



<https://rems.ed.gov>

Opioids, Drug-Related Emergencies, and Substance Abuse Prevention Before, During, and After the COVID-19 Pandemic



U.S. Department of Education
Office of Safe and Supportive Schools
(OSSS)

Webinar Housekeeping

USE THE PODS:



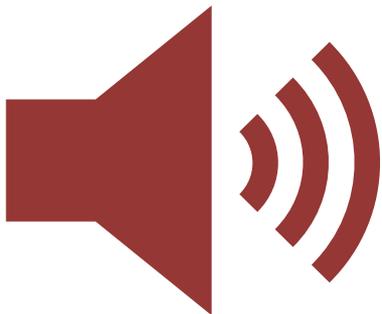
WEB LINKS



Q&A

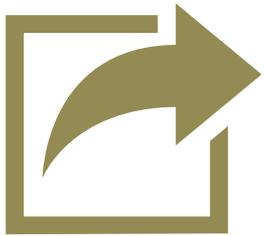


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**AUDIO WILL COME FROM YOUR
COMPUTER ONLY.**

Questions ...



Submit via
Q&A Pod

DURING



Send to our
Help Desk

AFTER

Presenters



Dr. Sycarah Fisher, Assistant Professor,
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Alison Curtis, Director of Information
and Product Management, REMS TA
Center

Agenda

Opioids and School Safety

Adolescent Substance Use and School-Based Prevention and Interventions

Planning for Opioid Overdoses and Other Drug-Related Emergencies

Resources to Help Prevent and Reduce Youth Drug and Substance Use

Question-and-Answer Session

Poll Question | Role

What
is
your
role?

- School/District Administrator
- School/District Staff
- Teacher
- School Psychologist, Counselor, or Social Worker
- School Nurse
- School Resource Officer or Law Enforcement Professional
- Local Mental Health Practitioner
- Local Public Health Practitioner
- State Education Agency or School Safety Center Personnel
- Other

Poll Question | Interest

What is your interest in this topic?

Type in one or two words to explain why you are here today.

Opioids and School Safety

Opioid Misuse

Prescription opioid misuse occurs when an individual takes

- Another person's opioid prescription
- An opioid medication in ways other than prescribed
- The opioid prescription to get high

Opioid use disorder can lead to

- Dependence
- Tolerance
- Addiction
- Overdose

Opioids and Schools

Use by students

Use by parents, guardians, or family members

Use by teachers, faculty, or staff

Drugs physically on campus grounds

Corollary issues from drug use and abuse

Threats and Hazards in Emergency Operations Plans (EOPs)

TYPE	EXAMPLES	
Natural Hazards	Earthquakes Tornadoes Lightning Severe wind Hurricanes Animals	Extreme temperatures Landslides/Mudslides Tsunamis Volcanic eruptions Floods Wildfires
Biological Hazards	Infectious diseases Toxic materials in labs	Contaminated food
Adversarial and Human-Caused Threats	Active shooter Criminal threats or actions Gang violence Cyber attacks	Fights Bomb threats Suicide Opioid overdose
Technological Hazards	Power failure Dam failure Accidental release of toxins	Explosions or accidental release of materials Water failure

