

Franklin Phonetic School

Board Meeting Agenda

Thursday April 27, 2023 @ 3:00 PM

<https://zoom.us/j/9529770968?pwd=MTE2S0VkNzd6L2tPMTF5VG5vL1ZSdz09>

Meeting ID: 952 977 0968

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Meeting ID: 952 977 0968

Passcode: 478016

Call to Order:

- Approval of prior board minutes from, **Mar 29, 2023**
- Approval of SS April Income Statement

New Business:

- Approval Family/Community Engagement Policy
- Approval The Epilepsy Foundation Training for Seizure Plans

Old Business:

- Sunnyslope Campus Update

Set Next Meeting:

Meeting Adjourned:

Franklin Phonetic School Sunnyslope Board Meeting Minutes

Wednesday March 29, 2023

Meeting at 9317 North 2nd Street Phoenix, Arizona 85020

Call to order 3:04 pm

Members Present Riccardo Osuna, Carey Young, Audrey Wright, Alison Alva, Anna Young, Cindy Franklin and Tom Franklin.

Financial Reports We have received a Dyslexia and School safety grant for March. Everything that needs to be recorded is up to date. February's ending balance \$155621.50. Carey Young motioned to approve, Tom Franklin seconded and motion passed unanimously.

Approval of Prior Board meeting minutes Board meeting minutes from February 28, 2023 were accepted with a motion by Anna Young and seconded by Rick Osuna, motion passed unanimously.

New Business

SS Child Find Policies-Through the audit we were docked for ages 2-3, due to not having child find policies. Cindy Honaker in Prescott Valley put one together for us. A motion was made by Carey Young to accept this policy and a 2nd was made by Rick Osuna, motion passed unanimously.

Approval of Teacher Contracts- We have received Ms. Graham, Mrs. Panthaky, Mrs. Kimball, Mrs. McPherson and Mrs. Yakimovich, who have all signed to return. Ms. Olson declined her contract. A motion was made to accept these contracts by Anna Young and 2nd by Tom Franklin, motion passed unanimously.

Old Business

Sunnyslope Campus Update-AASA testing starts Monday April 3rd. We have parent, teacher conferences today, tomorrow, and Friday. Sixth grade has the Grand Canyon trip on May 15th

New Meeting Scheduled The meeting is April 27, 2023 at 3:00p.m.

Meeting adjourned Riccardo Osuna motioned to adjourn and seconded by Carey Young. Motion passed unanimously.

Franklin Phonetic Primary School, Inc.
 SS Income Statement 4-1-23 thru 4-19-23

Current Month

Revenues	
Extended After Care - SS	\$ 8,400.00
Cont/Donations Private	0.00
Miscellaneous Revenue	0.00
State Equalization Assistance	64,594.14
Prop 301 - 1011	0.00
Prop 301 - 1012	0.00
Prop 301 - 1013	0.00
Prop 202-Instructional Improve	0.00
Prop 123	0.00
Title 1	10,400.00
Title 2	999.00
IDEA Basic	3,360.00
IDEA Preschool	360.00
Dyslexia Training Grant	1,500.00
SEI Budget Comprehensive	1,440.00
Title III	0.00
Paid Lunches	0.00
Fund Raisers	0.00
Extracurricular Activities Fee	0.00

Total Revenues 91,053.14

Cost of Sales _____

Total Cost of Sales 0.00

Gross Profit 91,053.14

Expenses	
Teachers - Certified	16,307.68
Substitute Teachers	8,892.62
Other - Non-Certified	0.00
Employee Insurance	0.00
Social Security	6,393.43
Retirement Plan	6,690.35
Long-Term Disability	75.56
Miscellaneous Purchased Service	0.00
Telephone & Postage	0.00

Franklin Phonetic Primary School, Inc.
 SS Income Statement 4-1-23 thru 4-19-23

Continuing Education	0.00
Supplies	0.00
Curriculum Supplies	0.00
Books, Periodicals, & Inst. Ai	0.00
Dues & Fees	0.00
Miscellaneous Expense	0.00
Miscellaneous Purchased Servic	0.00
P/C Insurance	0.00
Supplies	0.00
Dues & Fees	0.00
Travel & Conferences	0.00
Other - Non-Certified	7,092.72
Employee Insurance	0.00
Workers Compensation Insurance	0.00
Miscellaneous Purchased Servic	0.00
Repair and Maintenance - Equip	0.00
Furniture & Equipment Rental	0.00
Telephone & Postage	332.72
Internet Services	156.96
Travel	0.00
Supplies	0.00
Dues & Fees	0.00
Miscellaneous Expense	0.00
Financial Services	0.00
Other - Non-Certified	476.00
Employee Insurance	0.00
Miscellaneous Purchased Servic	0.00
Water/Sewer	0.00
Cleaning & Disposal Services	0.00
Lawn Care	0.00
Security Services	0.00
Repair and Maintenance - Build	0.00
Repair and Maintenance - Equip	0.00
Land and Building Rental	0.00
P/C Insurance	0.00
Supplies	356.47
Natural Gas/Propane	0.00
Electricity	0.00
Employee Insurance	0.00
Miscellaneous Purchased Servic	0.00
Repair and Maintenance - Equip	0.00
	***Fireman Equipment

Franklin Phonetic Primary School, Inc.
 SS Income Statement 4-1-23 thru 4-19-23

Student Transportation Service	0.00
Supplies	0.00
Gasoline	0.00
Due & Fees	0.00
Teachers - Certified	240.00
Teacher Aides	31,693.09
Employee Insurance	0.00
Continuing Education	0.00
Instructional Aids	0.00
Teachers - Certified	4,000.00
Continuing Education	0.00
Stipend - Title III	0.00
Contracted Counselor/Therapist	1,402.50
Teachers - Non-Certified	769.22
Contracted Counselor/Therapist	478.50
Miscellaneous Purchased Service	0.00
Supplies	0.00
Teachers - Certified	776.05
Employee Insurance	0.00
Continuing Education	0.00
Employee Insurance	0.00
Continuing Education	0.00
Teachers - Certified	4,284.62
Other Food	437.50 ***Café
Dues & Fees	0.00
Supplies	0.00
Dues & Fees	0.00
Field Trips	0.00
Total Expenses	90,780.43
Net Income	\$ 272.71

Family/Community Engagement Policy

Franklin Phonetic Primary School agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level Family/Community Engagement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide Family/Community Engagement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A Family/Community Engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for Family/Community Engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of Family/Community Engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Family/Community Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

- [For States where a Parental Information and Resource Center is established] The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE FAMILY/COMMUNITY ENGAGEMENT POLICY COMPONENTS

1. Franklin Phonetic School will take the following actions to involve parents in the joint development of its district wide Family/Community Engagement plan under section 1112 of the ESEA:

Parents will be notified each year during the summer months via Blackboard Connect of the opportunity to contribute to the development of the family/community engagement plan

2. Franklin Phonetic School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Quarterly at the LIAP meetings and parents are notified via Blackboard connect.

