STRIDE Academy Elementary Cardiac Emergency Response Plan

Final Board Adoption Copy • November 19, 2026

Board adoption date: _____

Related policy: SABP 806 – Crisis Management Policy

Board action requested: Adopt this elementary campus plan as an addendum to SABP 806 and direct administration to verify and document campus readiness before issuing the operational copy.

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Purpose

This Cardiac Emergency Response Plan (CERP) establishes how STRIDE Academy Elementary School prepares for and responds to suspected sudden cardiac arrest on school grounds and at school-sponsored activities, including athletic events on and off campus.

This plan supplements SABP 806 – Crisis Management Policy and is incorporated into the elementary building crisis plan upon Board adoption. It addresses the requirements of Minn. Stat. §§ 121A.035 and 121A.241.

List of Abbreviations

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 occurs when the heart abruptly stops pumping blood effectively. A person who is unresponsive and is not breathing normally, including a person who is only gasping, needs an immediate emergency response.

Recognize suspected cardiac arrest when a person is unresponsive and is not breathing normally. Other signs may include 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.

Forming a Cardiac Emergency Response Team

The elementary principal appoints the campus Cardiac Emergency Response Team (CERT), designates a backup coordinator, and keeps the response roster current.

The CERP coordinator verifies responder acceptance, CPR/AED credentials, and availability. The principal assigns primary and backup staff to the roles below and arranges classroom coverage. Shared staff counts toward coverage only when assigned and available at this campus.

All elementary staff receive instruction on recognizing suspected cardiac arrest, calling 911, starting CPR, locating the nearest AED, and notifying the office or event lead.

Additional Considerations

The principal checks coverage before, during, and after the school day, including recess, athletics, and school-sponsored activities. Reassign roles when staff is absent or schedules change.

The principal maintains a staff-accessible roster by coverage period. The roster records each primary and backup assignment, availability, contact method, and CPR/AED certification expiration.

The elementary principal, campus CERP coordinator and Operations lead oversee campus readiness. See Appendix D for the designated elementary team roster. Use the main office to reach the campus team during school hours and the designated event contact outside school hours.

Before operational release, the principal and coordinator verify the named roster, backups, certification dates, and classroom coverage and document the approved staff location for the roster.

Assign the following functions for each coverage period. During a response, the first witness may delegate these functions to available staff.

Cardiac Emergency Response Team

Response function	Primary action and backup
911 and first response	First witness calls 911 or designates a specific adult. Nearest available staff member backs up the caller or begins CPR as directed.

Response function	Primary action and backup
CPR	First available responder starts CPR. An arriving trained responder takes over or rotates in as needed.
AED retrieval	Designated staff member retrieves the nearest accessible AED. The first witness or event lead assigns another available adult if needed.
CERT activation	Main office or event lead alerts the team. Use the designated backup channel or an in-person relay if necessary.
EMS access	Principal or event lead assigns a greeter and backup to direct EMS from the designated entrance.
Documentation and follow-up	CERT coordinator or designee records times and actions. Principal assigns a backup and coordinates family notification and debrief.

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.

Placement

Place AEDs in accessible, clearly marked, unlocked locations following nationally recognized cardiovascular-care guidelines. Aim to retrieve and deliver an AED to the scene within three minutes of notification. Operations times the longest indoor and outdoor routes and documents any access or placement changes.

Before each school-sponsored activity, including on- or off-site athletic events and practices, the designated event lead confirms who will call 911 and respond, who serves as backup, the nearest accessible AED, the venue address and the EMS access point. The lead briefs supervising staff and confirms an accessible AED or arranges a portable unit when venue coverage is unavailable.

Stock adult pads and pediatric pads or a pediatric setting where supported by the device. Train responders on the campus AED and its pediatric capability. Use the AED as soon as it is available and follow its prompts.

Elementary AED location map

The elementary map identifies the AED near the main entry at the corridor end of Room 105. Operations verifies the cabinet location, signage and access before release and updates the map if equipment moves.

