Grand Rapids Area Schools

Resilience, Readiness, Excellence

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Cardiac Emergency Response Plan

Independent School District #318

Date adopted by School Board: 8/24/26

Cardiac Emergency Response Plan

This plan 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

Sudden cardiac arrest (SCA), as defined by the American Heart Association, as a sudden and unexpected loss of heart function caused by an irregular heart rhythm and can occur with or without a known hear condition. This disruption prevents effective blood circulation, and without immediate intervention, can cause loss of consciousness, collapse, and death within minutes.

Signs of arrest may include one or more of the following:

- Unresponsiveness
- Abnormal or absent breathing
- seizure-like movements
- In some cases, SCA may occur immediately after a sudden, forceful direct hit to the chest

Cardiac Emergency Response Team (CERT)

The school administrator in each building designates available and willing school staff including school nurses, physical education teachers, activities directors, coaches, office and maintenance staff, staff overseeing recess, and any other staff who are present before, during, or after the school day. Best practice suggests including at least five people or 10% of overall staff (AHA, 2025). Minnesota Statutes 2025, section 121A.241, subdivision 2(1).

The school administrator has selected the following staff members to lead emergency medical responses.

Staff Name	Role	CPR/AED Certification Date
Kim Hake, ISD #318 District Nurse	**CERP Coordinator**	6/2025
Kimberly Powell, RN @ Bigfork Schools	CERT Member	2/2025
Kaitlyn Ruder, RN @ Grand Rapids High School	CERT Member	2/2025
Donna Kirt, LPN @ Robert J. Elkington Middle School	CERT Member	2/2025
Lianne Scholl, LPN @ East Elementary	CERT Member	2/2025
Traci Lessman @ West Elementary	CERT Member	2/2025
Angela Webb, RN Paula Wenker, LPN @ Cohasset Elementary	CERT Member	2/2025 2/2025
Sean Martinson, Principal @ ALC & Administration Building	CERT Member	5/2026

Automated External Defibrillator (AED) Locations

AEDs must be placed in high-traffic, accessible locations (e.g., cafeterias, gymnasiums) to ensure **retrieval and delivery ideally within 3 minutes** of notification of the emergency.

AED Registry

Minnesota Statutes 2024, 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. Register public access devices with the **National Emergency AED Registry (NEAR)** via PulsePoint AED.

Maintenance

Schools are required to provide routine maintenance of AEDs and should consult with their district or charter school's health and safety or facilities team to determine best practices for proper installation and maintenance of AEDs, including a process for regular safety checks. Minnesota Statutes 2025, section 121A.241, subdivision 2(3).

This plan designates the following school staff or department to maintain AED registry and maintenance of equipment including regular safety checks to verify expiration dates for device pads and batteries and to ensure equipment is functioning properly:

Staff/Department Name	Role	Responsibility
ISD #318 District Nurse Buildings and Grounds ALC Administration Building Community Education	District Nurse	[e.g., AED registry, regular safety checks, verify pad/battery expirations, Naloxone, stop the bleed]
East Elementary School Lianne Scholl, LPN	School Nurse	[e.g., AED registry, regular safety checks, verify pad/battery expirations, Naloxone, stop the bleed]
West Elementary School Traci Lessman, RN	School Nurse	[e.g., AED registry, regular safety checks, verify pad/battery expirations, Naloxone, stop the bleed]
Cohasset Elementary School Angela Webb, RN	School Nurse	[e.g., AED registry, regular safety checks, verify pad/battery

Paula Wenker, LPN		expirations, Naloxone, stop the bleed]
Grand Rapids High School **Activities** Kaitlyn Ruder, RN	School Nurse	[e.g., AED registry, regular safety checks, verify pad/battery expirations, Naloxone, stop the bleed]
Robert J. Elkington Middle School Donna Kirt, LPN	School Nurse	[e.g., AED registry, regular safety checks, verify pad/battery expirations, Naloxone, stop the bleed]
Bigfork School Kimberly Powell, RN	School Nurse	[e.g., AED registry, regular safety checks, verify pad/battery expirations, Naloxone, stop the bleed]

AED Site Map

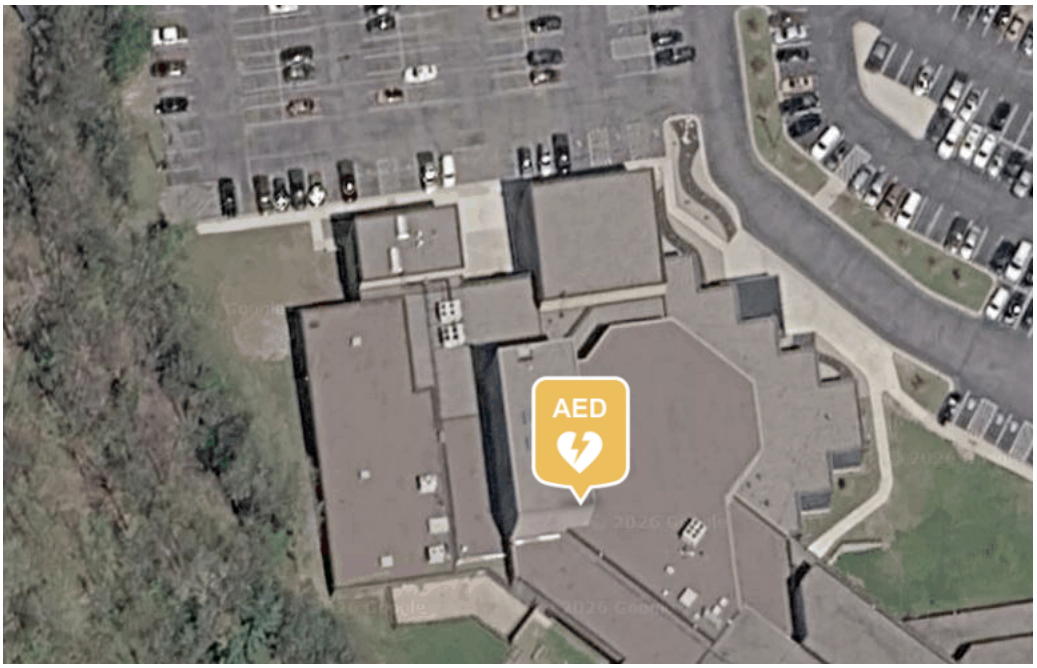
This plan references site maps with indoor and outdoor locations for all buildings on campus.

