



Roseville
Area Schools

Excellence, Innovation & Equity in All We Do

Cardiac Emergency Response Plan

Date adopted by School Board:

Date of Last Revision:

Cardiac Emergency Response Plan

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1.0 Introduction

This plan template is based on the Minnesota Department of Education’s (MDE’s) model plan guidance for school districts and charter schools to meet the requirements in Minnesota Statutes 2025, section 121A.241 and Minnesota Statutes 2024, section 121A.035 and supports a school’s development of a cardiac emergency response plan (CERP).

Purpose and Integration

The CERP provides a comprehensive strategy for responding to sudden cardiac arrest (SCA) on school grounds. The plan should become an addendum to the Crisis Management Policy and be included in a building-level crisis management plan under crisis-specific procedures for cardiac emergencies.

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. 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.

2.0 Responsibilities & Team Formation

The CERP Program Coordinators for Roseville Area Schools are:

Alaina Bohl, RN, Licensed School Nurse
Falcon Heights Elementary School
1393 Garden Ave W
Falcon Heights, MN 55113
Phone: 651-967-2060
Email Address: alaina.bohl@isd623.org

Taylor Anderson, Assistant Director of Student Services
District Center Office
1251 County Road B West
Roseville, MN 55113
Phone: 651-635-1636
Email Address: taylor.anderson@isd623.org

Todd Lieser, Supervisor of Buildings and Grounds
District Center Office
1251 County Road B West
Roseville, MN 55113
Phone: 651-635-1649
Email Address: todd.lieser@isd623.org

Roseville Area Schools District Cardiac Emergency Response Team (CERT) Members

This team is responsible for developing, implementing, and annually reviewing the school's adopted CERP.

- **Assistant Superintendent**
- **Supervisor of Buildings and Grounds**
- **Assistant Director of Student Services**
- **Athletics/Activities Director**
- **District Licensed School Nurse Lead**
- **Buildings and Grounds Coordinator**

Individual Site CERT Members (Appendix A)

The school administrator in each building designates available and willing school staff and may consider including 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 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. Team members will be reviewed and trained annually.

3.0 AED Placement, Maintenance, and Registry

This policy establishes procedures for the placement, maintenance, and registration of Automated External Defibrillators (AEDs) in district schools and facilities to ensure rapid and effective response to cardiac emergencies. The policy aligns with Minnesota Statutes 2025, section 121A.241, and section 403.5

Placement

The district is committed to ensuring AEDs are readily accessible across all buildings and at school-sponsored activities. To support timely response and compliance with state requirements, the following standards apply:

1. Accessibility and Visibility
 - a. AEDs must be stored in unlocked, clearly marked, and easily accessible cases.
 - b. The AED's readiness indicator must face outward and remain fully visible.
 - c. AED locations must include clear signage, with usage instructions available in languages relevant to the school community.
2. Response Time Requirement
 - a. AEDs must be placed to ensure retrieval and delivery of the device to the scene within three minutes of being notified of a potential cardiac emergency.
3. School-Sponsored Activities and Athletics
 - a. The district must outline procedures for responding to cardiac emergencies at school-sponsored activities, including those held off school grounds, in accordance with Minnesota Statutes 2025, section 121A.241, subdivision 2(7).
 - b. AEDs must be available at athletic practices and events.
 - c. The district will install climate-controlled outdoor AED cabinets to ensure year-round accessibility.
4. AED Location Mapping
 - a. The district's Cardiac Emergency Response Plan (CERP) must include a site map identifying all AED locations, both inside and outside buildings.

Maintenance and Inspection

To ensure AEDs remain in proper working order, routine maintenance procedures must be followed.

1. Oversight and Coordination
 - a. District health and safety staff or facilities personnel will oversee AED installation, maintenance, and compliance with district procedures
2. Regular Safety Checks
 - a. The district must maintain a documented schedule for routine AED checks.
 - b. The Health Assistant and Licensed School Nurse at each site will perform routine AED checks.
 - c. Each inspection must verify:
 - i. Pad expiration dates
 - ii. Battery expiration dates
 - iii. Operational readiness, as indicated by the device status indicator

AED Registry Compliance

Minnesota law requires all public-access AEDs to be registered to support coordinated emergency response.

1. Registration Requirement
 - a. AEDs must be registered within 30 working days of acquisition.
2. Approved Registry
 - a. The district will register its AEDs with the National Emergency AED Registry (NEAR) through the PulsePoint Foundation.

4.0 Communication Plan

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

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 point 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

Communication

Communication is a critical component in the team's efficient emergency response. CERTs should determine a communication plan that includes two-way communication covering all areas of the school's campus, both inside and outside of the facility.

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 with consideration for confidentiality.

- Initial Alert: Any staff member witnessing a collapse should immediately call 911
- Internal Notification: Activate the CERT via designated means of communication (overhead page, walkie, etc)
- 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 Emergency Medical Services (EMS) with the School Plan

School administrators and CERT members should develop and implement the CERP in cooperation with relevant local emergency responders, school district health and safety officials, school nurses, athletic staff, and other members of the school or community medical team. The adopted CERP with locations of onsite AEDs should be provided, along with facility diagrams and site plans to first responders, as requested.

5.0 Training & Practice Drills

Staff Training

Training is the educational process of learning how to recognize sudden cardiac arrest, call 911, perform quality chest compressions, and use an AED. School staff and coaches are encouraged to annually review the school's CERP and learn Hands-Only CPR and AED use to strengthen the school-wide readiness and timely response for cardiac emergencies.

CERT 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.

CPR and AED Instruction for Secondary Students

Minnesota Statutes, section 120B.236, states 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.

Practice Drills

The development and implementation of a CERP for schools is critical to saving lives, and research provides evidence that creating a CERP and conducting practice drills increases a person's chance of survival by 70% compared to less than 10% for those without.

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.

6.0 Response Protocol

Cardiac Emergency Response Protocol

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 emergencies.
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 heel of one hand in the center of the chest, on the lower half of the breastbone, and the other hand directly on top, interlock 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.

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.

7.0 Annual Review

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

Program reviews and follow-up of program-related issues are documented below.