Operations maintains an inventory listing each AED's model and serial number, exact location, adult and pediatric capability, readiness, pad and battery expiration, inspection date and registry status where applicable. The inventory documents after-hours, outdoor and portable coverage and timed retrieval results.

Post the verified AED map where staff can access it quickly and include it with the plan shared with local EMS.

Maintenance

The building health technician conducts and logs monthly AED checks. Check device readiness, pads, batteries, expiration dates and kit supplies. Follow the manufacturer's maintenance instructions and report a failed check or missing item to Operations promptly.

See Appendix D for the designated monthly AED checker. The coordinator designates a backup and the staff-accessible log location. Operations arranges interim AED coverage when a unit is unavailable and confirms it is ready before returning it to service after use or repair.

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. School districts and charter schools can register their public access AEDs with the National Emergency AED Registry (NEAR) through the PulsePoint Foundation at PulsePoint AED. Questions regarding AED registry can be directed to the PulsePoint Support Team at support@pulsepoint.org.

Schools are advised to consult with their district legal counsel to assess the applicability of Minnesota Statutes 2025, section 403.51, subdivision 1, paragraph (e), in relation to the placement and visibility of AEDs within their facilities.

Communication of the Cardiac Emergency Response Plan

At the beginning of each school year, the principal distributes the plan, AED map and response assignments to elementary staff, including staff who supervise before- and after-school activities. Provide orientation to new staff and circulate material changes when made.

Post the quick response protocol near AEDs and in key staff areas. The principal ensures staff can access it during outdoor and after-hours activities.

Integration of Local Emergency Medical Services with the School Plan

Operations and the CERP coordinator provide local EMS with the plan, verified AED map and agreed access instructions. Record the EMS contact and distribution date and review these details after material changes. The coordinator requests EMS review of the response protocol before operational release.

Coordinate the cardiac response with the Medical Emergency section and post-crisis procedures of the 2026–27 Emergency Crisis Action Plan.

During school hours, notify the main office of a cardiac emergency and give the exact location and 911 status. The office activates the CERT through the building's emergency communication system. If the office cannot be reached, have an available adult relay the alert in person or use the designated alternate channel. During off-site and after-hours events, use the venue or event lead's communication plan. Notify the office or event lead while available staff call 911, start CPR and retrieve the AED.

Training for CPR and AED Use

The coordinator provides annual CPR/AED response orientation to staff and coaches, including the elementary protocol, pediatric response, AED locations, communication and roles. The CERP coordinator coordinates training dates and staff coverage with the elementary principal and Human Resources. Human Resources and the coordinator record attendance and certification renewals.

CPR training

Include hands-on practice in recognizing cardiac arrest, initiating CPR, using the campus AED and coordinating with 911. Train staff for adult and pediatric response as appropriate to their roles.

CPR certification

The coordinator tracks CERT certification and renewal with Human Resources. Assign trained responders to campus coverage and renew credentials before expiration through a nationally recognized training provider.

Practice Drill for Cardiac Emergency Response

STRIDE Academy Elementary School conducts a cardiac emergency response drill each school year for staff and students.

The principal and coordinator schedule the drill and involve Operations. Practice the alert, role assignments, CPR/AED response, equipment retrieval and directing EMS. Time the response and AED delivery and record any access or communication gaps.

Record the date, staff and student participation, response and retrieval times, findings, corrective actions, assigned owners and due dates. The coordinator checks that corrective actions are completed and maintains the records with the building crisis plan.

Before staff rollout, the principal and coordinator document the drill and training dates, confirm the activation method and backup, identify the EMS entry and AED access arrangements, and complete a campus walkthrough. Keep those details with the staff-accessible operational plan.

Annual Review of the Plan

The STRIDE Academy Board reviews and evaluates the plan's effectiveness annually. The CERP coordinator and CERT submit drill results, incident debrief findings, corrective actions and proposed revisions. Record the review date and resulting actions in the Board minutes.

Protocol for Cardiac Emergency Response

Act immediately. If another adult is available, assign the 911 call, AED retrieval and CERT alert while CPR begins. Follow dispatcher instructions.

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. Call 911 immediately or direct a specific adult to call. Give the school or venue address, exact incident location and the person's condition. Follow dispatcher instructions and stay on the line as directed.

