

**Education Advocacy Coalition
for Students with Disabilities**

SENATE EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE

**SENATE BILL 299: EDUCATION—PUBLIC AND NONPUBLIC SCHOOLS—SEIZURE ACTION PLANS
(BRYNLEIGH'S ACT)**

FEBRUARY 3, 2022

POSITION: SUPPORT

The Education Advocacy Coalition for Students with Disabilities (EAC), a coalition of approximately 40 organizations and individuals concerned with education policy for students with disabilities in Maryland, submits this testimony in support of Senate Bill 299, which would require an individualized, written seizure action plan for each student with a seizure disorder attending a public school. The bill would also require, among other provisions, training for school personnel to administer or assist students in self-administering seizure rescue medication, as well as training about seizures for all school staff who have direct contact with and supervision of students.

EAC members have represented or worked with many students who have seizure disorders and who require seizure care, including the administration of seizure rescue medication during the school day. The ease with which it has been possible to get these services onto a student's individualized education program (IEP) has depended on the particular school system and the particular IEP team. Statewide requirements would help significantly in clarifying that rescue medicine must be administered as a "routine" health task and that it can be administered by trained but unlicensed school personnel. Rescue medicines such as Diastat and Nazyilam and manual vagus nerve stimulation are intended to be used by families and other lay people in order to avoid trips to the emergency room; in the experience of EAC members, some IEP teams and districts have been reluctant or have refused to administer rescue medicine to students with IEPs who have seizure disorders or have refused to swipe a vagus nerve stimulator magnet over a student's vagus nerve implant, insisting instead on calling 911, or they have administered the rescue medicine and called 911, even if it is not necessary to do so. The EAC also supports seizure education for staff and for students; this will help decrease the stigma still associated with seizures and will also help members of a student's school community support a student who may have a seizure during school hours.

For these reasons, the EAC supports Senate Bill 299. For more information, please contact Leslie Seid Margolis, Chairperson, at 410-727-6352, ext. 2505 or at lesliem@disabilityrightsmd.org.

Respectfully submitted,

Selene A. Almazan, Selene Almazan Law, LLC
Rene Averitt-Sanzone, The Parents' Place of Maryland
Linda Barton, Education Consultant
Elizabeth Benevides, Howard County Autism Society
Ellen A. Callegary, Law Offices of Ellen A. Callegary, P.A.
Rich Ceruolo, Parent Advocacy Consortium
Michelle Davis, ABCs for Life Success
Jennifer Engel Fisher, Weinfeld Education Group

(over)

Ann Geddes, Maryland Coalition of Families
Kalman Hettleman, Independent Advocate
Morgan Durand Horvath, Abilities Network
Nicole Joseph, Law Offices of Nicole Joseph
Rosemary Kitzinger and Marjorie Guldan, Bright Futures, LLC
Rachel London, Maryland Developmental Disabilities Council
Leslie Seid Margolis, Disability Rights Maryland
Lauren Ochalek, Maryland Down Syndrome Advocacy Coalition
Ellen O'Neill, Atlantic Seaboard Dyslexia Education Center
Rebecca Rienzi, Pathfinders for Autism
Jaime Seaton, BGS Law, LLC
Karleen Spitulnik, Decoding Dyslexia Maryland
Ronneta Stanley, M.Ed., Loud Voices Together
Guy Stephens, Alliance Against Seclusion and Restraint
Wayne Steedman, Steedman Law Group, LLC
Maureen van Stone, Project HEAL at Kennedy Krieger Institute
Daya Chaney Webb, IMPACT Advocacy
Jessica Williams, Education Due Process Solutions, LLP