



**EMERGENCY, EVACUATION AND
LOCKDOWN PLAN (EELP)
GÁNDARA INTERNATIONAL SCHOOL**

Drawn up by



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1. INTRODUCTION

This Emergency, Evacuation and Lockdown Plan (EELP) makes reference to the building features and required actions to efficiently face any emergencies that may happen at the school. The aim of the Plan is to minimize harm to people and damage to objects and premises in the event of an emergency.

In the event of an accident, the school will apply the current statutory regulation, which stipulates the following procedures: providing immediate attention, warning the Head of the School and the parents, and – if necessary – driving the student to the nearest health centre.

2. COMPANY OWNERS AND LOCATION OF PREMISES

2.1 Location

Name of school: Gándara International School

Address: Rúa Moreira 1 - 36380

Town: Mañufe - Gondomar

Telephone: 986 36 97 78

2.2 School Owners

School owners: Noguera y Valdés S.L.

CIF (Spanish Tax Code): B27829449

Address: Rúa Moreira 1 - 36380

Town: Mañufe - Gondomar

Telephone: (+34) 986 36 97 78

2.3 Head of the EELP and Head of the Action Plan in the event of an Emergency.

Full name: Verónica Álvarez Puime

NIF (Personal Tax Code): 36146781G

The Head of the EELP will be in charge of managing preventive actions and risk assessment operations. This person will also deal with all aspects related to EELP organization.

The Head of the EELP has the following responsibilities:

- Hazard inventory, analysis and assessment
- Inventory of protection measures and equipment
- Maintenance of premises
- Action plan in case of emergency
- Incorporating the EELP into more comprehensive plans
- Implementing the EELP
- Maintaining efficacy standards and keeping the EELP up to date.
- Organising the audit and inspection program.
- Emergency management forms
- Keeping plans of the premises up to date..

3. THE PREMISES: USE AND DESCRIPTION

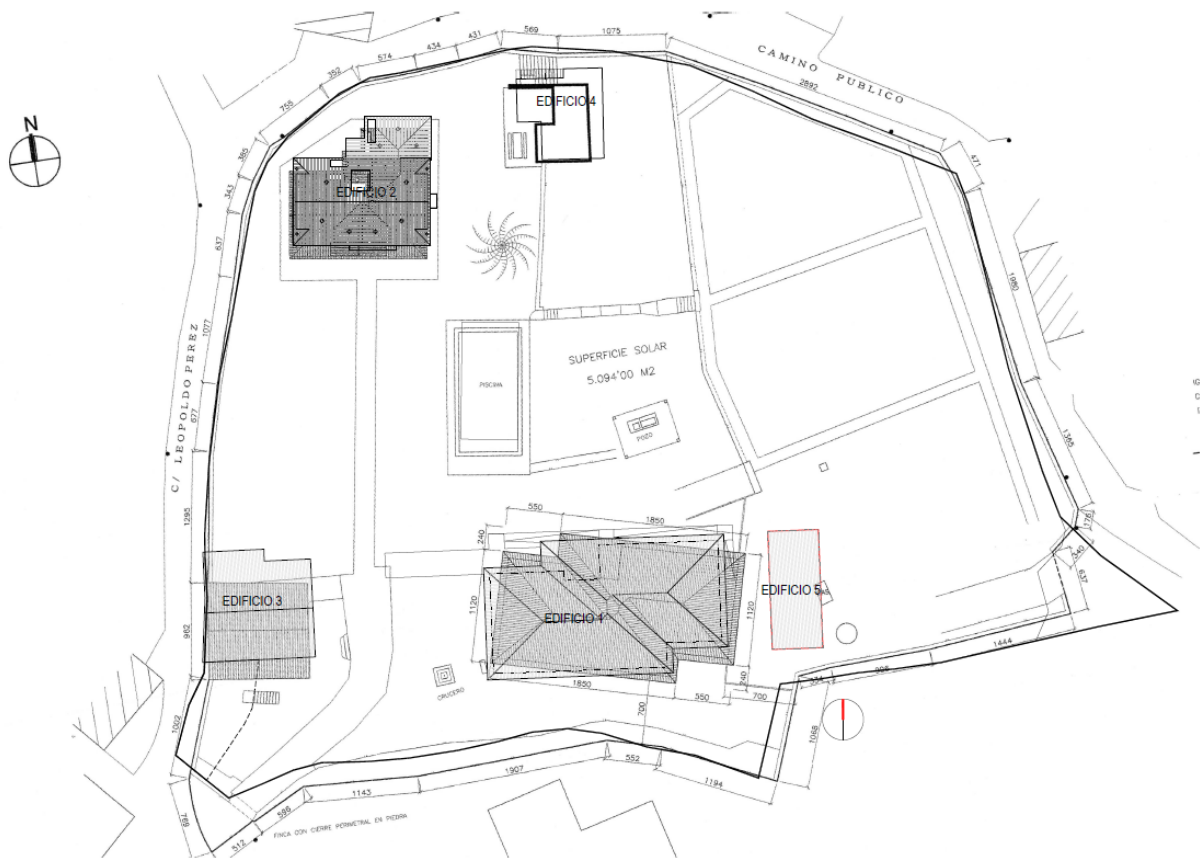
3.1 Use of premises: Description of activity

Gándara International School is a pre-school and elementary school, for children aged 3 to 12 years of age.

3.2 The premises

Gándara International School is located in a 5,000 m² plot in the Mañufe neighborhood of Gondomar's municipality (Pontevedra, Spain). The property is 900 meters from the town and has two street entrances, one located next to the Mañufe Church, and the other at the back of the plot, on a side road.

The school has a large garden with trees and bushes, and five buildings.



Gándara International School Premises

a) Building 1: Main building

This building is divided into two floors: first floor and semi-basement floor.

The semi-basement floor houses the nursery school for children from 3 to 6 years of age, and has a maximum capacity of 25 students. The first floor is dedicated to the elementary school for children from 6 to 9 years of age (Cycle 1), and has a maximum capacity of 50 children.

b) Building 2: “Big House”

This building is divided into three floors: ground floor, second floor and first floor. The building is used for activities for children from 10 to 12 years of age in Cycle 2 of primary school.

On the first floor there is an open area for academic activities. On the second floor there are three spaces for tutoring. On the first floor there are three spaces for offices and after-school activities.

c) Building 3: Offices

This building has only one floor.

Open-plan room with offices.

Toilet with storage room.

