



# Model Emergency Action Plan for the Use of an Automated External Defibrillator (AED) by Public and Chartered Nonpublic Schools, Youth Sports Organizations, Sports and Recreation Locations

Updated September 2025

*Note: This model plan may be used to satisfy requirements under House Bill 47 of the 135<sup>th</sup> General Assembly (ORC 3701.851). Alternatively, an entity may adopt other emergency action plans for the use of AEDs.*

The [Centers for Disease Control and Prevention \(CDC\)](#) defines [cardiac arrest](#) as when the heart suddenly and unexpectedly stops beating and blood stops flowing to the rest of the body. Cardiopulmonary resuscitation (CPR) and Automated External Defibrillators (AEDs) are to be used when a person is unresponsive, is not breathing, or the heartbeat stops.

## A. How to Use an AED:

*Please note: For persons under age 8, pediatric AED pads should be used whenever possible. However, if not available, use adult pads. Do not use pediatric AED pads on adults.*

During an emergency, designate someone who can direct first responders to the exact location of the unresponsive person once first responders arrive at the location.

### Protocol:

#### If a person:

- Is unresponsive and does not respond to shouting or tapping, OR
- Collapses suddenly and loses consciousness (passes out), OR
- Is not breathing, has abnormal breathing, is gasping for air, or has seizure like activity, OR
- Does not have a pulse.

*Note: A person's eyes may be open or closed.*

#### Follow these steps:

1. If the scene is safe, check for responsiveness using shout-tap-shout for no more than 10 seconds.

If appearing unresponsive, check responsiveness:

**Shout** "Are you OK?" (use their name, if known, to get their attention).

**Tap** (the person's shoulder if adult or child, foot if an infant) and look for signs of **rhythmic, normal breathing**.

**Shout** (again and assess for breathing, life-threatening bleeding, or conditions).



2. If person is unresponsive and does not respond to shouting or tapping **OR** collapses suddenly and loses consciousness (passes out), **OR** is not breathing, has abnormal breathing, is gasping for air, or has seizure like activity, **OR** does not have a pulse, **shout for help, CALL EMS (9-1-1), and send someone to get the AED**. Stay on the line with EMS (preferably on speaker phone) for instructions on CPR and AED use.
3. Begin chest compressions until the AED arrives. *(If trained in CPR, provide CPR according to your training).*
4. Turn on the AED and set it up according to the manufacturer's instructions. Follow the verbal instructions provided by the AED. Incorporate the AED into CPR cycles according to instructions from the AED and from any prior training.
5. Prepare AED to check heart rhythm. Follow the AED's verbal instructions to deliver one shock as advised.
6. **Continue CPR and follow AED verbal instructions until person responds or EMS arrives and takes over care.**

### Hand Placement for Infants

Using two fingers, press down in the middle of the chest about 1.5 inches.

### Hand Placement for Children

Using one or two hands, press down in the middle of the chest about 2 inches.

