

NEPTUNE TOWNSHIP SCHOOL DISTRICT
Lessons Learned from the 2016 Cardiac Drills

- Staff have to be aware of how to open the interior and exterior AED cabinets. Perhaps principals can start staff meeting at AED cabinet next month. Please coordinate with the school nurses.
- Always state on the PA in the building, “**Cardiac Arrest or Event**” in order to create a CLEAR understanding of the event taking place. Clear words = ACTION
- Emphasize that students may help in an emergency to gain attention of another teacher by hollering Help, Help.
- If necessary, you may instruct students to get the help of another teacher.
- Take turns giving compressions to the victim. Ask your fellow CPR users if they need help while they give compressions. EMS may take longer than 8 minutes to arrive. CPR is labor-intensive on the rescuer.
- Pushing hard and fast should be emphasized by all staff during an arrest.
- Counting compressions out loud is helpful for switching compressors.
- It is not necessary to stand far away from the victim during a shock. Hands away and an All Clear with a visual check is sufficient while still kneeling near the victim.
- EMS Stretchers have to be collapsed in some of our elevators that are narrow.
- At all times, EMS should be **escorted to victim** to have a rapid response.
- Furniture has to be moved to make room for stretcher and EMS personnel.
- Staff has to “man” the exterior doors for additional Fire Dept. and MICU (Medics) to arrive.
- At HS/MS, important for SRO’s to understand Shelter in Place means to clear hallway and allow students to go into nearest classroom.
- Psychological First Aid should be given to all students who witness collapse and/or CPR in progress including staff if necessary. Please communicate this to all guidance counselors.
- The 911 reporting form is a great tool for all Medical and Cardiac Emergencies for communicating to the EMS. Please be sure to note time victim found unresponsive or time of witnessed collapse. This form will be used from now on by all staff.