Nursing area and Covid 1 room

d) Building 4: Storeroom / Music Room

Building 4 has two storeys: first floor and daylight basement. On the first floor there are two rooms: the music room and a storeroom. The basement houses the boiler room.

e) Building 5:

This building has only one floor, with a single room, used as a nursery classroom.

3.3 Types of users. Description

Users can be classified into the following groups:

- Faculty: teachers working at the school.
- Non faculty members: adults –other than teachers– working at the school. Approximately 3 people.
- Children aged 3 to 12, who spend a number of hours at the school from Monday to Friday, and who are accompanied by teachers.
- Children’s Tutors/Parents: they only stay at the school for a few minutes at a time in order to drop their children off or pick them up.

3.4 Surrounding area

Gándara International School is located in a 5000 square-meter lot in the Mañufe neighborhood that belongs to Gondomar’s municipality (Pontevedra, Spain). The school is about 900 meters from Gondomar.

3.5 Access to property

Gándara International School’s coordinates are:

LONGITUDE	LATITUDE
-8.772540	42.109432

The school premises have two entrances from outside: one next to the Church of Mañufe, and the other on the back of the premises, next to a side road. The main features of these entrances are:

NAME OF ROAD	WIDTH	ACCESSIBILITY
<p>Main access:</p> <p>Rúa Moreira nº1 Mañufe – Gondomar 36380 Pontevedra</p>	<p>Main gate: 2.60 m.</p> <p>Road: 4 m approx.</p>	<p>Good access for cars.</p> <p>Medium standard access for heavy vehicles.</p>
<p>Secondary Access:</p> <p>Rúa Moreira nº1 Mañufe – Gondomar 36380 Pontevedra</p>	<p>Access gate: 3.90 m.</p> <p>Road: 4 m aprox.</p>	<p>Good access for cars.</p> <p>Medium standard access for heavy vehicles.</p>

3.6 Meeting Point

The Meeting point is located next to the gate in the back garden.

4. HAZARD INVENTORY, ANALYSIS AND ASSESSMENT

4.1 Description and location of elements, etc. that might cause an emergency

- The electricity fixtures must comply with the Low-tension Electro-technical Regulations and the supplementary rules that add to said regulations.
 - No manufacturing processes are undertaken within the premises that might lead to an emergency or might have an aggravating effect in the event of an emergency.

4.2 Hazard identification, analysis and assessment

HAZARD DETECTION	PREVENTIVE MEASURES
<p>FIRE HAZARD</p> <ul style="list-style-type: none"> - The emergency is produced by a fire, causing casualties and damage to property. Buildings and yards, nearby buildings and vehicles parked near the school property. - Handling of fuel, flammable or comburent (oxidizing) agents. - Activities that may generate heat. - Short-circuit or overheating of electrical system. 	<ul style="list-style-type: none"> - Avoid the presence and/or simultaneous handling of fuel, flammable or comburant (oxidizing) agents in the surrounding area. - Keep away from heat. - Smoking is not permitted. - Periodical maintenance of the electrical system.
<p>ELECTRICAL HAZARD</p> <ul style="list-style-type: none"> - Electrical hazard associated to electrical installations in buildings. 	<ul style="list-style-type: none"> - Do not touch electricity cables. Only authorized personnel should do so. - Do not open cabinets and other containers of electrical installations. - Periodical maintenance of the electrical system.
<p>FALL HAZARD FROM GROUND LEVEL</p>	<ul style="list-style-type: none"> - Keep areas tidy and clear of clutter.
<p>FALLING FROM HEIGHT HAZARD</p> <ul style="list-style-type: none"> - Staircases in buildings. 	<ul style="list-style-type: none"> - Keep areas tidy and clear of clutter.

4.3 Identification, quantification and typology of individuals

Users fall into the following categories:

- Faculty: teachers working at the school. Faculty number: 7 approximately.
- Non-faculty members: adults – other than teachers – working at the school. Approximately 3 people.

- Children aged 0 to 12, who spend a number of hours at the school from Monday to Friday, and who are accompanied/attended to by the teachers. Approximately: 52 people.
- Children's Tutors/Parents: present at school for a few minutes at a time, when they take their children to school and pick them up. 70 people approx.

5. INVENTORY AND DESCRIPTION OF EMERGENCY MEASURES AND EQUIPMENT

The school has the following emergency measures and equipment:

5.1 Fire extinguishers

The school has extinguishers that comply with the current safety regulations and are adequate to the types of blazes that may occur in various areas of the school. Their location is adequately marked and they are inspected annually by an authorized body.

This is the location of the fire extinguishers:

- Building 1: fire extinguishers in the classrooms, hall and
- Building 2: fire extinguishers in all areas used for educational purposes.
- Building 3: a fire extinguisher in the multi-purpose hall.
- Building 4: a fire extinguisher in the covered side entrance.
- Building 5: one fire extinguisher in the covered area leading to the entrance of the room.

5.2 Automatic fire detection system

The school has an automatic fire detection system that includes spot smoke detectors in all areas of all the buildings, and manual fire alarm activation switches in all the buildings.

5.3 Signage and emergency lighting

There are photoluminescent signs in all areas, and emergency lights above the doors leading to the classrooms.

5.4 Evacuation Route Plans

Each room displays a floor plan that shows the location of the classroom and the nearest evacuation route from that point.

5.5 First Aid Kits

The school has two First Aid Kits. One of them is placed in the Elementary School storeroom and supervised annually by an external company specialized in Health and Safety at Work that is hired by the school. The second kit is located in the pre-school toilet.

Both First Aid Kits are duly equipped, containing at least the following:

Oxygenated water, 96° alcohol, iodine tincture, hydrophilic cotton, sterile gauze dressings, bandages, medical tape, rescue tourniquet bandage, sterile gloves, thermometer, plasters, paracetamol, acetylsalicylic acid, scissors and tweezers.

The EELP Manager will supervise the contents of the First Aid Kit monthly.

The following signs indicate the location of the First Aid Kits:



All employees will know the location of the First Aid Kits, their contents and their use. Similarly, the faculty will do or will have done a First Aid

Training Course in order to be capable of reacting adequately in case of medical emergency.

5.6 Medical Insurance

Gándara International School has a school medical insurance for workers and students that covers any medical emergency that may occur.

Additionally, students are required to provide a photocopy of their private and public health insurance card upon registration, which is then incorporated into their personal file.

