

Cardiac Emergency Response Plan for North Dakota Schools



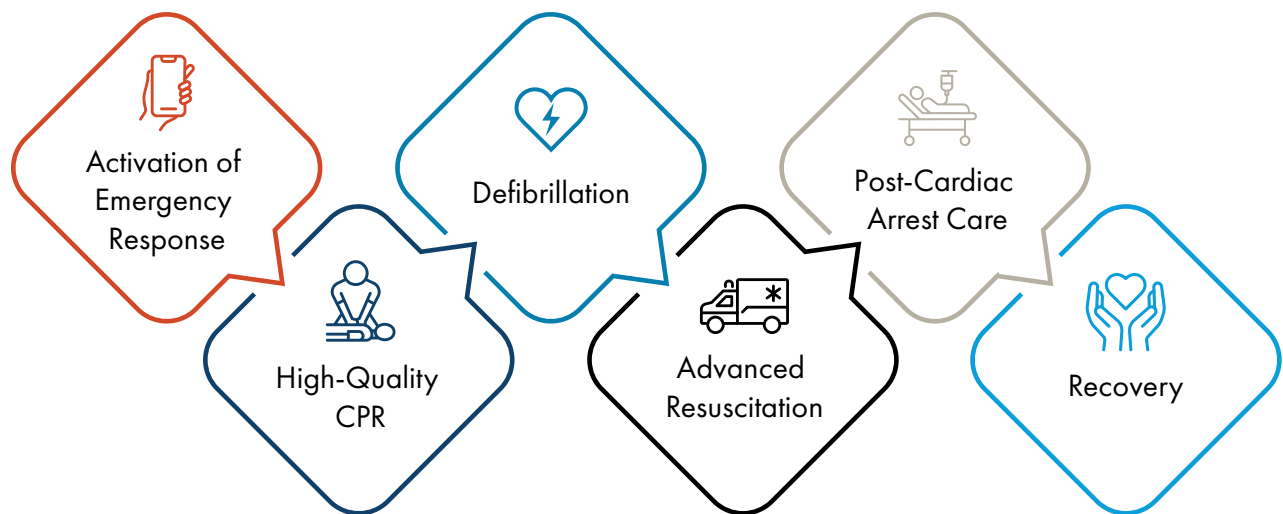
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What is a Cardiac Emergency Response Plan and Why Is It Important?

Each year in North Dakota, more than 125,000 children attend school and participate in athletic activities, supported by over 15,000 educators, staff, and administrators. Schools work hard to provide both quality education and a safe learning environment, but emergencies, like sudden cardiac arrest, pose serious challenges. Recognizing this, the 69th North Dakota Legislative Assembly took action to ensure schools are better prepared.

Cardiac arrest can happen to anyone in a school system, including the students, staff, or visitors, at any time. It can and does occur in children. To address this risk, North Dakota House Bill No. 1363 was passed, creating a new section of the North Dakota Century Code (Chapter 15.1-02) that requires public and nonpublic schools, as well as athletic events, to have cardiac emergency response plans in place.

While not every cardiac arrest is survivable, having a well-practiced plan significantly improves the chances of survival. A Cardiac Emergency Response Plan strengthens the first three links in the American Heart Association's Chain of Survival: early activation of emergency response, high-quality CPR, and defibrillation. With these measures, North Dakotans of all ages have a better chance of surviving sudden cardiac arrest.



The Cardiac Emergency Response Plan (CERP): Why It Matters

A Cardiac Emergency Response Plan (CERP) is a written plan that outlines clear steps to save lives during a cardiac emergency—whether it happens at school, a community organization, a workplace, or a sports facility. Having a plan in place is especially important for schools, where a sudden cardiac arrest (SCA) can happen at any time. Studies show that survival rates are much higher in schools with a CERP compared to those without one. With the right training and preparation, staff and students can respond quickly and confidently—not just at school, but anywhere they may encounter an emergency.

