EDEN PRAIRIE SCHOOLS

Inspiring each student every day®

Model Cardiac Emergency Response Plan

(CERP)

Date of Revision: August 10, 2026

Date of Issue: August 10, 2026

Contents

Introduction....3

Model Cardiac Emergency Response Plan 4

Purpose....4

List of Abbreviations.... 4

Definition of Sudden Cardiac Arrest.... 5

Forming a Cardiac Emergency Response Team.... 6

Automated External Defibrillator Equipment 7

Communication of the Cardiac Emergency Response Plan.... 8

Integration of Local Emergency Medical Services with the School Plan.... 8

Training for CPR and AED Use 8

Practice Drill for Cardiac Emergency Response.... 9

Annual Review of the Plan.....9

Protocol for Cardiac Emergency Response 10-12

CPR and AED Instruction for Secondary Students.....13

Legal References.....13

Appendices.....13

Appendix A: Resources for Schools..... 14

Appendix B: Planning and Evaluation of the CERP Program 14

Introduction

The American Heart Association (AHA) reports more than 350,000 cardiac arrests occurring each year outside of the hospital setting[i]. For children and adolescents under the age of 18 years old, an estimated 7,000 to 23,000 deaths occur each year due to a sudden cardiac arrest (SCA), with SCA becoming the leading medical cause of death in student athletes[i, ii, iii]. Evidence has shown survival rates for a SCA event more than doubles with rapid initiation of cardiopulmonary resuscitation (CPR) and automated external defibrillation[iv, v].

In accordance with Minnesota Statutes 2025, section 121A.035, the Minnesota Department of Education (MDE) developed this model cardiac emergency response plan (CERP) to support school districts and charter schools in adopting a written and practiced protocol for the preparation of and response to cardiac emergencies in schools and school sponsored events. This plan provides general guidance and best practices and can be adopted for use with a building-specific crisis management plan for emergency medical response.

This Cardiac Emergency Response Plan (CERP) is based on the model developed through a collaborative effort led by the Minnesota Department of Education (MDE), in partnership with the MDE Equity, Diversity, and Inclusion Center, the Minnesota Department of Health, the American Heart Association–Minnesota, and Project ADAM Minnesota at The Children's Heart Clinic/Children's Minnesota. This version has been adapted to align with the specific needs, available resources, organizational structure, and operational practices of Eden Prairie School District #272.

Beginning in the 2026-2027 school year, a new requirement for school districts and charter schools goes into place for developing a cardiac emergency response plan as detailed in Minnesota Statutes 2025, section 121A.241.

EDEN PRAIRIE SCHOOLS

Inspiring each student every day®

Model Cardiac Emergency Response Plan

Eden Prairie Schools
Date Revised: 8/10/26

Purpose

This model cardiac emergency response plan (CERP) was developed to provide Eden Prairie school district with a comprehensive strategy for the preparation of and response to cardiac emergencies in the school setting in accordance with Minnesota Statutes 2025, 121A.035 Crisis Management Policy and Minnesota Statutes 2025, section 121A.241 Cardiac Emergency Response Plan.

List of Abbreviations

Abbreviations	Definitions
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
SERT	school emergency response team

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

It is important to note that SCA may also occur when a person collapses shortly following a firm, sudden, direct hit to the chest.

Forming a Cardiac Emergency Response Team

The district recommends each school building's School Emergency Response Team (SERT) serve as the main staff team, but not limited to, for any emergency response including cardiac emergency response related events. Supplemental members may be identified by school leadership.

The school Principal in each building will select a cardiac emergency response team (CERT) that will be trained to respond to emergency medical situations. This team should include members that are available and willing adults, preferably certified in CPR and AED use, who are responsible for developing, implementing, and annually reviewing the school's adopted CERP.

School administrators may consider including school nurses, physical education teachers, activities director, athletic trainers, coaches, staff overseeing recess, and any other staff who are present before, during, or after the school day. While this team leads the emergency medical response, it is important that all school staff are familiar with the CERP and their role in responding to a cardiac emergency. As an example, any staff member who witnesses a person unexpectedly collapse should know how to recognize a cardiac arrest, initiate a building's emergency medical response, call 9-1-1 to activate emergency medical services (EMS), and know where the AEDs are located inside and outside of the building.

