**Abbreviated Cardiac Emergency Response Plan (CERP) Example**

*\*Please note this plan is an example from a school that has implemented Project ADAM. It can be used for planning purposes and should be updated with school specific details if used for program implementation.*

Name of School:

Cardiac Emergency Response Team Members

& Contact Information:

Joe Smith, 444-555-4567

Sally McCormick, 222-333-2345

Tom Stewart, 666-777-6789

Sue Thompson, 555-666-5678

Emergency Medical Services (EMS)

Contact Information:

EMS, 911

Fire Station, 999-111-0123

Location Information:

School Name:

Complete Address:

Nearest Cross Streets:

School Contact Phone Numbers -

During School hours (7am-4pm):

After school hours:

AED Locations -

AED #1 Location:

AED #2 Location:

AED #3 Location:

AED #4 Location:

Example Scenario:

Individual is found on the floor and is not responding to name or hard tapping of shoulders.

Responder Actions:

• First responder calls for help.

• First responder begins CPR.

• First responder instructs second responder to immediately call 911 and tell office staff that there is an unresponsive child/adult at (location).

*OR*

Office staff calls 911 and uses notification system to alert Cardiac Emergency Response Team (CERT) that there is an unresponsive child/adult at (location).

• CERT team immediately responds to victim and brings AED en route if it has not already been retrieved.

• AED is immediately applied and used when available.

• Assign someone to remain at the main entrance to guide emergency medical services to the victim.

Teacher or Staff Actions:

• Secure a safe scene by instructing students to clear the area.

• Assure students remain in the classroom until there is an “all clear” announcement. If teacher assistance is not required at the scene, continue teaching to maintain normalcy.

• Assure all students are accounted for. Instruct any students who may be temporarily away from the classroom to return promptly.

• Debrief with students after the event as it is shocking and scary to all. Refer students to counseling services as appropriate.

• Seize the opportunity to review education about SCA, CPR and AEDs, as well as the importance of not tampering with the AEDs on campus.