



## TASB RMF Course Offerings



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## CATALOG: TASB RMF – AUTOMOBILE

### **Accident Investigations (30 minutes)**

It is the duty of every employer to provide a safe workplace environment that is free of hazards. However, millions of individuals experience serious workplace injuries or near misses each year. One effective way to prevent workplace injuries and illnesses is to investigate them as they occur to uncover why they happen and to take measures to prevent future recurrences. The purpose of this course is to equip employees with the knowledge and skills needed to complete an effective incident investigation process in response to workplace incidents and near misses. Completing this course is part of a complete training program. Your employer should provide additional training on its specific policies and procedures for incident investigations. After taking this course, you will understand: the definition of a near miss; the differences between the terms accident and incident; federal and state reporting requirements; the goal of an investigation; what types of incidents need an investigation; the main components of an investigation; how to prepare for an investigation and the four-step systems approach which includes processing the scene, collecting information, determining root causes, and implementing corrective actions.

### **Arc Flash and Electrical Safety Best Practices (NFPA 70E) (50 minutes)**

To ensure employees have a safe workplace, your district is required to provide electrical safety training to employees who face a risk of electrical hazards that is not reduced to a safe level by the applicable electrical installation requirements. After taking this course, you will be able to: differentiate between arc flash and electric shock; recall hazards, injuries, and indirect consequences related to arc flash and electric shock; recognize the way approach protection boundaries are determined; match approach boundary criteria with worker qualifications; identify necessary training and skills for qualified workers; recall primary elements of an electrical safety program; recognize the purpose of lock and tag procedures; identify different types of lock and tag devices; identify basic procedural steps for lock and tag; identify the requirements for the use of test instruments and equipment; recall the requirements, benefits, and components of a job briefing; identify the requirements, benefits, and components of an energized work permit; recall PPE responsibilities and requirements related to work around energized electrical equipment and parts.

### **Driver Safety (30 minutes)**

After taking this course, you'll be able to: identify unsafe driving decisions that often cause vehicle accidents; list driving practices and current vehicle technologies that will help to prevent vehicle accidents; and identify ways to appropriately respond when driving in unexpected circumstances.

### **Electrical Safety (20 minutes)**

Electrical accidents can cause burns, shocks and electrocution, and without the proper electrical safety can lead to fatal accidents in a worst-case scenario. Electricity is everywhere. It's so reliable and useful these days that it is often taken for granted, and it is somewhat shocking how little is understood about its properties by the general public, another reason why electrical safety training is important. After taking this course, you will be able to: identify the hazards associated with electricity: shock and fire; explain how electricity works regarding hazards on the job; describe basic safety controls and practices at work; and identify and explain how to respond to electrical emergencies.

### **Emergency and Fire Safety Preparedness (30 minutes)**

Working safely and following proper procedures for emergency preparedness can prevent many emergency situations. However, some emergencies are out of your control. After taking this course, you will be able to: identify dangers associated with fire and other emergencies; recall requirements for emergency action and fire prevention plans; recognize housekeeping guidelines for fire prevention; recall the importance of emergency exits and identify their components; and recognize actions to take in response to emergency alarms.



## Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Key Topic -- Program Management (3200) USDA Professional Standards Training Subject -- Emergency Plans (3240)

### Fatigue and Stress Awareness (10 minutes)

This lesson discusses the issues and consequences of fatigue, complacency, and stress in the workplace. After completing this course, you will be able to: define work-related stress and recognize the factors that cause it to occur; describe the relationship between stress and complacency; describe the impact of fatigue as a contributing factor to stress; list some of the potential warning signs of stress and fatigue at work; and identify techniques to manage and reduce stress on the job.

### Fire Safety and Fire-Extinguisher Use (30 minutes)

This course describes the four elements required for a fire to burn, discusses facts about fire, and lists common fire-control systems found in schools. In addition to fire basics, course topics include: extinguisher basics, types of extinguishers, evacuation procedures and fire drills, fire prevention, and resources. By taking this course, you will understand: the definition of "flashover"; what the five classes of fires are, and what pictograms and fuels are associated with each; how an extinguisher works; the parts of an extinguisher; how to conduct a fire risk assessment, so that you know whether to fight a fire with an extinguisher or evacuate immediately; what the P.A.S.S. technique is, how to use it when operating an extinguisher; which cylinder colors and pictograms are typically associate with which type of extinguisher; what multipurpose dry-chemical extinguishers and an ordinary dry-chemical extinguishers are and when to use them; what a water extinguishers and water-mist extinguishers are and when to use them; what a foam extinguishers are and when to use them; what carbon-dioxide extinguishers and a clean-agent extinguishers are and when to use them; what class-D and class-K extinguishers are and when to use them; what to do — and what not to do — during a school evacuation; how to assist students with disabilities during a school evacuation; how evacuations during school events should be handled; why fire drills should be taken seriously and why reverse drills should be practiced; and how to prevent fires by minimizing crime, using powertaps correctly, storing hazardous chemicals properly, maintaining safe classrooms, keeping storage areas clean, minimizing electrical issues in shop areas, and following safety guidelines in custodial areas, maintenance areas and utility rooms.

## Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Key Topic -- Program Management (3200) USDA Professional Standards Training Subject -- Emergency Plans (3240)

### Flammable Liquid Safety (15 minutes)

This lesson covers how to correctly apply hazard recognition principles and safety practices when using flammable liquids in the workplace. After taking this course, you will learn how to: define and describe the characteristics of flammable liquids; recognize hazards inherent with work involving flammable liquids; identify the safety requirements for the use of flammable liquids on the job; describe what to do if you experience health effects from exposure to, or accidents involving, flammable liquids; and recognize the storage requirements for flammable liquids at a work facility.

### IS-100.C - Introduction to the Incident Command System, ICS 100 (120 minutes)

ICS 100, "Introduction to the Incident Command System," introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS). This course is intended for anyone involved with emergency planning, response or recovery efforts. After completing this course, you should be able to: explain the principles and basic structure of the Incident Command System (ICS); describe the NIMS management characteristics that are the foundation of the ICS; describe the ICS functional areas and the roles of the Incident Commander and



Command Staff; describe the General Staff roles within ICS; and identify how NIMS management characteristics apply to ICS for a variety of roles and discipline areas.

**IS-120.c - An Introduction to Exercises (300 minutes)**

This training introduces emergency-management exercise basics. In addition, the training builds a foundation for subsequent exercise courses that provide the specifics of the Homeland Security Exercise and Evaluation Program (HSEEP) and the National Standard Exercise Curriculum (NSEC). Course topics include: managing an exercise program; designing and developing an exercise; conducting an exercise; evaluating an exercise; and developing and implementing an improvement plan. By taking this course, you will be able to: identify the five phases of the exercise process; distinguish the tasks necessary to complete each phase of the exercise process; understand how exercises complete the emergency preparedness cycle; comprehend the role of exercises in the testing of facilities, equipment, and personnel in a performance based environment; and recognize how exercises prepare communities to respond to and recover from major emergencies.

**IS-130.a - How To Be an Exercise Evaluator (165 minutes)**

This course provides a foundation for exercise evaluation concepts and practices as identified in the Homeland Security Exercise and Evaluation Program (HSEEP). It introduces the basics of emergency management exercise evaluation and improvement planning and is intended for emergency management and homeland security professionals who require an introduction to exercises. After taking this course, you will be able to: define roles and responsibilities of an exercise evaluator; discover the tools necessary to support the exercise evaluator for a successful exercise evaluation; identify the necessary tasks in conducting an exercise evaluation; and recognize methods of analyzing exercise data.

**IS-15.b - Special Events Contingency Planning for Public Safety Agencies (240 minutes)**

Designed for public-safety personnel, this course covers: pre-event planning, planning-team formation, event-hazard analysis and special-event incident response. After taking this course, you will be able to: define special event; identify a special-event contingency planning team; conduct a hazard analysis for a "special event"; and describe how the incident command system (ICS) can be used.

**IS-200.c - Basic Incident Command System for Initial Response, ICS 200 (240 minutes)**

IS-200.c, "Basic Incident Command System for Initial Response," reviews the Incident Command System (ICS), provides the context for ICS within initial response, and supports higher level ICS training. This course follows NIMS guidelines and meets the National Incident Management System (NIMS) Baseline Training requirements for ICS 200. It provides training on, and resources for, personnel at the supervisory level who are involved with emergency planning, response, or recovery efforts. At the completion of this course, users should be able to: describe the course objectives and summarize basic information about the Incident Command System (ICS) and National Incident Management System (NIMS); describe how the NIMS Management Characteristics relate to Incident Command and Unified Command; describe the delegation of authority process, implementing authorities, management by objectives, and preparedness plans and objectives; identify ICS organizational components, the Command Staff, the General Staff, and ICS tool; describe different types of briefings and meetings; explain flexibility within the standard ICS organizational structure.

**IS-2200 - Basic Emergency Operations Center Functions (240 minutes)**

The Basic Emergency Operations Center Functions course is designed to introduce the role, design, and function of the Emergency Operations Center (EOC) and the supportive relationship as a NIMS Command and Coordination component of the Multiagency Coordination System. After taking this course, you will be able to: describe the role EOCs play in overall multiagency coordination; describe the processes and procedures for activating the EOC; describe the factors involved in staffing and organizing the EOC; describe factors for effective EOCs; identify considerations for deactivating the EOC within the context of Recovery; and given a scenario-based incident, utilize the key EOC concepts to successfully complete the scenario.

**IS-235.c - Emergency Planning (300 minutes)**



Designed for emergency-management personnel who help develop an effective emergency planning system, this course covers the fundamentals of the emergency-planning process. After completing this training, you will be able to: identify emergency-planning doctrine and guidance; indicate the relationship between preparedness and planning; identify the purpose and components of an emergency operations plan; identify the steps in the planning process; and determine the status of your jurisdiction's emergency planning.