Site map and AED locations:

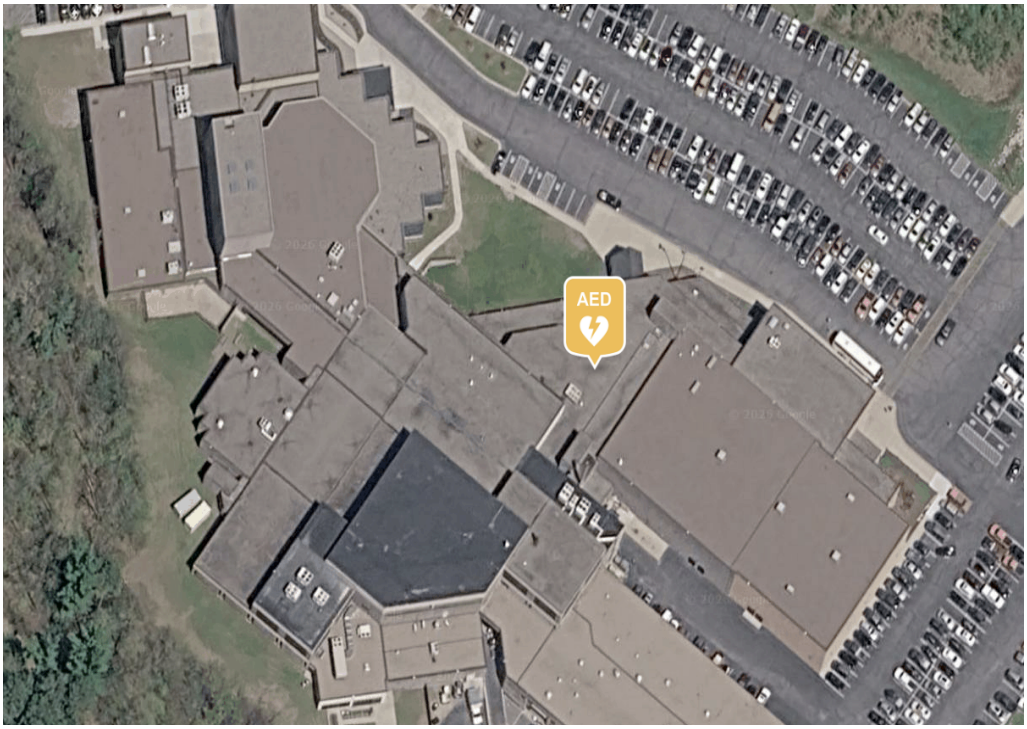
West Rapids Elementary



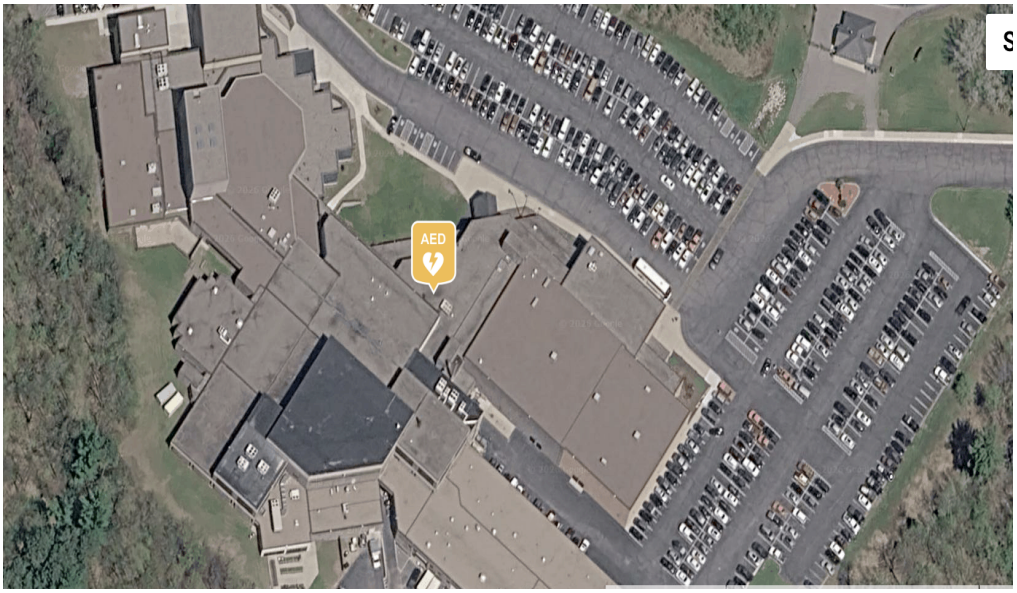
Reif Center



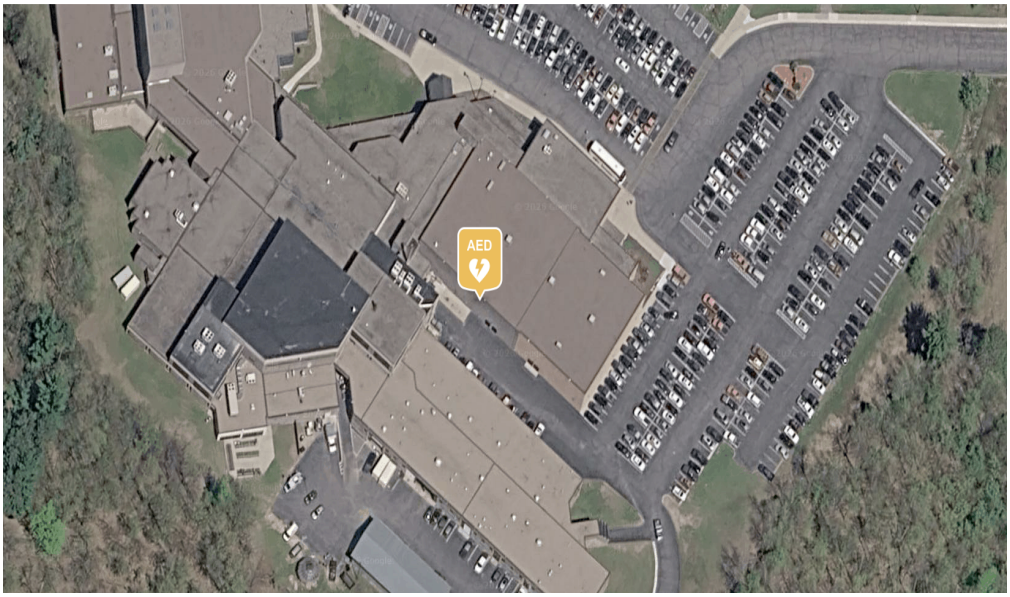
Activities 1, Activities 2, Activities 3, and Activities 4



