

SENATE BILL REPORT

SHB 1556

As Reported by Senate Committee On:
Early Learning & K-12 Education, April 3, 2013

Title: An act relating to initiatives in high schools to save lives in the event of cardiac arrest.

Brief Description: Creating initiatives in high schools to save lives in the event of cardiac arrest.

Sponsors: House Committee on Education (originally sponsored by Representatives Van De Wege, Dahlquist, Morrell, Hayes, Cody, Pettigrew, Habib, McCoy, Ryu, Angel, Hunt, Goodman, Pollet, Fitzgibbon, Stonier, Dunshee and Fey).

Brief History: Passed House: 3/08/13, 83-14.

Committee Activity: Early Learning & K-12 Education: 3/25/13, 4/03/13 [DPA, DNP].

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: Do pass as amended.

Signed by Senators Litzow, Chair; McAuliffe, Ranking Member; Rolfes, Assistant Ranking Member; Billig, Brown, Cleveland, Fain, Hill, Mullet and Rivers.

Minority Report: Do not pass.

Signed by Senator Dammeier, Vice Chair.

Staff: Katherine Taylor (786-7434)

Background: Cardiopulmonary Resuscitation. Cardiac arrest is when the heart stops contracting effectively, leading to a loss of blood circulation. This results in loss of pulse and blood pressure. The body and brain are then deprived of oxygenated blood. Death will often occur quickly unless heart rhythm, an adequate pulse, and blood pressure can be re-established.

Cardiopulmonary resuscitation (CPR) is an emergency procedure performed to preserve brain function until further measures are taken to restore blood circulation and breathing in a person experiencing cardiac arrest. The CPR combines chest compressions and breathing into the nose or mouth with the goal of restoring a partial flow of oxygenated blood to the brain and heart. The objective is to delay tissue damage and other issues until defibrillation, an electric shock to the heart, can restore heart rhythm.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

Credits Required for Graduation. In order to graduate from high school, there are a number of requirements, including 20 credits in specified course areas. Two of those 20 credits must be health and fitness credits. In 2016, students must complete one-half credit of health and one and one-half credits of fitness.

Summary of Bill (Recommended Amendments): The Office of Superintendent of Public Instruction (OSPI), in consultation with school districts and stakeholder groups, must develop guidance for a medical emergency response and automated external defibrillator (AED) program for high schools. This response and program must comply with current evidence-based guidance from the American Heart Association or another national science organization. OSPI, in consultation with the Department of Health, will assist districts in carrying out these programs and provide guidelines and advice for seeking grants for the purchase of AEDs. OSPI may coordinate with local health districts or other organizations in seeking grants and donations for this purpose.

Every school district that operates a high school must offer instruction in CPR to students. Beginning in the 2013-14 school year, instruction in CPR must be included in at least one health class necessary for graduation.

The CPR instruction must:

- be an instructional program developed by the American Heart Association or the American Red Cross or be nationally recognized and based on the most current national evidence-based emergency cardiovascular care guidelines for CPR;
- include appropriate use of an AED; and
- incorporate hands-on practice in addition to cognitive learning.

School districts may offer the instruction in CPR directly or arrange for a community-based provider to deliver the instruction. The instruction is not required to be provided by a certificated teacher. Certificated teachers providing the instruction are not required to be certified trainers of CPR. Students are not required to earn CPR certification to complete this instruction.

EFFECT OF CHANGES MADE BY EARLY LEARNING & K-12 EDUCATION COMMITTEE (Recommended Amendments): Allows a school district to use a video to teach appropriate AED use. Retains underlying portions of the bill.

Appropriation: None.

Fiscal Note: Available.

Committee/Commission/Task Force Created: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony on Substitute House Bill: PRO: There are a lot of free sources to bring down the fiscal note cost. Please support this bill. CPR training is very important for saving lives. Currently, only 40 percent of schools offer CPR training. This

training can be given to many students in a very short period of time. Some people have undiagnosed health problems and need CPR. CPR saves lives. There are groups out there that can provide this training. We do not need to reinvent the wheel; training for this is already available. CPR training can be taught in 20 minutes. CPR increases survival rate.

CON: This bill will cost money for training and equipment. This bill is not necessary. This is an unfunded mandate for schools. This is a hard bill to oppose but there are still issues. Creating an emergency response program is a new program that will cost money. This should be optional. It is not clear if this is required.

Persons Testifying: PRO: Lucy Asdourian, Graham Nichol, Suzi Crickmore, American Heart Assn.; Darla Varrenti, Nick of Time Foundation; Torissa Sorenson, Eric Rothenberg, citizens.

CON: Craig Patti, North Mason School District; Marie Sullivan, WA State School Director's Assn.