Opioids, Drug Use, and Preparedness

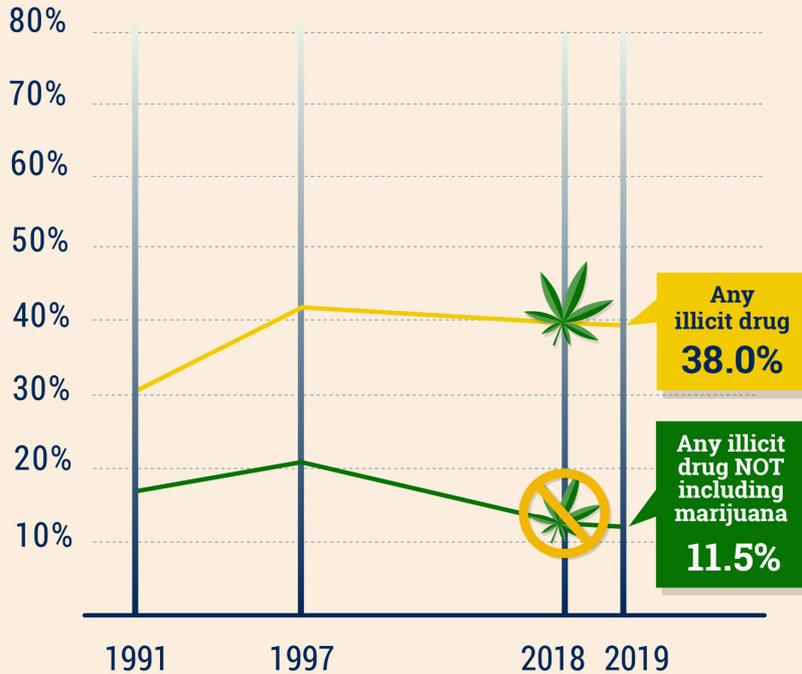


Adolescent Substance Use and School-Based Prevention and Interventions

ILLCIT DRUG USE

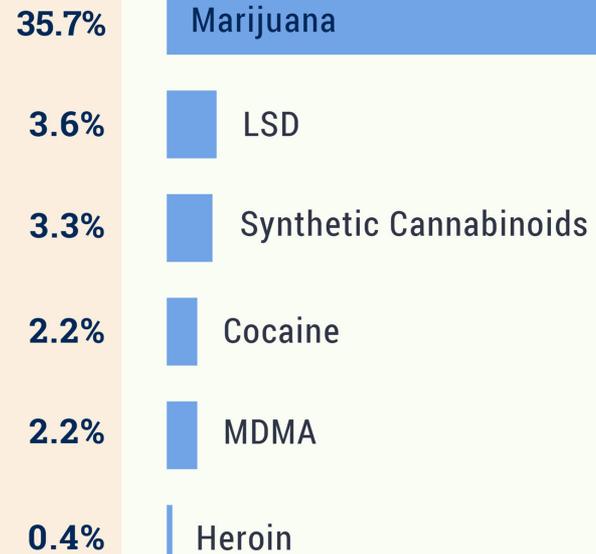
ILLCIT DRUG USE STEADY

Past year use among 12th graders



PAST YEAR ILLCIT DRUG USE

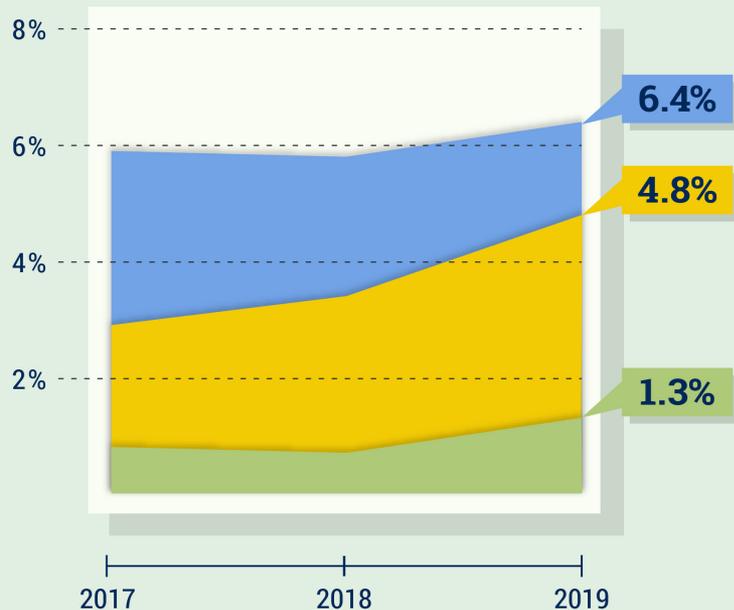
Past year use among 12th graders



DAILY MARIJUANA USE IN LOWER GRADES INCREASES BUT PAST YEAR MARIJUANA USE STEADY

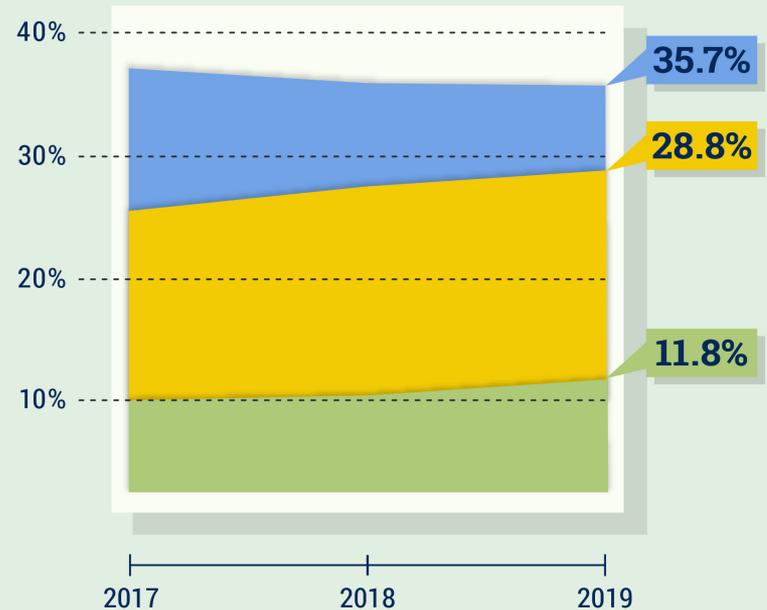
DAILY MARIJUANA USE

sees significant increase among 8th and 10th graders since 2018



PAST YEAR MARIJUANA USE

gap closing between older grades



8th graders

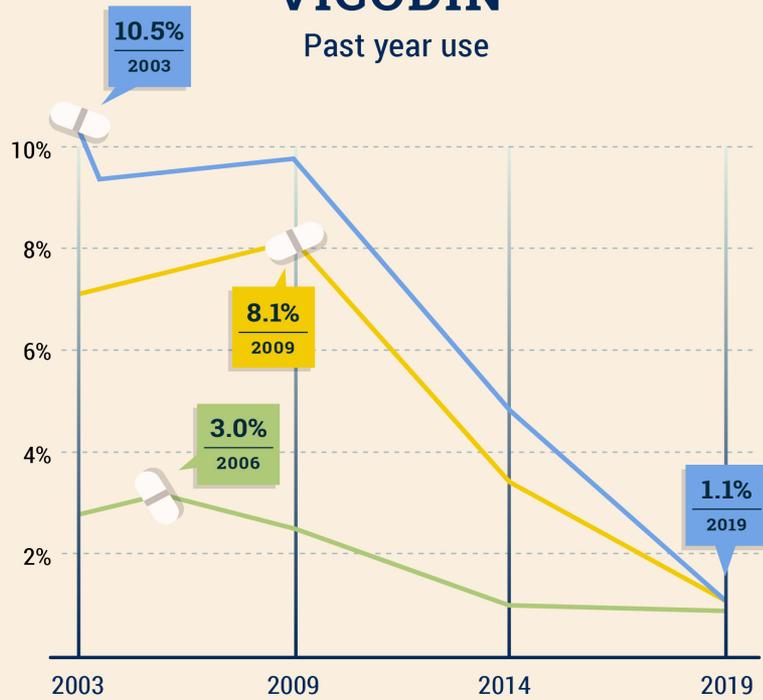
10th graders

12th graders

PRESCRIPTION DRUG MISUSE CONTINUES DECLINE FROM PEAK YEARS

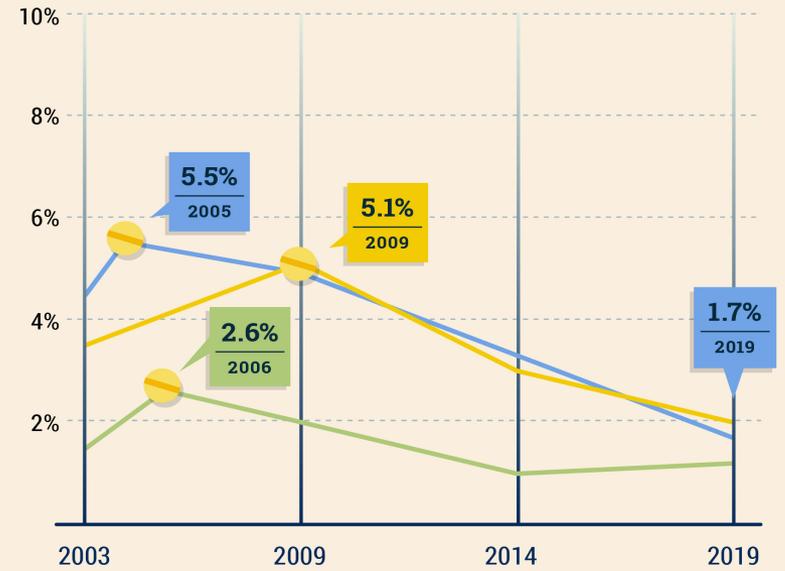
VICODIN®

Past year use



OXYCONTIN®

Past year use



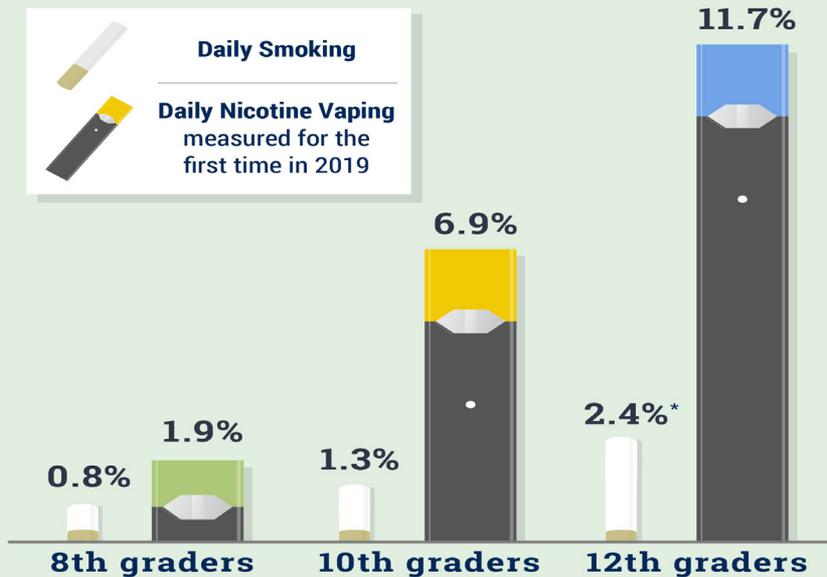
8th graders

10th graders

12th graders

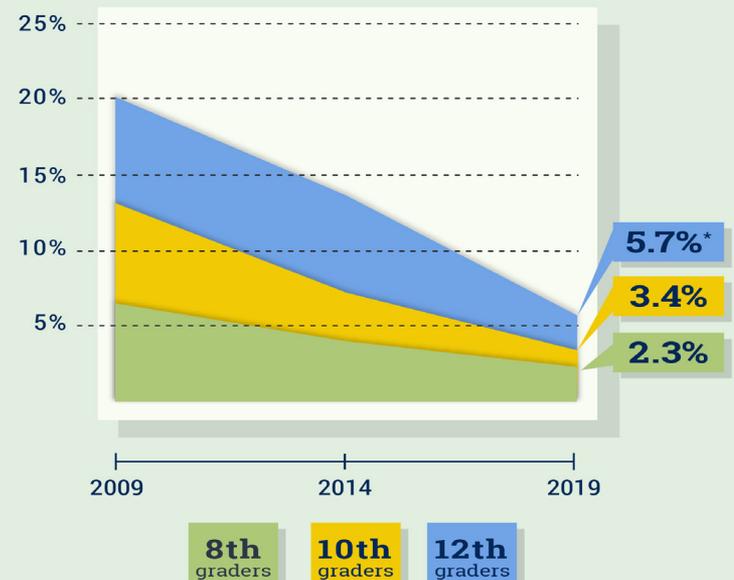
TOBACCO AND NICOTINE: VAPING THREATENS PROGRESS

NICOTINE – DAILY USE



*Significant decline from 2018 (3.6%)

CIGARETTE SMOKING (PAST MONTH) DECLINES OVER PAST TEN YEARS



*Significant decline from 2018 (7.6%)

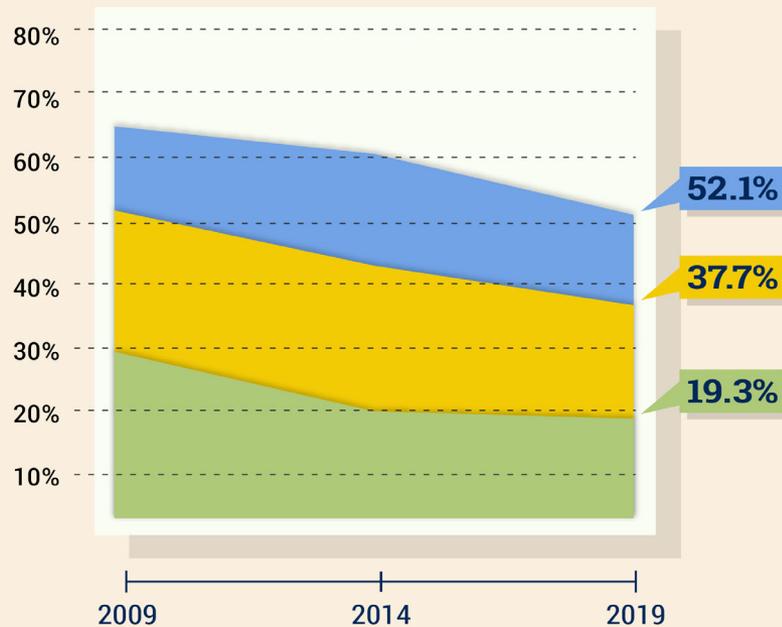
TO VIEW MORE RESULTS ON VAPING VISIT:

<https://www.drugabuse.gov/related-topics/trends-statistics/infographics/monitoring-future-2019-survey-results-vaping>