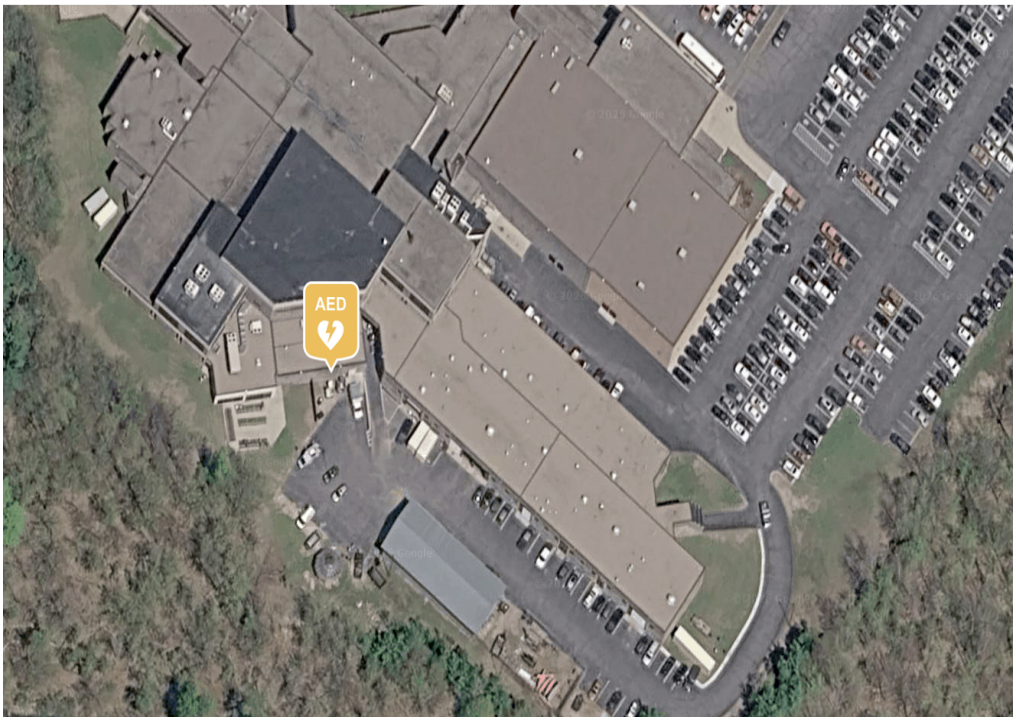
Grand Rapids High School-3rd Floor



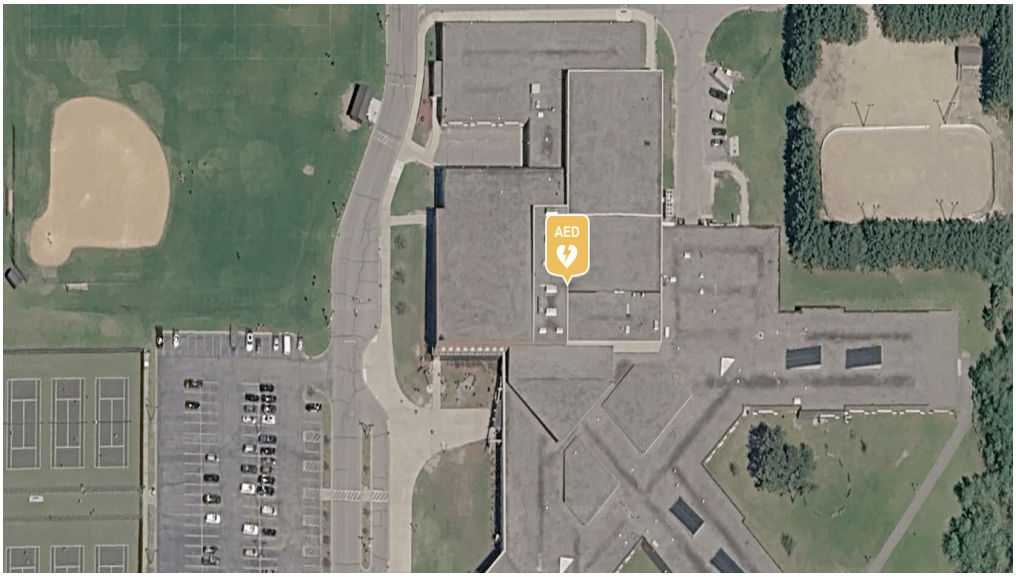
Grand Rapids High School-Gym Hall