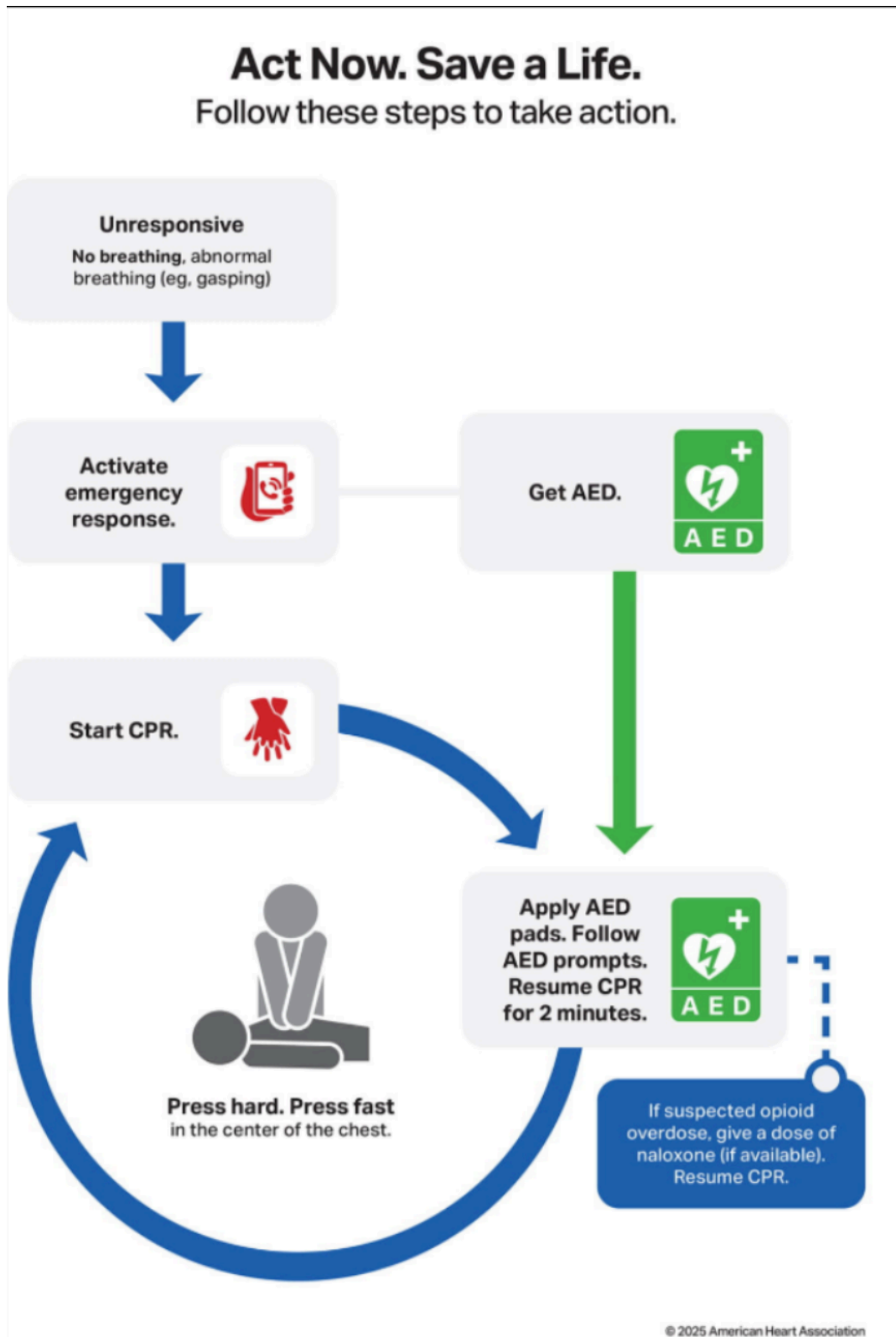
Roseville Area Schools* Annual Review Form *Cardiac Emergency Response Plan

Date	Actions/Comments	Reviewed by:

8.0 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

Appendix A



Appendix B

Site CERTs

Elementary Cardiac Emergency Response Team (CERT) Includes:

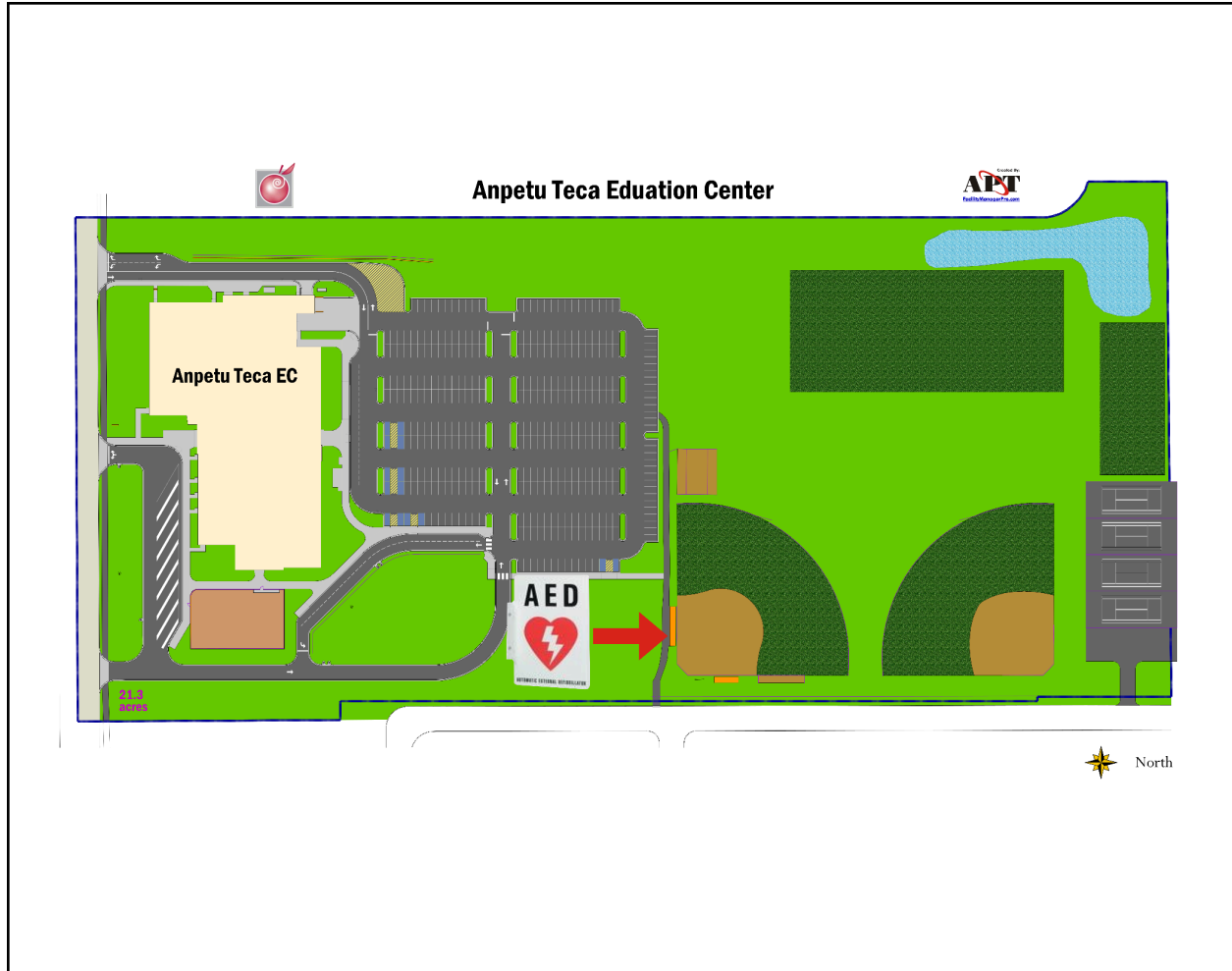
- Building Principal
- Associate Principal (if applicable)
- Licensed School Nurse
- Health Assistant
- School Psychologist
- School Social Worker

Secondary Cardiac Emergency Response Team (CERT) Includes:

- Building Principal
- Associate Principal(s)
- Licensed School Nurse
- Health Assistant
- School Psychologist
- School Social Worker
- School Counselor
- School Resource Officer
- Behavior Specialist
- Activities Coordinator/Athletic Director