ALCOHOL USE CONTINUES ITS DECLINE

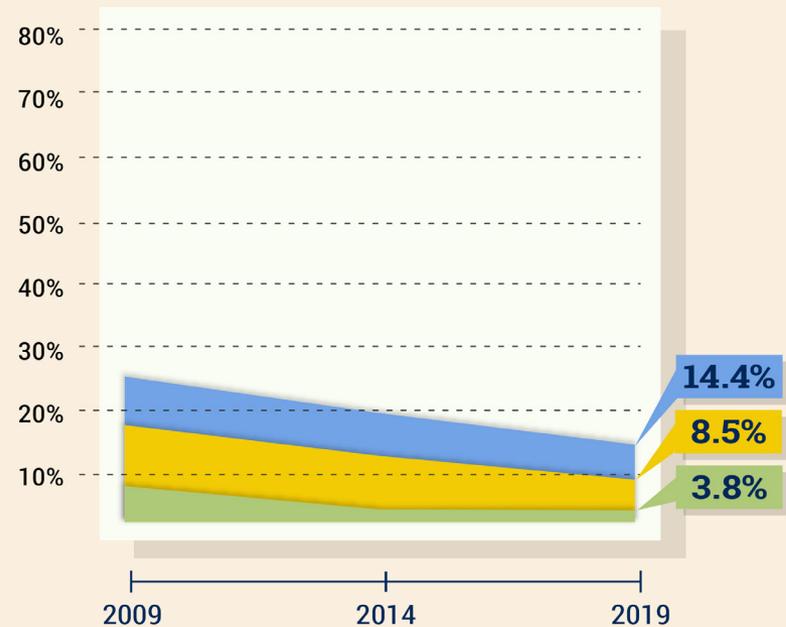
PAST YEAR ALCOHOL USE

Significant long-term decrease in all grades



BINGE DRINKING*

Significant long-term decrease in all grades



8th graders

10th graders

12th graders

*5 or more drinks in a row in the past two weeks

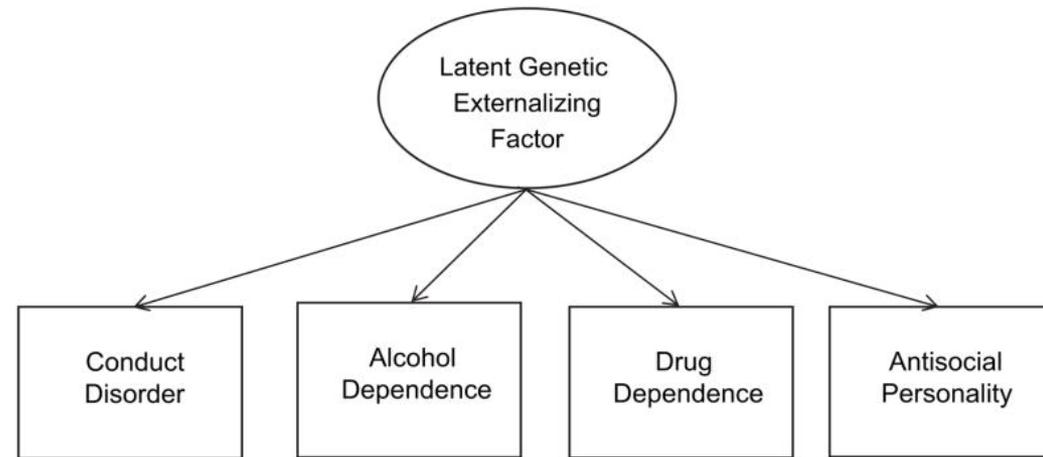
Comorbidities With Other Disorders

Conduct Disorder

Attention Deficit
Hyperactivity Disorder

Anxiety

Depression



Several studies have found that a common genetic factor, broadly termed the externalizing factor, accounts for a significant portion of the variance in alcohol dependence, abuse/dependence on other drugs, adult antisocial behavior and childhood conduct disorder. Alcohol and other drug dependence also show some disorder specific genetic influences.

The Impact of COVID-19

- Anxiety
- Lack of peer contact
- Reduced opportunities for stress regulation
- Increased risk for parental mental illness
- Domestic violence and child maltreatment
- Children and adolescents with access and functional needs, trauma experiences, and/or already existing mental health problems
- Migrant background and low socioeconomic status

Outcomes

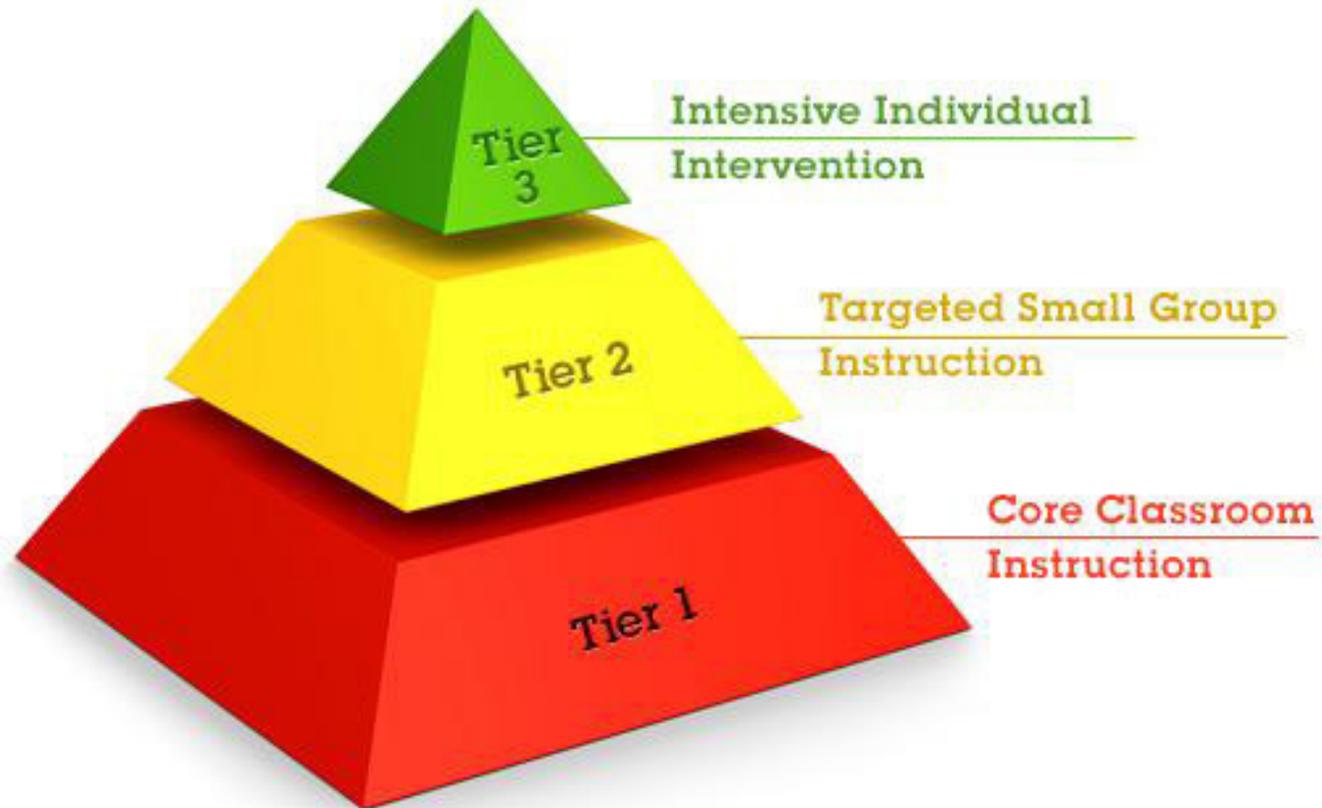
Violent Behavior

Criminal Offenses

Poor Academic Achievement

DSM-V Classifications as Adults

School-Based Prevention and Interventions



Tier 1: Universal Prevention

Social Resistance Skills Training

- Taught to identify situations where they are likely to experience peer pressure to smoke, drink, or use drugs
- Taught ways to avoid or otherwise effectively deal with these high-risk situations

Normative Education

- Content and activities to correct inaccurate perceptions regarding the high prevalence of substance use
- Can reduce perceptions regarding the social acceptability of drug use
- Local, state, or national data

Competence Enhancement Skills Training

- Problem-solving and decision-making skills
- Cognitive skills for resisting interpersonal or media influences
- Skills for increasing self-control and self-esteem
- Adaptive coping strategies for relieving stress and anxiety through the use of cognitive coping skills or behavioral relaxation techniques
- Social skills and assertive skills

Tiers 2 and 3: Targeted and Intensive Interventions

Screening, Brief
Intervention, and
Referral to
Treatment (SBIRT)

Motivational
Enhancement
Therapy

Cognitive
Behavioral Therapy

Contingency
Management

Evidence-Based Integrated Intervention Programs

Name	Population	Tier	Target Outcomes
Michigan Model for Health	6-17	1	Alcohol use, tobacco use, intention to use alcohol and cigarettes, aggression, judgment on healthy behaviors
Too Good for Drugs and Violence	6-17	1	Alcohol use, drug use, social functioning, tobacco use, physical aggression and violence-related behavior
Building Assets, Reducing Risks (BARR)	13-17	1, 2	Social competency, prevention of substance use
The Ripple Effects Whole Spectrum Intervention System	6-17	2, 3	Education, mental health, social functioning, substance use prevention
Motivational Enhancement Therapy and Cognitive Behavioral Therapy (MET/CBT)	13-17	2, 3	Substance use, emotional problems, illegal activities
The Seven Challenges	13-17	3	Substance use and related problems, symptoms of mental health problems

Service Provision During COVID-19

Schools have long served as a de facto mental health system for many children and adolescents.