6. MAINTENANCE OF PREMISES PLAN

Fire emergency devices, equipments and systems need adequate maintenance in order to guarantee their correct functioning and the adequate conservation of their components.

To that effect, all fire emergency equipment, devices and systems will comply with the minimum maintenance standards established in Tables I and II of Annex II of Spanish regulation R.I.P.C.I.R.D 513/2017.

Here follows the maintenance plan for the equipments installed in the premises:

EQUIPMENT OR SYSTEM	CHECK EVERY THREE MONTHS
Automatic fire detection and alarm system	Verify installation functions properly (each electricity supply should be checked independently). Change faulty pilot lights/fuses/etc. Check battery system: verify communication system during power failure, battery system operation, breakdown detection and return to default mode. Verify signage of manual fire alarm switches. Verify light and acoustic warning systems.
Fire extinguishers	Verify access, apparent good order and condition, insurance, tamper seals, marks, fire hoses, etc. Check fire extinguisher content (weight and pressure) and mechanical elements (nozzles, valves, hoses, etc.)

Tabla 1. Actions should be carried out by the company that installed the system.

EQUIPMENT OR SYSTEM	CHECK ANNUALLY	EVERY FIVE YEARS
Automatic Fire Detection and Alarm System	Verify system thoroughly. Clean central equipment and accessories. Clean and tune relays. Intensity and tension regulation. Verify alarm communication equipment. Make a final test on each power supply.	
Fire extinguishers	Verify load (weight, pressure). Check propulsion pressure of fire retardant agent. Check condition of fire hose, nozzle or tube, valves and metal parts.	From the date of the first sealing, tamper seals can be replaced three more times following standard ITC-MIE AP5 on the Regulation for air-pressure devices on fire extinguishers (Spanish Official Gazette No. 149, of 23 rd June 1982).

Table 2. Actions should be carried out by specialized personnel working for the company that manufactured or installed the system.

First Aid Kits will be periodically inspected in order to refill items and discard expired products.

School doors and furniture will be subjected to regular visual inspections.

Emergency lights and pilot load lights will be inspected annually.

7. ACTION PLAN IN CASE OF EMERGENCY

7.1 Objectives

This emergency plan sequences the actions to be undertaken at the early stages of an emergency:

- Protect individuals and, ultimately, the lives of all the school occupants.
- Protect the physical property against any hazards that may happen, especially fire.

The Emergency Plan seeks to respond to any situations that may happen at the school.

7.2 Types of emergencies

7.2.1 Fire outbreak

Fire outbreaks can be swiftly and easily controlled by the school personnel using the protection equipment.

7.2.2 Partial emergency

This type of emergency is managed by the school staff working in each school area, as laid out in section 3.2. of this document. The effects of a partial emergency are limited to the storey/area where it happened and do not affect any attached or nearby buildings, nor third parties.

7.2.3 General emergency

This type of emergency requires the use of all the school's emergency equipment and protection measures, and the assistance of external rescue and emergency services. A general emergency implies full evacuation of the premises.

7.3 Basic guidelines for optimal Emergency Plan efficiency

- 1) All school personnel should take part in any prevention measures taken in case of emergency.
- 2) Any person who is at the school during an emergency will have to proceed according to the actions described in the plan.
- 3) All school personnel must be familiar with any possible hazards that might occur in the various school areas where they usually work.
- 4) The staff is required to report any system malfunctions and make sure they are repaired.
- 5) All staff members will know all the material resources available and how they are operated.
- 6) The staff will be trained in order to prevent any failure regarding the communication of an emergency and the actions to follow under special circumstances, such as a power cut, insulation of flammable products, door and window lock, and how to put out a fire and provide first aid if needed.

7.4 Human resources

In case of emergency, functions and responsibilities will be assigned as follows:

7.4.1 Emergency Manager – ‘E.M.’

The main role of the E.M. is to coordinate emergency procedures, making decisions and giving orders.

This person is ultimately responsible for all the individuals that are in the building, as well as for any individuals and goods that might be affected by an emergency in the school. The E.M. will coordinate the actions of the external emergency services that may take part in the emergency (fire brigade, ambulances, police, Civil Protection Services, etc.)

The Emergency Manager will always be available, and will be replaced by a alternate staff member when not present at the school.

The Emergency Manager will also be in charge of the control center, and will therefore make all the phone calls/communications stipulated in this plan. They will remain in their post until the building has been completely evacuated.

Regarding communications, the Emergency Manager:

- Is expected to receive all emergency warnings, requesting information about its importance and location, and informing the rest of the school staff (Emergency Team).
- Once the emergency is confirmed, the E.M will inform the Fire Brigade or the Police.
- Once the emergency is confirmed, the E.M. will order the evacuation of the premises and will open the exit doors.
- All Emergency Team members will report back to the Emergency Manager on evacuation procedures in their area. The E.M. will note it down on the Evacuation Report Checklist.
- The E.M. will make all the necessary phone calls.

Roles:

ROLE	NAME	IDENTITY CARD NUMBER
Emergency Manager	Iria Sánchez-Puga Gago	36160980N
Deputy Emergency Manager	Iago Ferraz Martínez	53180312B

7.4.2. Emergency Team

The role of the Emergency Team is to prevent accidents, take immediate action in an emergency, assess its importance and, if appropriate, put out a fire or minimize its consequences. Once the emergency is detected, all Emergency Team members will go to the Emergency Center to evaluate the conditions and possible casualties, and report back to the Emergency Manager. When needed, they will proceed to evacuate the wounded, and take any actions necessary to put out the fire – including the use of portable fire extinguishers. In any case, they will follow the directions given by the Emergency Manager.

They will conduct the complete and orderly evacuation of their areas and make sure that everyone has been warned. Their functions will include:

1. After evacuation has been decreed, they will announce the evacuation of their areas.
2. They will direct occupants to the emergency escape routes, providing assistance to those who have disabilities, reduced mobility or injuries.
3. They will make sure no one is left behind in their areas.
4. They will check for absent students at the meeting point.

Finally, they will provide care to those injured during the emergency.

Three teams will act in case of emergency:

- Evacuation and Lockdown Team (E.L.T.)
- First Aid Team (F.A.T.)
- Communications Team: in charge of contacting the External Emergency Services.