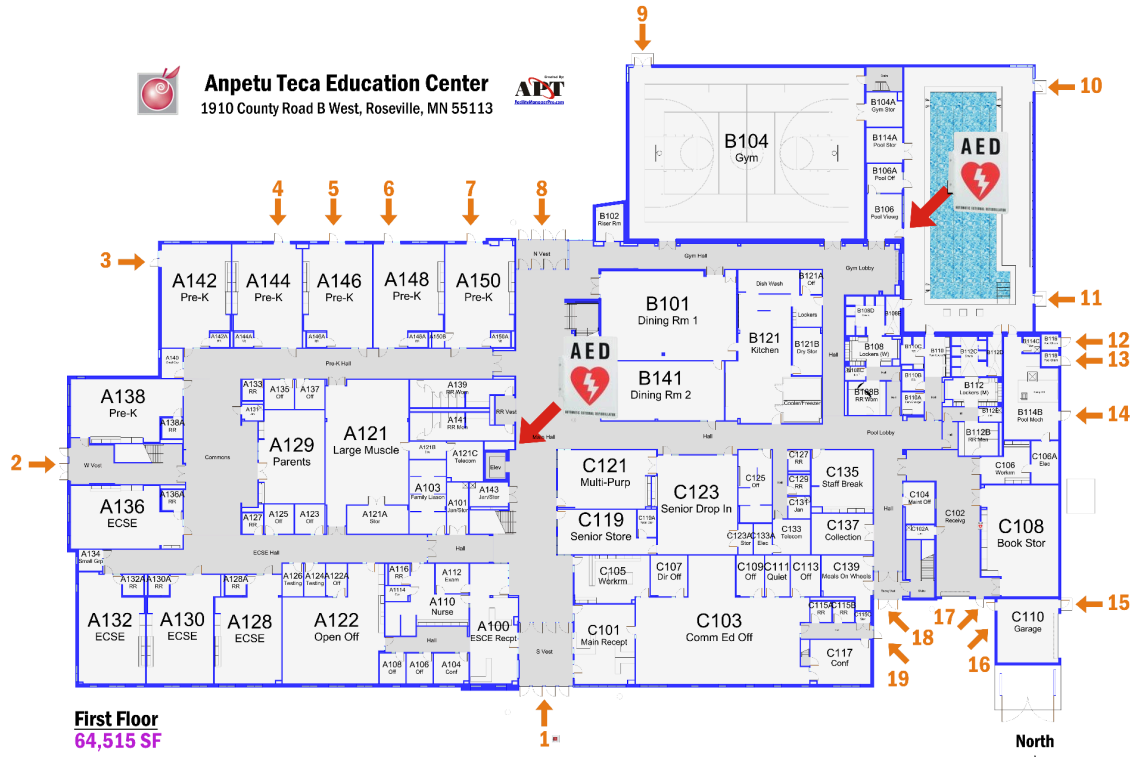
Appendix C

AED Locations



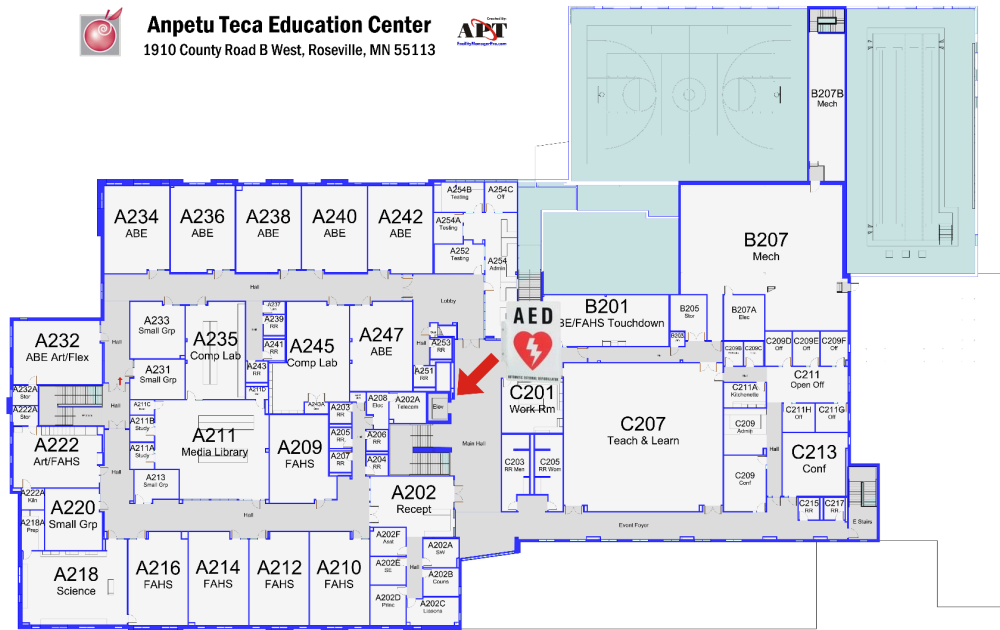


Anpetu Teca Education Center
1910 County Road B West, Roseville, MN 55113



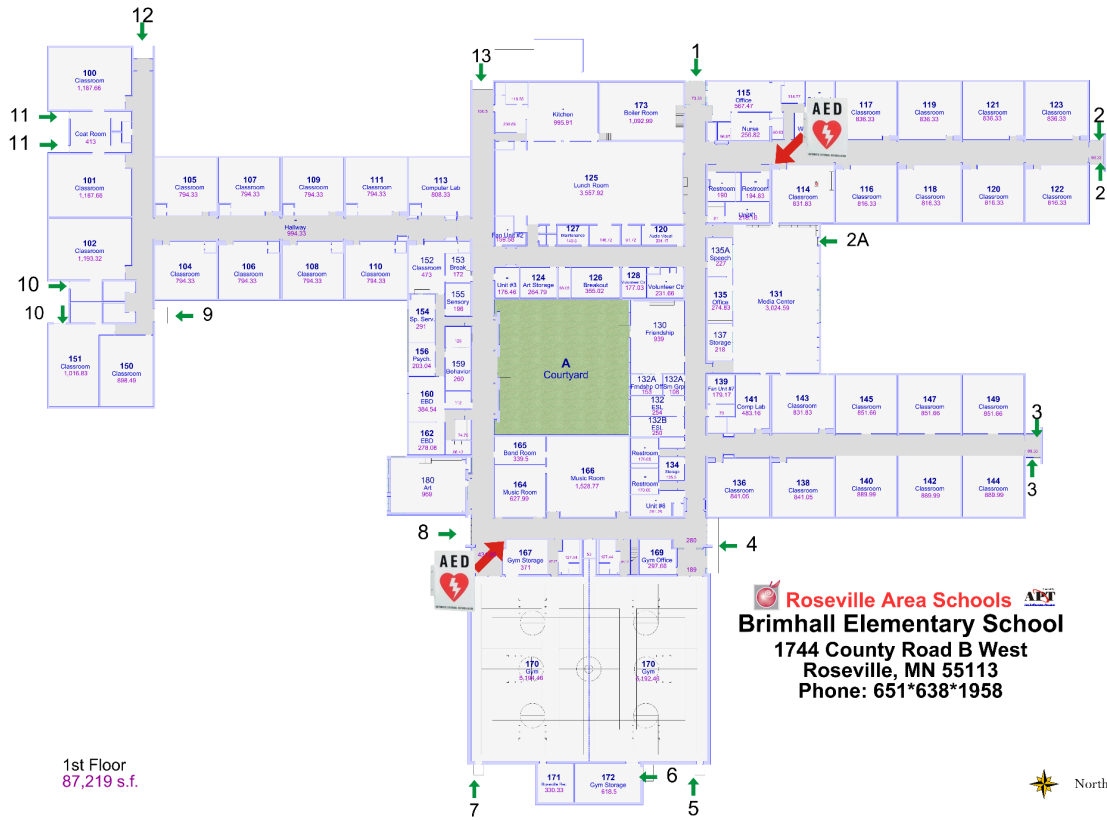


Anpetu Teca Education Center