Additional Considerations

To ensure a timely response, it is recommended that schools consider building CERTs with enough staff members to account for periodic absences and staff turnover. CERT members will be required to step away from their regular job duties to assist in a cardiac emergency and consideration should be given for classroom coverage in those instances.

In addition to establishing clear team roles and responsibilities, effective communication is essential to an efficient emergency response. CERT members should utilize all available communication tools to rapidly notify team members, coordinate response activities, and communicate resource or support needs. Primary communication tools include two-way radios, the Raptor Alert app, the Public Address (PA) system, district

telephones, and cell phones. Using these systems effectively helps ensure timely information sharing, coordinated decision-making, and an organized response during emergencies. For more information on available communication tools please refer to Communication Tools Slide Deck 2026/27.

Members of this school building's Cardiac Emergency Response Team are listed below. The appropriate leadership should save a copy of this document and store it in the Google Drive Folder here:
Shared Folder: Cardiac Emergency Response Plan (CERP)

Cardiac Emergency Response Team

Staff Name	CPR/AED Certification Date

Automated External Defibrillator 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.

Procurement

AEDs and AED accessories located in common areas are purchased, tracked, and maintained by the Facilities, Safety & Grounds Department. AEDs located in health offices are tracked and maintained through a partnership between Health Office staff and the Facilities, Safety & Grounds Department. AED needs for repairs or replacement parts should contact the Facilities, Safety & Grounds Department for assistance.

Placement

AEDs should be stored in an unlocked case and ensure accessibility for people of all abilities with installation in high traffic areas of the school building like cafeterias and gymnasiums. The device's readiness indicator should be facing outward and visible with signage that clearly indicates the location of the device with AED use instructions available in languages relevant to the school community. The American Heart Association recommends, and Minnesota state law requires, that schools place AEDs in accessible locations throughout the campus to allow for retrieval and delivery to the scene ideally within 3 minutes of being notified of a potential cardiac emergency [vi]. Minnesota Statutes 2025, section 121A.241, subdivision 2(2).

School districts and charter schools must address how school staff will respond to cardiac emergencies at school-sponsored activities, including athletic events on or off school grounds. Minnesota Statutes 2025 , section 121A.241, subdivision 2(7). The plan should provide for AED availability at athletic practices and events.

School sponsored events, Athletics and Activities maintain emergency response plans for both on-campus and off-campus events.

Eden Prairie School District building AEDs are equipped with adult and pediatric pads available in each case for use if needed. If pediatric pads are not available, adult AED pads may be used [vi].

The CERP protocol should include a site map with AED locations both inside and outside of buildings.

Maintenance

The District determines best practices for proper installation and maintenance of AEDs, including a process for documenting regular safety checks to verify expiration dates for the device's pads and batteries and to ensure the device is functioning properly. The District routinely monitors and tracks the proper function and maintenance of the equipment in common areas. Minnesota Statutes 2025, section 121A.241, subdivision 2(3).

Registry

Eden Prairie Schools Facilities and Safety department registers all AEDs located in publicly available common areas. PulsePoint AED (as of 7/22/26: National Emergency AED + Resource (NEAR) Registry app

Minnesota Statutes 2025, section 403.51, states that a person who purchases or obtains a public access AED shall register that device with an AED registry within 30 working days of receiving the AED. School districts and charter schools can register their public access AEDs with the National Emergency AED Registry (NEAR) through the PulsePoint Foundation at PulsePoint AED (as of 7/22/26: National Emergency AED + Resource (NEAR)

Registry app). Questions regarding AED registry can be directed to the PulsePoint Support Team at support@pulsepoint.org.

Communication of the Cardiac Emergency Response Plan

The school's adopted CERP should be distributed broadly as a part of the building's overall crisis management plan to all staff and relevant local emergency responders at the start of each school year. Minnesota Statutes 2025, section 121A.241, subdivision 2(4). School administrators may designate a CERT member as the person responsible for the updating and distribution of the CERP.

