

WALLACE STEGNER ACADEMY

Comprehensive Emergency Management Program (CEMP)

Emergency Operations Plan

A Message from Executive Leadership

The safety and well-being of our students, employees, families, and visitors is the highest priority of Wallace Stegner Academy. Creating and maintaining safe schools requires more than responding effectively during an emergency. It requires thoughtful planning, ongoing training, collaboration, and a shared commitment to preparedness every day.

The Wallace Stegner Academy Comprehensive Emergency Management Program (CEMP) establishes the framework the school will use to prevent, prepare for, respond to, recover from, and continuously improve following emergencies. It reflects the WSA's commitment to providing safe learning environments while meeting the requirements of Utah law and nationally recognized emergency management practices.

Emergency preparedness is a shared responsibility. Every employee plays an important role in protecting students and supporting a coordinated response during emergencies. Likewise, students, families, Governing Board members, community partners, and first responders all contribute to maintaining safe schools.

This Comprehensive Emergency Management Program provides the structure for those efforts while allowing each campus to maintain site-specific procedures that address the unique needs of its students, facilities, and community.

Through planning, training, and continuous improvement, Wallace Stegner Academy is committed to maintaining schools where students can learn, employees can work, and families can have confidence that safety remains a daily priority.

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INTRODUCTION

Purpose

The Wallace Stegner Academy Comprehensive Emergency Management Program (CEMP) establishes the framework for preventing, preparing for, responding to, recovering from, and continuously improving the school's ability to manage emergencies.

The CEMP provides a coordinated approach to emergency management that promotes the safety of students, employees, visitors, and school operations while supporting compliance with applicable federal and state laws, administrative rules, and Governing Board policies.

This document serves as WSA's Emergency Operations Plan and establishes the responsibilities, expectations, and guiding principles that govern emergency management throughout the organization.

Authority

This Comprehensive Emergency Management Program is adopted by the Wallace Stegner Academy Governing Board and is implemented under the direction of the Chief Executive Officers.

The CEMP is developed in accordance with applicable Utah law, Utah State Board of Education administrative rules, and recognized emergency management principles.

Scope

This program applies to all Wallace Stegner Academy campuses, employees, students, contractors, volunteers, and visitors participating in school-sponsored activities.

Campus-specific procedures, maps, emergency contact information, and operational resources are maintained separately within each Campus Emergency Annex.

Mission

The mission of the Wallace Stegner Academy Comprehensive Emergency Management Program is to protect students, employees, visitors, and school operations through coordinated prevention, preparedness, response, recovery, and continuous improvement.

Guiding Principles

Emergency management decisions shall be guided by the following principles:

- Protection of life is the highest priority.
 - Student accountability shall be maintained throughout every emergency.
 - Emergency response shall be coordinated using established command structures.
 - Communication shall be timely, accurate, and appropriate.
 - Recovery shall begin as soon as life safety has been stabilized.
 - Continuous improvement shall occur through planning, training, exercises, and evaluation.
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How to Use This CEMP

The CEMP establishes the governing framework for emergency management at Wallace Stegner Academy. It is intended to provide leadership with clear expectations while allowing campuses the flexibility to implement site-specific procedures.

This document establishes what WSA will do.

Campus Emergency Annexes establish how each campus will implement the responsibilities outlined in this Comprehensive Emergency Management Program. These annexes contain protected and security-sensitive information, including campus-specific procedures, emergency contacts, building maps, evacuation routes, utility information, and other operational details. To protect the safety and security of students, employees, and school facilities, the Campus Emergency Annexes are maintained separately from this document.

Employees should become familiar with the portions of this document that relate to their responsibilities and participate in all required training and emergency exercises.

Emergency Management Philosophy

Emergency preparedness is most effective when responsibilities are clearly defined before an emergency occurs.

For this reason, the CEMP is intentionally organized around the five phases of emergency management:

- Prevention
- Protection
- Preparedness
- Response
- Recovery

Rather than attempting to address every possible emergency scenario in detail, the CEMP establishes a consistent decision-making framework that can be applied across a wide variety of incidents. Campus-specific operational procedures are maintained separately to ensure they remain current without requiring frequent revisions to this Board-approved document.

Document Maintenance

The Chief Compliance Officer is responsible for coordinating the annual review of this Comprehensive Emergency Management Program.

The CEMP shall be reviewed at least annually and updated as necessary to reflect changes in law, administrative rule, organizational structure, facilities, or lessons learned through drills, exercises, and actual emergencies.

CHAPTER 1

PROGRAM GOVERNANCE

1.1 Purpose

Effective emergency management begins with clearly defined leadership, assigned responsibilities, and coordinated planning. This chapter establishes the governance structure that supports emergency preparedness throughout Wallace Stegner Academy.

The Comprehensive Emergency Management Program is implemented under the direction of the Governing Board and administered by Executive Leadership. Responsibility for emergency preparedness is shared among all employees, with specific leadership responsibilities assigned according to position.

1.2 Policy Statement

Wallace Stegner Academy shall maintain a comprehensive emergency management program that promotes the safety and security of students, employees, visitors, and school operations.

The Governing Board adopts this Comprehensive Emergency Management Program as the official framework for emergency management throughout WSA. The Chief Executive Officers are responsible for implementation of the program, and the Chief Compliance Officer is responsible for coordinating its annual review and maintenance.

Campus administrators are responsible for implementing this program at their respective campuses and ensuring employees receive appropriate training.

1.3 Emergency Planning Committee

WSA shall maintain an Emergency Planning Committee to support the development, review, and continuous improvement of the Comprehensive Emergency Management Program.

The committee serves in an advisory capacity and provides recommendations regarding emergency preparedness, training, response procedures, and recovery planning.

Committee membership should include representatives from Executive Leadership and key operational departments and may include public safety partners when appropriate.

The committee shall meet as necessary and participate in the annual review of the CEMP.

1.4 Executive Leadership

Executive Leadership provides strategic direction for emergency management and ensures the resources necessary to support preparedness, response, recovery, and continuity of operations.

During significant emergencies, Executive Leadership is responsible for:

- Providing organizational leadership.
 - Supporting campus administrators.
 - Coordinating resources across campuses.
 - Authorizing modified operations or school closures.
 - Serving as the primary liaison with the Governing Board.
 - Supporting communication with families and community partners.
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1.5 Emergency Management Team

The Emergency Management Team (EMT) provides executive-level coordination during significant emergencies that affect one or more campuses or require sustained organizational support.

The Chief Executive Officers may activate the EMT when circumstances extend beyond routine campus operations.

