

**EAST GRAND FORKS
PUBLIC SCHOOLS
ISD 595**

DISTRICT CRISIS PLAN

East Grand Forks School District #595
District Crisis Committee

Kevin Grover	Superintendent
Tina Haaven	New Heights
Carl Adolphson	South Point
Beth Vetter	Central Middle School
Bruce Nelson	Senior High
Mike Dschaak	Building and Grounds
Cody Hlavka	Transportation Director
Christy Carlstrom	District Nurse
Nick Gunderson	School Resource Officer
Lynn Brott	School Board Chair

INTRODUCTION

The intent of this Crisis Management Plan is to provide guidelines, structure, and a process for dealing with a range of crisis situations which may interrupt the normal operation of school at our building sites and/or in our community. This plan provides a process to deal with any situation that has the potential to result in physical injury to one or more students, staff, or community members. This manual details what the East Grand Forks school personnel will do to prevent and manage crises and to minimize their impact on our school community. **This document also incorporates the district Cardiac Emergency Response Plan (CERP).**

Crisis situations may develop despite preventative measures; *this Crisis Management Plan contains a systematic approach to managing and responding to crises and is to be the blueprint utilized by teachers, administrators, support staff, and community members to protect and care for students.*

Crisis situations which may arise that require intervention, management, and response by our staff are as follows:

- 1. threats to students and/or staff members**
- 2. assault or kidnapping of students or staff**
- 3. bomb threats**
- 4. natural disasters**
- 5. medical emergency**

The key elements of this plan involve the following:

- Keeping our students and staff safe and protected;**
- Dealing effectively and fairly with the news media;**
- Stopping the rumor mill (internally and externally):**
- Informing district staff using information channels to communicate effectively;**
- Identifying the specific role of each member of the school staff during a crisis.**

The Crisis Management Plan provides for crisis communication strategies which include the following:

- Procedure to alert and communicate with key stakeholders immediately of the crisis, its management, and our response;**
- Establishment of a centralized spokesperson and notification of the entire staff of who that individual is;**
- Process to determine and verify the facts:**
- Follow-up information and actions to be taken by the district in a crisis.**

ROUTINE BUILDING SECURITY PROCEDURES

The school district has in place a daily non-crisis building security plan/practice which applies to all building sites each day and is as follows:

1. Securing Exterior Doors:

- 1.1 During the instructional day, all exterior doors remain locked.**
- 1.2 Custodial staff members are responsible for limiting access to building zones not authorized for use at after-school and evening activities and during those before-school and after-school times. Furthermore, custodial staff members at all four sites are responsible to ensure that all exterior doors remain locked and operational.**
- 1.3 All advisors, coaches, and school/community groups utilizing building space after hours and on weekends are responsible for re-securing doors, limiting participant access to the used areas of the buildings only, and assuring that the buildings are clear and locked prior to leaving the building site. The supervisor must always be the last person out of the building.**
- 1.4 No one is authorized at any time to wedge open a door to allow individuals to enter the building for practices, school activities, meetings, etc.**

2. Parents, Vendors, and Other Visitors to Building Sites:

- 2.1 All visitors are required to enter through door 1 and report directly to the building site administrative office to register. Each visitor must return to the office and check out when they are leaving.**
- 2.2 Substitute teachers, student teachers, and guest speakers must register at the administrative offices and be identified to staff. Parents must also register at the administrative office prior to visiting with a teacher or visiting a classroom.**
- 2.3 Each building site will display signs to direct visitors to the office.**

LOCKDOWN

EMERGENCY BUILDING SECURITY PROCEDURES

1. The Building Principal or designee will call for the “Lockdown” status:

1.1 The following notification will occur immediately upon implementing a “LOCKDOWN”:

Law enforcement will be called concerning the threat/crisis with a request for police officers to be present on the school site campus. Call 911 or 773-1104

The Principal will immediately notify the District Superintendent of the “LOCKDOWN” status.

The Superintendent will notify all other school sites and may notify the school’s district crisis team members not present in the building.