#### **IS-240.C - Leadership and Influence (180 minutes)**

Leading others -- motivating people to commit their energies to the emergency management system -- is a necessary part of every emergency manager's, planner's and responder's job. With that in mind, this course discusses: leadership from within; how to facilitate change; how to build and rebuild trust; how to use personal influence and political savvy; and how to foster an environment for leadership development. After taking this course, you will be able to: explain what leadership means for emergency personnel; explain why effective leadership begins with personal insight and development; identify your leadership capabilities and areas for personal development; describe a change management model and the process for planning, communicating, and implementing change; describe how to build and rebuild trust in an organization; use personal influence and develop political savvy to network and influence people effectively; and develop strategies for creating a positive work environment that fosters leadership and a commitment to continuous improvement in others.

#### **IS-241.c - Decision Making and Problem Solving (120 minutes)**

Every emergency manager, planner and responder must be able to make decisions and solve problems effectively. This course is designed to improve your decision-making skills. It addresses: how we make decisions; group decision making; crisis decision making and ethical decision making. After taking this course, you will be able to: describe the impact of effective decision making in an emergency; identify attributes associated with an effective decision maker; describe the steps of the analytical problem-solving model; identify when group decision making is a good approach and methods for making a group's decision-making process more effective; identify impediments to effective decision making in a crisis; describe strategies for enhancing crisis decision making; and explain how ethical considerations impact decision making.

#### **IS-242.c - Effective Communication (480 minutes)**

Effective communication is necessary for every emergency manager, planner and responder. This course is designed to improve your communication skills. It addresses: basic communication skills; how to communicate in an emergency; how to identify community- specific communication issues; how to use technology as a communication tool; effective oral communication; and how to prepare an oral presentation. After taking this course, you will be able to: identify factors that contribute to and detract from effective communication; develop a strategy for ensuring that emergency communications meet the needs of the whole community, including those with access and functional needs; identify strategies for communicating effectively in emergency situations; and identify strategies for improving your oral presentation skills.

#### **IS-36.a - Preparedness for Child Care Providers (120 minutes)**

This course covers the steps to help childcare providers prepare for incidents to ensure the safety of the children at their site. Childcare providers must have plans and procedures to keep children safe from everyday hazards and to respond and recover when an emergency happens. The goal of this course is to provide childcare providers, of all sizes and with responsibility for children of all ages, with the knowledge and tools to analyze the hazards and threats at the site, to develop a plan to address these hazards and threats, and to implement processes to update and practice the emergency plan. After taking this course, you will be able to: (1) describe why it is important to be prepared; (2) identify hazards and threats that impact your childcare site; (3) describe how to prevent or mitigate the impact of likely and high-consequence hazards and threats; (4) describe procedures for when an emergency occurs; (5) identify how your childcare site will recover from an emergency; (6) describe how to develop and maintain your plan; (7) describe how you will communicate, train and practice your preparedness procedures; (8) identify the emergency preparedness information you will share with your community; and (9) describe when to update your plan.



### **IS-360 - Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education and Houses of Worship (180 minutes)**

This course is designed to help elementary and secondary schools, higher-education institutions and houses of worship prepare for, respond to and recover from mass-casualty incidents. After taking this course, you will be able to: identify the threats and challenges associated with mass-casualty incidents; establish planning processes; assess and mitigate vulnerabilities; plan for recovery; and stay prepared.

### **IS-362.a - Multi-Hazard Emergency Planning for Schools (180 minutes)**

This course is designed for teachers, substitute teachers, counselors, parent volunteers, coaches, bus drivers and students. School administrators, principals and first responders will also find this training useful. Course topics include: incident management; planning-team formation; the development of a school emergency operations plan (EOP); the incorporation of Incident Command System (ICS) principles into a school EOP; and how to train on, exercise and maintain a school EOP. After taking this course, you will be able to: describe the activities related to the key areas of incident management; explain how the school emergency operations plan (EOP) fits into district, community, and family/personal emergency plans; identify school staff to participate on the school planning team; identify community members who should be on the school planning team; recognize natural, technological and human-caused hazards; recognize and assess hazards likely to impact your school; describe each of the components of the traditional EOP; ascertain the steps to approve and disseminate the school EOP; explain the ICS principles and organization; classify the ICS roles included in the school EOP; describe the benefits of training and exercising the school EOP; identify the types of exercises available to exercise the school's plan; explain steps for developing effective exercises ; and describe how exercise results are used to improve school preparedness efforts.

### **IS-366.a - Planning for the Needs of Children in Disasters (360 minutes)**

This course will help you address children's needs in a disaster or emergency. Topics covered include: the unique needs of children in disasters, critical components of a child's world, mitigation, preparedness, response and recovery. The course also features a downloadable resources toolkit. After taking this course, you will be able to create, update or revise your school's emergency operations plan, so that it effectively addresses the needs of children in disasters.

### **IS-5.a - An Introduction to Hazardous Materials (240 minutes)**

This course is intended to provide a general introduction to hazardous materials that can serve as a foundation for more specific studies in the future. After taking this course, you will be able to: recognize the dangers posed by hazardous materials; list places where hazardous materials are likely to be encountered; identify when a hazard may exist; contact the appropriate persons or agencies to give or receive specific hazardous materials information; and identify procedures to minimize personal and community exposure to hazardous materials.

