

BRUNSWICK R-II SCHOOL DISTRICT

EMERGENCY OPERATIONS PLAN

**UPDATED DECEMBER 15, 2025*



The Brunswick R-II School District Emergency Operations Plan outlines how we protect the health and safety of students and staff during any natural or man-made emergency. It defines roles and responsibilities so employees and students can respond quickly, confidently, and appropriately. Developing, maintaining, and practicing this plan strengthens our ability to act effectively and support our school community during any incident.

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PURPOSE OF THE PLAN

The Brunswick R-II School District Emergency Operations Plan outlines staff expectations, roles and responsibilities, command and control systems, communication procedures, training requirements, and emergency response protocols aligned with local, state, and federal guidance. It provides clear direction for responding to a wide range of incidents, including but not limited to acts of violence, natural disasters, medical emergencies, accidents, trauma, and other critical events.

This plan operates within the framework of Brunswick R-II School Board Policy F-230-P.

During any crisis, the district works to maintain a safe, secure, and stable environment for all students and staff. When possible, crisis response activities support a return to normal operations. A key priority is to account for all students, ensure their safety and well-being, and release them to parents or designated guardians as soon as conditions allow. Clear communication and thorough documentation guide all emergency team efforts.

PREPAREDNESS & SCHOOL SITE READINESS

Effective emergency preparedness begins at each school building. Administrators, staff, and families play important roles in ensuring readiness and supporting safe, coordinated responses during a crisis.

Building Leadership Responsibilities

Building leaders identify a designee who can assume responsibilities in their absence and maintain strong working relationships with local emergency personnel. Law enforcement, fire services, and emergency medical responders should be familiar with the building's Crisis Plan and layout.

Leaders review the Crisis Plan with staff each year and ensure new employees receive training on their assigned roles. Substitutes also receive written instructions outlining expectations during an emergency. Each building conducts a hazard assessment, corrects or removes hazards when possible, and maintains updated information on students who may need additional assistance during an emergency.

Schools conduct and document all required drills, including a full-scale evacuation drill. Leaders maintain current cell phone numbers for all staff, update the list when changes occur, and keep a copy accessible. This contact information is also shared with the District Crisis Coordinator and District Communications Manager. Lists of staff certified in First Aid and CPR are kept up to date.

Evacuation maps are prepared and included in the Crisis Plan, identifying primary and secondary evacuation sites. These maps are shared with local law enforcement. Building leaders also assess transportation needs by determining how many buses or alternative vehicles would be required to move all students and staff during a full evacuation.

Family Engagement

Families receive annual communication about the school's Crisis Plan through the District Communications Manager. This includes expectations during an emergency and reminders to keep contact information current. Schools offer opportunities for families to learn more about crisis management and encourage parents to report concerns or potential threats.

Staff Responsibilities

Staff review emergency procedures annually and stay familiar with all evacuation, shelter-in-place, lockout, and lockdown protocols. Teachers prepare students by reviewing procedures, practicing drills, and helping them understand what to expect during an emergency. Staff remain ready to act and seek additional training when needed, such as first aid or CPR certification.

DISTRICT EMERGENCY RESPONSE TEAM

PHONE NUMBERS

Superintendent/Transportation Director: Cara Engelbrecht <i>*Primary Safety Coordinator</i>	660-548-3550 - office 660-788-1179 - cell
Elementary Principal: Heather Sims	660-548-3777 - office 660-412-1989 - cell
High School Principal: Scott Singleton <i>*Secondary Safety Coordinator</i>	660-548-3771 - office 660-973-4737 - cell
Counselor: Breann Jenkins	660-548-3771 - office 660-329-1765 - cell
School Nurse: Kathy Naylor	660-548-3771 - office 660-651-0464 - cell
Maintenance/Facilities Director: Philip McHugh	660-548-3550 - office 660-412-2464 - cell
SRO: Josh Boeger	660-548-3771 - office 660-788-1777 - cell
Elementary Secretary: Shayla Buie	660-548-3777 - office 660-412-3877 - cell
High School Secretary: Karen Fox	660-548-3771 - office 660-413-1978 - cell
Food Service: Donna Gheens	660-548-3771 - office 573-530-0686 - cell

EMERGENCY SUPPORT PHONE NUMBERS

All Emergencies	911
Brunswick Police Department	660-548-3491
Brunswick Fire Department	660-548-3666
Chariton County Sheriff's Department	660-288-3277
Chariton County Ambulance District	660-388-6115
Missouri State Highway Patrol	816-622-0800
Child Abuse Hotline	1-800-392-3738
Poison Control	1-800-222-1222

All emergency reports will be made directly to 911. Phone use during an emergency should be limited to related and necessary calls only. Messages should be kept brief to prevent overuse of phone lines and to avoid miscommunication.

DISTRICT EMERGENCY RESPONSE TEAM NOTIFICATION RESPONSIBILITIES

Superintendent: Cara Engelbrecht	Law Enforcement & SRO Principals Board Members Media
Elementary Principal: Heather Sims High School Principal: Scott Singleton	All Staff Secretaries Counselors School Nurse
Maintenance/Facilities Director: Philip McHugh	Bus Drivers Custodial Staff

BUILDING LEVEL COMMUNICATION PROCEDURES

Building	Primary	Secondary
Elementary	Intercom	Phone Tree Remind App
High School	Intercom	Phone Tree Remind App
Building Secretaries to Substitutes		Remind App

All staff remain responsible for immediately following emergency instructions and accounting for all students.

DISTRICT EMERGENCY RESPONSE TEAM

Superintendent –

Cara Engelbrecht

- Serves as the district lead during emergencies.
- Maintains direct communication with all law enforcement agencies and emergency officials.
- Acts as spokesperson for the Brunswick R-II School District.
- Is not assigned additional crisis duties to ensure full availability.

District Crisis Coordinators – Principals Heather Sims & Scott Singleton

• Prevention

- Schedule and facilitate Emergency Response Team (ERT) meetings.
- Develop building-specific action plans, staff training, and awareness programs.
- Coordinate partnerships with community agencies (e.g., mental health providers).
- Review building-level additions to the Emergency Operations Plan.
- Coordinate annual reviews of crisis plans with local law enforcement.

• Crisis

- Maintain communication with the District Office and Superintendent.
- Activate the Emergency Response Team (ERT).
- Assign team locations and responsibilities.
- Staff crisis rooms as needed.
- Coordinate and monitor the crisis response throughout the event.
- Carry no additional duties during the crisis to remain fully available.

• Follow-Up

- Lead debriefing meetings and identify needed changes to the Emergency Plan.
- Monitor student and staff referrals to counseling or community agencies.
- Provide ongoing support, education, and communication as needed.

Crisis Command Center Facilitators – Shayla Buie & Karen Fox

• Prevention

- Plan and support staff professional development on the Emergency Operations Plan.
- Participate in building-level crisis planning and ERT meetings.
- Ensure building procedures address students with disabilities and special needs.
- Conduct annual Hazard Assessments.
- Identify on-site and off-site Student Release areas and assign staff to support reunification.

• Crisis

- Implement the Emergency Operations Plan.
- Direct and coordinate employees and students within the building.

- **Follow-Up**
 - Review the crisis response, identifying strengths and areas for improvement.

Communications Manager – Superintendent Cara Engelbrecht

- **Prevention**
 - Attend building-level crisis planning meetings and ERT meetings.
 - Assist schools in communicating crisis plans and expectations to parents.
 - Parent responsibilities during emergencies
 - How to report threats or safety concerns
 - Identify media procedures for each site.
- **Crisis**
 - Serve as information officer for staff, students, parents, and the ERT.
 - Prepare and send districtwide notifications.
 - Assist the Superintendent with media briefings as needed.
 - Coordinate communication with ERT and first responders.
- **Follow-Up**
 - Manage after-incident communication.
 - Review process and recommend improvements.