2. A “LOCKDOWN” will require the following actions to occur immediately:

2.1 All exterior doors including the main entrances to the building will be locked;

2.2 Classroom procedure:

- All classroom doors will be locked by staff; only via the intercom will the door be authorized to be opened during the “LOCKDOWN” status; classes will not leave the room until released by the Principal or his/her designee on the intercom, room phone or unlocked by law enforcement.
- Staff will close all windows, pull all shades, and turn off lights.
- Staff will move all students to a safe location in the classroom. This location should be away from the door and windows.
- Staff should not use phones in the rooms except in extreme circumstances.
- Physical Education staff will take students to locker rooms or classrooms and lock the doors. If classes are outside, they will proceed to the designated evacuation site for that building. Do NOT go back into the school building.
- Take attendance and note students missing.
- Do not respond to knocks on the door until “LOCKDOWN” status has been removed.

2.3 Contact all students in community-based programs not to return to the school site until notified by school personnel; those school programs include job shadowing, post-secondary options, Alternative School, and field trips.

2.4 The Superintendent will determine whether the “LOCKDOWN” status should be implemented at other building sites in the district;

2.5 The “LOCKDOWN” status will be removed by the Superintendent once the threat/crisis is determined to have passed;

2.6 The Superintendent and Transportation Director will determine whether changes in school transportation are needed(dropping and/or picking up students at each of the sites);

- 2.7 “LOCKDOWN” practice drills will be scheduled annually. Parents may be notified prior to the drills. (5 drills annually per building)
- 2.8 The District Emergency Planning/Response Team shall convene yearly to review and update this plan.
3. “LOCKDOWN” procedures for non-class times: (Before school, after school, lunchtime, and times between classes)
- 3.1 Students should quickly proceed to the closest classroom.
- 3.2 Staff should direct students into classrooms as quickly as possible and then lock the doors.
- 3.3 Staff should take attendance of students in their classrooms.
- 3.4 If students exit the building, they should proceed to the school’s evacuation site where they can be documented as safe.
- 3.5 Superintendent will contact evacuation sites to alert them to possible students arriving. Arrange for personnel to be at the evacuation site to account for any students arriving and to assist with them.
- If students are in the cafeteria, refer to the explanation below:
- 3.6 Elementary schools – students should be brought to the gymnasium or the two music rooms;
- 3.7 Middle school – stay in cafeteria and secure doors;
- 3.8 High school – direct to gymnasium and secure doors.
- 3.9 Look for directions from school personnel. Also consider exiting the cafeteria to: the courtyard, gym, classroom hallways, and outside doors.
4. Points to be Stressed with Students
- 4.1 In any emergency, people who remain calm think more clearly and make better decisions.
- 4.2 If you are able to exit the building, please identify yourself to authorities as you come outside and keep your hands above your head. Remember, the authorities are looking for a suspect.
- 4.3 Most young people who commit school violence share their thoughts with someone beforehand. Report any information that you may receive or hear about a possible attack or planned violence to counselors or administration.
- 4.4 If you leave the building, report to an evacuation site so authorities know that you are safe.
5. “Stay Put” - this will be used in order to keep students in the classroom, conducting business as usual in the classroom. The purpose is to alleviate unnecessary traffic during crisis situations. Examples of when this might be used are medical emergencies, an individual in crisis, etc.
- 5.1 Lock classroom door.
- 5.2 Staff and students remain in the classroom, shades and blinds closed.

- 5.3 Announcement will be made to end the “Stay Put”.
During “Stay Put,” a response team may be called to assist.

6. “Teach On” - this will be used when a crisis is occurring in the vicinity of the school.

- 6.1 Exterior doors are locked.
6.2 No one is allowed to leave or enter the building.
6.3 Announcement will be made to end the “Teach On”

7. “Code Blue” - “Stay Put”

7.1 Close classroom door - Lock door

7.2 Staff and students remain in classroom

7.3 CERT team respond to identified location. Assigned staff grab defibrillator.

EMERGENCY BUILDING EVACUATION PROCEDURES

This procedure should be implemented when a crisis demands that all personnel evacuate a school building immediately.