### **IS-700.B - An Introduction to the National Incident Management System (210 minutes)**

This course provides an overview of the National Incident Management System (NIMS). The NIMS defines the comprehensive approach guiding the whole community — all levels of government, non-governmental organizations (NGO) and the private sector — to work together seamlessly to prevent, protect against, mitigate, respond to and recover from the effects of incidents. The course provides learners with a basic understanding of NIMS concepts, principles and components. After taking this course, you will be able to: (1) describe and identify the key concepts, principles, scope and applicability underlying NIMS; (2) describe activities and methods for managing resources; (3) describe the NIMS management characteristics; (4) identify and describe Incident Command System (ICS) organizational structures; (5) explain Emergency Operations Center (EOC) functions, common models for staff organization and activation levels; (6) explain the interconnectivity within the NIMS management and coordination structures (e.g., ICS, EOC, Joint Information System [JIS] and Multiagency Coordination Groups [MAC Groups]); and (7) identify and describe the characteristics of communications and information systems, effective communication, incident information, and communication standards and formats.

### **IS-800.D- National Response Framework, an Introduction (180 minutes)**



The National Response Framework is a guide for how the United States responds to all types of disasters and emergencies. NRF is built on scalable, flexible and adaptable concepts identified in the National Incident Management System (NIMS) to align key roles and responsibilities across the country. This course introduces you to important concepts of the NRF. After taking this course, you will be able to: describe the purpose of the National Response Framework; explain the response doctrine established by the National Response Framework; list the roles and responsibilities of entities, as specified in the National Response Framework; describe the actions that support national response; identify the response organizations used for multiagency coordination; and explain how planning relates to national preparedness.

#### **IS-907 - Active Shooter: What You Can Do (60 minutes)**

An active shooter is defined as “one or more individuals actively engaged in killing or attempting to kill people in a populated area.” In most cases, active shooters use firearms and there is typically no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. All community members can help prevent and prepare for potential active shooter situations. This course offers guidance to individuals --- including supervisors, staff, and volunteers --- to help organizations and communities become better prepared to prevent, respond to, and recover from an active shooter situation. After taking this course, you will be able to: define the active shooter threat and the characteristics of an active shooter incident; describe actions to take when responding to an active shooter incident; describe how to help others in a bleeding emergency; describe the priorities and potential initial actions of responding law enforcement officers; describe short- and long-term considerations for recovering from an incident; recognize the warning signs when an individual is potentially on a pathway to violence; assess the potential for violence and report what you know; and describe actions to prepare for, protect against, and potentially prevent an active shooter incident.

#### **Passenger Van Driver Safety (60 minutes)**

In this course you will learn how to recognize and minimize the hazards associated with operating a 12-15-passenger van with a combined gross vehicle weight of less than 10,000 pounds. Additionally, you will learn the importance of pre-vehicle inspection and safety steps you should take before beginning any trip. This lesson only covers passenger vans and not limousines or commercial motor vehicles over 10,000 pounds. After taking this course you will be able to: describe the characteristics of a passenger van that differentiate it from other passenger transport vehicles; identify the unique hazards associated with operating a passenger van; recognize the importance of pre-vehicle inspections and safety steps you should take before beginning any trip; identify the precautions you must take to properly load a passenger van and identify driving techniques you can use to increase safety when operating a 15-passenger van.

#### **Radio Communications (20 minutes)**

Radio communications play a crucial role in industries and can save lives. A functional radio communications system can mean the difference between life and death. When time is of the essence and someone needs immediate medical attention, a radio carries the promise of a better outcome, so it is important to understand how they work and what they can and cannot do, and what rules govern the use of these systems. Employers are responsible for the proper functioning and operation of radio systems. All individual radio operators have the responsibility to know and to follow the “rules and regulations” governing the use and misuse of all radio equipment. Each radio operator is also responsible for the prevention of any damage to the organization’s radios or radio equipment in any licensed installation. In this lesson, you will learn: why operator training is required and key operator responsibilities; how to prioritize messages and recognize approved and prohibited message content; procedures for calling and acknowledging messages; and common radio code words and general requirements for public and business communications.

#### **School Lockdowns (10 minutes)**

This course instructs employees on the procedures to follow when a school lockdown is ordered.

#### **Traffic Control (Flagger) (45 minutes)**

“Flaggers”, or traffic control specialists, are exposed each day to one of the most hazardous, high-risk work



environments – transportation infrastructure. After taking this course, you will be able to: identify a flaggers responsibilities, rules, duties, clothing regulations, and equipment; identify the channeling devices such as barriers, signs, and warning lights you will use in a temporary traffic control zone; recognize where to position yourself for optimum safety, how to prepare for and respond to hazards, how to judge traffic speed and congestion, and how to stop, slow, or allow traffic to proceed appropriately; state common methods to communicate and coordinate with other flaggers and the public; recognize how advance warning signs should be set up in different environments; and recognize taper length formulas for roads with speeds of 45 MPH (72.4 KPH) and higher and roads with speeds of 40 MPH (64.4 KPH) and lower.