70% of kids who receive mental health services receive them in schools.

Schools facilitate technology-enabled modalities that expand or extend face-to-face encounters.

- Individual or group
- Similarly effective

Schools coordinate with community mental health service providers.

- Substance Abuse and Mental Health Services Administration Treatment Locator

Planning for Opioid Overdoses and Other Drug-Related Emergencies

Poll Question | Planning

Does your education agency have an Opioid Overdose or Drug Use Annex in the EOP?

- Yes, and it's been updated in the past year
- Yes, but we need to update it
- No, but we address this topic in another annex
- No, but we plan to create one
- Other

Six-Step Planning Process



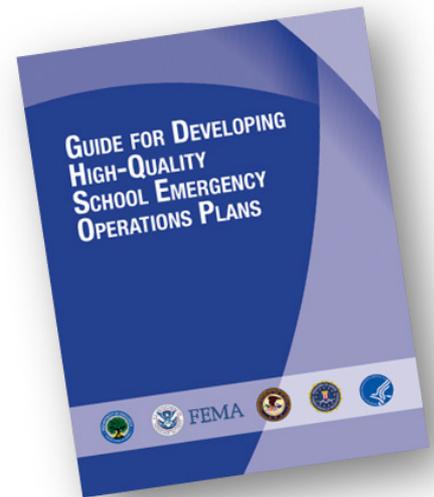
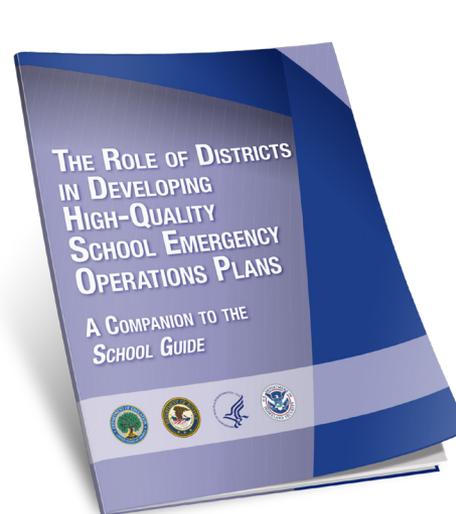
Represents the school



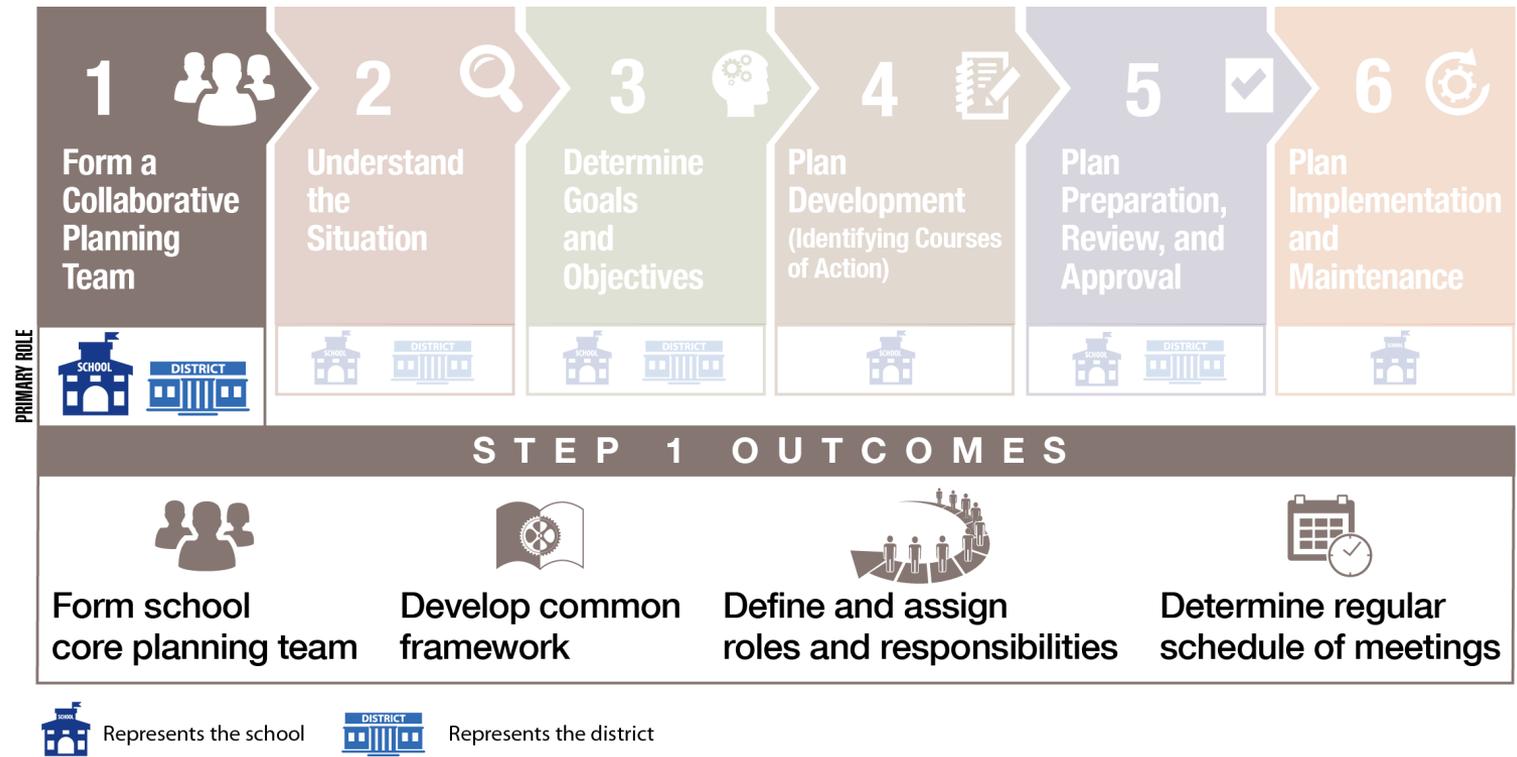
Represents the district

Guide for Developing High-Quality School Emergency Operations Plans (2013)

The Role of Districts in Developing High-Quality School Emergency Operations Plans (2019)



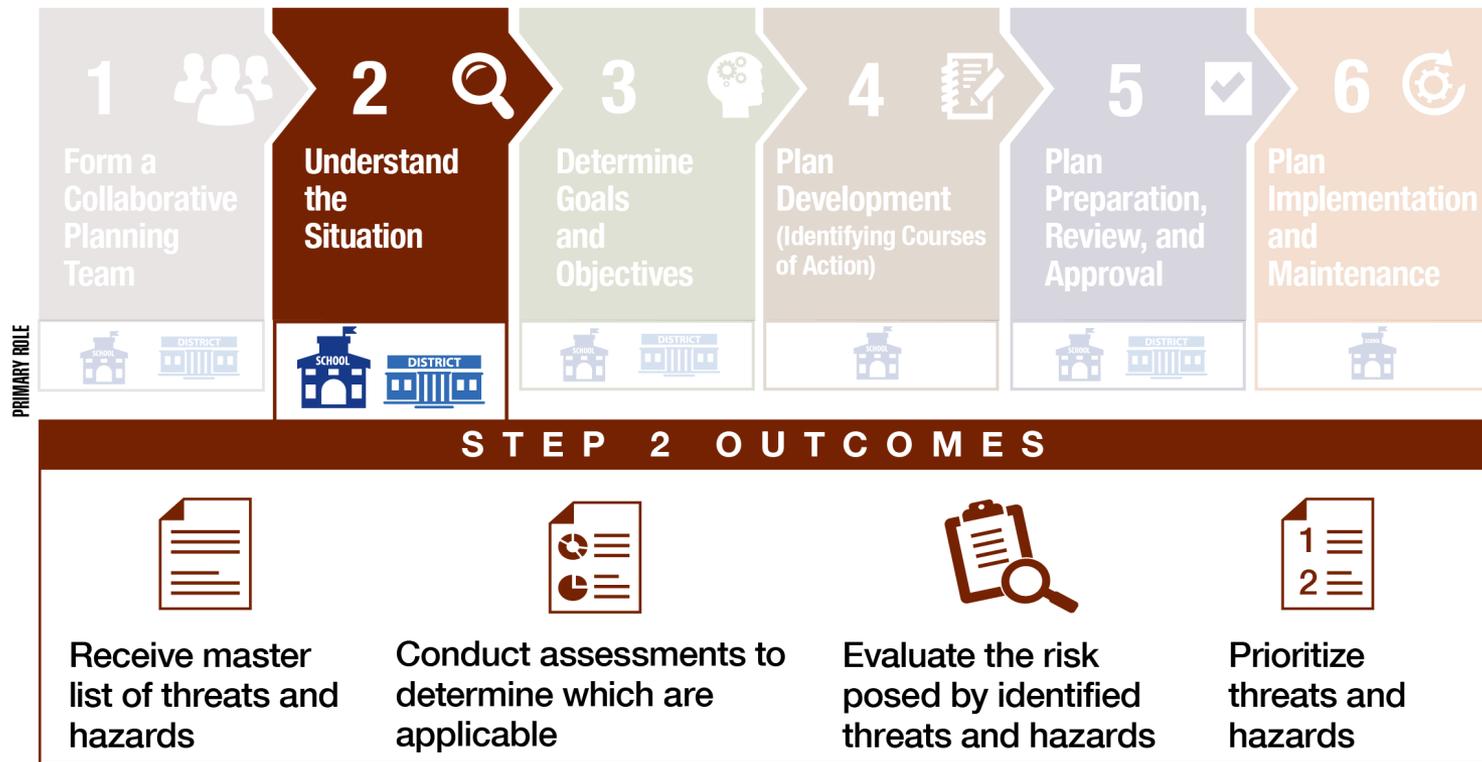
Step 1: Form a Collaborative Planning Team



**School Nurses
First Responders**

**Public Health Professionals
Occupational Safety Experts
Emergency Managers**

Step 2: Understand the Situation



Represents the school



Represents the district

Student Surveys on Drug Use Culture and Climate Assessments

Step 3: Determine Goals and Objectives



Goal (Before): Prevent an opioid overdose from occurring.