Roles:

ROLE	NAME
Evacuation and Lockdown Team (E.L.T.)	Teacher 1: Marie Collazo Teacher 2: Astrid Bayr
First Aid Team (F.A.T.)	Iago Ferraz Martínez Iria Sánchez-Puga
Communications Team	Head of Administration Office: Verónica Álvarez Puime Alternate 1: Marina Ribas Valls Alternate 2: Iago Ferraz Martínez

7.4.3 List of personnel and roles:

ROLE	POST	NAME	PERSONAL TEL. NUMBER
1. Emergency Manager	Teacher	Iria Sánchez-Puga Gago	659 805754
2. Head of the EELP	Principal	Raquel Galavís Troncoso	620522084
3. Deputy Emergency Manager	Head of Studies Pre-school	Iago Ferraz Martínez	653 481 753
4. Elementary Last Teacher Out	Teacher Head of Studies C1	Else Collins C1 Marina Ribas C2	633524154 605659477
5. Pre-school Last Teacher Out	Teacher	María Reigosa	684296756
6. Alternate 1	Teacher	Xabier Rey	605397221
7. Alternate 2	Teacher	Astrid Bayr	636 190 786
8. Alternate 3	Teacher	Marie Collazo	682923385
9. Alternate 4	Teacher	Miguel Lois Mosquera	633630911

This list will be updated by the School every year in September. Appointments for the current school year shall be included as

attachments to this document – while in force – replacing former appointments.

7.5 How to proceed in case of fire

THE P.W.A. PROCEDURE: PROTECT, WARN, ASSIST

STEP 1.: PROTECT

The emergency plan is activated when a fire outbreak is detected, with two possible courses of action:

PLAN A: It will be implemented when all the teaching staff is present at the centre.

PLAN B. It will be applied when one or more teachers are absent, and their roles need to be taken by an alternate. When Plan B is applied, an alternate, following the designated order, will take on the role of the absent person in accordance with the following procedure:

- When the Emergency Manager is absent, she will be replaced by alternate 1.
- When any other person from the mentioned list is absent, she or he will be replaced by alternate 2, and so on and so forth.

The Head of Emergencies will announce at the onset of evacuation, if plan A or B is to be applied, and will designate an alternate for the absent teacher.

The emergency is detected by someone who is close to the place of the emergency.

If the fire alarm goes off in a building that is empty at that point in time, the Emergency Manager will go to that building to find out what is happening and will then decide whether it is necessary to evacuate the rest of the buildings.

If the emergency happened outside working hours or at the weekend, there will be no one to watch over the safety of the premises; in that case, the emergency will surely be reported by people that detected the fire from outside and phoned the fire brigade/emergency services/health care services/police to inform about the location and circumstances of the emergency.

The working hours are 9.00 hrs to 17.00 hrs, from Monday to Friday.

The teacher will protect students and take them away from the source of fire to a safe area.

Without delay, the teacher will take the closest fire extinguisher at hand and will try to put out the fire outbreak. A fire outbreak is a small fire that is relatively easy to put out.

STEP 2.: WARN

If the teacher cannot put out the fire outbreak, it will become an uncontrolled fire, and their mission as “fire-fighters” will have finished.

The teacher will then press the closest fire emergency switch and will warn his closest colleague, who will in turn warn the Emergency Manager. The Emergency Manager will then announce which plan is to be applied – A or B.

The Emergency Manager will put on an orange vest located in the office and will instruct the Head of Administration to call the emergency services (112). The Head of Administration will call the emergency services and will have her cell phone on her at all times.

Upon calling the external emergency services, the person in charge will provide the access gate measurements and will insist on the need for a small vehicle, or a large one with longer than usual firehouses that would have to be parked at the car park.

The Head of Emergencies will take the general list of children and adults from the Administration Office. This list will allow her to count the adults and confirm the student headcount done by the teachers, as well as find out which students or adults might be missing at the meeting point.

The Head of Administration will also disconnect the main power switch in the building where the fire emergency is taking place and will open the main gates to allow the entrance of the emergency services.

If the teacher could not find the Emergency Manager or her replacement, he/she will warn the Head of Administration so that she can call the emergency services.

The Emergency Manager will go to the Control Center, located in the Elementary School Hall.

The Emergency Manager will assess the risk and decide whether it is necessary to evacuate the rest of the buildings.

STEP 3.: ASSIST

The nearest teacher will open the front door of the building that has to be evacuated.

When the fire alarm goes off, start the FULL EVACUATION of the building.

After counting the students in his/her classroom, the teacher will instruct them to leave all belongings behind, and taking the class attendance sheet, will direct the students to the meeting point. The teacher will close the windows and the door of the classroom, but will not lock the door. The students will walk single file next to the walls behind their teacher, who will guide them to the emergency exit, at the entrance.

Teachers must be alert to the students' behavior at all times in order to detect any panicking students.

All classrooms will be evacuated following priority criteria – from the closest to the most distant classrooms to the exit, following the emergency signs.

The Big House-Milramas will also be evacuated in the following order:

PRIORITY FLOOR: The floor where the emergency is happening

OTHER FLOORS: From the closest to the most distant to the EXIT.

Everyone should go the meeting point, or the furthest away from the affected building.

STEP 4 . MEETING POINT

The **Meeting Point** is located next to the gate in the back garden.

Once at the meeting point, each teacher will get their students to form a line in the designated area for each group and will proceed to take attendance, calling out the students' names. The areas will be signposted per educational level.

At the meeting point, each teacher will take attendance, calling out the students' names of the group they supervise. The teachers in charge of each group are:

Elementary School:

Miguel Lois: Lower elementary (Stages 1 and 2)- C1

Marie Collazo: Upper elementary (Stages 3 and 4)-C2

Pre-school

Astrid Bayr will take attendance of Pre-school students, calling out the students' names.

There are only two teachers in the Pre-school, this means that the teacher who does not have the role of Last Teacher Out will have to take the list from the classroom's entrance door and count all the pre-school children upon their arrival at the meeting point. If there were any children playing outside, the teacher will have to collect them.

There will be a list at the Administration Office with the names of all the students, school staff and visitors at Gándara International School, including visiting families, maintenance personnel, etc. The list will be kept up to date at all times. Milramas will have to keep a similar daily record.

The Head of Emergencies will count all the teachers and school staff at the meeting point, checking that every one of them is there.

Each teacher will report back to the Head of Emergencies on their student headcount, with the exact number of students and their names.

