Fridley Public Schools
Cardiac Emergency Response Plan

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The Minnesota Department of Education-School Health Services

The Minnesota Department of Health-School Health Services

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[II, III]. Evidence has shown survival rates for a SCA event more than double with rapid initiation of cardiopulmonary resuscitation (CPR) and automatic external defibrillation[IV].

In accordance with the Minnesota Statutes, section 121A.035, Fridley Public Schools has developed this cardiac emergency response plan (CEPR) as a written protocol for the preparation and response to cardiac emergencies in school and school sponsored events.

Cardiac Emergency Response Plan

Fridley Public Schools

Date Adopted by the School Board:

Date Revised:

Purpose

This cardiac emergency health plan (CERP) was developed to provide Fridley Public Schools with a comprehensive strategy for the preparation and response to sudden cardiac arrest (SCA) in the school setting in accordance with Minnesota Statute 121A.035 – Crisis Management Policy.

The adopted CERP should be included in a building level crisis management plan under crisis-specific procedures. After approval by the school board, an adopted plan will become an addendum to the crisis management policy.

Fridley School Board Policy 806 – Crisis Management Policy

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

Definition of Sudden Cardiac Arrest (SCA)

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[I]. Without immediate response and treatment, the person may lose consciousness and collapse, leading to death within minutes.

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

- Not moving, unresponsive, or unconscious
- Not breathing normally (e.g. may have irregular breathing pattern, 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 (CERT)

The school administrator in each building will select a cardiac emergency response team (CERT) that will be trained to respond to emergency medical situations. CERT members will be available and willing adults who have current CPR/AED certification from a nationally recognized organization. This team is responsible for developing, implementing, and annually reviewing the school's adopted CERP.

Team members should include school nurses, physical education teachers, athletic directors/trainers, coaches, staff overseeing recess, and any other staff who are present before, during, or after the school day. This team leads the emergency medical response, but 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 initiate a building's emergency medical response, call 9-1-1 to activate emergency medical services (EMS), and initiate hands-only CPR to an unresponsive person who is not breathing until a CPR-certified team member arrives at the scene.

Additional Information

To ensure a timely response, CERTs will have 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. (Best practice recommendations suggest that a minimum of 10% of overall school staff, 50% of coaches, and 50% of physical educators should hold current CPR/AED certification[V].)

CERTs will determine a communication plan that includes two-way communication covering all areas of the school's campus, both inside and outside the facility. The communication plan should clearly state how staff members activate the CERT and EMS.

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

Cardiac Emergency Response Team

Staff Name	CPR/AED Certification Date
Callie Bachler	District Nurse
Christy Larson	District Nurse
Cora Strobl	Health Assistant- Hayes Elementary
Dalia Rahim	Health Assistant- R.L.Stevenson
Cammille Henderson	Health Assistant- FCC
Jillian Zeidler	Health Assistant-FMS
Cat Brosious	Health Assistant- FHS

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

cardiac arrest event. Fridley Public Schools has identified Allina Health Mercy hospital as the closest medical facility that is equipped in advanced cardiac care.

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 movement
2. The first school staff to observe the unresponsive person designates another adult to call 9-1-1.
    a. Provide school building address
    b. Explain the person's condition/symptoms
    c. Listen carefully to the dispatcher for additional guidance
    d. Stay on the line and answer dispatcher questions
3. 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.
4. The first school staff at the scene of the emergency should start CPR (bystander, hands-only CPR if not CPR certified is an effective way to buy time and increase 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 I 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
5. Once 9-1-1 has been called, activate the CERT immediately using the communication plan outlined in the CERP. 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."***

6. School administrators or office staff will follow the communication procedures within the crises management policy for placing the school in a **"hold"** for medical emergency, and alert CERT using a two-way communication system to the location of the medical emergency.
7. CERT members will 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 on the device immediately.
9. Follow the AED's visual and audio prompts for pad placement and school advisement. Note: the AED will only deliver electrical shock if advised by the device. Continue CPR 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, school administrator or office staff will notify emergency contact 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 date from the AED to determine proper treatment. EMS personnel may request that the school send the AED with the person to the hospital. The school social worker will follow the ambulance to the hospital and act as guardian until the parent/guardian arrives. Schools will have a plan for returning the AED back to campus.
14. CERT members will allow for time following the event for an after-action review to identify success and areas for improving future emergency medical response, updating plans and protocol accordingly. Schools will also discuss a plan for supporting staff and/or student mental health needs following their participation in a medical emergency response.

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.

AEDs are devices used to analyze the heart's rhythm and, if necessary, deliver an electrical shock, to restore normal rhythm. AEDs are life saving devices designed to be easy to use with visual and audio guidance. The U.S. Food and Drug Administration (FDA) and state agencies regulate AEDs.