1910 County Road B West, Roseville, MN 55113



Second Floor
42,494 SF



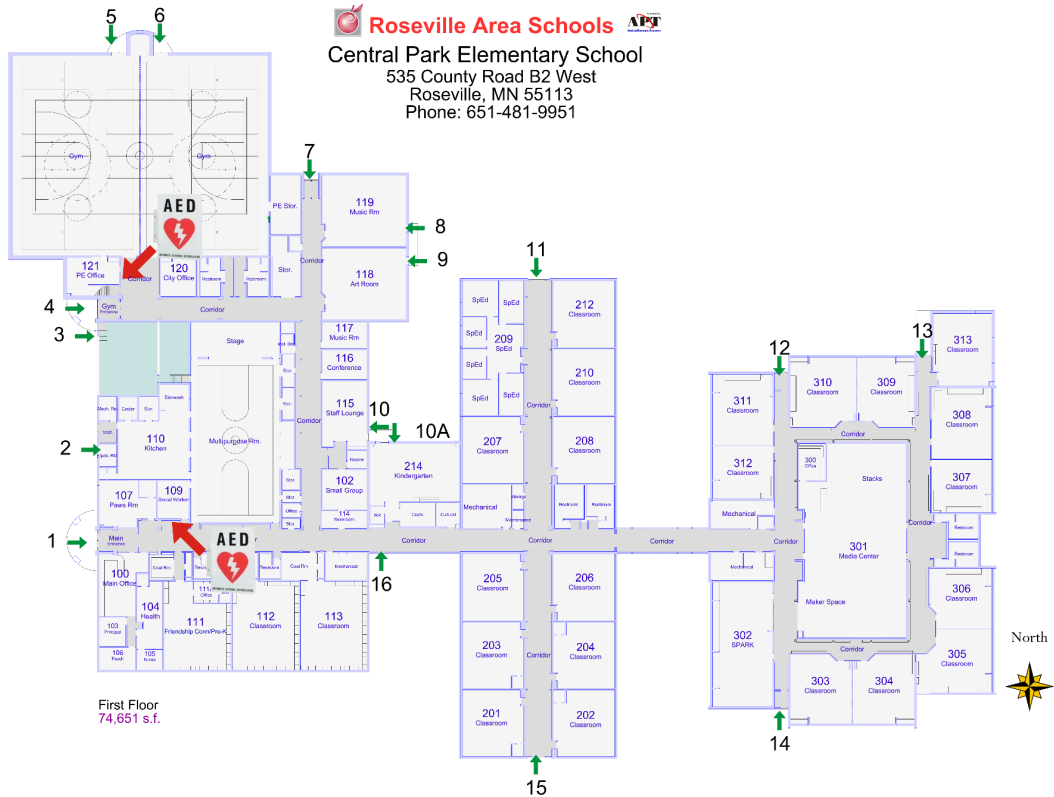


1st Floor
87,219 s.f.

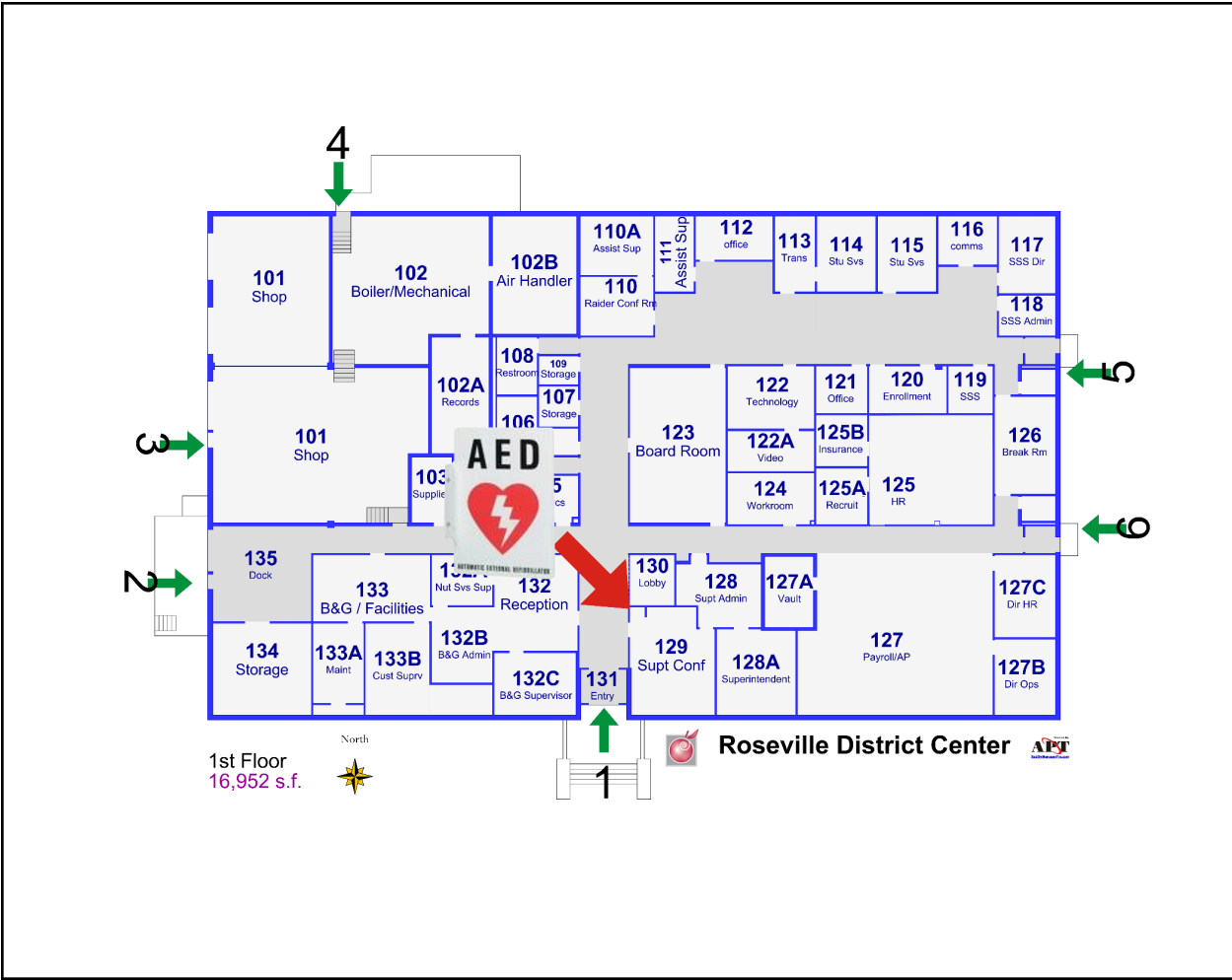
Roseville Area Schools 
Brimhall Elementary School
 1744 County Road B West
 Roseville, MN 55113
 Phone: 651*638*1958