A strong CERP provides:

- Evidence-based guidelines and standards for schools to follow.
- Training that equips staff and students with lifesaving skills.
- Clear steps that prevent confusion and ensure the fastest possible response.

Preparation is the key to saving lives. In fact, nearly half of sports-related sudden cardiac arrests are caused by dangerous heart rhythms that can often be corrected by an Automated External Defibrillator (AED). With a well-practiced plan, a single AED shock can restore a normal heartbeat and make the difference between life and death. Bottom line: a carefully developed and practiced Cardiac Emergency Response Plan saves lives, prevents chaos in a crisis, and protects every student, staff member, and visitor.

By using this workbook your school will be able to structure a comprehensive Cardiac Emergency Response Plan that could save lives.

This document is intended to assist schools in developing a comprehensive Cardiac Emergency Response Plan. It uses materials from the American Heart Association and Parent Heart Watch as references. Medical and legal counsel for the organization should review the Plan before implementation. It is the responsibility of the organization to ensure that the Cardiac Emergency Response Plan as adopted is consistent with local, state, and federal law.

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Sudden Cardiac Arrest (SCA)

Sudden Cardiac Arrest (SCA) occurs when the heart suddenly stops beating. It can strike people of all ages and can occur in people who appear to be healthy. This includes children and teens. SCA is a life-threatening condition and requires IMMEDIATE help. The first symptom of SCA is often death as the warning signs of an underlying heart condition are often missed.

SCA should be suspected when:

- The person is not moving, unresponsive, or unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling or is not breathing at all).
- The person may appear to be having a seizure or is experiencing convulsion-like activity.

Cardiac arrest victims commonly appear to be having convulsions. If the person is having a seizure without a sudden cardiac arrest, an AED will not deliver a shock.

If the person received a blunt blow to the chest, this could cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same. Defibrillation, an electric shock delivered to the chest with an automated external defibrillator (AED) can restore the normal rhythm of the heart. Immediately starting CPR is a crucial step while waiting for an AED.

SCA differs from a heart attack because it occurs within the electrical system of the heart. A heart attack is due to a circulation problem, often this is a blockage that stops blood from flowing to the heart.



Cardiac Emergency Response Team

A Cardiac Emergency Response Team (CERT) is a group of designated employees and administration responsible for managing the Cardiac Emergency Response Plan (CERP). These individuals should be designated prior to the start of the school year or athletic season. They should have current CPR/AED training, and preferably NOT be classroom teachers as being a part of the CERT requires members to be able to stop what they are doing and respond immediately.

Potential members of the CERT could be:

- Front office staff
- School nurse
- Vice principal
- Health and physical educators
- Principal
- Coaches
- Superintendent (in smaller school districts)
- Janitorial staff (if available during the school day)
- Athletic director/trainer
- Administration

Roles of the Cardiac Emergency Response Team

The team will be responsible for:

- Maintaining current CPR/AED training
- Responding immediately when Sudden Cardiac Arrest is suspected
- Communicating with administration annually to ensure the CERP is consistent with local, state and federal regulations
- Activating the Cardiac Emergency Response Plan (CERP)
- Implementing the CERP steps in the following areas:
 - Proper installation and maintenance of all AEDs on school premises
 - Conducting an annual cardiac emergency response drill
 - Working with local Emergency Medical Services (EMS)
- Communicating the plan throughout the organization (staff, parents, students, athletes, volunteers, facility renters)
- Meeting at the beginning of the year/athletic season to plan, implement, and evaluate the CERP
- Annually update the CERP



Cardiac Emergency Response Team (CERT)

School Year _____

The following individuals have been designated as members of the Cardiac Emergency Response Team. All members of the team have current CPR/AED training and will respond to and provide basic life support during a cardiac emergency. The person closest to the scene should be contacted first. However, any other staff member or student not listed may initiate and provide basic life support as needed until Cert Team members arrives.