The EMT may include:

- Chief Executive Officers
- Head of Schools
- Chief Compliance Officer
- Chief of Staff
- School Safety & Security Director
- Business Manager
- Human Resources Director
- Nurse
- Principal(s)
- Building Operations Manager(s)

Additional personnel may participate based on the nature of the incident.

1.6 Roles and Responsibilities

Although emergency preparedness is a shared responsibility, certain positions have primary responsibilities within the CEMP.

Governing Board

The Governing Board shall:

- Adopt the Comprehensive Emergency Management Program.
 - Support a culture of safety throughout WSA.
 - Receive updates regarding significant revisions to the CEMP.
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Chief Executive Officers

The Chief Executive Officers shall:

- Implement the CEMP.
 - Provide executive leadership during significant emergencies.
 - Activate the Emergency Management Team when appropriate.
 - Coordinate with public agencies and the Governing Board.
 - Authorize operational modifications or school closures when necessary.
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Chief Compliance Officer

The Chief Compliance Officer shall:

- Coordinate annual review of the CEMP.
 - Monitor compliance with applicable laws and administrative rules.
 - Coordinate emergency planning activities.
 - Maintain the official version of the CEMP.
 - Coordinate annual certification requirements.
 - Monitor corrective actions resulting from After-Action Reviews.
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Head of Schools

The Head of Schools shall:

- Support Principals during emergency planning and response.
 - Coordinate instructional continuity across campuses.
 - Assist with operational recovery following emergencies.
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Principals

Each Principal shall:

- Serve as the campus leader during emergencies.
 - Implement campus emergency procedures.
 - Coordinate emergency drills.
 - Maintain student accountability.
 - Coordinate with responding public safety agencies.
 - Ensure employees understand their emergency responsibilities.
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Building Operations Managers

Building Operations Managers shall:

- Maintain emergency equipment.
 - Coordinate facility inspections related to safety.
 - Manage building systems and utility shut-offs during emergencies.
 - Support damage assessments and facility recovery.
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School Safety & Security Director

The School Safety & Security Director shall:

- Support implementation of safety and security initiatives.
 - Coordinate with public safety agencies.
 - Assist with emergency planning, training, and exercises.
 - Support threat assessment and prevention efforts.
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Nurse

The Nurse shall:

- Coordinate medical response within the scope of school responsibilities.
 - Maintain emergency medical supplies.
 - Assist with health-related emergency planning.
 - Coordinate with emergency medical personnel as needed.
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Employees

Every employee shall:

- Participate in required emergency training.
 - Understand the Standard Response Protocol.
 - Follow campus emergency procedures.
 - Protect students within their supervision.
 - Report safety concerns promptly.
 - Support accountability during emergencies.
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1.7 Position-Based Leadership

Emergency responsibilities are assigned to positions rather than individuals. When personnel changes occur, responsibilities automatically transfer to the individual serving in that position.

This approach promotes continuity, simplifies annual updates, and ensures the CEMP remains current without requiring frequent Governing Board revisions.

1.8 Annual Review

The Comprehensive Emergency Management Program shall be reviewed at least annually.

The annual review shall evaluate:

- Changes in law or administrative rule.
- Organizational changes.
- Facility changes.
- Lessons learned from drills and emergencies.
- Recommendations from the Emergency Planning Committee.

Recommended revisions shall be presented to the Governing Board when Board action is required.

CHAPTER 2

PREVENTION, PROTECTION, INTERVENTION & PREPAREDNESS

2.1 Purpose

The purpose of this chapter is to establish Wallace Stegner Academy's approach to preventing emergencies whenever possible, protecting students and employees from identified hazards, intervening early when safety concerns arise, and preparing the school community to respond effectively when emergencies occur.

Emergency preparedness is an ongoing process rather than a single event. Through planning, training, collaboration, and continuous improvement, WSA strives to reduce risk while building the capacity to respond effectively to emergencies.

2.2 Prevention

The most effective emergency is the one that never occurs. WSA is committed to identifying potential hazards, reducing risk, and promoting a culture where safety concerns are recognized and addressed before they escalate.

Prevention efforts include, but are not limited to:

- Maintaining secure and well-supervised campuses.
- Encouraging timely reporting of safety concerns.
- Promoting positive school culture and student connectedness.
- Collaborating with local public safety agencies.
- Identifying physical, operational, and environmental risks.
- Reviewing incidents to identify opportunities for improvement.

Prevention is the responsibility of every employee.

2.3 Protection

WSA shall implement reasonable measures to protect students, employees, visitors, facilities, and school operations from identified hazards.

Protection activities include:

- Controlled building access.

- Visitor management procedures.
- Security of school facilities.
- Emergency communication systems.
- Emergency equipment.
- Coordination with public safety partners.
- Routine safety inspections.

Protection measures shall be reviewed periodically and modified as operational needs change.

2.4 Intervention

Early intervention helps prevent situations from developing into emergencies.

WSA shall implement evidence-informed intervention strategies to identify, assess, and respond to safety concerns involving students, employees, or visitors.

Intervention efforts may include:

- Behavioral threat assessment.
- Student support services.
- Mental health referrals.
- Collaboration with families.
- Collaboration with community agencies.
- Appropriate disciplinary or administrative action.
- Safety planning when necessary.

Intervention efforts shall respect student privacy while supporting the safety of the school community.

2.5 Threat Assessment

WSA shall maintain a threat assessment process consistent with applicable law and established school procedures.

The purpose of threat assessment is to evaluate reported behaviors or concerns that may indicate a risk of violence or other significant harm and to identify appropriate interventions before an emergency occurs.

Threat assessment is intended to support prevention through early identification, collaborative problem-solving, and appropriate intervention.

Detailed threat assessment procedures shall be maintained separately from this CEMP.

2.6 School Safety & Security

WSA shall designate a School Safety & Security Director to support implementation of school safety initiatives and coordination with local public safety agencies.

Responsibilities include:

- Supporting emergency planning.
 - Coordinating with law enforcement and emergency responders.
 - Assisting with training and drills.
 - Supporting safety assessments.
 - Promoting continuous improvement of school safety practices.
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2.7 Building Access

WSA shall maintain procedures governing building access, visitor management, and key control to support the safety and security of students, employees, and visitors.

Operational procedures addressing building access, identification badges, visitor management, and key control shall be maintained administratively and reviewed periodically.

2.8 Emergency Equipment

Each campus shall maintain emergency equipment appropriate for its facilities and identified hazards.

Emergency equipment may include:

- Automated External Defibrillators (AEDs)
- Bleeding Control Kits
- First Aid Kits
- Fire extinguishers
- Emergency communication devices
- Flashlights

Building Operations Managers shall coordinate periodic inspections to ensure emergency equipment is available and operational.