3. Alert the main office or event lead and activate the CERT. State the exact location and whether 911 has been called. Have another adult send the alert while CPR and AED retrieval are underway when staffing permits.

4. Send a specific adult to retrieve the nearest accessible AED and bring it directly to the person.

5. Start CPR immediately. For children, give chest compressions with rescue breaths if able and willing. If unable or unwilling to give breaths, begin chest compressions and follow the 911 dispatcher's guidance.

   a. Place the person on their back on a firm flat surface.

   b. Place your hand or hands over the center of the chest, on the lower half of the breastbone. For a child, use one or two hands as appropriate and compress at least one-third of the depth of the chest, about 2 inches. For an adult, use two hands and compress at least 2 inches, avoiding depths greater than 2.4 inches.

   c. Give 100–120 compressions per minute. Allow the chest to rise fully after each compression and minimize interruptions.

   d. A single rescuer providing breaths gives 2 breaths after every 30 compressions. Follow dispatcher guidance and your training.

   e. Continue CPR, following dispatcher and AED instructions, until the person shows signs of life or EMS takes over.

6. The office or event lead coordinates the response and any building hold under the crisis plan without delaying CPR, the 911 call or AED use.

7. CERT members report to the scene and carry out assigned roles. The EMS greeter meets responders at the entrance communicated to dispatch and directs them to the person.

8. Turn on and apply the AED as soon as it arrives. For a child under age 8, use pediatric pads or the pediatric setting if available. Use the available AED if pediatric equipment is unavailable.
9. Follow the AED's prompts. Make sure no one is touching the person during analysis or shock delivery. Resume CPR immediately after a shock or a no-shock prompt, following the device and dispatcher instructions.
10. Transfer care to EMS. Report when the person was found, when CPR began, when the AED was applied, whether it delivered shocks and any change in the person's condition.
11. **The designated CERT member documents when the person was found, when CPR began, when the AED was applied and whether it delivered shocks, when EMS assumed care and the person's condition at transfer.**
12. **The principal or designated office staff member notifies the person's emergency contacts under the building crisis plan.**
13. **The coordinator works with EMS to preserve and share AED event data as appropriate. If EMS takes the AED to the hospital, Operations arranges interim AED coverage and coordinates the device's return, inspection and restocking.**
14. **The principal and CERT conduct an after-action review. Record what worked, what needs to change, who is responsible and when corrective actions are due. Use the findings in the Board's annual review of the plan.**
15. **The principal coordinates follow-up support with school mental health staff for students and staff affected by the emergency. Refer staff to the Employee Assistance Program as appropriate and use the building's crisis response procedures when additional support is needed.**

Legal References

Minn. Stat. § 121A.241 – Cardiac Emergency Response Plan

Minn. Stat. § 121A.035 – Crisis Management Policy

Minn. Stat. § 403.51 – Automatic External Defibrillation; Registration

Minn. Stat. § 604A.01 – Good Samaritan Law

Appendices

Appendix A: Resources for Schools

Table 1: Available resources for schools 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	AHA planning guide
Project ADAM Minnesota	Free assistance in creation and implementation of a practiced CERP	Project ADAM Minnesota
Parent Heart Watch	Toolkit templates and trainings for school and athletic staff, and programs providing AEDs to schools	Cardiac emergency response toolkit Get Charged Up!
Sudden Cardiac Arrest Foundation	National funding resources for AEDs and school-based CPR/AED education programs	School funding resources

Appendix B: Planning and Evaluation of the CERP Program

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

- CERP Program Checklist
- Building a Cardiac Emergency Response Team
- Choosing an AED
- AED Location: Placement Assessment
- AED Maintenance Log
- Drill Checklist
- How to Plan and Execute a Cardiac Emergency Response Drill

- Incident AED Report Form
- Post Sudden Cardiac Arrest (SCA) Incident Debriefing

[i] American Heart Association. (2023). *Cardiac emergency response planning for schools: A policy statement 2023.* https://cpr.heart.org/-/media/Files/About-Us/Policy-Research/Policy-Positions/CPR-and-AED/Cardiac-Emergency-Planning-for-Schools.pdf