The designated locations of the CERP will be posted near or inside the AED compartments, health offices, activities offices, and in main offices.

Training for CPR and AED Use

School Emergency Response Teams (SERTs) will serve as the primary Cardiac Emergency Response Team (CERT), with additional support provided by staff trained in CPR and AED use.

CPR training

Training is the educational process of learning how to recognize sudden cardiac arrest, perform chest compressions **(Hands-Only CPR)**, and use an AED. School staff and coaches are encouraged to participate in annual CPR and AED education to strengthen school-wide readiness and ensure a timely response that meets CERT roles of CPR initiation, AED retrieval, and 911 notification. Annual training should include **review of the CERP, recognizing the signs of cardiac arrest, understanding how to initiate the emergency response team, and knowledge of where AEDs are located inside and outside the building** [i, vi].

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 the American Heart Association, the American Red Cross, among others, and includes written and in-person hands-on testing. Schools should strongly consider CPR and AED certification for CERT members and renew certification at least every two years to maintain competency. Certification is also recommended for coaches and others who regularly supervise student physical activity.

Nationally recognized cardiovascular care organizations offer certification courses in traditional classroom settings and blended formats that combine online learning with in-person practice and testing.

Scheduling
Contact Choua Lee to schedule your team's CPR/AED Certification class.

Class Size
Minimum of 4 participants required to run a class. Maximum capacity is 12 participants per session.

Duration
Each training session is five hours long. Typically runs from 8:30 AM - 1:30 PM. Later start times (1:30/2:30 PM) may be requested via Choua.

Facilities/Safety Covered Certification

Facilities and Safety will cover the certification costs ($40) for the groups below. Facilities and Safety does not cover the training time pay for these groups as this should be paid by the site/department the employee works under. With all other roles/groups, each site/department will need to cover the cost of the certification ($40) and the training time pay. We ask that department/site administration give approval to their staff before they register since you'll need to approve the certification cost as well as the training pay. Community Ed will request budget codes to collect the certification costs.

- Special Education Teachers
- Special Education Paraprofessionals
- Licensed School Nurses
- Health Office Paraprofessionals
- Coaches/Trainers
- Bus Drivers
- Health Para Substitutes
- Security Monitors

Practice Drill for Cardiac Emergency Response

Developing and implementing a written and practiced CERP in schools is critical for saving lives and ensures a coordinated and timely response for cardiac emergencies. Research shows that having a CERP in place and conducting regular practice drills can increase a person's chance of survival to 70% compared to less than 10% without such practice [vii].

For schools to be fully prepared to respond to a cardiac emergency, annual drills for school staff and students should be incorporated into the CERP [i, iii, vi]. Minnesota Statutes 2025, section 121A.241, subdivision 2(5). The American Heart Association describes a successful cardiac emergency response drill as full completion of the CERP protocol in 5 minutes or less. Schools should perform at least one drill annually, while two or more are recommended by the AHA, noting that one of the drills may include a tabletop exercise with participation of CERT members and school staff [vi]. The drills allow the response team time to practice key elements of the plan including effective communication, availability of CPR/AED certified responders, identification of roles and responsibilities, access to AEDs, and coordination with onsite and community medical responders.

Practice drills should be included in a building level crisis management plan under crisis-specific procedures for cardiac emergencies.

Annual Review of the Plan

School Boards are required to conduct an annual review and evaluation of the CERP, focusing on ways to improve the effectiveness of the plan. Minnesota Statutes 2025, section 121A.241, subdivision 2(6). This evaluation may include post-event feedback from after-action reviews. Annually, the District's CERP Coordinator(s) and building CERT members should review and update the CERP based on current evidence based best practices for responding to a cardiac emergency.

Protocol for Cardiac Emergency Response

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 an event of a cardiac emergency. Immediate action is critical when responding to a sudden cardiac arrest event.