Counseling Management Area Manager – Breann Jenkins

- **Prevention**
 - Attend crisis planning and ERT meetings.
 - Identify and maintain a Safe Spot at each campus for emotional support during crises.
 - Stock Safe Spots with emergency comfort items (tissues, blankets, resources, etc.).
 - Prepare counseling resources for students and families.
 - Develop activities that support emotional wellness and intervention.
- **Crisis**
 - Coordinate counseling teams.
 - Provide immediate support to affected students and staff.
- **Follow-Up**
 - Restock materials and review the counseling response for improvements.

Traffic/Facilities Manager – Philip McHugh

- **Prevention**
 - Attend building-level crisis planning and ERT meetings.
 - Participate in Hazard Assessments.
 - Ensure availability of emergency tools and supplies.
 - Train staff on utility shutoff procedures (gas, water, electricity).
 - Monitor and staff the “hold/wait” areas for parents and outside adults during emergencies.
- **Crisis**
 - Secure all building entrances and exits.
 - Provide traffic control for emergency personnel, parents, and buses.
 - Direct parents to reunification or evacuation areas.

- **Follow-Up**
 - Conduct damage assessment and make necessary repairs.
 - Review procedures for improvements.

Primary Care Manager – Kathy Naylor

- **Prevention**
 - Attend crisis planning and ERT meetings.
 - Inventory and date all medical and emergency supplies twice per year.
 - Assist with planning of the First Aid Station setup (triage structure, care levels, morgue protocol, etc.).
- **Crisis**
 - Coordinate immediate care needs for students and staff in the designated First Aid Station.
 - Communicate treatment information to emergency personnel.
 - Document injuries, care provided, and medical needs.
 - Maintain supply levels in the First Aid area.
- **Follow-Up**
 - Restock used supplies.
 - Review emergency medical response effectiveness.

Hospitality Managers – Donna Gheens

- **Prevention**
 - Attend crisis planning and ERT meetings.
 - Plan and inventory emergency comfort supplies for each site.
 - Identify appropriate locations for Hospitality Rooms.
 - Coordinate with food service as needed.
- **Crisis**
 - Schedule breaks for ERT members and staff.
 - Maintain the Hospitality Room, including snacks, drinks, tissues, and comfort items.
 - Coordinate incoming offers of support or donated supplies.
 - Organize supplemental rooms or supply staging areas as needed.
- **Follow-Up**
 - Restock supplies.
 - Review hospitality response for improvements.

EXPECTATIONS OF STAFF AND FACULTY DURING AN EMERGENCY

School personnel are often the first individuals to witness or identify an incident. Staff members are expected to take initial action, ensure safety, and manage the situation until the Emergency Response Team assumes command. Once the situation stabilizes or leadership transitions, staff should document actions taken and information observed.

- **Superintendent**

- Notify the Emergency Response Team (ERT).
- Inform the Board of Education for situational awareness.
- Activate the District Emergency Operations Center through Remind.
- Establish communication with the District Emergency Operations Center.
- Designate Communications Officers and begin preparing district messaging and media statements.
- Considerations/Actions:
 - Respond to the Emergency Responders' Command Post near the affected building.
- Stand by to deploy:
 - Transportation services
 - District Communications Officer to the Joint Information Site
 - District Operations personnel to the reunification site

- **Principals/Building Administrators**

- Notify the Superintendent or designee immediately.
- Contact the District Crisis Coordinator to activate district and regional crisis teams.
- Establish a building Crisis Command Center.
- Keep your computer or communication device accessible for student and staff information.
- Upon the arrival of the Crisis Coordinator, the Principal/Administrator continues to serve as Crisis Command Center Facilitator.

- **Teachers**

- Teachers supervise students assigned to their classroom at the time of the incident and remain with them until directed otherwise.
- Responsibilities include:
 - Protect student and staff safety by following incident protocols.
 - Secure classroom doors when required.
 - Provide clear action commands during the incident.
 - Take attendance at designated evacuation or reunification areas.
 - Report missing students to the Crisis Command Center Facilitator.
 - Carry out assignments as directed.
 - Access first aid support from nursing staff or administer first aid if trained personnel are unavailable.

- **Paraprofessionals**
 - Assist teachers and support student supervision as directed.
- **Counselors**
 - Report to the designated Counseling Management Area.
 - Receive building assignments from the District Crisis Coordinator or designee.
 - Provide psychological first aid and support to students and staff.
- **School Nurse**
 - Report to the nurse's office or the assigned medical area.
 - Administer first aid and emergency treatment as needed.
 - Organize medical supplies and resources.
 - Communicate with emergency medical personnel as needed.
- **Custodians/Maintenance Personnel**
 - Report building damage or safety concerns and assist Crisis Managers.
 - Control gas, water, and electrical shutoff valves to prevent additional hazards.
 - Support supply and facility needs during the response.
- **School Secretaries**
 - Answer phones and provide consistent information based on direction from the Crisis Coordinator and Communications Manager.
 - Protect essential school records.
 - Complete assignments as directed by Crisis Managers.
- **Food Service Workers**
 - Prepare and distribute food and water in the hospitality area.
 - Perform assignments as directed by the hospitality manager.
- **Bus Drivers**
 - Supervise students if an incident occurs during transport.
 - Relocate students when directed.
 - Perform assignments from the Principal or Transportation/Facilities Managers.
 - Transport individuals needing medical care when authorized.

EXPECTATIONS OF STUDENTS AND PARENTS DURING AN EMERGENCY

- **Students**
 - Participate in emergency response and recovery activities as appropriate for their age.
 - Follow directions given by teachers and staff.
 - Support classmates—everyone responds to emergencies differently, and positive peer support helps maintain safety.
- **Parents/Guardians**
 - Follow directions in district emergency communications.
 - Do not call the school or district office—this disrupts emergency operations.
 - Do not drive to the school. Only go to the reunification site identified in district communication.
 - Consider bringing blankets, water, snacks, and tissues to the reunification site.
 - Bring a photo ID. Identification is required before a student can be released.

LAW ENFORCEMENT EMERGENCY RESPONSE

When law enforcement arrives during an emergency, staff and students must respond in a calm, controlled manner to support officer safety and allow responders to take immediate action.

How to Respond When Law Enforcement Arrives

- Remain calm and follow all officer instructions.
- Put down any items in your hands.
- Depending on the situation, raise your hands and spread your fingers.
- Keep your hands visible at all times.
- Avoid sudden movements toward officers, including attempts to hold onto them for safety.
- Do not point, scream, or yell.
- When evacuating, move in the direction officers instruct—do not stop to ask questions, seek help, or retrieve personal items.

SCHOOL EMERGENCY PREPAREDNESS

The Brunswick R-II School District maintains comprehensive procedures and resources to protect students and staff during any emergency. The district follows established protocols, trains employees regularly, and works closely with local emergency responders to ensure a coordinated, effective response.

Supplies and Resources

The district uses the food, water, and supplies already available within its buildings to support students and staff during an emergency. Additional needs will be addressed by coordinating with local partners and community resources. While long-term sheltering is unlikely, the district is prepared to manage short-term needs using what is safely accessible on site.

Staff Preparedness

All staff members receive training on the district's Emergency Operations Plan and understand their responsibilities during a crisis. Teachers continue to supervise students, provide structure, and maintain calm routines whenever safety allows. Non-teaching staff assist with student supervision, communication, logistics, and other essential tasks. Administrators and the district safety coordinator manage communication with families, guide building response, and coordinate with emergency personnel.