3. Franklin Phonetic School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Family/Community Engagement activities to improve student academic achievement and school performance:

Addressed during quarterly LIAP meetings and parents are notified via Blackboard Connect.

4. Franklin Phonetic School will coordinate and integrate Family/Community Engagement strategies in Part A with Family/Community Engagement strategies under the following other programs: Child study referral to the local Washington school district.

Franklin Phonetic School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Family/Community Engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by

parents in Family/Community Engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its Family/Community Engagement policy and activities to design strategies for more effective Family/Community Engagement, and to revise, if necessary (and with the involvement of parents) its Family/Community Engagement policies.

Evaluation links to the survey will be sent to parents via email and paper via Google Form, The title I coordinator is responsible for conducting and sending the survey. Parents will complete the survey.

1. Franklin Phonetic School will build the schools' and parent's capacity for strong Family/Community Engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:

(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster Family/Community Engagement, by:

Providing access to the computer and library during school hours.

- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value

and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Back to school trainings in communication and CPI.

- D. The school district will, to the extent feasible and appropriate, coordinate and integrate Family/Community Engagement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Providing resources for Polara, Child Study, and other parenting workshops

- E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Information will be sent out in the students first language via paper, Blackboard Connect, email, and website.

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The District wide Family/Community Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with Family/Community Engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize Family/Community Engagement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving Family/Community Engagement;
- establishing a district wide parent advisory council to provide advice on all matters related to Family/Community Engagement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in Family/Community Engagement activities; and
- providing other reasonable support for Family/Community Engagement activities under section 1118 as parents may request.]

PART IV. ADOPTION

This District wide Family/Community Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by this document.

This policy was adopted by the **Franklin Phonetic School** on __ and will be in effect for the period of 2022-2023. The school district will distribute this policy to all parents of participating Title I, Part A children on or before the first day of school.

(Signature of Authorized Official)

(Date)

SCHOOL-PARENT COMPACT

Franklin Phonetic School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2022-2023

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Franklin Phonetic School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

High quality curriculum will be provided and reviewed every 3 years.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

October and March of each school year.

- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Quarterly progress reports

- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Via email, phone, or in person within 24 hours of initial contact from parents.

- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

Volunteer applications will be sent out quarterly using email and newsletter. Volunteers may assist in classroom activities and attend field trips if they have a valid IVP Arizona fingerprint card.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 15- 30 minutes M-TH outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

Additional Required School Responsibilities

Franklin Phonetic School will:

1. Involve parents in the planning, review, and improvement of the school's Family/Community Engagement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional Family/Community Engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Franklin Phonetic School will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School

Parent(s)

Student

Date

Date

Date

(



Implementing SB 1654: How Schools Can Succeed Meet the Law's Requirements and Establish Se Action Plans at Their School

Comprehensive School Wellness Program | School Nursing and Health Services

April 20th, 2023

Today's Agenda

1. Introduction of SB1654; schools; seizure management; treatment plans
2. Amended Model Board Policy for school districts and charter schools
3. New Seizure Action Plan (SAP) Template
4. Arizona State Board of Education: Approved Training & Related Training Requirer
5. Training Session Approval Guidelines, Review Process, and Seizure Action Plan Committee
6. Resources and materials available for implementation
7. Review of timeline and steps for successful implementation
8. Q & A

Welcome to our speakers!



Allie Anderson,
Executive
Director, Regional
Teams AZ, NM,
Epilepsy
Foundation



Nick Buzan,
Director of Legal
and Policy
Services, Arizona
School Boards
Association



Kevin Chapman,
MD, FAES,
FACNS, Phoenix
Children's
Hospital



Katherine Ruiz,
MSA, ESA Project
Director, Arizona
State Board of
Education



Pat Va
MS, RI
Consu
Depart
Educa

**Introduction of
SB1654; schools;
seizure
management;
treatment plans**

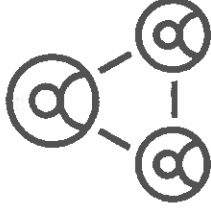




Seizure Safe Schools Arizona SB 1654

History of Seizure Safe Schools Legislation

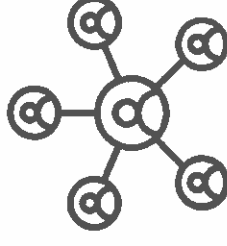
- Lyndsey attended the Epilepsy Foundation's Teens Speak Up! & Public Policy Institute conference in 2016 as a teen representative.
- She learned how to share her story with officials to create positive change for people affected by epilepsy.
- Lyndsey discovered that some teachers did not know about seizure first aid.
- She collaborated with the Epilepsy Foundation of Kentuckiana and the Kentucky legislature to develop the Lyndsey Crunk Act which was enacted in 2018
- Lyndsey's success inspired the Foundation to develop the model Seizure Safe Schools Act legislation based on the KY law.
- The Foundation launched a nationwide initiative to pass Seizure Safe Schools legislation in all 50 states and Washington, D.C.
- Other organizations and advocates across the country quickly joined the effort and are leading or collaborating in many states.