STEP 5 . SUPERVISION OF AREAS

Last Teacher Out

A designated teacher on each floor will do a quick sweep of the area in order to ensure that no one is left behind. The last teacher out will follow these procedures:

- They will put on an emergency vest with the text “profesor escoba” (last teacher out). There will be a vest in the hall of each floor.
- They will count their students and hand them over to the closest teacher.
- They will inspect the whole floor and the outdoor areas. Once inspected, the last teacher out of elementary school will report to the Emergency Manager, who will be waiting at the CONTROL CENTER (Elementary School hall). They will wait for the Pre-school last teacher out and, together, they will evacuate the building and go to the meeting point, where they will await the arrival of the emergency services.

As there are only two pre-school teachers, one of them will be the last teacher out while the other will gather all the students in the hall, taking the updated attendance record with him/her, and will lead the students to the meeting point. At the meeting point, the students will have to stand in line, under the banner “pre-school”, where they will all wait for the arrival of the emergency services. The teachers will take note of the exact number students and their names.

The last teacher out will make sure that no student is left behind, checking the two restrooms, the staircase, the boiler room and the garden, before leaving the building. Once this is done, he/she will join the pre-school students and teacher at the meeting point, and will report back and confirm the student headcount and attendance.

STEP 6 . CONTROL CENTRE - REPORTING TO EXTERNAL SERVICES

When the last teacher out arrives at the Control Center, they will report to the Emergency Manager on the condition of their area: ‘Is anyone injured?’ ‘Where are they?’

After that, they will go together to the meeting point and will request teachers to give a student headcount report with the name of the students.

The Head of Emergencies will count the members of the school staff present at the school that day, who will have been escorted to the meeting point by the Head of Administration.

When the Emergency Services arrive at the premises, the Emergency Manager will come to meet them and will give them all the information reported by the last teachers out, with the exact number of students and adults and their names.

After that, the teachers will follow the instructions of the External Services – the Fire Brigade, Civil Protection, etc.

Finally, and once the injured have been rescued – if there are any – and the emergency is under control, the return to normalcy phase will start.

7.6 Procedure in case of injury

Generally, the procedures to follow in case of injury can be summarized in three actions:

1. **PROTECT** from greater injury. We will not rescue the injured if that means putting our own lives at risk.
2. **WARN.** We should warn the Emergency Manager, who will decide on the best course of action.
3. **ASSIST.** We will try to assist the injured until the rescue services arrive.

Let us analyze the types of accidents that may happen:

For minor accidents, the injured could be assisted at the school, using the first aid kits in the school.

For serious accidents, first aid should be provided, the relatives should be contacted, and the Health Center informed. The Health authorities will give instructions as to how to proceed – taking the injured to the Health Center, staying put and calling on emergency number 112, etc.

What to do in the event of a serious accident:

- Stay calm.
- Call the medical emergency services to ask for help. Call 112.
- Observe the situation before taking action.
- Act quickly but without haste.
- Do not move an injured person if you are not sure what their injuries are.
- Never give anything to drink to someone who has lost consciousness.
- Keep person warm.

Special cases:

A) Person with clothes on fire

- Stay calm.
- Cover person with blanket or coat.
- Pour cold water on. Do not remove clothing stuck to the skin.
- Transfer person urgently to Health Center.

B) Ammonia/ Acid poisoning

- Do not make the person vomit. Give them water to drink if conscious.
- Transfer person urgently to Health Center.

C) Chemical burns

- Remove clothing. Flush the affected area with water (showering, rinsing eyes)
- Get medical assistance.

D) Inhaling toxic fumes

- Take victim away from hazardous area.
- Keep person warm and at rest.
- Transfer person urgently to Health Center.

7.7 Procedure in the event of a bomb threat.

Please follow these instructions:

A) Bomb scare

Most bomb threats are received by phone, although they might also be also be sent by mail in an anonymous letter or by other means.

B) Collecting data

If it is a phone call, the receiver will try to get as many data as possible about it.

Bomb Threat Checklist:

Date:	Time:	Duration of the call:	
Type of voice: Male	Female	Childish	Normal
Strong	Soft	Angry	Nervous
Laughing	Nasal	Stutter	High-pitched
Spanish	Foreign	Regional Accent	
Drunkenness			

Comments:

Background noise:

Public area	Industrial machines	Music
Telephone booth	Street traffic	Office machines
Bar	Loudspeakers	Conversations
Animals		

Comments:

Exact wording of the
threat: _____

Questions:

When will the bomb explode?

What does it look like?

Where is it?

Why? What do you want?

Do you belong to any terrorist group?

C) Reporting to the Emergency Manager

Notify the Emergency Manager immediately.

D) Calling External Services (Police)

As a general rule, the Emergency Manager will take bomb threats seriously and will call the police, unless there is clear evidence that the threat is a hoax.

E) Emergency Manager calls for evacuation

If the Emergency Manager considered it appropriate, or if instructed by the external Emergency Services, the school will be totally evacuated following the established procedure. Students will evacuate the premises in an orderly manner, using the corresponding evacuation routes.

F) Staff goes to Meeting Point

The staff will go to the Meeting Point.

G) Attendance record

Once at the Meeting Point, the Emergency Manager will count the children and watch over them. Teachers will report to the fire brigade/police on any missing children.

H) Arrival of external services

The Emergency Manager or a designated staff member will receive the External Services and report on the situation. The External Services will take charge of the emergency, and the Emergency Manager and his/her staff will follow their instructions.

I) End of emergency

Once the situation is under control, the External Services will cancel out the emergency. Then, the Emergency Manager will make a report and will hand in a copy to the School Board and the school staff members will go back to work.

7.8 School Lockdown Procedure

In case of fire surrounding the school, severe weather conditions, etc., a lockdown procedure will be carried out instead of evacuation.

The school **lockdown** involves staying in the school buildings in an orderly manner, keeping all doors and windows locked, staying the furthest away from the external threat, contacting external help to report the incident, and awaiting instructions.

Lockdown Plan: Step 1

The Lockdown Plan is initiated by the Emergency Manager; if she is absent, the EELP Manager will take her role. The Emergency Manager will be in charge of the following:

a) Initiating the Lockdown Plan and informing:

- Teachers, either face-to-face or by phone.
- The Head of Administration, who will in turn contact the external Emergency Services to inform of the lockdown procedure in place and the external hazard that has triggered the lockdown.