District Response Procedures

When the Superintendent or designee determines that an emergency is occurring, the district may implement one of several response actions:

- **Go-Home Plan:** Students are sent home as soon as it is safe to do so. Schools maintain updated emergency contact information, and students are released only to authorized individuals. Students are never released to an empty or unsupervised home. If no one is present, the student returns to school and remains supervised until picked up.
- **Shelter-in-Place Plan:** Students and staff remain inside the building when conditions outside pose a greater risk. Each building has identified safe interior areas. Shelter-in-place procedures can last a brief period or extend beyond normal dismissal if necessary.
- **Evacuation Plan:** All occupants exit the building and move to a designated safe location. This may involve assembling outside or relocating to an off-site reunification area. Evacuation routes and instructions are posted throughout the buildings.
- **Lockout Plan:** The building perimeter is secured, and no unauthorized individuals enter. School operations continue inside while designated staff monitor entrances. Lockout procedures are used when a situation outside the school poses a possible threat.
- **Lockdown Plan:** Used when an immediate threat is inside the building. Staff and students secure themselves in their current rooms and remain there until cleared by administration or emergency responders. Lockdown procedures reduce exposure to danger and support rapid response.

Emergency Drills

The district conducts drills throughout the year so students and staff become familiar with procedures and expectations. Practicing these responses supports calm and coordinated action during an actual emergency.

Parent Arrival During an Emergency

Parents should not come to the school during an emergency unless instructed. While the instinct to reach your child is understandable, arriving unannounced can interfere with emergency operations, restrict access for first responders, and complicate student supervision and accounting. School staff remain fully focused on student safety. Families will be informed when and where reunification will occur and should wait for district communication before traveling to the site.

PARENT EMERGENCY PREPAREDNESS

During an emergency, school remains one of the safest places for students. The Brunswick R-II School District follows a comprehensive Emergency Operations Plan, and all staff receive training to supervise and care for students during a crisis. School facilities are built to meet rigorous public safety standards, making them structurally safer than many homes.

Emergency Instructions for Parents

Families play a vital role in supporting emergency preparedness. Planning ahead helps ensure that students remain safe and that reunification can occur smoothly. Emergencies—whether natural or man-made—can occur with little warning. Knowing what to do before, during, and after a crisis strengthens safety for everyone.

Before a Crisis or Natural Disaster: Personal Preparedness

- Keep your child's emergency contact information current. Students are released only to individuals listed on their emergency form.
- Ensure anyone responsible for your child has required medications and instructions.
- Know basic first aid and keep a first aid kit available.
- Maintain a working flashlight and battery-powered radio.
- Know where and how to shut off electricity, gas, and water in your home.
- Practice family disaster drills and develop a household emergency plan.
- Teach your child to recognize danger signals such as fire alarms, smoke detectors, and community warning systems.
- Help your child memorize essential information: name, address, phone number, and designated family meeting location.
- Keep emergency supply kits stocked with at least 72 hours of food and water.
- Maintain a working fire extinguisher and inspect it annually.

- Keep emergency phone lists updated. Choose an out-of-state contact who family members can call to report safety and location.

In the Event of a Crisis or Natural Disaster

- Do not call the school. Phone lines must remain open for emergency communications.
- Students will only be released to a parent or an approved designee listed on the emergency form. A photo ID is required before a student is signed out.
- Staff will remain with students and provide supervision and care until all students have been safely reunified.
- Bus Riders:
 - If students are already at their regular drop-off location, parents should expect them to be home.
 - Students still on the bus will be transported back to school if conditions allow.
 - Buses may check morning pick-up stops and bring waiting students to school when safe.
 - If conditions make travel unsafe, students will remain on the bus until help arrives.

If an Emergency Occurs While Your Child Is:

- Walking to school: Your child should continue to school.
- Walking home: Your child should continue home.
- In the neighborhood: Your child should return home or go to an approved alternate location.
- Waiting for a bus: Your child should return home or go to an approved alternate location.
- On the bus en route to school: The driver will continue to school when it is safe to do so.
- On the bus en route home: The driver will continue the route when it is safe to do so.

After a Natural Disaster or Man-Made Emergency

- Do not call the school. This interferes with emergency communication.
- Do not drive to the school. Parent vehicles can block emergency responders.
- Stay where you are until it is safe to travel. Emergency crews need roads clear, and communication may be limited.
- When it is safe to travel:
 - Only individuals listed on the student's emergency contacts may pick up a child.
 - A photo ID is required.
 - Students must be signed out before leaving campus.

BUILDING CHECK-IN PROCEDURES

Campus Visitors

- All visitors must sign in at the elementary vestibule before entering any other part of the building.
- Visitors must remain in approved areas and follow all directions from school staff.
- Substitutes are required to check in upon arrival.
- Parent and community volunteers must have an approved background check prior to supervising students.
- Contractors must check in at the office before beginning work and follow all building access procedures.

MONITORING ENTRANCES

To maintain building security during an emergency or elevated threat, designated staff members will monitor key entrances throughout the Brunswick R-II campus. Their primary responsibility is to secure access points when directed, prevent unauthorized entry, and support safe movement of students and staff.

Important:

Do NOT close or secure doors if the threat is *inside* the building. In that situation, staff and students should follow A.L.I.C.E. protocols and immediately take protective actions.

Assigned Personnel and Locations

Staff Member	Entrance / Location Monitored	Purpose
Mrs. Sanders	Doors outside the 6th grade classrooms	Secure the elementary wing
Mrs. Woolston	Doors at the top of the elementary hallway	Secure the main elementary corridor
Mrs. Engelbrecht	Doors separating elementary and high school	Secure the connection between buildings
Mrs. Amy Sims	Doors separating high school and library	Secure high school instructional areas
Coach Byrd	Gymnasium entrance doors	Secure all gym and athletic access points

General Guidance for Monitoring Entrances

Staff members assigned to entrance monitoring should:

- Secure exterior doors when instructed by administration or law enforcement.
- Remain alert to anyone attempting to enter the building and report suspicious activity immediately.
- Allow entry only to authorized personnel, law enforcement, or emergency responders.
- Maintain communication with the principal or command center during the situation.
- Relocate if instructed due to changing threat locations or conditions.

During non-emergency situations or heightened awareness periods:

- Monitor foot traffic and ensure visitors follow district check-in procedures.
- Direct individuals to the appropriate office or vestibule for sign-in.

HAZARD ASSESSMENT

Each school building and its surrounding grounds should be reviewed regularly to identify conditions that may present safety risks during an emergency.

Administrators assess both interior and exterior areas and document findings.

- Proximity to toxic, flammable, corrosive, chemically reactive, or otherwise hazardous materials, including nearby industrial sites, trucking routes, or railroad lines.
- Proximity to high-voltage power lines.
- Proximity to known fault lines.
- Likelihood and potential effects of flooding, including proximity to dams and the impact of a potential failure.
- Likelihood and potential effects of wildfire.
- Likelihood and potential effects of severe weather common to the region.
- Identification of safe evacuation areas, considering the location of gas, water, and sewer lines.
- Locations and stability of interior hanging fixtures.
- Placement of windows, especially those located near doorways or student pathways.
- Stability of bookcases, shelving, cabinets, and wall-mounted items, including how objects are stored on them.

PROCEDURE TO CALL 911

When an emergency requires police, fire, or medical response, follow these steps:

1. **State the emergency clearly.**
Briefly describe what is happening and whether anyone is injured or in danger.
2. **Stay calm.**
Speak slowly and remain as composed as possible.
3. **Provide your name and the school's location.**
Example:
"This is Brunswick R-II School District, [Building Name], [Address]."
4. **Listen and follow the dispatcher's instructions.**
Allow the dispatcher to guide the conversation—they will ask the questions needed.
5. **Answer all questions clearly and calmly.**
Provide details as requested to help responders prepare.
6. **Remain on the line.**
Do not hang up until the dispatcher tells you to do so.

