD.

School nurses should be familiar with the legal implications in their state when implementing naloxone as part of their school district's emergency response plan. Laws vary from state to state in terms prescribing, supply maintenance and who can administer naloxone in the school setting. Since 2017, every state and the District of Columbia have laws that provide protection from criminal liability for naloxone administration by laypersons or first responders (SAMSHA, 2019).

Community prevention education is key when addressing the public health crisis of opioid-related deaths. School nurses have a crucial role to play with research-based, primary prevention strategies within their school communities. Through community outreach with prescription opioid abuse, misuse and overdose awareness programs, school nurses can provide valuable education and be a useful resource for K-12 students and their families. Furthermore, school nurses can assist families in recognizing the signs and symptoms of substance abuse, support and guide them in locating resources for care, counseling, and even refer students for appropriate treatment of OUD.

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*“To optimize student health, safety and learning, it is the position of the National Association of School Nurses that a professional registered school nurse is present in every school all day, every day.”*

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# Cabot School



December 2022 Update to  
Caledonia Central SU



# Cabot School: 2022-2023 Highlights

- Afterschool programming: music, culture, athletics
- 3/4 classroom is leading the way on a natural playground project on campus
- Resumption of open events, concerts, and exhibitions of learning
- Faculty and staff are showing their talents post-pandemic





# Weekly Afterschool Schedule

There is no afterschool program on Wednesdays, when school isn't in session, or on early dismissal days.

3:00-3:30 ~ Snack time and games  
3:30-4:30 ~ CLUBS! Choose from below.  
4:30-5:15 ~ Free choice: outdoor play, board games, drawing, coloring, reading  
Pick-up between 5:00 and 5:15

## Monday

**BANGLES, BAUBLES AND BEADS** (grades 1-6): We will create our own individual pieces of jewelry to take home for ourselves, or for gifting. Creations will include necklaces, bracelets, rings and earrings. We will be using a variety of materials including wire, beads, string and more. Let's get creative!

**CRAFTY STITCHERS CLUB I** (beginner/grades 1-6): This club will focus on simple, fun sewing projects and gifts. You will learn basic sewing machine safety and become comfortable using the machines with 1-1 guidance from a facilitator. There will also be a Zen table set up where you can unwind by coloring, or creating self-directed crafts.

**KIDS IN THE KITCHEN** (grades 4-6): Try fun, delicious recipes in the Neighbors in Action kitchen while gaining basic cooking and baking skills. Learn how to set up a safe kitchen, use various tools and equipment, measure correctly and follow recipes. You will take away a personal notebook containing your recipes, ingredient substitutions, cooking terms and more. During our first meeting, you will get to cook outdoors with guest facilitator Ange Gibbons, founder of the nature education organization EarthWalk Vermont.

**OPEN GYM II** (grades 4-6): Join us for an hour of sports and games! You get to help the group decide what we do each week. Possibilities include basketball, indoor soccer, capture the flag, hula hut, football and tag. The focus will be on sportsmanship and fun!

**ROBOTICS CLUB I** (grades 1-3): Are you interested in robots, programming, or building things with your hands? If you answered yes to any (or all!) of these questions, and you have little to no robotics experience, then come check out the Robotics Club. We'll use Lego Spike robotics kits to explore the basics of robotics and programming, with a focus on how to use motors and sensors to accomplish tasks.

## About the Staff

3:00-3:30 ~ Snack time and games  
3:30-4:30 ~ CLUBS! Choose from below.  
4:30-5:15 ~ Free choice: outdoor play, board games, drawing, coloring, reading  
Pick-up between 5:00 and 5:15

## Tuesday

**CABOT KARAOKE CLUB** (grades 1-6): Do you like to sing in front of others — solo or with friends? Do you like to laugh and have fun? Come hang out in the Karaoke Club! No experience necessary; you do not have to be told you are a "good" singer to join. Just show up for a total blast!

**FRENCH CLUB** (grades 1-6): Start to learn the basics of speaking French, as well as about French culture and food. This club will focus on fun, with games, short skits (in French!), sampling French foods, and writing and listening to short stories that incorporate French words.

**THEATER CLUB** (grades 1-6): Do you enjoy performing? Would you like to build your acting skills and self-confidence? If so, we'd love to have you join us. We will teach acting skills through activities and games, including body movement work, voice work, improvisation, and team-building exercises. We will be working together in a supportive environment, with an emphasis on cooperation and listening.

**VERMONT ABENAKI HERITAGE** (grades 1-6): Learn about the long history of the Vermont Abenaki, including all aspects of the culture, past and present, through arts, crafts, language, drumming, singing and dance. Activities offered will be in keeping with the Native American way of life, creating a meaningful experience. Participants do not have to be of indigenous heritage. This program is sponsored under the Title 6, Indian Education Act.

**MARY SAGGERSON** (bangles) serves on the Cabot Rec Committee and is the parent of a Cabot fourth grader. She enjoys creating things with children, from gardens to jewelry.

**ANGELA WARD** (crafty stitchers) lives in Cabot and works at Cabot School. She learned to sew as a young girl on her grandmother's sewing machine. Her first sewing project was a pink-flowered handkerchief she made for her grandfather.

**GRACE HOFFMAN** (Kids in the Kitchen) is a retired public school teacher who enjoys cooking for family and friends. She learned the basics of cooking and baking at an early age by helping her mother in the kitchen. She loves how creating meals at home brings family together.

