



Dorado Academy

"An Advanced Learning Community"

Code: 720000-0045E

Latitude: 18.2545 N

Longitude: 66.1049 O

P. O. Box 969, Dorado, PR 00646

Urb. Dorado del Mar, calle Madre Perla #100, Dorado, PR 00646

(787) 796-2180 / (787) 796-4616 | doradoacademy.org

OPERATIONAL PLAN FOR EMERGENCY AND RISK MANAGEMENT



Approved by:
Celia Busquets, Headmaster

Revised:
June 23, 2021

This plan should be kept in an accessible and safe place for quick reference, as it contains the rules by which employees, students and visitors must be governed in emergency situations. The plan is subject to amendment, as required by evaluation of its content.



Dorado Academy
"An Advanced Learning Community"



OPERATIONAL PLAN FOR EMERGENCY AND RISK MANAGEMENT

Revised by:

Evelyn Olivieri
Human Resources

Milagros Gaúd
Senior Accountant

Approved by:

Celia M. Busquets
Headmaster
Dorado Academy

Eliezer González
Director
Oficina Municipal de Manejo de Emergencia

Issued in Dorado, Puerto Rico, on September 2nd, 2020.

This plan was also evaluated and reviewed by FC Safety & Health Consulting Group, Inc.

PROMULGATION DOCUMENT

This Operational Plan for Emergency and Risk Management has been prepared in accordance with the guidelines established by the Office of Homeland Security, the Federal Emergency Management Agency (FEMA), and in collaboration with the State Agency for Emergency Management. The primary purpose is to protect life and property from risks and dangers to which our school community may be exposed. For this reason, this Operational Plan for Emergency and Multi-Risk Management takes effect immediately, under the protection and authority conferred on me by my position as Headmaster of Dorado Academy.

I request the participation of all the personnel of our school so that they faithfully fulfill the duties and responsibilities assigned in the plan.

The Planning Officer will be responsible for maintaining this plan and must request the necessary operational procedures for effective routine and emergency or disaster operations, as required by the National Incident Management System (NIMS). Coordinate the necessary training and exercises or drills to measure effectiveness and achieve proper maintenance.

This operational plan will be coordinated with the response plan of the municipality where the school is located, in order to have the resources available in the event of an incident of national significance.

To get the materials and equipment required, I urge you to be creative, seeking resources in our community and municipality that can provide them, thus helping us prepare for an emergency.

Therefore, Human Resources, economic, technical and professionals will be made available to make our plan effective and functional to minimize the loss of life, damage or loss of equipment and property.

I count on everyone's cooperation to fulfill it.

Cordially,



Celia Busquets

Headmaster

VALIDATION CERTIFICATE

The preparation of Dorado Academy's Operational Plan for Emergency and Risk Management began on March 1, 2010. We certify that this plan has been validated and the changes made for greater efficiency were submitted.

Validation method:	Date		
Tabletop exercise			
Drill	Fire Sept. 30, 2019	Shake out Oct. 17, 2019	Active Shooter Feb. 18, 2018
	Shake out Feb.. 5, 2020		
Large-scale exercise	Caribe Wave Mar. 4, 2019	Caribe Wave Mar. 19, 2020	

INCIDENT CONTROL SYSTEM

Position	Name
1. Incident Commander	Celia Busquets
2. Liaison Officer	Evelyn Olivieri
3. Security officer	Greekcelia Salgado
4. Information Officer	Communications /Media: Jadyrah Vega Parents: Celia Busquets, Félix M. Torres y Enid Laureano
5. Operations Officers	Enid Laureano y Félix M. Torres
6. Planning Officer	Evelyn Olivieri
7. Logistics Officer	Ana Velázquez
8. Finance Officer	Milagros Gaúd
9. Information System Officer	Francisco Marrero

Note: The numbers to the left in the first column indicate the operational hierarchy position in emergency and disaster management. Please see Appendix A-1 for additional information.

PARTICIPANTS IN THE DEVELOPMENT OF THE PLAN

The following persons, representing private departments, agencies or organizations, certify that we have coordinated and participated in the preparation of the Operational Plan for Emergency and Risk Management. In addition, we commit to participate in FEMA training related to the Incident Command System (ICS) and the National Incident Management System (NIMS) so that their implementation is effective.

NAME	ORGANIZATION
Celia Busquets	Headmaster - Dorado Academy
Evelyn Olivieri	DAET - CERT
Milagros Gaúd	DAET - CERT
Yeico Santiago	DAET - CERT
Alberto De La Torre	DAET - CERT
Greekcelia Salgado	DAET - CERT
Ana Velázquez	DAET - CERT
Nilda Meléndez	DAET - CERT
Josephine Cruz	DAET - CERT

PLAN DISTRIBUTION RECORD

SUBMITTED TO:	
OMME Dorado	Administration Staff
Town hall (Mayor of Dorado)	Security guard
Celia Busquets - Headmaster Dorado Academy	Nurse
President - Board of Trustees	Maintenance staff
Principals	Cafeteria Staff
Counselors	Teacher Aides
Teachers	

REGISTRY OF CHANGES

[illegible]

*The changes made will appear as annexes at the end of the plan

CONTENT

OPERATIONAL PLAN FOR EMERGENCY AND RISK MANAGEMENT	16
TITLE	16
LEGAL BASIS	16
APPLICABILITY	16
INTRODUCTION	16
OBJECTIVES.....	16
PURPOSE.....	17
SITUATION.....	17
ASSUMPTIONS.....	18
OPERATION CONCEPT	19
GENERAL DISPOSITION	19
PHASES IN EMERGENCY MANAGEMENT	19
1. MITIGATION	19
2. STATE OF PREPARATION	20
3. RESPONSE	21
4. RECOVERY	21
ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES.....	22
GENERAL DISPOSITION	22
DORADO ACADEMY EMERGENCY TEAM.....	22
ORGANIZATION.....	22
RESPONSIBILITIES.....	23
1. EMERGENCY OPERATIONS CENTER TEAM.....	23
2. SEARCH AND RESCUE TEAM.....	23
3. CRISIS SUPPORT TEAM.....	23
4. FIRST AID TEAM.....	23
5. SECURITY AND DAMAGE ASSESSMENT GROUP	23
6. STUDENT HAND OVER TEAM	24
7. LOGISTIC SUPPORT TEAM.....	24
8. AREA COORDINATORS TEAM	24
GOVERNMENT ORGANIZATIONS.....	24
PRIVATE ORGANIZATIONS.....	25
ADMINISTRATION AND LOGISTICS	26
ADMINISTRATION	26

LOGISTICS.....	26
DEVELOPMENT AND MAINTENANCE OF THE PLAN.....	27
AUTHORITY AND REFERENCES.....	27
LEGAL AUTHORITY	27
1. FEDERAL	27
2. COMMONWEALTH OF PUERTO RICO	27
REFERENCES.....	28
DEFINITIONS	28
FUNCTIONAL ADDITIONS	31
DIRECTION AND CONTROL	31
ORGANIZATION.....	31
SCHOOL CONTINUITY.....	31
COMMUNICATIONS	32
COMMUNICATIONS TEAM	32
EMERGENCY TEAM	32
INFORMATION MEDIA.....	32
NAMES AND EMPLOYEE PHONES	32
RISK ANALYSIS AND SCHOOL PREPARATION	33
EMERGENCY PROTOCOL.....	34
OTHERS	34
DIRECTION AND CONTROL.....	35
APPENDIX A-1	
ORGANIZATION CHART OF THE EMERGENCY MANAGEMENT TEAM	35
INCIDENT COMMANDER.....	35
NOTES	36
GROUP IN CHARGE OF THE EMERGENCY OPERATIONS CENTER.....	36
RESPONSIBILITIES.....	36
OPERATIONAL SEARCH AND RESCUE GROUP.....	38
(Team A)	38
(Team B)	38
(Team C)	38
(Team D).....	38
RESPONSIBILITIES.....	39
ACTIONS BEFORE DISASTER (NOW).....	39

ACTIONS DURING THE DISASTER.....	39
ACTIONS AFTER THE DISASTER	40
CRISIS SUPPORT TEAM.....	40
OPERATIONAL FIRST AID GROUP.....	41
RESPONSIBILITIES.....	41
ACTIONS BEFORE DISASTER (NOW)	41
IMMEDIATELY AFTER THE DISASTER	42
OPERATIONAL GROUP FOR SAFETY AND DAMAGE ASSESSMENT	43
RESPONSIBILITIES.....	43
ACTIONS BEFORE DISASTER (NOW)	43
IMMEDIATELY AFTER THE DISASTER	44
STUDENT HAND OVER TEAM	44
RESPONSIBILITIES.....	44
ACTIONS BEFORE DISASTER (NOW)	45
IMMEDIATELY AFTER THE DISASTER	45
OPERATIONAL LOGISTICS SUPPORT GROUP	46
RESPONSIBILITIES.....	46
ACTIONS BEFORE DISASTER (NOW)	46
IMMEDIATELY AFTER THE DISASTER	46
AREA COORDINATORS TEAM.....	47
DAMAGE ASSESSMENT.....	48
Categories and Degree of Damage.....	48
APPENDIX B-1	
STRUCTURAL DAMAGE ASSESSMENT SHEET.....	49
APPENDIX B-2	
MATERIAL AND BOOKS DAMAGE REPORT SHEET	50
APPENDIX B-3	
EQUIPMENT DAMAGE REPORT SHEET	51
COMMUNICATIONS.....	52
APPENDIX C-1	
COMMUNICATIONS EQUIPMENT LIST	52
APPENDIX C-2	
LIST OF EMERGENCY EQUIPMENT.....	52
APPENDIX C-3	
STUDENT EMERGENCY INFORMATION	53

APPENDIX C-4	
IMPORTANT PHONE LIST	53
APPENDIX C-5	
LIST OF EMPLOYEE NAMES AND TELEPHONES.....	53
APPENDIX C-6	
LIST OF NAMES AND TELEPHONES OF MEDIA.....	54
APPENDIX C-7	
LIST OF SUPPORT AGENCY COORDINATORS.....	54
APPENDIX D-1	
RISK - DANGER ANALYSIS.....	55
APPENDIX D-2	
CERTIFICATION OF EXERCISE OR DRILL.....	56
APPENDIX E-1	
EVACUATION ROUTES.....	57
Action to take	57
Specific Instructions.....	57
Special situations	57
IN CASE OF FIRE	57
IN CASE OF TSUNAMI	58
APPENDIX E-2	
EVACUATION MAP FOR EXITING THE SCHOOL	59
UPPER LEVEL.....	59
LOWER LEVEL.....	60
APPENDIX F-1	
9-1-1: PROCEDURE TO CALL	62
APPENDIX F-2	
CRIMINAL ACT	62
APPENDIX F-3	
CHEMICAL ACCIDENT (INSIDE THE SCHOOL)	63
APPENDIX F-4	
CHEMICAL ACCIDENT (OUT OF SCHOOL).....	64
APPENDIX F-5	
AIRCRAFT CRASH	65
APPENDIX F-5	
BOMB THREAT	66
CHECKLIST FOR EXPLOSIVES THREAT CALLS.....	67
APPENDIX F-7	
BEE ATTACKS	68
EUROPEAN AND AFRICANIZED HONEY BEES:.....	68

THE AFRICANIZED BEE:.....	68
GENERAL PRECAUTIONS.....	69
PROTECT YOUR HOME AND SCHOOL	69
WHAT TO DO IF YOU GET STUNG	69
SOME REMEDIES	70
APPENDIX F-8A	
"ADAM" CODE - MISSING CHILD OR STUDENT	70
APPENDIX F-8B	
"DOLPHIN CODE"	72
APPENDIX F-9	
CIVIL DISTURBANCES / RIOTS	73
INSIDE SCHOOL PREMISES	73
OUT OF THE SCHOOL PREMISES	73
APPENDIX F-10	
AIR POLLUTION EPISODES	74
APPENDIX F-11	
EXPLOSION.....	75
APPENDIX F-12	
ATMOSPHERIC PHENOMENON (HURRICANE, STORM, TORNADO, WATERSPOUT AND TROUGH, AMONG OTHERS).....	75
APPENDIX F-13	
FIRE (INSIDE THE SCHOOL).....	76
APPENDIX F-14	
FIRE OUTSIDE OF SCHOOL OR FOREST FIRE.....	77
APPENDIX F-15	
FIELD TRIPS OR EXCURSION INCIDENTS	78
BEFORE LEAVING	78
DURING THE TRIP.....	78
AT THE END OF THE TRIP	78
APPENDIX F-16	
THREATENING INDIVIDUALS	79
APPENDIX F-17	
FLOODS	80
APPENDIX F-18	
TSUNAMI SURVEILLANCE OR ALERT	81
IN CASE OF SENSING A TSUNAMIGENIC EARTHQUAKE.....	81
APPENDIX F-19	
TRAPPED PERSONS (ELEVATORS OR CONFINED SPACES)	82

APPENDIX F-20	
SCHOOL PREPARING FOR A DISASTER.....	83
Personnel Checklist.....	83
APPENDIX F-21	
PROCEDURE FOR EVICTING THE SCHOOL PREMISES	84
Building evacuation	84
Evacuation from school grounds.....	84
Evacuation of persons with limited ability to evict on their own	84
GUIDELINES FOR THE DISABLED - DISABILITY GUIDELINES.....	85
PERSON WHO CANNOT MOVE ON THEIR OWN AND IS IN A WHEELCHAIR...	85
PERSON WITH DIFFICULTY MOVING ON THEIR OWN BUT IS NOT IN A WHEELCHAIR.....	85
PERSON WHO DOES NOT HEAR WELL OR AT ALL	85
PERSON WHO DOES NOT SEE WELL OR NOTHING	85
Evacuation by bus.....	86
Evacuation in other vehicles.....	86
Evacuation by walking	86
APPENDIX F-22	
PROTECTION AGAINST ATTACKS BY STRAY DOGS.....	87
APPENDIX F-23	
ALARM SYSTEM (CHIMES / WHISTLE).....	88
APPENDIX F-24	
IF YOUR SCHOOL HAS BEEN DESIGNATED AS A SHELTER.....	89
APPENDIX F-25	
EARTHQUAKE.....	90
If you are inside	90
If you are abroad	90
POST-EARTHQUAKE ACTIONS - Evacuation of school buildings	91
BEFORE VACATING THE BUILDING AFTER AN EARTHQUAKE, CONSIDER THE FOLLOWING:	91
BEFORE EVICTING STUDENTS, DO THE FOLLOWING:	91
AFTER DETERMINING THAT IT IS SAFE TO DO SO, PROCEED TO VACATE THE BUILDING OR SCHOOL.	91
WHEN ARRIVING AT THE MEETING POINT.....	91
APPENDIX F-26	
ACTIVE SHOOTER	93
IDENTIFY SAFEKEEPING PLACE (PROTECTION).....	93

APPENDIX F-27

COVID-19 EXPOSURE CONTROL PLAN	94
Employer Information	94
Purpose	94
General Information on COVID-19	94
Controls to prevent spread.....	95
PREVENTIVE MEASURES	95
PROTECTION MEASURES.....	95
Risk classification	95
Process of monitoring and / or screening of personnel prior to entering the place of work.....	96
NUMBER OF EMPLOYEES DESIGNATED TO WORK PER DAY	96
MODIFICATIONS TO DESIGNATED FOOD-EATING AREAS.....	96
Control measures that were taken to achieve physical distance between employees and the school community	96
METHOD TO PROVIDE ADEQUATE VENTILATION TO ENSURE ADEQUATE AIR FLOWS AND IN LOCATIONS WITH AIR CONDITIONING SYSTEMS, EFFECTIVE FILTERING.....	97
IMPLEMENTATION METHOD FOR CLEANING AND DISINFECTING THE ESTABLISHMENT.....	97
HYGIENE METHOD FOR EMPLOYEES:	97
PERSONAL PROTECTIVE EQUIPMENT (PPE).....	97
Procedure in case of detection of an employee with symptoms or positive	97
CLOSE, DISINFECTION OR QUARANTINE	97
QUARANTINE.....	98
Positive case monitoring practices	98
Management with employees who are part of the different high-risk groups: pregnant women, over 65s and staff with comorbid conditions	98
IN THE CASE OF PREGNANT WOMEN TO REDUCE THE RISK OF CONTRACTING THE INFECTION IT IS RECOMMENDED:	99
Communication of the COVID-19 Exposure Control Plan.....	99
LOCK-DOWN & SHELTER IN PLACE	100
Preparation.....	100
Response item list.....	100
How long can a group of people stay in a sealed room? How to avoid running out of air to breathe?	101
Recovery	101

PREPARATION OF EMERGENCY SUPPLIES.....	102
SAFETY BACKPACK PREPARATION FOR CLASSROOMS	102
ITEMS FOR THE FIRST AID TEAM.....	103
MISCELLANEOUS.....	104
SEARCH AND RESCUE TEAM.....	104
PERSONAL PROTECTIVE EQUIPMENT FOR MEMBERS OF THE SAR TEAM	104
BASIC SAR TOOLS (PER SCHOOL)	104
SUPPLIES NEEDED FOR AN EARTHQUAKE	106
IMMEDIATE ACCESS SUPPLIES.....	106
WATER.....	106
SANITARY SUPPLIES:	106
FOOD.....	106

OPERATIONAL PLAN FOR EMERGENCY AND RISK MANAGEMENT

TITLE

This document will be known as “Operational Plan for Emergency and Risk Management of Dorado Academy Inc. of Dorado Puerto Rico.

LEGAL BASIS

As legal basis, **Law 211 of August 2, 1999** is considered, which creates the State Agency for Emergency Management and Disaster Administration and the legal requirements of the Department of the Family, Department of Education and the Port Fire Department. Rico, among others. In addition, emergencies are managed in accordance with the Plan which has been designed, using as a reference the aforementioned Law, circular letters and other documents, laws and procedures that govern the management of emergencies

APPLICABILITY

The Operational Plan for Emergency and Risk Managements applies to employees, students and visitors at all levels, in accordance with the laws, regulations, circular letters and memorandum that govern Dorado Academy.

INTRODUCTION

An emergency can occur at any time. Throughout the year, precautionary measures must be taken to provide protection and security to the faculty, non-teaching employees, students, parents and visitors, and to ensure the conservation of school property

OBJECTIVES

1. Provide a guide that will be used by the faculty, non-teaching employees, and students in emergency situations.
2. Establish uniform procedures (protocols) for service and conduct that allow employees and students to respond effectively.
3. Ensure an understanding of the institution's security standards.

4. Identify lines of authority, responsibilities of faculty ,and non-teaching employees, and procedures for handling emergencies.
5. Provide and establish a benchmark to be used when reviewing and recommending changes to existing standards, procedures, and practices.

PURPOSE

The purpose of this plan is to provide all Dorado Academy employees, students, and visitors with information on the goals, policies, and protocols for handling emergencies, as well as the duties and responsibilities of employees. Emergencies will be dealt with, following the procedures established in its appendices (protocols) for each specific situation. It contemplates the actions to be followed, before (today), during and after the emergency and those measures related to the safety of people within our institution, the protection of life and preservation of property.