2.9 Employee Training

Emergency preparedness depends on knowledgeable employees who understand their responsibilities before an emergency occurs.

All employees shall receive emergency preparedness training appropriate to their assigned responsibilities.

Training shall include:

- Standard Response Protocol (SRP)
- Emergency evacuation procedures
- Student accountability
- Reunification awareness
- Medical emergency response
- Position-specific responsibilities

Additional training may be provided based on assigned duties.

2.10 Emergency Drills & Exercises

WSA shall conduct emergency drills and exercises in accordance with Utah law and applicable administrative rules.

Drills provide opportunities to:

- Practice emergency procedures.
- Evaluate response capabilities.
- Reinforce employee and student expectations.
- Identify opportunities for improvement.

Following significant drills or exercises, campus leadership should review lessons learned and implement corrective actions when appropriate.

2.11 Emergency Preparedness Week

Each campus shall participate annually in Utah's Emergency Preparedness, Response, and Recovery Week.

Activities may include:

- Student safety instruction.
- Employee training.
- Emergency drills.
- Safety awareness activities.
- Review of emergency procedures.

Participation supports a culture of preparedness throughout the school community.

2.12 Continuous Preparedness

Preparedness is an ongoing responsibility that extends beyond annual training or emergency drills.

WSA shall continually evaluate its emergency management program through:

- Planning.
- Training.
- Drills and exercises.
- Safety assessments.
- After-Action Reviews.
- Collaboration with public safety partners.

Continuous preparedness ensures the CEMP remains effective as facilities, operations, and identified risks evolve.

CHAPTER 3

EMERGENCY MANAGEMENT FRAMEWORK

3.1 Purpose

The purpose of this chapter is to establish the emergency management framework used by Wallace Stegner Academy to coordinate emergency response across all campuses. A consistent framework allows employees, administrators, and responding public safety agencies to work together using common terminology, defined responsibilities, and standardized protective actions.

The framework outlined in this chapter provides the foundation for responding to emergencies regardless of size or complexity. Whether an incident involves a medical emergency affecting a single student or a large-scale event impacting multiple campuses, WSA will respond using the same principles and organizational structure.

3.2 Emergency Management Framework

WSA manages emergencies using nationally recognized emergency management principles that support coordinated decision-making, effective communication, and collaboration with public safety agencies.

The emergency management framework includes:

- Incident Command System (ICS)
- National Incident Management System (NIMS)
- Standard Response Protocol (SRP)

- Standard Reunification Method (SRM)
- Campus Emergency Annexes

Together, these components provide a consistent approach to emergency management while allowing flexibility to address the unique circumstances of each incident.

3.3 Incident Command System (ICS)

WSA utilizes the Incident Command System (ICS) to organize emergency response and coordinate with responding agencies.

The Incident Command System establishes a standardized organizational structure that clearly defines leadership responsibilities, communication, and resource coordination during emergencies.

For most campus emergencies, the Principal or designee serves as the initial Incident Commander until command is transferred or unified with responding public safety agencies.

The Incident Commander is responsible for:

- Assessing the situation.
- Establishing incident priorities.
- Directing the campus response.
- Coordinating with responding agencies.
- Maintaining student and employee accountability.
- Supporting a safe transition to recovery.

As incidents increase in size or complexity, additional leadership positions may be assigned as needed to support response operations.

3.4 National Incident Management System (NIMS)

WSA supports the National Incident Management System (NIMS) as the organizational framework for coordinating emergency response with local, state, and federal partners.

The use of NIMS promotes common terminology, coordinated resource management, and effective communication between schools and responding agencies.

Employees are not expected to become emergency management professionals; however, designated administrators and emergency leaders should receive appropriate NIMS and ICS training consistent with their responsibilities.

3.5 Standard Response Protocol (SRP)

WSA utilizes the Standard Response Protocol (SRP) as the standardized protective action system for responding to emergencies.

The SRP provides a common language that allows students, employees, and first responders to immediately understand the protective action required during an emergency.

The five protective actions are:

Protective Action	Purpose
Hold	Keep hallways clear while instruction continues.
Secure	Protect the campus from a threat outside the building.
Lockdown	Protect occupants from an immediate threat inside or near the building.
Evacuate	Move occupants to a safer location.
Shelter	Protect occupants from environmental hazards.

Employees shall receive annual training on the Standard Response Protocol, and students shall receive age-appropriate instruction and opportunities to practice these protective actions through emergency drills.

The emergency procedures described in Chapter 4 identify the primary SRP action associated with each type of emergency.

3.6 Incident Response Method

WSA shall implement the incident response method established by the Utah State Security Chief to support coordination with first responders during emergencies.

Campus-specific building maps, room numbering, grid systems, and other operational resources shall be maintained within each Campus Emergency Annex and made available to responding emergency personnel as appropriate.

3.7 Standard Reunification Method (SRM)

Following an emergency requiring evacuation or relocation, WSA shall utilize the Standard Reunification Method (SRM) to safely reunite students with their parents, guardians, or other authorized individuals.

The reunification process is designed to:

- Maintain student accountability.
- Verify the identity of the individual receiving the student.
- Document each student release.
- Support orderly reunification while reducing confusion during stressful situations.

Detailed reunification procedures are maintained separately within each Campus Emergency Annex.

3.8 Emergency Communications

Timely and accurate communication is essential during emergencies.

WSA shall utilize available communication systems to provide appropriate information to:

- Employees
- Students
- Parents and guardians
- Governing Board members
- Responding public safety agencies
- Community partners, as appropriate

Official communications during significant emergencies shall be coordinated through the Chief Executive Officers or their designee to promote consistency and accuracy.

Employees shall not release information to the media unless authorized to do so.

3.9 Coordination with Public Safety Agencies

WSA recognizes that effective emergency response depends on strong relationships with local public safety agencies.

The Academy shall collaborate with:

- Law enforcement
- Fire departments
- Emergency Medical Services (EMS)
- Emergency management agencies
- Public health agencies
- Other community response partners, as appropriate

Whenever practical, public safety agencies should be invited to participate in emergency planning, drills, and exercises.

3.10 Student Accountability

Student accountability remains one of WSA's highest operational priorities during any emergency.

Employees shall account for students as soon as conditions safely permit and continue accountability efforts throughout the duration of the incident.

Each campus shall maintain procedures for:

- Accounting for students.
- Reporting missing or injured individuals.
- Tracking student movement during evacuations or relocations.
- Supporting reunification efforts.

Campus-specific accountability procedures shall be maintained within each Campus Emergency Annex.