Goal (During): Respond to an opioid overdose.

Goal (After): Offer recovery support to individuals who overdosed on an opioid.

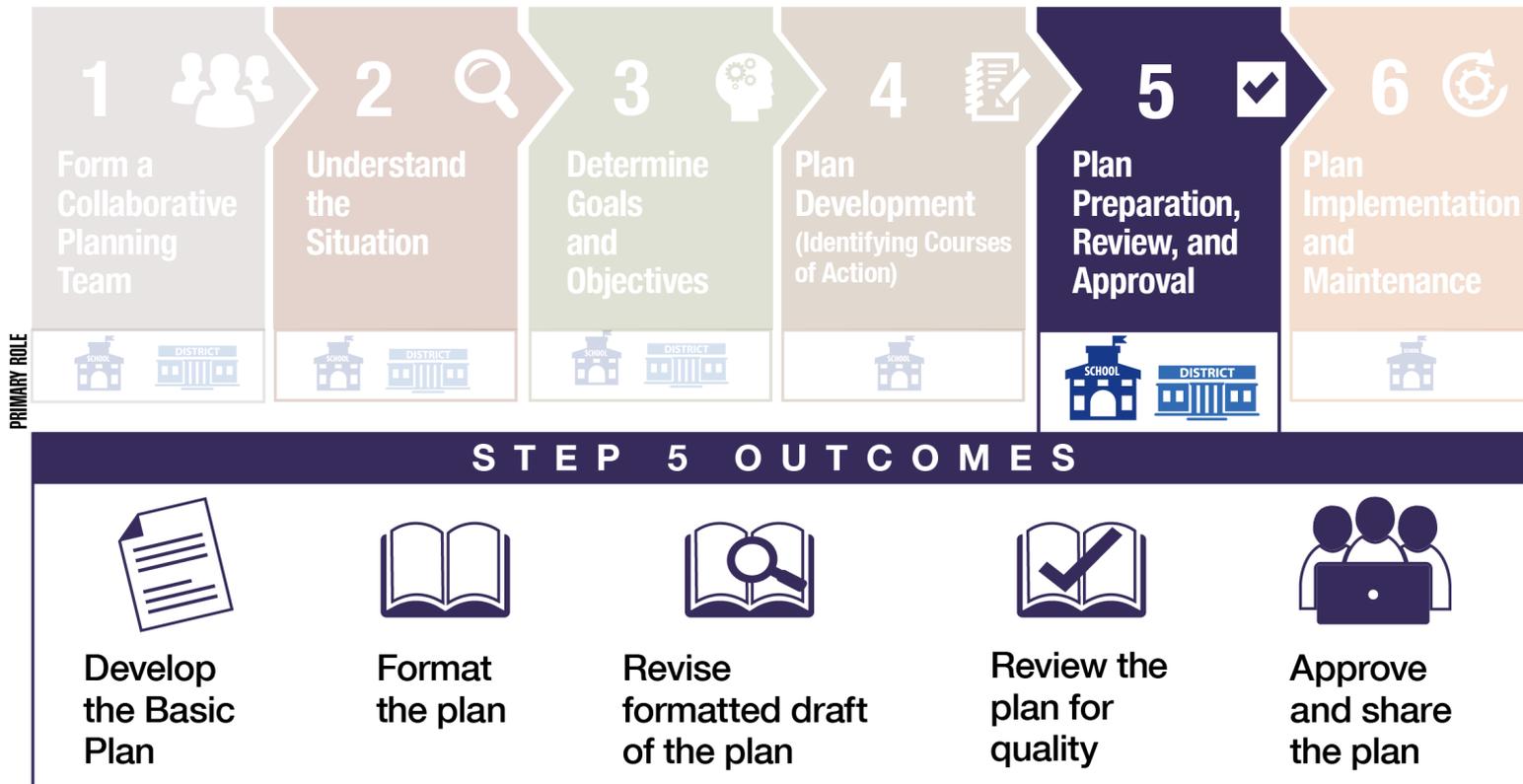
Step 4: Plan Development



Objective 1.3: Safely store student prescription medications on campus.

Courses of Action: (Information, policies, and procedures that address the who, what, when, where, why, and how prescription medications will be stored and disposed.)

Step 5: Plan Preparation, Review, and Approval



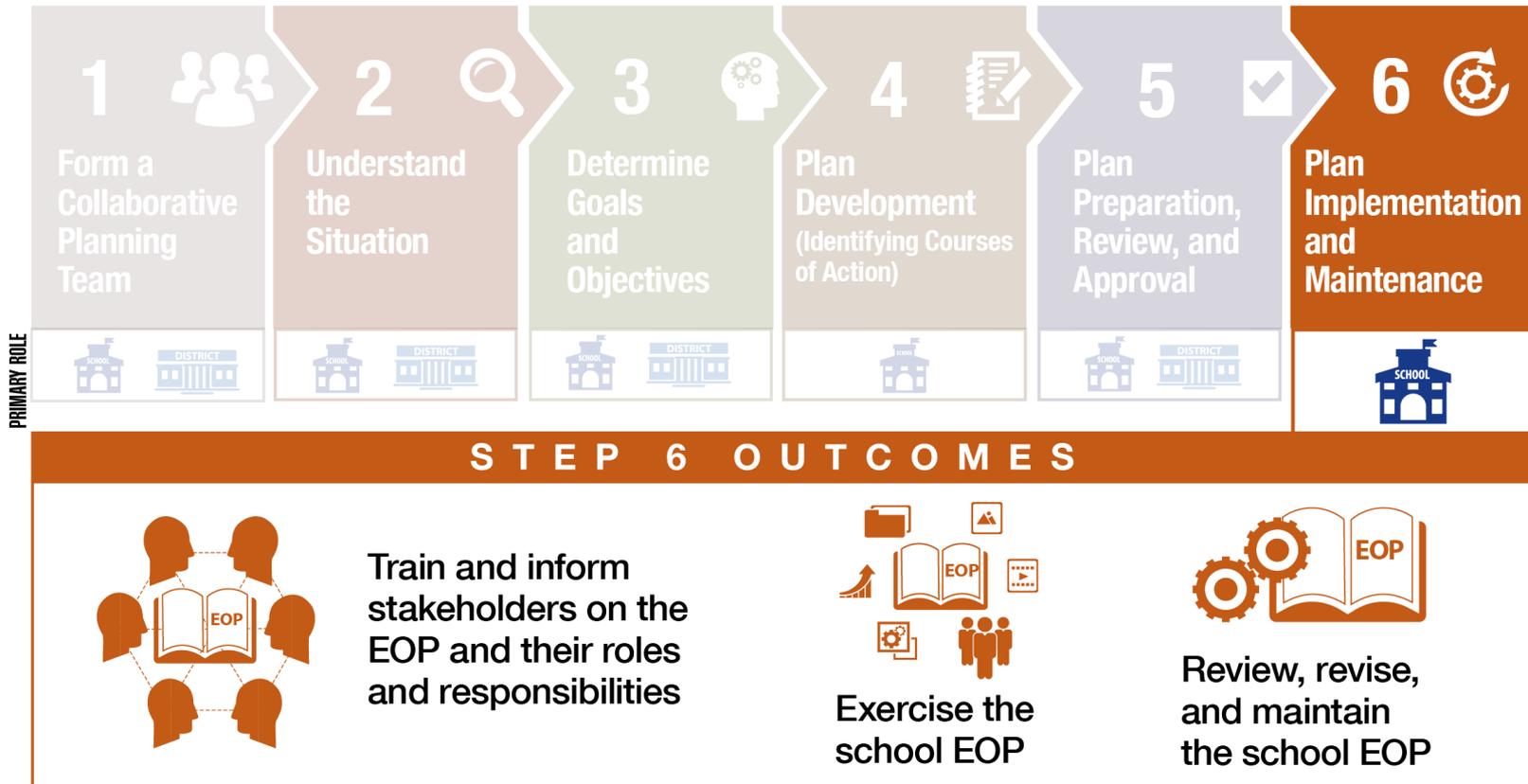
Represents the school



Represents the district

The **draft Opioid Overdose Annex** may be found in the Threat- and Hazard-Specific Annexes Section of the school EOP.

Step 6: Plan Implementation and Maintenance



Conduct exercises to practice the **Opioid Overdose Annex**.