#### **Transportation (Bus Drivers) - Bullying Awareness (25 minutes)**

Bullying is a student behavior that many drivers encounter. A school bus is fertile ground for bullying and many other behavior issues. Unlike in a school setting, a student who is bullied while riding a bus has no way to leave the situation. Because students most often ride the bus based on location, bullies can target the same individual(s) every day. As a bus driver, it is your responsibility to pay attention not only reports of bullying, but the ways in which your students interact. Children may not report bullying that is happening right under your nose. Sometimes, younger children may not even recognize bullying behavior for what it is or know what to call it, and students may worry that if they report bullying, it will lead to more bullying (retribution). Bullying interferes with your ability to provide a safe trip for students. This course will help you understand what bullying is and how to address it on your bus, helping you to create a safe environment for the students in your care.

#### **Transportation (Bus Drivers) - Bus Idling (15 minutes)**

School buses travel over four billion miles annually, providing safe transportation to over 25 million children. Despite being a safe mode of transportation, exhaust from school buses contributes to air quality problems and negatively impacts human health. Diesel exhaust contains pollutants and air contaminants. When school buses idle, their exhaust can accumulate both inside and around the vehicle. This polluted air can enter school buildings through fresh air intakes, doors and open windows. Due to the potential health hazards posed by bus exhaust, many states have enacted bus idling laws to reduce exposure to harmful fumes around schools. These laws generally limit how long a bus engine can remain idling.

#### **Transportation (Bus Drivers) - Defensive Driving (25 minutes)**

A school bus driver is responsible for always providing a safe trip for all passengers. Skill in driving is important, but so are alertness and awareness. As a professional driver, you must anticipate the unexpected. The purpose of this course is to provide school bus drivers with a review of defensive driving techniques. With that in mind, this course discusses: being aware of your surroundings; space management and maintaining a safe distance; staying alert; and managing emotions and handling confrontations.

#### **Transportation (Bus Drivers) - Driving in Adverse Conditions (30 minutes)**

The school bus is one of the safest forms of transportation. As a school bus driver, you must possess specialized knowledge and skills to assist you in transporting students safely. One of the most important skill sets a bus driver can have is the ability to adapt and to respond to different road and weather conditions. The purpose of this course is to provide a review of safe driving practices for adverse driving conditions. By taking this course, you will learn: how to manage speed in order to maintain control of your bus; how to work brakes in both ABS and non-ABS brake systems; how a skid can happen and how to maintain control when it does; how to avoid skids; how certain conditions such as fog, smoke, dust, snow, etc. can limit your visibility and how to adjust your driving to account for those limited visibility situations; how road surface affects the impact of adverse weather conditions; how rain, snow, wind, storms can affect your driving and proper ways to drive in these conditions.

#### **Transportation (Bus Drivers) - Loading and Unloading Students (40 minutes)**

In school transportation, the greatest risks to student safety are outside the bus. A bus driver must constantly guard against the unexpected as students enter and exit the bus. So much is dependent on your efforts to keep one eye on students and your other eye traffic. This course is a review of safe practices for school bus loading and unloading procedures. It shares tips and strategies to help keep students safe. This course has two sections:



The first section applies to the loading and unloading of all students, the second section focuses on loading and unloading students with disabilities with a focus on students who use wheelchairs. By taking this course, you will learn: safety features on school buses; the "Danger Zones" of buses; best practices for approaching and departing student bus stops; tips for students who cross the road; proper procedures for loading and unloading students; proper procedures for loading and unloading students with disabilities and proper procedures for operating lifts and securing wheelchairs.

#### **Transportation (Bus Drivers) - Public Relations (15 minutes)**

As a bus driver you are an important representative of your school district and one of the district's most visible employees. Your behavior is observed daily by parents and talked of by students and your working hours are spent in the community. Building and maintaining positive public relations is the responsibility of every school employee. Public relations is a form of communication that contributes to the public opinion of schools. Your behavior and attitude on and off the school bus can create favorable or unfavorable opinions of the district. This course contains some key points for you to consider in building and maintaining positive public relations. With that in mind, you will learn about the following topics: safety, respect and appearance; handling complaints; maintaining positive relationships with parents and students; and student confidentiality.

#### **Transportation (Bus Drivers) - Railroad Crossing Safety (20 minutes)**

Railroad track crossings create one of the greatest hazards in bus transportation. Negligence, carelessness or an unintended mistake can result in tragedy. Safety at railroad crossings must be a top priority. As a bus driver, you carry the significant responsibility of ensuring the safety of students, yourself and fellow motorists. This course is designed to provide you with the knowledge you need to safely navigate railroad crossings. With that in mind, you will learn about: the types of railroad crossings; railroad signs and their meaning; state laws; safety precautions, such as stop, look, listen; and what to do in an emergency.