1. Procedure for receiving a threatening call (bomb threat, swatting, etc):

- DO NOT HANG UP
- DO NOT PUT ON HOLD
- Make effort to keep conversation going
- Ask:
 - a. Location of bomb
 - b. Time to go off
 - c. Is it in the open
 - d. Kind of bomb
 - e. Size of bomb
 - f. How did it get into the building
 - g. Why was it put there
 - h. Name of caller
- LEAVE PHONE OFF HOOK
- Call the police
- Notify Principal, Assistant Principal, Counselor
- Principal will notify Superintendent
- Initiate “Lock Down”
- Instructors make a visual check of classroom for suspicious items
- Take roll call to see if all class is present
- All teachers are responsible for their own class
- Evacuation sites for schools:
 - Senior High-Our Savior’s Lutheran Church

Alternative Site=New Heights
(If weather permits, evacuate to football field)
Central Middle School=South Point
Alternative Site=Civic Center
South Point=Middle School
Alternative Site=Civic Center
New Heights=Our Savior's Church
Alternative Site=Senior High

- Remain with students until notified by Superintendent's Office

IF A BOMB IS FOUND, DON'T TOUCH IT. NOTIFY PRINCIPAL, WHO WILL NOTIFY THE POLICE, SUPERINTENDENT, AND/OR CIVIL DEFENSE.

2. How to handle a threatening, harassing, prank call:

- Report to the principal, assistant principal, or counselor.
- Principal or designee will report the call to the police.

BUILDING SITE PLANS

EMERGENCY RESPONSE TEAMS

In most cases, the Principal or designee is responsible for coordinating the first response to an event at his/her respective building site. In rare cases, the Principal may determine the appropriate response independent of input from others; if possible, he/she may consult with the core district crisis team. Each building site will establish a response team which will be responsible for helping in the coordinating, directing, and implementing of the crisis plan.

Senior High Response Team:

Brian Loer
Bruce Nelson
Lori Beck
Erin Terpstra
Ryan Kasowski (c/b Paula Devine)
Kyle Hanson (c/b Paul McGlynn)
Mike Mahar (c/b Paul McGlynn)
Matt Palmiscino (c/b Bryan Perkins)
Kyle Thompson (c/b Andrew Huovinen)
Charles Rognerud (c/b Sara Hillier)
Nick Gunderson
Cody Hlavka

Central Middle School Response Team:

Matt Torgerson
Beth Vetter
Lori Gast/Wendy Kallock
Christine Hert-Triggs
Jake Wesoloski
Todd Lauzon
Brent Farder
Jason Graves
Danika Pearson
Mike Dschaak
Christy Carlstrom
Cody Hlavka

Mike Dschaak
Christy Carlstrom

Nick Gunderson

Preschool at CMS:

Laura Thorvilson
Nicole Pecka
Kelly Zabriskie

South Point Elem. Response Team:

Melissa Kroetsch
Carl Adolphson
DeAnn Phelps/Roberta Yanish
Trisha Fore
Tyler Barrett
Neil Nagle
Kate Line
Allie Brown
Chelsea Battle
Michelle Graves
Nick Gunderson
Christy Carlstrom
Cody Hlavka
Melody Olstad

New Heights Elem. Response Team:

Cierra Hangsleben
Tina Haaven
Jodi Boushee/Lacey Millette
Rachel Hemsing
Emily Tutland
Keeley Peterson
Trista Schrage
Kendra Hatcher
Katie Kimbro
Beth Hulst
Mike Dschaak
Corey Sigette
Nick Gunderson
Christy Carlstrom
Cody Hlavka

FYI - In case of a need for the Response Team to be organized, it will be called by Classroom via use of radios, text, and/or email when appropriate or intercom. Announcement will state "Response Team to - *name the classroom by teacher* -"

WHEN A BUILDING SITE INCIDENT/CRISIS OCCURS

1. All information from staff, students, or others regarding a crisis situation must be directed to the Principal first. The Principal will:
 - a. attempt to verify the information by communicating with the individual(s) reporting the incident and/or calling parents, law enforcement, and others.
 - b. communicate with the Superintendent to determine if the incident requires action or:
 - c. call for "LOCKDOWN" or "EVACUATION" immediately if he/she determines the situation warrants this action.