**1 in 10 people
seizure**



**336,000 kids have
seizure and**



**1 in 26 people will die
some people**

Sources

1 <https://www.cdc.gov/epilepsy/about/first-aid.htm>

2 Cui W, Kobau R, Zack MM, Helmers S. Marshelyn Yeargin-Alls
adolescents aged 6–17 years – United States, 2010–2014. *MMWR*

Seizure Safe Schools Model Bill

5 Key Components

- Requiring school personnel to complete a seizure recognition and first-aid training
- Mandating that the Seizure Action Plan is made part of the student's file and made available to school personnel and volunteers responsible for the student
- Ensuring that any FDA-approved medication prescribed by the treating physician is administered to the student living with epilepsy
- Educating and training students about epilepsy and first-aid response
- A Good Samaritan clause



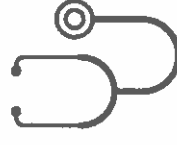
77,000 Arizonan live v



11,200 children and tee



11 or more days of sch



1 school nurse for ever

Sources

1 <https://www.cdc.gov/e>

2 <https://www.cdc.gov/h>

Seizure Safe Schools Legislative Activity

- To date, 20 states have enacted Seizure Safe Schools legislation that mandate school personnel to complete seizure recognition and first aid training, require students with epilepsy to have a Seizure Action Plan on file, and/or require administration of Food and Drug Administration (FDA)-approved treatments in the school setting (the laws vary by state).
 - Additional states (PA & SD) have passed bills or resolutions that raise awareness about the need for Seizure Safe Schools and/or encourage epilepsy- and seizure-related training.
- Alabama
 - Arkansas
 - Arizona
 - California
 - Colorado
 - Florida
 - Illinois
 - Indiana
 - Kentucky
 - Louisiana

 - Maryland

Arizona SB 1654

SB 1654

Seizure Safe School Components

Effective Date	2022-2023 School Year
School Type	Public or Charter School
Seizure Action Plan	Yes: Parent or Guardian of student may submit a copy of seizure management and treatment plan
School Personnel Training	Yes: Every 5 Years - A school Principal, guidance counselor, teacher, bus driver or classroom aid school include regular contact with students who have submitted a seizure management and treatment plan. School personnel complete an online course regarding recognition and related first aid.
School Nurse Training	Yes. A school nurse employed by or under contract with school district or charter school that has management and treatment plan SHALL complete an online course of for school nurses regarding seizure disorders.
Delegation of Rescue Medication	Yes. Beginning September 1st, 2023, each charter school or school that is operated by the school district or charter school shall have at least one school employee at the school other than a school nurse who has met the training requirements to administer or assist with the self-administration of seizure rescue medication prescribed to treat the student's seizure. The school nurse shall be responsible for the manual dose of prescribed electrical stimulation using a vagus nerve stimulator magnet.
Student Training Mandate	No
Good Samaritan Clause	Yes

Schools and Seizure Preparedness

➤ School Nurse Training

Approx. 2.75 hours

Available on-demand (virtual)

Course Objectives

- Identify (2) of the most common seizure types in students with epilepsy, potential triggers, and risk factors for seizures and emergencies.
- Identify (3) ways in which treatment of epilepsy may affect a student's health, safety or learning.
- Apply (2) strategies to alleviate psychosocial challenges relating to epilepsy for students, parents, and school personnel.
- List 3 first aid steps in helping a student during and after a seizure.
- Create a Seizure Action Plan for a student with epilepsy using safe practices for medication administration and delegation.

Continuing Education Credits

- Total number of nursing contact hours awarded for this educational activity: 2.75 CNE

A certificate of completion will be provided

Additional modules on Using Rescue Therapies in Epilepsy Care & Caring for Students with Psychogenic Seizures are available on demand

Seizure Preparedness
How to help someone who is having a seizure

1 STAY with the person who is having a seizure and do not leave them alone.
✓ Time the seizure. ✓/✓
✓ Check for medical ID.

2 Keep the person safe.
✓ Move or guide away from danger.

3 Turn the person on their side if they are not already on their side.
✓ Keep airway clear.
✓ Loosen tight clothing.
✓ Put something small and soft under the head.

Call 911 if...

- ▶ Seizure lasts longer than 5 minutes
- ▶ Person does not re-orient themselves
- ▶ Person is injured, or has a head injury

Do NOT

- ✗ Do NOT restrain the person
- ✗ Do NOT put anything in the person's mouth
- ✗ Do NOT give the person any food or drink
- ✗ Do NOT give the person any medicine

Learn more: [www.epilepsy.com](#)



2017

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Schools and Seizure Preparedness

➤ Seizure Training for School Personnel

Approx. 50-75 minute duration

Shorter 30 minute version available

Available on-demand (virtual)

Course Objectives

- Recognize 3 common seizure types
- Describe 3 seizure first aid steps to assist a student having a seizure
- Recognize 3 key factors that would make a seizure a medical emergency
- Describe 3 ways to support students living with epilepsy

A certificate of completion will be provided

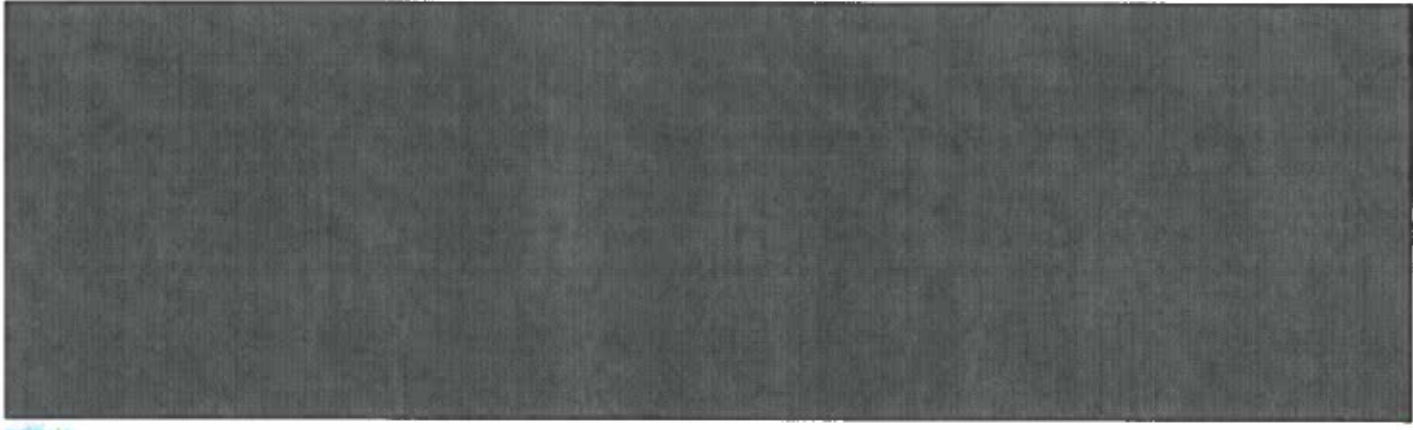
CHES Continuing Education Credits available

