

Seizure Management Emergency Care Plan

Id e nt ifi ca ti o n	Child's Name <div style="background-color: #e0e0e0; padding: 2px;">Click here to enter text.</div>	Date of Birth: <div style="background-color: #e0e0e0; padding: 2px;">Click here to enter text.</div>	Health Card Number: <div style="background-color: #e0e0e0; padding: 2px;">Click here to enter text.</div>	MedicAlert® Number: <div style="background-color: #e0e0e0; padding: 2px;">Click here to enter text.</div>	
	Does your child carry an Emergency Health Services (EHS) Special Patient Protocol card with them? Yes <input type="checkbox"/> No <input type="checkbox"/>				
	Allergies: <div style="background-color: #e0e0e0; padding: 2px;">Click here to enter text.</div>	Medical Diagnosis(es): <div style="background-color: #e0e0e0; padding: 2px;">Click here to enter text.</div>			
	Is your child aware of their diagnosis? Yes <input type="checkbox"/> No <input type="checkbox"/>				
	Does your child experience fears and/or anxiety related to their health care needs/medical diagnosis? Yes <input type="checkbox"/> No <input type="checkbox"/>				
	<i>If yes, please describe helpful coaching/support/management strategies:</i> <div style="background-color: #e0e0e0; padding: 2px;">Click here to enter text.</div>				
	<div style="border: 1px solid #ccc; width: 150px; height: 150px; margin: 0 auto;"></div> Place Photo Here				
	Medications required during school hours: N/A <input type="checkbox"/>				
	Location where medication is stored at the school (refer to Board policy)				
1. <div style="background-color: #e0e0e0; padding: 2px;">Click here to enter text.</div> 2. <div style="background-color: #e0e0e0; padding: 2px;">Click here to enter text.</div> 3. <div style="background-color: #e0e0e0; padding: 2px;">Click here to enter text.</div>					
Bus Driver(s) and Bus numbers(s) (if applicable):					
Morning Bus: <div style="background-color: #e0e0e0; padding: 2px;">Click here to enter text.</div>		Afternoon Bus: <div style="background-color: #e0e0e0; padding: 2px;">Click here to enter text.</div>			

This plan has been shared with bus operators, and /or other school designated person(s) providing transportation

Yes N/A

Does your child have any activity restrictions while at school?

Yes No

If yes, please describe:

[Click here to enter text.](#)

Emergency Contacts: Please prioritize 1,2,3, in the order the calls are to be placed:

Name	Relationship	Home Phone Number	Work Phone Number	Cell Phone Number	E-Mail
1. <input type="text"/>					
2. <input type="text"/>					
3. <input type="text"/>					

Identify the preferred method of communication, for non-emergency situations

- Phone call
- Text
- Email
- Communication book/agenda
- Other; please specify: [Click here to enter text.](#)

Additional Information:

[Click here to enter text.](#)

Designated school staff with seizure management: (to be completed by school staff)

1. Click here to enter text.	4. Click here to enter text.
2. Click here to enter text.	5. Click here to enter text.
3. Click here to enter text.	6. Click here to enter text.

Designated school staff with rescue medication training if applicable: (to be completed by school staff)

1. Click here to enter text.	4. Click here to enter text.
2. Click here to enter text.	5. Click here to enter text.
3. Click here to enter text.	6. Click here to enter text.

--	--	--

General Seizure Information

Does your child have any warning signs/pre-seizure behaviour? Yes No

If yes, please describe:

[Click here to enter text.](#)

Action: *If a seizure is suspected, stay with the child. Remain calm, and re-direct the child to a safe place (e.g. a mat on the floor). Follow seizure first aid as appropriate and as described in this plan.*

Typically how many seizures does your child have per day/week/month (as applicable)?

[Click here to enter text.](#)

If seizures occur less frequently, please indicate when the last seizure occurred.

[Click here to enter text.](#)

In the past, identify the type of seizures your child has experienced:

Convulsive seizures; *please describe:*

[Click here to enter text.](#)

Non-convulsive seizures; *please describe:*

[Click here to enter text.](#)

Both convulsive and non-convulsive seizures

If your child has a seizure in school, when do you want to be called/notified? For a convulsive seizure, please specify:

[Click here to enter text.](#)

For a non-convulsive seizure(s), please specify:

[Click here to enter text.](#)

Cluster seizures refer to the “in and out” presentation, where seizures repeat with apparent recovery between the end of one seizure and the beginning of another seizure.