2. The Superintendent or designee will manage all media inquiries and contacts. **IN NO EVENT SHALL MORE THAN ONE PERSON COMMUNICATE ON BEHALF OF THE DISTRICT TO THE MEDIA.**
3. Implement communication of verified information to staff and students/district. Contain gossip and speculation and protect the privacy of the person(s) involved to the extent possible.
4. Make arrangements to assist students and staff in coping with the crisis; depending upon the crisis situation, the core team may set up a critical incident debriefing session immediately after the crisis incident is resolved to assist those involved.

INCIDENT/CRISIS SCENARIOS

I. Response to person with a weapon or similar threat:

When a threat of harm to students or staff is identified at any of the building sites by the Principal, a “LOCKDOWN” will be implemented immediately. A “LOCKDOWN” is implemented at the sole discretion of the Principal in emergency situations; the Principal may then involve the building response team in implementation.

- Principal will call for “LOCKDOWN”.

II. If a staff member/student hears gunshots or sees someone with a weapon in the building:

Do not investigate the situation; call the office immediately and report the incident. Give a description of the person and your location in the building.

- Principal will call for “LOCKDOWN”.

III. Armed individual comes into the classroom:

- Notify the office if possible via phone, P.A., or runner (Call “LOCKDOWN”).
- Do as the gunman demands.
 - Do not make sudden moves which could frighten the subject (Ask permission to move).
 - Never argue
 - Take your time.
 - Keep your students as calm as possible.
 - Physical force should not be used unless someone’s life is in imminent danger.

- Talk to the gunman.
 - Learn as much as you can about the gunman
 - Keep the gunman's attention on you, not on your students.
 - If more than one person is involved, concentrate on only one person.
- Be observant.
 - Mentally record a detailed description of the individual and the weapon.
 - Identify a distinctive feature and continue to concentrate on that one item.
 - Remember what objects the intruder touches and preserve them for law enforcement.
 - Preserve the crime scene and never touch, move, or disturb any possible evidence or objects at that site.

RESPONSES TO OTHER CRISES

1. Attempts by an individual or individuals to remove students from the school campus without appropriate authorization:

- Once the Principal verifies that such an incident occurred, law enforcement will be notified.
- Upon validation by law enforcement, the building site where the incident occurred shall notify the Superintendent who will notify all building sites in the district.
- Should the situation not be resolved prior to students leaving the building site, the Principal may see the need to notify parents and/or the community of the alleged incident. That determination shall be done in consultation with the Superintendent and/or the site core team.

2. Bomb Threat:

- First response is to "Stay Put" while administration verifies next steps
- Prepare for evacuation

3. Natural Disasters:

- Such events may require the implementation of "EVACUATION" or "LOCKDOWN". The principal and response team will make this determination.

4. Student Demonstrations/Student Disruptions:

- Principal may invoke components of the crisis plan and utilize the response team to assist with resolution of such an incident.
- Staff members may be engaged to assist by directly working with students to calm them.
- Staff will be required to discourage students from leaving the teacher's classroom, but will not try to forcibly detain students.
- Staff will keep students away from windows if disturbance is outside the building.

5. Fire Escape Plans

Posted in each classroom

Required practice 5 times per year/building

DISTRICT RESPONSE TO CRISIS:

PLAN FOR INTERVENTION AND ASSISTANCE

Crisis of any kind may create varying degrees of stress for students, staff, and community. If students and staff do not possess the skills to cope with a crisis, it may create an unacceptable level of stress which may cause people to respond in unhealthy ways including: 1) depression; 2) risk-taking behaviors; and 3) self-injurious behaviors. The Crisis Intervention Manual will provide guidance for school district personnel to help in these situations.

Cardiac Emergency Response Plan

Introduction

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](#). The school district should ensure that local emergency responders have access to the school district's building-specific crisis management plans which should include the school's CERP for responding to a SCA event. It is required that each school establish a cardiac emergency response team (CERT) and provide for annual cardiac emergency response plan drills for school staff and students, so they are prepared to assist in the event of a cardiac emergency.