#### **Transportation (Bus Drivers) - School Bus Inspection (25 minutes)**

A pre-trip inspection is fundamental to the safety of all students and the overall maintenance of a school bus. Every day, you must check the safety of the bus you will drive. There are many reasons to inspect a bus prior to each trip. Pre-trip inspections help to reduce the chance of breakdowns or accidents. They help to reduce maintenance costs and prolong the life of a bus. But the most important and obvious reason is safety. Inspecting a bus helps you know that it is safe to drive. This course describes the necessary components of a pre-trip inspection and will review the four basic parts of a daily pre-trip inspection: 1) Engine Compartment Check; 2) Exterior Inspection; 3) Interior Inspection and Engine Start-Up and 4) Operating Inspection.

#### **Transportation (Bus Drivers) - School-Bus Emergency Evacuations (15 minutes)**

For most emergencies involving a school bus, the safest place for students is to remain on the bus. However, in situations where it is too dangerous to stay on the bus, students must evacuate. This course will aid bus drivers in the preparation of the actions they will need to take if they should have to evacuate a school bus in an emergency situation. With that in mind, you will learn about the following topics: preparing for an emergency evacuation including developing an evacuation plan; identifying hazards; managing an emergency evacuation by knowing when and how to evacuate; post-evacuation follow-up; and evacuation drills.

#### **Transportation - Reasonable-Suspicion Testing — Module 1 (60 minutes)**

Any employee who operates a commercial motor vehicle (CMV) that requires a commercial driver's license (CDL) is subject to drug and alcohol testing, including reasonable-suspicion testing. Reasonable-suspicion testing is a tool employers use to confirm suspected substance use or alcohol misuse. This testing helps to protect workplace safety and identify employees who may need help with a substance-use disorder. After taking module 1 of this two-part training, you'll understand: your supervisory responsibilities; requirements of the Department of Transportation, 49 Code of Regulations (CFR) Part 40 and the Federal Motor Carrier Safety Administration (FMCSA); the definitions of reasonable-suspicion testing and reasonable suspicion; training requirements regarding reasonable-suspicion testing; what constitutes moderate use of alcohol and drugs; why people use alcohol and drugs; what qualifies as alcohol and drug abuse; what qualifies as alcohol and drug addiction; the



four characteristics of addiction; eight conditions experienced when someone is addicted to alcohol or drugs; the definition of denial; contributing factors to alcohol and drug use; the definitions of commercial motor vehicle (CMV), commercial driver and commercial driver's license (CDL); what safety-sensitive functions are and what qualifies someone as a safety-sensitive employee; when school-bus drivers are prohibited from using alcohol; rules regarding the use of prescription controlled substances; what six tests are required by your organization's controlled-substances- and alcohol-testing program; what criteria qualify as reasonable suspicion; employee behaviors commonly associated with alcohol misuse and drug use; when withdrawal can be used in your decision to conduct a reasonable-suspicion test; why stereotypes should not be used as a reason to test; and when and how the Americans with Disabilities Act (Act) protects substance users from discrimination. You'll also understand: what legally constitutes alcohol; how alcohol affects a person's blood cells; how different blood-alcohol concentrations (BAC) impact behavior; what a breathalyzer is; how long alcohol can be detected in a person's blood; the short- and long-term physical effects alcohol has on the body; how tolerance is defined; what the symptoms of alcohol withdrawal are; the short- and long-term mental effects alcohol has on someone; what the signs and symptoms of alcohol abuse are; what qualifies as binge drinking; how alcohol impacts a worker, their co-workers, productivity, liability and public relations in the workplace; when the DOT prohibits an employee from performing safety-sensitive duties; how to talk to an employee when you determine that a reasonable-suspicion test is required; how a supervisor can inadvertently enable an employee who misuses alcohol; what traps you can fall into as a supervisor when an employee tries to persuade you not to engage in reasonable-suspicious testing; how an employee should be transported to the testing site; the DOT procedures for alcohol testing; what qualifies as a refusal to test; what different breathalyzer results mean; what a substance-abuse professional (SAP) is and what a SAP does; and what return-to-duty testing involves; what benchmarks

must be met for exemption from referral, evaluation and treatment requirements; and the emergency assistance programs (EAPs) to which you can refer employees.

#### Regulations

- Americans with Disabilities Act (ADA) of 1990 49 Code of Regulations (CFR)