SITUATION

1. The following information identifies our institution:

Name:	Dorado Academy, Inc.
Code:	720000-0045E
Latitude:	18.2545 N
Longitude:	66.1049 O
Postal address:	P. O. Box 969, Dorado, PR 00646
Physical address:	Urb. Dorado del Mar calle Madre Perla #100, Dorado, PR 00646
Phones / Fax:	(787) 796-2180 / (787) 796-4616
E-mail:	doradoacademy.org

2. The approximate population at the school is:
 - **738** Students
 - **86** Faculty and Staff
 - **9** Cafeteria
 - **3** Maintenance
 - **2** People with disabilities
 - **900** Approximate total in rush hour (including average number of visitors)
3. The busiest hours for people are during the check-in period, when parents drop off their children, from 7:00 A.M. to 8:00 A.M.. and when it is time to pick them up, from 2:50 P.M. at 4:30 P.M. (regular schedule)

4. The possible dangers that could affect the school and that would cause the need to activate the Operational Plan for Emergency and Risk Management are:
 - Injury of all kinds
 - Sudden illness
 - Fires
 - Electric shock
 - Lack of electricity or water
 - Hurricane
 - Tsunami
 - Earthquake
 - Explosion
 - Contamination or spill
 - Plane crash
 - Bomb threat
 - Gas leakage
 - Criminal act
 - Dangerous intruder (Active shooter)
5. The buildings at the school are a concrete and steel construction. At the front of the school are the administrative offices, libraries, cafeteria, auditorium, and High School classrooms. In the back are the classrooms for Elementary School, Music, Art, Pre-School, (2) principal offices, Spanish department and (2) counselor offices. The school has forty-two (42) classrooms, two (2) for Special Education, two (2) libraries, one (1) dining room, (13) restrooms, one (1) indoor cement court for Physical Education, several areas for recreation, parking for the faculty with capacity for 70 vehicles. One (1) gas tank which is near the dining room building, cisterns and power plant. The school has three (3) two (2) story buildings (area A building A and B on the map) and 1 one-level building (area C on the map) of the indoor court.
6. The situations that can help control risks to the safety of people or property are the following:
 - a. The construction is prepared to face fire and earthquake situations, but it can be vulnerable if it is a major event.
 - b. There are chemical or fire-vulnerable products within the institution.
 - c. There is no other risk situation besides natural or man-made disasters and air or automobile accidents to which the general population is exposed.

ASSUMPTIONS

To compensate for the lack of known factors, it is necessary that:

1. The plan is approved by the Municipal Emergency Management Office and at least one drill is carried out coordinated with the response agencies per year.
2. In case of emergency, the receptionist, authorized by (Headmaster, Human Resources, Principal or Emergency Team) will be in charge of calling the emergency service 9-1-1 and at (787) 796-4442 OMME, the Fire Department of Puerto Rico (787) 796-2330, to the Puerto Rico Police (787) 796-2020 and medical services Dorado Health Department (787) 796-3330, as necessary so that they come as soon as possible.
3. The institution has established the Dorado Academy Emergency Team for emergencies and these personnel have been trained to operate in such situations.

OPERATION CONCEPT

GENERAL DISPOSITION

1. This plan is a guide that provides the procedures to follow so that our Emergency Management Team can carry out its functions effectively, before (now), during and after the emergency or disaster.
2. The academy's responsibility is to handle the emergency using its own resources to protect lives, property, and essential documents.
3. When the emergency or disaster exceeds local capacity or resources, then the request for them will be coordinated through the local Office of Emergency Management. It is extremely important to keep documented all requests for assistance and follow-up management.
4. Those activities or daily functions that are not directly related to the emergency will be suspended. The personnel, material and equipment will be used to support the OPERATIONAL PLAN.
5. The responsibilities, actions and sequence of events in the development of the emergency will be covered in detail in the Appendix and standard operating procedures.

PHASES IN EMERGENCY MANAGEMENT

1. MITIGATION

During this phase, activities are carried out that can eliminate or reduce the likelihood of a disaster occurring. In addition, those that can reduce the effects of unavoidable disasters.

- Security controls are provided to mitigate risks in the Chemistry room.
- Chemical maintenance rooms are kept locked.
- The dining room has an automatic extinguishing system and they are inspected and certified in accordance with the regulations that apply.
- All areas are kept free of debris and trash that could cause flooding when it rains.
- The work and path surface is kept organized, clean and free of grease, oil, chemicals or any other substance that can cause a slip or trip.
- Fire extinguishers have been placed in different areas of the institution; They are available to staff, but not to children. A total of 52 fire extinguishers.
- A monthly visual inspection is performed on the extinguishers and annual certification by a technician authorized by the Puerto Rico Fire Department.

- There is a first aid kit and safety backpacks in each classroom.
- There is a Nurse and a nursing room.
- A doorbell system has been installed in the office and an emergency alarm system has been set up. The academy has a “page” system to notify an emergency. It also has the necessary technology to notify the emergency through the network.
- Access areas to the institution have been controlled and a surveillance system has been organized by means of security cameras and security personnel.
- All areas are labeled, indicating emergency exits.

2. STATE OF PREPARATION

During this phase, the efforts of our Operational Plan for Emergency and Risk Management are organized, directed, coordinated, controlled and evaluated in order to achieve our mission (save life and property). Through the process, possible risks, needs and the way to address them are analyzed.

- We have appointed the Planning Officer and his task force.
- The members of the Safety and Emergency Management Team have been appointed and their functions assigned.
- This plan has been designed, the plan has been distributed, and staff are being oriented continuously.
- We have provided equipment, materials and others so that emergency groups can carry out their orders.
- The map to identify the emergency exits can be found in all areas of the academy in a visible place.
- It is verified that all personnel are trained in first aid, use of fire extinguishers and safety measures. Orientations for the staff are coordinated annually.
- Practice exercises and / or drills on how to act in emergencies have been scheduled at least two (2) times a year. To notify an exercise or emergency drill, a memorandum, email or a meeting will be reported to all staff. Drills will also be held without prior notice.
- Talks are offered for parents, sometimes with external resources, and fraternization activities are carried out among the educational community.
- Activities and workshops are prepared for students and teachers, and consultancy is provided for all staff, so that social skills and healthy coexistence are developed and family ties are strengthened.

3. RESPONSE

During this phase, those actions are carried out during short-term emergency crises. It helps to reduce damages, victims and accelerates the state of recovery. These activities include the direction and control, notices and warnings, to prevent further effects, evacuations and other similar operations.

- The Headmaster will order the activation of the Emergency Management and Safety Team through the Operations Officer. Activated staff will meet in the Headmaster's office or at the parking lot entrance if necessary.
- In the case of a real emergency, the bell, alarm or "page" system, megaphones and / or whistles will be activated to indicate the appropriate protocol to follow.
- In the event of a power outage or power failure, the emergency will be notified verbally to the Director. Designated staff will say out loud, with a megaphone the EMERGENCY PROTOCOL agreed depending on the situation.
- The procedure to be followed for the orderly evacuation, relocation to previously identified safe areas and the indication to return to school will be established by the Emergency Management and Security Team through the Operations Officer.
- If an EVACUATION is ordered, each teacher who attends a group of students remains with them and will be responsible for it before (now), during and after the evacuation to the security areas.
- If the situation warrants sending those present to their residences, the pertinent instructions will be given and the assigned personnel will proceed to make the telephone calls..

4. RECOVERY

It is the phase that involves the restoration of all systems to normal, in the short or long term. In the short term: basic services and needs. Long-term: correct or improve deficiencies to avoid or reduce the effects of future eventualities.

- An assessment of the damage will be carried out.
- It will be determined if the physical plant can be rehabilitated.
- The causes of the emergency and the factors that contributed to increasing it will be determined.
- The probable day to restart work will be determined, according to the indication of the Headmaster and the Office of Emergency Management, Fire, Police or the National Meteorology System, as the case may be. Staff and students will be informed promptly.
- Parents or guardians will be informed in the event of accidents or incidents between two or more students.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

GENERAL DISPOSITION

All Dorado Academy work areas have emergency functions in addition to their normal duties. Each official will be assigned specific tasks, for which they will develop the corresponding procedures in annexes, appendices or SOPs. In the same way, internal response organizations and other agencies, industries, commerce and private entities are integrated, to which responsibilities are assigned according to the needs and available resources.

DORADO ACADEMY EMERGENCY TEAM

Team made up of personnel from different areas of work of Dorado Academy. Their main role is to keep the response teams active and serve as leaders for the different operational groups.

The DAET is composed of: Celia Busquets, Evelyn Olivieri, Milagros Gaúd, Ingrid Ocasio, Ana Velázquez, Nilda Meléndez, Greekcelia Salgado, Jadyrah Vega, Enid Laureano, Alberto De La Torre, Marcel Torres, Tatiana Pagán, Darycarmen Borrero, Ángel Torres, David Reyes, Raúl Sosa, Francisco Marrero, Avilio Micheo and Yarelí La Puerta.

ORGANIZATION

The most important parts of any school's Multi-Hazard and Emergency Management Operational Plan are the accounting, safety, welfare, and delivery of students as soon as possible to their parents or designated guardians. Documentation is the key element for all group activities. These groups should be formed to begin the school year to ensure that they are trained and prepared for the eventuality of an emergency or disaster caused by nature or man.

We have organized the Emergency Management and Safety Team, which is activated during real situations, as well as exercises and / or drills. It is made up of eight (8) working groups under the command of the School Director.

1. Emergency Operations Center Group
2. Search and Rescue Group
3. Crisis Support Group
4. First Aid Group
5. Security and Damage Assessment Group
6. Student Hand Over Team
7. Logistics Support Group
8. Group of Area Coordinators

RESPONSIBILITIES

1. EMERGENCY OPERATIONS CENTER TEAM

The Headmaster or her designee should lead this group. The EMERGENCY OPERATIONS CENTER TEAM (COE) will coordinate the training and action of the rest of the groups. They will communicate directly with the Emergency Response staff. All activities of the other groups will be reported to the COE. This group is responsible for personnel matters. This group should document any costs incurred during each emergency. Teachers or volunteers should be developed to serve on the COE Group.

2. SEARCH AND RESCUE TEAM

This group will need to do a preliminary and rapid survey of school buildings to identify the location of trapped or injured staff or students. They will rescue the trapped and injured, and assist the FIRST AID TEAM to treat the injured. In addition, they must help extinguish fires.

One or more groups of 5 teachers, administrative staff or volunteers should be established according to the size of the school. These groups should be made up of adults only. Students are not to assist in search and rescue efforts. Maintenance personnel will not be part of these groups, as they will have to perform other urgent tasks, such as shutting down or shutting down utilities.

3. CRISIS SUPPORT TEAM

This group will offer support in case any staff and / or student go into hysteria, lose emotional control during the emergency situation. The components will be located in the student pick-up area, in order to help control parents who arrive concerned about their children. These personnel will carry out preventive rounds to observe the behavior of the children and if necessary to intervene with them.

4. FIRST AID TEAM

This group should establish first aid treatment areas, classification of wounded (Triage), and provide first aid to people who arrive in these areas. This group will need to coordinate with Search and Rescue Groups.

Staff, student, or volunteer components should be developed as needed based on the size of the school. These individuals must be trained in First Aid and CPR.

5. SECURITY AND DAMAGE ASSESSMENT GROUP

Components of this group will be responsible for verifying utility services and conducting an initial building damage assessment. This group should assist in fire fighting and coordinate with the SEARCH AND RESCUE TEAM. Additionally, you will need to secure the school to minimize unauthorized access or exit and direct parents to the area where students will be picked up.

A group of teachers or parent volunteers should be formed according to the size of the school. Maintenance personnel should be a good alternative for this group. Members of this team must have access to the master keys and be trained to assist the SEARCH AND RESCUE TEAM.

6. STUDENT HAND OVER TEAM

This group shall inform and assist teachers in releasing students to their parents or designated adults. A group of teachers or volunteers could be an alternative for this group.

7. LOGISTIC SUPPORT TEAM

This group must facilitate and coordinate food and water supplies, its preparation, distribution and establishment of sanitary areas. Staff members, students, or volunteers should be trained as needed according to the size of the school.

8. AREA COORDINATORS TEAM

They will maintain a list of homeroom teachers and / or who work in their areas of responsibility. It will identify the resources and / or actions necessary to improve the level of preparation of their respective areas. Together with the homeroom teachers, they will carry out the actions described in the plan to face the different emergencies. Will maintain a needs study. It will provide information on students and / or faculty with special needs. They will participate in meetings as needed. It will collect information on numbers of students present and not present after an evacuation. Coordinate with the Emergency Management Team in case of eventualities after an evacuation. They will verify that all staff and students have left in the evacuation.

GOVERNMENT ORGANIZATIONS

Cooperation is expected from contact officials of local government agencies and offices that assist in emergencies, such as:

- 9-1-1, Servicio de Emergencias (Emergency Services)
- Oficina de Zona Operacional de la Agencia Estatal para el Manejo de Emergencias y Administración de Desastres (Operational Zone Office of the State Agency for Emergency Management and Disaster Administration)
- Cuartel local del Cuerpo de Bomberos de Puerto Rico (Local headquarters of the Puerto Rico Fire Department)
- Oficina local del Cuerpo de Emergencias Médicas (Local Office of the Emergency Medical Corps)
- Oficina Municipal para el Manejo de Emergencias (Municipal Office for Emergency Management)

- Cuartel local de la Policía de Puerto Rico (Local headquarters of the Puerto Rico Police)
- Departamento de Salud (Health Department)
- Oficina local del Departamento de la Vivienda (Local Office of the Department of Housing)
- Oficina local del Departamento de la Familia (Local Office of the Department of the Family)

PRIVATE ORGANIZATIONS

Here we will mention those private organizations, if any, that will collaborate with us in emergency situations through pre-agreed actions.

- Farmacia Dorado
- Embassy Suites Hotel
- Ferretería Hermanos Sánchez
- Junta de Directores de Dorado del Mar (Board of Directors of Dorado del Mar)

ADMINISTRATION AND LOGISTICS

ADMINISTRATION

1. Administrative procedures during emergencies, for the most part, correspond to procedures in normal periods. During the emergency, greater attention is required in the identification and control of administrative, financial documents and reports, contracts and services, insurance, recruitment and reassignment of personnel.
2. All documents must be identified with the name of the emergency and kept for as long as necessary (Ex. Report of activated personnel, use of equipment, materials, purchases, contracts, etc.).
3. There is an insurance policy for the premises. Each child is also insured, as well as the staff working in the school.
4. From the beginning of the school year, parents are informed about the need to record the time of entry and exit of their children. This as an emergency measure, as it will serve to verify which children are present during the emergency.
5. Claims and employee protection benefits will be made according to the rules and regulations of the State Insurance Fund. In the case of a major emergency, the Public Responsibility Policy will be appealed. With regard to students, the Insurance Policy in force at the time of the event will be appealed.
6. The Safety and Emergency Management Team and school staff will report their actions in writing upon activation of the Operational Plan for Emergency and Risk Management.

LOGISTICS

1. The school has a telephone service of six (6) lines, one also serving as a fax. The teams are located in the reception area and Physical Education office.
2. At the moment there are smoke detectors in the two laboratories, the faculty dining room, the chemist's room, the server room, the auditorium, and the high school library. Smoke detectors will be placed in classrooms, hallways, and especially in the dining room and office.
3. There are fifty-two (52) fire extinguishers, distributed throughout the institution, and are available to staff, but not to children. If necessary, the use of fire extinguishers will be in charge of the responsible adult closest to the fire.
4. All classrooms, offices, and libraries are air-conditioned.
5. There are two (2) access gates to the school, one (1) at the main entrance of the school next to reception, one (1) in front of the indoor court and one (1) for vehicular access.
6. Aisles are approximately five (5) feet wide and allow free traffic.
7. The bell and / or alarm system in an exercise and / or drill, or in a real emergency, will be activated by the Headmaster or designee.

DEVELOPMENT AND MAINTENANCE OF THE PLAN

Follow-up is necessary to maintain the action plan. The challenge is to maintain a high level of enthusiasm for change and action, after time minimizes its novelty and before an atmosphere of conformism develops that destroys the plan.

To retain the attention of staff and keep them focused on school safety, the topic of safety will be presented as part of faculty meetings. In this way, we will provide excellent opportunities to assess progress, point out problem areas, and reinforce the role of staff in maintaining good student behavior.

Human Resources will be responsible for coordinating training for our school staff, whose roles and responsibilities are vital in the execution of the plan. Coordinate the evaluation of the plan through drills or exercises. The validation of this plan will be annual. The Headmaster will certify compliance (see **Appendix D-2**).

AUTHORITY AND REFERENCES

LEGAL AUTHORITY

1. Federal

- Public Law 93-288, Robert T. Stafford, "Disaster Relief and Emergency Assistance Act," as amended.
- Disaster Mitigation Act, 2000.
- Presidential Order Number 5 (HSPD # 5).

2. Commonwealth of Puerto Rico

- Law No. 211, of August 2, 1999, Law of the State Agency for Emergency Management and Disaster Administration, as amended.
- Law No. 149 of July 15, 1999, Law of the Department of Education, as amended.
- Law No. 150, of August 10, 2002, Law of Education in the Prevention and Management of Emergencies and Disasters in P.R.
- Law No. 30, of January 16, 2002, Law to establish the "Adam Code" for the safety of minors in public buildings.
- Law No. 252, of September 3, 2003, Law to Order the School Council to implement an action plan that serves as a drill for the school community to deal with emergency situations.

REFERENCES

- Guía para la Planificación de Operaciones en todo tipo de Riesgo, SLG-101, 1996.
- Guía de Revisión, Plan Operacional de Emergencia de la Agencia Estatal para el Manejo de Emergencias y Administración de Desastres (AEMEAD).
- Guía, Proceso de Planificación para Desarrollar Planes de Emergencias y Desastres, AEMEAD, January 31, 2005.
- Guía Básica para Establecer un Programa de Seguridad Sísmica Escolar, Proyecto FPR 181-90, auspiciado por la Fundación de Puerto Rico, February 1991.
- Plan de Respuesta Nacional, Homeland Security, December 2004.
- PLAN OPERACIONAL Doméstico - Familiar, FEMA L-191(S), ARC 4466S, December 1991.

DEFINITIONS

Alert	Notice to stay active and in constant vigilance in an emergency situation
Security area	Area previously selected as a place free of danger
Emergency Operations Center (COE)	Place where the Emergency Management Team meets, outside communication is received and instructions are given during the emergency
Evacuation	It means the organized, phase-controlled and supervised movement of the population from the danger or potentially dangerous zone and its reception and placement in safe areas.
Disaster	A major event where the emergency exceeds the resources available to the agency or state to handle the situation.
Headmaster	Refers to the Headmaster of the School or person in charge in his absence or absence.
Emergency Management Team	Designated persons who will be in charge of the implementation of the Operational Plan for Emergency and Risk Management.

Exercise	Simulated action of an emergency or disaster in order to assess how prepared you are to face a real emergency. Usually carried out on a small scale (a classroom, a school)
Tabletop exercise	Simulated action of an emergency or disaster with the purpose of measuring the knowledge of the emergency components. It is carried out without the stress or pressure that comes with an exercise or drill.
Major exercise	Simulated action of an emergency or disaster in order to assess how prepared you are to face a real emergency. It involves the use of several entities (several schools, a municipality, or a region, for example)
Emergency	Any situation or circumstance for which state, municipal, or local efforts are necessary to save lives and protect property, health, and public safety, or to minimize or avoid the risk of a disaster occurring in any part of Puerto Rico.
Damage assessment	Systematic process of determining or measuring the extent of loss, suffering or damage as a result of an emergency event and / or a disaster.
Incident Command System (ICS)	The Incident Command System provides a common organizational structure for first responders to an emergency and entails the coordination and utilization of personnel and equipment at the scene of the incident.
Emergency management	It means preparedness, mitigation, response and recovery in emergencies and disasters.
Mitigation	Series of measures that can eliminate or lessen the probability and / or effects of an emergency.
National Incident Management System (NIMS)	The National Incident Management System effectively integrates emergency preparedness and response practices within the national framework for incident management. NIMS enables managers at all levels to work together more effectively and handle local incidents regardless of cause, size, or complexity.
Personal	Teaching and non-teaching personnel assigned to the school.

POE / M Preparation	Operational Plan for Emergency and Risk Management Planning process for effective response to emergencies or disasters through coordination and use of available resources.
Recovery	Activities that will be carried out during a period after the emergency with the purpose of returning to the normal conditions in which the area was found before the emergency or disaster.
Answer	It means those activities aimed at mitigating the immediate and short-term effects that develop as a consequence of an emergency or disaster situation. Response actions include those aimed at saving and protecting lives, property, and meeting basic human needs.
Search and Rescue (SAR)	Acronyms traditionally used to identify personnel trained in search and rescue methods.
Simulacrum	Simulated emergency action for the purpose of evaluating how prepared you are to face a real emergency.
Triage	Victim classification system according to their condition.
Voluntary	Includes parents, suppliers, visitors and / or young students.

