

# Cardiac Emergency Response Plan

*School District Name:* Osseo Area Schools ISD 279

## Purpose and Implementation

The cardiac emergency response plan (CERP) was developed to provide Osseo Area Schools with a comprehensive strategy for the preparation of and response to cardiac emergencies in the school setting in accordance with [Minnesota Statutes 2024, section 121A.035](#) Crisis Management Policy and [Minnesota Statutes 2025, section 121A.241](#) Cardiac Emergency Response Plan (CERP). This plan will be included in a building level crisis management plan under crisis specific procedures for cardiac emergencies.

## List of Abbreviations

| <u>Abbreviations</u> | <u>Definitions</u>               |
|----------------------|----------------------------------|
| AED                  | automated external defibrillator |
| CERP                 | cardiac emergency response plan  |
| CERT                 | cardiac emergency response team  |
| CPR                  | cardiopulmonary resuscitation    |
| EMS                  | emergency medical services       |
| SCA                  | sudden cardiac arrest            |

## Definition of Sudden Cardiac Arrest

The American Heart Association (AHA) defines sudden cardiac arrest (SCA) as a sudden and unexpected loss of heart function where the heart stops beating due to an irregular heart rhythm in persons who may or may not have been diagnosed with a heart condition. When the heart beats abnormally it affects its ability to pump blood which may lead to cardiac arrest vi. Without immediate response and treatment, the person may lose consciousness and collapse, leading to death within minutes.

Signs of sudden cardiac arrest may include one or more of the following:

- Not moving, unresponsive, or unconscious
- Not breathing normally (e.g., may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
- Seizure or convulsion-like movements
- In some cases, SCA may also occur shortly following a firm, sudden, direct hit to the chest.

## Forming a Cardiac Emergency Response Team (CERT)

District CERP Coordinator(s) will include the Health Services Coordinator, Assistant Director of Security and Emergency Management and the Coordinator of Health and Safety to support the overall development, implementation, and evaluation of a written and practiced plan for cardiac emergencies on school grounds.

The school administrator in each building designates staff that are available, willing and preferably certified in CPR and AED use, and may include school nurses, physical education teachers, activities directors, coaches, office and maintenance staff, staff overseeing recess, and any other staff who are present before, during, or after the school day. Best practice suggests including at least five people or 10% of overall staff (AHA, 2025). Minnesota Statutes 2025, section 121A.241, subdivision 2(1).

### Discuss Roles and Responsibilities

Identify and discuss specific tasks within the emergency response team. CERT members should be prepared to assist in multiple roles if necessary to account for when staff are absent or not available at the time of the emergency response.

1. Staff member to call 911
2. Staff member to retrieve the AED
3. Staff member to meet EMS at the quickest entry to access the scene
4. Staff member to clear the area and manage possible crowds
5. Staff members to assist with compressions and AED use
6. Staff member to document the event timeline and transition report to EMS

### Cardiac Emergency Response Team

| Staff Name/Title or Department | CPR/AED Certification Date |
|--------------------------------|----------------------------|
|                                |                            |
|                                |                            |
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|                                |                            |

## Responding to Afterhours Emergencies at School Sponsored Events

In case of a sudden cardiac arrest emergency during after hours events, follow the Medical Emergency protocol in the After Hours Emergency Reference Guide.

### Automated External Defibrillator (AED) Equipment

Automated external defibrillators (AEDs) are devices used to analyze the heart's rhythm and, if necessary, deliver an electrical shock, to restore a normal rhythm. AEDs are lifesaving devices designed to be easy to use with visual and audio guidance.

### Automated External Defibrillator (AED) Locations

AEDs must be placed in high-traffic, accessible locations (e.g., cafeterias, gymnasiums) to ensure **retrieval and delivery ideally within 3 minutes** of notification of the emergency.

### AED Registry

AEDs purchased by the district will be registered with the **National Emergency AED Registry (NEAR)** via [PulsePoint AED](#) according to [Minnesota Statutes 2024, section 403.51](#).

### AED Maintenance

Routine maintenance is provided by the Health and Safety Department with assistance from Building Engineers.