➤ All trainings are FREE and resources provided include:

- Seizure Action Plans
- Seizure First Aid Posters
- Observation tools
- Parent Questionnaire



Amended Model Board Policy for school districts and charters



Seizure Management

April 20, 2023



**MEDICINES / ADMINISTERING
MEDICINES TO STUDENTS**

Seizure Management Plans

The Superintendent shall create procedures to address management plans for students diagnosed with a seizure disorder. The district shall comply with A.R.S. 15-160.02.

- A. Verify and accept student seizure management plan with student's parents and physicians or nurse practitioners.
- B. Assign a nurse, employed or under contract, to review seizure management plans when a seizure is available, the Superintendent shall designate a nurse responsible for reviewing seizure management and treatment plans.
- C. Confirm that nurses, and non-nurse staff required by state law, are trained and certified according to law.
- D. Require at least one school official, in addition to the nurse, to be present during the seizure management plan review.

training requirements listed in 15-160.02(H).

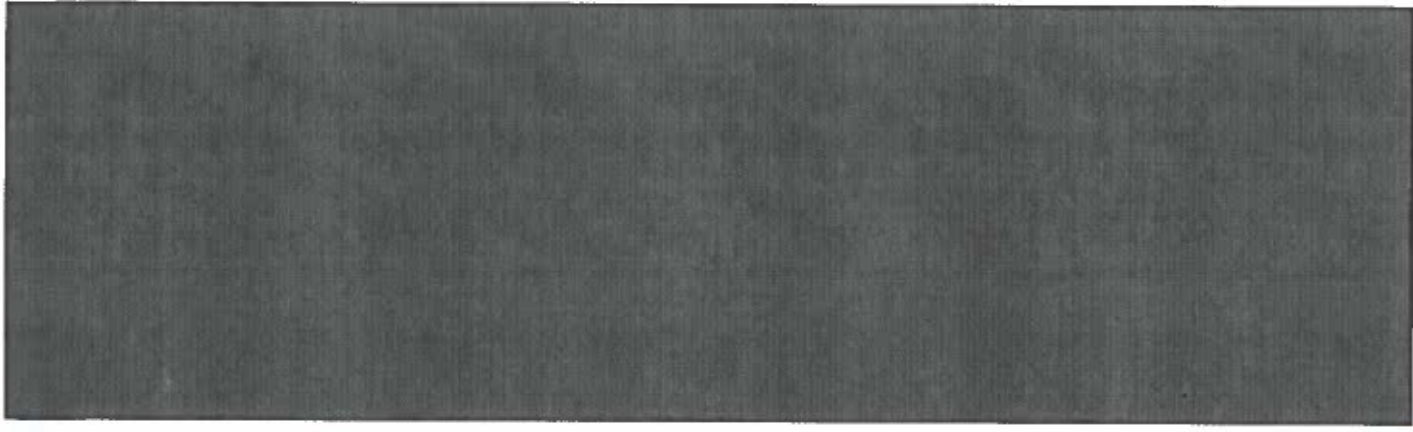
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**MEDICINES / ADMINISTERING
MEDICINES TO STUDENTS**

Training on Seizure Management Plans

The Superintendent will require that nurses, non-nurses A.R.S.15-160.02, and at least one additional employee. awareness of seizure disorders as implemented by the Education.

New Seizure Action Plan (SAP) Template



- +
 - ◦ Arizona Seizure Action Plan

Background

- Each student may have different needs during a seizure and there is variability in knowledge about how to care for a patient during a seizure.
- Seizure Action Plans (SAP) are recommend for all children with epilepsy attending school – Seizure Safe School Legislation passed in 2022.
- Each school district can enact its own form creating variability and confusion among providers.
- With an estimated 11,000 children with epilepsy in Arizona, there was a significant need to create a standardized form that can be utilized in EMR to streamline this time-consuming process.
- A group was created bringing together stakeholders from the State of Arizona, Epilepsy Foundation of Arizona, school nursing and providers to create an informative, standardized one-page form for use across school districts.



Goals of the Seizure Action Plan

- Provide information to caregivers and educators how to keep children safe during a seizure.
 - Describe seizure events for teachers to recognize
 - Provide recommendations for care of patients during a seizure
 - Explain the use and potential adverse effects of rescue medications
 - Identify complications that would necessitate activation of EMS via 911
 - Provide up-to-date contact information for parent notification



Arizona Seizure Action Plan

Student's Name: _____ Date of Birth: _____ Allergies: _____
 Emergency Contact: _____ Best Phone Number: _____

Seizure Information		
Seizure Type	Length	Frequency
Seizure triggers or warnings Student's response to seizure Care after seizure		

Green Zone (Less than 2 minutes):

- Stay CALM and track duration
- Keep SAFE - Protect head, do not restrain
- Turn on SIDE if not visible (do not place anything in mouth)*
- TIME seizure length
- Sweep VNS magnet x 1, if present
- Contact family about seizure
- May return to class per parent approval

Yellow Zone (2 to _____ minutes):

- Stay with student. Call for assistance
- Prepare rescue treatments

Red Zone (Greater than _____ minutes):

- Give rescue medication (below)
- Call 911 if seizure does not end 5 minutes after rescue medication is given

Rescue medications:

- For prolonged seizure give:
 - Diloxipam _____ mg rectally
 - Clonazepam ODT _____ mg between cheeks/gums
 - Midazolam/diazepam _____ mg in the nose
 - Other: _____
- For cluster of _____ seizures in _____ minute give:
 - Diloxipam _____ mg rectally
 - Clonazepam ODT _____ mg between cheeks/gum
 - Midazolam/diazepam _____ mg in the nose
 - Other: _____

Medical emergencies (Call 911):

- Difficulty breathing after seizure
- Serious injury or seizure in water
- Seizure does not end 5 minutes after rescue medication is administered

Other: _____

(Potential adverse effects include sedation, confusion, respiratory depression)

Always take seizure action plan and emergency medications for school activities, sports, and field trips. Close adult supervision when swimming or climbing.