Team Member Name	CPR/AED Training Expiration Date	Location Room Number	Location 2 Room Number	Phone Extension
Team Lead -				

Principal or Administrator

Date

Automated External Defibrillators (AEDs)

Placement, Installation and Maintenance

Consider storing additional resuscitation equipment with the AED such as gloves, a razor, scissors, a towel, antiseptic wipes, a CPR barrier mask, and an extra set of AED pads. It is recommended to have both pediatric and adult size pads available with each AED. If applicable, naloxone and epinephrine autoinjector could also be stored with the AED.

Placement

Inside of a building

The American Heart Association recommends that the number of AEDs in a building “shall be sufficient to enable a person to retrieve an AED and deliver it to any location within the building, ideally within 3 minutes of being notified of a possible cardiac emergency.”

Outside of a building (example football field)

The American Heart Association recommends that “the number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the building including any venue, athletic field, or school grounds, ideally within 3 minutes of being notified of a possible cardiac emergency.”

Installation

AEDs should NOT be stored in a locked location. The AED should be no more than 48 inches off the ground and it should be well marked. AED signage should be easily identified and should be visible from the normal path of travel. A projecting (three-dimensional) universal AED sign shall be installed above cabinet or bracket/wall rack clearly marking the location of AED(s). The warning “for professional use only should be REMOVED from all AEDs.

Maintenance

Regularly check and maintain each AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity including periods of time where the building or location will not be used for long periods of time, such as summer months when school is not in session.

A map of the facility indicating where AEDs are located should be included in the CERP.



AED Monthly Maintenance Checklist

Refer to your AED Manufacture's Maintenance Recommendations

Defibrillator Unit Make/Model_____ Unit Serial number_____

Location_____

AED unit batteries are replaced every _____years. Date of last replacement_____

Instruction	Recommended/ Corrective Action	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Check readiness display for: (Insert specific characteristics of school AED unit Example: green check mark indicator)													
Check and note expiration date on electrode pads: Adult Pediatric													
Examine AED , case, cables and connectors for: damage or cracks, foreign substances													
Mounting placement Case is intact and secure. No tampering noted													

Principal or Administrator

Cert Team Leader Initials/Signature

Planning a Cardiac Emergency Responses Drill

Conducting Cardiac Emergency Response drills is essential for creating a team that is confident and prepared. Practice drills identify potential challenges and provide a safe space to find ways to improve.

Drill components

An effective drill happens when every member of the Cardiac Emergency Response Team (CERT) is familiar with the Cardiac Emergency Response Plan (CERP). The CERT team leader should plan and execute the drill.

It is important to remember that anyone who encounters a victim of sudden cardiac arrest can and should start emergency intervention.

Consider engaging your local EMS or Fire Rescue to inform your CERP and participate in your drill.

Establish a response code to initiate action during a cardiac emergency. The code should be communicated clearly on the day of the drill and in a real cardiac emergency, in conjunction with the specific location (e.g., building, hallway, room or field). An example would be "Code Heart Gym." Ensure that the CERP is clearly communicated to the entire staff, volunteers, and other users of the building.

Plan the drill

The following are recommended materials to use for your drill. If your district does not own a manikin or AED trainer you can speak with EMS or Fire Rescue or a local hospital to ask to borrow theirs.

- AED trainer unit
- CPR manikin with shirt (Shirt will be cut off)
- Rescue kit – gloves, razor, scissors, antibacterial wipes, CPR barrier mask
- Drill summary checklist – on clipboard with pen
- Stopwatch to time the drill
- Mobile phone or radio

Drill participants should include:

- CERT team leader
- CERT team
- Office staff who will receive the emergency code
- Drill recorder who will record when the team was activated using the emergency code, how long it took for the team to arrive, time the AED arrived
- Finders – facility users not on the team who are first on the scene

Performing the Drill

CERT team members should receive a copy of the response plan a weeks prior to the drill so that they have time to review it. DO NOT tell people when the drill will be held.

