DICKINSON SCHOOL DISTRICT
YOUTH Seizure Action Plan

09/2023

CONTACT INFORMATION

Nurse's Name: _____ Phone: _____

Student's Name: _____ School Year: _____

School: _____ Grade: _____ Classroom: _____

Parent/Guardian Name: _____ Tel. (H): _____ (W) _____ (C) _____

Other Emergency Contact: _____ Tel. (H): _____ (W) _____ (C) _____

Child's Neurologist: _____ Tel: _____ Location: _____

Child's Primary Care Doctor: _____ Tel: _____ Location: _____

Significant medical history or condition: _____

_____

SEIZURE INFORMATION

Seizure Type	*Length*	*Frequency*	*Description*

Seizure triggers or warning signs: _____

Response after a seizure: _____

TREATMENT PROTOCAL: (include daily and emergency medication)

Emergency med? ✓	Medication	Dosage & Time of Day Given	Route of Administration	Common Side Effects & Special Instructions

Does child have a **Vagus Nerve Stimulator (VNS)**? YES or NO

IF YES, describe magnet use _____

BASIC FIRST AID: CARE & COMFORT:

Please describe basic first aid procedures: _____

_____

Does person need to leave the room/area after a seizure? YES or NO
If YES, describe process for returning: _____

_____

EMERGENCY RESPONSE:

A "seizure emergency" for this person is defined as: _____

_____

Seizure Emergency Protocol: *(Check all that apply and clarify below)*

- ☐ **Call 911 for transport to** _____
- ☐ Notify parent or emergency contact
- ☐ Notify doctor
- ☐ Administer emergency medications as indicated below
- ☐ Other _____

Basic seizure first aid:

- Stay calm & track time
- Keep person safe
- Do not restrain
- Do not put anything in mouth
- Stay with person until fully conscious
- Record seizure in log

For tonic-clonic (grand mal) seizures:

- Protect head
- Keep airway open/watch breathing
- Turn person on side

A seizure is considered an emergency when:

- A convulsive (tonic-clonic) seizure lasts longer than 5 minutes
- There are repeated seizures without regaining consciousness
- It's a first-time seizure
- The person is injured or has diabetes
- The person has breathing difficulties
- The seizure is in water

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SEIZURE INFORMATION

1. When was your child diagnosed with epilepsy?

   _____

2. Will your child need to leave the classroom after a seizure? YES NO

   If YES, describe best process for returning your child to classroom: _____

3. How often does your child have a seizure? _____

4. When was your child's last seizure?

   _____

5. Has there been any recent changes in your child's seizure patterns? YES NO

   If YES, please explain: _____

6. How do other illness affect your child's seizure control? _____

7. What medication(s) will your child need to take during school hours? _____

8. Should any of these medications be administered in a special way? YES NO

   If YES, please explain: _____

9. Should any particular reaction be watched for? YES NO

   If YES, please explain: _____

10. What should be done when your child misses a dose? _____

11. Should the school have backup medication available to give your child for missed dose? YES NO

12. Do you wish to be called before backup medication is given for a missed dose? YES NO

SPECIAL CONSIDERATION & PRECAUTIONS:

Check any considerations related to your child's epilepsy while at school. (*Check appropriate boxes and describe the impact of your child's seizure or treatment regimen)*

- ☐ General health:
- ☐ Physical functioning:
- ☐ Learning:
- ☐ Behavior:
- ☐ Mood/coping:
- ☐ Other: _____
- ☐ Physical education (gym)/sports:
- ☐ Recess:
- ☐ Field trips:
- ☐ Bus transportation:

GENERAL COMMUNICATION ISSUES

What is the best way for us to communicate about your child's seizure(s)?: _____

Does school personnel have permission to contact your child's physician? YES NO

Can this information be shared with classroom teacher(s) and other appropriate school personnel? YES NO

Parent Signature: _____ Date: _____

Physician Signature: _____ Date: _____

NOTE: This Action Plan shall remain in effect for the current school year.
Please note that new Action Plan must be completed prior to the start of each new school year.