Health Care Provider Signature: _____ Printed Name: _____ Office Phone: _____ Date: _____
 Parent/Guardian Signature: _____ Student Signature (when applicable): _____ Date: _____

Arizona Seizure Action Plan

Arizona Seizure Action Plan

Student's Name: _____ Date of Birth: _____ Allergies: _____
 Emergency Contact: _____ Best Phone Number: _____

Seizure Information

Seizure Type	Length	Frequency	Description
Seizure triggers or warnings			
Student's response to seizure			
Care after seizure			

Parent complete ↓

Seizure Medication

Discontinue _____ mg rectally

Clonazepam ODT _____ mg between doses/gums

Midazolam/diazepam _____ mg in the nose

Other: _____

(Potential adverse effects include sedation, confusion, respiratory depression)

Medical Considerations (Call 911):

- Difficulty breathing after seizure
- Serious injury or seizure in water
- Seizure does not end 5 minutes after rescue medication is administered

Other: _____

Always refer seizure action plan and emergency medications for school activities, sports, and field trips. Close adult supervision when swimming or climbing.

Health Care Provider Signature _____ Printed Name _____ Office Phone _____ Date _____

Parent/Guardian Signature _____ Student Signature (where applicable) _____ Date _____

SAP V1.2022 The School Nurse Seizure Action Plan Committee ghschoolnurse@psd1905.org

Completed by the family

Green Zone (Less than 2 minutes):

- Stay CALM and track duration
- Keep SAFE - Protect head, do not restrain
- Turn on SIDE if not awake (do not place anything in mouth)
- TIME secure length

Yellow Zone (2 to _____ minutes):

- Stay with student. Call for assistance
- Prepare rescue treatments

Red Zone (Greater than _____ minutes):

- Give rescue medication (below)
- Call 911 if seizure does not end 5 minutes after rescue medication is given

Rescue medications:

- For cluster of _____ seizures in _____ minute give:
 - Diazepam _____ mg rectally
 - Clonazepam ODT _____ mg between cheek/gum
 - Midazolam/diazepam _____ mg in the nose
 - Other _____
- For prolonged seizure give:
 - Diazepam _____ mg rectally
 - Clonazepam ODT _____ mg between cheek/gums
 - Midazolam/diazepam _____ mg in the nose
 - Other _____

(Potential adverse effects include sedation, confusion, respiratory depression)

Medical emergencies (Call 911):

- Difficulty breathing after seizure
- Serious injury or seizure in water
- Seizure does not end 5 minutes after rescue medication is administered

Other: _____

Always take seizure action plan and emergency medication for school activities, sports, and field trips. Close adult supervision when swimming or climbing.

Health Care Provider Signature _____ Printed Name _____ Office Phone _____ Date _____

Parent/Guardian Signature _____ Student Signature (when applicable) _____ Date _____

Completed by the provider

Arizona Seizure Action Plan

Student's Name: _____ Date of Birth: _____ Allergies: _____
 Emergency Contact: _____ Best Phone Number: _____

Seizure Information		
Seizure Type	Length	Frequency

Description

Green Zone (Less than 2 minutes):

- Stay CALM and track duration
- Keep SAFE - Protect head, do not restrain
- Turn on SIDE if not awake (do not place anything in mouth)
- TIME seizure length

- Swipe VNS magnet x 1 if present
- Contact family about seizure
- May return to class per parent approval

Yellow Zone (2 to _____ minutes):

- Stay with student. Call for assistance

- Prepare rescue treatments

Red Zone (Greater than _____ minutes):

- Give rescue medication (Below)
- Call 911 if seizure does not end 5 minutes after rescue medication is given

Health Care Provider Signature _____ Printed Name _____ Office Phone _____ Date _____

Parent/Guardian Signature _____ Student Signature (when applicable) _____ Date _____

Provide complete

Arizona Seizure Action Plan

Student's Name: _____ Date of Birth: _____ Allergies: _____
 Emergency Contact: _____ Best Phone Number: _____

Seizure Information		
Seizure Type	Length	Frequency

Seizure triggers or warnings _____
 Student's response to seizure _____
 Care after seizure _____

Rescue medications:

*For prolonged seizure give:

Diazepam: _____ mg rectally

Clonazepam ODT _____ mg between cheek/gums

Midazolam/diazepam _____ mg in the nose

Other: _____

For cluster of _____ seizures in _____ minutes

Diazepam _____ mg rectally

Clonazepam ODT _____ mg between cheek/gums

Midazolam/diazepam _____ mg in the nose

Other: _____

(Potential adverse effects include sedation, confusion, respiratory depression)

Medical emergencies (CALL 911)

- Difficulty breathing after seizure
- Serious injury or seizure in water
- Seizure does not end 5 minutes after rescue medication is administered

Other: _____

Always take seizure action plan and emergency medications for school activities, sports, and field trips. Close adult supervision when swimming or boating.

Health Care Provider Signature _____ Printed Name _____ Office Phone _____ Date _____

Parent/Guardian Signature _____ Student Signatures (when applicable) _____ Date _____

Arizona Seizure Action Plan

Student's Name: _____ Date of Birth: _____ Allergies: _____
 Emergency Contact: _____ Best Phone Number: _____

Seizure Information	
Seizure Type	Description
Length	Frequency
Seizure triggers or warnings	
Student's response to seizure	
Care after seizure	

Parent Complete

Medical emergencies (Call 911)

- Difficulty breathing after seizure
- Seizure injury or seizure in water
- Seizure does not end 5 minutes after rescue medication is administered

Other

Always take seizure action plan and emergency medication for school activities, sports, and field trips. Close adult supervision when swimming or climbing.

Always take seizure action plan and emergency medication for school activities, sports, and field trips. Close adult supervision when swimming or climbing.