Evaluate the drill

Use the drill checklist and ask these questions:

1. How effective were staff in recognizing and responding to the simulated cardiac emergency scenario?
2. Review the times recorded by the Drill Recorder.
3. Are there any areas for improvement? Was the AED more than 3 minutes away from the scene? How long did it take to recognize a cardiac emergency?
4. Does the response plan need to be updated?
5. What aspects were easiest to remember?
6. Is there anything the team wishes to discuss?

Report findings and make adjustments to the CERP as needed.



Drill Checklist

Use this checklist to ensure your team implements the core elements of a Cardiac Emergency Drill.

The goal is to apply the AED to the victim and use it within 3 minutes.

Date/Time: _____

School: _____

Drill Location: _____

The drill begins when the victim is discovered. The recorder should start the timer once this happens.
The recorder should document these times:

	Time
Discovery of the victim	
Overhead drill announcement called	
CPR started	
AED arrival at the scene	
AED shock delivered	

Response Action	Yes	No
Victim unresponsiveness was determined		
Office was notified		
Cardiac Emergency Response Team(CERT) notified		
EMS/911 was called		
CERT arrived		
Possible SCA identified and CPR started immediately		
AED arrived on scene within 3 minutes		
AED pads placed on patient's bare chest		
Team followed AED prompts		
Team used proper CPR technique		
CPR barrier device was used		
Someone met and directed EMS to victim location		
Crowd control was handled		
Office had necessary information for EMS call		
Drill was completed in goal time of under 3 minutes "Completed" meaning that AED was applied and used within 3 minutes		

CERP Post Event Review

The CERT team leader along with administration should complete a post event review after the Cardiac Emergency Response Plan was activated.

Before filling out the Post Event Review a debriefing involving the CERT team and any responders should be completed. It is vital to consider how the event has impacted those directly involved in it. Resources to help people process their emotions surrounding the event can be found on the following websites:

- www.pulsepoint.org/mentalhealth
- www.ahajournals.org/doi/10.1161/CIRCOUTCOMES.118.004702
- www.hhs.nd.gov/behavioral-health/directory/search/default.aspx

School:

Location of event:

Date event occurred:

Time of event:

Names of people who responded:

List all steps taken to respond to the cardiac emergency:

Was the victim a youth/student, staff member, parent, or other adult?

What was the outcome of the cardiac emergency? (Summary of condition as publicly available)

Evaluate CERP

1. List components of the CERP that contributed to an effective response.
2. List any opportunities for improvement to the CERP.
3. Discussion with medical personnel.
4. List any general comments.



Cardiac Emergency Response Plan (CERP)

This is an example of a Cardiac Emergency Response Plan. Schools may adjust the plan as needed.
Cardiac Emergency Response Plan

(CERP)

For

(Name of school)

Annual review of plan took place on:

Cardiac emergencies requires immediate action which is crucial to successfully treating cardiac arrest.

Recognizing Sudden Cardiac Arrest

- There is an individual who is not responding to verbal or physical touch.
- This individual may not be breathing normally (irregular breaths, gasping or gurgling, not breathing)
- They may have seizure-like activity/convulsions.
- They have collapsed after being hit in the chest by a ball or other blunt impact.

ACTIVATE THE PLAN IF YOU WITNESS ANY OF THE ABOVE

Develop a Cardiac Emergency Response Team (CERT)

List members

1. Team Lead - _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

All CERT members are CPR/AED certified and will assist in developing and maintaining our CERP annually. Please note that while CER Team members will be called to the scene of a cardiac emergency, the first person on the scene who witnessed or discovered the sudden cardiac arrest victim should coordinate with other bystanders to call 911, start hands-only CPR and retrieve and use the onsite AED.

AED Installation and Maintenance

The AEDs at our school are located in the _____. The CERT team lead and/or administrator perform monthly checks on the AEDs and ensure that the batteries are current.

Attach map of facility indicating where AEDs are found.

Our Plan

We acknowledge that in reality all these steps will occur at the nearly the same time but to simplify the plan we have listed them as steps.