3.11 Transition to Recovery

Emergency response does not end when the immediate hazard has been controlled. As incidents stabilize, leadership shall begin planning for recovery activities, restoration of educational services, and continued support for students and employees.

Recovery planning should begin as early as practical and continue until normal operations have been restored.

CHAPTER 4

EMERGENCY RESPONSE PROCEDURES

4.1 Purpose

The purpose of this chapter is to establish standardized response procedures for the emergencies most likely to affect Wallace Stegner Academy. While no emergency can be predicted with complete certainty, a consistent approach to decision-making allows employees to respond quickly, maintain accountability, and support the safety of students and staff.

The procedures outlined in this chapter provide general guidance. Campus administrators shall evaluate the circumstances of each incident and may modify protective actions based on the nature of the emergency, conditions at the scene, and the direction of responding public safety agencies.

Whenever an emergency occurs, the protection of life shall remain the highest priority.

4.2 General Response Priorities

Regardless of the type of emergency, employees should focus on the following priorities:

1. Protect life and provide for immediate safety.
2. Activate the appropriate Standard Response Protocol (SRP) action.
3. Notify emergency responders when necessary.

4. Account for students, employees, and visitors.
5. Communicate through established channels.
6. Support recovery and restoration of operations.

These priorities provide a consistent framework for responding to any emergency.

Medical Emergency

Primary SRP Action: Hold (if needed)

Immediate Actions

- Assess the situation and ensure the area is safe.
- Contact the Nurse immediately.
- Call 911 when emergency medical assistance is required.
- Retrieve the nearest Automated External Defibrillator (AED) or Bleeding Control Kit when appropriate.
- Provide first aid within the scope of employee training.
- Keep the area clear for emergency responders.

Leadership Responsibilities

The Principal or designee shall:

- Coordinate the campus response.
- Ensure appropriate supervision of students.
- Notify the parent or guardian, as appropriate.
- Document the incident in accordance with school procedures.

Recovery

- Restore normal operations when appropriate.
 - Replenish emergency medical supplies.
 - Review the incident if improvements are identified.
-

Fire

Primary SRP Action: Evacuate

Immediate Actions

- Activate the fire alarm if it has not already been activated.
- Call 911.
- Evacuate using the designated evacuation route.
- Assist individuals requiring additional support when it is safe to do so.
- Proceed to the designated assembly area.

- Account for all students, employees, and visitors.
- Do not re-enter the building until authorized by the fire department.

Leadership Responsibilities

The Principal or designee shall:

- Coordinate with responding fire personnel.
- Maintain accountability.
- Determine whether relocation or reunification is necessary.
- Notify Executive Leadership when appropriate.

Recovery

- Coordinate facility assessment.
 - Resume operations only after the building has been declared safe.
 - Conduct an After-Action Review if needed.
-

Severe Weather

Primary SRP Action: Shelter

Immediate Actions

- Monitor weather alerts and official guidance.
- Announce the Shelter action.
- Move students and employees to designated shelter locations.
- Keep occupants away from windows and exterior doors.
- Remain sheltered until the all-clear is given.

Leadership Responsibilities

The Principal or designee shall:

- Monitor changing conditions.
- Coordinate with emergency responders if needed.
- Communicate updates to Executive Leadership.

Recovery

- Inspect the campus for damage.
 - Address hazards before resuming normal operations.
 - Provide updates to employees and families when appropriate.
-

Earthquake

Primary SRP Action: Shelter

Immediate Actions

- Direct occupants to Drop, Cover, and Hold On.
- Remain inside until the shaking stops.
- Evacuate if the building is unsafe.
- Avoid damaged areas, downed utilities, and other hazards.
- Account for students and employees.

Leadership Responsibilities

The Principal or designee shall:

- Coordinate damage assessment.
- Request emergency assistance if needed.
- Determine whether relocation or reunification is necessary.

Recovery

- Inspect facilities before reoccupancy.
 - Coordinate repairs and restoration of services.
 - Review the response for opportunities to improve preparedness.
-

Hazardous Materials

Primary SRP Action: Shelter or Evacuate

Immediate Actions

- Contact 911.
- Follow the direction of emergency responders.
- Shelter or evacuate based on the identified hazard.
- Restrict access to affected areas.
- Shut down HVAC systems if directed by emergency responders.

Leadership Responsibilities

The Principal or designee shall:

- Coordinate with responding agencies.
- Notify Executive Leadership.
- Provide timely information to employees and families, as appropriate.

Recovery

- Resume operations only after the area has been declared safe.
 - Follow recommendations from public health and emergency response agencies.
-

Utility Failure

Primary SRP Action: Determined by Conditions

Immediate Actions

- Assess the impact of the outage.
- Notify the Building Operations Manager.
- Contact the appropriate utility provider when necessary.
- Implement additional protective actions if conditions warrant.

Leadership Responsibilities

The Principal or designee shall determine whether:

- Instruction may safely continue.
- Portions of the campus should be closed.
- Relocation or early dismissal is necessary.

Recovery

- Verify utilities have been restored.
 - Confirm building systems are functioning properly before resuming normal operations.
-

Hold

Primary SRP Action: Hold

Immediate Actions

- Keep students and employees in classrooms or current locations.
- Clear hallways.
- Continue instruction.
- Await additional direction.

Leadership Responsibilities

The Principal or designee shall determine when the Hold action may be lifted and communicate the all-clear.

Secure

Primary SRP Action: Secure

Immediate Actions

- Secure all exterior doors.
- Continue instruction inside the building.
- Restrict entry until the Secure action is lifted.
- Monitor official communications.

Leadership Responsibilities

The Principal or designee shall coordinate with law enforcement, monitor the situation, and communicate updates to employees.

Lockdown

Primary SRP Action: Lockdown

Immediate Actions

- Immediately initiate Lockdown.
- Lock classroom doors.
- Turn off lights.
- Move occupants out of sight.
- Maintain silence.
- Do not open doors until released by law enforcement or authorized personnel.

Leadership Responsibilities

The Principal or designee shall:

- Ensure law enforcement has been notified.
- Coordinate with Executive Leadership.
- Support Unified Command once established.

Recovery

- Coordinate reunification.
- Provide behavioral health resources, as appropriate.
- Conduct an After-Action Review.

Evacuation

Primary SRP Action: Evacuate

Immediate Actions

- Initiate the Evacuate action.
- Direct students and employees to the designated evacuation route.
- Proceed to the assigned assembly area or alternate location, as directed.
- Account for all students, employees, and visitors.
- Report missing, injured, or unaccounted-for individuals to the Incident Commander.
- Await additional instructions before leaving the assembly area.