### Hand Placement for Adults

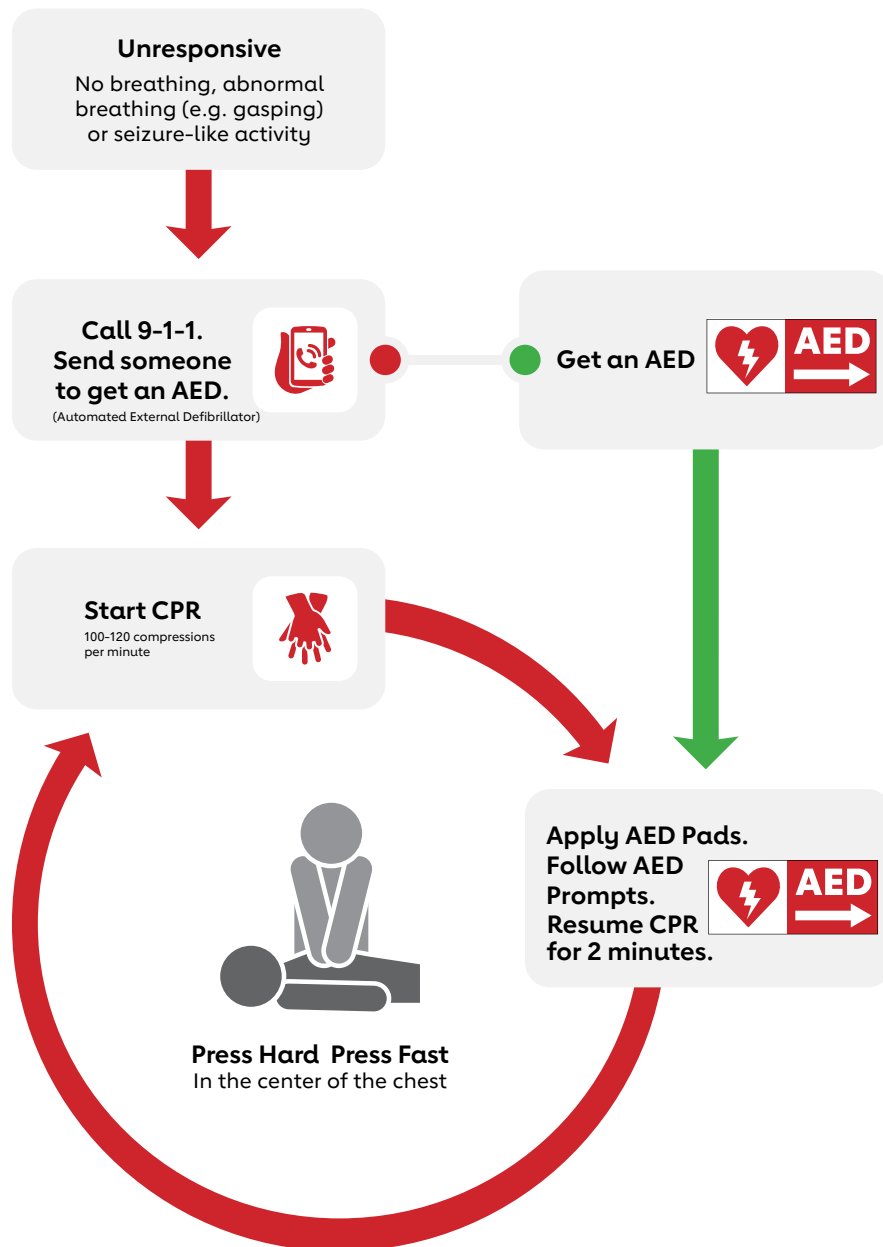
Using two hands, press down in the middle of the chest at least 2 inches.

or

Follow instructions of the 9-1-1 dispatcher or refer to your most recent CPR training.

## Simplified Adult BLS Algorithm by American Heart Association

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



© 2024 American Heart Association

## **B. Practice of Plan:**

1. Ohio Revised Code (ORC) [3701.851](#) requires the Emergency Action Plan (EAP) to be practiced at least quarterly.
2. Follow recommendations or requirements, as appropriate, specific to your school, location, or organization for training on CPR and AED use.
3. Develop a schedule for practicing your plan.

## **C. Maintenance of Automated External Defibrillators (AEDs):**

Follow manufacturer's instructions with regards to maintenance, operation, and replacement of the AED and any of its parts.

## **D. Location of Automated External Defibrillators (AEDs):**

1. Ensure AEDs are easily accessible and ensure they are not locked away.
2. Include maps of where AEDs are located in and around the school, venue, and sports and recreation location so staff, students, guests, volunteers, and community members can locate them quickly in an emergency.

## **E. Additional Considerations:**

1. Designate a person(s) at your school, location, or organization who can coordinate and supervise CPR/AED program activities, trainings, AED maintenance, and practice of response plans.
2. Share your emergency action plan for AEDs with your local emergency management services (EMS) in advance of a medical emergency.

## **REFERENCES**

[Adult & Child CPR Anytime® Skills Reminder — CPR AED \(heart.org\).](#)

[Algorithms | American Heart Association CPR & First Aid.](#)

[American Heart Association 2023-Cardiac-Emergency-Response-Plan-and-Protocol-Schools-Final.pdf \(heart.org\).](#)

[American Heart Association 2023 Cardiac Emergency Response Plan and Protocol Sports Facilities.pdf \(heart.org\).](#)

[American Heart Association 2023 Cardiac Emergency Response Plan and Protocol Community.pdf \(heart.org\).](#)

[2020 American Heart Association Guidelines for CPR and ECC.](#)

Ohio Emergency Medical Services [CPR Myths Debunked | Emergency Medical Services \(ohio.gov\)](#)