1. The person who finds the victim designates someone near the victim to call 911. Communicate the victim's condition and stay on the line. Note the following for this facility (best access may not be the front door so have all this information)

Physical address: _____

Nearest cross street: _____

Best access point: _____

2. The person who finds the individual should also designate someone to retrieve the nearest onsite AED and bring it back to the location of the emergency.
3. The first person on scene should start hands-only CPR.
4. Another team member should notify the front office/administration:
5. "There is a "Emergency Code phrase like, Code Heart" at (specify location) and 911 has been called."
6. The office staff/facility lead should make an announcement (on the PA system) to place the school/team in a "HOLD." Students should remain in their classrooms and be kept from the hallways.
7. The office staff/facility lead should make an announcement (on the PA system) TWICE: "CERT Team to report to (specify location).
8. Office or facility lead should assign a person to meet EMS and direct them to the victim.
9. All Team members should report to the victim's location and take over CPR and use the AED.
10. When CERT members AED arrives, it should be activated immediately.
 - Follow the audio/visual instructions provided by the AED.
 - Use the diagrams on the pads to place them correctly.
 - The AED will only deliver shocks if needed, if no shock is needed, no shock will be delivered.
 - As the AED instructs, continue hands-only CPR until the patient is responsive or EMS takes over.
11. A team member should document the emergency (note the time event occurred, when CPR was started, when and if the AED delivered a shock(s), when EMS arrived and victim's condition when EMS arrived).
12. Front office staff should call an emergency contact for the victim.
13. Transition care to EMS upon arrival
14. Medical provider will need to know what the heart was doing at the time of the event to properly determine treatment, so the school nurse/risk management/school resource officer/facility lead must download the data from the AED and send it to the medical practitioner. If you are unsure how to download the information, you can contact the manufacturer of the AED device and they will walk you through the steps.

School-wide Response

1. All students to remain in a "HOLD" until all clear announcement.
2. Students who are temporarily out of the classroom should return to class immediately.
3. Cafeteria and gymnasium will be treated the same as a classroom
4. This is a learning opportunity; the classroom teacher may explain possible reasons for the emergency and the importance of a defibrillator. The teacher may also continue teaching.

EMS/Fire Rescue Integration

This plan was developed and drilled in collaboration with INSERT NAME OF YOUR LOCAL AUTHORITY on INSERT DATE, with the location of our current AEDs reported on INSERT DATE.

Post Event Review

Should be completed after CERT, responders, and students have been debriefed.

Addendum

Sixty-ninth Legislative Assembly of North Dakota
In Regular Session Commencing Tuesday, January 7, 2025

HOUSE BILL NO. 1363

(Representatives Meier, Dockter, Hagert, Heinert, J. Olson, Hauck, Jonas, Novak, Rohr) (Senators Cleary, Dever, Boschee)

AN ACT to create and enact a new section to chapter 15.1-02 of the North Dakota Century Code, relating to cardiac emergency response plans for public and nonpublic schools and athletic events.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

Superintendent of public instruction - Cardiac emergency response plan for public and nonpublic schools and athletic events.

1. As used in this section:
 - a. "Automated external defibrillator" means a lightweight, portable device capable of delivering an electric shock through an individual's chest to the individual's heart, which is used in the event of cardiac arrest to attempt to stop an irregular heartbeat and allow a normal rhythm to resume.
 - b. "Cardiac arrest" means a life-threatening event in which an individual's heart unexpectedly stops beating.
 - c. "Cardiac emergency response plan" or "plan" means a written document establishing the specific steps to reduce the chance of death from cardiac arrest.
2. The department of health and human services, in collaboration with the superintendent of public instruction, shall create a customizable cardiac emergency response plan template for schools and nonpublic schools to use to develop a plan tailored to the school or nonpublic school.
3. The cardiac emergency response plan template must integrate core elements established by the American heart association or other nationally recognized organization. The plan template must require:
 - a. Review and adoption of the cardiac emergency response plan by the district crisis management team, which must be reviewed annually.
 - b. Activation of the team if an individual experiences sudden cardiac arrest.
 - c. Placement of automated external defibrillators on school grounds.
 - d. Routine maintenance of automated external defibrillators.
 - e. Distribution of the plan on school grounds.
 - f. Stipulation of appropriate school personnel, including licensed coaches, school nurses, and athletic trainers, to receive training.
 - g. Coordination with local emergency medical services providers.
 - h. Annual review and evaluation of the plan.