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).

    a. Not moving, unresponsive, or unconscious
    b. Not breathing normally (e.g., may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
    c. Seizure or convulsion-like movements

2. The first school staff to observe the unresponsive person **calls 9-1-1 or designates another adult to call 9-1-1.**

    a. Provide school building address (click on dropdown below and select your site address):

    Eden Prairie High School: 17185 Valley View Rd, Eden Prairie, MN 55346

    b. Explain person's condition/symptoms

    c. Listen carefully to the dispatcher for additional guidance

    d. Stay on the line and answer dispatcher questions

3. Radio for assistance and initiate, or direct someone else to initiate, a Raptor Alert SRP: **Hold**. Use a calm, clear voice to call the office and state, ***"There is a cardiac emergency in [name specific location within the building] and 911 has been called."***

    - Available communication tools: Radios, Public announcement system (PA System), Raptor Alert, phones (cell or site).

4. The school staff that finds the unresponsive person should also designate someone to retrieve and deliver an AED from the nearest location to the emergency. Often a team member enroute to the scene can retrieve the AED the fastest.

5. The first staff member at the scene of the emergency should start CPR (Hands-Only CPR if not CPR certified is an effective response and increases chance of survival until a CERT member or EMS arrive on scene)

    a. Place the person on their back on a firm flat surface.
    b. Using 2-hands place the heel of one hand in the center of the chest, on the lower half of the

breastbone, with the other hand directly on top (or one hand for smaller children), pushing hard and fast to a depth of about 2 inches (or one-third the depth of the chest for smaller children). You can lift or interlock fingers to keep them off the chest.

c. 100-120 compressions per minute, allowing the chest to rise fully between compressions.

d. If you are able and willing to provide rescue breaths, use a CPR barrier mask and provide 2 breaths after 30 compressions.

e. Continue compressions until help arrives.

6. CERT members should report to the emergency location and respond based on roles and responsibilities assigned, ensuring CPR certified staff remain on scene and additional staff are securing the location and available at entry points to quickly direct EMS personnel to the scene.

7. When the AED arrives, turn the device on immediately. Follow the AED's visual and audio prompts for pad placement and shock advisement.

- Note: the AED will only deliver electrical shocks if advised by the device. Continue CPR, rotating staff doing chest compressions as needed, until the person becomes responsive, or EMS takes over.

8. Transfer care to EMS upon their arrival reporting the time the unresponsive person was found and when CPR began.

9. A CERT member should be designated to document the emergency, noting the time the event began. When CPR was initiated, when and if the AED delivered a shock, the time EMS arrived on scene and assumed control of the emergency response, and the person's condition when care was transferred to EMS.

- Cardiac Response Documentation Table on next page.

10. Following the communication procedures outlined in the building's crisis management plan, a school administrator or office staff should notify emergency contacts for the unresponsive person.

Special Considerations:

Medical providers evaluating the person following the emergency response may request information about what the person was doing at the time of the event as well as retrieval of data from the AED to determine proper treatment. EMS personnel may request that the school send the AED with the person to the hospital. Schools should have a plan for returning the AED back to campus.

CERT members should allow for time following the event to debrief the outcome of the cardiac emergency and complete an after-action review to identify successes and areas for improving future emergency medical response, updating plans and protocols accordingly. School boards are required to annually review and evaluate the effectiveness of the plan.

Cardiac Emergency Response Documentation	Time	Completed By / Notes
Designated CERT Recorder:		
Cardiac emergency identified		
9-1-1 called		Caller: _____
CERT activated		
CPR initiated		By: _____
AED applied		By: _____
AED analysis completed		
AED Shock #1 delivered (if applicable)		☐ Yes ☐ No
AED Shock #2 delivered (if applicable)		☐ Yes ☐ No
Additional AED shock(s) delivered (if applicable)		
Return of spontaneous circulation (ROSC), if achieved		
EMS arrived on scene		Agency: _____
EMS assumed patient care		Lead Provider: _____
Patient condition at transfer to EMS		
Incident concluded		

CPR and AED Instruction for Secondary Students

School districts must provide onetime cardiopulmonary resuscitation and automatic external defibrillator instruction as part of their grade 7 to 12 curriculum for all students in that grade beginning in the 2014-15 school year and later. Training and instruction under this section need not result in cardiopulmonary resuscitation certification. Minnesota Statutes 2025, section 120B.236a.

