

**Heart Safe School**

**Accreditation Toolkit**

**2024**

**Heart Safe School Accreditation Toolkit**

**Community Heart Watch**

Cardiac arrest is a deadly and prevalent medical emergency. Over 1,000 cardiac arrests occur outside of hospitals per day in the United States and there are over 10 cardiac arrests in southeastern Ohio per month. Cardiac arrest is caused by an electrical malfunction in which the heart suddenly stops beating and deprives the brain and vital organs of oxygen. It strikes people of all ages – including children, teenagers and athletes. The chance of survival decreases 10% for every minute that care is delayed and 90% of victims do not survive because they do not receive care fast enough. Cardiac arrest is the leading cause of death in the United States, killing more people than breast, lung, colon and prostate cancer combined. However, when chest compressions are started immediately and the victim is defibrillated within three minutes of collapsing, the chance of survival can increase to 80%.With an average EMS response time of eight minutes, survival for most victims is dependent on bystanders jumping in to provide care until EMS arrive. With this in mind, Community Heart Watch (CHW) was formed in 2012 by Fairfield Medical Center in collaboration with area EMS, schools and businesses with the goal of improving cardiac arrest survival in Fairfield, Hocking and Perry Counties by:

* Increasing awareness of sudden cardiac arrest and the importance of bystander intervention
* Equipping area residents, schools, businesses and parks to respond to cardiac emergencies
* Increasing access to automated external defibrillators (AEDs) in the community

**Importance of Accreditation for Schools**

1 of 25 schools per year experience a cardiac emergency and cardiac arrest is the leading cause of death for students and student athletes. The Heart Safe School Accreditation was created to prepare school personnel and students to provide life-saving care to cardiac arrest victims until emergency medical personnel arrive. Not only can this preparation save lives in schools, but those trained in this program are equipped to respond to a cardiac arrest that may occur in their home, at an athletic event in the community or in another public setting.

**Accreditation Criteria for Schools**

There are 7 requirements to become accredited:

1. Cardiac Care Plans for every student with a known cardiac condition
2. CPR and AED training for school personnel and students (recommend: 4th and 7th grade)
3. AEDs are on-site and within 3 minutes from every location
4. Cardiac Emergency Response Plan is developed
5. Cardiac Arrest Drills are performed three times per year
6. Cardiac Arrest Huddles are held before special events
7. One cardiac arrest awareness activity is held per year and announcements made at sporting events

**Cost**

There is no cost for accreditation, but there may be expenses for AEDs.

**Term**

Accreditation is for three years.

**Toolkit**

If you have any questions about this toolkit, please reach out to the Community Outreach Coordinator at Fairfield Medical Center (Teri Watson | [teri.watson@fmchealth.org](mailto:teri.watson@fmchealth.org) | 740-687-6929.