Resources to Help Prevent and Reduce Youth Drug and Substance Abuse

School Climate Resources

School Climate IMPROVEMENT Resource Package



Students learn best when they are in environments in which they feel safe, supported, challenged, and accepted. Research shows that when schools and districts focus on improving school climate, students are more likely to engage in the curriculum, develop positive relationships, and demonstrate positive behaviors.

To help schools and districts improve school climate, the National Center on Safe Supportive Learning Environments has developed the School Climate Improvement Resource Package (Resource Package). The Resource Package includes a variety of resources to meet a range of needs among stakeholders interested in improving school climate.*

Resource Package—

- Quick Guide on Making School Climate Improvements
- School Climate Improvement Reference Manual
- School Climate Improvement Action Guides
- School Climate Data Interpretation Resources
- Online Modules

ED School Climate Surveys—

- Web-based platform, includes a suite of surveys
- Measures a total of 13 school climate subtopics across 3 domains in each survey

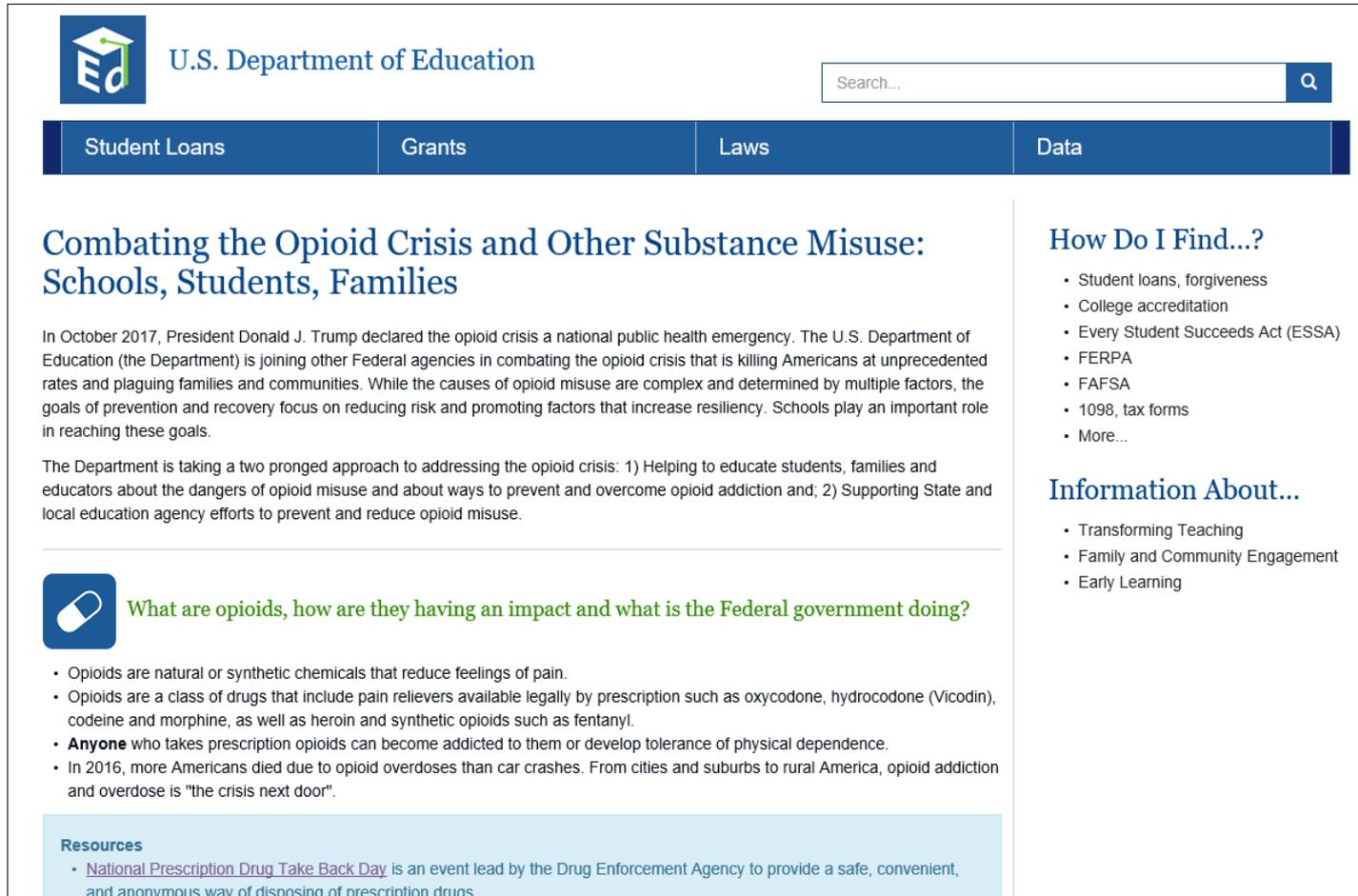
ED School Climate Surveys (EDSCLS)



School Climate Improvement Resource Package: <https://safesupportivelearning.ed.gov/scirp/about>

ED School Climate Surveys: <https://safesupportivelearning.ed.gov/edscls>

The Department's Website



The screenshot shows the U.S. Department of Education website. At the top left is the logo with the letters 'Ed' and a graduation cap. To its right is the text 'U.S. Department of Education'. A search bar is located to the right of the logo. Below the logo and search bar is a navigation menu with four items: 'Student Loans', 'Grants', 'Laws', and 'Data'. The main content area features a large blue heading: 'Combating the Opioid Crisis and Other Substance Misuse: Schools, Students, Families'. Below this heading is a paragraph of text. To the right of the main content is a sidebar with two sections: 'How Do I Find...?' and 'Information About...'. The 'How Do I Find...?' section contains a list of links. The 'Information About...' section contains a list of links. At the bottom of the main content area, there is a section titled 'Resources' with a list of links.

 U.S. Department of Education

Search...

Student Loans Grants Laws Data

Combating the Opioid Crisis and Other Substance Misuse: Schools, Students, Families

In October 2017, President Donald J. Trump declared the opioid crisis a national public health emergency. The U.S. Department of Education (the Department) is joining other Federal agencies in combating the opioid crisis that is killing Americans at unprecedented rates and plaguing families and communities. While the causes of opioid misuse are complex and determined by multiple factors, the goals of prevention and recovery focus on reducing risk and promoting factors that increase resiliency. Schools play an important role in reaching these goals.

The Department is taking a two pronged approach to addressing the opioid crisis: 1) Helping to educate students, families and educators about the dangers of opioid misuse and about ways to prevent and overcome opioid addiction and; 2) Supporting State and local education agency efforts to prevent and reduce opioid misuse.

What are opioids, how are they having an impact and what is the Federal government doing?

- Opioids are natural or synthetic chemicals that reduce feelings of pain.
- Opioids are a class of drugs that include pain relievers available legally by prescription such as oxycodone, hydrocodone (Vicodin), codeine and morphine, as well as heroin and synthetic opioids such as fentanyl.
- **Anyone** who takes prescription opioids can become addicted to them or develop tolerance of physical dependence.
- In 2016, more Americans died due to opioid overdoses than car crashes. From cities and suburbs to rural America, opioid addiction and overdose is "the crisis next door".

Resources

- [National Prescription Drug Take Back Day](#) is an event lead by the Drug Enforcement Agency to provide a safe, convenient, and anonymous way of disposing of prescription drugs.

How Do I Find...?

- Student loans, forgiveness
- College accreditation
- Every Student Succeeds Act (ESSA)
- FERPA
- FAFSA
- 1098, tax forms
- More...

Information About...

- Transforming Teaching
- Family and Community Engagement
- Early Learning

U.S. Department of Education: <https://www.ed.gov/opioids/>

The Department's Technical Support

Technical Assistance Center	Contact Information
Readiness and Emergency Management for Schools	https://rems.ed.gov/
Title IV, Part A Technical Assistance Center	https://t4pacenter.ed.gov/
National Center on Safe Supportive Learning Environments	https://safesupportivelearning.ed.gov/
Center to Improve Social and Emotional Learning and School Safety	https://selcenter.wested.org/
Positive Behavioral Interventions and Supports	https://www.pbis.org/
You for Youth Technical Assistance for 21 st Century Community Learning Centers	https://y4y.ed.gov/

The Department's Webinar Series



Welcome to Today's Webinar!

The Opioid Crisis and K-12 Schools: Impact and Response

This event will begin at 3:00 p.m. EDT.



Welcome to Today's Webinar!

The Opioid Crisis and K-12 Schools: Supporting Students at School

This event will begin at 3:00 p.m. EST.



Welcome to Today's Webinar!

Supporting Recovery and Resilience on Campus: The Role of Collegiate Recovery Programs

This event will begin at 3:00 p.m. EDT.