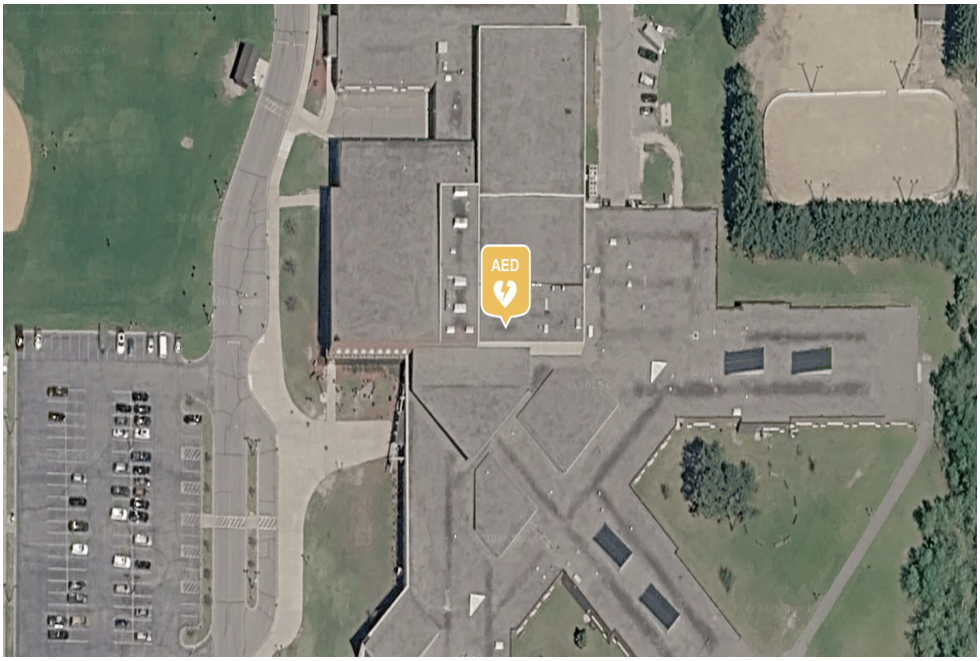
Grand Rapids High School-Health Office



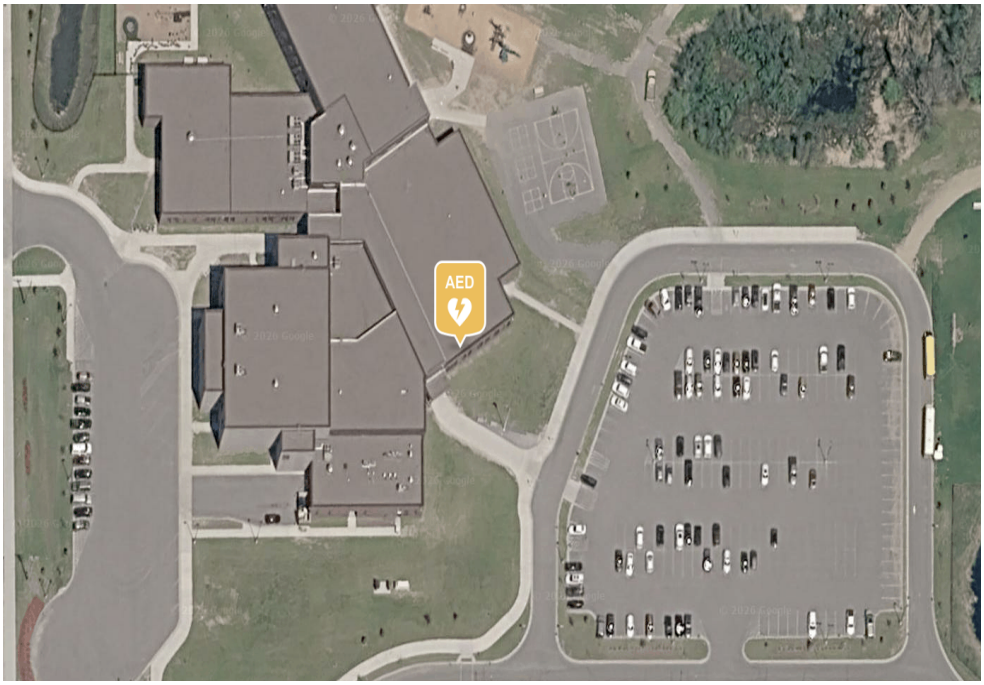
Robert J. Elkington Middle School-Commons