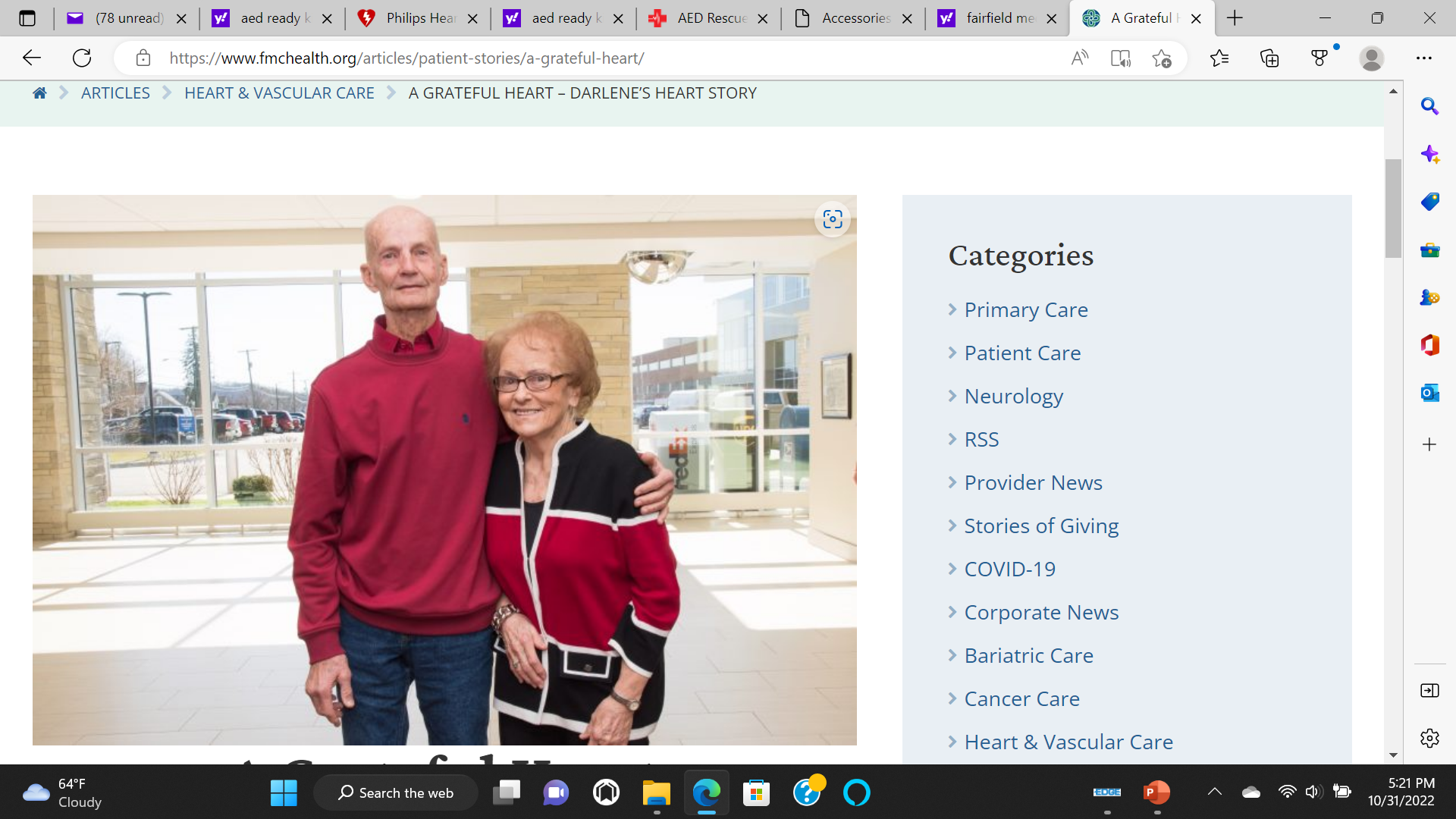
**Accreditation Saves Lives**

* **17 year old Hayden Voris**
* **Suffered a cardiac arrest in a culinary class at Stanbery Career Center**
* **Staff called 911, started CPR and used an AED**
* **EMS took Hayden to Nationwide Children’s where a permanent defibrillator was inserted**
* **Hayden hopes to be a chef and open his own restaurant some day**

Lancaster City Schools were the first schools accredited by Community Heart Watch in 2013. Since then, they have had three “Great Saves” due to the quick action of staff in responding to the emergency and having immediate access to AEDs.

**Hayden Voris**

In January of 2021, Hayden was in a culinary class at Stanbery Career Center when he suffered a cardiac arrest. He collapsed and fell from his stool onto the floor. As a Heart Safe School, his teacher instantly recognized that Hayden could be experiencing a cardiac arrest and notified the office a cardiac emergency was occurring. The office then paged staff to the scene. The district nurse was in the building at the time and rushed to the classroom to start CPR while another staff member retrieved the AED. Hayden was administered one shock before EMS arrived. He was transported to Nationwide Children’s Hospital where a permanent defibrillator was placed. Hayden returned to school in a week and hopes to become a chef and own a restaurant someday.

**Darlene Winland**

In November of 2017, 79 year old Darlene and her husband were attending a volleyball tournament at Lancaster High School. When they were leaving the gym after the game, Darlene collapsed in the bleachers. Within seconds, bystanders and school staff called 9-1-1, started chest compressions and used an AED donated to the school by Community Heart Watch. Darlene was taken to Fairfield Medical Center where she underwent open heart surgery and made a full recovery. Darlene is grateful to have more time to spend with her family and volunteering at church.

**Andrew Vaughn**

****In the spring of 2013, 16 year old Andrew was on a morning run with his Criminal Science class at Stanbery Career Center when he suddenly collapsed. Having just completed Heart Safe School accreditation, staff and students knew exactly what to do – they called 9-1-1, started chest compressions immediately and sent someone to get the AED. Andrew was taken to OSU Wexner Medical Center where he received a permanent defibrillator. Ten years later, Andrew is married and has two children. He works as a supervisor at Westerman Company in Bremen.