According to Minnesota State Law 604A.01, also known as the Good Samaritan law, the non-professional user of an AED is exempt from civil liability. The law places a legal duty on people to provide reasonable assistance to others that have been exposed to or are in peril of grave physical harm. The purpose of the Good Samaritan law is to encourage non-emergency personnel to help those in peril. The law protects lay people from civil liability for negligence committed while voluntarily providing emergency care. The immunity exists both at the scene of the emergency and while transporting someone to a location where professional care can be rendered.

Procurement

Fridley Public Schools will procure replacement or additional AEDs through one of the following ways (but not limited to) direct purchase from manufacturers, medical supply distributors, government grants and funding, partnerships with local hospitals or health organizations, fundraising and community donations, nonprofit organizations, or online retailers.

Placement

Fridley Public Schools has placed AEDs throughout the buildings. The AEDs are installed in easily accessible, high traffic areas of the buildings, such as main hallways, cafeterias, and gymnasiums. Our goal is to place enough AEDs throughout the campus to allow for retrieval to the scene within 3 minutes of being notified of a potential cardiac emergency. In addition, portable AEDs are available for coaches or athletic trainers to bring to athletic practices and events.

A complete inventory of AEDs and a site map with AED locations can be found in the district's health and safety google drive.

Each AED is stored in an unlocked case with the device's readiness indicator facing outward and visible signage in the vicinity that clearly indicates the location of the device with AED use instructions available.

Adult pads are available in each AED case. The adult pads can be used for children if pediatric pads are not available. Also included in each AED case is a CPR mask, latex-free gloves, razor, and scissors.

Inspections & Maintenance

The health office is responsible for monthly inspections of the AEDs, storage cabinets and CPR kits to verify all supplies are accounted for and functioning properly. These inspections are documented on an online system and maintained at the district office.

When an AED needs service, the person conducting the inspection notifies the Manager of Buildings and Grounds. The AED batteries and pads are replaced prior to their expiration date. AED units are replaced roughly every 8-10 years, or sooner if discontinued, recalled, or showing alerts.

If a district-owned AED is used, the Manager of Buildings and Grounds must be notified so that the pads and batteries can be replaced.

Registry

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. The Manager of Buildings and Grounds is responsible for registering AEDs

with the National Emergency AED Registry (NEAR) through the PulsePoint Foundation at https://www.pulsepoint.org/pulsepoint-aed. AEDs located in Fridley Public School buildings are a combination of public and private devices.

Communication of the Cardiac Emergency Response Plan (CERP)

Fridley Public School's adopted CERP will 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. School administrators will designate a CERT member as the person responsible for the updating and distribution of the CERP.

The CERP protocol will be posted near the AEDs and in classrooms, cafeterias, gymnasiums, restrooms, health offices, breakroom spaces, and in main offices.

Training for CPR and AED Use

CERT members will be trained in CPR and AED use by a nationally recognized organizations to ensure timely responses and minimally fulfill the CERT roles of CPR initiation, AED retrieval, and 9-1-1 notification. Certifications for CERT members should be renewed at least every two years.

All school staff and coaches will annually review the school's CERP to increase understanding of how to recognize and respond to a cardiac response.

Integration of Local Emergency Medical Services (EMS) with the School Plan

The adopted CERP with locations of onsite AEDs will be provided, along with facility diagrams and site plans to first responders, as requested.

Practice Drill for Cardiac Emergency Response

The CERP Coordinator(s) will develop and implement a practice drill with CERP members at each district building one time per year, preferably before the school year begins. These practice drills increase a person's chance of survival by 70%.

Annual Review of the Plan

Annual evaluation will occur during a designated school board meeting one time per year utilizing feedback from CEPR Coordinator(s), post-event feedback from after-action reviews, and updated evidence-based best practices.

Legal References

Minnesota Statutes, section 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Minnesota Statutes, section 121A.035 (Crisis Management Policy)

Minnesota Statutes, section 403.51 (Automatic External Defibrillation; Registration)

Minnesota Statutes, section 604A.01 (Good Samaritan Law)

Appendix I

Resources

Table 1: Available resources for 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-programs/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

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[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/CRP-and-AED/Cardiac-Emergency-Planning-for-Schools.pdf

[ii] Harmon, K. G., Asif, I. M., Maleszewski, J. J., Owens, D. D., Prutkin, J. M., Salerno, J. C., Zigman, M. L., Ellenbogen, R., Rao, A. L., Ackerman, M. J., & Drezner, J. A. (2015). Inceidence, cause, and comparative frequency of sudden cardiac death in National Collegiate Athletic Assoication athletes: A decade in review. Icirculation, 123(1), 10-19.