Employees shall not return to the building until authorized by the Incident Commander or responding emergency personnel.

Leadership Responsibilities

The Principal or designee shall:

- Confirm student and employee accountability.
- Coordinate with responding public safety agencies.
- Determine whether relocation or reunification is necessary.
- Communicate status updates to Executive Leadership.

Recovery

When the emergency has concluded, leadership shall determine whether it is appropriate to resume normal operations, relocate instruction, or initiate reunification.

Shelter

Primary SRP Action: Shelter

Immediate Actions

- Initiate the Shelter action.
- Move students and employees to designated shelter locations appropriate for the hazard.
- Close doors and remain inside until additional instructions are received.
- Monitor official communications.
- Continue student accountability.

Leadership Responsibilities

The Principal or designee shall:

- Monitor changing conditions.
- Coordinate with emergency responders as necessary.

- Determine when it is safe to resume normal activities.

Recovery

Inspect affected areas, communicate any operational changes, and resume normal operations when conditions permit.

Reunification

Primary SRP Action: Initiated following evacuation or relocation

Immediate Actions

If reunification becomes necessary, WSA shall implement the Standard Reunification Method (SRM).

Employees shall:

- Report to assigned reunification responsibilities.
- Maintain supervision of students.
- Verify student accountability.
- Release students only to authorized individuals following established procedures.

Leadership Responsibilities

The Principal or designee shall:

- Activate the reunification site.
- Coordinate with Executive Leadership.
- Coordinate with law enforcement when appropriate.
- Ensure reunification is conducted in an orderly and documented manner.

Recovery

Following reunification, leadership shall evaluate the effectiveness of the process and identify opportunities for improvement.

Detailed reunification procedures shall be maintained within each Campus Emergency Annex.

Emergency Student Release

Following an emergency requiring evacuation, relocation, or reunification, WSA shall maintain accountability for every student until responsibility has been transferred to a parent, legal guardian, or other authorized individual.

For students in kindergarten through grade 8, release shall occur only through established reunification procedures unless otherwise authorized by law or directed by emergency responders.

Procedures for students in higher grade levels shall be established by WSA and maintained within campus administrative procedures.

All student releases shall be documented.

Students Participating in School-Sponsored Activities Off Campus

Emergencies occurring while students are participating in school-sponsored activities away from campus present unique communication and accountability challenges.

When a school violence emergency or other significant incident occurs, WSA shall communicate protective actions to supervising employees and students participating in school-sponsored activities away from campus as soon as practical using available communication methods.

Supervising employees shall:

- Maintain student accountability.
 - Follow the direction of local emergency responders.
 - Communicate with school administration as conditions permit.
 - Continue supervision until students are safely reunited with parents or returned to school.
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Emergency Communications During Response

During any emergency, information shall be shared in a timely, accurate, and coordinated manner.

Official communications shall be coordinated through the Chief Executive Officers or designee.

Communications may include:

- Employees
- Parents and guardians
- Students
- Governing Board members
- Public safety agencies
- Community partners
- Media, when appropriate

Employees shall not provide information to the media unless authorized to do so.

Transition to Recovery

As emergency conditions stabilize, campus leadership shall begin coordinating recovery activities.

Recovery planning includes:

- Restoring instructional services.
- Supporting students and employees.
- Assessing facility conditions.
- Coordinating operational needs.
- Documenting lessons learned.

Recovery planning should begin as early as practical and continue until normal operations have been restored.

CHAPTER 5

COMPLEX INCIDENT MANAGEMENT

5.1 Purpose

Most emergencies affecting Wallace Stegner Academy can be managed at the campus level through established emergency procedures. Occasionally, however, an incident may exceed the resources or authority of a single campus and require coordinated leadership across multiple departments or campuses.

The purpose of this chapter is to establish the organizational structure for managing significant incidents that require executive-level coordination while maintaining clear communication, efficient resource management, and continuity of educational services.

5.2 Activation of the Emergency Management Team

The Chief Executive Officers may activate the Emergency Management Team (EMT) when an incident:

- Affects multiple campuses.
- Requires significant organizational coordination.
- Results in extended disruption of school operations.
- Requires substantial support from public safety agencies.
- Results in serious injury, loss of life, or significant property damage.

- Requires long-term recovery planning.

Activation of the EMT does not replace the Incident Command System operating at the campus level. Instead, the EMT provides executive support, organizational coordination, and strategic decision-making while campus leadership continues to manage on-scene operations.

5.3 Responsibilities of the Emergency Management Team

When activated, the Emergency Management Team shall provide executive leadership by:

- Supporting campus administrators.
- Coordinating resources across campuses.
- Establishing organizational priorities.
- Monitoring the overall incident.
- Coordinating communication with stakeholders.
- Supporting continuity of operations.
- Planning for recovery.

The Emergency Management Team may adjust its level of involvement as incident conditions change.

5.4 Unified Command

WSA recognizes that many emergencies require collaboration between school personnel and responding public safety agencies.

When law enforcement, fire services, emergency medical services, or emergency management agencies establish Unified Command, WSA leadership shall cooperate fully and support coordinated decision-making.

Campus leadership remains responsible for school operations while emergency responders retain authority for emergency response activities within their jurisdiction.

5.5 Organizational Decision-Making

Executive Leadership may make operational decisions necessary to protect students, employees, and school operations during significant emergencies.

These decisions may include:

- School closure.
- Delayed start or early dismissal.
- Temporary relocation of students.
- Modification of school activities.
- Cancellation of events.
- Alternative instructional methods.

- Temporary reassignment of employees.

Operational decisions shall consider student safety, continuity of learning, employee wellbeing, and recommendations from responding agencies.

5.6 Resource Coordination

During complex incidents, Executive Leadership shall coordinate resources necessary to support campus operations.

Resources may include:

- Personnel.
- Transportation.
- Medical supplies.
- Food service.
- Information technology.
- Maintenance and facilities.
- Counseling and behavioral health services.
- Community support resources.

When appropriate, WSA may request assistance through local emergency management agencies or established mutual aid partnerships.

5.7 Emergency Communications

Clear and consistent communication is essential during complex emergencies.

Official communications shall be coordinated through the Chief Executive Officers or their designee to ensure information is:

- Accurate.
- Timely.
- Consistent.
- Appropriate for the intended audience.

Communication may be provided to:

- Employees.
- Students.
- Parents and guardians.
- Governing Board members.
- Public safety agencies.
- Community partners.
- Media, when appropriate.

Employees shall refer all media inquiries to the designated spokesperson.

5.8 Family Assistance

Following a significant emergency, WSA recognizes that families need timely information and reassurance.