**Accreditation Criteria Details**

1. **Cardiac Care Plans for Students with Cardiac Conditions**

A Cardiac Care Plan for every student with a cardiac condition is important so that school personnel understand the student’s condition, make accommodations as appropriate and know what to do should that child have a cardiac emergency.

* A Cardiac Care Plan should be developed for each student with a heart condition in conjunction with the student’s parents and medical providers
* Plans should include a description of the condition, accommodations for the student in the school setting and an emergency action plan
* Plans should be reviewed annually or when a student’s health status changes
* Plans should be distributed to school personnel so they know how to respond in an emergency
* A sample care plan is in Appendix 1

1. **CPR/AED Training for School Personnel and Students**

When a cardiac arrest occurs, the victim’s chance of survival decreases 10% for every minute care is delayed. That’s why it’s critical that school personnel and students are trained to quickly identify a cardiac arrest and feel comfortable jumping in to provide care until emergency medical personnel arrive.

* CPR training can be hands-only (provided for free by FMC and area EMS) or full CPR certification
* CPR training should be for adult and child victims and include: the use of AEDs, review of AED locations within the school, review of school’s Cardiac Arrest Response Plan and performance of a cardiac arrest drill
* 50-75% of staff should be trained – training should be provided for staff upon hire with refresher training every 2 years
* Hands only CPR training is a graduation requirement for high schools in Ohio -- in addition, we recommend training 4th and 7th graders
* Participants should be encouraged to download the PulsePoint AED app during training, so that they can know where the nearest AED is no matter where an emergency occurs
* A sample CPR/AED Training Roster is in Appendix 2

1. **AED Access and Maintenance**

AEDs are a critical element of a Heart Safe School because 50% of victims have a heart rhythm that requires defibrillation. AEDs must be accessible within 90 seconds so that the AED can be retrieved and the victim shocked within 3 minutes.

* + Details about AED placement and maintenance should be documented in the Cardiac Arrest Response Plan and include:
    - Placing AEDs in accessible, unlocked areas within 90 seconds from any location on school grounds
    - Clear signage to identify AEDs
    - Registering AEDs in the free PulsePoint AED app
    - Monitoring AED condition, batteries and pads on a monthly basis
    - Attaching a first responder kit to each AED (scissors, razor, cloth)
    - A sample AED Maintenance Log is in Appendix 3

1. **Cardiac Emergency Response Plan (CERP)**

Medical emergencies can happen unexpectedly -- having a Cardiac Emergency Response Plan in place is important so that staff know what to do when an emergency occurs. An emergency response plan should include:

* Practices around AED placement and maintenance
* Practices around CPR/AED training
* Procedures for when an unresponsive individual is found
* A sample Cardiac Emergency Response Plan is in Appendix 4

1. **Cardiac Arrest Drills**

In addition to a Cardiac Emergency Response Plan, it is also important to conduct drills so that staff become comfortable with the process and can address any potential issues prior to an actual cardiac emergency occurring.

* + A successful drill will demonstrate:
  + Immediate activation of EMS by calling 911
  + Method of alerting the office that an emergency is occurring and help is needed
  + Chest compressions are started quickly
  + An AED arrives on the scene and defibrillation pads are placed within 3 minutes
  + Someone meets EMS to escort them to the scene
  + Participants debrief to assess what went well and what could be improved
  + A Cardiac Emergency Drill form is completed (see example in Appendix 6)

1. **Cardiac Arrest Huddles**

A Cardiac Arrest Huddle should be conducted immediately before a special event where there may be a large number of people on site and/or unique circumstances. The purpose of the huddle is to:

* Review the location of AEDs
* Review the Cardiac Arrest Action Plan
* Assign responsibilities should an emergency occur
* Identify any unique challenges that may need to be addressed (loud noise, dim lights, etc.)
* A Cardiac Arrest Huddle form is located in Appendix 6

1. **Cardiac Arrest Awareness Activities**

Each school must provide the following awareness activities:

* An annual cardiac arrest awareness activity for students which should include: what is cardiac arrest, how to recognize cardiac arrest, why it is important for bystanders to intervene and where AEDs are located in the school.
  + Suggestions for activities are: cardiac arrest awareness announcements or social media posts in February during National Heart Month, participation in AHA Kids Heart Challenge during gym class, presentation by local EMS or physicians, articles in the school newsletter, presentations by survivors of cardiac arrest
* Whenever feasible, a cardiac arrest awareness announcement is made at athletic events to increase community awareness of how to respond to a cardiac arrest and indicate where the nearest AED is. A sample announcement is in Appendix 7.