Does your child typically experience cluster seizures? Yes No

If yes, describe what they generally look like:

[Click here to enter text.](#)

Describe how staff are to assess when one seizure has stopped and another one starts?

[Click here to enter text.](#)

When is 911 to be phoned in response to clusters? (For example: (number) of seizures with in

 minutes **OR** if a cluster of seizures lasts for minutes.)

R
e
s
e
M
e
di
ci
n
e

My child is prescribed a rescue medication: Yes No

If yes, complete the following section:

Note: Rescue medication teaching must be done in collaboration with a regulated health care professional. Instructions for administration will be provided during the training session and should be attached to this plan. In addition, the medication should be documented and stored according to your school board's policy; it is recommended that the medication be stored together with a set of gloves.

Medication	Dose	Route
<input type="checkbox"/> Ativan <input type="checkbox"/> Midazolam <input type="checkbox"/> Diazepam(Diastat) <input type="checkbox"/> Other; please specify: Click here to enter text.	mg	<input type="checkbox"/> Buccal (inside the cheek) <input type="checkbox"/> Rectal <input type="checkbox"/> Other; please specify: Click here to enter text.

Indications: (Write the order as it is prescribed)

[Click here to enter text.](#)

When to call 911:

- give rescue medication and **call 911** simultaneously
- if the seizure has not stopped 2 minutes after rescue medication has been given, **call 911**
- other; please specify [Click here to enter text.](#)

Convulsive seizures are characterized by stiffening, falling, jerking.

Signs of Seizure Activity (list is not all inclusive and may vary each time the child has a seizure):

- Sudden cry or moan
- Stiffness (tonic)
- Rhythmic muscle jerks (clonic)
- Fall without warning
- Shallow or temporary stoppage of breathing
- Cyanosis (skin color turns blue)
- Bite tongue or cheek
- Choking or gurgling sounds
- Excessive drooling
- Loss of bladder or bowel control
- Unresponsive to physical stimulation (e.g. the tickle test)
- Other: [Click here to enter text.](#)

Sig
ns
of
Sei
zur
e
Act
ivit
y

Tr
a
nsf
er
Gu
ide
lin
es

Note: It is most safe for a child to be on the floor, on their side or abdomen during a seizure.

If your child is in a wheelchair, or has mobility challenges the staff must consider, please describe guidelines for transfer during a seizure, including when and how:

[Click here to enter text.](#)

N/A

	Time Based Intervention	Action: Steps in Order
Co nv uls ive Sei zur es: Em erg en cy An d Po st Sei zur e Ca re	If a seizure lasts less than 5 minutes	<p>At the onset of the seizure:</p> <ol style="list-style-type: none"> 1. Remain calm and stay with the child. 2. Time the seizure. 3. Protect the child from injury: <ul style="list-style-type: none"> • lower the child to the floor if they are not already there and position them on their side or abdomen • remove dangerous objects from surroundings • loosen clothing around the child's neck • do not restrain the child • do not put anything in the child's mouth 4. Provide reassurance. 5. If rescue medication is prescribed, give as directed. 6. Call parents as directed in this plan. <p><i>Note: If the child is eating when the seizure starts, do not attempt to remove the food from his/her mouth. Follow the steps listed above. When the seizure stops encourage the child to spit out what is in their mouth.</i></p> <p><u>Post Seizure Care</u></p> <p>Once the seizure stops, then:</p> <ol style="list-style-type: none"> 1. Roll the child onto their side if they are not already there. 2. Talk to and reassure the child and others. Attempt to keep the environment calm and quiet. 3. Re-orientate if needed. 4. Allow the child to rest; do not give food or drink until fully recovered. The child may sleep minutes-hours after a seizure, and may have to go home. 5. Record the seizure: <ul style="list-style-type: none"> • describe observations (e.g. movement, face eyes, respiratory effort) and behaviour before, during and after the seizure • document time of onset and duration of seizure • identify what activities the child was doing when the seizure occurred, including their location. • describe interventions taken by staff, including the time and dose of the rescue medication given if applicable.