How to proceed when lockdown has started

Once the lockdown is initiated, please follow these instructions:

- If you are in a classroom, hall or office, stay where you are, lock the door and the windows and await further instructions (or the arrival of the emergency personnel)
- If the door does not have a lock, block it with tables and chairs.
- If you are in a passageway, get to the nearest office or classroom that is not locked, go in and lock it or block doors and windows.
- If possible, draw curtains and blinds.
- Stay away from windows and doors.
- Stay crouched and remain quiet.
- Set cell phones in 'silence' or 'vibration' mode. Do NOT make unnecessary phone calls.
- Follow exclusively the instructions given by the Emergency Services.
- If the fire alarm goes off, stay where you are and await the instructions of the Emergency Services.
- Follow the police instructions at all times to avoid getting hurt and make sure you react in the best way possible. For your own safety, the Emergency personnel will initially consider all individuals as potential suspects.

After the lockdown

- Cooperate with the Emergency Services to help evacuate the premises in an orderly manner.
- If instructed, go to the meeting point.
- Once the lockdown is over, the police may ask some questions to anyone present at the site.

7.9 General evacuation guidelines

Emergency evacuation involves the orderly and planned exit of people from an area of the school where an imminent threat has been identified (fire, bomb threat, etc.).

Once the evacuation is announced, the school staff – who will be familiar with the different evacuation routes – will immediately take the students to the nearest exit, and once outside, to the meeting point.

The school must make sure that evacuation plans are communicated to all building users. In case of evacuation, the school should follow these procedures:

- Sound the acoustic alarm manually by pressing the alarm button. All passageways should be kept clear of obstructions at all times.
- Each teacher will be in charge of closing windows and doors in case of fire, or opening them in the event of a bomb threat.
- Each area should be evacuated following a plan, starting from the lowest storeys up to the highest ones, and from the areas that are closest to the staircase to those furthest away preferably, or else depending on the amount of people, they should be proportionally distributed between the number of staircases and the available emergency exits.
- If there is anyone with a physical disability that prevents them from leaving the premises by themselves, it will be necessary to designate someone to help them prior to the existence of the emergency.
- If anyone is injured during the emergency, a member of the Emergency Team designated by the Emergency Manager will be in charge of taking the victim to a safe place.
- If there are any visitors, their host will be in charge of their evacuation, reporting to the Emergency Manager on any missing people.
- Children will walk single-file and close to the wall behind their teacher, who will guide them through the exit.

- Try to stay calm.

7.10 Communications

The following methods of communication will be used in order to contact the various agents that take part in emergency procedures:

7.10.1 Informing the Emergency Manager

The Emergency Manager shall be informed orally of the existence of an emergency.

In the event of an imminent threat, should the E.M. not be available, the fire brigade/medical emergency services/police shall be contacted until one of them receives the message and the situation is reported.

7.10.2 Informing the Emergency Team

The Emergency Manager will inform the Emergency Team orally and will activate the acoustic alarm manually.

7.10.3 Informing the external Emergency Services

The decision to inform the External Services will be taken by the Emergency Manager. They will be contacted by phone using the emergency telephone directory at the end of this document.

If the scale of the emergency becomes significantly large, it will be necessary to phone the Fire Brigade.

7.10.4 Announcing evacuation procedures

In necessary, the Emergency Manager will give the order to evacuate the premises.

8. EELP INCORPORATION INTO MORE COMPREHENSIVE PLANS

8.1 Protocols for reporting emergencies

The person who first detects the emergency should warn the nearest teacher, who will inform the Emergency Manager orally. If the E.M. or the Deputy E.M. cannot be found and there is an imminent threat, the fire brigade/medical services/police – as appropriate – will be notified instead.

The Emergency Manager will inform the Emergency Team orally and will activate the acoustic alarm manually.

The Emergency Manager will decide whether it is necessary to warn the external emergency services which, in any case, will be contacted by phone using the emergency telephone directory at the end of this document.

If need be, the Emergency Manager will inform all personnel that it is necessary to evacuate the premises.

8.2 Coordinating the actions of the EELP Management Team and the Public Civil Protection System.

The Emergency Plans must be incorporated into the Local Civil Protection Plans.

After notifying the External Emergency Services, the Emergency Manager will report to them upon their arrival. The External Emergency Services will then take command of the situation.

If need be and depending on the circumstances, the Manager of the Council's External Emergency Services might ask the local authorities to activate the Local Civil Protection Plan.

If the Local Civil Protection Plan is activated, the emergency will be managed by the Plan Manager – usually the town Mayor -, and the Head of the Local Civil Protection Services, with the help of the Advisory Committee. The heads of the Local External Emergency Services will be part of the Committee and they will meet at the Advanced Command Centre, situated close to the area under threat.

8.3 Cooperation between the Emergency Team and the actions of the public Civil Protection System.

Cooperation could work both ways: Civil Protection to school, and school to Civil Protection.

Take the following as an example:

- Civil Protection to School:
 - Advice regarding implementation.
 - Collaboration in training activities – both practical and theoretical.
- School to Civil Protection:
 - Inspecting the premises to gather relevant information.
 - Reporting on the equipment installed in the center.
 - Participating in emergency drills to optimize coordinated actions.

9. IMPLEMENTING THE EMERGENCY, EVACUATION AND LOCKDOWN PLAN

9.1 Head of EELP Implementation

Under existing legislation, the owner of the business (school) will be responsible for the implementation of the EELP. It is compulsory for all school Board members, intermediary leaders, and other employees to participate in the Plan.

9.2 Staff Training Program

The Training Course will be taught by professionals or experts in each field.

Training for the EMERGENCY MANAGER shall focus on:

General content:

- Signage
- Knowledge of the EELP
- Pre-emptive measures

Specific content:

- Guidelines for the Emergency Team

Training for the EMERGENCY TEAM shall focus on:

General content:

- Signage
- Knowledge of the EELP
- Pre-emptive measures

Specific content:

- How to report the emergency

- How to supervise people .
- Human behavior in case of emergency
- Fire theory
- Fire-fighting equipment
- First Aid in case of injury

9.3 Training and Information Program for all staff

As it is a small school, all school personnel will be part of the Emergency Team.

9.4 General Information Program for users

Drills will be carried out periodically so that the students can become acquainted with emergency procedures.

9.5 Signage and rules for visitors

All evacuation routes have been marked with signs that lead to the nearest emergency exit. Fire-fighting equipment is also signposted.

9.6 Program for the provision and adequacy of material resources

All technical systems that may cause or spread a fire – specially the power supply and heating systems – are subjected to the general maintenance and use conditions under the current legislation. The school has a pre-emptive maintenance and corrective program for its facilities.