Executive Leadership shall coordinate communication regarding:

- Student accountability.
- Reunification procedures.
- Changes to school operations.
- Available support services.
- Anticipated next steps.

Whenever practical, communications shall be coordinated with responding public safety agencies to ensure consistency.

5.9 Documentation

Significant emergencies shall be documented to support:

- Recovery planning.
- Insurance claims.
- Legal requirements.
- Operational review.
- Future planning.

Documentation should be maintained in accordance with applicable records retention requirements.

CHAPTER 6

RECOVERY

6.1 Purpose

The purpose of this chapter is to establish Wallace Stegner Academy's framework for recovering from emergencies while supporting students, employees, and the broader school community.

Recovery begins as soon as emergency conditions stabilize and continues until educational services, school operations, and organizational functions have been restored to the greatest extent practical. Recovery is not simply returning to normal operations—it is an opportunity to restore learning, strengthen the school community, and improve future preparedness.

The scope and duration of recovery efforts will vary depending on the nature and severity of the incident.

6.2 Recovery Priorities

Recovery efforts shall be guided by the following priorities:

1. Ensure the continued safety and wellbeing of students and employees.
2. Restore educational services as quickly as practical.
3. Reestablish essential business operations.
4. Support the physical, emotional, and behavioral recovery of the school community.
5. Restore facilities and infrastructure.
6. Evaluate the incident and implement improvements.

These priorities provide a consistent framework for recovery regardless of the type or scale of the emergency.

6.3 Leadership During Recovery

Recovery shall be coordinated by Executive Leadership in collaboration with campus administrators and appropriate departments.

Recovery responsibilities may include:

- Assessing operational impacts.
- Prioritizing restoration of services.
- Coordinating internal and external resources.
- Communicating with stakeholders.
- Monitoring progress toward recovery goals.

As recovery progresses, leadership responsibilities may shift from emergency response to routine operational management.

6.4 Restoration of Educational Services

Returning students to a stable learning environment is a primary objective following any emergency.

Depending on the circumstances, WSA may:

- Resume instruction at the affected campus.
- Temporarily relocate students to another facility.
- Modify instructional schedules.
- Utilize alternative methods of instruction, when appropriate.
- Phase the return to normal operations.

Educational decisions shall prioritize student safety while minimizing disruption to learning whenever practical.

6.5 Employee Support

Employees play a critical role in helping students recover while often experiencing the effects of the same emergency.

WSA recognizes the importance of supporting employees throughout the recovery process.

Support may include:

- Regular communication from leadership.
- Access to available employee assistance resources.
- Opportunities for debriefing and reflection.
- Appropriate flexibility as operational needs allow.
- Recognition of employee contributions during the response and recovery.

Supporting employees strengthens the Academy's ability to care for students and restore school operations.

6.6 Student and Family Support

Recovery extends beyond restoring facilities and instructional services. Significant emergencies may affect the emotional wellbeing of students and families long after the immediate danger has passed.

WSA shall work collaboratively with families and community partners to provide information regarding available support services and behavioral health resources, as appropriate.

Support strategies may include:

- Age-appropriate communication with students.
- Referrals to school or community resources.
- Coordination with behavioral health professionals.
- Ongoing communication with families regarding recovery efforts.

The Academy recognizes that recovery timelines will vary among individuals and that flexibility may be necessary as the school community heals.

6.7 Behavioral Health Recovery

Following significant emergencies, behavioral health considerations should be incorporated into recovery planning.

WSA may coordinate with qualified behavioral health professionals and community partners to support students and employees impacted by the incident.

Behavioral health support may include:

- Crisis response services.
- Short-term counseling resources.
- Referrals for additional support.
- Classroom strategies that promote stability and reassurance.
- Consultation with families regarding available resources.

The goal is to promote resilience while recognizing that individuals respond to emergencies in different ways.

6.8 Facilities and Operations Recovery

Following an emergency affecting school facilities, WSA shall assess buildings, equipment, and infrastructure before resuming normal operations.

Recovery activities may include:

- Damage assessments.
- Repairs.
- Restoration of utilities.
- Cleaning and environmental safety evaluations.
- Replacement of damaged equipment.
- Coordination with contractors and insurance providers.

Facilities shall not be reoccupied until they have been determined safe for intended use.

6.9 Business Operations Recovery

Recovery also includes restoring essential organizational functions necessary to support school operations.

Business recovery may include:

- Payroll.
- Financial operations.
- Procurement.
- Information technology.
- Food service.
- Student transportation.
- Student records.
- Communications systems.

Executive Leadership shall prioritize the restoration of essential services based on operational needs.

6.10 Community Partnerships

Recovery often requires collaboration beyond the school.

WSA values its partnerships with:

- Local law enforcement.
- Fire departments.
- Emergency Medical Services.
- Public health agencies.
- Emergency management organizations.
- Behavioral health providers.
- Community organizations.
- Volunteer agencies, as appropriate.

These partnerships strengthen the Academy's ability to recover efficiently while supporting students, employees, and families.

6.11 Returning to Normal Operations

Recovery is complete when educational services, essential operations, and organizational functions have been restored to a level that allows the Academy to effectively fulfill its mission.

The return to normal operations may occur gradually and should consider:

- Student needs.
- Employee wellbeing.
- Facility readiness.
- Operational capacity.
- Recommendations from public safety or health officials.

Recovery does not conclude with reopening a building. It concludes when the school community has regained stability and confidence in its ability to move forward.

6.12 Continuous Improvement

Every emergency provides an opportunity to strengthen preparedness.

Lessons learned during recovery shall be incorporated into:

- Future planning.
- Employee training.
- Emergency drills.
- Campus Emergency Annexes.
- Revisions to this Comprehensive Emergency Management Program.

CHAPTER 7

CONTINUITY OF OPERATIONS

7.1 Purpose

The purpose of this chapter is to establish Wallace Stegner Academy's approach to maintaining essential educational and business operations during and after an emergency that significantly disrupts normal school functions.

Continuity of Operations (COOP) planning helps ensure that critical services continue while the Academy works to restore full operations. Whether the disruption affects a single campus or the entire organization, WSA is committed to preserving its ability to educate students, support employees, and meet legal and operational obligations.

7.2 Continuity Objectives

During a significant disruption, WSA shall prioritize:

- The safety and wellbeing of students and employees.
- Continuation of essential educational services.
- Preservation of critical business operations.
- Protection of vital records and information systems.
- Restoration of normal operations as quickly as practical.

These objectives guide organizational decision-making throughout a disruption.

7.3 Essential Functions

Essential functions are those activities that must continue to support the Academy's mission and legal responsibilities.