East Grand Forks Public Schools

Date Adopted by School Board

List of Abbreviations

Abbreviations

AED

CERP

CERT

CPR

EMS

SCA

Definitions

automated external defibrillator

cardiac emergency response plan

cardiac emergency response team

cardiopulmonary resuscitation

emergency medical services

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

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

Members of this school building's Cardiac Emergency Response Team are listed below:

Cardiac Emergency Response Team - NEW HEIGHTS **AED Location North Gym Door, by the Lunch Room**

Staff Name	CPR/AED Certification Date
Cierra Hangsleben	8/10/26
Tina Haaven	Spring 2027
Jodi Boushee/Lacey Milltte -Bring AED	Spring 2027
Lori Cariveau	June 17, 2026
Corey Sigette	Spring 2027

Cardiac Emergency Response Team South Point
AED Location: North Gym Door/Lunch Room

Staff Name	CPR/AED Certification Date
Melissa Kroetsch (P)	3/23/26
Carl Adolphson (AP)	Spring 2027
DeAnn Phelps/Roberta Yanish (Office) *Bring AED	8/10/26
Neil Nagle- (Specialist) *Bring AED (backup)	Spring 2027
Tyler Barrett (SPED)	8/10/26
Tricia Fore (SPED)	8/10/26
Chelsea Battle (3rd Gr.)	8.10/26
Allie Browne (4th Gr.)	8/10/26
Dan Vatnsdal (5th Gr.)	3/23/26
Melody Olstad (Behavior Specialist)	Spring 2027
Michelle Graves (Custodial Staff)	8/10/26

Cardiac Emergency Response Team Central Middle School
AED Location_ Main Lobby, Gym Lobby_

Staff Name	CPR/AED Certification Date
Matt Torgerson	8-10-26

Beth Vetter (Bring AED)	8-10-26
Jayson Graves	8-10-26
Malinda Amundson	8-10-26
Danika Pearson	8-10-26
Lori Gast (Bring AED)	8-10-26
Christy Carlstrom	Already completed training.
Kristi Devine	Already completed training.
Cpl. Nick Gunderson	

Cardiac Emergency Response Team Senior High
AED Location_Fine Arts Door, Cafeteria, Library Hall_____

Staff Name	CPR/AED Certification Date
Brian Loer	Already Completed Training
Bruce Nelson	Already Completed Training
Lori Beck - Bring AED	Already Completed Training
Erin Terpstra - Bring AED	Already Completed Training
Ryan Kasowski	Already Completed Training
Mike Mahar	8-10-26
Kyle Hanson	8-10-26

Matt Palmiscno	Already Completed Training
Kyle Thompson	Already Completed Training
Charles Rognerud	Already Completed Training

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.

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.

Training for CPR and AED Use

To effectively respond to cardiac emergencies, school districts and charter schools should include clear procedures for CPR and AED training and certification within the response plan. As a best practice, all school staff and coaches should review the school's CERP annually and be encouraged to learn Hands-Only CPR and AED use. These efforts ensure a coordinated and rapid response to cardiac emergencies within the school setting.

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.

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

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
 - 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. Once 911 has been called, activate the cardiac emergency response team (CERT) immediately using the communication plan outlined in the CERP. Use a calm, clear voice to call the office and state, ***"There is a CODE BLUE in [name specific location within the building] - CERT team report."***
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. School administrators or office staff should follow communication procedures within the crisis management plan for placing the school in a **"Stay Put"** for medical emergency, and alert CERT using a two-way communication system to the location of the medical emergency.
7. 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.

8. When the AED arrives, turn the device on immediately.
9. 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.
10. Transfer care to EMS upon their arrival reporting the time the unresponsive person was found and when CPR began.
11. 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.
12. 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.
13. 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.
14. 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.
15. Develop a plan for supporting staff and/or student mental health needs following their participation in or observation of a medical emergency response on campus.

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.