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National Center on Safe Supportive Learning Environments
Safe Supportive Learning
Engagement | Safety | Environment

The Opioid Crisis and K-12 Schools: Impact and Response:

<https://safesupportivelearning.ed.gov/impact-opioid-crisis-k-12-schools>

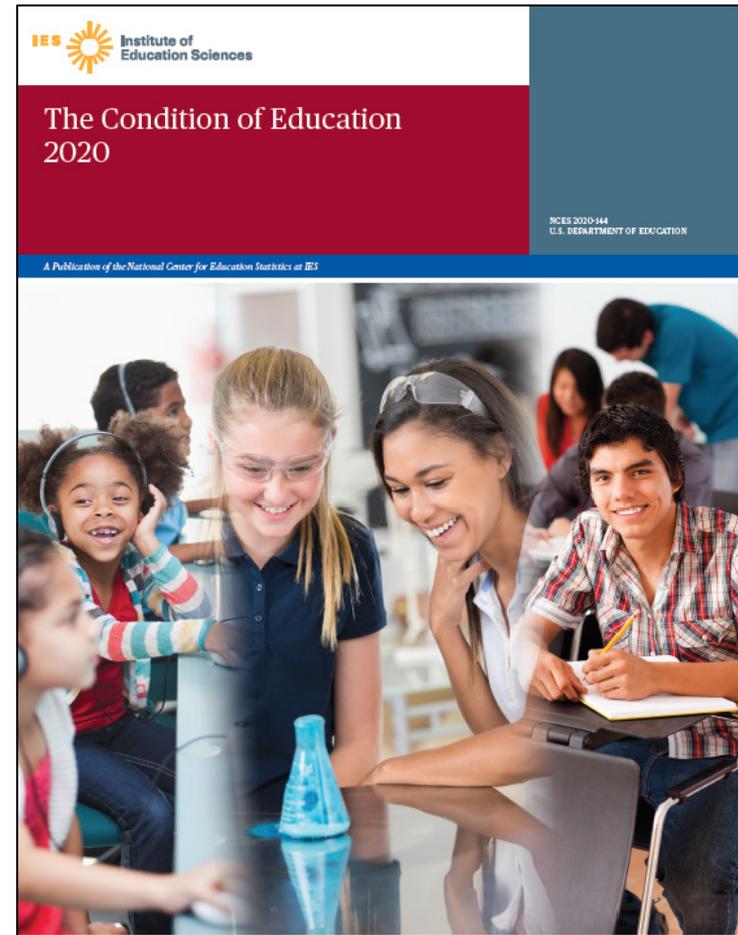
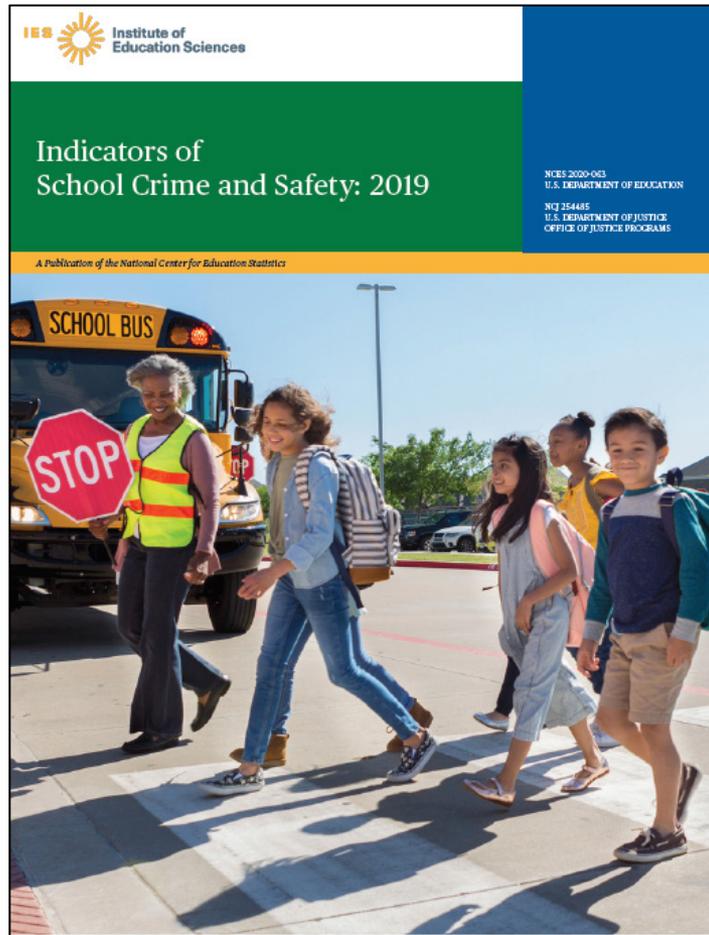
The Opioid Crisis and K-12 Schools: Supporting Students at School:

<https://safesupportivelearning.ed.gov/events/webinar/opioid-crisis-and-k-12-schools-meaningful-response>

Supporting Recovery and Building Resilience on Campus: The Role of Collegiate Recovery Programs:

<https://safesupportivelearning.ed.gov/events/webinar/supporting-recovery-and-building-resilience-campus-role-collegiate-recovery-programs>

Data on School Crime and Safety



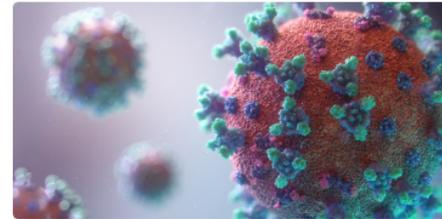
Indicators of School Crime and Safety 2019: <https://nces.ed.gov/pubs2020/2020063.pdf>

The Condition of Education 2020: <https://nces.ed.gov/pubs2020/2020144.pdf>

Support for Rural Communities

COVID-19 Resources

To help support the rural school community during the COVID-19 crisis, we've compiled resources to help you navigate this evolving situation.



For Parents/Guardians

For Schools

For Youth

For Parents/Guardians

Home-Schooling Strategies

As schools across the country remain closed due to the COVID-19 pandemic, parents and caregivers are now faced with the task of supporting their children's learning at home. Home-schooling can be an especially difficult task as families balance childcare, work, and self-care. Here are 8 home-schooling tips, strategies, and resources for parents.

Mitigating Stress

The pandemic is creating a stressful environment for children and their caregivers and these resources that detail how to mitigate the impact of stress on physical and mental health are for health care providers and their patients.

National Suicide Prevention Lifeline

A national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress

Innovative Solutions to Support Families and Students

Many local schools and communities are forming a team consisting of staff from the health department, food bank, grocery store, business owners, and hospitals to identify current needs and provide support. Teams are organizing food drives, establishing help hotlines, identifying potential hot spots for students without internet access, and identifying options for childcare. The handout provides addition examples of school/community solutions.

National Alliance for Drug Endangered Children

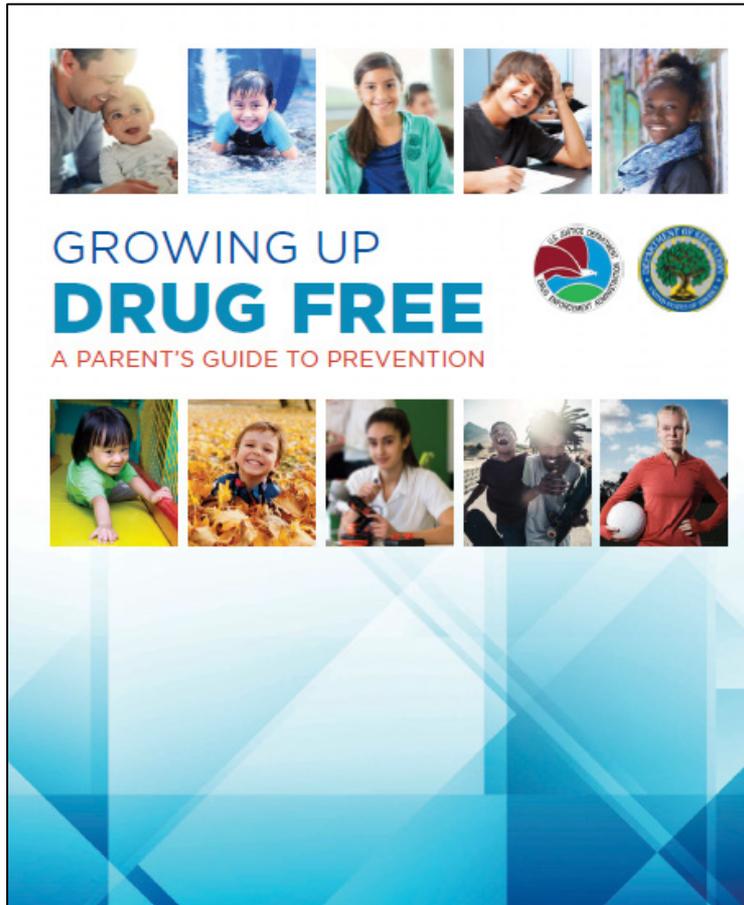
The alliance exists to help make a difference in the lives of children who are living in dangerous drug environments.

Staying Connected while Social Distancing

During these times, it is hard not being physically near others. This provides a few ideas to help you

Rural Mental Health Support Webpage: <https://www.ruralsmh.org/covid19/>

Federal Partnership Resources



Office of National Drug Control Policy

Substance Use Prevention: A Resource Guide for School Staff

— ★ ★ ★ —

  Preventing and reducing substance use among students will allow them to thrive and reach their full potential.

ACTION

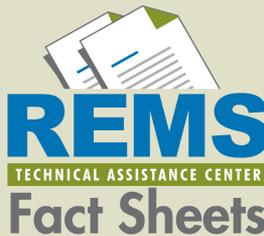
of National Drug Control

As a teacher, school nurse, social worker, school administrator, or other school staff member, you have the power to intervene early to prevent and confront substance abuse and foster safe learning environments for students.