Examples of essential functions include:

- Student instruction.
- Student supervision and accountability.
- Emergency communications.
- Payroll and financial operations.
- Human Resources.
- Information technology systems.
- Student information systems.
- Food service operations, as applicable.

- Facility safety and maintenance.
- Compliance with applicable state and federal requirements.

Executive Leadership may prioritize or modify essential functions based on the circumstances of the disruption.

7.4 Continuity of Leadership

To ensure effective decision-making during emergencies, WSA shall maintain a clear continuity of leadership.

If a member of Executive Leadership is unavailable, authority shall transfer in accordance with the Academy's established succession procedures until the individual is able to resume responsibilities or another permanent assignment is made.

Succession procedures shall be maintained administratively and reviewed periodically.

7.5 Delegation of Authority

During emergencies, Executive Leadership may delegate authority to qualified employees to ensure continuity of essential operations.

Delegated authority may include responsibilities related to:

- Operational decision-making.
- Financial approvals.
- Personnel management.
- Emergency communications.
- Campus operations.
- Continuity planning.

Delegations of authority should be documented whenever practical and shall remain in effect only as long as operationally necessary.

7.6 Alternate Operations

If an emergency prevents normal operations at a campus, WSA may implement temporary operational adjustments to continue serving students and families.

Depending on the circumstances, alternate operations may include:

- Relocating students or staff to another WSA campus or approved facility.
- Modifying instructional schedules.
- Adjusting employee assignments.
- Utilizing temporary work locations for administrative functions.
- Implementing alternative methods of instruction when appropriate.

Operational decisions shall prioritize student safety while minimizing disruption to learning and essential services.

7.7 Vital Records and Information

WSA recognizes that access to critical records and information systems is essential to continuity of operations.

The Academy shall maintain appropriate safeguards for records necessary to support:

- Student information.
- Personnel records.
- Financial operations.
- Emergency contact information.
- Compliance documentation.
- Operational continuity.

Electronic systems should be protected through appropriate security measures, backup procedures, and recovery processes consistent with organizational practices.

7.8 Information Technology

Technology plays a critical role in maintaining educational and business operations.

WSA shall work to restore critical technology systems as quickly as practical following a disruption.

Priority may be given to:

- Network connectivity.
- Student information systems.
- Communication systems.
- Financial systems.
- Security systems.
- Instructional technology.

Technology recovery efforts shall be coordinated with appropriate information technology personnel and service providers.

7.9 Continuity of Communications

Maintaining communication during operational disruptions is essential to organizational stability.

Executive Leadership shall ensure communication is provided, as appropriate, to:

- Employees.

- Students.
- Parents and guardians.
- Governing Board members.
- Public safety agencies.
- Community partners.

Communication shall be timely, accurate, and coordinated through established organizational procedures.

7.10 Restoration of Operations

As emergency conditions improve, WSA shall gradually restore normal operations based on:

- Facility readiness.
- Employee availability.
- Student needs.
- Operational capacity.
- Recommendations from public safety or public health agencies, when applicable.

The return to full operations may occur in phases depending on the circumstances of the disruption.

7.11 Evaluation and Improvement

Following any significant operational disruption, Executive Leadership shall evaluate the effectiveness of continuity efforts.

The evaluation should consider:

- Essential functions that were successfully maintained.
- Operational challenges encountered.
- Opportunities for improvement.
- Recommendations for future planning.

Lessons learned shall be incorporated into future continuity planning and revisions to this CEMP.

CHAPTER 8

PROGRAM ADMINISTRATION & CONTINUOUS IMPROVEMENT

8.1 Purpose

The purpose of this chapter is to establish the administrative processes necessary to maintain, evaluate, and continually improve Wallace Stegner Academy's Comprehensive Emergency Management Program (CEMP).

Emergency preparedness is an ongoing responsibility. Maintaining an effective program requires regular review, employee training, emergency exercises, collaboration with community partners, and continuous evaluation of lessons learned from both real-world incidents and planned exercises.

8.2 Program Administration

The Chief Compliance Officer shall oversee the administration of the Comprehensive Emergency Management Program in collaboration with Executive Leadership, campus administrators, and the School Safety & Security Director.

Program administration includes:

- Maintaining the CEMP.
- Coordinating annual reviews.
- Monitoring compliance with applicable laws and administrative rules.
- Supporting emergency planning efforts.
- Coordinating required training and exercises.
- Facilitating revisions to the CEMP as needed.

Campus administrators are responsible for implementing the CEMP within their schools and ensuring employees understand their emergency responsibilities.

8.3 Annual Review

This Comprehensive Emergency Management Program shall be reviewed at least annually.

The annual review should consider:

- Changes in applicable laws or administrative rules.
- Organizational changes.
- Facility modifications.
- Lessons learned from emergencies.
- Recommendations from employees.
- Input from public safety partners.
- Results of emergency drills and exercises.

The Governing Board shall review and approve substantive revisions to this CEMP.

Administrative procedures and Campus Emergency Annexes may be updated as operational needs require without requiring Governing Board approval unless otherwise directed.

8.7 After-Action Reviews

Following significant emergencies and major exercises, WSA shall conduct an After-Action Review (AAR).

The review should identify:

- Strengths demonstrated during the response.
- Areas requiring improvement.
- Corrective actions.
- Recommendations for future planning.

The purpose of the review is continuous improvement rather than assigning blame.

8.8 Corrective Action Planning

Recommendations resulting from After-Action Reviews shall be documented and monitored until completed.

Corrective actions should:

- Clearly identify the issue.
- Assign responsibility.
- Establish an implementation timeline.
- Verify completion.

Corrective action planning supports continuous improvement of the Academy's emergency management program.

8.9 Program Evaluation

Executive Leadership shall periodically evaluate the effectiveness of the Comprehensive Emergency Management Program.

Evaluation may consider:

- Compliance with applicable requirements.
- Employee preparedness.
- Campus readiness.
- Effectiveness of emergency communications.
- Coordination with public safety partners.
- Organizational resilience.

Program evaluation shall support future planning and continuous improvement.

8.10 Record Retention

Records associated with emergency planning, training, drills, exercises, and After-Action Reviews shall be maintained in accordance with applicable records retention requirements and Academy policies.

CHAPTER 9

OPERATIONAL RESOURCES

9.1 Purpose

The purpose of this chapter is to identify the operational resources that support implementation of Wallace Stegner Academy's Comprehensive Emergency Management Program.

To maintain flexibility and ensure information remains current, detailed operational procedures and campus-specific information are maintained separately from this CEMP.

9.2 Campus Emergency Annexes

Each campus shall maintain a Campus Emergency Annex that supports implementation of this Comprehensive Emergency Management Program.