MOBILIZING THE DISTRICT EMERGENCY RESPONSE TEAM

In the event of a crisis or emergency, the principal or the principal's designee will initiate the district's response procedures. As the District Crisis Coordinators, the principals will notify the Superintendent, who will activate the Brunswick R-II District Emergency Response Team.

Once activated, Emergency Response Team members will communicate with one another to share essential information and follow directions on where to report and how to support the response effort.

PROCEDURE TO EVACUATE A SCHOOL SITE

Evacuating a Building

Students and staff may be required to leave the building during the school day due to hazards such as a gas leak, electrical issue, or plumbing failure. When an evacuation is announced:

- Exit the building in a calm, orderly manner using primary or alternate fire routes.
- Routes should accommodate students with disabilities or mobility needs.
- Bring crisis bags, a charged cell phone, and car keys.
- Proceed to the designated on-campus assembly area, located at a safe distance from the building and away from emergency response equipment.
- Once in the assembly area, take student attendance immediately and report it to the principal or designee.

Evacuating the School Campus

If conditions make it unsafe to remain anywhere on campus, a full-site evacuation will occur.

- Evacuate the building using fire routes as described above.
- Bring crisis bags, a charged cell phone, and car keys.
- Students and staff will leave campus either by bus or by walking, depending on the situation and directions from administration and emergency personnel.

Evacuation by Bus

If buses are required:

- The district will deploy enough buses to transport all students and staff.
- Classes should remain together to support accurate student accountability.
- Take class attendance before boarding the bus.
- Bus drivers will follow the safest available route to the designated *off-site* or *in-district* evacuation location, avoiding hazards and emergency response traffic.
- Upon arrival, students will exit the bus and line up with their class.
- Attendance must be taken again and reported immediately to the principal or designee.

Evacuation by Walking

If it is safe to relocate on foot:

- Students line up in an orderly manner with their assigned staff members.
- The group will walk to the designated off-site or in-district evacuation location following the safest route available.
- Attendance must be taken before leaving campus and again upon arrival at the evacuation site.
- Staff report final attendance to the principal or designee.

MEDICAL EMERGENCY RESPONSE AND EQUIPMENT

Brunswick R-II School District maintains a consistent and well-distributed system of first aid and emergency medical supplies to ensure staff can respond quickly and effectively during an emergency. Supplies are monitored and replenished regularly to support student and staff safety across all district facilities.

Bleed Control Kits

Every classroom is equipped with a bleed control kit designed for rapid response to life-threatening bleeding.

Each kit includes essential trauma supplies such as:

- Tourniquets
- Compression bandages
- Emergency gauze
- Gloves and protective barriers

These kits allow trained staff to provide immediate care while emergency responders are en route. Classroom staff receive periodic guidance on where the kits are located, how to access them quickly, and when to use them.

Primary First Aid Stations

Comprehensive first aid kits are positioned in high-traffic and central offices to ensure broad accessibility across the district. Full kits are located in:

- Nurse's Office – Primary medical response station; houses expanded medical supplies and equipment.
- Elementary Office – Accessible for classroom injuries, playground incidents, and visitor needs.
- High School Office – Supports secondary building medical needs and extracurricular activities.
- Gymnasium/Athletic Areas – Essential for sports-related injuries, practices, and events.

These first aid stations include:

- Standard wound care supplies
- Ice packs
- CPR masks
- Gloves
- Basic medications administered by authorized personnel
- Emergency response tools as appropriate

Maintenance and Oversight

- The School Nurse conducts routine checks of all medical supply locations.
- Expired, damaged, or depleted items are replaced immediately.
- Each building administrator ensures staff know where kits are stored and how to access them.
- First aid and CPR-certified staff are identified and documented annually.

Emergency Use Procedures

In the event of an injury or medical emergency:

1. Staff assess the situation and determine whether to use the classroom bleed control kit or call for the nearest first aid station.
2. Administration and the nurse are notified immediately.
3. Emergency responders are called when the situation requires advanced care.
4. Documentation of the injury and care provided is completed following district procedures.

This layered system of classroom trauma kits and centralized first aid stations ensures that medical supplies are readily available throughout Brunswick R-II and supports rapid, coordinated response during emergencies.

AED & Cardiac Emergency Response Plan

The Brunswick R-II School District maintains a Cardiac Emergency Response Plan (CERP) that aligns with Missouri law and integrates the evidence-based core elements recommended by the American Heart Association and Project ADAM.

The plan outlines activation procedures, including “Code AED” announcements, immediate staff notification, and rapid deployment of CPR and AED response. The activation process applies during the school day, extracurricular activities, and after-hours events.

- **Cardiac Emergency Response Team (CERT)**

The District maintains a designated team trained to respond to sudden cardiac arrest or similar life-threatening emergencies on school campuses.

Name	Role	CPR Cert.
Kathy Naylor	School Nurse - Coordinator	✓
Nyle Bowyer	EMT - Coordinator	✓
Shayla Buie	Elementary Secretary – Office Support	✓
Karen Fox	High School Secretary – Office Support	✓
Heather Sims	Elementary Principal	✓
Scott Singleton	High School Principal	✓
Colton Byrd	Physical Education/Coach	✓
Kaleb Wheeler	Elementary Special Education/Coach	✓
Nichole Reigelsberger	Art	✓
Megan Yung	High School Special Education	✓
Kristina Dye	Elementary Special Education/ After School Program	✓
Keith Berger	High School Special Education/Coach	✓

- **Activation of the Emergency Response Team**
 The plan outlines activation procedures, including “Code AED” announcements, immediate staff notification, and rapid deployment of CPR and AED response.
 The activation process applies during the school day, extracurricular activities, and after-hours events.
- **AED Placement and Maintenance**
 AED placement meets AHA and nationally recognized guidelines:
 - AEDs are housed in unlocked, clearly marked, accessible locations across each building.
 - Across from superintendent’s office
 - In Weight Room
 - On trip bus
 - AEDs are placed so they can be accessed within three minutes or less of a cardiac collapse whenever possible.
 - Athletics venues have a clearly marked, accessible AED during practices, games, and events.
 - Monthly and annual maintenance logs are completed and documented.
 - AEDs are registered with the Missouri 911 Service Board AED registry.
- **Integration With Local Emergency Services**
 District administration coordinates with local EMS to ensure the CERP is incorporated into emergency response protocols. AED locations and procedures are communicated annually with EMS personnel.
- **Dissemination of the Plan**
 The CERP is distributed to all staff, substitutes, coaches, sponsors, and appropriate district personnel. AED locations and emergency procedures are posted in key areas throughout school buildings.
- **Ongoing Staff Training**
 Appropriate personnel receive certification in First Aid, CPR, and AED use according to AHA or nationally recognized guidelines.
 This includes, but is not limited to:
 - School nurse
 - Coaches and athletic staff
 - Activity sponsors
 - Designated CERT members
 All staff receive annual awareness training on sudden cardiac arrest recognition and AED expectations.
- **Annual Cardiac Emergency Response Drill**
 Each building conducts at least one AED/CERP drill annually. Documentation includes:
 - Response time
 - AED retrieval
 - Communication effectiveness
 - Strengths and needed improvements

- **Annual Review and Continuous Improvement**

The District reviews and updates the CERP each year, evaluates drill outcomes, updates CERT membership, verifies AED maintenance records, and confirms AED registry status.

Sudden cardiac arrest events vary. Faculty, staff, and Emergency Response Team members must be prepared to act immediately to ensure a successful response.

Follow these steps when responding to a suspected cardiac emergency during school hours:

- 1. Immediate Action**

- As soon as a sudden cardiac arrest is suspected, the teacher/staff member closest to the victim alerts the front office of “Code AED” in room _____.
- If the student is unresponsive, begin CPR immediately. The Emergency Response Team will appoint someone to call 911 right away.