#### Transportation - Reasonable-Suspicion Testing — Module 2 (60 minutes)

Any employee who operates a commercial motor vehicle (CMV) that requires a commercial driver's license (CDL) is subject to drug and alcohol testing, including reasonable-suspicion testing. Reasonable-suspicion testing is a tool employers use to confirm suspected substance use or alcohol misuse. This testing helps to protect workplace safety and identify employees who may need help with a substance-use disorder. After taking module 2 of this two-part training, you'll understand: your supervisory responsibilities; requirements of the Department of Transportation, 49 Code of Regulations (CFR) Part 40 and the Federal Motor Carrier Safety Administration (FMCSA); the definitions of reasonable-suspicion testing and reasonable suspicion; training requirements regarding reasonable-suspicion testing; why people use drugs; how the way a drug is administered impacts how quickly it affects someone; and what qualifies someone as a safety-sensitive employee. In addition, you'll understand: what drugs the DOT requires testing for; cannabinoids, including their characteristics, methods of use, other names, how long they can be detected in someone's system, the physical and behavioral symptoms associated with their use, how they impact driver performance, and what medical marijuana and CBD are; amphetamines, including their characteristics, methods of use, other names, how long they can be detected in someone's system, the physical and behavioral symptoms associated with their use, and how they impact driver performance; cocaine, including its characteristics, methods of use, other names, how long it can be detected in someone's system, the physical and behavioral symptoms associated with its use, and how it impacts driver performance; opioids, including their characteristics, methods of use, other names, how long they can be detected in someone's system, the physical and behavioral symptoms associated with their use, and how they impact driver performance; and phencyclidine, including its characteristics, methods of use, other names, how long it can be detected in someone's system, the physical and behavioral symptoms associated with its use, and how it impacts driver performance. Other topics covered by this course include: the use of prescription medication and its acceptable use; what constitutes reasonable suspicion for testing purposes; the substance-use testing process, and associated policies and procedures; what happens when an employee tests positive for a controlled substance; what the behavioral and physical signs and symptoms of prohibited drug use include;



what symptoms are associated with withdrawal; and special considerations for someone suspected of using both alcohol and drugs.

#### Regulations

- Americans with Disabilities Act (ADA) of 1990 49 Code of Regulations (CFR)

## CATALOG: TASB RMF - CYBERSECURITY

### AI Awareness — Effective Use for Administrators (40 minutes)

The purpose of this course is to equip K-12 administrators with the knowledge and skills needed to effectively integrate AI into educational settings, while providing a comprehensive understanding of AI technologies to help foster an innovative and efficient learning environment to support personalized learning, improve student outcomes and streamline administrative processes. Topics covered in this course include:

- Defining Artificial Intelligence
- Types of AI used in education
- Using AI to identify students at risk
- Using AI to enhance school safety
- Using AI to aid in streamlining school operations

### AI Awareness — Effective Use in the Classroom (55 minutes)

As AI technologies continue to evolve, educators have an unprecedented opportunity to leverage these tools to support a more individualized, efficient and effective learning environment. The integration of AI into the classroom is, however, not without its challenges. There are concerns around data privacy, ethical implications and the potential for widening educational inequalities. It is crucial that educators are informed about these issues and approach AI implementation thoughtfully and responsibly. This course will not only introduce practical applications of AI in the classroom but also address the ethical considerations and best practices for ensuring that AI tools are used in ways that are equitable, transparent and in the best interests of students.

### CIPA — Media Literacy and Digital Safety for Staff (50 minutes)

The Internet connects users to the digital world 24 hours a day, 7 days a week. For students, the Internet provides a wealth of resources and allows remote learning and collaboration from different locations. Along with the vast amount of information and entertainment the Internet provides come risks that can shatter the virtue of childhood. The number and types of threats confronting youth increase as technology continues to develop. These threats include:

- Easy access to pornography, violence, and other inappropriate content
- Cyberbullying and harassment
- Sexual predators
- Sexting and sextortion

### CIPA — Media Literacy and Digital Safety for Students (20 minutes)

This course delivers eRate compliant media literacy and digital safety training for teachers to show students in four grade appropriate modules: K-2; 3-5, 6-8; and 9-12.

### Cybersecurity Training for Administrators (55 minutes)

The purpose of this course is to educate school administrators on forming habits and procedures that will help protect district information resources and teach best practices for detecting, assessing, reporting, and addressing cybersecurity threats.

### Email Safety for Administrators (15 minutes)

In today's world, the pace of information moves at lightning speed. From commerce to communication to entertainment, the evolution of the internet and its decentralized nature provide an incredibly fast means of bridging connections all over the world. While global interaction becomes an essential component of our



modern society this also, unfortunately, provides opportunity for anonymous cybercriminals to compromise vast amounts of information to carry out illegal activities. There are people all over the world who continually attempt to utilize the freedom of the internet to illegally make money and do harm. As the techniques and methods of cybercriminals and hackers become more sophisticated and creative, employees must realize that many aspects of everyday communication; email, social media, text are under attack. As a result, education, vigilance and consistency are essential to prevent major security breaches in the workplace. Email, the most widely-used communication tool in today's workplace, is often utilized to perpetuate major cyberattacks on unsuspecting organizations. What seems like a harmless spam message may indeed cause an entire network to become infected with harmful software, known as malware or ransomware, and even allow cybercriminals to take control of an organization's systems. Recognizing and preventing these types of attempts, referred to as email phishing, will help to ensure the safety of your organization's networks and vital, sensitive information.

#### **Email Safety: Phishing, Malware and Ransomware Awareness (15 minutes)**

In today's world, the pace of information moves at lightning speed. From commerce to communication to entertainment, the evolution of the internet and its decentralized nature provide an incredibly fast means of bridging connections all over the world. While global interaction becomes an essential component of our modern society this also, unfortunately, provides opportunity for anonymous cybercriminals to compromise vast amounts of information to carry out illegal activities. Email, the most widely-used communication tool in today's workplace, is often utilized to perpetuate major cyberattacks on unsuspecting organizations. What seems like a harmless spam message may indeed cause an entire network to become infected with harmful software, known as malware or ransomware, and even allow cybercriminals to take control of an organization's systems. Recognizing and preventing these types of attempts, referred to as email phishing, will help to ensure the safety of your organization's networks and vital, sensitive information. The goal of this course is to provide school staff with helpful information about email safety and useful tools to assist in keeping combative and potentially dangerous cyberattacks at bay. After taking this course, you'll be able to: define email phishing, malware and ransomware and the dangers associated with each; identify and recognize phishing attempts and attacks; and avoid falling victim to phishing and other malicious attacks.