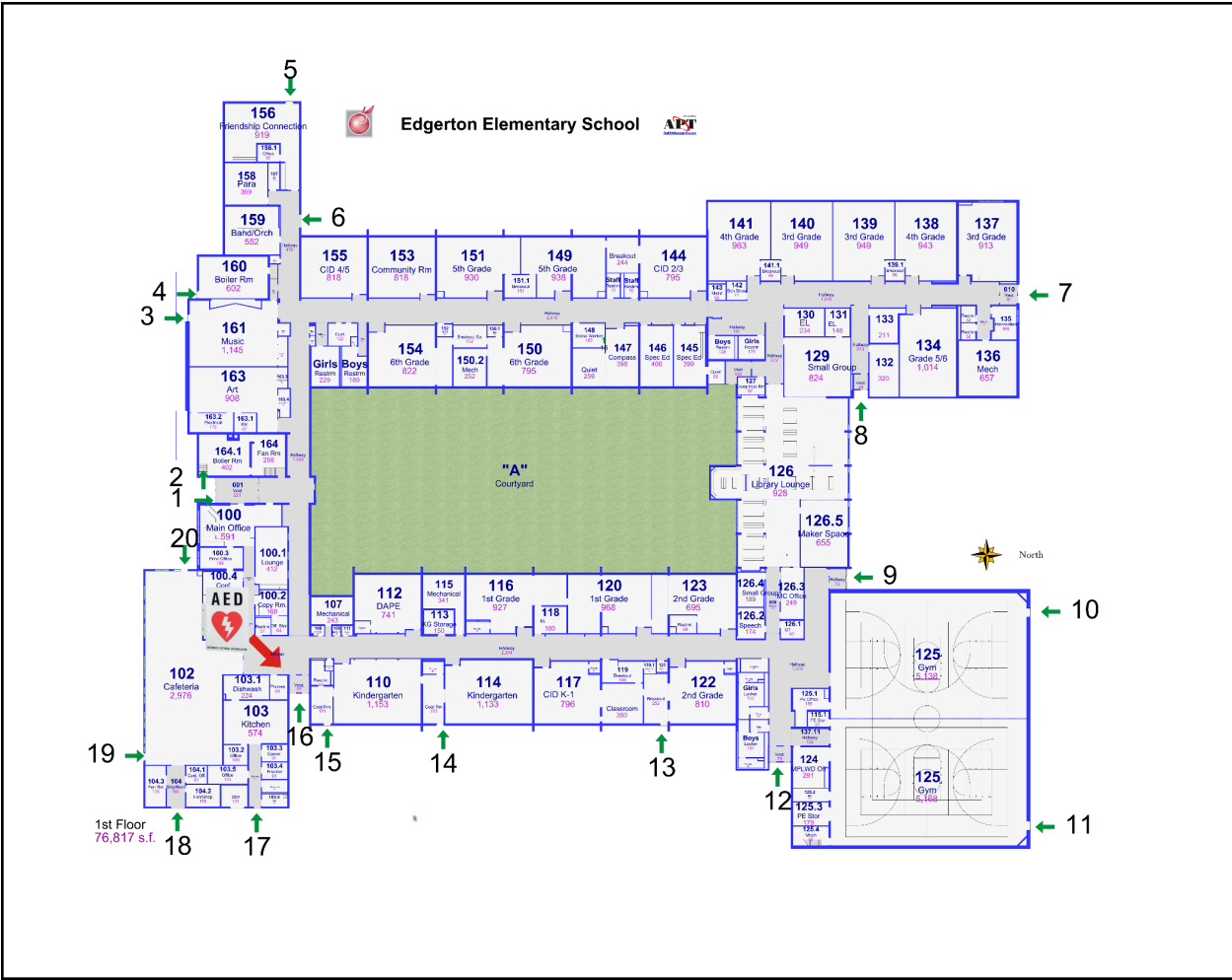


Central Park Elementary School
535 County Road B2 West
Roseville, MN 55113
Phone: 651-481-9951