10. KEEPING THE EELP EFFICIENT AND UP TO DATE

10.1 Retraining and Information Program

Training and information sessions will be held annually.

10.2 Activity and Drill Program

Practical activities and emergency drills will be carried out annually.

10.3 Program to review and update the EELP

The program to review and update the EELP will be carried out periodically as follows:

- At least every three years.
- Every time there are building works or structural changes are carried out in the premises.
- When existing regulations are modified.
- Following the outcome evaluation of the EELP through the performance of drills.
- Changes or improvements in the facilities and protection equipment in general.

10.4 Audit and inspection Program

Audits and inspections will be carried out according to the statutory periods under current legislation.

ANNEX I. COMMUNICATION DIRECTORY

1. Emergency Team Telephones

ROLE	POST	NAME	PERSONAL TEL. NUMBER
1. Emergency Manager	Teacher	Iria Sánchez-Puga Gago	659 805754
2. Head of the EELP	Principal	Raquel Galavís Troncoso	620522084
3. Deputy Emergency Manager	Head of Studies Pre-school	Iago Ferraz Martínez	653 481 753
4. Contact with Emergency Services	Chief Administrative Officer	Verónica Álvarez Puyme	665841021
5. Elementary Last Teacher Out	Teacher Head of Studies C1	Else Collins C1 Marina Ribas C2	633524154 605659477
6. Pre-school Last Teacher Out	Teacher	María Reigosa	684296756
7. Alternate 1	Teacher	Xabier Rey	605397221
8. Alternate 2	Teacher	Astrid Bayr	636 190 786
9. Alternate 3	Teacher	Marie Collazo	682923385

10. Alternate 4	Teacher	Miguel Lois Mosquera	633630911
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2. External Services Telephone Directory

NAME	TELEPHONE
Emergency Number	112
Fire Brigade	080 986 365 589
Civil Protection	649 843 325
Local Police Headquarters	092 986 389 191
National Police	091
Civil Guard	062 986 360 040
Health Center - Gondomar	986 360 781
Town Council - Gondomar	986 360 125
Utilities (electricity, water)	Espina y Delfin (water): 986 369 745 Electrician: 639 251 967
Closest neighbors	Pazo da Escola: 986 369 282 Antonio: 650 055 865

ANEXO II. EMERGENCY MANAGEMENT FORMS

TEMPLATE FOR CONTACTING EXTERNAL ASSISTANCE

- There is a fire (specify type of fire and location)
- You can see smoke from (specify where from)
- It is located in (specify location of fire)
- The school is in (town, street, closest important building/monument, etc.)
- The fastest access is through (specify optimal route)
- The area under threat can be accessed from street _____
- We do not know what is burning.
- What is burning is: _____
- We do not know whether anyone is injured.
- We know someone is injured in _____
- I am phoning from this telephone number _____

BOMB THREAT CHECKLIST			
Exact wording of message received:			
Scheduled time for detonation:			
Location of bomb:			
Shape:			
Size:			
Please write here the phone number recorded on your phone screen, if available:			
Call time:	Call Date:	Phone answered by:	
Details of the bomb threat message (type of voice, background noise, etc.):			
Duration of the call:			
Type of voice:	Male	Female	Child
	Strong	Soft	Angry
	Laughing	Nasal	Stutter
	Spanish	Foreign	Regional accent
			Normal
			Nervous
			High-pitched
			Drunkenness
Comments: _____			
Background noise:	Public area	Industrial machines	Music
	Telephone booth	Street traffic	Office machines
	Bar	Loudspeaker	Conversations
	Animals		
Comments: _____			
Questions:	When will the bomb explode?		
	What does it look like?		
	Where is it?		
	Why? What do you want?		
	Do you belong to any terrorist group?		

PARTE DE COMUNICACIÓN DE ACCIDENTE / INCIDENTE				
Código de identificación del accidente:		Identificación de la persona que cumplimenta los datos:		Fecha de comunicación:
Colectivo: <input type="checkbox"/> PAS <input type="checkbox"/> PDI <input type="checkbox"/> Contrata <input type="checkbox"/> Becario <input type="checkbox"/> Concesión <input type="checkbox"/> Estudiante <input type="checkbox"/> CSIC <input type="checkbox"/> Institutos/CPI		DNI:		Apellidos y nombre:
		Lugar de trabajo:		Puesto de trabajo:
BECARIO O ESTUDIANTE, si el accidente ha tenido lugar realizando una práctica o actividad académica				
NOMBRE DEL DOCENTE RESPONSABLE DE LA ACTIVIDAD:				
CONTRATA O CONCESIÓN:		ENTIDAD CSIC:		INSTITUTO/CPI:
MUTUA:		MUTUA:		MUTUA:
1. <u>Extensión de contacto</u> de accidentado: 2. <u>Teléfono de contacto</u> de accidentado: 3. <u>Teléfono de contacto</u> de la Contrata / Concesión / CSIC / Instituto / CPI:			Correo electrónico del accidentado:	
Tipo de accidente:	Fecha del accidente:	¿Causa baja?	¿Es trabajo habitual?	Lugar
<input type="checkbox"/> Accidente <input type="checkbox"/> Recaída		<input type="checkbox"/> Si <input type="checkbox"/> No	<input type="checkbox"/> Si <input type="checkbox"/> No – Especifique:	<input type="checkbox"/> En el centro de trabajo habitual <input type="checkbox"/> In itinere <input type="checkbox"/> En desplazamiento dentro de su jornada laboral <input type="checkbox"/> Otros
<u>Especificar el lugar exacto del accidente:</u>				CÓDIGO DEL EDIFICIO (ver plano UPV)
Hora del día:		Hora de trabajo:		Día de la semana:
Tipo de lesión:		Parte del cuerpo: <input type="checkbox"/> 1. Cráneo. <input type="checkbox"/> 2. Cara excepto ojos. <input type="checkbox"/> 3. Ojos. <input type="checkbox"/> 4. Cuello / Cervicales. <input type="checkbox"/> 5. Región lumbar o abdomen. <input type="checkbox"/> 6. Genitales. <input type="checkbox"/> 7. Manos. <input type="checkbox"/> 8. Dedos.		<input type="checkbox"/> 9. Miembros superiores, excepto manos. <input type="checkbox"/> 10. Pies. <input type="checkbox"/> 11. Miembros inferiores, excepto pies. <input type="checkbox"/> 12. Lesiones múltiples. <input type="checkbox"/> 13. Órganos internos. <input type="checkbox"/> 14. Tórax. <input type="checkbox"/> 15. Región dorsal.
Testigos (nombre y datos de localización)		Descripción del accidente:		
1. 2.		Aparato o agente material del accidente:		
Forma de producirse el accidente: <input type="checkbox"/> 1. Caída de personas a distinto nivel. <input type="checkbox"/> 2. Caída de personas al mismo nivel. <input type="checkbox"/> 3. Caída de objetos por desplome o derrumbamiento. <input type="checkbox"/> 4. Caída de objetos por manipulación. <input type="checkbox"/> 5. Caída de objetos desprendidos. <input type="checkbox"/> 6. Pisadas sobre objetos. <input type="checkbox"/> 7. Choques o golpes sobre objetos inmóviles. <input type="checkbox"/> 8. Choques o golpes sobre objetos móviles. <input type="checkbox"/> 9. Golpes o cortes por objetos o herramientas. <input type="checkbox"/> 10. Proyección de fragmentos o partículas. <input type="checkbox"/> 11. Atrapamiento o aplastamiento por o entre objetos. <input type="checkbox"/> 12. Atrapamiento por vuelco de máquinas o vehículos. <input type="checkbox"/> 13. Sobreesfuerzos y riesgos ergonómicos. <input type="checkbox"/> 14. Exposición a temperaturas ambiente extremas. <input type="checkbox"/> 15. Contactos térmicos.		<input type="checkbox"/> 16. Contactos eléctricos. <input type="checkbox"/> 17. Exposición a sustancias nocivas o tóxicas. <input type="checkbox"/> 18. Contactos con sustancias cáusticas o corrosivas. <input type="checkbox"/> 19. Exposición a radiaciones. <input type="checkbox"/> 20. Explosión. <input type="checkbox"/> 21. Incendio. <input type="checkbox"/> 22. Daños causados por seres vivos. <input type="checkbox"/> 23. Atropellos o golpes con vehículos. <input type="checkbox"/> 24. Exposición al ruido. <input type="checkbox"/> 25. Exposición a vibraciones. <input type="checkbox"/> 26. Iluminación adecuada. <input type="checkbox"/> 27. Carga mental. <input type="checkbox"/> 28. Factores psicosociales de organización. <input type="checkbox"/> 29. Otros. Especificar:		
Observaciones:				