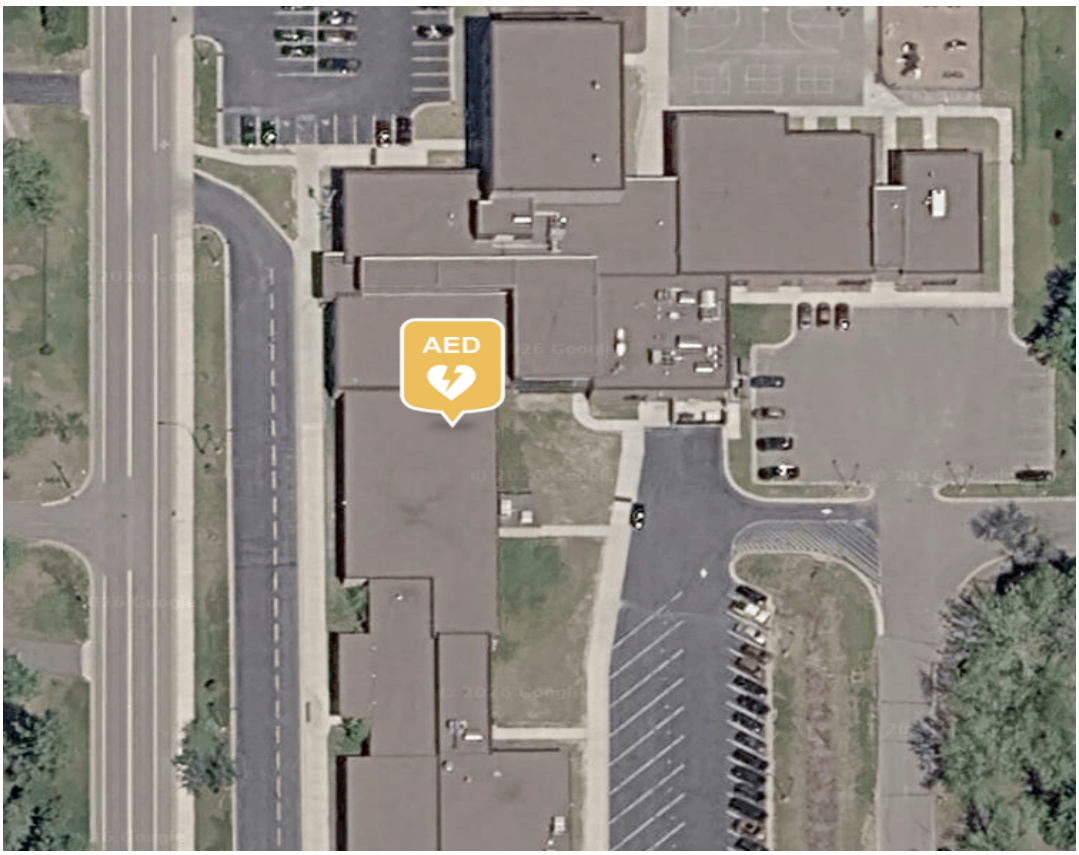
Robert J. Elkington Middle School-Health Office