This plan designates the following school staff or department to maintain AED registry and maintenance of equipment including regular safety checks to verify expiration dates for device pads and batteries and to ensure equipment is functioning properly:

| Staff Name/Department                | Responsibility                                                    |
|--------------------------------------|-------------------------------------------------------------------|
| Dale Heckenliable, Health and Safety | AED registry, verify pad/battery expirations, repair and replace. |
|                                      | Monthly safety checks                                             |

## AED Site Map

Site map with indoor and outdoor AED locations

*[Insert or attach site map]*

| AED Location | Nearest High Traffic Area | Co-located Items |
|--------------|---------------------------|------------------|
|              |                           | naloxone         |
|              |                           | naloxone         |
|              |                           | naloxone         |
|              |                           | naloxone         |
|              |                           | naloxone         |

## Communication Plan

### How to Activate the CERT and Local Emergency Medical Services (EMS)

Communication is a critical component in the team's efficient emergency response. The following plan outlines how staff members activate local EMS and the CERT in a consistent manner using overhead page, two-way radio, phone, or other communication device covering all areas of the school's campus, both inside and outside of the facility. with consideration for confidentiality.

- **Initial Alert:** Any staff member witnessing a collapse should immediately call 911
- **Internal Notification:** Activate the CERT via *[insert the school's preferred plan for communication e.g., Overhead Page, Two-Way Radio, Phone, or Raptor Medical Team Assist]*
- **Standard Script:** "There is a cardiac emergency in *[specific location]* and 911 has been called"
- **Building Status:** School will be placed in a **"hold"** for medical emergency to clear hallways

### Integration of Local EMS with School CERP

School administrators and CERT members develop and implement the CERP in cooperation with relevant local emergency responders, school health services and security and emergency management departments, school nurses, athletic staff, and other members of the school or community medical team. The school's CERP with

locations of onsite AEDs is provided, along with facility diagrams and site plans to first responders, as requested. Minn. Stat. 121A.241, subd. 2(4) (2025).

The school administrator has designated *[insert CERT member name]* as the person responsible for updating the CERP annually with Security and Emergency Management.

## Staff Training

### Required Staff Training

Training for staff will be provided each school year to provide education on the Cardiac Emergency Response Plan, how to recognize sudden cardiac arrest, activate EMS, initiate a building's Cardiac Emergency Response Team, perform quality hands only CPR, and know the locations of AEDs on their building campus.

### Voluntary CPR Certification

Certification formally recognizes a person's proficiency in performing CPR and AED use. Certification is obtained through a nationally recognized organization, such as American Heart Association, the American Red Cross, and others, and includes written and hands-on testing of competency.

Emergency Response Team members are encouraged to maintain CPR/AED certification, renewed at least every two years through nationally recognized organizations like American Heart Association or American Red Cross.

District staff and coaches will have the opportunity to become CPR and AED certified through after hours programs provided by the district.

## Student Instruction and Practice

Minnesota law requires grade 7-12 students receive onetime CPR and AED use instruction with hands-on practice as part of the curriculum. Minnesota Statutes 2025, section 120B.236. Schools should consider instructing students on the building's AED locations and how to initiate the emergency response team.

## Annual Drills

Research shows that having a written and practiced CERP with regular practice drills can increase the chance of survival to 70% compared to less than 10% without such practice (Evans, 2024). Minnesota Statutes 2025, section 121A.241, subdivision 2(5) requires schools to conduct **annual drills** involving staff and students. A successful drill is defined by the American Heart Association as full completion of the protocol in **5 minutes or less**.