Campus Annexes may include:

- Building-specific emergency procedures.
- Evacuation routes.
- Shelter locations.
- Reunification site information.
- Building maps.
- Utility shutoff information.
- Emergency equipment locations.
- Student accountability procedures.
- Contact information.
- Campus-specific hazards.

Campus Annexes shall be reviewed periodically and updated as operational needs require.

9.3 Supporting Administrative Procedures

Certain operational procedures are maintained separately from this CEMP to allow timely updates without requiring Governing Board approval.

Examples include:

- Visitor management procedures.
- Building access procedures.
- Threat assessment procedures.
- Emergency communications procedures.
- Student reunification procedures.
- Crisis response procedures.
- Facility emergency procedures.
- Continuity procedures.
- Emergency contact lists.

These procedures shall remain consistent with the principles established in this CEMP.

9.4 Emergency Equipment

Each campus shall maintain emergency equipment appropriate for its facilities and operational needs.

Equipment may include:

- Automated External Defibrillators (AEDs).
- Bleeding Control Kits.
- First Aid Kits.
- Fire extinguishers.
- Emergency communication devices.
- Flashlights.
- Accountability supplies.
- Other emergency resources appropriate to campus operations.

Building Operations Managers shall support routine inspection and maintenance of emergency equipment.

9.5 Emergency Contact Information

Emergency contact information shall be maintained separately from this CEMP to ensure information remains accurate and current.

Contact information may include:

- Executive Leadership.
- Campus administrators.
- Building Operations Managers.

- School Safety & Security Director.
- Nurse.
- Public safety agencies.
- Utility providers.
- Community partners.
- Emergency contractors.

Contact information shall be reviewed and updated periodically.

9.6 Forms and Documentation

Standardized forms may be maintained to support emergency operations, including:

- Student accountability forms.
- Reunification documentation.
- Incident reports.
- After-Action Review forms.
- Corrective Action Plans.
- Emergency drill documentation.
- Emergency planning checklists.

These forms promote consistency in documentation and continuous improvement.

9.7 Related Plans

This CEMP should be implemented in coordination with other Academy plans and procedures, including, as applicable:

- Continuity planning documents.
 - School safety procedures.
 - Crisis response procedures.
 - Threat assessment procedures.
 - Facilities emergency procedures.
 - Other administrative policies and operational plans.
-

9.8 Distribution and Accessibility

Current versions of this CEMP and applicable Campus Emergency Annexes shall be made available to appropriate employees based on their responsibilities.

Sensitive operational information shall be protected and distributed only to individuals with a legitimate educational or operational need.

APPENDICES

The following appendices support implementation of this Comprehensive Emergency Management Program (CEMP). To ensure information remains current and can be updated as operational needs change, detailed procedures, campus-specific information, and contact lists are maintained separately from this document.

Appendix A

Definitions

The following definitions apply to terms used throughout this Comprehensive Emergency Management Program.

After-Action Review (AAR): A structured review conducted following an emergency or exercise to identify strengths, areas for improvement, and recommended corrective actions.

Campus Emergency Annex: A campus-specific document containing operational procedures, maps, emergency contacts, reunification sites, evacuation routes, and other information necessary to implement this CEMP at an individual campus.

Comprehensive Emergency Management Program (CEMP): Wallace Stegner Academy's Governing Board-approved framework for preventing, preparing for, responding to, recovering from, and continuously improving emergency management activities.

Continuity of Operations (COOP): The process of maintaining essential educational and business functions during and after an emergency or significant operational disruption.

Emergency Management Team (EMT): Executive Leadership and designated personnel responsible for coordinating organizational response during significant emergencies.

Incident Command System (ICS): A standardized management system used to organize emergency response activities and coordinate with responding public safety agencies.

National Incident Management System (NIMS): The national framework that provides common terminology and organizational principles for emergency management.

Standard Response Protocol (SRP): The standardized protective action system utilized by Wallace Stegner Academy consisting of Hold, Secure, Lockdown, Evacuate, and Shelter.

Standard Reunification Method (SRM): The standardized process used to safely reunite students with authorized parents, guardians, or other approved individuals following an emergency.

Unified Command: A coordinated incident management approach in which multiple responding agencies work together through shared objectives and decision-making.

Appendix B

Acronyms

Acronym	Definition
AAR	After-Action Review
AED	Automated External Defibrillator
CEMP	Comprehensive Emergency Management Program
COOP	Continuity of Operations
EMT	Emergency Management Team
EMS	Emergency Medical Services
ICS	Incident Command System
NIMS	National Incident Management System
SRM	Standard Reunification Method
SRP	Standard Response Protocol
WSA	Wallace Stegner Academy

Appendix C

Annual CEMP Review Checklist

The following checklist may be used during the annual review of the Comprehensive Emergency Management Program.

Governance

- ☐ Review changes to applicable federal, state, and local laws.
 - ☐ Review changes to Utah Administrative Rule R277-400 or other applicable administrative rules.
 - ☐ Verify organizational titles and responsibilities remain current.
-

Planning

- ☐ Review the Comprehensive Emergency Management Program.
 - ☐ Review Campus Emergency Annexes.
 - ☐ Verify emergency contact information has been updated.
 - ☐ Review emergency communication procedures.
-

Facilities

- ☐ Review campus maps.
 - ☐ Verify evacuation routes and shelter locations.
 - ☐ Confirm emergency equipment inspections have been completed.
 - ☐ Verify AEDs, Bleeding Control Kits, and First Aid Kits are operational.
-

Training & Exercises

- ☐ Review employee emergency preparedness training.
 - ☐ Verify required emergency drills were completed.
 - ☐ Review Emergency Preparedness Week activities.
 - ☐ Review Incident Command and leadership training.
-

Continuous Improvement

- ☐ Review After-Action Reports from the previous year.
- ☐ Verify corrective actions have been completed.
- ☐ Incorporate lessons learned into planning.
- ☐ Identify recommendations for future improvements.

Commitment to Safety

Wallace Stegner Academy is committed to providing a safe, secure, and supportive learning environment for every student, employee, and visitor. While no emergency management program can eliminate every risk, thoughtful planning, ongoing training, strong partnerships, and a shared commitment to preparedness strengthen our ability to prevent emergencies, respond effectively, and recover with resilience.

Emergency preparedness is a shared responsibility. Every employee, student, family, and community partner contributes to creating schools where learning can thrive and every individual is valued, protected, and prepared.

Through this Comprehensive Emergency Management Program, Wallace Stegner Academy affirms its commitment to continuous improvement and to safeguarding the wellbeing of the communities it serves.