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4. Beginning with the 2027-28 school year, each public and nonpublic school shall:
 - a. Using the template provided by the department of health and human services, develop a cardiac emergency response plan for inclusion in the school district crisis management plan for use by school personnel if an individual experiences sudden cardiac arrest or a similar life-threatening emergency on school-owned grounds, and school-owned athletic venues.
 - b. Place each automated external defibrillator on school grounds according to the guidelines established by the American heart association or an organization focused on emergency cardiovascular care.
 - c. Identify each automated external defibrillator with appropriate signage.

5. A school, board of a school district and each individual member of the board, governing board and each individual governing board member of a nonpublic school, administrator, principal, teacher, school employee, and any member of the school district crisis management team, whether a student or an adult, are immune from any liability that might otherwise be incurred as a result of an injury caused by any act or omission while carrying out any elements of the cardiac emergency response plan as developed or implemented in accordance with this section.



Script for Staff or Community Orientation

Introduction:

This is a template that can be modified for any organization. This presentation lasts approximately 20 minutes. You will need a computer, internet access and a projector or screen.

Frequency:

Conducted annually or as needed basis with new staff/employee/teams.

Learning Objectives:

1. Explain Sudden Cardiac Arrest and share key statistics on its incidence and survival
2. Introduce staff to your facility's AED(s) and the specific location(s)
3. Introduce members of the Cardiac Emergency Response Team and their roles
4. Review the steps and procedures outlined in your Cardiac Emergency Response Plan and the purpose of conducting drills

Sample Script to Meet Objectives

We have been working to implement (or update) a Cardiac Emergency Response Plan (CERP) at our facility, recognizing that sudden cardiac arrest is the leading cause of death on school campuses and the No. 1 killer of student athletes.

The CERP was developed by a national American Heart Association task force of 12 health and safety organizations, including Parent Heart Watch, National Association of School Nurses, Project ADAM, American Association of School Administrators, National Athletic Trainers' Association, Society of Health and Physical Educators (SHAPE America) and American Academy of Pediatrics.

The plan consists of five elements:

1. Forming a Cardiac Emergency Response Team

We have established a Cardiac Emergency Response team and a written plan to follow in the event of a cardiac emergency. A critical part of this effort is making sure the entire staff is aware of the procedure. (At this point you may ask your Cardiac Emergency Response team to stand.)

CERT members are CPR/AED certified and assist in developing, drilling and evaluating our plan annually.

Script for Staff or Community Orientation continued

That said, this team is NOT the only group who can respond to a cardiac emergency – a CERP is designed so that everyone in our organization is prepared to take life-saving action. Why is this important? There is a 3- to 5-minute window to begin CPR and deliver a shock with an AED to an SCA victim. Yet, EMS response time nationally averages 7 to 14 minutes. That means every minute counts and everyone plays a role.

2. Documenting a Plan

Let's briefly review our response procedure, which outlines key actions:

- a. A staff member or parent witnesses SCA and calls the front office
- b. The office staff uses the designated emergency response code (e.g., CODE AED) to direct CER team to the scene

- c. Specific team members are assigned to:
 - Call 911
 - Start hands-only CPR
 - Retrieve and operate the AED
 - Guide EMS to the scene

If you are not on the CER team:

- d. Remain in your classroom or area and keep students away from hallways or field
- e. If a CER team member is nearby, supervise their students so they can respond
- f. Help protect the privacy and dignity of the victim and minimize trauma to others

After EMS leaves our school, the front office/administrator will make a school-wide overhead announcement: "All may resume normal activities at this time."