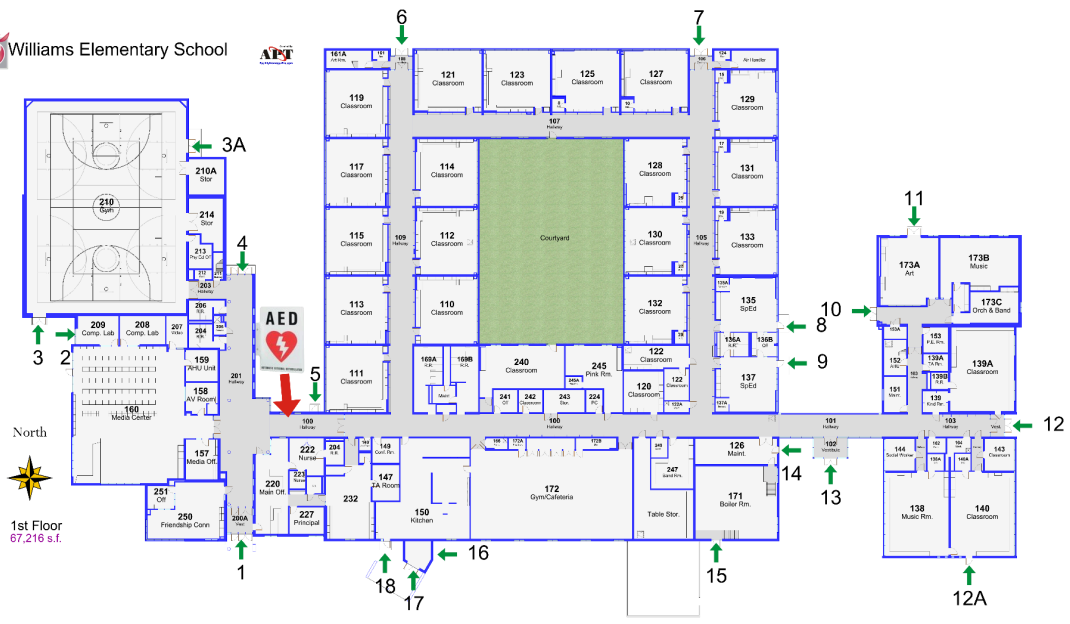


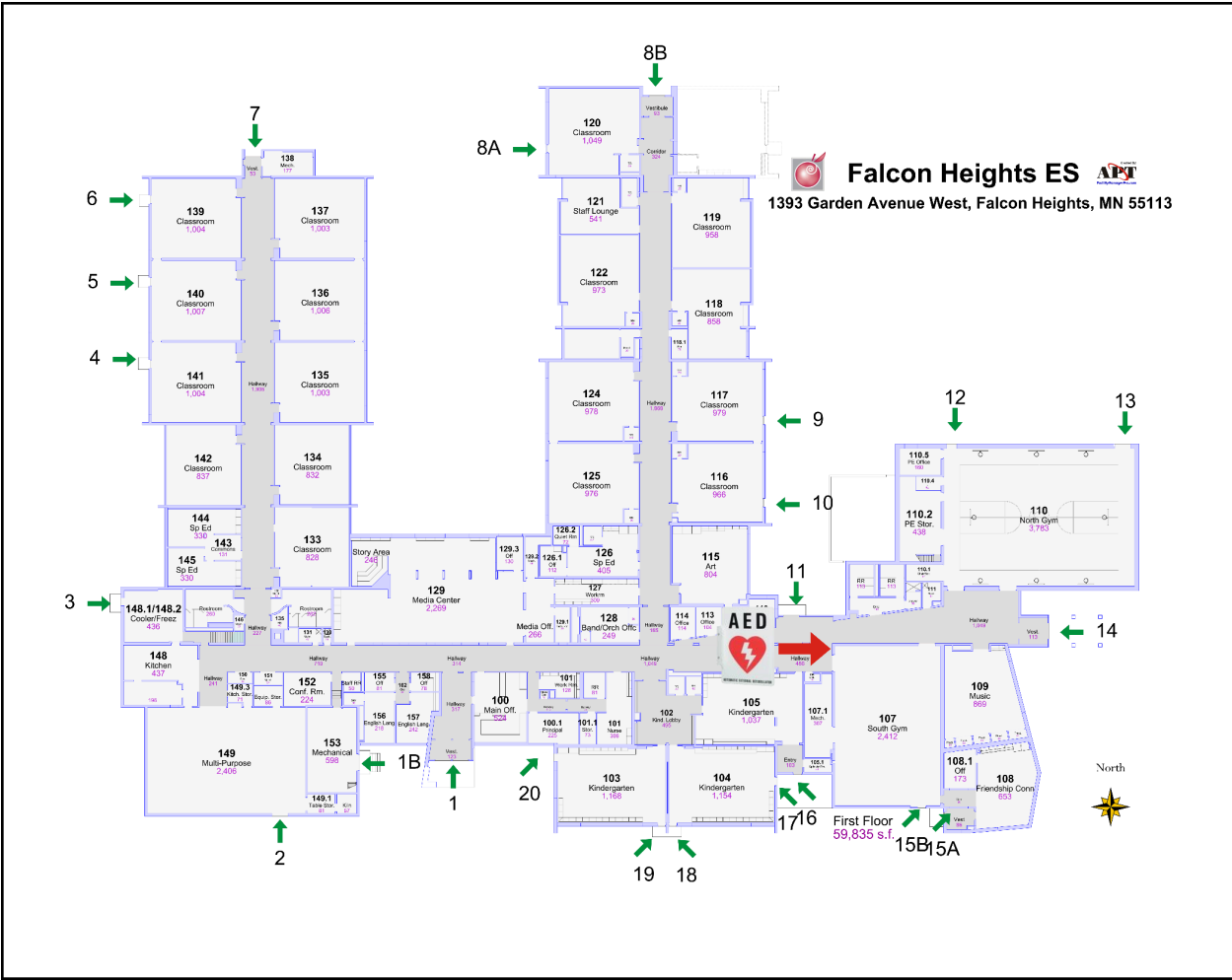
First Floor
74,651 s.f.