**Appendix 1**

**Sample: Student Cardiac Care Plan**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Implemented: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian name and phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Diagnosis: Hypertrophic Cardiomyopathy**

* + Hypertrophic cardiomyopathy is a condition in which the heart muscle becomes thick. The thickening can make it harder for blood to leave the heart, forcing the heart to work harder to pump blood. It can make it harder for the heart to relax and fill with blood.
  + One of the first symptoms of hypertrophic cardiomyopathy is the individual will suddenly collapse/pass out. Other common symptoms include: chest pain, dizziness, fainting (especially during exercise), fatigue, light headedness, heart palpitations and shortness of breath.
  + \_\_\_\_\_\_\_\_\_\_\_\_\_ is currently taking a beta blocker medication.

**Accommodations in the School Setting**

* + \_\_\_\_\_\_\_\_\_\_\_\_\_ is not allowed to participate in gym class, competitive sports or any strenuous activity.

**Emergency Action Plan**

In the event \_\_\_\_\_\_\_\_\_\_\_\_\_ suddenly is unresponsive or passes out, the following plan should be followed:

* + If unresponsive, begin CPR, call 911 and alert office of emergency and that help is needed
  + Send someone to retrieve the nearest AED. Locations in this school are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_As soon as AED is arrives, turn it on and follow prompts:
    - Remove clothing from chest area and dry chest if wet (supplies in ready kit attached to AED)
    - Apply pads. Look at symbols on the pads and place as shown on the victim. Do not place pad over the nipple, medication patches or visible implant devices
    - If AED advises a shock, make sure no one is touching the victim
    - Resume CPR when instructed by AED and continue CPR until EMS arrive
    - Alert main office of the incident so they can contact parents/guardian and get copy of emergency medical form
    - How to place pads if student has a permanent pacemaker or defibrillator
  + If transported by EMS, a copy of the student’s emergency medical form will be sent with EMS and staff member will accompany student to the emergency room.

**Signatures**

Signatures of parents, student, school nurse, building administrator, others as appropriate

**Appendix 2**

**Sample: CPR/AED Training Roster**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Training: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Training conducted by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Training included: adult and child victims, AED use, review of AED locations, review of Cardiac Emergency Response Plan and performance of 1 cardiac arrest response drill

|  |  |
| --- | --- |
|  | Participant Name (for students, include what grade they are in) |
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**Appendix 3**

**Sample: AED Maintenance Log**

Every month, each AED should be inspected to insure:

* There is no visible damage to the AED or carrying case
* AED signage is visible and undamaged
* The AED’s “Rescue Ready” light flashes green
* A set of unopened, unexpired adult pads is connected to the device
* The battery is not expired (replacement date is four years from installation date)
* If battery or pad expiration is within two months, order replacements
* The “Ready Kit” is attached to the AED and includes a scissors, razor and cloth
* A copy of the Cardiac Arrest Action Plan is placed near the AED (on the wall, in the cabinet, etc.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Initial when monthly inspection is complete | | | | | | | | | | | |
| AED Location | Serial # | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
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**Appendix 4**

**Cardiac Emergency Response Plan: Template**

**PURPOSE**

Cardiac arrest can happen to any person at any age at any time. When cardiac arrest occurs, the heart suddenly stops beating and the brain and vital organs are deprived of oxygen. Brain damage starts in four minutes and death occurs in ten minutes. However, if chest compressions are started immediately and an AED is used while waiting for EMS to arrive, survival increases dramatically. This plan is designed to ensure fast and effective care in the event a cardiac arrest occurs at [insert school name]. The four main goals in an emergency are to:

1. Quickly identify there is a cardiac arrest (unresponsive + not breathing normally)
2. Call 911
3. Start chest compressions
4. Use an AED within 3 minutes

**AED SPECIFICS**

* The AED is located [insert location]
* A rescue kit is attached to each AED and includes: scissors, razor and cloth
* The AED is checked every month by [insert position] and documented in the AED Maintenance Log
* The AED is registered in the PulsePoint AED app
* A copy of the Cardiac Arrest Action Plan is located near the AED (posted on wall, in the cabinet, etc.)