3:00-3:30 ~ Snack time and games  
3:30-4:30 ~ CLUBS! Choose from below.  
4:30-5:15 ~ Free choice: outdoor play, board games, drawing, coloring, reading  
Pick-up between 5:00 and 5:15

## Thursday

**CRAFTY STITCHERS CLUB II** (intermediate/grades 1-6): Complete your own sewing projects from start to finish. The focus this winter will be on creating crafty gifts. The room will also be set up with some self-guided crafts. For those who have been in Crafty Stitchers Club before; if you haven't but do have sewing machine experience, talk to Angela about whether this club is right for you.

**LIBRARY EXPLORERS** (grades 1-6): Explore the world through the magic of the school's library. Work individually or with others to pick a theme, such as food or sports, and explore it in connection with places around the world. Participants may also use the library to relax with a good book, play a board game, or work on a puzzle.

**OPEN GYM I** (grades 1-3): The same fun-filled sports club that we offer on Mondays, for younger participants.

**POTTERY CLUB** (grades 1-6): Begin or continue the journey of creating with wet clay. Learn the basic techniques of construction — including pinching, slab rolling and coils — as well as how to add texture and combine them. We will fire and glaze our creations, making them ready for use. All skill levels and ideas for projects are welcome.

**YOGA ZEN IN THE HUSKY DEN** (grades 1-6): Yoga is a fun way to get moving and build a healthy mind and body. We will focus on learning basic yoga poses, or asanas, so that you can practice yoga on your own, anytime. No experience needed, but wearing comfy, stretchy clothes is recommended.

**BILL DELGAUDIO** (Open Gym) has an enthusiasm for sports ranging from football to basketball, but his passion is Ultimate Frisbee. He has worked in education and with young people for over 30 years.

**THOMAS DUNBAR** (robotics, karaoke) is the high school science teacher at Cabot. He has a master's degree in environmental studies from Antioch University. He lives in Cabot with his family.

**ELLEN CAIRNS** (French) is a former elementary school teacher and a mentor through Cabot Mentoring. She has studied (and loved!) French since the fourth grade and led a French afterschool club in Richmond, Vt., prior to moving to Cabot.

3:00-3:30 ~ Snack time and games  
3:30-3:45 ~ Travel to Water Tower Farm  
3:45-5:00 ~ Horse-related activities  
5:00-5:15 ~ Return to Cabot School  
Pick-up at 5:15

## Friday

**HORSES at WATER TOWER FARM** (grades 1-6, limited to 12 participants): Learn about horses and get hands-on time with them. We will begin with a barn orientation, information about horse safety, and a chance to meet the horses. During the next few visits, we will play games, groom the horses, practice braiding, and learn about riding. During the final two visits, participants will have an opportunity to ride, and we will make horse treats as a thank you to our new animal friends. (Families will need to give written permission for afterschool staff to transport students to the farm.)

**KAREN MUELLER-HARDER** (theater) directs Cabot Community Theater, which has been producing plays and musicals since 2011. She has over 40 years experience directing and producing with community theater and school groups in Cabot and beyond.

**LINDA SAVOCA** (Abenaki Heritage) is a citizen of the Nulhegan Abenaki Tribe. She serves on the Abenaki Helping Abenaki (AHA) council as well as the Title 6 Indian Education Committee.

**STEPHENIE MANNING** (Abenaki Heritage) is a citizen of the Nulhegan Abenaki Tribe. She has extensive knowledge of hands-on native crafts as well as native medicines through harvesting local herbs for teas.

**KAREN HATCHER** (library) coordinates Cabot Mentoring. Previously she was the creator of writing programs for elementary grade students offered through Celebrate NJ! and the national director of Students In Action, a middle and high school leadership program.

**SANDY POND** (pottery) has had her hands in clay for more than six decades, and her works can be seen in private and public collections and galleries, as well as in her home studio in Cabot. She has taught widely, including in schools.

**ALEX MODICA** (yoga) is Cabot's high school English teacher. Her mother was a yoga instructor, so yoga has always been a part of her life. She's excited to share the magic of a yoga practice with kids.

**BETH HOFFMAN** (site director) began leading the afterschool program this fall, and most of her job experience centers around children and families. She is a longtime Cabot resident and has two teenage daughters.

Support staff: BRANDY GOODRICH, BRODY MORAN, LYNN TALAMINI, MEG SCHROEDER, RIVER RILEY | Student facilitators TBA!

# Cabot School: Challenges

- Unknown costs and degree of state reimbursement for PCB mitigation on campus (gymnasium and arts building)
- Substantial depletion of reserve funds to get budgets approved by voters
- Reinvigorating community interest and pride in the school and its mission
- Post-pandemic realities; adjustments



# Cabot School: Opportunities

- Stability in leadership team
- Sports collaboration with TUS at HS, MS, and Rec League
- Budget flexibility with changes in pupil weighting
- Enrollment stability/growth



# Cabot School & CCSU

- Consider the feasibility of a CCSU wide sports program (Cabot-Twinfield + Danville)
- Identify opportunities for CCSU wide integration of school communities in terms of social, emotional, and cultural opportunities (e.g. prom, field trips, special events, etc.).
- Explore cross-campus enrollment for language, AP courses, and other low enrollment courses.
- Consider changes to the next collective bargaining agreement to allow for teachers to rotate or to take up residency at any of the three high school campuses (e.g. expose students to a broader array of talent, and bring opportunities to the students);
- Explore changes in our transportation plans/options consistent with the goal of building a broader social and emotional community among these schools