FUNCTIONAL ADDITIONS

DIRECTION AND CONTROL

When a disaster is imminent or when there is an emergency, at the school, all actions will be under the direction and control of the Headmaster, who will coordinate the available resources. The Emergency Operations Center will be the office of the Headmaster. Another place will be designated at the moment if the previous one is not available.

ORGANIZATION

- Dorado Academy operating levels are as follows:
 - Board of Directors
 - Headmaster
 - Human Resources
 - Principals
 - Senior Accountant

SCHOOL CONTINUITY

In order to continue the normal operations of the school, after the disaster, the school will be governed by the following provisions:

- In the absence of the Headmaster, the school will be in charge of Human Resources, who will activate the Emergency Management Team (**Appendix A-1**) with the direct support of Finance.
- Damage to infrastructure, materials or books and equipment will be listed on the forms described in **Appendix B-1**. These reports will be submitted to the Board of Directors.
- If there are no or minor damages that do not affect personal safety, services will continue to develop normally and regular services will continue to be provided.
- The Security Officer and the Logistics Officer will be responsible for protecting important documents, such as legal files, personal documents, student files, materials and valuable equipment.
- The order to suspend classes, if the situation warrants it, is the responsibility of the Headmaster.

COMMUNICATIONS

COMMUNICATIONS TEAM

The school has the communications instruments listed in the **Appendix C-1**.

EMERGENCY TEAM

In the **Appendix C-2** the emergency instruments available to our school have been identified. In the same way, those that are necessary and that must be acquired to be prepared for an emergency or disaster have been identified.

INFORMATION MEDIA

- All information is in charge and / or will be channeled through the Headmaster.
- The Headmaster informs when classes are suspended, school closings and classes start after an emergency situation. In the event of school suspension, the teacher will make the necessary phone calls, according to the information provided by the parents in the Student Emergency Information file (see **Appendix C-3**).
- If it is required to provide massive information to parents, assistance will be requested from the communication media listed in **Appendix C-4**.
- The Support Agency Coordinators appear in **Appendix C-7**.

NAMES AND EMPLOYEE PHONES

In **Appendix C-5**, found on the last page of this manual, there is a list with the names and telephone numbers of the personnel assigned to our school. **It must be kept strictly available to key personnel.** It is required by the Federal Privacy Law for the purposes of the functionality of this Emergency / Multi-risk Operational Plan and cannot be disclosed to third parties without the consent of the persons concerned.

RISK ANALYSIS AND SCHOOL PREPARATION

The Emergency Management Team will use as a basis for planning efforts a guide to carry out emergency operations in the event of events that may arise. For this purpose, the various risks or dangers to which Puerto Rico is exposed due to natural and technological causes or those caused by man have been listed. As an educational entity, we have made it our goal to prepare our employees, students and visitors to face any type of disaster.

All possible risks or dangers that may affect us have been identified. This will serve to determine the characteristics of our community and help in planning to face the different emergency situations.

To develop the risk analysis of our community, we have divided the task into three steps:

- 1. Identification of risks or dangers:** taken from information sources, historical books, newspapers, news and government agencies, among others.
- 2. Characteristics of the community:** Land use, transportation routes, population division, government and commercial facilities, private entities that use or process dangerous substances, and geography of the area.
- 3. Risk and vulnerability analysis (frequency and impact on the community):** the table in **Appendix D-1** will be used for this purpose.

EMERGENCY PROTOCOL

Appendix E-1 (Evacuation Route Map). These routes will be used to conduct evacuation exercises, particularly in the event of a fire. These exercises will be done twice a year. Trainings to use fire extinguishers will be coordinated by all personnel. Their condition will be verified monthly and their service inspection will be requested annually.

Appendix E-2 (Evacuation Map to go out of school) In this, the primary and secondary reunion areas have been identified. All staff, students, and family members should familiarize themselves with the primary and secondary evacuation routes. Our school community must rehearse a total evacuation annually.

In the event of an emergency in which evacuation is not likely, but circumstances require the community to take refuge in the school, the use of classrooms, library, auditorium and offices has been determined as shelter on the school site. .

In the event that Dorado Emergency Management closes the entrance to the Dorado del Mar Urbanization, the personnel assigned by Dorado Academy will deliver the students. The student pick-up point will be at the main entrance of the urbanization. Once the parent identifies himself, the Dorado Academy representatives will communicate by radio frequency to the meeting point notifying the name of the student who has come to pick up so that it can be moved by the staff in charge to the student pick up point.

OTHERS

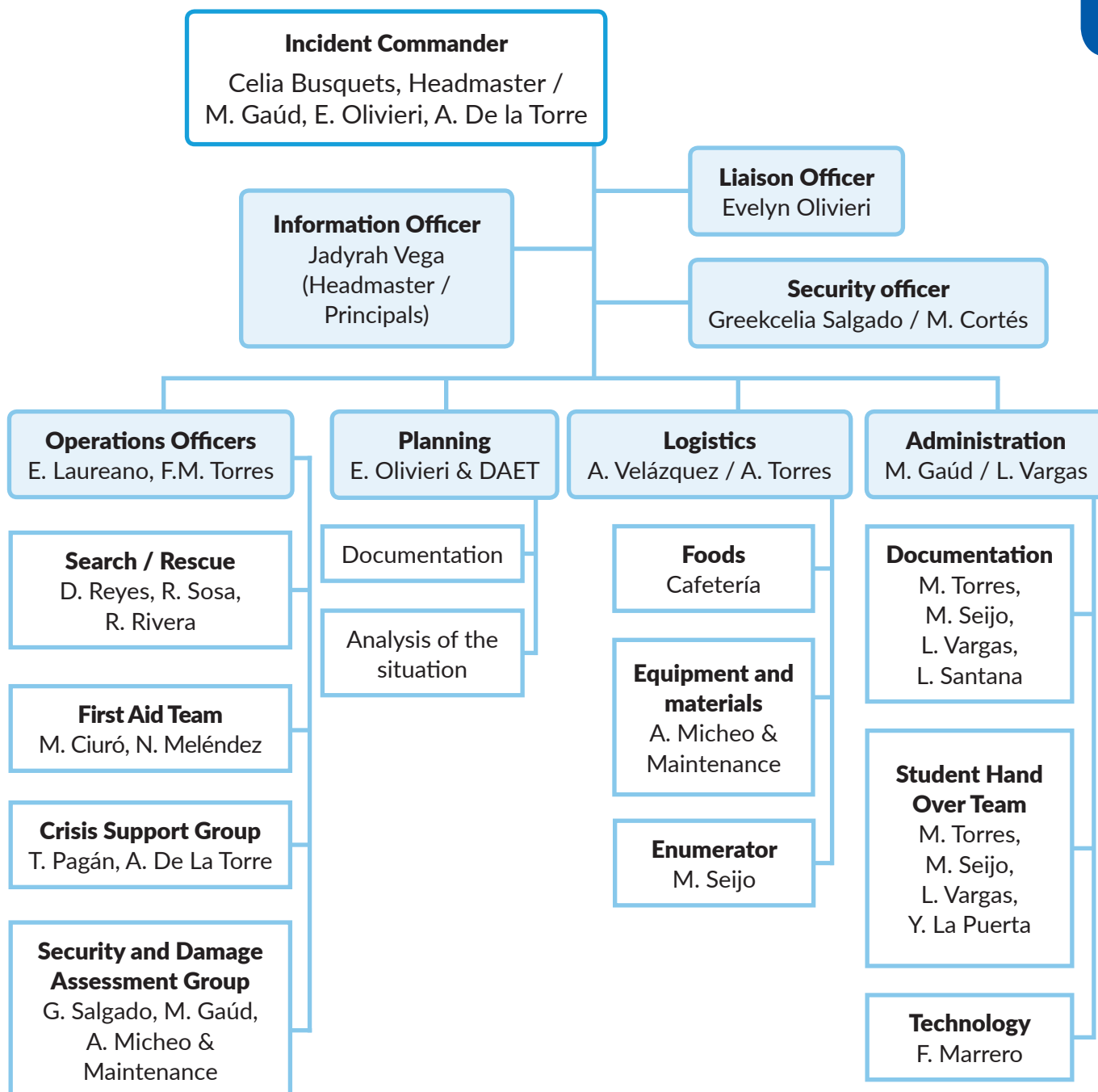
Emergencies or disasters can happen at any time. **The appendices from F-1 onwards** have been developed as protocols on how to respond to situations and recover from them in an agile and effective way.

We must remember that only through exercises and drills will we have the opportunity to evaluate how effective these are for the particularities of our school..

DIRECTION AND CONTROL

APPENDIX A-1 ORGANIZATION CHART OF THE EMERGENCY MANAGEMENT TEAM

The following diagram indicates the structure of the Emergency Management Team according to the organizational structure of the incident command system.



Notes

1. The operations group handles all response work, including student protection. This section, for the most part, is made up of adult staff.
2. The planning group assesses changes in the situation, documents the response, and maintains the situation map.
3. The logistics group manages and distributes the materials, personnel and equipment. It also assigns volunteer staff, as needed.
4. The finance group is in charge of accounting and procurement of materials. Keeps important documents of finances, assets, insurance, suppliers etc. and employee time sheets.

GROUP IN CHARGE OF THE EMERGENCY OPERATIONS CENTER

The Headmaster or her representative should lead this group. The EMERGENCY OPERATIONS CENTER TEAM will coordinate the training and actions of the rest of the groups. This group will communicate directly with Emergency Response personnel. All the activities of the rest of the groups must be reported to the Emergency Operations Center (COE). One person from each group should be designated as responsible for the communication.

Position	Name	Phone Number
Group Leader (Headmaster)	Celia Busquets	787-647-9329
Liaison Officer	Evelyn Olivieri	787-667-3811
Security Officer, Physical Plant and Maintenance	Greekcelia Salgado Avilio Micheo	787-367-2707 787-215-5119
Information Officer (Includes Headmaster and Principals)	Jadyrah Vega	787-367-5955
Operations Officers (Principals)	Marcel Torres Enid Laureano	787-974-5756 787-515-0923
Planning Officer	Evelyn Olivieri	787-667-3811
Logistics Officer	Ana Velázquez	787-367-7349
Finance Officer	Milagros Gaúd	787-518-0445
Enumerator	María Seijo	787-672-9648

RESPONSIBILITIES

This group is responsible for personnel matters. This group should document any costs incurred during each emergency. Teachers or volunteers must train to serve on the COE Group.

- **Group Leader:** The Headmaster or her representative. This person is responsible for

all activities at the school. This leader should determine the hours of the emergency groups. Avoid overloading staff; it is generally recommended that members not work shifts longer than 12 hours.

- **Liaison Officer:** This person serves as the liaison between the leader and the other members of the group. If the group leader is in the field (school), this person will coordinate between the COE and the group leader. He is responsible for coordinating the meetings of the Emergency Management and Safety Team and the visits of external resources (Emergency Management, Police, Firefighters, American Red Cross, etc.).
- **Safety Officer:** He is responsible for verifying the order and condition of electrical cables, gas tanks, water pens, pipes, stopcocks, fire extinguishers and areas of the school in general, to prevent accidents. He is responsible for inspecting the security areas and determining their use during and after the emergency.
- **Information Officer:** This person is responsible for communications with the outside world, the media and parents, among others. The person in charge of communications should give priority in the following order: 1. threat to life, 2. threat to property, 3. non-emergency. If you have a very large school, it will take more than one person to support this work.
- **Operations Officers:** Second (2nd) in the chain of command, responds directly to the Group Leader and assumes his responsibilities in his absence. He is responsible for the functionality of the plan during any exercise or real emergency. He will direct search and rescue operations if the situation requires it.
- **Planning Officer:** Third (3rd) in the chain of command. He is responsible for the development of the Operational Plan for Emergency and Risk Management and Maintenance, review and necessary changes to the plan.
- **Logistics Officer:** Fourth (4th) in the chain of command. He is responsible for keeping a record of the school's resources, equipment, materials, and supplies, and for managing resources, disposing of equipment, supplies, and supplies during emergencies.
- **Finance Officer:** Fifth (5th) in the chain of command. It is responsible for carrying out and updating a study of costs and impact on people / time, that is, converting the emergency action into monetary value. He is responsible for making insurance claims and compensation due.
- **Enumerator:** This person is responsible for accounting for all students and staff. The student must be assisted by teachers to determine if a student is missing. Search and Rescue, First Aid, and Student Drop-off Group lists will also be provided to this person. He must determine if all teachers and students are accounted for, their health status, and whether or not they have been authorized to go home. If you have a larger school, it will take more than one person to do this job. **This official responds directly to the Logistics Officer.**

OPERATIONAL SEARCH AND RESCUE GROUP

One or more of these groups will be constituted of teaching staff and parent volunteers (adult groups). They will be designated to do a preliminary and rapid survey of the entire school as quickly as possible. They will rescue trapped or injured students or staff. One of the members of each group should have first aid training. These groups will also need the training to fight fires. All their activities must be reported to the Emergency Operations Center.

(Team A)

Position	Name	Phone Number
* Officer in Charge	Francisco Marrero (CERT)	787-376-0229
* Officer in Charge (substitute)	Darycarmen Borrero (CERT)	787-529-5896
SAR 1		
SAR 2		

(Team B)

Position	Name	Phone Number
* Officer in Charge	Edgar Martínez	787-503-0975
* Officer in Charge (substitute)	Yarelíe La Puerta	787-346-4919
SAR 1	Ángel Torres	787-202-4104
SAR 2		

(Team C)

Position	Name	Phone Number
* Officer in Charge	David Reyes (CERT)	787-593-2302
* Officer in Charge (substitute)	Raúl Sosa	787-649-9447
SAR 1	Maintenance Staff 1	
SAR 2		

(Team D)

Position	Name	Phone Number
* Officer in Charge	Avilio Micheo	787-215-5119
* Officer in Charge (substitute)	Maintenance Staff 2	
SAR 1	Maintenance Staff 3	
SAR 2		

*Personnel trained in search and rescue methods. SAR = Search And Rescue

RESPONSIBILITIES

This group will need to do a quick preliminary survey of all school buildings to determine the location of trapped or injured staff or students. They will rescue the trapped and injured and assist the FIRST AID TEAM to help the injured. In addition, they must help extinguish fires.

One or more groups of 5 teachers, administrative staff or volunteers should be established according to the size of the school. **These groups should be made up of adults only.** Students are not to assist in search and rescue efforts. Maintenance staff will not be part of these groups, as they will have to perform other urgent tasks, such as closing or shutting down the school premises.

Actions before disaster (now)

1. Each member of the group should be assigned their primary responsibilities for search or rescue. This should prevent members of the group from carrying out rescue efforts and continuing to search for other wounded. Each group must choose its leader and respond to it.
2. Teachers in these groups will need to coordinate with their peers so that they are not simultaneously assigned to high-priority roles during the first few hours after a disaster.
3. Obtain and prepare a resource list of neighboring people who are trained in search and rescue and who are willing to report to the school after an earthquake. Keep this list current.
4. Check the availability of search and rescue supplies and equipment annually.
5. Group members should be trained in search and rescue, first aid and fire fighting techniques.
6. The members of this group and those of Security and Damage Assessment should be trained to serve as mutual support or safeguard teams.
7. Each group must establish a pattern for the search in the school, according to the assigned area.
8. The extinguishers will be inspected monthly and certified annually.
9. There will be a visual inspection of the emergency lamps, the automatic extinguishing system of the dining room, that the exit doors are free of obstacles and open without difficulty when the emergency arises.

Actions during the disaster

1. Complete the evacuation priorities.
2. If you are responsible for students, place them in the care of a fellow teacher, aide, or other official.

Actions after the disaster

1. Report to the warehouse or supply shed to pick up your search and rescue equipment.
2. Carry out a preliminary and quick survey of all school buildings following the preset pattern and quickly identify those trapped or injured.
3. Pay attention to the cards that have been placed on the classroom doors: **Green** = OK, **Red** = trapped or injured.
4. Visually, vocally and physically inspect each room as part of the building process. Make notes on the cards if other people are found trapped or injured.
5. Rescue trapped or injured individuals. The injured should be transported to the first aid area.
6. While looking at buildings, watch out for obvious structural problems and significant structural damage. Avoid unsafe areas.
7. Inform the Emergency Operations Center on the number and situation of trapped victims. Ask for additional help as needed.

CRISIS SUPPORT TEAM

8. They will be located near the area of the library that is enabled.
9. They will offer psychological support to staff or students who need it.
10. These personnel will carry out preventive rounds to observe the behavior of the children and if necessary intervene with them.
11. They will report to the chief of operations for guidelines.

Position	Name	Phone Number
Officer in Charge	Tatiana Pagán (CERT)	787-605-9766
Officer in Charge	Sheila Muratti (CERT)	787-422-9711
Officer in Charge	Alberto de la Torre (CERT)	787-231-3538
Officer in Charge	Liliana González (CERT)	787-462-2739

OPERATIONAL FIRST AID GROUP

This group of staff, and / or volunteers should be trained in first aid and CPR. They should establish an area to provide first aid. They will be responsible for accounting for human losses and injuries. This group should also provide assistance to the injured. The efforts of this group should be coordinated with the Search and Rescue Groups. All their activities must be reported to the Emergency Operations Center.

Position	Name	Phone Number
Officer in Charge	Mileni Ciuró	787-240-5029
Officer in Charge (Substitute)	Nilda Meléndez (CERT)	939-241-8933
Volunteers	Lourdes Torres (CERT)	787-415-8675
Volunteers	Xamariam Algarín	787-518-7092
Volunteers	Raisa Rodríguez	787-669-5132

RESPONSIBILITIES

This group shall establish the first aid treatment areas, the classification of wounded (Triage), and the offer of first aid to the people who arrive in these areas. This group will need to coordinate with the Search and Rescue Group (s).

The staff, student, or volunteer components should correspond numerically to the size and complexity of the school. These individuals must be trained in first aid and CPR.

Actions before disaster (now)

1. Assume that emergency medical personnel will not be able to respond to the needs of the school for the first 72 hours or more after a major disaster.
2. Members of this group must be certified in First Aid and CPR, and must keep their certification current.
3. Teachers who are part of this group should coordinate with their partner-partner, so that both are not assigned to the same priority tasks during the first hours after a disaster.
4. Obtain or prepare a list of trained volunteers in the neighborhood who are willing to report to the school after a major disaster. Keep this list current.
5. Check annually to make sure first aid supplies are complete and unexpired. Identify all medical items to more easily determine their expiration date.
6. Develop a plan for the First Aid Station area. For example:
 - **Minor Care:** Request that each teacher tend to minor injuries to his group of students. Advantages: This provides safety for children and avoids crowding at the first aid station. Disadvantages: Could recharge the teacher.

- **Triage:** Locate the “triage” at the entrance to the First Aid Station. This area is used to quickly assess severely injured persons and direct them to the appropriate treatment area.
- **Immediate Care:** For people with life-threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns, and in shock. Locate this area out of the sight of students and staff, and accessible to emergency vehicles.
- **Standby Care:** For people with injuries that do not require immediate attention within the first hour. These injuries can be lacerations, broken bones, injuries outside the group's capabilities and for people who need medication. Locate this care area near the Immediate Care area, but protected from the view of people in this area.
- **Crisis Counseling:** Mild to moderate anxiety is best handled by teachers in each class group. Severe anxiety requires special attention in a segregated area away from other first aid areas, because exposing injured personnel to sight could worsen hysteria. This area should be away from the student population because hysteria is contagious and could quickly spiral out of control.
- **Morgue:** Locate this area out of sight of students. This area should be distant from food supplies and accessible to emergency vehicles. Use bags or sheets to cover the bodies while they are being transported.