**CPR and AED TRAINING**

Hands-only CPR/AED training will provided every year

**RECOGNIZING CARDIAC ARREST**

When a person has a cardiac arrest, the heart suddenly stops beating and they collapse, they are:

* Unresponsive to verbal stimuli and not breathing normally – may be gasping or gurgling
* May have seizure-like activity and be twitching, shaking or quivering
* Eyes may be open and rolled back

**RESPONDING TO CARDIAC ARREST**

Since staff are trained in cardiac emergency response and familiar with the *Cardiac Emergency Response Plan*, the first staff member on the scene will serve as the leader and will coordinate the overall response (unless someone with more experience arrives and takes over). This person will ensure the following actions are taken:

1. Confirm cardiac arrest (unresponsive + not breathing normally)
2. Call 911 and send someone to meet EMS
3. Notify the office there is a cardiac arrest and help is needed
4. Start chest compressions
5. Retrieve and use the AED
6. Ensure a safe environment – reduce noise, turn up lights, clear onlookers from the scene, etc.

**CARDIAC ARREST DRILLS**

Cardiac Arrest Drills will be conducted three times each school year at various times and locations and documented on a Cardiac Arrest Drill Form.

**CARDIAC ARREST HUDDLE**

A Cardiac Arrest Huddle will be conducted immediately before special events held at the school. The purpose of the huddle is to review the location of AEDs, review the Cardiac Arrest Action Plan and assign responsibilities should an emergency occur.

**Cardiac Arrest Action Plan**

The first person to arrive should lead the response until someone with more experience takes over

|  |
| --- |
| 1. **CONFIRM CARDIAC ARREST**     * Unresponsive – tap shoulder firmly, ask if they are OK, shout name    * Not breathing normally – chest does not rise/fall, are gasping or gurgling    * May have seizure-like activity such as twitching or shaking    * Eyes may be open and rolled back |
| 1. **CALL 9-1-1**  * Tell dispatcher there is a collapsed person, possibly cardiac arrest   + Indicate location of the victim and which entrance/gate EMS should use   + Stay on the line and maintain communication with dispatcher   + Send someone to meet EMS and guide them to the scene |
| 1. **ALERT THE OFFICE (DURING SCHOOL HOURS)**  * Alert the office there is a cardiac arrest at \_\_\_\_\_\_\_\_\_\_ and help is needed * Office is to overhead page there is a cardiac arrest at \_\_\_\_\_\_\_\_\_\_\_\_ location and for available staff to assist |
| 1. **START CHEST COMPRESSIONS**  * Lock hands in the center of the chest * Press fast (2 per second) and deep (2 inches) * Change out when AED analyzes heart rhythm (every 2 minutes) * Do not stop until instructed by AED or EMS |
| 1. **USE AED**  * Send someone to get AED * Turn on AED and follow instructions * Cut clothing or sports pads to expose chest * Apply pads as shown to bare, dry skin – shave or dry chest if necessary |
| 1. **CREATE SAFE ENVIRONMENT**  * Move onlookers away from the scene * Reduce noise, turn up lights, clear onlookers from area, address other environmental challenges |

**Appendix 5**

**Cardiac Arrest Drill Report**

Name of person documenting the drill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ # Staff Participating: \_\_\_\_\_ # Students Participating: \_\_\_\_\_\_\_\_\_

Activity Time

|  |  |
| --- | --- |
| Victim was discovered |  |
| 9-1-1 was called |  |
| Chest compressions were started |  |
| AED arrived on scene and was turned on |  |
| AED pads were placed on the victim |  |
| First shock was administered |  |
|  |  |
|  |  |
| Activity | **√** if yes |
| Confirmed that victim was not responsive and not breathing normally |  |
| The office was notified per Cardiac Emergency Response Plan |  |
| The office alerted staff that help was needed and where to report |  |
| Someone performed “crowd control” to manage onlookers |  |
| Phone was placed on speaker near the victim to hear 911 instructions |  |
| Someone was sent to meet EMS and direct them to the scene |  |
| Victim’s clothing was removed/cut |  |
| Pads were correctly placed on victim’s chest |  |
| CPR was continued when pads were placed |  |
| CPR was resumed after shock when instructed by AED |  |
| Staff performing CPR were switched out when heart rhythm analysis occurred |  |
| Someone yelled “clear” before shock was administered |  |
| CPR/AED use continued until EMS arrived |  |

Note: some of the above may not be relevant in every situation

What did you do well?

What could be improved?

What follow-up is needed, if any?