Health Care Provider Signature _____	Parent Name _____	Office Phone _____	Date _____
Parent/Guardian Signature _____	Student Signature (when applicable) Date _____		

SAP-VI-2022 The School Nurse Seizure Action Plan Committee ghoshsafety@schwaefersd.net

Arizona Seizure Action Plan

Student's Name: _____ Date of Birth: _____ Allergies: _____
 Emergency Contact: _____ Best Phone Number: _____

Seizure Information		
Seizure Type	Length	Description
Seizure triggers or warnings		
Student's response to seizure		
Care after seizure		

Seizure Zone (less than 2 minutes):
 • Stay CALM and track duration
 • Swipe VNS magnet x 1 if present

Health Care Provider Signature _____

Printed Name _____

Office Phone _____

Date _____

Parent/Guardian Signature _____

Student Signature (when applicable) _____

Date _____

- Difficulty breathing after seizure
- Serious injury or seizure in water
- Seizure does not end 5 minutes after rescue medication is administered

Other: _____

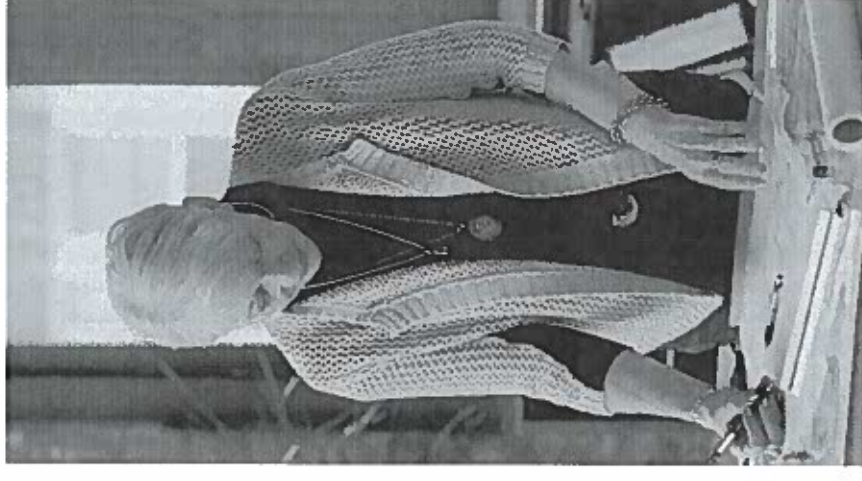
Always take seizure action plan and emergency medications for school activities, sports, and field trips. Close adult supervision when swimming or climbing.

Health Care Provider Signature _____ Printed Name _____ Office Phone _____ Date _____

Parent/Guardian Signature _____ Student Signature (when applicable) _____ Date _____

Updates

- The Seizure Action Plan is a work in progress!
- We encourage suggestions about way to improve the SAP.
 - Please email these to schoolsafety.socialwellness@azed.gov
- We will update the SAP periodically based on feedback and changes in care options for seizures.
- We working to incorporate the SAP into the EMR at Phoenix Children's Hospital and have shared them other providers.



Arizona State Board of Education: Approved Training & Related Training Requirements

Who is the State Board of Education

Constitutional Board, made up of 11 members: 10 members are appointed by the Governor and confirmed by the Senate, one member is elected (Superintendent)

Purpose: General supervision over the conduct of public school system (Title 15)

Adopt Rules and policies to accomplish this purpose:

- Adopt graduation requirements
- Supervise and control the certification of educators, including discipline of unprofessional conduct
- Approve educator preparation programs
- Adopt statewide proficiency assessments, passing scores, and methods of administering ;
- Delegate to the Superintendent of Public Instruction the execution of board policies and i
- Investigate allegations of immoral and unprofessional conduct
- Receive ESA Appeals, create ESA rules and refer ESA Accounts to the Attorney General's (collections and fraud
- **Approval of Seizure Training Plans**

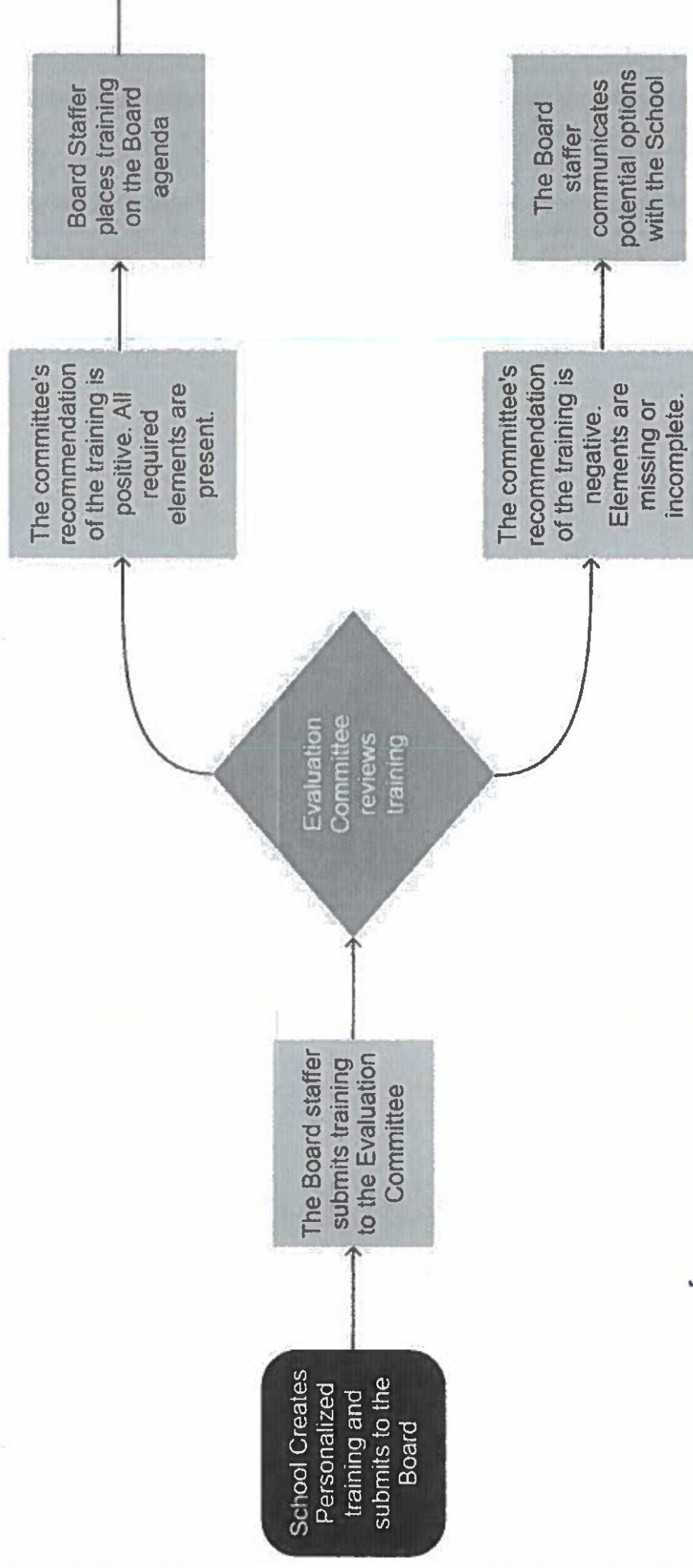
State Board of Education - Seizure Training Requirements