Immediately after the disaster

1. Complete the evacuation priorities. If you are responsible for students, give them to your fellow teacher, aide, or other official.
2. Report immediately to the First Aid Station area.
3. Organize and establish the Triage area first.
4. Organize and establish the Immediate Care area.
5. Organize and establish the Waiting Care area.
6. Organize and establish the Crisis Counseling area.
7. Organize and establish a Morgue area, if needed.
8. Bring the injured referred to the First Aid Station to Triage.
9. Give first aid to the injured.
10. Coordinate with the SEARCH AND RESCUE TEAM. Provide first aid to the trapped as they are rescued. If necessary, be prepared to support the SEARCH AND RESCUE TEAM in providing first aid to the injured while they are trapped.
11. Identify each injured person with an emergency card.
12. Document all cases in a central registry at Triage. If possible, assign an additional person to serve as the registrar. All wounded transferred from the first aid station must be registered in the central registry, including those by whom they have been

rescued and their destination. If you are injured and were transported by emergency responders, write down the destination of the transport and the name of the person in charge.

13. A member of the group should examine the student population in the evacuation area to see if any need attention. If so, you will need to bring them to the First Aid Station.
14. Notify the Emergency Operations Center of the number of injuries and the type of first aid treatment.

OPERATIONAL GROUP FOR SAFETY AND DAMAGE ASSESSMENT

This group of staff and / or volunteers (group of adults) will close or shut down school facilities, assist in firefighting efforts, secure the school, and post signs to direct parents or guardians to areas to pick up students. All activities will be reported to the Emergency Operations Center. After the immediate danger passes, they will carry out a preliminary assessment of the damage to the buildings and will report the nature and extent of the damage to the Emergency Operations Center, using the forms of the **Appendix A-2**.

Position	Name	Phone Number
Security officer	Greekcelia Salgado (CERT)	787-367-2707
Maintenance Officer	Avilio Micheo	787-215-5119
Damage Assessment Officer	Milagros Gaúd (CERT)	787-518-0445

RESPONSIBILITIES

The members of this group will be responsible for examining the school premises and conducting an initial assessment of damage to buildings. This group should assist in fire fighting and coordinate with the SEARCH AND RESCUE TEAM. In addition, you must secure the school to minimize unauthorized access or exit and direct parents to the student pick-up area.

A group of teachers or volunteers should organize as needed according to the size of the school. Maintenance staff should be a good fit for this group. The members of this team must have access to the master keys and be trained to assist the SEARCH AND RESCUE TEAM

Actions before disaster (now)

1. Group members should be trained to know when, how and where to turn off the gas, electricity and water faucets, as necessary. (Maintenance staff)
2. Check the supplies to make sure you have the tools to shut down or shut down these services. (Maintenance staff)
3. Get the name and phone number of a structural engineer who is willing to report to

the school after a disaster.

4. Check the Utility Map to ensure its accuracy and complete tasks.
5. Get training on how to conduct damage assessment.
6. Review the damage assessment throughout the school grounds. Remove or correct any problems identified as a hazard, as possible.
7. The group members must combine the training with the SEARCH AND RESCUE TEAM so that they can carry out the tasks of one or the other group.
8. Check the condition of fire extinguishers annually.

Immediately after the disaster

1. Report to the earthquake tool shed to pick up your equipment. The tool storage is located on the first floor, outside, on the left side of elementary school room # 10 and the entrance door faces the Community Center parking lot.
2. You should do a preliminary and quick survey of the entire school. Quickly check all areas for gas odors, short circuits, and water leaks. If necessary, turn off the gas, electricity and water taps. Do not enter damaged structures. (Maintenance Team, Security)
3. Support the SEARCH AND RESCUE TEAM, as needed, in firefighting or other activity.
4. Check the perimeter of the school for possible damage, such as downed power lines or cables.
5. Post a team member at the main entrance of the meeting area to direct emergency vehicles, traffic, and parents. Only emergency vehicles should have access to this area. This point should be emphasized in the annual information letter to parents on emergency procedures. (Assigned to the Security Guard).
6. All activities of this group must be reported to the Emergency Operations Center.

STUDENT HAND OVER TEAM

This group of teaching staff is essential for the prompt and orderly delivery of students to their parents or guardians. This group will coordinate with teachers to orderly deliver students. A report will be made to the Emergency Operations Center.

Position	Name	Phone Number
Officer in Charge	Maria Seijo (CERT)	787-672-9648
Officer in Charge (substitute)	Millie Torres (CERT)	787-469-1440
Assistant	Lilliam Vargas (CERT)	787-614-9575
Assistant	Yarelle La Puerta	787-346-4919

RESPONSIBILITIES

This group shall document and assist teachers in handing over students to their parents or authorized adults. A group of teachers or volunteers, supervised by the officer in charge, could be part of this group..

Actions before disaster (now)

1. At the beginning of each school year, parents should ensure that their child's contact and health information is up to date in the Plus Portal system. Each student's ID card has this contact information on the back so it is available in an emergency and it is the responsibility of both parents and the student to carry it at all times.
2. Parents or guardians should be sure to read this school's OPERATIONAL PLAN to understand the procedures to be followed in the event of a disaster. This is available in PDF on the Dorado Academy website (www.doradoacademy.org).
3. The information of each student must have it each teacher. A copy should be placed in the teacher's individual emergency kit and a copy should be kept in the office.
4. The student drop-off area in case of an emergency is at the main entrance of the school with the supervision of the Security Guard or official designated by the Headmaster in case the guard is not available. If Dorado Emergency Management does not allow entry to the Dorado del Mar urbanization, the meeting point will be the outside area of the Mahi Mahi Shopping Center.
5. During the annual earthquake drill, test student handover procedures.

Immediately after the disaster

1. Clear the office and bring emergency lists with you.
2. The student drop off area can be divided into the main entrance and the front part of the court.
3. Ask parents or authorized adults to sign for students. The time and destination of departure must be noted.
4. Coordinate with the Emergency Operations Center so they know who the trapped or injured students are.
5. Report all activities to the Emergency Operations Center..

OPERATIONAL LOGISTICS SUPPORT GROUP

This group of teachers or parent volunteers will provide essential support to maintain a positive attitude in the student population. Its primary purpose is to ensure that food is prepared and served to students and staff. They assist in the delivery of food and water supplies. Helping to meet the health needs of the school population is also their responsibility. All activities will be reported to the Emergency Operations Center.

Position	Name	Phone Number
Officer in Charge	Ana Velázquez	787-367-7349
Officer in Charge	Maintenance Staff	
Officer in Charge	Cafeteria Personnel	

RESPONSIBILITIES

This group must facilitate the service and coordinate food supplies, its preparation and distribution, water distribution and the establishment of sanitary areas. Staff members, students or volunteers should be organized as needed according to the size of the school.

Actions before disaster (now)

1. Conduct an inventory of all food, water, kitchen utensils, and sanitary items with the Cafeteria Manager.
2. At the beginning of each school year, each student will be asked to bring two (2) bottles of water and two (2 snacks) non-perishable to keep in the classroom. At the end of the school year it will be given to each student.
3. Determine the best location to prepare and distribute food and water. Also, determine the location of the toilet house so that it is away from the food preparation area. Check the wind direction to prevent odors from reaching your area.
4. Develop a food consumption plan for the school population. For example: students will consume the food in their package first. Remember that during the first hours after a disaster the priority should be to rescue the trapped and injured.

Immediately after the disaster

1. Report to the Emergency Operations Center. Coordinate with the Headmaster or her representative.
2. Establish an area for cooking, water distribution, and sanitation needs. Do not allow the restroom area to be closer than 200 feet from students, food, or water supplies.
3. Set up booths or tents, as needed, to protect students from inclement weather.

AREA COORDINATORS TEAM

1. This group will report to the chief of operations and will indicate the conditions in their area, if staff and / or students remain trapped or, on the contrary, if everyone in their area has evacuated.
2. They will help direct the evacuation in your area to the assembly area.
3. Then they will report to the areas assigned in the plan according to the emergency.

Assigned area	Name	Phone Number
Administration-Office Adm.	Milagros Gaúd (CERT)	787-518-0445
	Francisco Marrero (CERT)	787-376-0229
Administration-Superior Office	Enid Laureano (CERT)	787-515-0923
	Ángel Torres	787-202-4104
Administration-Elementary Office	Marcel Torres	787-974-5756
	Tatiana Pagán (CERT)	787-605-9766
Auditorium and Lobby	G. Salgado (CERT)	787-367-2707
	Avilio Micheo	787-215-5119
Rooms # 1 to 10	Tatiana Pagán (CERT)	787-605-9766
Rooms # 11 to 20, Art and Music	Ángel Torres	787-202-4104
Rooms # 21 to # 32	Alberto De La Torre (CERT)	787-231-3538
Court	David Reyes (CERT)	787-593-2302
Cafeteria	Raúl Gómez	787-354-8951
	Gabriela Torres	787-619-9258
Library	Jucely Figueroa (CERT)	787-429-8578
	Carmen P. Rivera (CERT)	787-318-7917
Servers	Francisco Marrero (CERT)	787-376-0229
Gates	Entrada: Salgado o Mantenimiento Cancha: Avilio o Mantenimiento Entrada Cafetería: Personal asignado	

DAMAGE ASSESSMENT

Assessment Process: Damage assessment is defined as the systematic process of determining or measuring the extent of loss, suffering or damage as a result of an emergency event and / or a disaster. Basically, it refers to **WHAT HAPPENED, WHEN, WHERE, HOW** and **WHO** has been affected. A timely damage assessment is vital because of its direct relationship to the actions that will be organized and taken by responding personnel.

These are the four reasons why a thorough evaluation should be done:

1. Provide information about the emergency or disaster situation.
2. Facilitate effective decision making.
3. Provide accurate information to the public.
4. Develop requests for assistance.

Remember that the information obtained from the damage assessment is the key point for the actions that will be taken to attend to emergencies. In addition, it will be the basic criterion to declare your entity / municipality as a disaster area or zone. It is recommended that the Evaluation Group operate in an alternate location, outside the Operations Center (COE), so as not to interrupt response operations. **The group will be divided into a group of three (3) teams:**

- Damage to structures (classrooms, library, dining room, office, etc.) - Administration
- Collect data on damage to materials and books - Librarians
- Consolidate data on equipment damage- Senior Accountant and IT Support Technician

This information should be referred to the Emergency Operations Center. This information is collected, where after analyzing it, it is used to recommend to the Board of Directors the request for declaration of a disaster area or zone.

Categories and Degree of Damage

Destroyed: Structure that cannot be inhabited, that has been completely destroyed and it is not cost-effective to repair it to make it habitable. Generally, what remains of the structure has to be removed for new construction.

Major Damage: Structures that need extensive repairs before they can be used again. Examples: have collapsed parts, severely cracked walls, severe roof damage, or buildings that are not level. In the case of flooding, this is considered if the structure does not have a basement and the water has reached 1 to 3 feet on the first floor, and if it has a basement up to 3 feet or more.

Minor damage: The structure is habitable, although it requires certain repairs to return it to the condition it was in before the disaster. Example: broken windows, walls, doors, pipes, damaged electrical cables, etc. In the event of flooding, if you have only reached less than a foot of water. If you have a basement, one to three feet of water.

APPENDIX B-1
STRUCTURAL DAMAGE ASSESSMENT SHEET

DORADO ACADEMY

DISASTER: _____

STRUCTURE DAMAGE EVALUATION SHEET

(gates, lounges, dining room, parking lot, court, gazebos, etc.)

	AREA	DESCRIPTION	QUANTITY	ESTIMATED COST
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

EVALUATOR'S NAME

SIGNATURE

DATE

APPENDIX B-2
MATERIAL AND BOOKS DAMAGE REPORT SHEET

DORADO ACADEMY

DISASTER: _____

MATERIAL DAMAGE AND BOOKS REPORT SHEET

DESCRIPTION		QUANTITY	ESTIMATED COST
MATERIALS	BOOKS (SUBJECT OR TITLE)		

EVALUATOR'S NAME

SIGNATURE

DATE

APPENDIX B-3

EQUIPMENT DAMAGE REPORT SHEET

DORADO ACADEMY

DISASTER: _____

EQUIPMENT DAMAGE REPORT SHEET

(DISPLAYS, PHOTOCOPIERS, COMPUTERS, BOARDS, CABINETS, ETC.)

EQUIPMENT DESCRIPTION	QUANTITY	ESTIMATED COST

EVALUATOR'S NAME

SIGNATURE

DATE

COMMUNICATIONS

APPENDIX C-1 COMMUNICATIONS EQUIPMENT LIST

Description	Quantity	Location
Fax	1	Administrative Office
Megaphone with batteries	4	Administrative, Principals and Physical Education Office
Portable radio with batteries	20	Headmaster, Principals, Human Resources, Finance, School Nurse, Security Reception, Maintenance and ASP
Emergency Information System (EIS) radio receiver:	1	Reception
Whistle	86/730	All staff / Students
Electric doorbell system	1	Computer center
Phone	69	Reception, offices, lounges and library
Television	3	Teacher Lounge and Headmaster's Office
Paging system	1	Reception
Technology -Gmail & Social Media		All users

APPENDIX C-2 LIST OF EMERGENCY EQUIPMENT

Description	Quantity	Location
5' bar	2	Utility Room/Auditorium
Patio brush	3	Utility Room/Auditorium
300" barrier marking tape	3	Utility Room/Auditorium
Paddle screwdriver	3	Utility Room/Auditorium
Phillips screwdriver	4	Utility Room/Auditorium
12' ladder	1	Utility Room/Auditorium
6' ladder	3	Utility Room/Auditorium
Fire extinguishers	52	Different rooms and areas
Ax	1	Utility Room/Auditorium
Lantern	1	Utility Room/Auditorium
Adjustable wrench	3	Utility Room/Auditorium

Description	Quantity	Location
Dog key	2	Utility Room/Auditorium
Brown	1	Utility Room/Auditorium
Square shovel	2	Utility Room/Auditorium
Round cut shovel	1	Utility Room/Auditorium
Rope (120 feet)	1	Utility Room/Auditorium
20'X20' plastic tarp	1	Utility Room/Auditorium

APPENDIX C-3

STUDENT EMERGENCY INFORMATION

Each classroom has an emergency backpack with the student list and contact information.

APPENDIX C-4

IMPORTANT PHONE LIST

Emergencies	9-1-1
State Emergency Management Agency	(787) 724-0124
Local police (non-emergency matters)	(787) 343-2020
Local Fire Department (non-emergency matters)	(787) 343-2330
Rape Victims Help Center	1-800-981-5721
Poison Control and Information Center	1-800-222-1222
Child abuse	(787) 749-1333
Municipal Office for Emergency Management	(787) 796-4442
American Red Cross Office	(787) 759-7979
Name and number of the School Headmaster	Celia Busquets (787) 647-9329
Nearest hospital and phone number	CDT- Dorado (787) 796-3330
Office of the Electric Power Authority	(787) 289-3434
Office of the Aqueduct and Sewer Authority	(787) 620-2482

APPENDIX C-5

LIST OF EMPLOYEE NAMES AND TELEPHONES

THE INFORMATION INCLUDED IN THIS DOCUMENT IS FOR OFFICIAL USE ONLY IN THE CASE OF AN EMERGENCY OR DISASTER. The name list and phones is on the last page of this manual.

APPENDIX C-6

LIST OF NAMES AND TELEPHONES OF MEDIA

- Technology - Plus Portal, Gmail & Social Media
- Radio and Television Stations:

Name	Phone Number	Frequency
Television Station: UNIVISION	(787) 300-5000	
AM Radio Station: NOTI-UNO	(787) 758-1300	_____AM
AM Radio Station: WPAB	(787) 840-5550	_____AM
AM Radio Station: WKAQ	(787) 843-0470	_____AM
FM Radio Station: KQ105	(787) 758-1105	_____FM
FM Radio Station:	(787) ____ - ____	_____FM
FM Radio Station:	(787) ____ - ____	_____FM

APPENDIX C-7

LIST OF SUPPORT AGENCY COORDINATORS

Name	Office / Agency	Phone Number
SGT Negrón	Puerto Rico Dorado Fire Department	787-796- 2330
Agente Quiñones	Puerto Rico Police	787-796-2020
Eliezer González, Director	Municipal Office for Emergency Management - Dorado	787-796-4442 FAX: 787-796-5811
	Zone Office, State Emergency Management Agency	787-294-0277 FAX: 787-294-1165
	American Red Cross, P. R.	787-759-8100
	Dorado Health Department	787-796-3330
	Public Service Commission	787-798-4959
Carlos López, Mayor	Town hall	787-796-1230
	Health Department	787-796-3386
Guadalberto Matos	Municipal Police Commissioner	787-278-0541

APPENDIX D-1 RISK - DANGER ANALYSIS

WORKSHEET

Columns →	A	B	C	D	E	F
Value →	(1 to 3)	(1 to 3)	(1 to 3)	(1 to 3)	(E=A+B+C+D)	(F=A+E)
RISK OR DANGER	FREQUENCY	MAGNITUDE	ALERT TIME	SEVERITY	TOTAL IMPACT	PRIORITY
Plane crash	1	3	2	3	9	10
Acts of violence / Hostage taking	1	1	1	1	4	5
Pollution (spills)	2	2	2	2	8	10
Glide	1	1	1	1	4	5
Explosion	2	2	2	2	8	10
Lack of electricity	3	3	1	1	8	11
Strike / protest / riot	1	1	1	1	4	5
Hurricane	2	2	3	2	6	8
Fire	2	2	2	2	6	10
Floods	1	1	1	1	4	5
Drought / lack of water	1	1	1	1	4	5
Earthquake	3	3	3	3	12	15
Terrorism	1	1	1	1	4	5
Tsunami (tidal wave)	2	2	3	3	10	12
Tornado and waterspouts	1	1	1	1	4	5
Other human-caused incidents						

APPENDIX D-2

CERTIFICATION OF EXERCISE OR DRILL

Date of Exercise or Drill	Name and Signature: School Director	Name and Signature: DA Emergency Team Committee	Name and Signature: External Agency

APPENDIX E-1 EVACUATION ROUTES

The areas are as follows:

Area A – Green

It includes rooms from 5 to 16, 26 to 31, Administration, Elementary Principal Office, Spanish Department Office, Elementary and Superior School Library, Computer rooms and Auditorium

Area B – Blue

Includes rooms from 1 to 4, 17 to 20, 21 to 25 and 32, Preschools, Art, Music, First Aid, Elementary and Superior Counseling Office, Intermediate and Superior Main Office

Area C – Yellow

Basketball Courts, Physical Education Office and Canteen

Area D – Orange

Cafeteria

Action to take

1. Areas A, B, C and D will be evacuated by stairs and corridors to the sidewalks of the main Madre Perla street of the Dorado Del Mar urbanization.

Specific Instructions

1. Each teacher will carry their emergency backpack with a student list. **At the meeting point a student count will be made.**
2. The school guard will open the gates to the main entrance. The gate in front of the court will be opened by staff from the Physical Education or Maintenance department.
3. The groups that are taking their Physical Education class will vacate with this teacher. Once at the meeting point, the group will be handed over to the homeroom teacher who must relieve the Physical Education teacher so that the latter can help in the emergency.
4. Madre Perla street in Urb. Dorado del Mar will be left free for the entry and exit of emergency vehicles.
5. Incapacitated personnel with medical evidence and / or students who are incapacitated must go in front of the court to be transported in the school bus to the meeting point.