This plan is part of our overall Emergency Action Plan and ensures this life-saving response stays in focus - even as staff, coaches, or volunteers change. You all have a copy of this plan.

3. Proper Installation and Maintenance of our AED(s)

AED stands for Automated External Defibrillator—the only tool that can restart the heart during SCA. The AED(s) at our school/facility are located at: [INSERT LOCATION(S)] and stored in unlocked cabinets. CPR is a critical bridge, but it cannot restart the heart.

If your AED cabinet has an alarm, please note:

- The AED cabinet alarm is not connected to EMS; it is for local awareness.
- If the AED is retrieved in an emergency, we recommend letting the alarm sound until the CER team arrives.

Script for Staff or Community Orientation

CPR/AED Demonstration:

- Use a CPR training manikin with feedback to show what effective hands-only CPR looks like.
- Demonstrate how to:
 - Turn the AED on
 - Identify the adult and child pads settings
- Follow the prompts (audio/visual) from the AED

Remember AEDs are safe for anyone to use. They are designed not to harm anyone and will only deliver a shock if necessary. Don't be afraid to use one—your action can save a life. It should not be feared.

4. Cardiac Emergency Response Drill

Just like a fire drill, a cardiac emergency response drill is the best way to ensure everyone knows what to do. Our drill will take place on [INSERT DATE] or has already taken place, and serves as an opportunity to test our readiness and identify areas for improvement.

5. Communication with the Community

We have notified our entire community so everyone understands that anyone can save a life by taking these steps:

- Recognize the emergency
- Call 911 to get help on the way
- Start hands-only CPR
- Use the AED

There's often little to no warning before SCA. Many victims appear to be the picture of health before suddenly collapsing. In some cases, SCA may also occur after a direct blow to the chest from a firm object—such as a ball or

elbow so the same emergency response protocol should be followed.

You can find these sudden cardiac arrest resources (NAME WHERE THE RESOURCES ARE POSTED).
Any questions?

Dear Facility User/Renter,

The safety of community members using this facility is of paramount concern. This letter is to inform you of resources available to you in the event of a cardiac emergency.

Please find attached a sample cardiac emergency response plan and a site map that shows where automated external defibrillators (AEDs) are located.

How Common Is Sudden Cardiac Arrest?

Up to 23,000 cases of out-of-hospital cardiac arrest in youth happen each year. It's the #1 killer of student athletes and the leading cause of death on school campuses.

Across the U.S., even the best emergency medical services systems can't reach cardiac arrest victims for at least 3 to 5 minutes. Given survival decreases by 10% each minute without emergency intervention, the actions taken by bystanders during the first few minutes of a cardiac emergency are critical and can double or triple a victim's chances.

It's been proven that a carefully orchestrated response to cardiac emergencies will reduce death and disability beyond the mere 10% average survival rate, and we are proud to have made this a priority.

What is a Cardiac Emergency Response Plan?

Simply put, it is a written and well-practiced response to a cardiac emergency that orients the campus community to starting hands-only CPR and using the onsite AED—similar to what everyone knows about the importance of fire drills and fire extinguishers. In short, directing your organization to Call–Push–Shock empowers everyone to save a life.

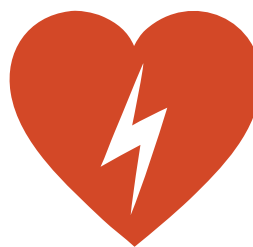
Please direct your questions to Name at Phone Number.