--	--	--

C o n v ul si ve S ei zu re s: E m er g e n cy A n d P o s t S ei zu re C ar e	Time Based Intervention	Action: Steps in Order
	<p>If the seizure lasts 5 minutes or longer and/or:</p> <ul style="list-style-type: none"> consciousness and/or regular breathing does not return after the seizure has ended seizures repeat/occur when there is not complete recovery between the end of one seizure and the beginning of another a seizure if confusion persists for longer than one hour as directed by parent, physician, or special patient protocol: please specify: <p>Click here to enter text.</p> 	<ol style="list-style-type: none"> 1. Call 911* this is an emergency Contact parents if they have not yet been notified. Remain calm, provide reassurance, and stay with the child until the paramedics arrive. Record the seizure: <ul style="list-style-type: none"> describe observations (e.g. movement, face eyes, respiratory effort) and behaviour before, during and after the seizure document time of onset and duration of seizure identify what activities the child was doing when the seizure occurred, including their location <p>*Rescue Medication Reminder (if applicable):</p> <p>Administer at <input type="text"/> minutes and phone 911:</p> <p><input type="checkbox"/> simultaneously</p> <p><input type="checkbox"/> in two minutes if the seizure has not stopped</p> <p><input type="checkbox"/> other, please specify:</p> <p>Click here to enter text.</p>
N o		

n- C o n v u l s i v e S e i z u r e s	<p><u>Non-convulsive seizures</u> are characterized by staring blankly, confusion, unresponsive, repetitive, purposeless movements. Non-convulsive seizures may spread to other areas of the brain and a convulsive seizure may follow.</p> <table border="1" data-bbox="326 401 799 1030"> <thead> <tr> <th data-bbox="326 401 799 443">Signs of Seizure Activity</th><th data-bbox="799 401 1517 443">Action: Steps in Order</th></tr> </thead> <tbody> <tr> <td data-bbox="326 443 799 1030"> <p>If applicable, describe how your child typically presents with this type of seizure: Click here to enter text.</p> </td><td data-bbox="799 443 1517 1030"> <p>At the onset of the seizure:</p> <ol style="list-style-type: none"> 1. Stay calm, and let the seizure take its course. 2. Time the seizure. 3. Protect the child from injury <ul style="list-style-type: none"> • move dangerous objects out of the way • do not restrain the child • gently guide the child away from danger/block hazards • encourage the child to lay in the recovery position 4. If rescue medication is prescribed, give as directed <p>Call parents as directed in this plan.</p> </td></tr> </tbody> </table>	Signs of Seizure Activity	Action: Steps in Order	<p>If applicable, describe how your child typically presents with this type of seizure: Click here to enter text.</p>	<p>At the onset of the seizure:</p> <ol style="list-style-type: none"> 1. Stay calm, and let the seizure take its course. 2. Time the seizure. 3. Protect the child from injury <ul style="list-style-type: none"> • move dangerous objects out of the way • do not restrain the child • gently guide the child away from danger/block hazards • encourage the child to lay in the recovery position 4. If rescue medication is prescribed, give as directed <p>Call parents as directed in this plan.</p>
Signs of Seizure Activity	Action: Steps in Order				
<p>If applicable, describe how your child typically presents with this type of seizure: Click here to enter text.</p>	<p>At the onset of the seizure:</p> <ol style="list-style-type: none"> 1. Stay calm, and let the seizure take its course. 2. Time the seizure. 3. Protect the child from injury <ul style="list-style-type: none"> • move dangerous objects out of the way • do not restrain the child • gently guide the child away from danger/block hazards • encourage the child to lay in the recovery position 4. If rescue medication is prescribed, give as directed <p>Call parents as directed in this plan.</p>				
N o n- C o n v u l s i v e S e i z u r e s	<table border="1" data-bbox="326 1224 799 1898"> <thead> <tr> <th data-bbox="326 1224 799 1436"></th><th data-bbox="799 1224 1517 1436"></th></tr> </thead> <tbody> <tr> <td data-bbox="326 1436 799 1898"></td><td data-bbox="799 1436 1517 1898"> <p><u>Post Seizure Care</u></p> <p>Once the seizure stops, then:</p> <ol style="list-style-type: none"> 1. Talk to and reassure the child and others. 2. Record the seizure <ul style="list-style-type: none"> • describe observations (e.g. movement, face eyes, respiratory effort) and behaviour before, during and after the seizure. • document time of onset and duration of seizure • identify what activities the child was doing when the seizure occurred, including their location • describe interventions taken by staff, including the time and dose of the rescue medication given, if applicable. <p>Call 911 at 5 minutes if there are still signs of seizure activity, or as directed by parent, physician, or special patient protocol. <i>Please specify:</i> Click here to enter text.</p> </td></tr> </tbody> </table>				<p><u>Post Seizure Care</u></p> <p>Once the seizure stops, then:</p> <ol style="list-style-type: none"> 1. Talk to and reassure the child and others. 2. Record the seizure <ul style="list-style-type: none"> • describe observations (e.g. movement, face eyes, respiratory effort) and behaviour before, during and after the seizure. • document time of onset and duration of seizure • identify what activities the child was doing when the seizure occurred, including their location • describe interventions taken by staff, including the time and dose of the rescue medication given, if applicable. <p>Call 911 at 5 minutes if there are still signs of seizure activity, or as directed by parent, physician, or special patient protocol. <i>Please specify:</i> Click here to enter text.</p>
	<p><u>Post Seizure Care</u></p> <p>Once the seizure stops, then:</p> <ol style="list-style-type: none"> 1. Talk to and reassure the child and others. 2. Record the seizure <ul style="list-style-type: none"> • describe observations (e.g. movement, face eyes, respiratory effort) and behaviour before, during and after the seizure. • document time of onset and duration of seizure • identify what activities the child was doing when the seizure occurred, including their location • describe interventions taken by staff, including the time and dose of the rescue medication given, if applicable. <p>Call 911 at 5 minutes if there are still signs of seizure activity, or as directed by parent, physician, or special patient protocol. <i>Please specify:</i> Click here to enter text.</p>				