[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

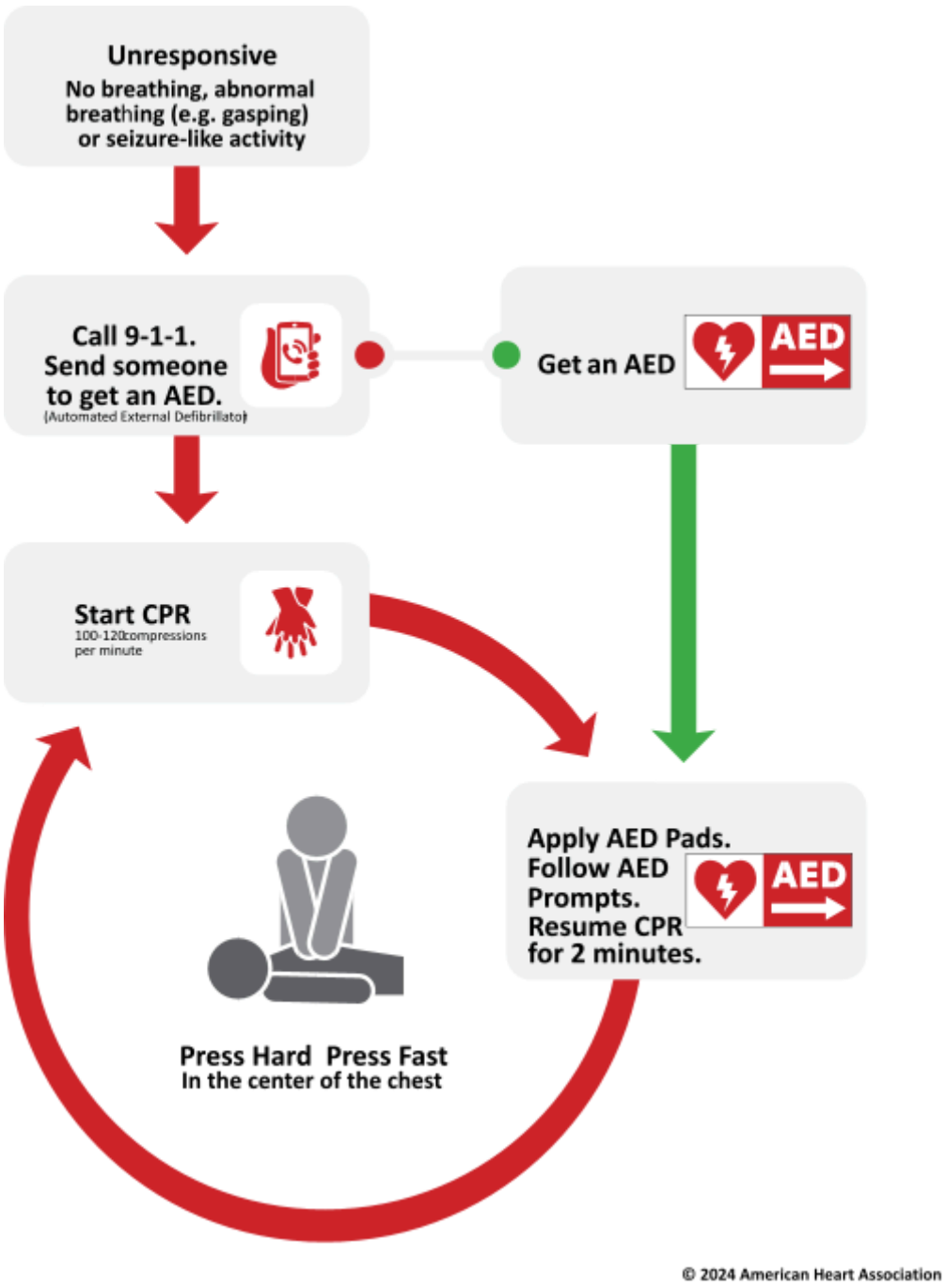
[v] American Heart Association. (n.d.) *Cardiac emergency response plan-Schools.* https://cpr.heart.org/en/training-programs/nation-of-heartsavers/cardiac-emergency-response-plan

vi Perkins, G. D., Travers, A. H., Berg, R. A., Castren, M., Considine, J., Escalante, R., … & Yeung, J. (2015). Part 3: Adult basic life support and automated external defibrillation: 2015 international census on cardiopulmonary resuscitation and emergency cardiovascular care science with treatment recommendations. *Resuscitation, 95,* e43-e69.

[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

Appendix II

Act Now. Save a Life.



AED Inventory of Public/Private Status

Location	Status
HS Main Hallway	Public
HS Auditorium	Public
HS Gym/Concession	Public
HS Cafeteria Hallway	Public
HS Athletics Trainer	Private
MS Main Entrance	Public
MS Pool	Public
MS Media Center	Public
FCC Door 10	Public
Hayes-Gym	Public
Hayes - Health Office	Public
RLS - Gym	Public
RLS - Health Office	Public
Vista-Secretary's Office	Private