Growing Up Drug Free: A Parent's Guide to Prevention: <https://www.dea.gov/sites/default/files/2018-06/growing-up-drug-free-2017.pdf>

Substance Use Prevention: A Resource Guide for School Staff: <https://www.whitehouse.gov/ondcp/additional-links-resources/resource-guide-for-school-staff/>

Opioid Fact Sheet



Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

OPIOIDS FACT SHEET

Preparing for Opioid-Related Emergencies for K-12 Schools and Institutions of Higher Education

In October 2017, the President and acting U.S. Department of Health and Human Services (HHS) Secretary determined that a public health emergency exists nationwide. Opioids can help in the management of certain types of pain, but they pose serious health, financial, and social consequences when misused. According to the [Final Report of the President's Commission on Combating Drug Addiction and the Opioid Crisis](#):

In 2016, an estimated 239,000 adolescents aged 12 to 17 were current misusers of pain relievers (1.0% of adolescents), and 631,000 young adults aged 18 to 25 misused pain relievers in the past month (1.8% of young adults) ... Among adolescents aged 12 to 17, 152,000 (0.6%) had a pain reliever use disorder in the past year, and 291,000 young adults aged 18 to 25 (0.8%) and 1.3 million adults aged 26 or older in 2016 (0.6%) had a pain reliever use disorder in the past year (p. 24).

Prescription opioids can be misused or abused¹ by an individual who takes

- another person's opioid prescription, even if it is to relieve their own pain;
- an opioid medication in ways other than prescribed, such as taking it more often, taking more than the prescribed dose, snorting or injecting the drug, or mixing it with alcohol or other drugs not described as safe by a doctor or pharmacist; or
- the opioid prescription to get high.²



An opioid use disorder or addiction is rare with short-term medical use, but longer-term use can lead to opioid dependence, tolerance, and possibly addiction.³ One large dose of an opioid can slow or stop the breathing, leading to an overdose that can be fatal. Risks of overdose are increased when an opioid is taken with alcohol or sedatives.

Schools, school districts, and institutions of higher education (IHE) may find the threat of opioid misuse and abuse affects their population in several possible ways:

- Students may use or abuse opioids themselves, leading to issues with drug dependence, addiction, and even the potential for overdose.
- Parents, guardians, family members, or roommates of students may be dealing with addiction issues at home, with members of their household using or abusing opioids themselves (and parents and guardians may be unaware that opioids they have in the home are being taken by their children).
- Teachers, faculty, and staff may have opioid use or abuse issues.

If you have questions or need additional assistance, please contact the REMS TA Center at (855) 781-REMS (7367) or info@remstechnical.org

@remstechnicalcenter <https://remstechnical.org>

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Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

OPIOIDS FACT SHEET

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

OPIOIDS FACT SHEET

- Use by any member of the educational community might bring drugs physically to the campus grounds (and in some cases, lead to drug dealing on or around the property).
- Corollary issues that result from drug use and abuse might affect school/IHE members or the community as a whole, such as increased property crimes, fighting, vandalism, and the presence of weapons, other drugs or alcohol, or discarded drug paraphernalia that affects the overall safety of the environment and students' sense of security.⁴

These and other potential issues that might arise from opioid misuse and abuse, with the status of the opioid crisis as a public health emergency, make it a threat that schools, school districts, and IHEs may want to consider addressing in their preparedness efforts. Due to the potential for loss of life, these entities may decide to focus on protocols to address an opioid overdose in their comprehensive high-quality emergency operations plan (EOP).

Planning for Opioid Emergencies

The [Guide for Developing High-Quality School Emergency Operations Plans \(School Guide\)](#) and [Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education \(IHE Guide\)](#) were developed in partnership with six federal agencies with roles and responsibilities in emergency preparedness, including the U.S. Departments of Education (ED), Justice (DOJ), led by the Federal Bureau of Investigation (FBI); Homeland Security, led by the Federal Emergency Management Agency; and HHS. The Guides provide a recommended six-step planning process that is cyclical and ongoing to help schools and IHEs create, review, or revise a high-quality EOP or component(s) of one. When developing activities, programs, and services to address an opioid overdose, a school, school district, or IHE planning team can progress through the six steps as follows:

Step 1: Form a collaborative planning team. The planning team will likely comprise a core planning team of school, school district, and IHE personnel; student or family representatives; and community partners. To address an opioid overdose incident, the planning team can seek the additional input of

Key Terms

Several important drug and opioid-related terms and definitions are as follows:

- **Opioids** are a class of drug prescribed by doctors to treat moderate to severe pain. Common types of opioids are oxycodone (OxyContin), hydrocodone (Vicodin), morphine, and methadone.⁵
- **Fentanyl** is a synthetic (i.e., created by artificial chemicals) opioid, which is 50 to 100 times more potent than morphine.⁶
- **Naloxone** is a medication that can quickly reverse an opioid overdose by restoring the normal respiration of a person whose breathing has slowed or stopped. The drug is an opioid antagonist, which means it binds to opioid receptors and can reverse and block the effects of other opioids. Naloxone can be given by injection, autoinjection via an [Evzio](#) device, or prepackaged [Narcan](#) nasal spray.⁷

If you have questions or need additional assistance, please contact the REMS TA Center at (855) 781-REMS (7367) or info@remstechnical.org

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Trainings, Tools, and Resources

Emergency Management Functions



Hazards and Threats



Planning Basics and Principles

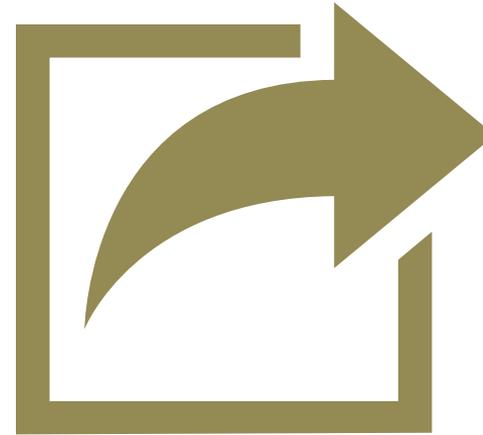


Resilience Strategies for Educators: Techniques for Self-Care and Peer Support

A Train-the-Educator Curriculum

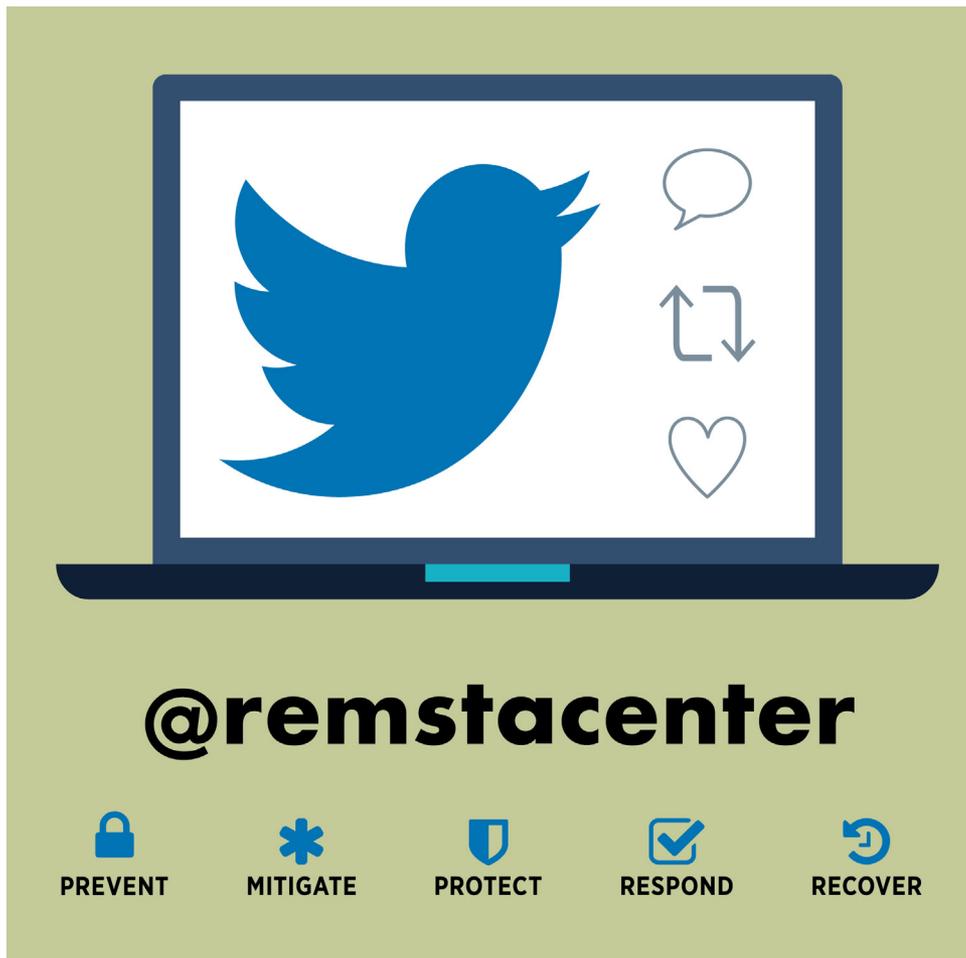


Question-and-Answer Session



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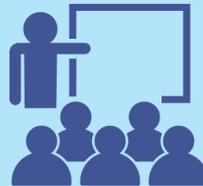
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