Legal References

Minnesota Statutes 2025, section 121A.241 Cardiac Emergency Response Plan
Minnesota Statutes 2025, section 120B.236 Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction

Minnesota Statutes 2025, section 121A.035 Crisis Management Policy

Minnesota Statutes 2025, section 403.51 Automatic External Defibrillation; Registration
Minnesota Statutes 2025, section 604A.01 Good Samaritan Law

Appendices

Appendix A: Resources for Schools

Table 1: Available resources for schools implementing a cardiac emergency response plan.

Organization	Provided Resource	Web Address
American Heart Association	Implementation guide to assist with developing action plans, practice drills, and evaluation materials including a school checklist	https://cpr.heart.org/en/training programs/cardiac-emergency-response-plan-cerp
Project ADAM Minnesota	Free assistance in creation and implementation of a practiced CERP	https://www.childrensmn.org/services/care specialties-departments/cardiovascular program/conditions-and-services/project-adam/
Parent Heart Watch	Toolkit templates and trainings for school and athletic staff, and programs providing AEDs to schools	https://parentheartwatch.org/resources/sca prevention/cardiac-emergency-response-plan/ https://parentheartwatch.org/programs/get charged-up/

Sudden Cardiac Arrest Foundation	National funding resources for AEDs and school-based CPR/AED education programs	https://www.sca-aware.org/campus/funding sources-for-schools

Appendix B: Planning and Evaluation of the CERP Program

Project ADAM resources. Adapted from Project ADAM National resources; for additional resources please visit https://www.projectadam.com/Heart-safe-schools.

- CERP Program Checklist
- Building a Cardiac Emergency Response Team
- Choosing an AED
- AED Location: Placement Assessment
- AED Maintenance Log
- Drill Checklist
- How to Plan and Execute a Cardiac Emergency Response Drill
- Incident AED Report Form
- Post Sudden Cardiac Arrest (SCA) Incident Debriefing

[i] American Heart Association. (2023). *Cardiac emergency response planning for schools: A policy statement 2023.* https://www.heart.org/-/media/Files/About-Us/Policy-Research/Policy-Positions/CPR-and-AED/Cardiac Emergency-Planning-for-Schools.pdf

[ii] Harmon, K. G., Asif, I. M., Maleszewski, J. J., Owens, D. S., Prutkin, J. M., Salerno, J. C., Zigman, M. L., Ellenbogen, R., Rao, A. L., Ackerman, M. J., & Drezner, J. A. (2015). Incidence, cause, and comparative frequency of sudden cardiac death in National Collegiate Athletic Association athletes: A decade in review. *Circulation, 132*(1), 10-19. https://doi.org/10.1161/CIRCULATIONAHA.115.015431

[iii] Parent Heart Watch. (2023). *Out-of-hospital cardiac arrest in youth. Estimated from various sources*. https://parentheartwatch.org/resources/incidence-of-sca-in-youth/

[iv] Sasson, C., Rogers, M. A., Dahl, J., Kellermann, A. L. (2010). Predictors of survival from out-of-hospital cardiac arrest: A systematic review and meta-analysis. *Circ Cardiovasc Qual Outcomes*, *3*(1):63-81. https://doi.org/10.1161/circoutcomes.109.889576

[v] Weisfeldt, M. L., Sitlani, C. M., Ornato, J. P., Rea, T., Aufderheide, T. P., Davis, D., Dreyer, J., Hess, E. P., Jui, J., Maloney, J., Sopko, G., Powell, J., Nichol, G., Morrison, L. J., & ROC Investigators (2010). Survival after application of automatic external defibrillators before arrival of the emergency medical system: Evaluation in the resuscitation outcomes consortium population of 21 million. *Journal of the American College of Cardiology*, *55*(16), 1713–1720. https://doi.org/10.1016/j.jacc.2009.11.077

[vi] 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

[vii] 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