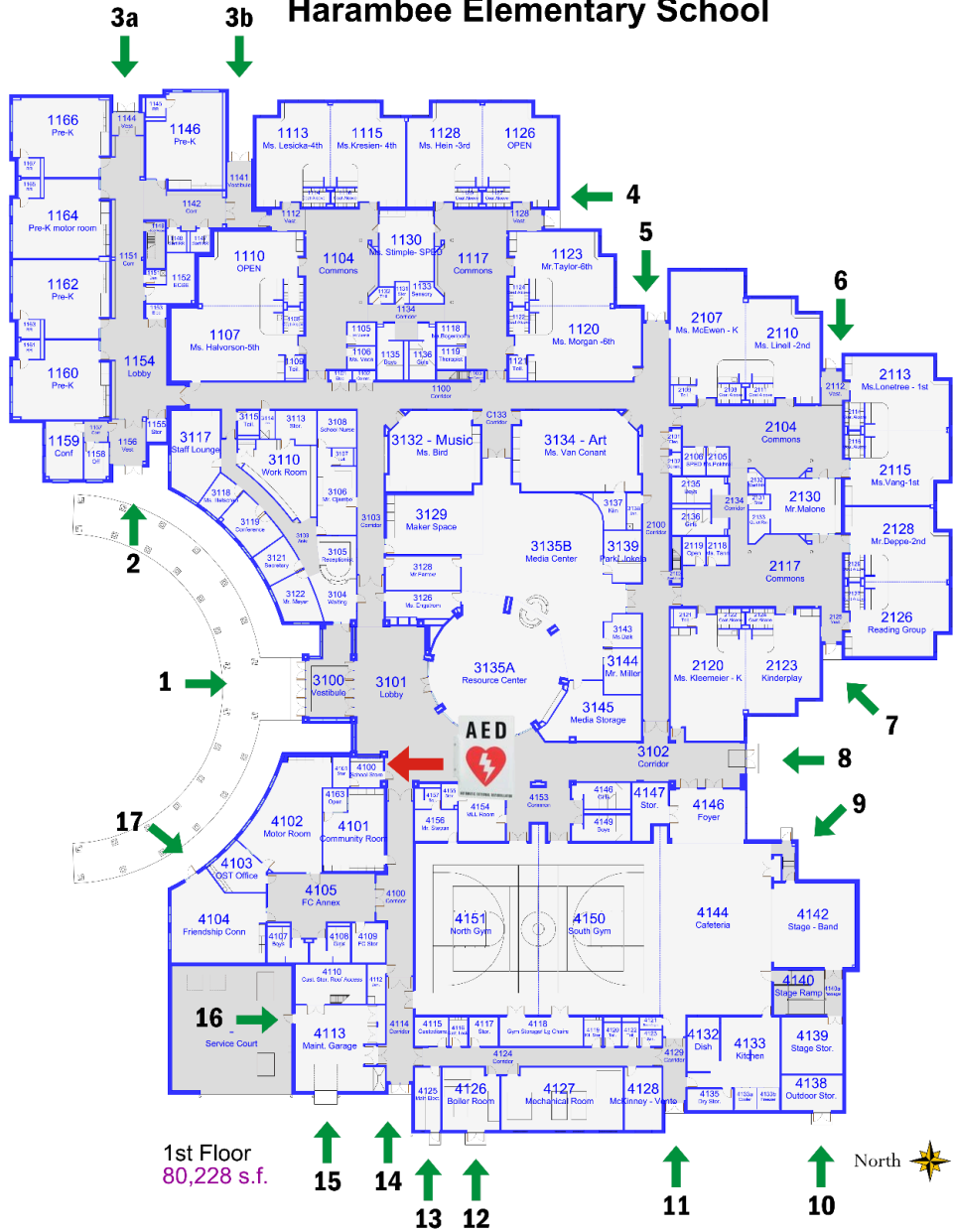


Williams Elementary School





Harambee Elementary School



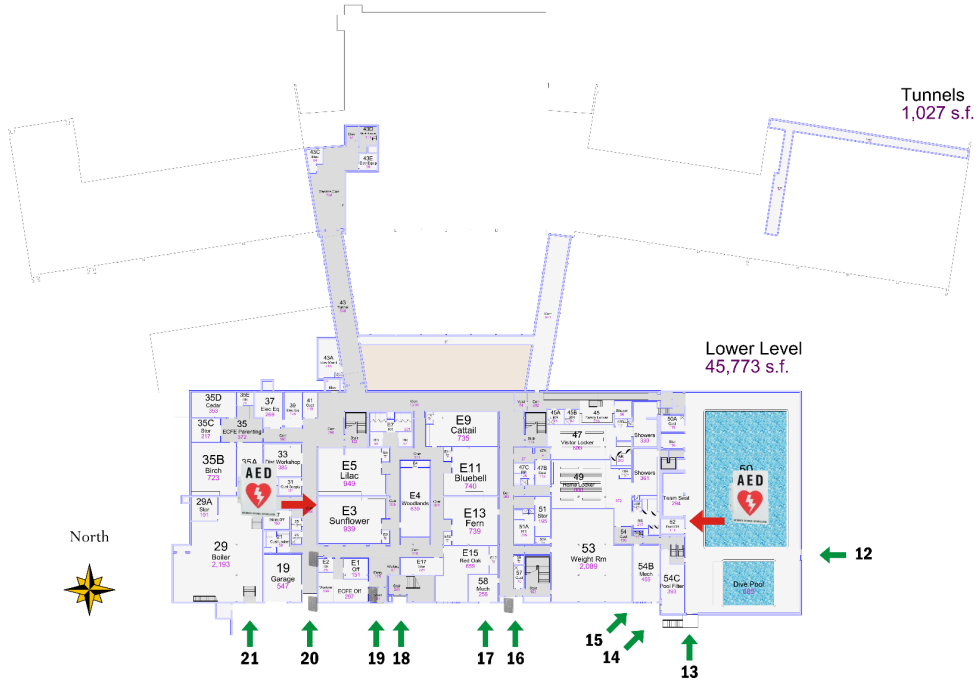

Roseville Area Schools 
Little Canada Elementary School
 400 Eli Road, Little Canada, MN 55117
 651-490-1353
 School Assigned Room Numbers & Names





Parkview Center

School Assigned Room Numbers and Names





Parkview Center

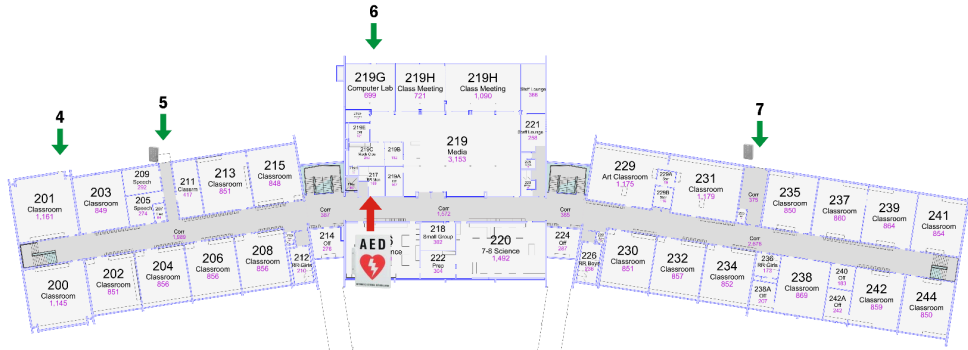
School Assigned Room Numbers and Names



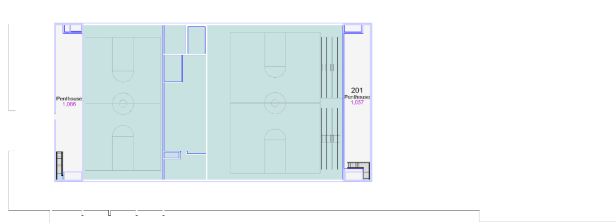


Parkview Center

School Assigned Room Numbers and Names



Level 2
45,400 s.f.



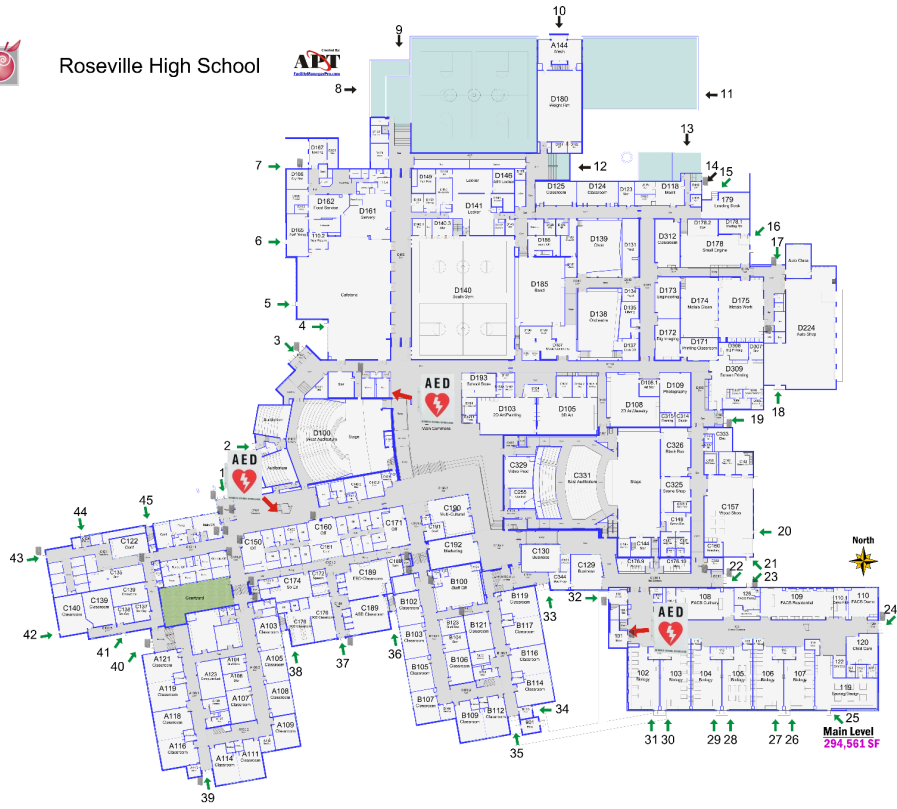
Mechanical Penthouses
2,824 s.f.