- 2. Front Office Announcement**

- Front office announces:
“Code AED in Mr./Mrs. _____ classroom/gym/football field/cafeteria/etc.”
- Emergency Response Team members report to the location immediately.
- All staff should contain their students in current classrooms until further notice.
- If classroom teachers are part of the Emergency Response Team, they will need a pre-established backup plan to cover their classrooms.
- Teachers should have access to communication (intercom or cell phone) anywhere on school grounds.

- 3. AED Retrieval**

- All team members report immediately to the victim.
The team member closest to the AED retrieves it while leaving the cabinet door open; the alarm notifies others that the AED has been taken.

- 4. CPR**

- If CPR has not already begun, the closest CPR-certified person starts CPR.
- If no trained person is present, perform Hands-Only CPR by pushing hard and fast in the center of the chest. Target: 100 compressions per minute.

5. Using the AED

- When the AED arrives:
 - Press the power-on button
 - Attach pads to victim following the diagram on the pads
 - Follow visual and audible prompts
- If a shock is advised, the AED will deliver one or more shocks. Continue CPR until the patient becomes responsive or EMS arrives and takes over.

6. Documentation

- One responder documents the event, noting:
 - Time the event occurred
 - When CPR began
 - When the AED delivered shocks
 - When EMS arrived
 - Victim's condition when EMS arrived
- Do NOT turn off or remove the AED from the patient.
- Ask EMS if they can download event information for emergency room physicians.

7. Crowd Control

- Staff not involved in the emergency maintains crowd control and keeps students clear of the area.

8. Front Office Responsibilities

- Front office staff should:
 - Contact parent/guardian
 - Send a copy of the victim's health inventory form with EMS (if available)
 - Notify school district administration and other necessary departments per policy
 - When EMS transports the victim, announce:
"Code AED all clear. Staff may resume normal schedules."

Stop the Bleed Protocol

Purpose

This protocol provides clear procedures for staff to control life-threatening bleeding before emergency responders arrive. Rapid action saves lives. Brunswick R-II maintains Stop the Bleed kits in every classroom, as well as in high-traffic and high-risk areas including the Elementary Office, High School Office, Nurse's Office, Gymnasium, Cafeteria, and other locations as required by statute.

This protocol is adopted in compliance with Section 160.485, RSMo and shall be implemented district-wide before the end of the 2025-2026 school year.

Coordinator

School Nurse — Brunswick R-II Stop the Bleed Coordinator

The coordinator will:

- Oversee all Stop the Bleed procedures and compliance
- Provide annual training and refreshers for designated school personnel
- Maintain the inventory of all kits district-wide
- Replace expired or used items
- Lead annual reviews and updates to the protocol
- Coordinate with local EMS and emergency management
- Report supply and equipment needs to district administration

If the nurse is absent, a trained designee will assume these responsibilities.

When to Use This Protocol

Activate Stop the Bleed steps when a person shows signs of uncontrolled or life-threatening bleeding, including:

- Bleeding that does not slow or stop
- Spurting or pooling blood
- Clothing saturated with blood
- Partial or complete amputation
- Deep wounds to limbs, groin, or torso
- Signs of shock: pale skin, confusion, faintness

Call 911 immediately when severe bleeding is suspected.

Staff Response Steps

1. Ensure Safety

- Confirm the scene is safe before assisting.
- Put on gloves if available.
- Move the victim only if necessary to avoid further danger.

2. Call for Help

- Dial 911: "We have a severe bleeding emergency at Brunswick R-II School District."
- Notify the school office so the internal response team can respond.
- Request additional kits if needed.

3. Expose the Wound

- Remove or cut clothing to locate the injury.
- Identify the exact source of bleeding.

4. Apply Direct Pressure

- Use gauze from the kit.
- Press firmly with both hands.
- Do not lift the gauze once applied. Add additional layers if bleeding continues.

5. Apply a Tourniquet (if pressure is not enough)

- Place 2–3 inches above the wound, avoiding joints.
- Tighten the strap fully.
- Turn the windlass until bleeding stops.

- Lock the windlass and document the time applied.
 - Do not remove the tourniquet.
6. Pack a Deep Wound (arms, legs, or groin)
- Insert gauze tightly into the wound until full.
 - Apply firm pressure until EMS arrives.
7. Continue Monitoring
- Keep pressure on the wound.
 - Keep the person calm, warm, and lying down.
 - Monitor breathing and responsiveness.
 - Relay all information to EMS.

Kit Locations

In accordance with Section 160.485, RSMo requirements, bleeding control kits must be placed in high-traffic, high-risk, and easily accessible locations.

Brunswick R-II maintains kits in:

- Every classroom
- Nurse's Office
- Elementary Office
- High School Office
- Gymnasium / Athletic areas
- Cafeteria
- Additional high-risk instructional areas as needed (e.g., shop, vocational classrooms)
- On each bus (if determined appropriate by the district and EMS)

Contents of a Brunswick R-II Bleeding Control Kit

Each kit contains Section 160.485, RSMo –required items:

- Department of Defense–approved tourniquet
- Bleeding control bandages and dressings
- Latex-free protective gloves
- Permanent marker (for tourniquet time documentation)
- DHS or American College of Surgeons Stop the Bleed instructional materials
- Additional EMS-approved items as deemed appropriate

Quantities are determined by district needs and EMS recommendations.

Training Requirements (Section 160.485, RSMo Compliance)

Brunswick R-II will meet all required Section 160.485, RSMo training standards:

- Annual training for designated school personnel in bleeding control
- Training may be provided in person or through approved online instruction
- Certification through approved STOP THE BLEED courses satisfies the requirement
- Training includes:
 - Direct pressure application
 - Wound packing

- Bandaging techniques
- Proper tourniquet application

All trained personnel acting in good faith have civil liability immunity under Section 160.485, RSMo except in cases of gross negligence or willful misconduct.

Kit Inspection and Maintenance

- Kits are inspected annually, and any expired or damaged items are replaced immediately.
- Kits must be restocked after each use.
- The Stop the Bleed Coordinator keeps documented records of inspections, replacements, and training compliance.

Post-Incident Procedures

After any Stop the Bleed response:

- Notify the School Nurse and building administration
- Secure the scene until cleared
- Complete a district incident report
- Replace used supplies promptly
- Conduct an internal review to evaluate response and identify improvements

Public Information Requirement

In accordance with Section 160.485, RSMo:

- Brunswick R-II will maintain information about the Stop the Bleed protocol and campaign on the district website.
- The Emergency Operations Plan, including this protocol, will be shared with local law enforcement, fire protection services, and emergency management.

Alignment With Emergency Operations Requirements

This protocol supports Section 160.485, RSMo requirements for:

- Prevention, preparedness, response, and recovery
- Collaboration with law enforcement, fire, EMS, and emergency management
- Annual physical security assessments
- Compliance with DESE's emergency operations and safety standards

CRISIS RESPONSE PROCEDURES

General Crisis Response

- Remain calm at all times
- Assess life/safety issues immediately
- Provide emergency medical care as needed
- Evacuate and/or secure area
- If evacuating, verify assembly area and routes are safe
- Notify office personnel immediately
- Evaluate available and needed resources
- Provide water, food, sanitation requests if possible
- Reassure students
- Initiate activity
- Avoid releasing students to unknown care without administrator approval
- Assist with release of students

A.L.I.C.E. Protocol

Alert • Lockdown • Inform • Counter • Evacuate

A.L.I.C.E. provides staff with options during an active threat and empowers individuals to make decisions based on what they see, hear, and know in the moment.

Staff actions should be based on:

- The information immediately available
- Your personal abilities
- The needs and safety of the students in your care
- Situational awareness and continuous thinking
- Exercising options rather than following a single linear sequence

A.L.I.C.E. may be activated with a clear announcement such as:

“There is an intruder in the building. This is not a drill. Implement ALICE measures.”