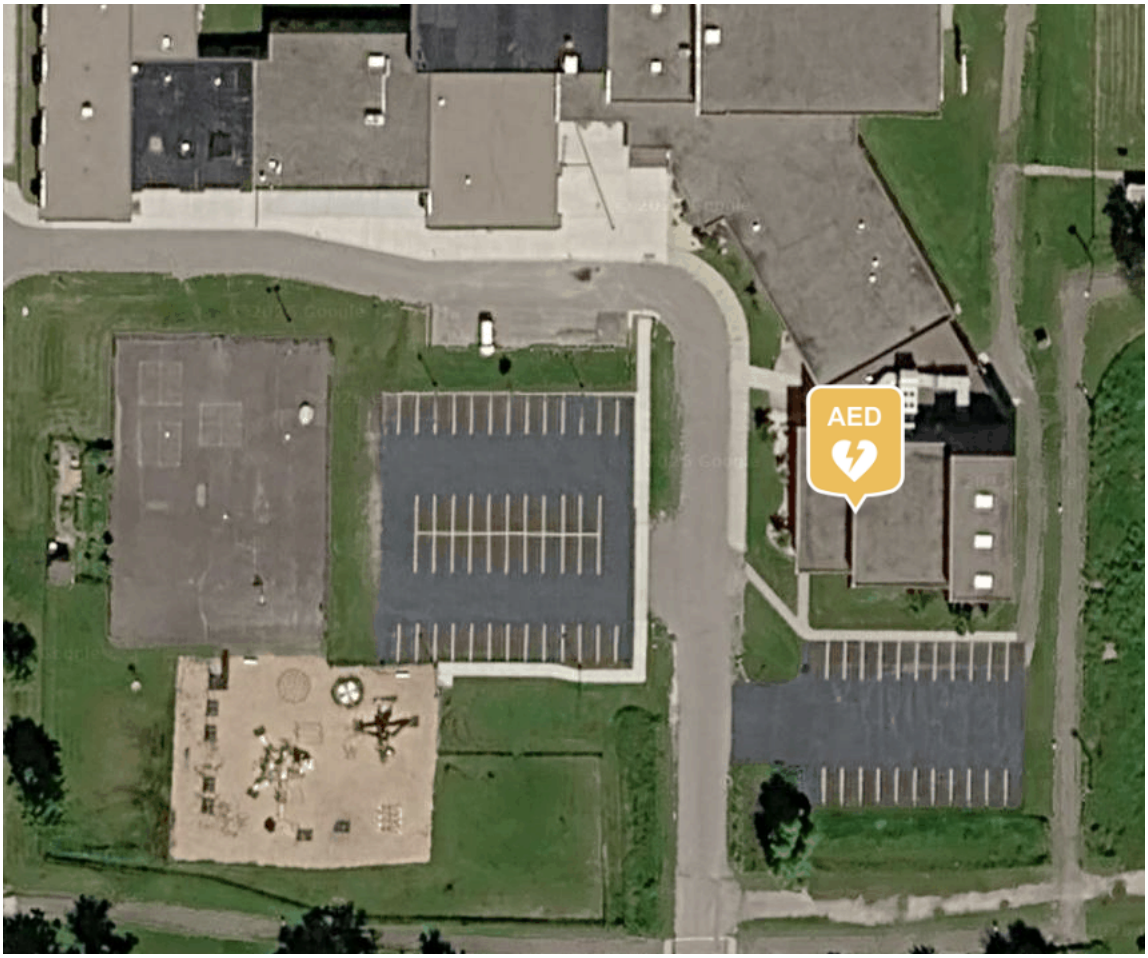
East Rapids Elementary



Cohasset Elementary



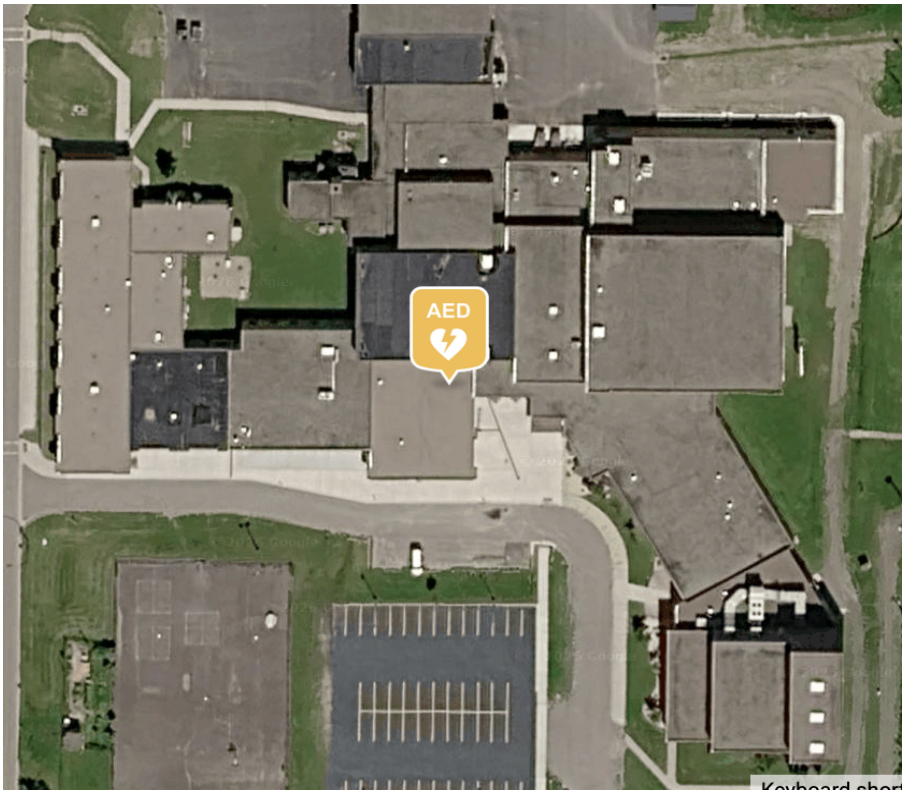
Bigfork Edge Center



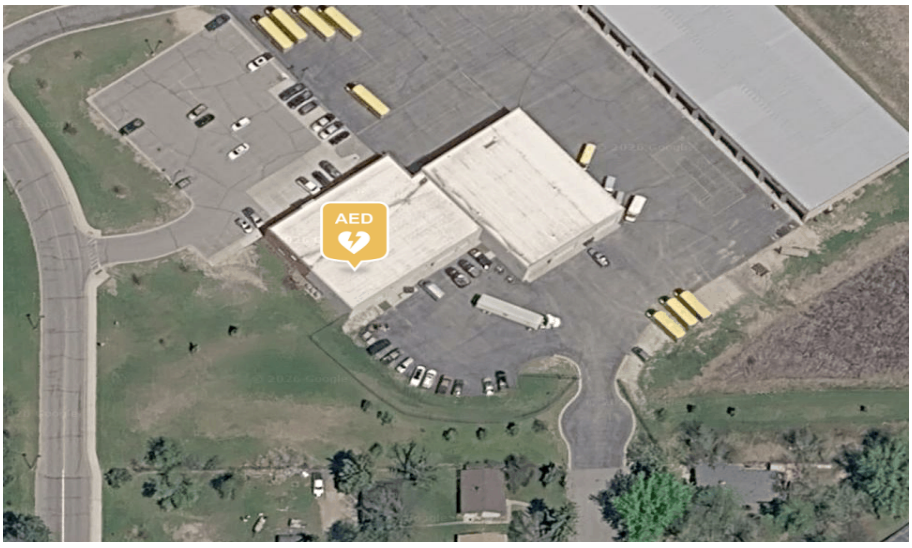
Bigfork Activities



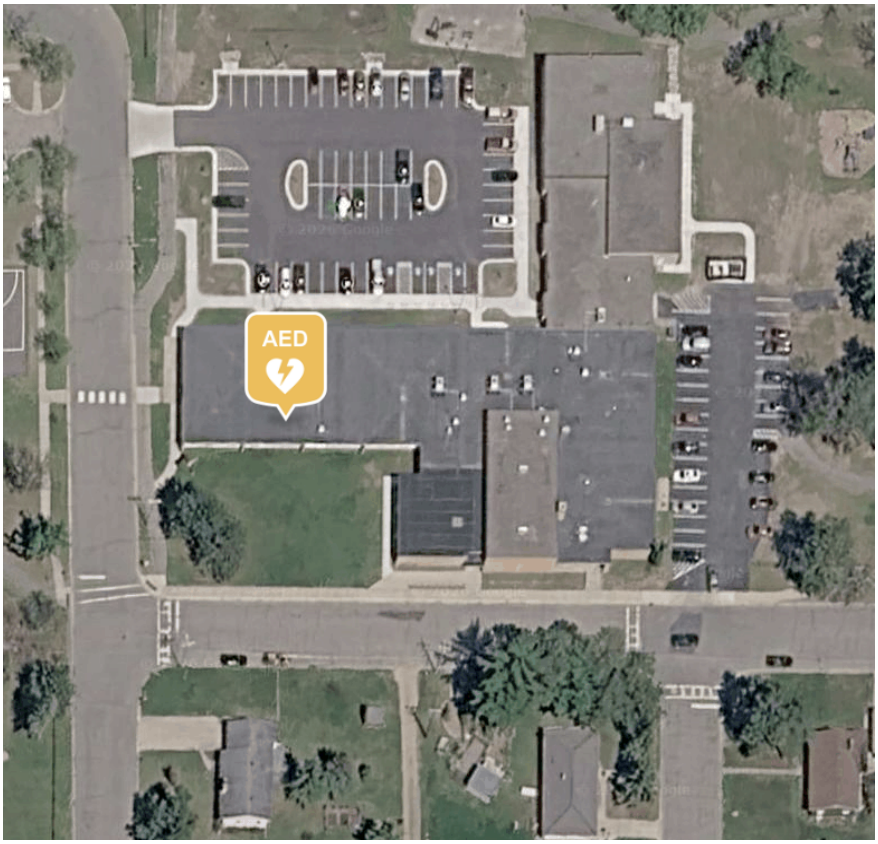
Bigfork Commons



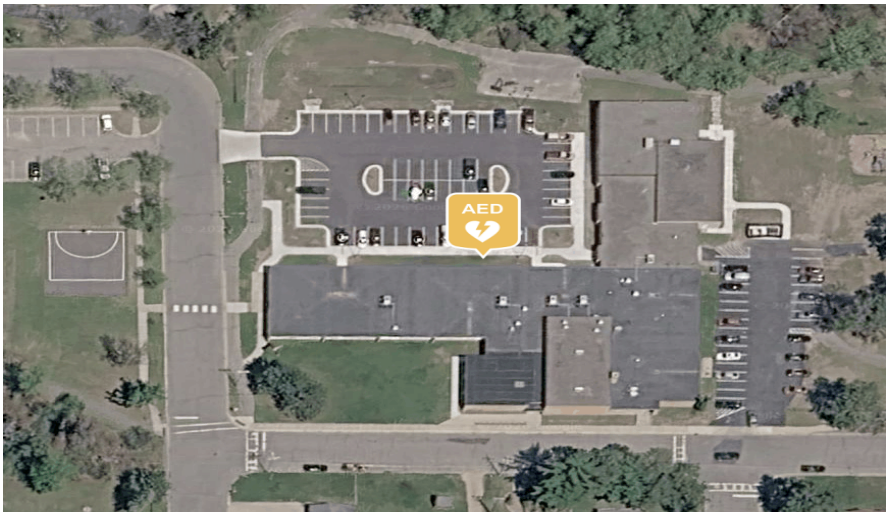
Buildings and Grounds



Area Learning Center



ECS: Community Education



ECS: Administration Hall



AED Location	Nearest High-Traffic Area	Co-located Items
ECS Admin Hall	Main Lobby	Naloxone, stop the bleed kit
ECS Community Education	Main Lobby	Naloxone, stop the bleed kit
ECS: ALC	ALC Office	Naloxone, stop the bleed kit
Transportation/Buildings and Grounds	Main Lobby	Naloxone, stop the bleed kit
Bigfork Commons	Bigfork Schools Commons	Naloxone, stop the bleed kit
Bigfork Activities	Bigfork Schools Main Lobby	Naloxone, stop the bleed kit
Bigfork Edge Center	Bigfork Edge Main Entrance	Naloxone, stop the bleed kit

Cohasset	Cohasset Main Lobby	Naloxone, stop the bleed kit
East Rapids Elementary	Main Lobby/Commons Area	Naloxone, stop the bleed kit
West Rapids Elementary	Main Lobby/Commons Area	Naloxone, stop the bleed kit
Robert J. Elkington Middle School-Commons	Commons/Main Lobby	Naloxone, stop the bleed kit
Robert J. Elkington Middle School-Health Office	Main Office Hallway	Naloxone, stop the bleed kit