With the passage of SB1654, school personnel and school nurses who are employed at a school that has received a seizure management plan from a parent, must complete training at the State Board of Education. The deadline for compliance is **September 1, 2023**.

At the September 2022 board meeting, the Board approved the online, free, on-demand training sessions offered by the Epilepsy Foundation: <https://learn.epilepsy.com>.

A school may decide to create their own personalized training instead. The process so available on the State Board of Education website: <https://azsbe.az.gov/resources/seizure-training>.

Individualized Seizure Training Evaluation Process



State Board of Education - Seizure Training We

Resources available online:

- [Intake Form and Checklist for Individualized Seizure Training Submission](#)
- [Flowchart](#)
- [Review Guidelines](#)
 - [School Nurse Staff](#)
 - [Other Personnel](#)
- [Additional Training and Resource Handout](#)
 - [Seizure First Aid](#)
 - [Types of Seizures](#)
 - [Resources for Classroom Teachers](#)
 - [Action Plan](#)
 - [24/7 Seizure Helpline](#)

Seizure Training

With the passage of SB1654 in 2022, school personnel and school nurses who are employed at seizure management plan from a parent must complete training approved by the Board. By Se school must have one employee, other than the school nurse, be trained in administering or a management medication or care.

The Board approved the free training provided by the [Epilepsy Foundation](#) for both school perso

Schools that are seeking to provide training other than that provided by the Epilepsy Founda information to the Board for review by a committee. The turnaround time for review and approval vary based on the committee's capacity. As such, schools seeking to use personalized training sh be advised that the Board does not meet in July and November.

Individuals seeking to submit personalized training may submit their documentation, and the re 1700 W Washington Suite 300 Phoenix, AZ 85007 or inbox@azsbe.az.gov.

SUBMISSION OF PERSONALIZED TRAINING

The flowchart below outlines the steps to expect regarding evaluating personalized training. E training packet can take a month. Furthermore, consult the Review Guidelines below if choosing t These documents represent the tools used by the Evaluation Committee to evaluate submitted submit the required Intake Form below with each submission.

[Processing Flowchart](#)

[Training Review Guidelines for School Nurses](#)

[Training Review Guidelines Other School Personnel](#)

[Intake Form and Checklist](#)

[Additional Training and Resources](#)

Training Sessions
Approval
Guidelines, Review
Process, Seizure
Action Plan
Committee, and
Resources



Training Guidelines & Resources

SN Seizure Action Plan Committee

Agenda

- School Nurse Seizure Action Plan Committee
- Training Session Guidelines
- Training Review Process
- Resources

AZ SN Seizure Action Plan Commit

- Established in 2021
- Meets monthly, address best practices, professional development activities, & issues about seizure and epilepsy syndromes in schools
- Members: school nurses and school health office staff, seizure-related organization staff, health department health providers with expertise in treating students with seizure and epilepsy syndromes.

AZ SN Seizure Action Plan Commit

- Seizure Action Plan (SAP) Template
 - Located ADE website
 - <https://www.azed.gov/wellness/school-nursing-arithmetic-resources>
- Assist State Board to develop SAP Training Require Guidelines
 - Ongoing Annual Reviews
- Serves as Committee to Review SAP Trainings sub to the Board for Approval

SAP Training Requirements Guidelin

- Guidelines are available for schools interested in seek Board approval for all SAP Trainings other than the Epilepsy Foundation online trainings approved in September 2022
- Guidelines available on the Board and ADE websites
 - <https://azsbe.az.gov/resources/seizure-training>
 - <https://www.azed.gov/wellness/school-nursing-and-health-rces>

About the Seizure Action Plan Training for School Nurses

Each submitted Seizure Action Plan (SAP) School Nurse Training will be reviewed following components and content:

The Seizure Action Plan Training was developed and/or last reviewed in the past demonstrating content is current and up to date.

The SAP Training provides a clear list of course objectives, indicating the topics to be covered and expected learning outcomes for the school nurse.

The SAP Training provides references (i.e., on slides, at the conclusion of the presentation or video, or as a reference list) that are current (i.e., < 7 years old).

The SAP Training presenter(s) information including credentials is provided, demonstrating competence and qualifications to offer this training.

The SAP Training offers attendees an opportunity to evaluate the overall training through a post-evaluation.

The SAP Training offers a post-evaluation to assess knowledge gained after attending the training.

SAP Training Guidelines for School Nurses

SAP Train Guidelines School Nu Contents

Seizure Action Plan Training Content for School Nurses

The SAP School Nurse Training should, at a minimum, offer content on the following listed topics. For review purposes, detail for each topic area should be provided in the submitted documents (i.e., written curriculum, presentation slides, video):

Incidence & prevalence of Seizure and Epilepsy Syndromes

Seizure and Epilepsy definitions: international classifications

Common Seizure Triggers

Seizure Types and Characteristics

Risks with Seizures and Epilepsy Syndromes

What are Cluster Seizures and Seizure Emergencies

Common Treatment Options for Seizures and Epilepsy Syndromes and how each work

Anti-seizure drugs: common side effects, drug reaction warning signs and drug resistance Epilepsy

Factors that impact students with Seizures and Epilepsy Syndromes

Seizure First Aid: Basic Principles and implementation in different settings

Seizure Action Plan: what is it and how to implement in a school setting

Rescue Treatment: What are they and how to use each

Overview of school policies, procedures and guidelines that relate to SAP including delegation of duty when necessary, with student safety a primary goal

About the Seizure Action Plan Training for Other School Personnel

Each submitted Seizure Action Plan (SAP) Other School Personnel Training will be reviewed for the following components and content:

The SAP Training was developed and/or last reviewed in the last 3 years, demonstrating that the content is current and up to date.