Special situations

In case of fire

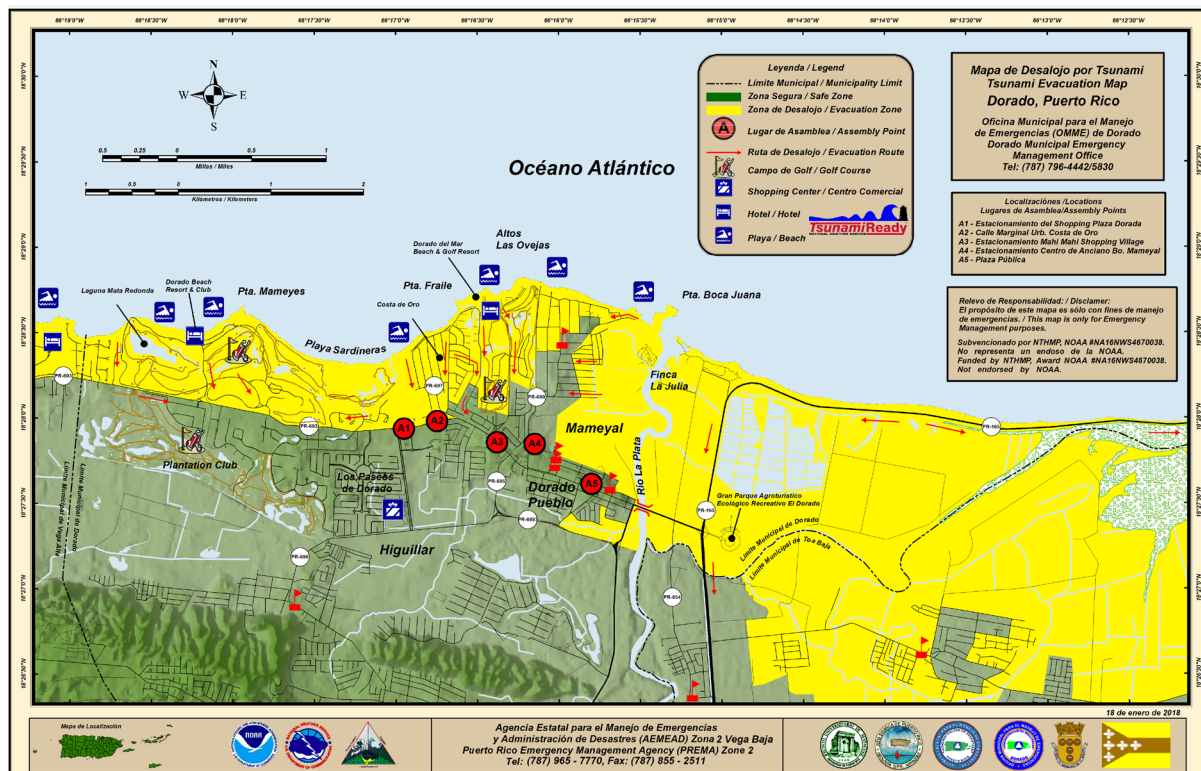
1. The groups that make up **area A** will evacuate through the corridors and stairs to the main entrance gate, they will continue their route to the right.

2. The groups that make up **area B** and **area C** will evacuate through the corridors and stairs towards the gate facing the court to the left.
3. The group that makes up **area D**, will evacuate through the double door on the side towards the street.

In case of Tsunami

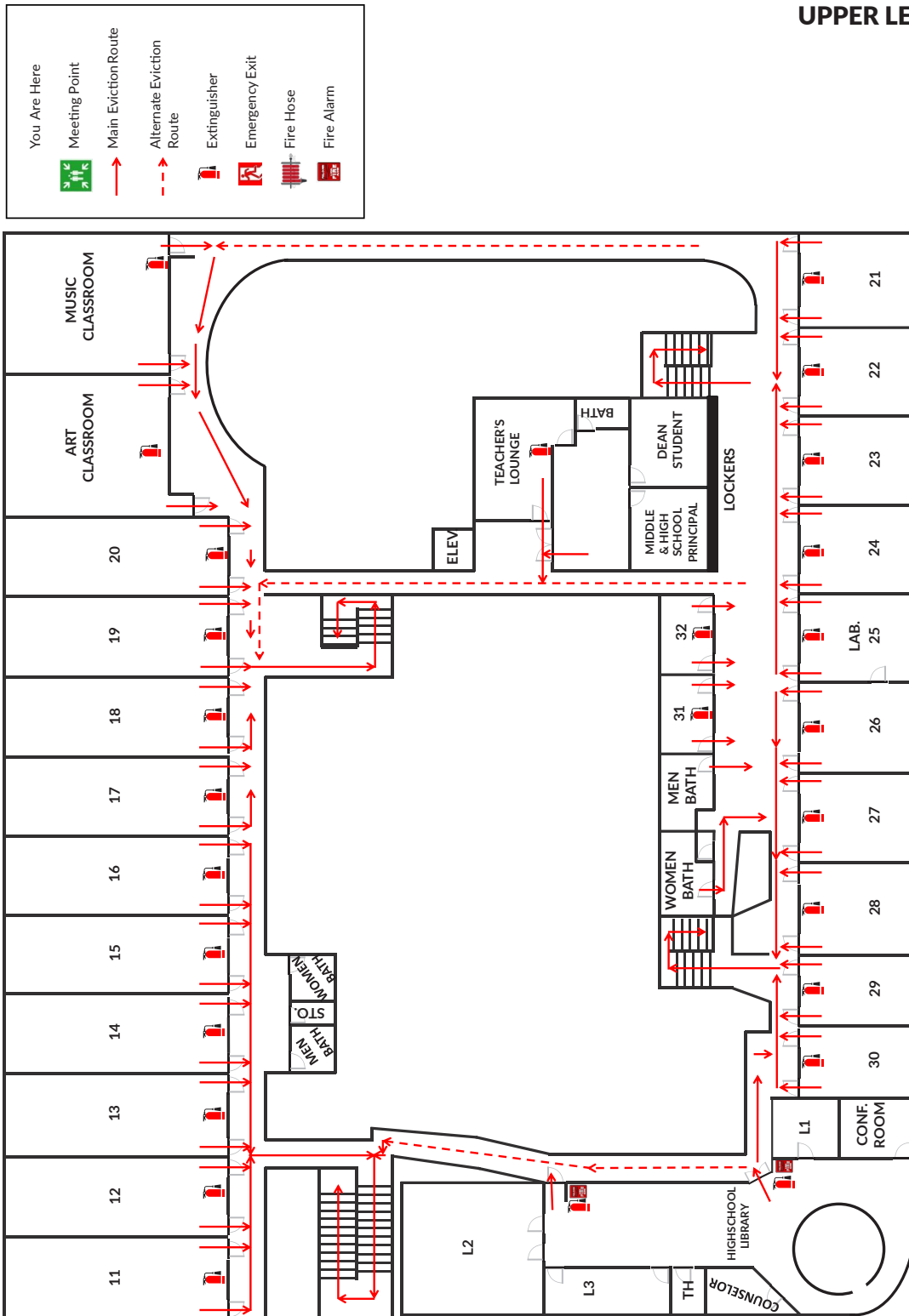
1. The groups that make up **area A** will evacuate through the corridors and stairs to the main entrance gate and will continue their route to the right.
2. The groups that make up **area B** and **area C** will evacuate through the corridors and stairs to the gate facing the court and will continue their route to the right.
3. The group that makes up **area D**, will evacuate through the double door on the side towards the street,
4. Elementary School will use the curb on the right.
5. Middle and High School will be using the curb on the left side.
6. The evacuation route is along Madre Perla Street towards the main gate, cross Highway 693 arriving at the Mahi Mahi Shopping Center (Walgreens). For the purpose of the drill only, the meeting point will be at the Dorado del Mar basketball court.

* Should an emergency arise during the lunch hour, students will be oriented and upon hearing the alarm they will gather in their assigned exit areas. Teachers currently assigned to the courtyard or cafeteria area will assume leadership and evict students and staff according to the emergency evacuation plan.

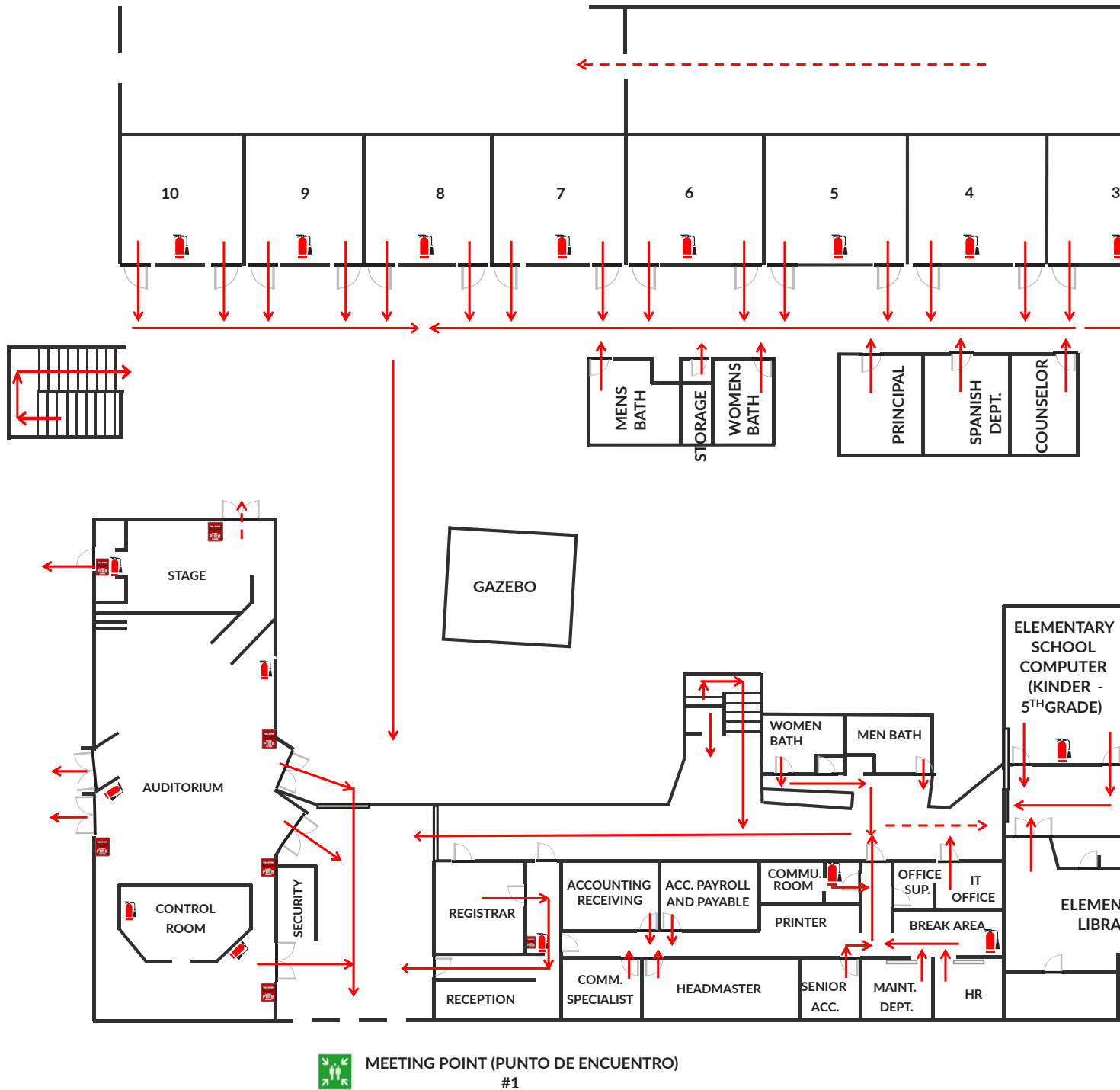


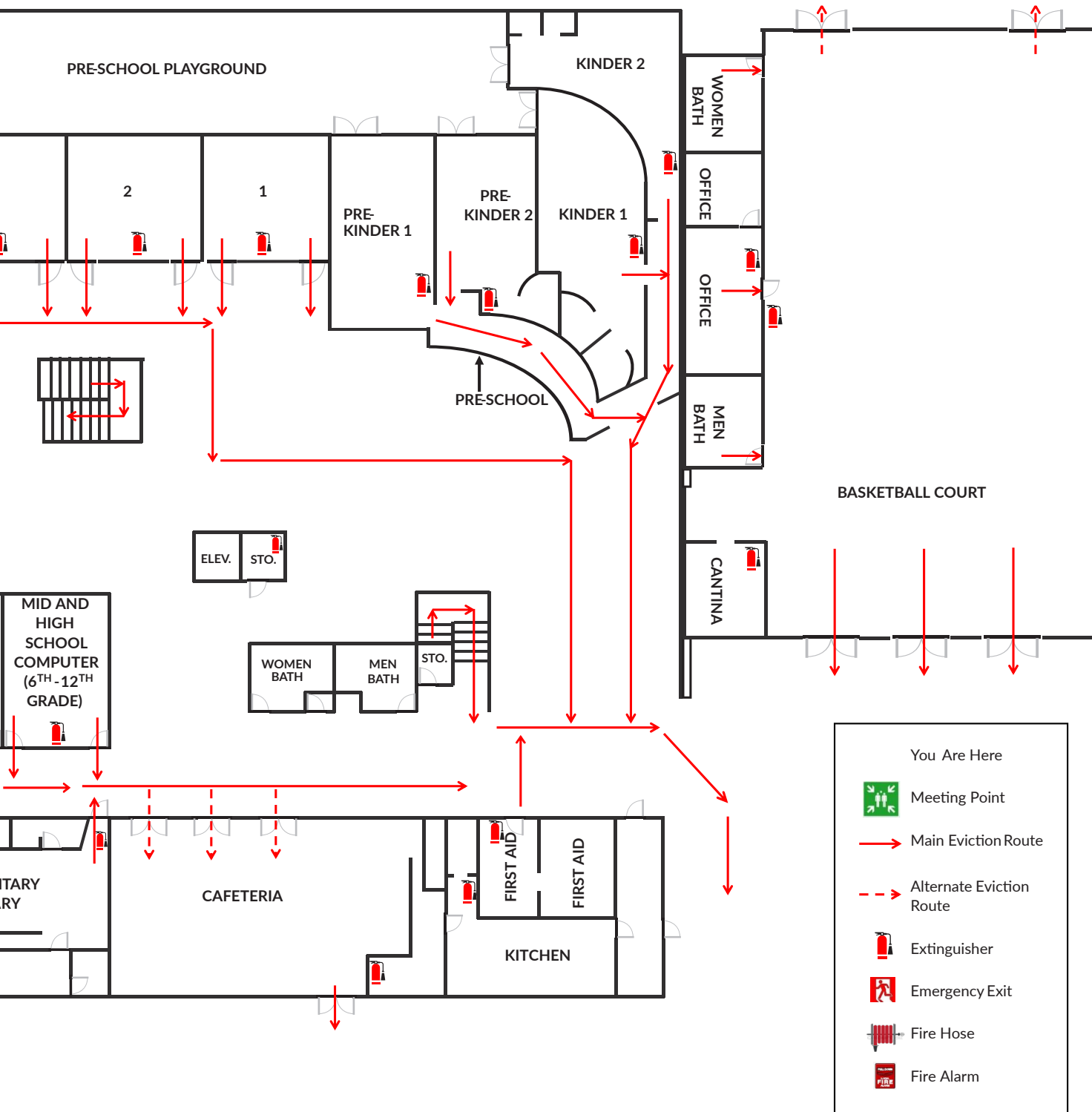
APPENDIX E-2 EVACUATION MAP FOR EXITING THE SCHOOL

UPPER LEVEL



LOWER LEVEL





MEETING POINT
(PUNTO DE ENCUENTRO) #2



APPENDIX F-1

9-1-1: PROCEDURE TO CALL

The Emergency Call Answering Center Service offers assistance to any person who is in a situation that has the potential to become a risk of immediate damage or destruction that requires immediate response from MEDICAL EMERGENCIES, POLICE, FIRE DEPARTMENT, AGENCY STATE FOR THE MANAGEMENT OF EMERGENCIES AND DEPARTMENT OF THE FAMILY (PROGRAM OF SOCIAL EMERGENCIES). If there is another non-life threatening situation and these departments are required, please refer to the emergency numbers.

1. Indicate what the emergency is (fire, injuries, missing student, etc.)
2. Keep calm.
3. Please provide your name and address.
4. Listen. Allow the 9-1-1 dispatcher to lead the conversation.
5. Be prepared to answer questions clearly and calmly.
6. Stay on the phone. **DO NOT HANG UP** until instructed to do so by the dispatcher.

Note: **Code #1** - Radio code to report this type of emergency

APPENDIX F-2

CRIMINAL ACT

This incident occurs when a crime has been committed on school grounds.

RESPONSIBILITIES

1. **Personnel:** If there is a crime victim, take care of the victim. Provide whatever medical attention is needed.
2. **Headmaster or designee:** Notify the Police (**Call 9-1-1**)
3. **Headmaster:** Identify everyone involved in the incident (if possible). Identify witnesses, if any.
4. **Headmaster:** Deny access to the crime scene until the police arrive.
5. **Headmaster:** If any individual is armed, no matter the type of weapon, **USE EXTREME CAUTION**. Do not try to take it apart or take the weapon away; leave that to the police.

Note: **Code #7** - Radio code to report this type of emergency

APPENDIX F-3

CHEMICAL ACCIDENT (INSIDE THE SCHOOL)

This incident could result from a chemical spill within the school facilities, in a laboratory by material that a student has brought to school or a gas line rupture. If any of these accidents endanger students or their staff, take the following actions:

RESPONSIBILITIES

1. **Headmaster or designee:** Determine if an evacuation is required.
2. **Headmaster or designee:** Notify local authorities of the incident (**Call 9-1-1**).
3. **Personnel:** If the person / student comes in contact with the chemist, have the chemical's SDS ready before calling..
4. **Personnel:** Call the SDS emergency number to receive instructions.
5. **Headmaster:** If necessary, complete the evacuation procedure from the school using the primary or alternate routes. Avoid any exposure to gases or chemicals.
6. **Personnel:** Evacuate students from the building using the primary or alternate routes. Take the attendance list, backpack and individual emergency bags. Verify that all students have left the school building.
7. **Personnel:** No student shall remain unattended during the evacuation process. Students must be silent during the evacuation.
8. **Personnel:** Upon arrival at the safe place of evacuation, an attendance check will be made and the attendance must be recorded by the enumerators who will report the results to the Headmaster or designee immediately. Notify response agencies of any missing person or student.
9. **Personnel:** Do not return to the building until the Headmaster or her delegate has informed you that your return is safe.

Note: **Code #5** - Radio code to report this type of emergency

APPENDIX F-4

CHEMICAL ACCIDENT (OUT OF SCHOOL)

Large chemical accidents can be the result of a car accident or an industrial accident. If one of these accidents occurs and endangers students or their staff, the following actions should be taken:

ALERT: An alert message will be broadcast through the emergency radio band located in the school office and a security siren will sound.

RESPONSIBILITIES

1. **Headmaster or designee:** Request that all students report to the designated meeting place in the building.
2. **Personnel:** Close all doors and windows, turn off ventilation systems, and listen to the radio (at the place of refuge).
3. **Personnel:** Roll call and attendance must be registered by the enumerators who will report the results to the Headmaster or designee immediately.
4. **Personnel:** If necessary, use tape, cloth, clothing, or other material to seal any air leaks.
5. Staff and Headmaster: **REMAIN IN THE SHELTER UNTIL OTHER INSTRUCTIONS ARE GIVEN.** Monitor the radio station for new instructions.
6. **Personnel:** If you think gas is entering the building, protect everyone by placing cloths or towels over your mouth and nose. Ask everyone to take short, deep breaths.
7. **Headmaster:** If the evacuation order is received, proceed with the school's evacuation plan.
8. **Personnel:** Evict the students. Take your attendance list, your backpack, and individual emergency bags.
9. **Headmaster:** Visually check to make sure all students were evicted.
10. **Headmaster:** A note should be left on the office door stating that the school has been vacated.
11. **Personnel:** Upon arrival at the safe place of evacuation, an attendance check will be made and the attendance must be recorded by the enumerators who will report the results to the Headmaster or designee immediately.

