

Cardiac Emergency Response Plan (CERP)

Park Rapids ISD 309

Adopted by School

Board Date:

Revised:

Purpose

To be prepared and respond to sudden cardiac arrest (SCA) in the school setting in accordance with [Minnesota Statute 121A.035 - Crisis Management Policy](#).

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.

Cardiac Emergency Response Team – High School

Staff Name	CPR/AED Certification Date
Tia Kocka RN, District Nurse	9/2025
Jeff Johnson, Principal	8/2026

Mark Frank, Assistant Principal	8/2026
Lance Bagstad, Superintendent DO	8/2026
Kent Fritze, Business Manager DO	8/2026
Joey Rittgers, SRO	4/2026
Jeremy Nordick, Athletic Director	8/2026
Danielle Budzien, RN	9/2025
Heather Hopkins, RN	9/2025
Office Staff for Notifications-not responding to emergency: Dotti Seifert & Angie Larson-HS Secretary, Nicole Brandt-Academic Counselor	

Cardiac Emergency Response Team – Century School

Staff Name	CPR/AED Certification Date
Danielle Budzien RN, Century School	9/2025
Heather Hopkins RN, Century School	9/2025
Mike LeMier, Principal	8/2026
Steph Mercil, Assistant Principal	8/2026
Joe Rittgers, SRO	4/2026
Tia Kocka RN, District Nurse	9/2025
Lance Bagstad, Superintendent DO	8/2026

Annie Lehrke-Minske, CES Century Elementary	8/2026
Office Staff for Notifications-not responding to emergency: Missie Vrieze & Katie Burlingame-school social worker, McKenzie Spain-Brist & Sherri Gottsman-secretaries upper & lower elementary	

Park Rapids Schools Cardiac Emergency Response Team

High School Members

Tia Kocka/Heather Hopkins/Danielle Budzien, Jeff Johnson, Mark Frank, Officer Joe Rittgers, Lance Bagstad, Kent Fritze, Jeremy Nordick, Dotti Seifert, Angie Larson, Nicole Brandt

Century Elementary Members

Danielle Budzien/Heather Hopkins/Tia Kocka, Mike LeMier, Stephanie Mercil, Officer Joe Rittgers, Lance Bagstad, Annie Lehrke-Minske, Missie Vrieze, Katie Burlingame, McKenzie Spain-Brist, Sherri Gottsman

Assignments

Century Elementary

- Orange Emergency Bag (Includes Epi/Narcan) – Danielle Budzien/Heather Hopkins/Tia Kocka
- AED- Nurse or team member to grab the closest one to the emergency
- Recorder/Ensure 911 is called- SRO/Principal

High School

- Orange Emergency Bag (Includes Epi/Narcan) – Tia Kocka/Heather Hopkins/Danielle Budzien
- AED- Nurse or team member to grab the closest one to the emergency
- Recorder/Ensure 911 is called- SRO/Principal

Protocol for Cardiac Emergency Response

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 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 Cardiac Emergency Response Team (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.
5. Once 911 has been called, activate the CERT immediately by contacting the office. 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 should follow communication procedures within the crisis management policy for placing the school in a **soft lockdown** for a medical emergency, and alert CERT using the Emergency Response Team group text 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 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. A school administrator 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. The School Nurse will retrieve the AED from the hospital and bring it back to campus.
14. CERT members should allow for time following the event for an after-action review to identify successes and areas for improving future emergency medical response, updating plans and protocols accordingly. Schools may also discuss a plan for supporting staff and/or student mental health needs following their participation in a medical emergency response on campus.

Automated External Defibrillator (AED) Equipment

AEDs are lifesaving devices designed to be easy to use with visual and audio guidance.

Placement

AED's are in clear visible areas that are labeled.

Locations at High School:

1. North end of the building by the shop
2. Commons outside of the health office
3. Outside of the main performance gym across from locker rooms
4. Pool office
5. Community Ed hallway outside Auxiliary gym
6. District Office & 7/8 grade wing intersection

Locations at Elementary School:

1. Across from the 1st grade pod

2. Main area for drop off on lower elementary side
3. Outside of the health office-across from gym
4. Outside of gym in back hallway across from Century Adventures Room
5. Outside of choir room
6. Across from the 6th grade pod

In addition, athletics has 3 AEDs for home outside events, and the bus garage has an AED in the breakroom.

Maintenance

Facility/Maintenance team will conduct monthly safety checks to verify expiration dates for the device's pads and batteries and to ensure the device is functioning properly, including documentation of the safety checks.

Registry

Minnesota Statutes, 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 [Minnesota AED Registry](#).

Communication of the Cardiac Emergency Response Plan (CERP)

The 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.

CERP protocol will be in all health & main offices. It is also located in the crisis management plan which is in each classroom.

Training for CPR and AED Use

To implement the CERP, enough school staff will be trained in CPR and AED use by a nationally recognized organization to ensure timely response and minimally fulfill the CERT roles of CPR initiation, AED retrieval, and 911 notification. Certification for these team members should be renewed at least every two years. Strong consideration should also be given to training of coaching staff for school athletics.

Best practice recommendations state that all school staff and coaches should annually review the

school's CERP to increase understanding of how to recognize and respond to a cardiac arrest.

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

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

Practice Drill for Cardiac Emergency Response

An annual drill at the start of the school year will be conducted in the high school and elementary school. This will allow the response team time to practice key elements of the response 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.

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.

Annual Review of the Plan

The CERP will be evaluated on an annual basis, focusing on ways to improve the process for an appropriate and timely response. This evaluation may include post-event feedback from after-action reviews. At least annually, the CERP will be reviewed and updated based on current evidence-based best practices for responding to a cardiac emergency.

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; <https://www.revisor.mn.gov/statutes/cite/120b.236>. Park Rapids Area High School provides instruction in 10th grade Health Class.