A.L.I.C.E. is used when an imminent threat—such as an armed intruder—has breached security or poses direct danger to individuals inside the building. Announcements should be updated as frequently as possible to help staff make informed decisions.

A.L.I.C.E. is not a step-by-step procedure. Staff and students choose the best option based on real-time information.

A - ALERT

The purpose of ALERT is to recognize a threat and take immediate action. Alerts may come from:

- A PA announcement
- A staff member observing suspicious or dangerous activity
- Noise, gunshots, or visual cues

- Direct communication from administrators or first responders

Example announcement:

“There is a man with a gun in the north entrance of the school. He is walking toward the lunchroom hallway... now approaching the nurse’s office.”

Swift action saves lives.

L - LOCKDOWN AND BARRICADE

Lockdown is often the best option when evacuation is not safe.

- Lock the classroom door immediately.
- Turn off lights and silence all devices.
- Barricade the door using furniture, desks, shelves, cabinets, or other heavy objects.
- Use belts, straps, cords, or other tools to secure door handles.
- Stay low and out of sight.
- Continue assessing options—if the threat moves away, evacuation may become safer.

Always keep thinking, adapting, and protecting students.

I - INFORM

INFORM is an extension of ALERT and provides real-time, actionable information to others in the building.

Communication may occur through:

- PA system
- Campus radios
- Phones or intercom
- Text messages
- Verbal communication

Example:

“The intruder is now by the band room... moving toward the office... wearing a yellow shirt and black hat.”

Updated information helps others choose whether to evacuate, lockdown, or counter.

C - COUNTER

Counter is not fighting the intruder. It is a last-resort survival strategy used only if staff and students come face-to-face with the threat.

Countering may include:

- Moving, spreading out, and creating chaos
- Throwing objects to distract or disorient
- Loud noises or sudden movement to break the attacker’s focus
- Distracting long enough to allow escape

The goal is to create a window of opportunity to evacuate, not to subdue the aggressor.

E - EVACUATE

Evacuation is the preferred option whenever it is safe.

- Leave the building quickly and quietly using any safe exit, not only traditional routes.
- Move far away from the building and gather at a predetermined rally point.
- Staff should have multiple rally point options depending on the situation.
- Once safe, call 911 and report your location, the students with you, and any relevant observations.

Evacuation removes individuals from danger and allows law enforcement to focus on stopping the threat.

Pandemic Flu - Epidemic of influenza virus that spread and infects large proportion of human population

RESPONSE PROCEDURE:

- Increase awareness as to prevent exposure and transmission
- Note signs: fatigue, fever of 100o+, muscle ache, joint pain, loss of appetite, headache, cough
- Contact office if 25% of students in classroom have been affected
- Situation will be assessed, and students relocated as needed
- Custodians will disinfect affected classroom(s)
- Evacuation and school closure may occur as last result

Tornado/Severe Thunderstorm

**TORNADO WATCH: No funnel clouds sighted but can be expected.*

**TORNADO WARNING: Funnel cloud has been sighted.*

RESPONSE PROCEDURE:

- Alarm: Continuous short beeps (pulse-like sound)
- Direct students to move to designated area (multi) via the direct route
- Walk rapidly but quietly in orderly fashion to area
- Cover head and keep quiet
- Remain calm and wait
- Teachers take roll
- Report any missing students to office

ALL CLEAR RESPONSE:

- Intercom: "ALL CLEAR" and/or air horn will be sounded
- Check students for injuries
- Report injuries to office

Student Missing/Runaway - Absent from place where expected to be found.

RESPONSE PROCEDURE:

- Notify office/principal immediately
- Provide information to attempt to retrace student's path

- Principal initiates building and grounds search
- Office contacts parents

Sniper/Drive-By Shooting

*Sniper - Marksman who shoots at people from concealed place.

*Drive-By Shooting - Shooting someone from a vehicle as it is driven past the victim.

RESPONSE PROCEDURE:

- Firing at student outside building:
 - Students should be instructed to take cover if available and remain out of sight
 - If no cover is available, students should fall flat to ground and make themselves as small a target as possible
 - Keep students as calm as possible
 - Administer first aid, if necessary
- Firing at student inside building or from a position outside:
 - Yell, intercom, call, attempt to warn as many people as possible while warning your students and protecting your own safety.
 - Students should be instructed to drop to the floor immediately and crawl to cover away from windows and doors.
 - Follow "Threat INSIDE Lockdown" procedures

ALL CLEAR RESPONSE:

- Stay on lockdown until you're released by a police officer and building administrator (ask for identification, i.e. police ID to be slid under door).
- Administer first aid, if necessary

Out of Control Student or Parent - No longer under management, direction, or regulation

RESPONSE PROCEDURE:

- Notify office/principal immediately
- Intercom: "Out-Of-Control Student/Parent"
- Keep desk or chair between you and offender
- Evacuate students if possible
- Exit room immediately to office
- All other classrooms are to follow "Threat Inside Lockdown" procedures until the situation has been deescalated and/or resolved.

ALL CLEAR RESPONSE:

- Safe

Medical Issues - Health care condition that requires diagnostic, therapeutic, or educational action.

GENERAL RESPONSE PROCEDURE:

- Calmly get person to ground or floor
- Notify office/principal of emergency; give nature of medical issue
- Remain with person until assistance arrives
- Remove students if needed
- If body fluids present, request custodian

- **FAINTING:**
 - Do not move unless to lower to ground
 - Monitor for unconsciousness
- **BLEEDING:**
 - Do not move person
 - Elevate injury
 - Apply steady pressure above wound
- **RESPIRATORY DISTRESS:**
 - Escort to health office if person is able
- **SHOCK:**
 - Elevate legs twelve inches
 - Cover

Medical Issues – Major Disaster - Occurrences involving natural catastrophe, great loss of life and/or property, unusual circumstances.
GENERAL RESPONSE PROCEDURE:

- Intercom: notification to staff of event(s) that have occurred and instructions on what to do.
- All doors and windows closed
- Teachers take students from classrooms to designated areas

Crash/Fallen Aircraft - Severe damage or destruction on impact.
RESPONSE PROCEDURE:

- Evacuate area
- Students and staff keep safe distance from site

Major Disaster/Fallen Aircraft – Hazardous Materials - Solids, liquids, or gases (natural, carbon monoxide, etc) that can harm people, other living organisms, property, or the environment.

GENERAL RESPONSE PROCEDURE:

- Report material leak to office
- Avoid contact
- Remove students from area
- Stay upwind of material if possible
- Secure and seal room
- Evacuate building upon announcement

ALL CLEAR: Safe

Power Outage/Other Utility Problems - Most power losses are short term and students are safer if they remain in the same place.

HOW TO PREPARE FOR AN OUTAGE

- Ensure portable lighting (i.e., emergency lights) are available at your school site.
- Keep hallways and pathways clear at all times
- Ensure school staff have established alternative teaching methods and plans to be used during power outages.
- Identify relocation options for classrooms and offices with no windows.

DURING AN OUTAGE

- Contact Evergy at 1-888-471-5275
- After 15-30 minutes, administration staff walk through building to check on status of individuals.
- Ensure students use a buddy system when going to the restroom.
- Do NOT use candles or gas lanterns.
- Communicate with staff and update them on the status of the outage.

AFTER POWER IS RESTORED

- Activate the “ALL CLEAR” signal and provide verbal instructions.
- Slowly turn on lights and equipment to avoid overtaxing the power immediately.

Intruder/Hostage/Lockdown - Person who does not belong in school building or on bus, or a person who attempts to hold student(s) or staff hostage in or around school building or bus.

LOCKDOWN

- Any situation that includes students be securely contained in classroom.