Grand Rapids High School (GRHS)- Health Office	Main Lobby	Naloxone, stop the bleed kit
Grand Rapids High School-Gym Hall	Gym Hallway	Naloxone, stop the bleed kit
Grand Rapids High School-3rd Floor	3rd floor hallway	Naloxone, stop the bleed kit
Grand Rapids High School-Activities 1	Activities Department	Naloxone, stop the bleed kit
Grand Rapids High School-Activities 2	Activities Department	Naloxone, stop the bleed kit
Grand Rapids High School-Activities 3	Activities Department	Naloxone, stop the bleed kit
Grand Rapids High School-Activities 4	Activities Department	Naloxone, stop the bleed kit
Reif Center	Reif Center main Lobby	Naloxone, stop the bleed kit

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 [*insert the school's preferred plan for communication e.g., Overhead Page, Two-Way Radio, or Phone*]
- **Standard Script:** "There is a cardiac emergency in [s*pecific location*] and 911 has been called"
- **Building Status:** School will be placed in a **"hold"** for medical emergency to clear hallways

Integration of Local EMS with School CERP

School administrators and CERT members 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 school's CERP with locations of onsite AEDs is provided, along with facility diagrams and site plans to first responders, as requested. Minn. Stat. 121A.241, subd. 2(4) (2025).