**Appendix 6**

**Cardiac Arrest Huddle**

**Participants**

Event organizer, staff, volunteers, chaperones and others as appropriate

**Goal**

To have the person defibrillated within 3 minutes

**Early Recognition is Crucial**

When a person has a cardiac arrest, the heart suddenly stops beating and they collapse – they will:

* Not respond to verbal stimuli
* Not be breathing normally – may be gasping, gurgling or look like a “fish out of water”
* May have seizure like activity such as twitching or shaking
* Eyes may be open and rolled back

**Note: assume cardiac arrest in any athlete who is unresponsive after a sudden collapse**

**Locations of AEDs**

The closest AED is [insert location] and other AEDs are [insert locations]

**Rescue Actions**

Let’s review the actions to take in a cardiac arrest and assign roles -- keep in mind every emergency will be different and we may need to make changes in the moment

|  |  |
| --- | --- |
| **Actions when someone suddenly collapses or is found collapsed** | **Assigned** |
| Leader – the rescue leader will oversee the rescue and direct others as needed |  |
| Confirm cardiac arrest   * + Unresponsive – tap shoulder firmly, ask if they are OK, shout name   + Not breathing normally – chest is not rising and falling or they are gasping or gurgling   + May have seizure-like activity such as twitching or shaking, eyes may be open and rolled back   **Note: for athletes, assume cardiac arrest if unresponsive after sudden collapse** |  |
| Call 911 and tell them there is a cardiac arrest   * + Indicate location of victim and which entrance/gate EMS should use   + Stay on the line and maintain communication with dispatcher |  |
| Meet EMS and escort to the scene |  |
| Start chest compressions immediately – DO NOT stop until instructed by AED or EMS   * Press fast (2 per second) and deep (2 inches) * Change out when AED analyzes heart rhythm (every 2 minutes) * Continue compressions when pads are placed , do not stop until EMS arrive |  |
| Retrieve AED |  |
| Use AED – turn on and follow instructions   * Apply pads to bare, dry skin – if necessary, cut clothing, sports pads or bra, dry or shave chest * Apply pads as instructed – work around rescuer performing chest compressions |  |
| Safe Environment – clear onlookers from scene, reduce noise, turn on lights and address any unique environmental challenges |  |

**Appendix 7**

**Announcement for Athletic Events**

*[School name] and [EMS/Fire Department] wish to keep everyone at today’s game healthy and safe. In the event an athlete experiences a cardiac arrest, coaching staff is trained in how to respond. Should you encounter someone in the crowd who is unresponsive and not breathing normally, assume cardiac arrest -- call 911, begin hands only CPR immediately and use an AED. The closest AED is at [location]. Thank you and have a safe day.*

****

**Heart Safe School Accreditation Application Form**

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of School Personnel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact name, email and phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Check each box below to confirm action is complete**

**1) Cardiac Care Plans**

* + All students with a known cardiac condition have a care plan in place (attach plans without names)

**2) CPR/AED Training**

* + Number of staff trained: \_\_\_\_\_\_\_\_ Number of students trained: \_\_\_\_\_\_\_\_ [attach rosters]
  + A cardiac arrest drill was performed in training

**3) AEDs**

* + # of AEDs in school buildings: \_\_\_\_\_\_\_\_\_ # at athletic fields: \_\_\_\_\_\_\_\_\_\_\_\_ # other: \_\_\_\_\_\_\_\_\_\_
  + AEDs are in an unlocked area, available within 90 seconds from any location and have clear signage
  + A first responder kit is attached to each AED
  + Each AED is registered in the PulsePoint AED app
  + AEDs are checked every month by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and documented in a maintenance log

**4) Cardiac Emergency Response Plan**

* + A Cardiac Emergency Response Plan is in place and shared with staff annually
  + The Cardiac Arrest Action Plan is placed near all AEDs for quick reference in an emergency

**5) Cardiac Arrest Drills**

* + 1 Cardiac Arrest Drill was observed by CHW staff (in person or via video)
  + Plans are in place to conduct three drills per school year
  + Cardiac Arrest Drill forms will be maintained by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6) Cardiac Arrest Huddles**

* + Cardiac Arrest Huddles are held before special events held at the school

**7) Awareness Activities**

* + Date of annual awareness activity: \_\_\_\_/\_\_\_\_/\_\_\_\_\_\_\_\_\_
  + Name and brief description of activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Awareness announcement are made at athletic events [attach copy]