RESPONSE PROCEDURE:

- Intercom: “Threat INSIDE Lockdown” and gives pertinent information relating to the situation.
- Students immediately move to nearest supervised classroom
- Interior doors shut and locked
- Windows shut, blinds closed
- Students move away from line of sight
- Lights off
- Teachers take roll and report any missing students to office
- Students and staff remain quiet (Bells will be disabled, move on announcement only)
- Lock OUT, Get OUT, Take OUT (ALICE Procedures)

ALL CLEAR RESPONSE:

- Intercom: “ALL CLEAR”
- Stay on lockdown until you’re released by police officer and building administrator.

Fire - Flames, noxious fumes or smoke.

RESPONSE PROCEDURE:

- Alarm: Siren Sound
- Direct students to exit building via direct route and move to designated area
- Teachers bring crisis response binder containing class roster
- Teachers check that all students have evacuated the room, close windows, turn off lights, shut door
- Teachers take class roll and report information to designated person at designated site
- Students and teachers remain outside until “ALL CLEAR” response

ALL-CLEAR RESPONSE:

- “ALL CLEAR” given by administrator and/or the air horn will be sounded

Earthquake - Trembling and shaking of the building signaling movements in the earth's crust.

RESPONSE PROCEDURE:

- Alarm: Continuous short beeps (pulsing like sound)
- Upon earthquake strike signified by shaking, staff give "Drop, Cover, Hold" command
- Students and staff get on floor next to chairs/desks or solid objects to create a crush-free zone
- Cover head with coat, clothing, books or hands
- If no furniture is available, crouch against inside wall and cover
- Stay away from outside walls, windows or other expanses of glass
- Stay in position until tremors and/or falling debris ceases
- Determine damage and need for evacuation

ALL-CLEAR RESPONSE:

- Intercom: "ALL CLEAR" and/or air horn will be sounded
- Check students for injuries and treat as needed

Bomb Threat - Explosive device determined to be present or alleged to be present in the school building or on the premises.

RESPONSE PROCEDURE:

- If receiving the call, obtain as many details as possible
- Notify office/ principal that a threat has been received
- Administration decides if evacuation is appropriate
 - NO EVACUATION: Perform visual search of your area. Report any suspicious objects to office/principal.
 - EVACUATION: Fire drill alarm will sound. Proceed with fire plan procedure. If administration deems necessary, signal will be given to load buses and go to designated area (Zion United Methodist Church parking lot).
- DO NOT TOUCH LIGHT SWITCHES, SUSPICIOUS OBJECTS OR LOCKERS.

ALL CLEAR RESPONSE:

- Intercom: "ALL CLEAR"

BOMB THREAT CHECKLIST

This checklist must be completed immediately after receiving a bomb threat call. Provide as much detail as possible. Remain calm, listen carefully, and document everything you hear or observe.

1. Date and Time Call Received: _____

2. Time Call Ended: _____

3. Caller's Name and Address (if provided): _____

4. Caller's Sex:
___ Male ___ Female ___ Unknown

5. Caller's Age:
___ Adult ___ Child ___ Unknown

6. Bomb Threat Questions (Ask the Caller Directly):

a. When will it explode? _____

b. Where is the bomb right now? _____

c. What kind of bomb is it? _____

d. What does it look like? _____

e. Why did you place the bomb? _____

7. Voice Characteristics:

<i>Tone</i>	___ Loud ___ Soft ___ High Pitch ___ Low Pitch ___ Stutter ___ Nasal ___ Raspy ___ Lisp
<i>Speech</i>	___ Fast ___ Slow ___ Distorted ___ Cursing ___ Slurred ___ Foreign ___ Disguised
<i>Language</i>	___ Excellent ___ Good ___ Fair ___ Poor

8. Background Noise:

___ Music ___ Machinery ___ Children ___ Traffic ___ Typing
___ Cell Phone ___ Voices ___ Quiet ___ PA System
___ Other: _____

9. Person Receiving the Call:

Name: _____

Location: _____

Procedures In the Event of An Emergency – Threat Outside

Lockdown with Warning Procedures – Threat OUTSIDE—The following procedures should be followed when the threat is outside of the school building:

- Building administrator orders and announces “Threat OUTSIDE Lockdown” over the intercom and gives pertinent information relating to the situation. This announcement should be repeated several times.
- Lock exterior doors.
- Clear hallways, restrooms, and other rooms that cannot be secured.
- Secure and cover classroom windows.
- Move all persons away from the windows.
- Take attendance of students in each classroom
- Teachers should prepare a list of missing and extra students in the room.
- Teachers should take this list with them once they are directed to leave the classroom.
- Control all movement, but continue classes. Disable bells. Move on announcement only.
- Once the threat has subsided, the building administrator announces “ALL CLEAR” and gives instructions on the events to follow over the intercom.

Procedures In the Event of An Emergency – Threat Inside

Lockdown with Intruder Procedures –Threat INSIDE – The following procedures should be followed when the threat or intruder is inside of the school building:

- Building administrator orders and announces “Threat INSIDE Lockdown” and gives pertinent information relating to the situation over the intercom. This announcement should be repeated several times.
- Immediately direct all students, staff, and visitors into the nearest classroom or secured area. In the event of an intruder not in close proximity, evacuate.
- Classes that are outside of the building SHOULD NOT enter the building.
- Move outside classes to the primary evacuation site.
- Lock classroom doors.
- DO NOT lock exterior doors.
- Move people away from the windows and doors. Keep all students sitting on the floor and turn off the lights. At your discretion, exit the building and go to safety.
- Take attendance of students in each classroom.
- Teachers should prepare a list of missing and extra students in the room.
- Teachers should take this list with them once they are directed to leave the classroom.
- DO NOT respond to anyone at the door until the “ALL CLEAR” is announced.
- Keep out of sight.
- Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.
- When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.

- When the threat is over/the intruder has left the building, the building administrator and/or law enforcement announces “ALL CLEAR” over the intercom.
- DO NOT RELEASE STUDENTS WITHOUT PRIOR APPROVAL FROM ADMINISTRATION.
**Please note that some threats, such as a confirmed fire or intruder within a classroom, may override lockdown procedures.*

Procedures In the Event of An Emergency – Non-Threatening

Non-threatening lockdown procedures may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or other disturbance in order to protect student safety.

- When the non-threatening situation has been resolved, the building administrator or law enforcement announces “ALL CLEAR” over the intercom.

Procedures In the Event of An Emergency – Lockdown Failure

A “3 Out” approach is to be used to address what to do if an intruder makes it into a classroom.

- Lock OUT - Lock the shooter (or potential shooter) out of the building or classroom. This is the classic lockdown response.
- Get OUT - If the shooter is in your area – RUN. If classrooms are on the first floor, escape through an exterior window could be an option.
- Take OUT - If the shooter is in your area and you cannot run – FIGHT. Yes, fighting is an option; but it should be your LAST option – so prepare mentally for this option. (**Simply taking a position under the desk in the “fetal position” will do NOTHING to prevent you from being a victim.*)

Suicide

Guidelines for When the Risk of Suicide Has Been Raised:

- Take any and all threats of self-harm seriously. The risk of suicide is raised when any peer; teacher or other staff identifies someone as potentially suicidal based on direct or indirect knowledge of suicidal thoughts or demonstrated warning signs or other clues.
- Signs of possible suicide risk include the following:
 - Making suicidal threats
 - Having a plan to commit suicide
 - Has had prior suicidal behavior
 - Has preoccupation with death
 - Appears depressed or sad for long periods of time
 - Is feeling hopeless or has expressed hopelessness
 - Has withdrawn from family and/or friends
 - Has been sleeping too little or too much
 - Feels tired most of the time
 - Has lost interest in previously enjoyed activities
 - Has lost his/her sense of humor
 - Has faced a humiliating situation or failure
 - Is feeling excessive guilt or shame