[ii] Harmon, K. G., Asif, I. M., Maleszewski, J. J., Owens, D. S., Prutkin, J. M., Salerno, J. C., Zigman, M. L., Ellenbogen, R., Rao, A. L., Ackerman, M. J., & Drezner, J. A. (2015). Incidence, cause, and comparative frequency of sudden cardiac death in National Collegiate Athletic Association athletes: A decade in review. *Circulation, 132*(1), 10-19. https://doi.org/10.1161/CIRCULATIONAHA.115.015431

[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] Weisfeldt, M. L., Sitlani, C. M., Ornato, J. P., Rea, T., Aufderheide, T. P., Davis, D., Dreyer, J., Hess, E. P., Jui, J., Maloney, J., Sopko, G., Powell, J., Nichol, G., Morrison, L. J., & ROC Investigators (2010). Survival after application of automatic external defibrillators before arrival of the emergency medical system: Evaluation in the resuscitation outcomes consortium population of 21 million. *Journal of the American College of Cardiology*, *55*(16), 1713–1720. https://doi.org/10.1016/j.jacc.2009.11.077

[vi] 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

[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

Source model: Minnesota Department of Education, Model Cardiac Emergency Response Plan for Schools (revised November 1, 2025).

American Heart Association and American Academy of Pediatrics, 2025 Pediatric Basic Life Support Guidelines

Appendix C. Implementation and Compliance Record

STRIDE Academy Elementary School

School Year:_____

The elementary principal and CERP coordinator maintain this record with the building crisis plan. Enter actual dates and link to supporting records as work is completed.

Board adoption and rollout • Executive Director and principal

Board action scheduled for November 19, 2026. Record the vote and minutes reference, then record the operational release date after campus readiness is verified.

Actual Board action _____ Minutes reference _____ Release _____

Response team and activation • Principal and CERP coordinator

Verify primary and backup assignments, coverage, alert and backup channels, EMS entrance and staff access to the current roster. Record the walkthrough and sign-off.

Roster verified _____ Walkthrough/sign-off _____ Record _____

AED placement, maintenance and registry • Operations and health technician

Verify map, signage, access and timed retrieval. Log monthly checks, pad and battery expirations, recalls, interim coverage and return to service. Where applicable, register public access AEDs within 30 working days of receipt and report registration changes within 30 working days.

Map verified _____ Last/next check _____ / _____ Registry record _____

Distribution, EMS and event coverage • Principal, Operations and event leads

Log staff distribution, postings and EMS review of the protocol, AED map and access instructions. Confirm venue address, AED access, response roles and EMS entry before each sponsored event, including off-campus activities.

Staff distribution _____ EMS contact/review date _____ Event record _____

CPR/AED training and annual drill • CERP coordinator, principal and HR

Record staff training attendance and certification renewals. Log the annual staff and student drill, response and retrieval times, findings, and assigned corrections.

Training planned/held _____ / _____ Drill planned/held _____ / _____

Corrective actions and annual Board review • Principal, coordinator and Board

Track findings from drills and incidents, the owner, due date and closure evidence. Submit results and proposed revisions for the Board's annual effectiveness review and record its decisions in the minutes.

Next Board review _____ Review held _____ Minutes/action record _____

Statutory references • Minn. Stat. § 121A.241 • Minn. Stat. § 403.51

Appendix D.

Elementary Cardiac Emergency
2026-2027 School Year
Response Team Roster

Campus CERP coordinator | Jeny Holthaus, BSN

Elementary principal | Angie Lichy

Operations lead | Nathan Schwieters

Building health technician | Ellie Hamilton (monthly AED checks)

Rostered responder | Emi Martin

Rostered responder | Jason Fleege

Rostered responder | Kate Hill

Before operational release, the principal and CERP coordinator verify each person's acceptance, on-site availability, response assignment and CPR/AED certification expiration. Confirm primary and backup assignments for each coverage period and document them in the staff-accessible building crisis plan. Count shared staff only when assigned and available on campus.