CAPE BRETON-VICTORIA
Regional School Board



Tri-County Regional School Board
Nova Scotia, Canada



South Shore
Regional School Board



Strait Regional School Board
Excellence in Lifelong Learning



P
o
s
t
S
ei
z
ur
e

Describe your child's feelings/mood/behaviour after a seizure occurs:

[Click here to enter text.](#)

A
u
t
h
o
r
i
z
a
t
i
o
n
s
&
C
o

**Parent/Guardian/Student (if appropriate) Authorization
Re: Consent to Release Information of the Health and/or Emergency Care Plan**



CAPE BRETON-VICTORIA
Regional School Board



Tri-County Regional School Board
Nova Scotia, Canada



Strait Regional School Board
Excellence in Lifelong Learning



n
s
e
n
t
s

I authorize and hereby consent for school staff to use and/or share information found on this form for purposes related to the education, health, and safety of my child. This may include but is not limited to:

1. Display of my child's photograph in hard copy or electronic format so that staff, volunteers, and school visitors will be aware of his/her medical condition.
2. Place a copy of this plan in appropriate locations in the school including storing an electronic copy in my child's confidential record.
3. Communication with school bus operators, or other school designated person(s) providing transportation.
4. Any other circumstances that may be necessary to protect the health and safety of my child.

Date

Parent/Guardian Signature

Date

Student (if appropriate)

Parent/Guardian/Student (if appropriate) Authorization
Re: Consent for Implementation of the Health and/or Emergency Care Plan

I have provided the information above and agree with the identified health care needs, interventions and/or the emergency responses outlined in this plan. I am aware that school staff are not medical professionals and will perform all aspects of the plan to the best of their ability and in good faith.

Date

Parent/Guardian Signature

Date

Student (if appropriate)

Note: It is the parent(s)'/guardian(s)' responsibility to notify the principal if there is a need to change the Health and/or Emergency Care Plan throughout the school year. This authorization may be cancelled upon receipt of written notification to the principal.

Authorizations

Date

Regulated Health Care Professional Signature and Designation

Print Name

Date

Principal

Print Name

Plan is effective on: (insert date)

NOTE: Plans need to be reviewed, updated, and signed annually.