Note: **Code #5** - Radio code to report this type of emergency

APPENDIX F-5 AIRCRAFT CRASH

If an aircraft crashes near your school, you should take the following actions:

RESPONSIBILITIES

1. **Headmaster or designee:** Determine if an evacuation is necessary.
2. **Headmaster:** Notify the Police and Fire Department (**Call 9-1-1**).
3. **DAET:** The various committees are activated.
4. **Personnel:** If necessary, evacuate students from the building, using the primary or alternate evacuation routes to the safe location. Take your timesheet, backpack, and individual emergency bags with you.
5. **Personnel:** Verify that all students have vacated the school grounds.
6. **Personnel:** In the safe place, roll call and attendance must be recorded by the enumerators who will report the results to the Headmaster or designee immediately. Notify emergency response personnel of any missing students or individuals.
7. **Personnel:** Keep students a safe distance from the scene of the air disaster.
8. **Personnel:** Help the injured, if there are any.
9. **Personnel:** Do not return to school until the responding officers indicate that your return is safe and confirmed by the Headmaster or designee.

APPENDIX F-5 BOMB THREAT

The purpose of this appendix is to establish the rules and procedures for emergency situations in the event that a bomb threat is received at the school, by letter, telephone, e-mail, fax, verbal comment, rumor, or otherwise. It is necessary that these notices are considered important and true emergencies and respond to them according to the situation. In the event that this happens, proceed in accordance with this guide:

RESPONSIBILITIES

1. **Personnel:** If the bomb threat is in **letter** form, make a note of how it was delivered, who found it, and where you found it. Be careful while handling it, you must take care to place it in an envelope to protect possible fingerprints that may be detected.
2. **Personnel:** If the bomb threat is through a **phone call**, keep the call on line. Delay the call with arguments such as "sorry, I don't understand what you mean" "I could repeat it again." Write down the time the call was received, the characteristics of the voice, the accent, etc. caller, background noises, and what the person indicates. Use the Explosives Threat Call Checklist to collect informant data.
3. **Headmaster or designee:** Notify the Police and Fire Department immediately (**Call 9-1-1**).
4. **Headmaster:** If the caller is still on the phone, call the phone company on another phone to have the call traced. (**Internal security (787) 781-5182**)
5. **Headmaster:** Instruct your staff and students to turn off their cell phones or radios. **Do not use them during the threat.**
6. **Personnel:** Warn students and their staff not to pick up or touch any foreign objects or packages they find.
7. **Headmaster:** If the foreign package is in the corridor, modify the evacuation route to avoid passing through this place.
8. **Personnel:** Evacuate students using the primary and alternate routes. Take individual student backpacks and bags for emergencies. Verify that all students have vacated the building.
9. **Personnel:** Upon arrival at the safe area, roll call and attendance must be recorded by the enumerators who will report the results to the Headmaster or their representative immediately, as well as the response personnel.
10. **Personnel:** Do not return to the building until the responding officers indicate that it is safe to return and confirmed by the Headmaster or their delegate.

Note: **Code #3** - Radio code to report this type of emergency

CHECKLIST FOR EXPLOSIVES THREAT CALLS

KEEP CALM! Notify your staff with a predetermined signal while the caller is on the phone line.
Do not interrupt except to ask: **Internal Security - (787) 781-5182**

Call details:			
When will it explode?			
Who put it there?			
What does it look like?			
Where is it located?			
Why are you doing this?			
Who are you?			
Call received by:		Time:	Date:
Description of the caller:			
Man	Woman	Adult	Youth
Voice characteristics:			
Strong	Soft	High tone	Deep
Altered	Calmed down	Intoxicated	Other:
Way of speaking:			
Light	Slowly	Weird	Distorted
Stutterer	Nasal	Precise	Slurred the words
Other:			
Use of language:			
Excellent	Good	Poor	Terrible
Other:			
Use of certain phrases (specify):			
Accent:			
Local	Not Local	Foreign	Regional
Country	Other:		
Demeanor:			
Calmed	Angry	Rational	Irrational
Coherent	Incoherent	Deliberate	Emotional
Laughing	Other:		
Background noise:			
Office machines	Street with traffic	Industrial machinery	Plane
Train	Animals	Voices	Silence
Music	Mix of several	Party atmosphere	
Others:			
Notes:			

APPENDIX F-7 BEE ATTACKS

One of the biggest problems facing the country's schools is the number of wild and Africanized bees that roam the surroundings.

GET READY!

The Africanized bee is also known as the "killer bee", a term that has been greatly exaggerated. But if they arrive at school, the community must be more alert, since the risk of being stung by this bee increases. Knowing about the Africanized bee and taking certain precautions can reduce the risk of getting stings.

The Africanized bee is very similar to the European honey bee, used as a pollinator in agriculture and for the production of honey. The two types of bees have the same appearance and their behavior is similar in many ways. Neither tends to sting when collecting nectar and pollen from flowers, in flight or when resting, but both will do so in self-defense if provoked.

EUROPEAN AND AFRICANIZED HONEY BEES:

- They look similar
- They protect their hives and sting to defend themselves
- They can sting only once
- They have the same poison
- They pollinate flowers
- They produce honey and wax

THE AFRICANIZED BEE:

- It is less predictable and more defensive than the European
- Feels threatened when people or animals are 50 feet or more away from their hive
- Respond faster and in greater quantity
- Chase intruders for a quarter mile or more
- Nests in small cavities and protected areas, such as empty boxes, cans, buckets, old tires, seldom used vehicles, piles of wood, holes in fences, trees, sheds, garages, spaces between buildings and any building.

GENERAL PRECAUTIONS

- Pay attention to the buzzing, which indicates that there is a nest or swarm of bees.
- Be careful when entering sheds or outside buildings where there may be a honeycomb.
- Examine the work area before using lawn mowers, weeders, and other powered equipment.
- Stay alert when playing sports and outdoor activities.
- Do not disturb a nest or swarm; contact the Municipal Office for Emergency Management or a private pest control company.
- Teach students to be cautious and not to disturb any kind of bees.
- Organize a meeting with the school community to inform about the Africanized bee to increase school safety.

PROTECT YOUR HOME AND SCHOOL

- Eliminate objects or places where bees can nest.
- Encourage staff, students, and visitors to place juice, soda, and coffee glasses and juice and soda cans in closed containers. (Bees prowl trash cans or garbage for sugary drinks.)
- Inspect the walls and eaves.
- Cover openings greater than 1/8 inch in walls and pipes.
- Install 1/8-inch wire cloth over roof drains and other openings, such as water meters.
- Once or twice a week, during the spring and summer, check for bees entering or leaving the same location in your home or school.

As a general rule, stay away from any bee hive or colony. If you come across them, get away immediately. Don't run, but if you have to, try to protect your face and eyes as much as possible when running. Take shelter in a car or building. Water and dense vegetation do not offer enough protection. Do not stand still or try to shake or drive them away; rapid movements cause bees to sting.

WHAT TO DO IF YOU GET STUNG

- First of all, get away quickly to a safe place.
- Then remove the stingers as soon as you can; the stinger injects more venom during the first minute it is inserted into the skin.
- Wash the pitted area with soap and water, as you would any other wound.
- Put crushed ice on for a few minutes to relieve pain and swelling.

- Seek medical attention (**call 9-1-1**) if breathing is difficult, if there were multiple stings, or if you are allergic to bee stings.
- Give CPR if the person stops breathing.

Some Remedies

- Put onion on the affected area.
- Using baking soda diluted with water
- For wasp sting use vinegar
- Beekeeper - Zorzal Extermination Corp. 787-449-0710 / www.zorzaltermite.com

APPENDIX F-8A **"ADAM" CODE - MISSING CHILD OR STUDENT**

The security protocol "Adam Code" is established, which the Headmaster of the school or his representative will implement as follows: when a parent, guardian or person in charge notifies any employee who works in the building that their child has been lost, they The latter will obtain from the parent, guardian or guardian a detailed description of the minor, including, but not limited to, the name, age, eye color, height, weight, and clothing, particularly shoes.

RESPONSIBILITIES

1. That same employee, from the nearest telephone, will alert, through the loudspeaker system or through any other agile and effective means of communication, in the event that the building's loudspeaker system is faulty, that the **"Adam Code"**, will provide a detailed description of the minor with the data provided by the parent, guardian or guardian and will give the telephone number or extension from where the announcement is being made.
2. The employee will escort the parent, guardian or guardian to the main door of the building to assist in the identification of the minor.
3. Persons designated by the Headmaster (security, Maintenance) will monitor all exits from the building to ensure that the minor does not leave the building without the company of their parent, guardian or guardian. In addition to this, two or more employees, as deemed necessary, will be assigned to search the building's parking areas. This will not entail the closing of any of the doors of the building (classrooms, offices, libraries), except the exit gates.
4. At the exits of the building, people who are going to leave the same in the company of a minor will be asked to go through the main exit, previously established by the Headmaster. If after arriving there they insist on leaving the building, they will be

allowed, once it is determined that the person leaving is not the one they are looking for and the alleged parent, guardian or guardian presents an official identification, with a photo issued by the State Commonwealth of Puerto Rico, or a driver's license, with a photo, from any state of the North American nation, or a passport, with a photo, issued by any other government.

5. After calling the **"Adam Code"** over the loudspeakers or through any other agile and effective means of communication, in the event that the building's loudspeaker system is broken, employees will search the entire building and assign two or more of them, as deemed necessary, to each floor to certify that the minor is not in the building. Employees who are attending the public who are previously excluded by the Headmaster, will not be obliged to carry out the search.
6. If the minor is not found within a period of ten (10) minutes, the **9-1-1** emergency telephone number will be called and the situation will be reported so that security or state emergency personnel can be immediately at the scene.
7. If the minor is found unharmed and appears to have been lost in the building, he will be handed over to his parent, guardian or guardian immediately. If he is found accompanied by another person other than his parent, guardian or guardian, the most reasonable means must be used to delay the departure of this person from the building, as soon as an agent of the Puerto Rico Police arrives and properly identifies themselves to said person.
8. At the end of the procedure, the cancellation of the **"Adam Code"** will be announced over the loudspeakers, and the Headmaster or authorized representative will prepare a report on the incident, which will be kept in the administrative files for a period of three (3) years.

Note: "Adam Code"- notification distributed throughout a building where a missing child is found

"Amber" Alert - notice to the media (television, radio, Internet, traffic signals, cell phones) about the disappearance or kidnapping of a minor.

Note: **"Adam Code"** - Radio code to report this type of emergency

APPENDIX F-8B "DOLPHIN CODE"

The "Dolphin Code" security protocol is established when there is a court order that affects a student, employee, volunteer or grantee of Dorado Academy.

RESPONSIBILITIES

1. The parent / guardian, employee, volunteer, or grantee shall notify the Headmaster or his / her representative that a court order exists.
2. The parent or guardian, employee, volunteer, or grantee must present evidence of the court-issued order.
3. The parent / guardian, employee, volunteer, or grantee will provide a detailed description of the person with a photo of the person.
4. The Headmaster or designee will inform the designated persons to monitor all entrances and / or exits of the building to ensure that the person does not enter the premises.
5. If the person is found on the premises, the **"Dolphin Code"** will be broadcast by radio to the designated persons.
6. Security will arrange to take the person to the Headmaster's office.
7. If necessary, the Headmaster will report the situation to the PR Police.
8. At the end of the procedure, the cancellation of the **"Dolphin Code"** will be announced to the designated persons and the Headmaster or authorized representative will prepare a report on the incident, which will be kept in the administrative files for a term of three (3) years.

Note: **"Dolphin Code"** - Radio code to report this type of emergency

APPENDIX F-9

CIVIL DISTURBANCES / RIOTS

INSIDE SCHOOL PREMISES

This incident could occur if students meet with an unruly attitude. If this occurs and appears to threaten students or staff, the actions outlined below should be taken.

RESPONSIBILITIES

1. **Headmaster:** If students engage in acts of civil disobedience, keep them out of the way in a school room.
2. **Headmaster:** Maintain a channel of communication between students, staff, and the Headmaster's office. Try to restore order.
3. **Headmaster:** If you are unable to calm students, call the Police (or 9-1-1) for assistance.

OUT OF THE SCHOOL PREMISES

This incident can occur if a riot breaks out on the streets. If this event threatens or endangers students or staff, take action below.

RESPONSIBILITIES

1. **Headmaster:** If there are any students outside the school, please bring them into the building. If you are unable to do this, ask the students to duck and cover their heads.
2. **Headmaster:** After students are inside the building, close the doors and secure the space.
3. **Headmaster:** Notify the Police (or 9-1-1).
4. **Personnel:** Close all windows and curtains.
5. **Personnel:** Instruct students to duck and cover, sit or lie on the floor, and keep students calm.
6. **Headmaster:** Cancel all outside activities.
7. **Personnel:** Treat the wounded, if any.
8. **Personnel:** Stay with students until authorities tell you the problem is resolved.

Note: **Yellow Code** - Radio code to report this type of emergency
Blue Code - Code for closing all doors

APPENDIX F-10

AIR POLLUTION EPISODES

This event can affect students and staff susceptible to respiratory problems.

RESPONSIBILITIES

Headmaster, School Nurse and Teacher

- 1. School Nurse:** Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. This file must contain the information of the places where they are during the different hours of the day.
- 2. Teacher:** Meet with PE teachers and other teachers who run strenuous activity programs to determine what alternate activities can take place during air pollution episodes.
- 3. Headmaster:** When you are notified by the news media of an air pollution episode, you must inform all your staff and indicate that the persons included in the file must remain inside the school and suspend all physical activities.
- 4.** Cancel all athletic contests, practices, and any other activity that requires strenuous physical activity, such as marches by the marching band, dance classes, athletic contests, among others.
- 5.** Instruct employees to reduce strenuous physical activities.
- 6.** Cancel any event that requires the use of vehicles such as tours.
- 7.** Ask your staff, visitors, and students to minimize their use of vehicles.

Note: **Code #5** - Radio code to report this type of emergency

APPENDIX F-11 EXPLOSION

RESPONSIBILITIES

1. **Personnel:** If an explosion occurs, instruct students to duck and cover.
2. **Headmaster or designee:** Notify the Police and Fire Department (call 9-1-1).
3. **Headmaster:** Immediately after the explosion occurs, proceed with the evacuation of the school, using the primary or alternate routes.
4. **Personnel:** Take the attendance list, backpack and individual emergency bags.
5. **Personnel:** Verify that all students have vacated the school.
6. **Personnel:** Students are not to be left unattended at any time during the evacuation.
7. **Personnel:** Upon arrival at the safe evacuation site, the roll will be called and the attendance must be recorded by the enumerators who will report the results to the Headmaster or their representative immediately.
8. **Headmaster:** Notify emergency personnel of missing persons or students.
9. **Personnel:** Take care of the injured, if there are any.
10. **Personnel:** Do not return to buildings until response personnel indicate that it is safe and confirmed by the Headmaster or their delegate.

Note: **Code #6-** Radio code to report this type of emergency

APPENDIX F-12 ATMOSPHERIC PHENOMENON (HURRICANE, STORM, TORNADO, WATERSPOUT AND TROUGH, AMONG OTHERS)

Severe weather can be accompanied by strong winds. If this type of weather puts staff or students at risk, the following precautions should be taken:

RESPONSIBILITIES

1. **Personnel:** Staff and students should take shelter in the building's protected areas. EVERYONE SHOULD KEEP AWAY FROM THE WINDOWS.
2. **Personnel:** Roll call and attendance must be recorded by the enumerators who will report the results to the Headmaster or her representative immediately, as well as the response personnel. Report any missing students.
3. **Personnel:** Firmly close all doors, windows, and curtains. Unplug all fans and air conditioning systems.
4. **Personnel:** In the event of a hurricane or torrential rain, secure outdoor items that can be blown by the wind and secure vehicles away from trees, streetlights, or streams.

5. **Personnel:** Avoid using auditoriums, gymnasiums and other structures covered by large ceiling spaces.
6. **Headmaster:** Clear the classrooms that will receive the major blow of the winds.
7. **Personnel:** Stay with students near the walls or on the lower floors of the building.
8. **Headmaster:** Stay informed via radio or television for additional instructions.
9. **Headmaster:** Notify service companies (AAA, AEE, PRTC, etc.) of any break or suspected break in service lines.
10. **Headmaster:** Students and staff are to remain in the shelter areas until the winds have passed and it is safe to return to classrooms.

ALERT: An alert message could be broadcast through the emergency frequency, which will be received on the emergency radio located in the school office.

Note: **Code #4** - Radio code to report this type of emergency

APPENDIX F-13 FIRE (INSIDE THE SCHOOL)

If a fire breaks out in your school, and the event endangers your staff or students, you should take the following actions:

RESPONSIBILITIES

1. **Headmaster or designee:** Notify the Fire Department (call 9-1-1).
2. **Headmaster:** Proceed to vacate the school using the primary or secondary fire route.
3. **Personnel trained in the use of fire extinguishers:** they will try to quell an outbreak when it does not endanger their life.
4. **Personnel:** Take backpacks and individual bags for emergencies. Keep students out at a safe distance from fire and fire fighting equipment.
5. **Headmaster:** Must conduct a visual inspection to make sure all staff and students have vacated the school buildings.
6. **Personnel:** Roll call and attendance must be recorded by the enumerators who will report the results to the Headmaster or her representative immediately, as well as the response personnel.
7. **Personnel:** Do not return to the building until instructed to do so by Fire Department officials.

ALERT: The school alarm will sound or the whistle system must be activated if a fire occurs.

Note: **Code Red** - Radio code to report this type of emergency

APPENDIX F-14

FIRE OUTSIDE OF SCHOOL OR FOREST FIRE

If an off-campus fire event, such as a wildfire, occurs near the school and endangers the safety of students, the following measures should be taken:

RESPONSIBILITIES

1. **Headmaster or designee:** Determine if an evacuation is necessary at the school.
2. **Headmaster:** Contact the local Fire Department (**call 9-1-1**) to determine the correct action to take at your school.
3. **Headmaster:** If necessary, begin evacuation from the school to the previously identified location, using the school's evacuation plan.
4. **Headmaster:** A visual inspection will be conducted to ensure that all students and staff have vacated the school.
5. **Personnel:** Guide students using the evacuation plan. Carry your emergency backpack and individual bags for emergencies. Take attendance to make sure all students are present before leaving the venue. Keep students a safe distance from fire and fire fighting equipment.
6. **Headmaster:** Leave a note on your office door stating that the school was evicted.
7. **Personnel:** Roll call and attendance must be recorded by the enumerators who will report the results to the Headmaster or her representative immediately, as well as the response personnel.
8. **Headmaster:** Monitor the radio for additional information.
9. **Personnel:** Do not return to the school buildings until the Fire Department indicates that your return is safe.

ALERT: An alert notice shall be transmitted through the emergency radio frequency located in the Headmaster's office if an external fire occurs in the vicinity of the school.

Note: **Code Red** - Radio code to report this type of emergency

APPENDIX F-15

FIELD TRIPS OR EXCURSION INCIDENTS

Before leaving

Before heading out on a field trip or excursion, make sure the staff in charge has the following information:

1. Permission of the parent or guardian, authorizing their child to participate in the field trip or excursion.
2. List of students and companions per vehicle.
3. Name of the teacher or guardian assigned to each vehicle.
4. Map of the route to be followed.
5. Emergency information, medications, and supplies required for students.
6. Name and driver's license number, in addition to the license plate and vehicle registration number.
7. List of important and pertinent phone numbers for the trip (including emergency contacts for students and cell phone numbers for teachers.)
8. First aid kit.

During the trip

1. Address any medical needs, blows or injuries, including allegations of pain.
2. Call 9-1-1 if medical or police assistance is required.
3. Communicate with the parents, provide them with information on the steps taken in any situation; indicate the meeting place and the time of arrival to receive the students.
4. Provide an incident report (if any) to the parent or guardian.
5. Contact the insurance provider if there are any claims (if necessary).

At the end of the trip

1. Roll call of students and companions.
2. Make sure parents or guardians pick up their children.
3. Prepare a report and indicate any incidents, accidents or anomalies that have occurred before, during or at the end of the trip.
4. Follow up on the condition of any student or teacher who has been injured or became sick.