North



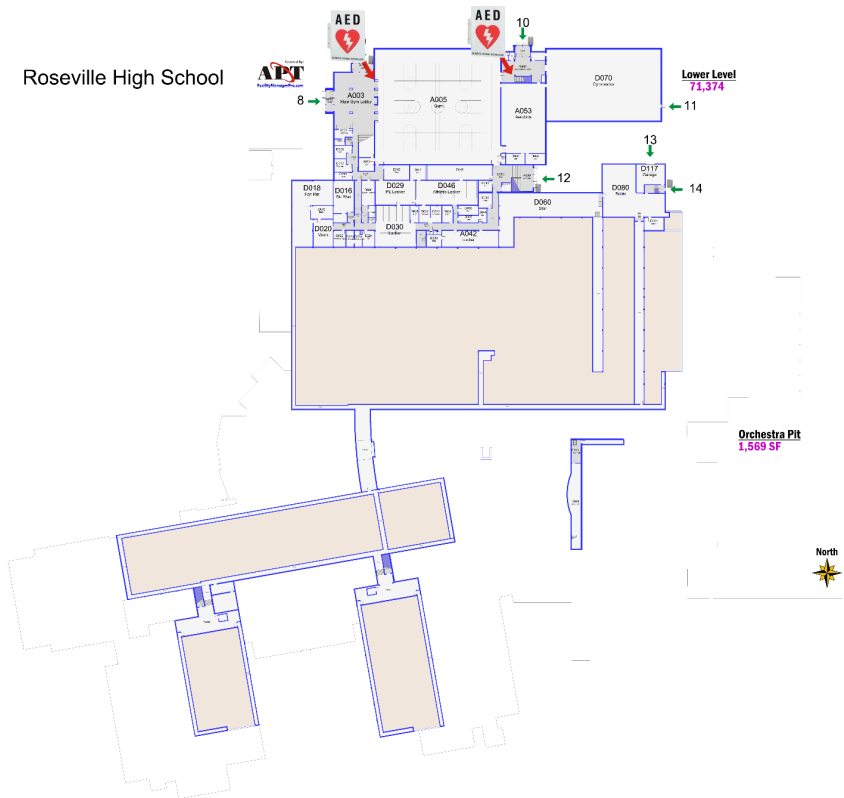


Roseville High School





Roseville High School



Lower Level
71,374

Orchestra Pit
1,569 SF



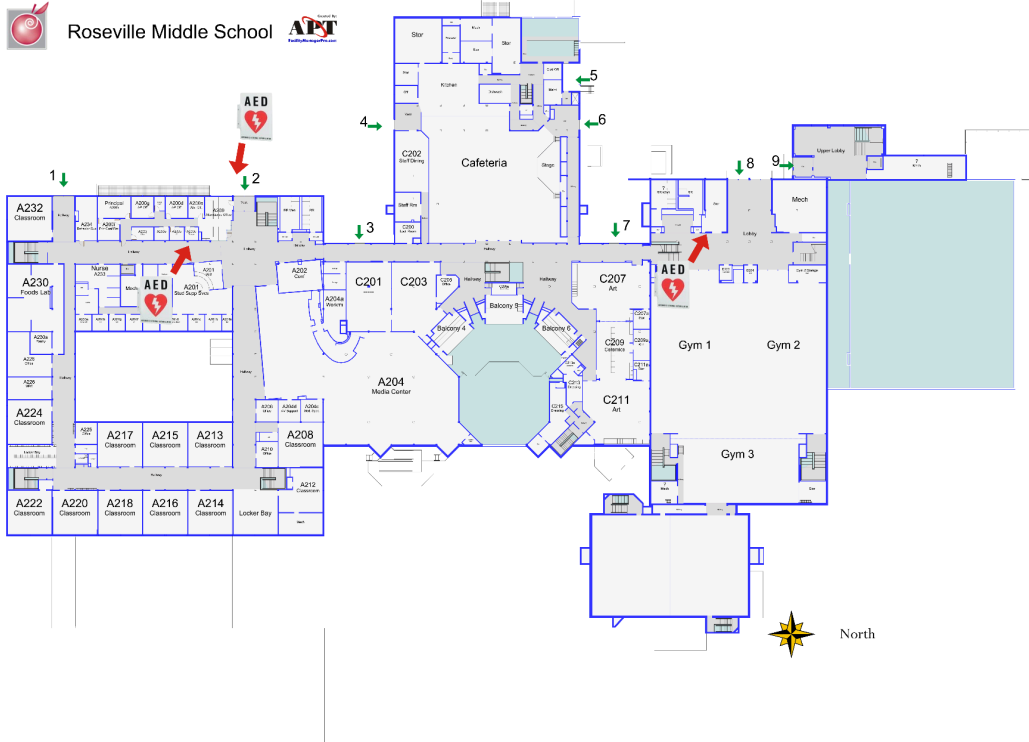
Roseville Area High School Site



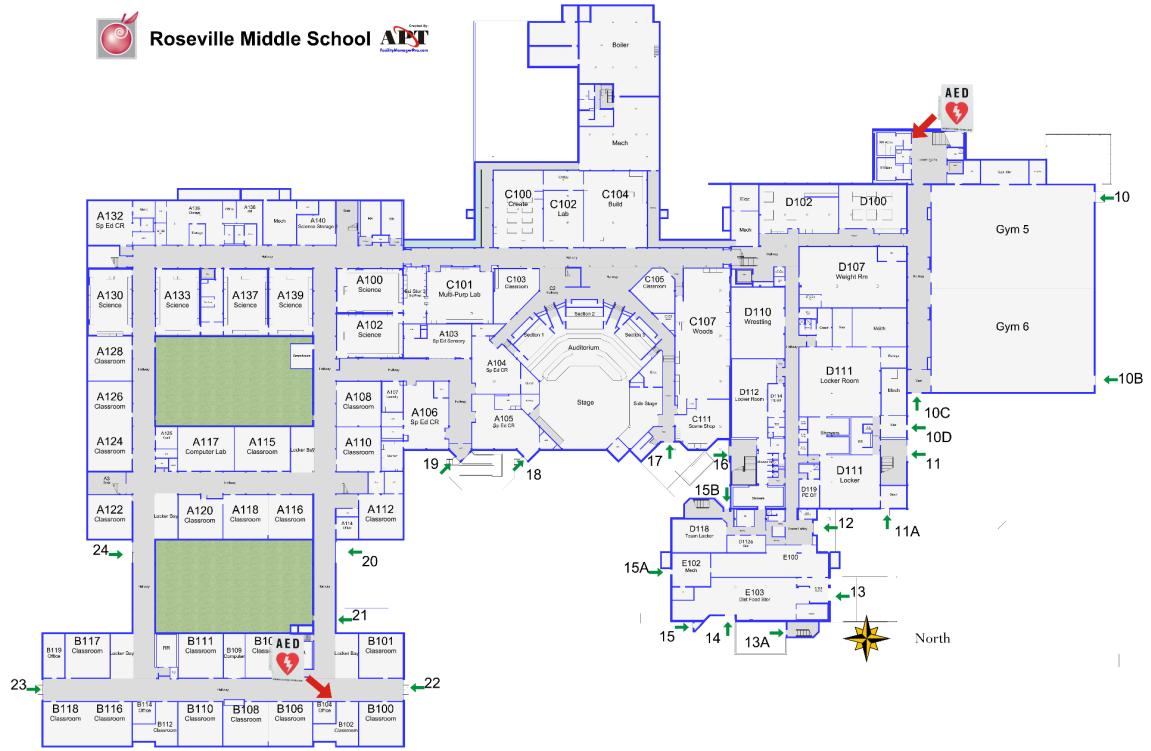
54.42
acres



Roseville Middle School



2nd Floor
105,818 s.f.



1st Floor
 140,118 s.f.