The school administrator has designated ISD #318 District Nurse as the person responsible for updating and distributing the CERP annually.

Training and 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 a nationally recognized organizations like American Heart Association or American Red Cross.

Student Instruction and Practice

Minnesota law requires grade 7-12 students receive onetime CPR and AED use instruction with hands-on practice as part of the curriculum. Minnesota Statutes 2025, section 120B.236. Schools should consider instructing students on the building's AED locations and how to initiate the emergency response team.

Annual Drills:

Research shows that having a written and practiced CERP with regular practice drills can increase the chance of survival to 70% compared to less than 10% without such practice (Evans, 2024). 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**.

The school's plan for practice drills is as follows: Drills we be conducted at each school listed above on an annual basis with staff involved and students involved at the secondary levels. Drill format will be hands-on simulation. Drills will be documented on the following spreadsheet for proper evaluation & reflection of drills: https://docs.google.com/spreadsheets/d/1FXhWbCMHPj-Oh99HSAVGYnR44q8P0SH4I5PJc5mjAsM/edit?gid=78077051#gid=78077051

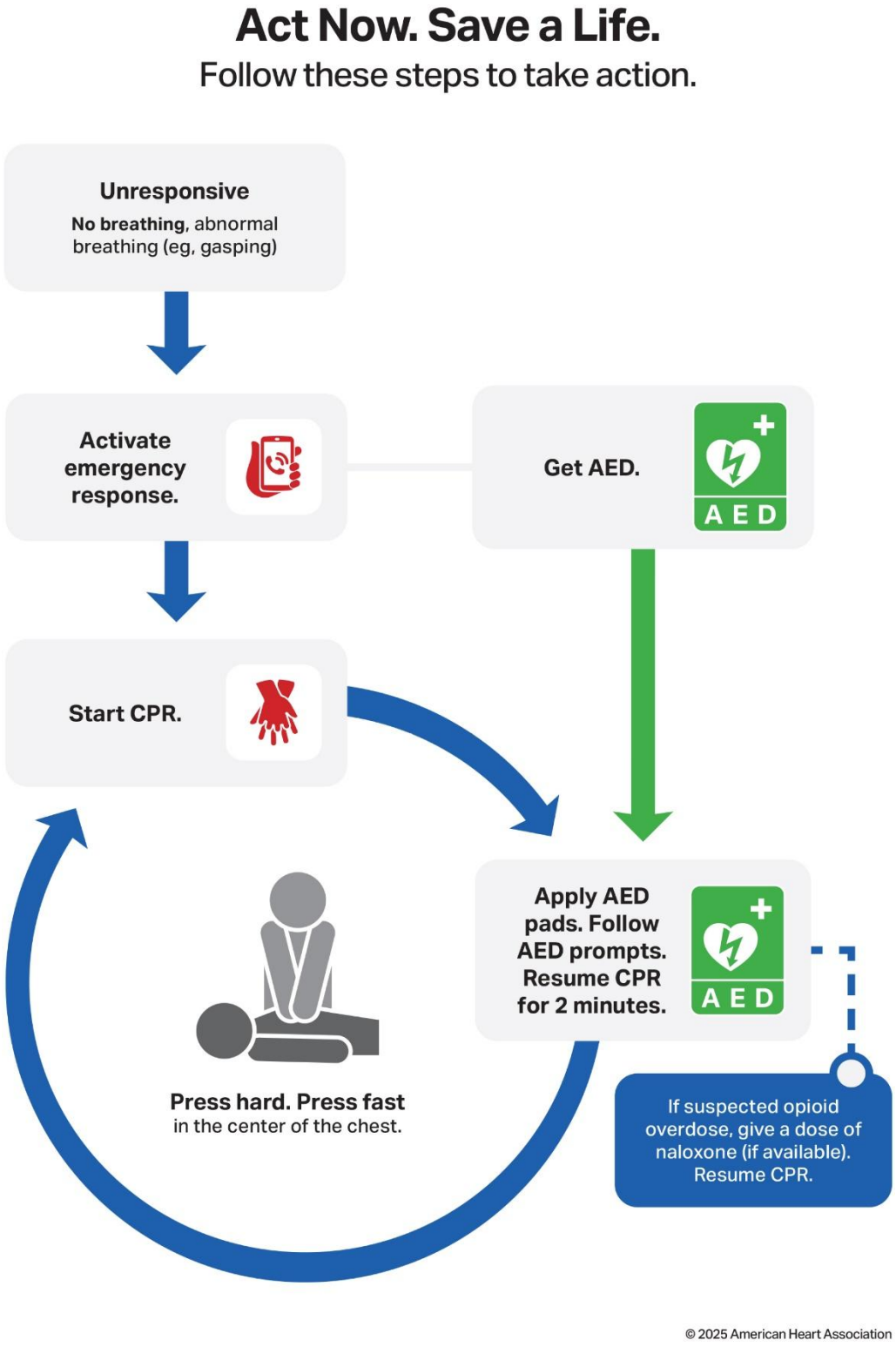
And filed for auditing purposes.

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 groud, 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 emergency.
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 (Minnesota Statewide Crisis Management Team).

Annual Review

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

Planning and evaluation tools are provided in the MDE Model CERP for Schools, Appendix B.

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

References

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

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

Resources

Project ADAM resources. Adapted from Project ADAM National resources; for additional resources please visit www.projectadam.com/Heartsafeschools.

Children's Minnesota – Project ADAM; https://www.childrensmn.org/services/care-specialties-departments/cardiovascular-program/conditions-and-services/project-adam/