The school's plan for practice drills is as follows:

| <b>Practice Drill</b> | <b>Staff/Students Involved</b>                  | <b>Location</b> | <b>Date/Time to Complete</b>                  |
|-----------------------|-------------------------------------------------|-----------------|-----------------------------------------------|
| Table Top             | [e.g., CERT, additional staff or student names] |                 | Trimester 1<br>20minutes                      |
| Hands on Simulation   | [e.g., CERT, additional staff or student names] |                 | During Trimester 2<br>Hold Drill<br>10minutes |

## Cardiac Emergency Response Procedure

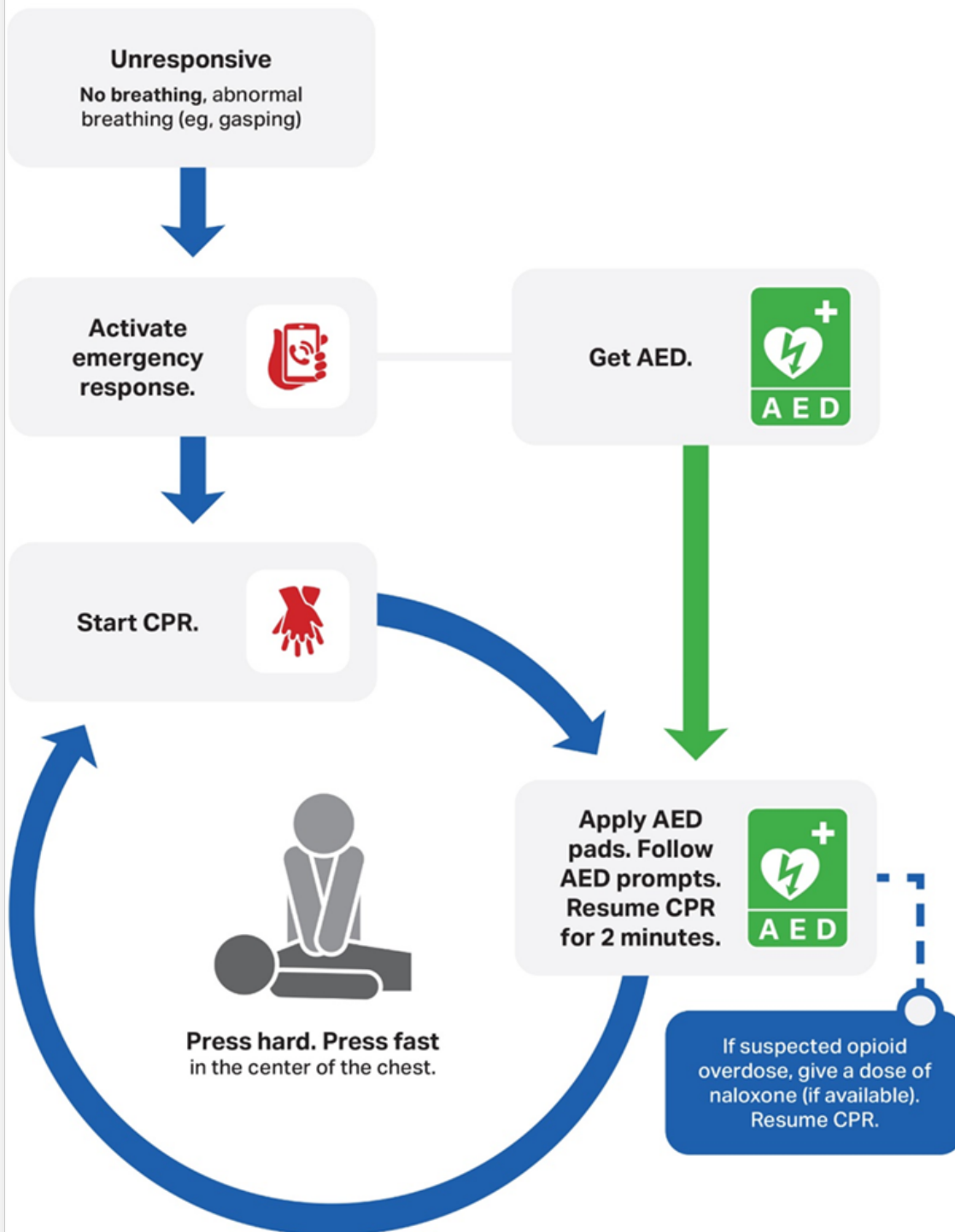
Although most school staff do not have a background in the medical field, it is possible that a situation will arise that requires quick action from staff to successfully respond to a medical emergency. This protocol provides step-by-step guidance that all staff can follow in the event of a cardiac emergency.

