



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023

JANET T. MILLS
GOVERNOR

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April 11, 2023

Senator Rafferty, Senate Chair
Representative Brennan, House Chair
Members of the Joint Standing Committee on Education and Cultural Affairs

Senator Rafferty, Representative Brennan, and Distinguished Members of the Education and Cultural Affairs Committee,

LD 1315, An Act to Require Instruction in Schools on Substance Abuse Prevention and Administration of Naloxone Hydrochloride, proposes that secondary schools should annually provide students with an age-appropriate instructional program on the use and misuse of drugs and controlled substances, the dangers of substance abuse, and substance abuse prevention. This bill adds to the existing language in Title 20-A Subchapter 7-A, §6604. Substance use disorder programs, §6605. Department role, and §6606. Participation in substance use disorder services.

The Department of Education (DOE) is supportive of substance use prevention and believes it should be taught as part of a comprehensive, quality health education curriculum. Prevention of substance use must start early in a child's development with age-appropriate instruction and learning opportunities, and is a part of the Maine Learning Results beginning in grade 3:

Standard HE 1	Health Concepts: Health literate students comprehend concepts related to health promotion and disease prevention to enhance health.		
Performance Expectations	Grade 3	Grade 4	Grade 5
1.1 Health Concepts, Behaviors and Personal Health	Students describe how healthy behaviors impact personal health, including healthy relationships; nutrition; safety and injury prevention; and substance use prevention.	Students describe how healthy and unhealthy behaviors impact personal health, including healthy relationships; nutrition; safety and injury prevention; and substance use prevention.	Students predict how healthy and unhealthy behaviors affect personal health, including healthy relationships; nutrition; safety and injury prevention; and substance use prevention.
Grades 6 - 8			

Students explain the importance of assuming responsibility for behaviors and the impact it has on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention.

Grades 9 - Diploma

Students analyze the impact of complex health issues on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention.

Standard HE 6	Decision-Making and Goal-Setting Skills: Health literate students demonstrate the ability to make decisions and set goals to enhance health.		
Childhood			
Performance Expectations	Kindergarten	Grade 1	Grade 2
6.1 Decision-Making Skills	Students name health situations where a decision is needed.	Students identify health situations where a decision is needed.	Students identify health situations where decisions can appropriately be made by the individual and when assistance is needed.
6.2 Goal-Setting Skills	Students identify what health goals are.	Students explore when health goals are useful.	Students identify resources to help achieve a personal health goal.
Performance Expectations	Grade 3	Grade 4	Grade 5
6.1 Decision-Making Skills	Students identify a decision-making process to enhance health.	Students describe when to use a decision-making process to enhance health.	Students apply a decision-making process to enhance health.
6.2 Goal-Setting Skills	Students identify the goal-setting process to enhance health.	Students describe when to use a goal-setting process to enhance health.	Students practice the goal-setting process to achieve a personal health goal.
Early Adolescence			
Performance Expectation	Grades 6 – 8		

6.1 Decision-Making Skills	Students apply decision-making skills to enhance health as an individual and through collaboration.
6.2 Goal-Setting Skills	Students apply goal-setting skills to achieve a personal short-term health goal.
Adolescence	
Performance Expectation	Grades 9 – Diploma
6.1 Decision-Making Skills	Students analyze decision making skills to enhance health outcomes.
6.2 Goal-Setting Skills	Students analyze goal-setting skills to achieve short and/or long-term personal health goals.

In 2022, the DOE asked school administrative units (SAU) to report if they currently have a policy allowing naloxone to be stocked in their schools. At that time 43 SAUs reported a policy, with 31 of those allowing unlicensed staff to administer naloxone, if they had been trained. According to the 2022 report, naloxone was administered in a Maine school at least once during the 2021-22 school year. The School Nurse Regional Liaisons (SNRL) have provided technical assistance to at least five school districts in the past four months specifically related to naloxone. As directed by the [130th Maine legislature](#) the Department provides [guidelines and resources](#) for schools who choose to stock emergency medication for a suspected opioid overdose on school grounds. Schools in Maine can work with the [Maine Naloxone Distribution Initiative](#) to access naloxone free of charge.

- [Sample Naloxone Policy \(docx\)](#)
- [Nasal Spray Naloxone Administration Protocol](#)
- Sample Collaborative Practice Agreement [Includes both Naloxone and Epinephrine] [\(PDF\)](#) [\(Word\)](#)
- [Training from the American Heart Association](#)

The Department will be available to provide additional information on LD 1315, [An Act to Require Instruction in Schools on Substance Abuse Prevention and Administration of Naloxone Hydrochloride](#) and respond to any questions during the upcoming work session.

Sincerely,

DocuSigned by:

Emily Poland

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