Most schools are better prepared to handle emergencies than they were 10 years ago. But with the increase in school shootings and the severe weather events that have occurred recently in different parts of the country, the need for multi-hazard planning for schools is more apparent than ever. The concepts of prevention, protection, mitigation, response and recovery are key to this planning.

Schools tend to focus on the response portion of their plans, although prevention and recovery are equally important. Can your district and/or building answer the questions below?

- Have you taken steps to avoid preventable events and to mitigate the results of those that are not?
- Have you identified the most likely threats and hazards and planned for them?
- What steps would you have taken if the recent tornadoes had occurred in your district during dismissal?

A comprehensive hazard and threat assessment
is an important first step. If you performed this assessment in the past, it may be time to re-evaluate it. Once you have identified the possible hazards and threats to your school and district, they should be rated as to their probability and their impact on the school should they occur.

Your building-level emergency-response plans should have threat-specific annexes (procedures) to address the most likely events and/or those that will have the most impact.

Proactive and comprehensive planning should take every possible risk and threat into account. Our department can help you in this process. Summer is a great time to review and modify your plans.

Building-level plans need to be approved by the Board of Education by September 1st each year and submitted to the New York State Police via the NYSED Business Portal within 30 days of adoption, or by October 15th each year.

If you need assistance with your plans or are interested in more information on Multi-Hazard Planning for Schools, call Cynthia Braden at 914-248-3692.

This spring has been full of activity at Regional Safety Services. In April we held our Threat Assessment Workshop, and in the first week of May we hosted the Department of Homeland Security and Emergency Services G364 Multi Hazard Planning for Schools course. We have held monthly lunch and learn Annex Workshops, where we focused on each of the recommended functional annexes. These meetings were well received, and we will be hosting them again next year.

On May 24, Regional Safety Services presented a workshop on reunification procedures in schools...
All hazard emergency preparedness and crisis management system Rapid Responder Flyer

Turn- Key Environmental Environmental and chemical management services.

If your district has a safety-related service that you would like to see offered under CoSER 698.110, please contact us at 914-248-3692.

Weather Services are not just for winter anymore!

OmniWeather, LLC

During the recent severe weather events, which included damaging winds, tornadoes and thunderstorms, OmniWeather sent out advisories to districts participating in its storm-force service. The first advisories about the severe weather were sent out via email around 8 AM on May 15th in the form of the Storm Force Synopsis. The synopsis indicated an elevated risk of damaging thunderstorms during the late afternoon hours of May 15th. A subsequent special email advisory was sent out at 1 PM indicating that damaging thunderstorms had developed and would move into the area at around 5 PM. As the thunderstorms were approaching, text message alerts were sent out starting at around 3:30 PM. These text messages had severe thunderstorm warnings from the National Weather Service along with their own subsequent lightning and severe weather alerts, which included information regarding the damaging winds.

OSHA HOT WEATHER CHECKLISTS

Use the following checklists to prepare for hot weather and to make sure that all appropriate precautions are in place.

Planning Ahead for Hot Weather: Employer Checklist *
1. Develop a list of hot weather supplies (e.g., water, shade devices, etc.). Estimate quantities that will be needed, and decide who will be responsible for obtaining and transporting supplies and checking that supplies are not running low.

2. Create emergency action plan for heat-related illnesses (who will provide first aid and emergency services, if necessary).

3. Develop acclimatization schedule for new workers or workers returning from absences longer than one week.

4. Identify methods to gain real-time access to important weather forecast and advisory information from the National Weather Service and ensure the information is available at outdoor work sites (e.g., via laptop computer, cell phone, other Internet-ready device, weather radio).

5. Determine how weather information will be used to modify work schedules, increase the number of water and rest breaks, or cease work early if necessary.

6. Train workers on the risks presented by hot weather, how to identify heat-related illnesses, and the steps that will be taken to reduce the risk.