**Scenario:** A person is found on the ground, not responding to verbal prompts or physical touch. The person is observed to have abnormal breathing (irregular breaths, gasping, or not breathing at all), and may begin to show seizure-like movements or convulsions. You need to take immediate action.

1. **Recognize signs of SCA** (may include one or more of the following).
  - Not moving, unresponsive, or unconscious
  - Not breathing normally (e.g., irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
  - Seizure or convulsion-like movements
2. **Call 911:** Direct a specific person to call and stay on the line and answer dispatcher questions
  - Provide building address: **[insert school address]** and include closest entry point, if possible, (e.g., “Door A”)
  - Explain the person’s condition and symptoms
  - Listen carefully to the dispatcher for additional guidance
3. **Activate CERT:** Use the internal communication plan to alert the team. *“There is a cardiac emergency in [specific location] and 911 has been called.”*
  - Schools follow communication procedures within the crisis management plan for placing the school or area of the school in a **“hold”** for medical emergency.
4. **Retrieve AED:** Designate a person to retrieve the nearest AED.
5. **Start CPR:** Place the unresponsive person on their back, on a firm, flat surface and begin chest compressions (100-120 per minute).
  - Use 2-hands placing the heel of one hand in the center of the chest, on the lower half of the breastbone, and the other hand directly on top, interlocking fingers (use one hand for smaller adults and children).
  - If you are able and willing to provide rescue breaths, use a barrier mask and provide 2 breaths after 30 compressions.
  - Continue compressions until EMS arrives.
6. **Turn on the AED:** Apply the pads and follow all audio/visual prompts.
7. **Transfer Care:** Report the time found and CPR start time to EMS.
8. **Document:** A designated CERT member must record all event timings and conditions.

# Act Now. Save a Life.

Follow these steps to take action.



## Post-Event Procedures

- **Notification:** Notify emergency contacts following the crisis management plan.
- **AED Data:** Provide AED data to medical providers if requested.
- **After-Action Review:** CERT members should debrief to identify successes and improvements to the plan.
- **Mental Health Support:** Implement a plan for supporting staff and student mental health needs following their participation in or observation of the event. The plan may include support through the Employee Assistance Program or Regional Crisis Response Team (Minnesota Statewide Crisis Management Team).

## Annual Review

The School Board and CERP Coordinator will review this plan annually to ensure it reflects current evidence-based best practices. Minnesota Statutes 2025, section 121A.241, subdivision 2 (6).

Planning and evaluation tools are provided in the MDE Model CERP for Schools, Appendix B.

## Legal References

- Minnesota Statutes 2025, section 121A.241 Cardiac Emergency Response Plan
- Minnesota Statutes 2025, section 121A.035 Crisis Management Policy
- Minnesota Statutes 2025, section 120B.236 CPR and AED Instruction
- Minnesota Statutes 2025, section 403.51 Automatic External Defibrillation; Registration
- Minnesota Statutes 2025, section 604A.01 Good Samaritan Law

## References

American Heart Association. (2025). Cardiac emergency response plan and protocol. [https://cpr.heart.org/en/-/media/CPR-Files/Training-Programs/2025-CERP/Cardiac-Emergency-Response-Plan-and-Protocol042025.pdf?sc\\_lang=en](https://cpr.heart.org/en/-/media/CPR-Files/Training-Programs/2025-CERP/Cardiac-Emergency-Response-Plan-and-Protocol042025.pdf?sc_lang=en)

Evans S, Legg M. (2024). Cardiac emergency response plan: Is your school prepared? NASN School Nurse, 39(4):175-180. <https://doi.org/10.1177/1942602X231201087>

## Resources

**Project ADAM resources.** Adapted from Project ADAM National resources; for additional resources please visit [www.projectadam.com/Heartsafeschools](http://www.projectadam.com/Heartsafeschools).

Children's Minnesota – Project ADAM:

<https://www.childrensmn.org/services/care-specialties-departments/cardiovascular-program/conditions-and-services/project-adam/>