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Agora Cyber Charter School

Board of Trustees Policy

ADHD/ADD MEDICATION AND SELF-ADMINISTRATION POLICY

The Board of Trustees of the Agora Cyber Charter School ("Charter School"), recognizes that a number of students have a medically certified Attention Deficit Disorder ("ADD")/ Attention Deficit Hyperactivity Disorder ("ADHD")/ condition requiring medication to be administered during school hours in order to maintain health and to function in the school setting. A student with ADD/ADHD shall be permitted to self-administer medication for ADD/ADHD in the School Nurse's Office and in the presence of the School Nurse at any school-related activity if requested by the parent or guardian in accordance with this Policy and Charter School procedures.

Definition: a —persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development. (American Psychiatric Association, 1994).

Goal of medication therapy: To allow the student to access a free and appropriate education and to maximize the student's ability to learn.

Common Categories of ADD/ADHD Medication:

1. Stimulants are believed to be effective due to their ability to increase the student's dopaminergic and noradrenergic activity. Stimulants can increase attention span and short-term memory, reduce distractibility, reduce motor activity and improve cognitive performance.

2. There are alternatives to stimulants. They are not FDA approved for the treatment of ADHD, but useful in controlling the hyperactivity of ADHD. One mechanism of action is to inhibit the release of norepinephrine that enhances excitatory inputs and increases alertness.
3. Antidepressants are another category of drugs used to treat ADHD. Tricyclic antidepressants (TCA) are effective in reducing hyperactivity, improving mood, and enhancing sleep, but do not appear to positively affect concentration.
4. Antipsychotic medications have been used with limited success. They are less effective and have significant side effects.

Nursing Implications for ADD/ADHD:

1. Obtain a complete health history on the student from the parent(s)/guardian(s). Request that the parent(s)/guardian(s) provide information regarding the student's past medical history, the name of the primary care provider/licensed prescriber and medications if applicable.
2. Develop an Individual Health Plan if appropriate. Assessment of the effectiveness of the medication through school behavior and academic performance is important. The Certified School Nurse should also be involved in the development of an IEP if appropriate.
3. Keep stimulants used to treat ADD/ADHD that are Class II controlled substances in a locked cabinet. These medications must also be counted when brought to school.
4. Administration timing is very important with ADD/ADHD students. Rebound effects may be seen if doses are not given at appropriate times.

Policy Implications for ADD/ADHD:

1. Develop protocols regarding management of students with ADD/ADHD behaviors. For example, procedures may be needed to assist students in completing assignments, reporting for medication and maintaining communication between home and school.
2. The policy should address the security of drugs that may be prescribed for students to take in school. Many of these drugs are scheduled drugs that require special attention. Methylphenidate has become increasingly abused by teenagers. The tablets are often crushed and snorted like cocaine. Methylphenidate can be addictive when abused (U.S. Dept. of Justice, 2005).
3. Education of parent(s)/guardian(s), students, and teachers is important in the treatment of ADD/ADHD.
4. The policy needs to address the method for dealing with behaviors that may or may not be previously identified as ADD or ADHD. Behavior modification and appropriate structure is as important as medication for effective treatment of ADD/ADHD.

Written plans for effective ADHD/ADD management include:

Individualized Healthcare Plan (IHP) – This plan is required by professional standards of practice and uses the nursing process (assessment, diagnosis, planning, implementation, and evaluation) to determine a plan of action that meets the healthcare needs of a student during the school day. This plan, initiated by the Certified School Nurse, provides written directions for school health personnel to follow in meeting the individual student's healthcare needs. While parental involvement is not required, it is strongly encouraged.

Emergency Care Plan – This plan is based on the information provided in the student's Individualized Healthcare Plan and specifically describes how and when to administer the medication. The School Nurse usually coordinates the development of the Emergency Plan, and the plan should be distributed to all school personnel who have responsibility for students with ADD/ADHD including administrators, teachers, counselors, bus drivers, food service managers, and lunchroom personnel, once the student's parent(s)/guardian(s) have signed any necessary consent form(s) allowing such disclosure.

ADD/ADHD Medical Management Plan – This plan should be part of the Individualized Healthcare Plan (IHP) and Emergency Care Plan (ECP). This plan is developed by a student's personal healthcare team and family. It outlines the prescribed healthcare regimen and should be signed by the student's physician or another member of the student's personal healthcare team. The Medical Management Plan may include information such as the student's date of diagnosis, current health status, list of ADD/ADHD medication, specific medical orders, and emergency contact information.