APPENDIX F-16

THREATENING INDIVIDUALS

This incident could occur if a troublesome or armed person were on the school grounds. If a threatening or armed individual puts the safety of students or staff at risk, the following measures should be taken:

RESPONSIBILITIES

1. **Headmaster / Personnel:** If there are students outside the school, ask them to come in immediately. If you can't do this, ask them to duck down and cover their heads.
2. **Headmaster:** Once the students are inside the classrooms, close the doors and secure the school.
3. **Headmaster:** Notify Police (call 9-1-1).
4. **Personnel:** Close all curtains and windows.
5. **Personnel:** Instruct students to duck and cover; sit on the floor and keep students calm.
6. **Headmaster:** Cancel all outside activities.
7. **Personnel:** Stay with students until notice is issued that the threat or incident is over.
8. **Headmaster:** If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not try to take the gun away; let the police act in this case.
9. **Headmaster / Personnel:** Disconnect all systems such as television, projector, etc. so that the threatening individual cannot find out that there are people in that place.

Note: **Code Blue**– Code for closing all doors

APPENDIX F-17 FLOODS

This event can endanger the safety of students or staff if a storm or torrential rains cause rivers and streams to run out of their way. If an event like that occurs, you will need to take the following actions.

RESPONSIBILITIES

1. **Headmaster or designee:** Determine if an evacuation is necessary.
2. **Headmaster:** Notify the local Police of your intention to evacuate, the location of the safe place and the route you will take to that place.
3. **Personnel:** Evacuate students using established plan. Take the class list, backpack, and individual bags for emergencies. Roll call before leaving the school.
4. **Headmaster:** A visual inspection should be conducted to ensure that all students and staff have vacated the school.
5. **Personnel:** No student shall be left unattended during the evacuation process.
6. **Headmaster:** You will need to leave a note on your office door stating that the school has been vacated.
7. **Bus Drivers:** If you evacuate using buses, you should not drive through flooded streets or highways. Don't cross bridges with overflowing rivers.
8. **Headmaster:** Monitor the radio station on the emergency frequency for more details related to the situation.
9. **Personnel:** Upon arrival at the safe evacuation site, roll call will be issued and attendance must be recorded by enumerators who will report the results to the Headmaster or their representative immediately, as well as to emergency response personnel.
10. **Personnel:** Do not return to school until emergency response officials tell you it is safe.

ALERT: An alert message will be broadcast through the emergency radio band located in the administration office.

Note: **Code #4** - Radio code to report this type of emergency

APPENDIX F-18

TSUNAMI SURVEILLANCE OR ALERT

This event could happen in the event that the Puerto Rico Seismic Network (PRSN) or the State Emergency Management Agency (AEME-AD) determine that an earthquake with the potential to produce a Tsunami has occurred.

ALERT: The National Weather Service (NWS) will prepare and transmit one of the following messages through the Emergency Information System (EIS):

In case of sensing a tsunamigenic earthquake

- "A tsunami watch is in effect for Puerto Rico due to the occurrence of an earthquake (towards the cardinal point) that may have generated a tsunami. All people along the coasts should prepare to move to high areas and / or away from the coast until further notice. "
- If the State Agency for Emergency Management, the Puerto Rico Seismic Network or the National Meteorological Service receive information confirming the occurrence of the tsunami, they will notify each other and the following message will be transmitted: "A tsunami warning is in effect for Puerto Rico. The presence of a tsunami that is affecting or may affect the coastal area has been verified. All people must move to high areas and / or far from the coast until further notice. "
- If one of these three agencies confirms that the earthquake has not produced a tsunami or they have already finished registering the effects of the tsunami, they will notify the other two institutions and one of the following messages will be transmitted by the Emergency Information System (EIS) : "The tsunami watch has been canceled. Evacuation from the coast will not be necessary. " "The tsunami warning has been canceled. People can go back to shore. "
- Monitor the radio station on the emergency frequency for more details related to the situation. Upon arrival at the safe evacuation site, roll call will be made and attendance must be recorded by enumerators who will report the results to the Headmaster or their representative immediately, as well as to emergency response personnel. Do not return to school until emergency response officials tell you it is safe.
 - In the event that the school is alerted for a Tsunami evacuation, the alarm will sound continuously and staff from the Emergency Management Team will indicate that the evacuation is due to Tsunami.
 - The evacuation of the school by a Tsunami will take place towards the back of the Mahi Mahi Mall. The school will evict as specified for other evacuations. The Municipal Office for Emergency Management requires that we mobilize at another point, as an additional security mode, this will be done.

Note: **Code #4** - Radio code to report this type of emergency.

APPENDIX F-19

TRAPPED PERSONS (ELEVATORS OR CONFINED SPACES)

This type of event can endanger the health of students or staff, if someone is trapped in an elevator, room or confined space (example: between walls, a sewer, well or pipe, among others). If a similar event occurs, you should take the following actions.

ALERT: An alert could be issued through the alarm system provided in the elevators, it is the call for help of the trapped people.

1. **Call 9-1-1.** Identify a person to guide rescue personnel to the exact location. **Do not try to open the elevator doors, allow this to be done by qualified personnel or a professional acting in this case.**
2. Move to the place closest to people's location. Ask people around the elevator or confined space to clear the area and return to their respective places of study or work. In this way, you will avoid increasing the anxiety of the trapped people.
3. Make conversation with trapped people. It is important that you point out that **they will not run out of air**, advise them to sit down, calm down, and try to breathe normally. If someone is breathing fast, ask them to put a bag over their mouth and breathe into it. This will help you control yourself and avoid hyperventilation. Getting comfortable will help you relax. Let them know that you have reached 9-1-1, and help is on the way.
4. When communicating with people, check to see if anyone has a special health condition. Communicate with the response group leader the number of people trapped, the sex, and particularly if any have a condition.
5. Allow response personnel to carry out their duties. Keeping all staff or students out of the area.
 - Make arrangements to provide fresh water and chairs for those affected when exiting the elevator. If they are minors, report the incident to their parents or guardians.
 - **Do not allow the use of this lift until it has been properly checked and certified by a professional.** Prepare a situation report and include a copy of the inspection.

Note: **Code #8** - Radio code to report this type of emergency

APPENDIX F-20

SCHOOL PREPARING FOR A DISASTER

PERSONNEL CHECKLIST

1. Prepare your family members for a disaster, in the event that you have to be away for several days.
2. Review the school's OPERATIONAL PLAN with the Headmaster.
3. Teachers must prepare their students' emergency backpacks and individual first aid kit. Each teacher should pack their own backpack and make sure each student brings the requested supplies for their individual emergency kit and canned or dry foods to use in the event of an earthquake.

The emergency backpack must contain the following: drinking water, steel bar, batteries, plastic bags, sweets (high in calories), first aid case ("kit"), work gloves, board game, flashlight with batteries, student list, white blanket, portable radio with batteries, salt, sugar, and a whistle.

The first aid kit should contain, as a minimum: alcohol, tape, cotton, bandages, antiseptic, antibiotic, gauze, hydrogen peroxide, eye drops, scissors, acetaminophen and latex gloves.

4. Correct or remove the risks identified in your area by your school's risk assessment.
5. Instruct students to prepare for an emergency: fire prevention; Putting off burning clothes with the stop, lie down and roll exercise. Prepare for an earthquake: duck, cover and hold on. In hazardous materials incidents: take cover, lock up and listen. Other emergencies.
6. Participate in all emergency exercises.
7. Know who is assigned as a partner and coordinate with him or her.
8. Get certified in First Aid and CPR through the American Red Cross.
9. Train yourself and be prepared to carry out your tasks as part of emergency groups in the event of an earthquake.
10. Take training on how to use the fire extinguisher.

APPENDIX F-21

PROCEDURE FOR EVICTING THE SCHOOL PREMISES

Building evacuation

Students and staff must vacate the building in an orderly manner, using the primary or secondary route outlined in Appendix E-2. These routes will be selected considering students with disabilities. They should carry their students' emergency backpacks, individual emergency kits, and individual first aid kit. The meeting area should be a safe place on school grounds, away from buildings and from the receiving area of any emergency response teams that may arrive at the school. Roll call must be held and attendance must be recorded by enumerators who will report the results to the Headmaster or her representative immediately.

Evacuation from school grounds

This action will be implemented only if there is no safe place on the school grounds. Students and staff will vacate the buildings as indicated above. The properties must be evacuated on foot or in vehicles, following the primary or secondary route indicated in Appendix E-1. They should bring their students' emergency backpacks, individual emergency bags, and individual first aid kit.

Evacuation of persons with limited ability to evict on their own

It could be the case that during the emergency they run into employees, contractors, suppliers and / or visitors who will need help to evacuate the facilities, to be refugees, to cover themselves or to protect themselves. If you find someone who needs help during an emergency, you should try to assist them, without compromising their safety and health or the person who will help.

- If you know or have knowledge that you or a colleague will need assistance during an emergency, contact your Human Resources representative who will confidentially coordinate in advance with the brigades the action plan to assist you during an emergency event.
- In the case of being in the situation of helping to evict people who need help, the following procedure is recommended:
 - Be aware of evacuation options.
 - Seek help from other people who are willing to assist you in an emergency.
 - When available, use a stretcher or wheelchair to move the person to the meeting point.
 - The person can stay in contact with emergency services by dialing 9-1-1 and notifying their location. Emergency services will immediately relay this location to on-site emergency personnel, who will determine the need for evacuation.

- Telephone lines are expected to remain in service during most building emergencies. If the phone lines fail, use your cell phone, or you can point to the window by waving a cloth or other visible object.

Guidelines for the Disabled - Disability Guidelines

Person who cannot move on their own and is in a wheelchair

- People using wheelchairs should remain in place or move to a safe area with their helper when the alarm is activated.
- If the person is alone, they should call emergency services, 9-1-1 notifying their current location and the area where they are going.
- When this is the case, the evacuation of wheelchair users down the stairs must be conducted by a member of the brigade who has been trained. This should only be done in extreme hazard situations whenever moving a wheelchair down stairs is never safe.

Person with difficulty moving on their own but is not in a wheelchair

- People who have difficulty ambulating but who can walk independently with the help of a cane, walker or other equipment; They must take the stairs with the help of one of the members of the brigade, whenever possible.
- If danger is imminent, the individual should wait until access has been cleared before attempting to continue up the stairs.
- If there is no immediate danger (noticeable smoke, fire, or unusual odor), the person may choose to remain in the building, using the other options, until the brigade and / or relevant agencies determine if evacuation is necessary.

Person who does not hear well or at all

- The structure has emergency lights, and a fire alarm with a visible and audible signal; however, people with limited hearing may not be aware of alarms.
- As an option, emergency instructions should be given in writing in a short explicit note on how to evacuate.

Person who does not see well or nothing

- It is recommended that the person worry about knowing the entire physical plant, as well as the evacuation routes.
- The visually impaired will keep abreast of their immediate surroundings and evacuation routes.

- In the event of an emergency, a brigade member or designee shall offer assistance to the individual in directing them through the evacuation route at all times during the emergency.

Evacuation by bus

Enough buses will be sent to the school so that all students and staff can be accommodated. Keep groups together to allow teachers to count all of their students. **You must take roll before leaving the school grounds.** The bus drivers will take the safest routes to the meeting place after evacuation, as indicated in **Appendix E-1**. Avoid traveling flooded streets and crossing bridges, with overflowing rivers, as well as other dangerous places. Upon arrival at the safe meeting place, the roll will be called again and the attendance must be recorded by the enumerators who will report the results to the Headmaster or her representative immediately.

Students are to remain quiet and sit on buses, with their heads, arms, and hands away from open windows.

Evacuation in other vehicles

If buses cannot get to school quickly, or are not available, consider other modes of transportation. Make a list of your school, staff, and parent vehicles that are available. Drivers should take the safest route to the reunion location listed in **Appendix E-1**.

Roll call before starting the transfer to get to the safe place. **This method of evacuation should only be used in the case of an evacuation due to an extreme emergency, due to the high possibility of not being able to reunite the students.**

Evacuation by walking

If safe, students can walk to the nearby evacuation site. All students should walk in orderly lines, through safe places. They must follow the safest route to the reunion location indicated in **Appendix E-1**. Before leaving the school grounds and after arriving at the site, an attendance check must be made and attendance must be recorded by the enumerators who will report the results to the Headmaster or designee immediately.

APPENDIX F-22

PROTECTION AGAINST ATTACKS BY STRAY DOGS

One of the most frequent problems in schools is the sudden presence of animals without an owner (stray). This is due, in part, to the search for discarded food in garbage dumps by these dogs abandoned by their owners.

The main risk is that the dog could cause minor or severe bites that will require immediate medical attention. Most victims are children. Therefore, it is important to prevent this type of incident, taking the following precautions:

1. Do not allow children to approach dogs, particularly those that are chained, tied up, or behind a fence.
2. Teach children that they should never disturb animals when they are sleeping, playing with something, or eating.
3. Do not allow children to provoke or witness dog fights. Teach them not to mistreat animals. They too feel pain, suffer abuse and neglect.
4. Alert children when angry or nervous dogs enter school. Do not allow students to bring animals with these characteristics.
5. Boys are almost twice as likely to be bitten as girls, due to their more daring behavior. Teach them that they should never put their face close to the animal, or pull its tail or corner it. The head and neck are usually the areas with the most frequent bites, which carries a serious problem that threatens aesthetics, health and life.
6. If you notice the presence of unowned animals on school grounds, immediately contact your district Municipal Office of Emergency Management. **Report the situation verbally and in writing.**

NOTE: If despite taking these precautions, a student is attacked by a dog, the student should be taken to the nearest hospital or treatment center immediately. Try to keep an eye on the animal, as capture may be required.

APPENDIX F-23

ALARM SYSTEM (CHIMES / WHISTLE)

Administrative, teaching, non-teaching and service personnel are aware of the Operational Plan for Emergency and Risk Management that is implemented in emergency situations. They also know the roles they would perform if a fire, earthquake, or other disaster occurred.

To ensure an effective response, exercises and drills are carried out, since part of our mission is to offer the educational community a safe place prepared for any eventuality.

The following table presents the keys to the bell system that will be activated in the event of an emergency, particularly if an evacuation from one or more areas of the school is necessary:

Fire alarm Intermittent rings * * *	FIRE Evacuation of the building through the designated areas
1 long ringer or megaphone 	EARTHQUAKE Get under tables or desks; and after the earthquake passes, vacate the building in the designated areas

We recommend that the entire educational community, especially parents, pay due attention to this warning system and react accordingly, should they be present during an emergency exercise or a real event.

THE ELECTRIC BELL SYSTEM IS SUGGESTED. HOWEVER, AN ALTERNATE METHOD SHOULD ALWAYS BE CONSIDERED, IN THE EVENT OF THE POWER OR BATTERY FAILURE, IF YOU HAVE BATTERY SERVICE.

APPENDIX F-24

IF YOUR SCHOOL HAS BEEN DESIGNATED AS A SHELTER

According to Article 12 - Provisional Housing of **Executive Order 2001-26**, the State Agency for Emergency Management will coordinate with the Department of Housing (DV) the administration and Maintenance of temporary housing of any nature for victims of emergencies or disasters that they have been transferred from their homes to temporary shelters.

Municipal authorities tend to request the use of schools to be used as temporary shelters due to their location, but it is the responsibility of the DV to provide and enable adequate shelters for the population affected by an emergency or disaster, exhausting all available resources, prior to using the schools. If your school has been designated as a shelter, the DV is responsible for managing it. Let us remember that emergency or disaster events do not warn, for this reason continuous and effective Interagency communication is essential, before an emergency or disaster. At the time of the emergency or disaster the Headmaster will be responsible for:

1. Make sure to open the facilities (predetermined spaces) to house the families before (of an identified emergency, example: a hurricane) or during the emergency; The thing that happens first.
1. Relocate school equipment and supplies to other areas of the school not used as shelter.
1. Contact school canteen staff immediately to provide food to refugees during the emergency period and until families relocate to permanent homes.
1. Make sure that the facilities have security officers, to safeguard the property, during the entire time the school is used as a temporary shelter.
1. Coordinate the cleaning of the areas with the Maintenance staff assigned to your school.

The families could remain in the shelter, if the condition of the homes does not allow them to return, due to the damages received. In the event of an earthquake, all potential shelters will be inspected by a structural engineer, or an official with experience in building overhaul. This work must be done before its use as a refuge is finally determined.

APPENDIX F-25 EARTHQUAKE

If you are inside

- Stay inside, stay away from windows, slats, or any object or furniture that may fall on you. Take cover under a table, desk, or desk. Instruct students to **DROP! COVER! HOLD ON!**
- In hallways, stairways, or other areas where cover is not available, you will need to move towards the interior walls of the building.
- In the library, stay away from windows and book shelves. Cover yourself appropriately.
- In labs, turn off all burners (if possible) before covering. Stay away from chemicals that could splash you.
- In the cafeteria, stay away from windows, slats, or anything that could fall on you. Turn off stoves, ovens, torches, or machinery that could start a fire. **DROP! COVER! HOLD ON!**
- In multipurpose rooms, duck and cover under tables or move close to interior walls, away from windows.

If you are abroad

- Move to an open area, away from buildings and power lines. Lie down or sit on the floor (the movement will not allow you to stand). Keep watching and watch out for any danger that requires you to move from the place.
- If you are driving the school bus, stop the vehicle outside of power lines, bridges, tunnels, and buildings. All students must remain seated and holding onto the seat.

NOTE

- Doors could lock if closed by earthquake motion. Try to open or break a window to get out of the classroom. If this is not possible, you should blow the whistle to alert rescuers.
- Teachers should organize according to the pair system. If a teacher is injured, their teacher partner must evict both groups, following evacuation procedures in the event of an earthquake.

Note: **Code #4** - Radio code to report this type of emergency

POST-EARTHQUAKE ACTIONS - Evacuation of school buildings

Before vacating the building after an earthquake, consider the following:

- There may be hazards outside the building which you should consider before evicting students.
- There may not be a safe meeting place in the immediate vicinity.
- There is a possibility that there is no safe route to evacuate students. Primary and alternate routes may need to be cleared before students can use them.
- The electricity inside the building could be affected; so it is most likely dark.

Before evicting students, do the following:

- Assess the situation. Coordinate with your fellow teacher.
- Determine if the building's primary or alternate routes are clear. If they are not, coordinate with other personnel to clear them and eliminate hazards.
- Determine if the reunion area is safe. If unsure, select an alternate reunion area.
- If there are cables or electrical lines in the ground, they should be avoided.
- Areas near cyclone fences should be avoided, as they could be electrified if any wire or line touches them.
- Be sure to consider students or peers with disabilities when selecting evacuation routes.

After determining that it is safe to do so, proceed to vacate the building or school.

1. Evict the students from the building. Take your student's list, your emergency backpack, individual emergency bags, and your students' individual first aid kit with you. Check and make sure all students have left the building. Mark the room with a **green** search and rescue card, if everyone has been counted and if they managed to vacate the room. If someone is injured or trapped in the room, mark the room with a **red** search and rescue card to alert search and rescue teams.
2. No student shall be left unattended during the evacuation process. Students are to remain silent during the evacuation.

IF THIS IS A SEVERE EARTHQUAKE, school personnel may have to care for students for up to an estimated three days after the disaster. The supplies listed on page 100 must be accumulated prior to an earthquake and stored in a separate storage facility outside the school building. **Remember:** **prepare to be isolated for 72 hours.**

WHEN ARRIVING AT THE MEETING POINT

1. **Personnel:** Upon arrival at the predetermined meeting area, roll call and attendance must be recorded by the enumerators who will report the results to the Headmaster or their representative immediately.