EMERGENCY ENQUIRY		
SCHOOL DETAILS		
Name:		
Address:		
Town/City:	Province:	Tel.:
EMERGENCY DETAILS		
Type of emergency:		
Date	Time:	Place:
Reported by:		
EMERGENCY ANALYSIS		
Describe emergency:		
Causes of emergency:		
Consequences of emergency:		
Corrective measures to prevent future emergencies:		
DATE:		
EMERGENCY MANAGER	EELP MANAGER	

ACCIDENT ENQUIRY		
WORKER DETAILS		
Name:		
SCHOOL DETAILS		
Name:		
Address:		
Town/City:	Province:	Tel.:
DETAILS OF INJURED PERSON		
Type of accident:		
Date:	Time:	Place:
Type of injury:		
Reported by:		
ACCIDENT ANALYSIS		
Describe accident:		
Causes of accident:		
Consequences of accident:		
CORRECTIVE MEASURES TO PREVENT SAME TYPE OF ACCIDENTS IN THE FUTURE:		
DATE:		
EMERGENCY MANAGER	EELP MANAGER	

ANNEX II: EMERGENCY DRILL REPORT

EMERGENCY DRILL REPORT

(Fire, Lockdown ...)

Informe de simulacro de emergencias (fuego, confinamiento etc.)

Date of report: <i>Fecha del informe:</i>		Completed by: <i>Realizado por:</i>	
Date of drill: <i>Fecha del simulacro:</i>		Start time: <i>Hora de inicio:</i>	Finish time: <i>Hora de finalización:</i>
Type of drill: <input type="checkbox"/> Fire <input type="checkbox"/> Lockdown <input type="checkbox"/> Medical Emergency <input type="checkbox"/> Weather emergency <input type="checkbox"/> Earthquake <input type="checkbox"/> Tsunami <input type="checkbox"/> Lahar <input type="checkbox"/> Other _____	Alert Method <input type="checkbox"/> Bell o Buzzer <input type="checkbox"/> Enhanced Alert System <input type="checkbox"/> Intercom <input type="checkbox"/> Phone <input type="checkbox"/> Voice notification <input type="checkbox"/> Siren <input type="checkbox"/> Other _____	Weather Conditions <input type="checkbox"/> Clear <input type="checkbox"/> Cloudy <input type="checkbox"/> Raining <input type="checkbox"/> Rain and wind <input type="checkbox"/> Windy <input type="checkbox"/> Snow/Sleet <input type="checkbox"/> Hail	
Who participated? <i>¿Quién participó?</i>			
Buildings: <i>Edificios:</i>			
Departments: <i>Departamentos:</i>			
Personnel: <i>Personal:</i>			
Total number of people in the premises: <i>Número total de personas en las instalaciones:</i>			
Time alarm sounded (T ₁): <i>Hora en que sonó la alarma:</i>		Time evacuation started (T ₂) (fire evacuations drills only): <i>Hora de inicio de evacuación:</i>	
Pre-movement time/ initial delay (T _d = T ₂ -T ₁) (fire evacuations drills only) : <i>Tiempo de demora:</i>			
Time drill concluded:			
Which areas of the premises were affected?: <i>¿Qué zonas de las instalaciones se vieron afectadas?:</i>			
Effectiveness of the drill <i>Efectividad del simulacro</i>	Satisfactory <i>Satisfactoria</i>	Disatisfactory <i>No satisfactoria</i>	

Personnel response <i>Reacción del personal</i>		
Personnel familiarity with evacuation routes <i>Familiaridad del personal con rutas de evacuación</i>		
Communication during drill <i>Comunicación durante simulacro</i>		
Speed of evacuation <i>Velocidad de evacuación</i>		
Personnel familiarity with protection systems <i>Familiaridad del personal con los sistemas de protección</i>		
Management previously trained on emergency procedures this year?		
<input type="checkbox"/> yes <input type="checkbox"/> no		
Employees previously trained on emergency procedures this year?		
<input type="checkbox"/> yes <input type="checkbox"/> no		
<hr/> <p>Emergency Manager <i>Jefe de Emergencias</i></p>		
Signature <i>Firma</i>	Date: <i>Fecha:</i>	