- Has been acting irrationally or behaving differently
- Has been neglecting personal appearance
- Has expressed irritability
- Has had a dramatic change in personality
- Signs of self-harm (cutting, burns, scars etc)
- Has offered to give away prized possessions
- Has easy access to drugs, guns, etc.
- Has exposure to suicidal behavior of others or experienced the loss of a loved one
- Take immediate action. Upon gaining the knowledge of suicide risk staff members should contact the building administrator to inform them of the situation. No student shall be left unattended. Escort them to the office of the counselor or administrator or stay with and support the student while help is being sought.
- Contact the counseling/social work staff person (s) to meet with the student using the Suicide Risk Assessment (Appendix A) as a guide for questioning.
- Consult with other counseling professionals and/or staff to determine any additional information.
- Inform administration of assessment and determine the next steps to be taken.
- The student will be informed that parent/guardian will be notified of their intent to self-harm unless child abuse and neglect is suspected.
- Counseling staff and/or administration will notify parents when there appears to be any risk of self-harm unless there is suspected child abuse. If abuse is suspected, the qualified school professional should contact the child abuse and neglect hotline. Unless it is possible that notifying parent/guardian will exacerbate the situation.
- The following information will be relayed:
 - Notification of the situation. Discuss the identified risk factors. If student is at risk, request the parent/guardian come to the school.
 - Provide the parent/guardian with a full verbal report.
 - Advise parent/guardian on next steps to be taken and provide resources of mental health professionals.
 - Obtain a signed release of records.
 - Advise parent/guardian of the importance of and appropriate ways to restrict access to lethal means (guns, alcohol, prescriptions drugs, etc.)
 - Counseling staff and/or administration assist parents setting up services if requested.
 - Prior to release of the student to the parent a Suicide Prevention/Referral Form (Appendix B) and a Parent Notification (Appendix C) will be completed and signed by the parent/guardian Release the student to the parent/guardian.
- If parent or guardian is not able to be contacted, the student will not be dismissed or released from the school. The student will remain at the school with a qualified staff person, until someone is contacted.
- Reporting to the Child Abuse and Neglect Hotline. If staff determines that a student under age 18 appears to be at risk of suicide, and the

parent/guardian refuses or fails to obtain services for him/her, a report should be to the Missouri Children's Division 1-800-392-3738.

- Notify the Police when:
 - The student is in possession of lethal means.
 - Document all actions taken.
 - Follow up with parent/guardian
 - School counselor, administration, and/or nurse will follow up with the parent/guardian within 24 hours to determine referral has been completed.
 - If student is taken to a mental health facility, a release of records will be sent to that facility to determine any post intervention recommended.
 - If needed a plan for periodic contact with additional school supports through counseling/social work programs will be established.
 - Prior to student returning to school, the counselor, administration, and/or nursing staff will make contact with the parent/guardian to determine the best course of action for the student. They will complete a Student Safety Plan (Appendix D) and a Readmit Conference form. (Appendix E)

ANNUAL REVIEW & TRAINING

- The Brunswick R-II Emergency Operations Plan is reviewed annually, updated as needed, and approved by the Board of Education.
- All district staff receive annual training on emergency procedures, including Stop the Bleed, CPR/AED, mandatory reporting, and NIMS-aligned response protocols.

EMERGENCY RESPONSE TEAM MEETINGS

1 st Semester	2 nd Semester
11/19/25	

BRUNSWICK R-II SCHOOL DRILLS 2025-2026 SCHOOL YEAR

Fire Drill

1 st Semester	2 nd Semester
9/3/25	

Tornado Drill

Missouri Statewide Drill
3/4/26

Earthquake Drill

Great Central US Shake Out
10/16/25

Bus Evacuation Drill

1 st Semester	2 nd Semester
10/17/25	

Lockdown Drill

Response Drill with Law Enforcement	1 st Semester	2 nd Semester
8/18/25	9/10/25	

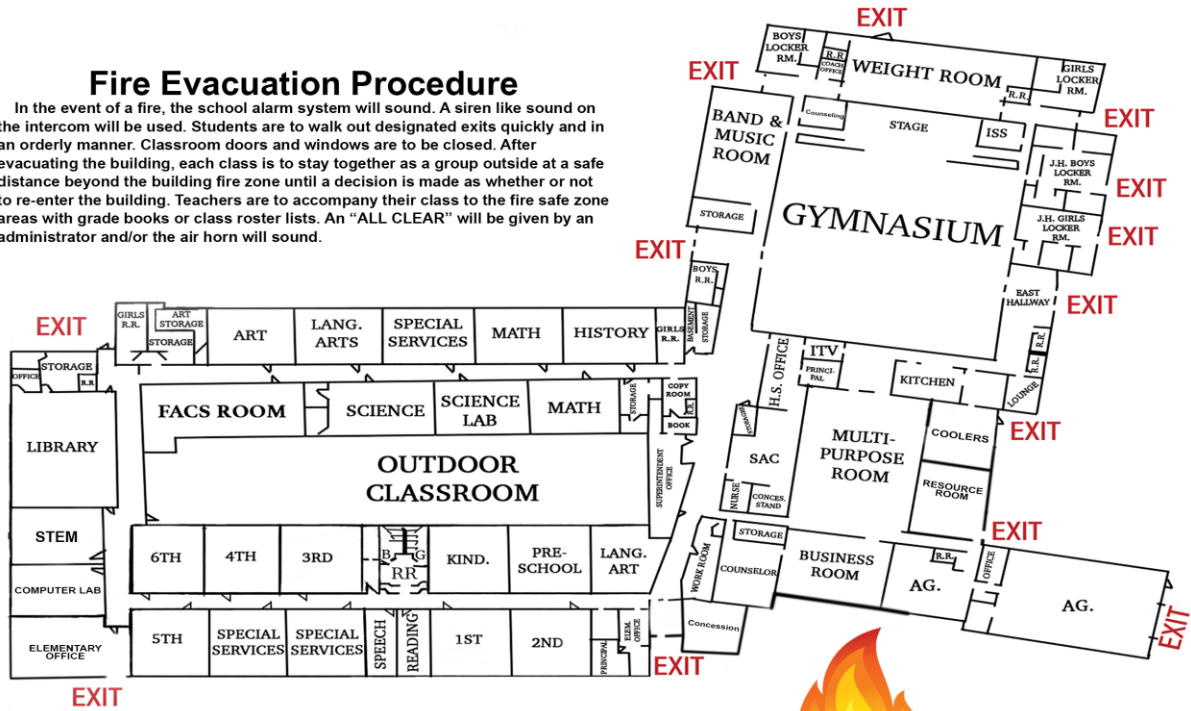
BRUNSWICK R-II SAFETY CHECKS 2025-2026 SCHOOL YEAR

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Fire Alarm										
Emergency Lighting										
Playground Equipment										

EMERGENCY MAPS

Fire Evacuation Procedure

In the event of a fire, the school alarm system will sound. A siren like sound on the intercom will be used. Students are to walk out designated exits quickly and in an orderly manner. Classroom doors and windows are to be closed. After evacuating the building, each class is to stay together as a group outside at a safe distance beyond the building fire zone until a decision is made as whether or not to re-enter the building. Teachers are to accompany their class to the fire safe zone areas with grade books or class roster lists. An "ALL CLEAR" will be given by an administrator and/or the air horn will sound.



Severe Thunderstorm/Tornado

In the event of a severe thunderstorm/tornado, the school alarm system will sound. The continuous short beeps (pulsing like sound) will indicate to take cover. Students are to leave the classroom and promptly move to the designated area in orderly manner, without pushing or shoving. When taking cover, stay away from large glass and doorways, cover head and keep quiet. Remain calm and wait until an "ALL CLEAR" is given by an administrator and/or the air horn will be sounded.