7. Plan to have a knowledgeable person on the worksite who can develop and enforce work/rest schedules and conduct physiological monitoring, when necessary, at high and very high/extreme risk levels for heat-related illness.

**Daily Planning for Hot Weather: Employer Daily Checklist**

<table>
<thead>
<tr>
<th>Category</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Is there plenty of fresh, cool drinking water located as close as possible to the workers?</td>
</tr>
<tr>
<td></td>
<td>Are water coolers refilled throughout the day? (Has someone been designated to check and make sure water is not running low?)</td>
</tr>
<tr>
<td>Shade</td>
<td>Is shade or air-conditioning available for breaks and if workers need to recover?</td>
</tr>
<tr>
<td>Training</td>
<td>Do workers know the:</td>
</tr>
<tr>
<td></td>
<td>Common signs and symptoms of heat-related illness?</td>
</tr>
<tr>
<td></td>
<td>Proper precautions to prevent heat-related illness?</td>
</tr>
<tr>
<td></td>
<td>Importance of acclimatization?</td>
</tr>
<tr>
<td></td>
<td>Importance of drinking water frequently (even when they are not thirsty)?</td>
</tr>
<tr>
<td></td>
<td>Steps to take if someone is having symptoms?</td>
</tr>
<tr>
<td>Emergencies</td>
<td>Does everyone know who to notify if there is an emergency?</td>
</tr>
<tr>
<td></td>
<td>Can workers explain their location if they need to call an ambulance?</td>
</tr>
<tr>
<td></td>
<td>Does everyone know who will provide first aid?</td>
</tr>
<tr>
<td></td>
<td>For high and very high/extreme heat index risk levels, is there a knowledgeable person at the worksite who is well-informed about heat-related illness and able to determine appropriate work/rest schedules and can conduct physiological monitoring as necessary?</td>
</tr>
</tbody>
</table>
### Facts on Vaping

**What are E-cigarettes?**

- E-cigarettes come in many shapes and sizes. Most have a battery, a heating element, and a place to hold a liquid.
- E-cigarettes produce an aerosol by heating a liquid that usually contains nicotine—the addictive drug in regular cigarettes, cigars, and other tobacco products—flavorings, and other chemicals that help to make the aerosol. Users inhale this aerosol into their lungs. Bystanders can also breathe in this aerosol when the user exhales into the air.
- E-cigarettes are known by many different names. They are sometimes called “e-cigs,” “e-hookahs,” “mods,” “vape pens,” “vapes,” “tank systems,” and “electronic nicotine delivery systems (ENDS).”
- Some e-cigarettes are made to look like regular cigarettes, cigars, or pipes. Some resemble pens, USB sticks, and other everyday items. Larger devices such as tank systems, or “mods,” do not resemble other tobacco products.
- Using an e-cigarette is sometimes called “vaping.”
- E-cigarettes can be used to deliver marijuana and other drugs.

**What is in e-cigarette aerosol?**

The e-cigarette aerosol that users breathe from the device and exhale can contain harmful and potentially harmful substances, including:

- Nicotine
- Ultrafine particles that can be inhaled deep into the lungs
- Flavoring such as diacetyl, a chemical linked to a serious lung disease
- Volatile organic compounds
- Cancer-causing chemicals
- Heavy metals such as nickel, tin, and lead

It is difficult for consumers to know what e-cigarette products contain. For example, some e-cigarettes marketed as containing zero percent nicotine have been found to contain nicotine.

**What’s the bottom line?**

- E-cigarettes have the potential to benefit adult smokers (provided they are not pregnant) if used as a complete substitute for regular cigarettes and other smoked tobacco products.
- E-cigarettes are not safe for youth, young adults, pregnant women, or adults who do not currently use tobacco products.
- While e-cigarettes have the potential to benefit some people and harm others, scientists still have a lot to learn about whether e-cigarettes are effective for quitting smoking.
- Those who have never smoked or used other tobacco products or e-cigarettes, shouldn't start.
- Additional research is needed to understand long-term health effects.
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