The following information must be provided in the ADD/ADHD Medical Management Plan to the Charter School's Nurse:

- The name of the medication;
- The dose and maximum dosages;
- The times when medication is to be taken;
- The diagnosis or reason medicine is needed (unless this is confidential);
- Information on serious reactions that could occur and appropriate emergency responses;
- That the child is qualified and able to self-administer the medication;
- Consent for administration of medication or equipment, contact with student's personal and emergency health care providers and the release of information to such health care providers and school personnel;

The Charter School will require a written statement in the ADD/ADHD Medical Management Plan from the parent or guardian that states:

- The Charter School is to comply with the health care provider's orders;
- The Charter School and/or school employee comply with the order of the healthcare provider and that the School/School employee be relieved of any responsibility for the benefits or consequences of the prescribed medication which is parent-authorized; and

- The Charter School bears no responsibility or liability for ensuring that the medication is taken.

The Charter School has the right to require a statement from the health care provider for continued use of any medication beyond a specified time period. The Charter School may also require updated prescriptions and parental approvals on an annual basis.

School Nurse Duties:

Under the Pennsylvania Nurse Practice Act, there is no provision for a registered nurse (RN) to delegate nursing tasks, such as administering medication. Supplemental licensed nurses who are not certified school nurses must work under the direction of the school nurse and cannot be assigned a caseload. A licensed nurse must have an order for medications. Without an order, licensed nurses administering medication are diagnosing and prescribing treatment, which is outside of nursing practice parameters and is within the practice of medicine defined by the Medical Practice Act of 1985.

Section 504/IEP Considerations:

Students with IHPs and ECPs may also have an Individualized Education Plan (IEP), or a 504 Student Accommodation Plan to ensure school nursing services and access to the learning environment.

If a student's ADHD/ADD condition worsens to the point that it interferes with the student's ability to access education at the Charter School, the student may be eligible for a Section 504 Plan or IEP. The Section 504 regulations define a person with a disability as any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment. In determining whether a student with ADHD/ADD is covered by Section 504, both the medical condition and extent of the student's treatment program must be considered. The standard for coverage is the same pursuant to Title II of the ADA as it is pursuant to Section 504. Under Section 504, a student does not have to receive special education services in order to receive related aids and services.

Pursuant to IDEA, the category of "other health impairment" includes ADHD/ADD as one of the health conditions listed to qualify under IDEA. The student's ADHD/ADD must adversely affect educational performance to the point that the student requires special education and related services, as defined by state law. Under IDEA, FAPE means special education and related services that meet state standards and are provided in conformity with an individualized education program (IEP). Typically an IEP is more specific than a Section 504 Plan with regard to the student's academic needs. Ideally, these documents are developed as a result of a cooperative effort involving the family, the child's health care team and the school/school district.

Reference should be made to the Board of Trustee's Section 504 Plan Policy and/or the Annual Notice of Special Education for guidance as to qualifying for an IEP and contact information for Charter School personnel.

CEO Responsibilities:

The Board delegates the following responsibilities to the CEO or designee(s) for implementation:

- Participate in developing and implementing school policy related to ADHD/ADD management at school;
- Ensure sufficient allocation of resources to manage students with ADHD/ADD in the Charter School;
- Ensure the development & implementation of a system that keeps Charter School health services informed of the pending enrollment of students with ADHD/ADD and any related enrollment changes that may occur throughout the school year and from year to year;
- Promote a supportive learning environment for students with ADHD/ADD;
- Promotes a school environment and treats students with ADHD/ADD the same as other students, except to be responsive to medical needs as outlined in the student's written IHP, IEP, or other education plan;
- Identify all staff members who have responsibility for students with ADHD/ADD;
- Meet at least annually with the Charter School health team;
- Arrange and attend a meeting of the Charter School health team members (student, family, school nurse, 504/IEP coordinator, teacher(s), and other staff members who have primary responsibility for the student) before the school year starts, or when the child is newly diagnosed, to discuss medical accommodations, educational aids and services related to the student's needs;
- Support ADHD/ADD management training for the Charter School Nurse and other staff responsible for students with ADHD/ADD;
- Provide for practices which alert all Charter School-related staff members who teach or supervise a student with ADHD/ADD. Ensure that these staff members, including the bus driver, are familiar with the accommodations and emergency procedures outlined in the student's DMMP, ECP, 504 Plan, IEP or other education plan;
- Provide for practices which alert all substitute personnel. Ensure that they are aware of the needs and emergency procedures for students with ADHD/ADD;
- Work with the Charter School health team to ensure the implementation of the student's written plans, including the ADHD/ADD Medical Management Plan and education plans. Monitor plan compliance through the Charter School health team, school nurse and IEP Team, if applicable;
- Ensure that the student's confidentiality & right to privacy is respected;
- Help establish on-campus and off-campus (for field trips and school-sponsored activities) emergency protocols;
- Include ADHD/ADD awareness as part of the Charter School health or cultural education;
- Facilitate & support ongoing communication between parents/guardians of students with ADHD/ADD and the Charter School staff;

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