The SAP Training provides a clear list of course objectives, indicating the topics to be covered and expected learning outcomes for the school personnel.

The SAP Training provides references (i.e., on slides, at the conclusion of the slide presentation, or as a reference list) that are current (< 7 years old).

The SAP Training presenter(s) information including credentials is provided, demonstrating the competence and qualifications to offer this training.

The SAP Training offers attendees an opportunity to evaluate the overall training program through attendance.

The SAP Training offers a post-evaluation to assess knowledge gained after attendance.

SAP Training Guidelines for Other School Personnel

SAP Training Guidelines for Other School Personnel: Contents

Seizure Action Plan Training Content Other School Personnel
<i>The SAP Other School Personnel Training should, at a minimum, on the following listed topics. For review purposes, detail for should be provided in the submitted documents (i.e., written presentation slides, video):</i>
What Do Seizures Look Like
What is Epilepsy
Common Causes of Epilepsy
Seizure Types and Characteristics
Common Treatment Options for Seizures
Seizure Action Plan: What is it and why is it needed.
Seizure First Aid: Basic Principles and implementation in settings
When to call Health Team, 911 in a School Setting
Rescue Treatment: What are they, when they are used and give it
Ways to provide support to students with Epilepsy (i.e., learning needs, helping student understand and manage assisting with positive peer interaction, preventing bully

Training Review Process

- Submitted Trainings will be reviewed by the AC SAP Committee
- Reviewers will use the same guidelines
- Committee recommendations will be submitted the Board staffer, usually within a month

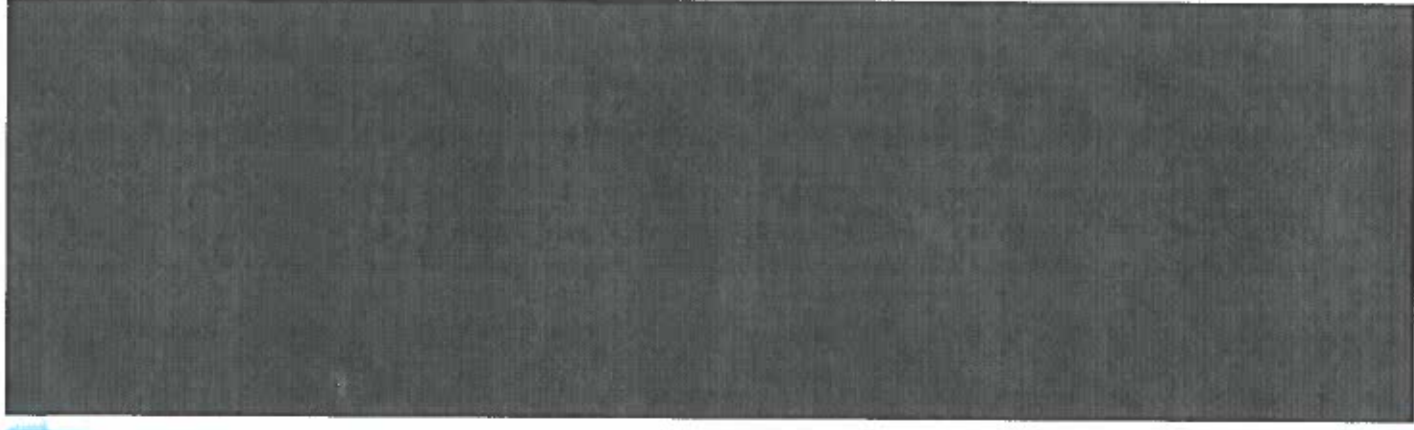
Resources

- ADE: School Nursing and Health Resources
 - <https://www.azed.gov/wellness/school-nursing-and-resources>
- Arizona State Board of Education
 - <https://azsbe.az.gov/resources/seizure-training>
- CDC: Epilepsy in Schools
 - <https://www.cdc.gov/epilepsy/groups/schools.htm>
- Epilepsy Foundation
 - <https://www.epilepsy.com/>

Pat VanMaanen, MS, BSN, RN, Nurse Consultant
School Safety and Wellness Program
schoolsafety.socialwellness@azed.gov



Review of timeline and steps for successful implementation



Review of Timeline

SB 1654 schools; seizure management; treatment p

- April 29, 2022: Signed by Governor
- September 26: Arizona State Board of Education approves online training course by consent agenda
- November 2022: SAP Template finalized
- March 2023: SAP Committee finalizes SAP Training Guidelines & Policy
- April 20, 2023: Webinar
- September 2023: Training requirements in place

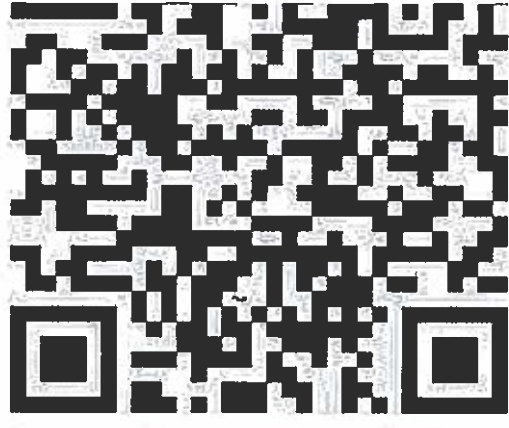


Q & A Session

If you have not already, please submit your questions for presenters.



Evaluation Survey
https://asu.co1.qualtrics.com/SV_5ap3ufBz7k4



Thank you!

Website: <https://www.azed.gov/wellness/school-nursing-and-health-services>
Email: schoolsafety.socialwellness@azed.gov