Call

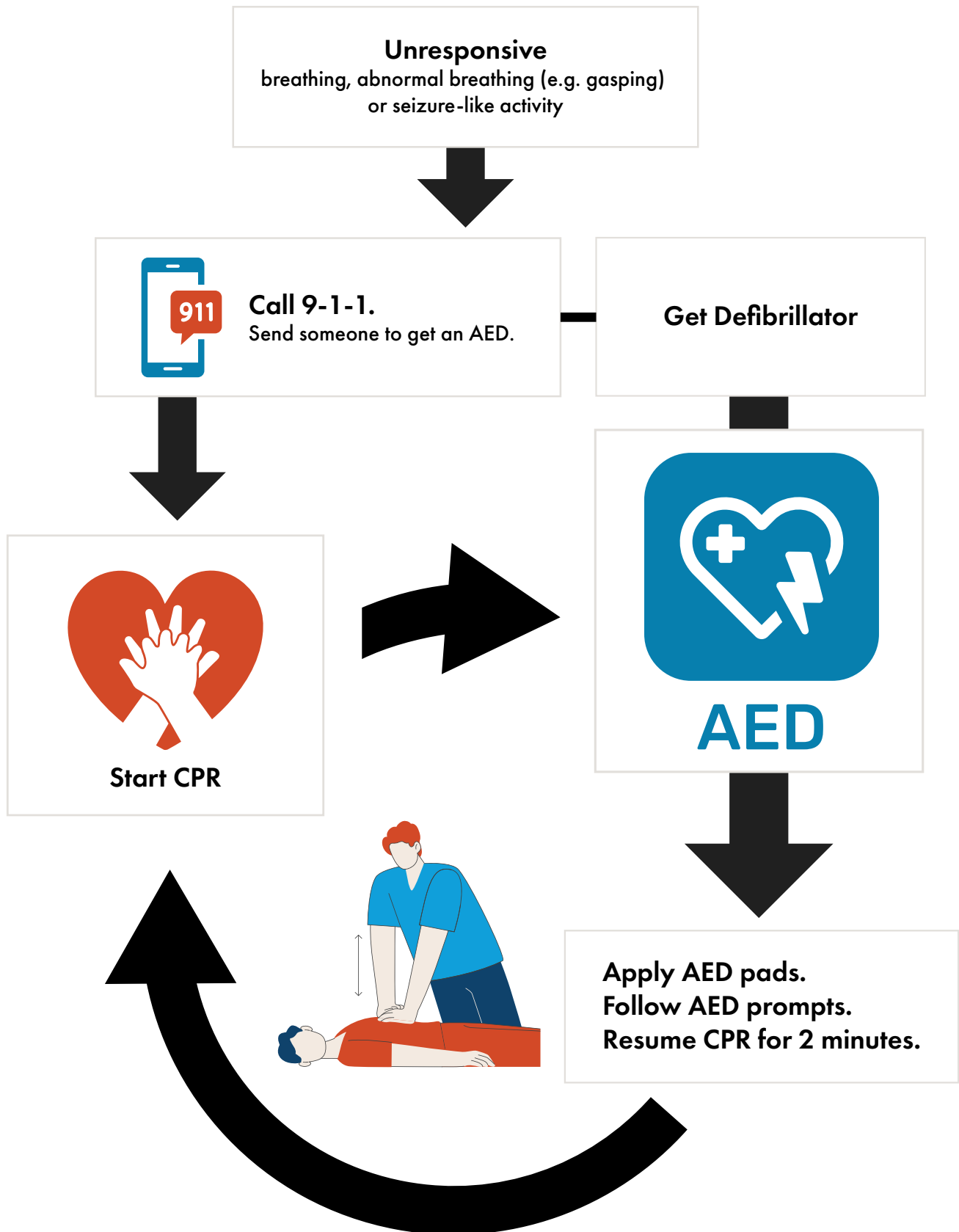


Push



Shock

Act Now. Save a Life
Follow these steps to take action.



Contacts

The Cardiac Emergency Response Plan for Schools was created in partnership with North Dakota Health and Human Services (ND HHS) and the North Dakota Department of Public Instruction (ND DPI).

For questions about:

- Implementation and requirements, contact ND DPI
- The role of school nurses in the plan, contact the State School Nurse Consultant in ND HHS
- Working with Emergency Medical Services, contact Emergency Medical Services for Children program manager in ND HHS
- Cardiac programs, contact ND HHS Cardiac and Stroke Systems coordinator