2. **Headmaster (or representative):** Establish an Emergency Operations Center with designated personnel to assist you.
3. **Headmaster:** Notify Police and Municipal Emergency Management staff (call 9-1-1) if you have staff or students trapped or missing. Organize the SEARCH AND RESCUE TEAM, made up of adults, to locate missing or trapped people.
4. **SEARCH AND RESCUE TEAM:** Begin the search in all the buildings of the school. Look in the offices or rooms marked with red cards, indicating that there are people injured, lost or trapped. When everyone has been removed, swap the red card for a green one. Check the green card locations to make sure no one is at that location. Report the findings to the Headmaster or her representative. After reviewing each room, close the doors and lock, if possible.
5. **Headmaster:** Organize the other Emergency Response Groups: the FIRST AID TEAM, the Security and Damage Assessment Group, the Student Release Group and the Support Group.
6. **Damage Assessment and Safety Group:** Inspect all service lines for leaks. Close all known stopcocks that have, or are suspect, leaking. Inform the Headmaster or her representative of the actions you took.
7. **Headmaster:** Notify service companies of any breakage or suspected breakage in service lines, as reported to you by the Damage Assessment and Safety Group.
8. **FIRST AID TEAM:** Establish a treatment area. Categorize patients by injuries. Take care of injured personnel. Report missing and injured persons to the Headmaster or her representative.
9. **Support Group:** Provide help to maintain the well-being and positive morale of students and peers. Establish a kitchen area to prepare food for students and staff. Protect food and water supplies. Prepare a place for sanitary needs.
10. **Student Release Group:** Students must be released to adults. Keep track of the students who are allowed to leave.

APPENDIX F-26

ACTIVE SHOOTER

Active shooter events are not predictable or follow a pattern. The purpose of this appendix is to identify responsibilities in response to an active or potential shooter event. In case this happens, you must proceed according to this guide:

Identify safekeeping place (protection)

1. Stay where you are or move to the nearest door.
2. Secure the area. Be it a classroom, office, cafeteria, or bathrooms.
3. Stand out of sight of the shooter or behind objects that may offer additional protection (walls, cabinets, bookcases, etc).
4. If it is safe and does not compromise your vulnerability, allow others to take your shelter in place.
5. Wait for instructions from the Headmaster or designated personnel.

RESPONSIBILITIES

1. **Personnel:** Notify the Headmaster or reception if you identify suspicious persons on the premises.
2. **Security Officer:** Verifies the situation or position of the suspect and informs the Headmaster or designee.
3. **Headmaster or designee:** Notify the Police (or 9-1-1).
4. **Reception:** Communicates through the intercom the message of "Code Blue" which means closing the doors and notifies the location of the active shooter if available. (Code Blue - school is in lockdown)
5. **Personnel:**
 - Close of doors.
 - Lock the door or barricade the door using whatever is available (desks, tables, cabinets, furniture, etc.)
 - Turn off the light.
 - Prevent students from leaving the room.
 - Keep students or bystanders **quiet and calm**.
 - Cell phones in silent mode
6. **Headmaster:** Once the threat or situation is controlled, the Headmaster will give the warning declaring the area safe.
7. **Teachers:** Counting students and providing information to reception.
8. **CRISIS SUPPORT TEAM:**
 - They will assist students after the event or occurrence.
 - Coordinate additional counseling services that may be required to assist students.

APPENDIX F-27

COVID-19 EXPOSURE CONTROL PLAN

Employer Information

Company Legal Name: Dorado Academy, Inc.

Physical Address: Urb. Dorado del Mar # 100 calle Madre Perla, Dorado, PR 00646

Contact Phone Number: (787) 796-2180

Number of Employees: 91 direct jobs and 9 indirect jobs

Effective Date: May 18, 2020

Purpose

Dorado Academy, following the provisions of the Occupational Safety and Health Administration (OSHA) and the CDC Guidelines, has prepared its Disease Exposure Control Plan. Seeking to ensure a safe and healthy environment for all students, teachers and staff, taking the necessary measures to prevent COVID-19 (along with also preventing Mycoplasma, Flu and other infectious diseases¹) among the entire school community based on traditional industrial hygiene and infection prevention practices in the face of this pandemic.

Protecting everyone's safety and health is our priority. We have focused on implementing engineering controls, administrative and work practice controls, and the use of personal protective equipment.

General Information on COVID-19

- 1. Definition:** Coronaviruses are a wide family of viruses between humans and animals that can cause respiratory illnesses ranging from the cold to more serious illnesses.
- 2. Contagion Method:** This virus is transmitted from an infected person to another through the air by coughing and sneezing, by touching or shaking the hand of a sick person, or by touching an object or surface with the virus and then touching the mouth, nose or eyes before washing hands.
- 3. Symptoms:** The most common symptoms are fever, tiredness, sneezing, dry cough, restlessness, headache, difficulty breathing (more severe cases). Some patients may experience pain, nasal congestion, runny nose, sore throat, or diarrhea. These symptoms are usually mild and appear gradually. Some people become infected, but do not develop any symptoms and are not ill. In more severe cases, they can cause pneumonia, severe acute respiratory syndrome, kidney failure, and even death.

¹ For protocols on Mycoplasma, Flu and other infectious diseases, please refer to the Dorado Academy First Aid Guide.

Controls to prevent spread

Preventive measures

1. Promote frequent and thorough hand washing and/or use 70% alcohol-based gel solutions.
2. Using disposable tissues to cover your nose and mouth when coughing or sneezing.
3. Use of masks at all times.
4. Avoid contact with infected people.
5. Separate shared work areas.

Protection measures

1. Perform Covid-19 Test to teachers and staff and wait for results to allow entry to school.
2. Students, teachers, or staff who present symptoms of the virus or some respiratory disease, or who have been in contact with an infected person, must inform the nurse and will be sent to receive a medical evaluation and get a Covid-19 Test. (Also, must self-quarantine for 14 days).
3. To return, you must present a medical evaluation certification and bring evidence of two negative Rapid Test results with at least 24 hours between each test.
4. The school nurse will keep records of students, teachers or staff with symptoms and evaluate possible cases of infection..

Risk classification

For the purposes of COVID-19, four levels of risk are identified based on the closeness of each person to someone infected or the level of contact with possible sources of contagion depending on the type of activity. In addition, it provides elements to identify the vulnerable population due to conditions other than occupational risk.

Level of Risk	Activity description	Type of People Exposed
Very High	Those with a high potential for exposure to high concentrations from known sources or with suspected contagion.	Doctors, Nurses, Dentists, Laboratories, their patients and clients.
High	Those with a high potential for exposure to known sources or with suspected contagion.	Doctors, Nurses, Paramedics, Medical Technicians, Forensic Doctors, Persons who work in morgue, Drivers and ambulance personnel, Hospital staff and/ or Patients.

Level of Risk	Activity description	Type of People Exposed
Moderate 	Those that involve frequent and close contact of exposure to sources with the possibility of contagion.	Persons with highly frequent contact with the general public, school-age people, coworkers, clients, and other individuals or groups.
Low 	Those that do not imply frequent contacts and close exposure to sources with the possibility of contagion.	People who have minimal contact with the general public and other coworkers.

Process of monitoring and / or screening of personnel prior to entering the place of work.

1. The temperature of all employees will be taken with an infrared thermometer at the entrance of the institution every day.
2. Employees whose temperature is greater than 100°F (37.8°C) will be sent to receive a medical evaluation and in turn perform the COVID-19 screening tests.
3. Upon return you must submit two negative results to the Covid-19 IgG / IgM Antibody Rapid Test (blood by vein)
4. Not have a fever without the use of fever-reducing medications.
5. Improvement in respiratory symptoms (cough, difficulty breathing, etc).

Number of employees designated to work per day (work with templates recommended employees).

Due to the nature of the work, all employees can report to work and this does not represent a risk due to not having interaction in their work areas.

Modifications to designated food-eating areas (limit number of employees per area)

1. Staggered lunch hours
2. Required spacing of 6 feet.
3. Keep cleaning products in the area.

Control measures that were taken to achieve physical distance between employees and the school community

1. Installation of physical barriers, such as transparent protective covers against sneezing.
2. Limit the number of people in the areas of: office, library, lunch place.
3. Limit a maximum of three (3) people in the use of the elevator.
4. Modify the use of the stairs (some only to go up and others only to go down)

Method to provide adequate ventilation to ensure adequate air flows and in locations with air conditioning systems, effective filtering.

1. Install high efficiency air filters.
2. Increase ventilation rates in the workplace

Implementation method for cleaning and disinfecting the establishment

1. Intensify the routine cleaning and disinfection of surfaces and objects that are touched more frequently and those that are not usually cleaned on a daily basis such as door handles, light switches, telephones.
2. The use of disposable gloves is required to clean and disinfect.
3. Cleaning surfaces with soap and water, and then disinfectant. Cleaning with soap and water reduces the amount of germs, dirt and impurities on the surface. Disinfection kills germs on surfaces.
4. Use of cleaning products according to the instructions on the label. Products registered by the EPA will be used for disinfection tasks, especially those that are to combat the virus.
5. Ensure that an inventory of products is maintained for cleaning and disinfection tasks.
6. Frequency of cleaning and disinfection of work areas will be daily.

Hygiene method for employees:

1. Installation of stations for frequent hand washing.
2. Use of alcohol gel, antibacterial soap provided by the institution.
3. Use of disposable wipes so they can clean the most frequently used surfaces (such as keyboards, desks, remote controls) before using them.
4. The employee may wash their hands frequently with either alcohol gel or soap and water.

Personal Protective Equipment (PPE)

Dorado Academy will provide its employees with masks and gloves. **The use of a mask is compulsory.**

Procedure in case of detection of an employee with symptoms or positive

Close, Disinfection or Quarantine

1. If an employee has COVID-19 symptoms, they should report it to the immediate supervisor. You will be sent immediately for a medical evaluation. The areas used by the sick person will be closed.
2. Use the disinfection method recommended by CDC.

- Open exterior doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning or disinfecting.
- Clean and disinfect all areas used by the sick person.
- Once the area has been disinfected it can be opened for use.
- If more than 7 days have passed since the sick person was in the establishment, cleaning is not necessary.

Quarantine

- In those cases, in which the employees of various areas of the institution have been exposed to someone with COVID 19, the Director will make the decision to announce the quarantine even though the employee has not presented symptoms. Since people who fall ill with COVID 19 can infect others immediately, quarantine can prevent some infections from occurring.

Positive case monitoring practices

1. Sick employees must follow the steps recommended by the CDC. Employees should not return to work until they meet the criteria for suspending isolation at home, with the advice of healthcare providers.
2. COVID-19 related staff absences will be monitored
3. Monitoring of COVID-19 related absences will be documented through an electronic database created for these purposes. This database will be updated daily based on referrals and the number of forms to withdraw people with positive COVID 19 received. This monitoring will be carried out considering the confidentiality of the protected information.
4. Monitoring of absences will be carried out in order to follow up and evaluate the number of infected staff.
5. Inclusion of cases in the Injury and Illness Registry (OSHA Form 300)

Management with employees who are part of the different high-risk groups: pregnant women, over 65s and staff with comorbid conditions

Those older adult employees and people with underlying conditions or serious illnesses, such as heart, lung, or diabetes, among others, are a group at increased risk of becoming seriously ill from COVID-19.

It is important that you take the following steps to reduce your risk of getting the disease.

- Wash your hands often.
- Take everyday precautions to keep distance between you and other people.

- Stay away from people who are sick.
- Clean and disinfect the services you touch most often.

In the case of PREGNANT WOMEN to reduce the risk of contracting the infection it is recommended:

- Avoid being in contact with anyone who is sick or has symptoms.
- Keep 6 feet of distance between yourself and others who do not live in your home.
- Wash your hands frequently with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer that contains at least 70% alcohol.
- Clean and disinfect the services you touch most often.

Above all, focus on taking care of yourself and your baby. Contact your health professional to discuss any questions you have. If you have trouble managing stress or anxiety, talk to your healthcare provider or mental health specialist about coping strategies.

Communication of the COVID-19 Exposure Control Plan

1. Guidance to all employees and document it.
2. The Exposure Control Plan for COVID-19 will be distributed by the Human Resources Manager to each employee and the latter will sign an acknowledgment of receipt, which will be part of the employee's file.
3. Human Resources will be in charge of updating the information and communicating to all employees at any time. It is the responsibility of all employees to stay informed through their email upon receipt.

LOCK-DOWN & SHELTER IN PLACE

The choice to convert the workplace into a temporary shelter; short or medium step; it may be necessary under certain circumstances. This plan provides for the actions to be taken if faced with a situation where the life, safety and health of the occupants could be affected if the decision is made to vacate the structure. The purpose of this plan is to prevent and adapt the workplace for a possible event in which you would have to take refuge for an indefinite time.

The Federal Emergency Management Agency (FEMA) describes the following as possible situations that might require sheltering in the workplace:

- Twister
- Threat of terrorism
- Pandemic
- Chemical cloud coming from outside
- Chemical spill or leak
- Fire smoke coming from outside
- "Shooter"
- Any situation that threatens life and health

Preparation

In a situation that requires shelter in the workplace, the best place will be selected to house the largest number of occupants. The place selected as a refuge from a potential event will be the auditorium.

Response item list

- Trauma first aid kit; including a thermometer, a blood pressure monitor, and glucose measurement.
- Garbage bags
- Flashlights and batteries
- Adhesive tape (duct tape)
- Drinking water
- Radio with batteries
- Disposable respirator
- Any other item necessary to meet the specific needs of employees
- Disposable gloves

This kit will be kept in a safe place, accessible immediately in an emergency. This material should be periodically inspected to keep items up to date. Items with expired dates must be discarded and replaced.

Response

- Keep calm and call 9-1-1
- Pay attention to instructions given by radio and other news media.
- Prepare for periods of stay, short and long.

- Share responsibilities within the room. Help others who need help.
- Use with discretion the emergency response elements that are available to all.
- Stay away from windows and glass, if the emergency is right in front of the building.
- Do not use the cell phone unless it is extremely urgent.
- Do not leave the shelter unless authorities say it is safe to leave.
- Keep the area clean and organized.
- If there is a risk of chemical vapors or smoke from outside, the doors and windows will be sealed with duct tape. The air conditioning system should be turned off when this type of risk exists.
- The injured and sick must be assisted by people certified in first aid techniques. Personal barriers will be used to prevent contact with bloodborne pathogens.

How long can a group of people stay in a sealed room? How to avoid running out of air to breathe?

The Federal Department of Health recommends that a 10ft² space be reserved per person. This represents 3.2 ft X 3.2 ft of space per person in order to provide sufficient air and prevent carbon dioxide from accumulating for a maximum period of 5 hours, assuming a normal respiration rate while resting. The selected place to stay will be sufficient to accommodate people for a short period (up to 5 hours). In the event that more time is required or conditions in the area become dangerous, people may move to the first floor hallway area and interior offices that do not have access to windows or doors.

Recovery

- You should stay inside the shelter until authorities and emergency services indicate that it is safe to leave.
- All trash will be disposed of in closed bags.
- Contaminated garbage must be disposed of separately. For example, garbage contaminated with blood and other pathogens must be disposed of separately to common garbage bags.
- The area will be left clean and organized.
- The brigade will conduct an inventory of the response team and replenish as necessary.

PREPARATION OF EMERGENCY SUPPLIES

SAFETY BACKPACK PREPARATION FOR CLASSROOMS

The effective participation of parents from the beginning of the development of the plan is essential so that they understand the need to prepare and work for their children and their children's friends. For this reason, your assistance is vital so that each classroom has a safety backpack. For this purpose, they must organize a Safety Committee, as part of the FIRST AID TEAM. This committee should prepare the backpacks, supervise them and guard them. These backpacks will remain in classrooms at all times, except in the case of an emergency.

- 1 box of gauze (4x4) patches
- 1 box of gauze pads (8x10) patches
- 1 box of gauze pads (2x2) patches
- 1 box of alcohol swabs
- 2 boxes of eye patches
- 1 roll of 2 "cloth tape
- 1 pair of scissors (preferably paramedic type)
- 1 box of assorted band-aids
- 2 rolls of 2 "elastic bandage
- 1 packet of wet wipes
- 2 pairs of disposable plastic gloves
- Disposable masks (1 per student)
- 1 "light stick"
- 1 box of markers (thick and fine pens)
- 1 small notebook
- 1 student list
- *1 vial of antibiotic (ointment)

*Its existence and administration should be carried out under the supervision of medical personnel if available.

ITEMS FOR THE FIRST AID TEAM

The following items will complement the safety backpacks located in the classrooms. These will be kept in a safe and accessible place where they will remain at all times except in the case of an emergency:

- 50 Triage cards for every 500 students
- 200 blankets
- 2 First Aid books, standard
- 2 16' x 12' floor covers for first aid station
- Waterproof signs with the following texts:
 - "Immediate Care"
 - "Patients Waiting"
 - "Crisis Counseling"
 - "Morgue"
- 40 packets of gel / cream for burns
- 2 bottles (plastic) of hydrogen peroxide
- 4 boxes of gauze (4x4) patches
- 4 boxes of gauze (2x2) patches
- 3 rolls of 2" cloth tape
- 1 box of disposable plastic gloves
- 15 patches of cold compresses
- 850 masks
- 6 x 36-ounce jars of hydrating fluid
- 1 packet of cones to drink
- 12 rolls of paper towels
- 12 50 gallon plastic bags
- 2 packages of safety pins
- 2 thermometers
- Feminine hygiene products
- 1 battery flashlight
- Batteries for flashlight
- 1 notebook
- Pens and Sharpies (black, blue and red each)

Miscellaneous

- Games and activities for children
- 3 tents 10 'X 10' for:
 - First aid station
 - kitchen area
 - Shelter for students
- Fire extinguishers Juegos y actividades para niños

SEARCH AND RESCUE TEAM

Personal protective equipment for members of the SAR Team

Develop teams of 5 members (this number is based on the number of classrooms to review throughout the school in 20 minutes)

- 1 hard hat - for each member
- 1 vest - for each member
- pair of gloves with leather palms - for each limb
- 1 pair of safety glasses - for each member
- 1 mask - for each member
- 1 whistle - for each member

Basic SAR tools (per school)

- 1 10" adjustable wrench
- 1 adjustable wrench (to disconnect the gas, if necessary)
- 1 ax
- 1 brown
- 1 square cutting blade
- 1 round cutter blade
- 3 rolls of 3" x 1000 'Barrier Tape
- 1 x 8" cutting pliers (to cut lines)
- 1 bar of 24"
- 1 bar from 5' to 6'

- 1 small blade
- 1 18" pliers to break padlocks
- 1 hammer
- 1 roll of duct tape
- 6 large plastic bags
- 1 folding shovel ("folding")
- 1 flashlight with adjustable head
- 1 6" blade screwdriver
- 1 4" slotted screwdriver
- 1 blade
- 1 container to store these tools
- 30 feet of rope
- 20 SAR cards (red and green)
- 1 additional flashlight
- 2 sets of batteries for each flashlight
- 1 emergency lamp
- 1 thick canvas of 8' x 10'
- 1 stretcher
- 1 patio brush

SUPPLIES NEEDED FOR AN EARTHQUAKE

Immediate Access Supplies

- Portable radio with batteries (All weather / hazards radio)
- Map of utilities and emergency areas (marked with colors)
- Flashlight with batteries
- Megaphone with batteries
- Radio communication system
- Key (tool) to close the services (water, gas, etc.)
- Place to store supplies (wooden or aluminum shed)

Water

- ½ gallon per person per day for 3 days
- 3 ½ oz. Paper cups for drinking water: 5 glasses per day for each person
- Water dispenser suitable for supplying water from containers to glasses

Sanitary Supplies:

- Bathroom - buckets with plastic bags
- Private shelter --1 for every 25 people
- Sanitary paper --20 rolls per 100 people
- Wet wipes - 300 per 100 people 30 gallon plastic bags with ties - 10 per 100 people

Food

Non-perishable, such as canned vegetables and fruits. Avoid salty foods. Cooking utensils, can openers, pots, cauldrons, gas stove, cooking fuel and matches; paper plates, cups, paper towels, aluminum foil; instant coffee, hard candy, fruit roll-ups, and other snacks.

The following supplies can be collected by asking each student to bring a large can of the following foods. Divide this allocation by grades. For example: each first grader will need to bring a large box of cookies.

- 40 oz cans. spaghetti
- Unsalted soda cracker boxes
- Large cans of mixed fruits

- Large cans of sliced pears, peaches, pineapples
- Large cans of pork-n-beans
- Cans of canned stew
- 46 oz cans of juice
- Vegetable soup cans