#### **Online Safety: Sexting, Cyberbullying, Predators and Explicit Content (25 minutes)**

This course provides information for educators about the dangers children face while using technology. The information in this course may be shared with students and parents to help protect the safety and well-being of children. The course contains information on online safety, cyber-bullying and sexting.

#### **Social Media (NFHS) (60 minutes)**

Through the use of social media, everyone now has the ability to be a mass communicator. This has greatly impacted the sports industry — including high-school sports and activities. This course is designed to assist you in setting clear boundaries and guidelines for your students' responsible social-media usage. It will help you turn social media into a positive experience for you and your students by framing social media as a tool that you can use to promote your program and your personal brand. Taking this course will help you stop fighting social media and instead use it to impact your students and organization positively. Topics covered by this course include: what social media is; social-media platforms; social media and support; athlete usage; boundaries; guidelines; and five take-aways on social media.

#### **Social Media: Personal and Professional Use (25 minutes)**

After discussing how social media can be safely and professionally used in an educational setting, the course offers tips for responsible personal social-media use, including how to protect your online reputation. By taking this course, you will learn: how social media is used; how to use your school district's technology safely and professionally; what to watch out for when using online tools and tutorials; about copyright restrictions; how to prepare your students to use social media responsibly; how your real-life responsibilities as a mandated reporter apply to online situations; about privacy settings — especially with regard to private networks and personal networks; what your responsibilities are under your country's federal laws; what best practices you should implement with regard to social media; what not to do when digitally communicating with colleagues; what your



rights are with regard to social media; about the dangers of “friending”; about social-media privacy settings; how to safeguard your online reputation; and what simple social-media rules you should follow.

## CATALOG: TASB RMF - LIABILITY

### **A Case for AEDs in Schools (15 minutes)**

This course explains the importance of CPR training and early defibrillation programs by telling the story of a 17-year-old athlete who went into cardiac arrest following football practice.

### **ACL Injury Prevention (NFHS) (60 minutes)**

Every season, ACL injuries take thousands of students out of the game. To help you reduce the risk of ACL injuries for your student-athletes, the National Federation of State High School Associations (NFHS) has partnered with the Hospital for Special Surgery to bring you this ACL Injury Prevention course. This course is designed to teach you about the causes of ACL injury, how to identify and correct movement deficiencies that can lead to ACL injuries, and how to effectively lead a Neurodynamic Warm-Up before practices and games.

### **Active Shooter Response: Lockdown, Barricade, Escape (15 minutes)**

This course helps school employees take the safest course of action in an active shooter situation. The course contains information on flight as an alternative to lockdown, if the situation requires it. The course also includes tips on what to expect and how to react when emergency personnel arrive on the scene of a school shooting.

### **Adult Sexual Misconduct (35 minutes)**

Nearly one in 10 students is subjected to adult sexual misconduct (ASM) by a school employee. A victim of ASM faces life-altering physical, psychological, behavioral and academic consequences. The consequences for an adult offender are likewise predictable: the end of a career, probable financial ruin, time in jail, sex-offender registration and ruined familial relationships. This course will discuss ASM and offer ways to remedy its impact and prevent it from happening in the future. By taking this training you will understand: how to define “adult sexual misconduct”; how to define “sexual abuse”; what types of physical conduct, non-contact/verbal conduct and electronic behaviors constitute acts of ASM; how much damage what ASM offender can do; where ASM occurs; what characteristics individuals who commit sex offenses share; what characteristics male child molesters share with the general population; how female and male ASM offenders differ; what trolling, grooming, exploiting and lulling are; what warning signs ASM offenders may exhibit, and why it’s difficult to detect those signs; how acts of ASM typically come to the attention of school officials; why victims of ASM rarely disclose the abuse they’re receiving; how you should respond if a victim discloses ASM to you; what mandated-reporting laws exist; how Title IX of the U.S. Education Amendments of 1972 (i.e., Title IX) is related to ASM; how Title IX defines “sexual harassment” and “sexual violence”; why acts of ASM are always considered sexual harassment under Title IX; how Title IX defines the term “responsible employee,” why you might be one, and what your duties as a responsible employee entail; what happens when an act of ASM violates both state criminal law and Title IX federal law; why confidentiality is crucial during Title IX investigations; what victim protections and support are guaranteed by Title IX; what types of punishment and ASM offender may face; what six items a district’s ASM policy should include; what school employee / student boundaries should not be crossed; how to report ASM; and what topics should be included when a district educates parents and students about ASM.

### **AED Use - Avive Connect AED (10 minutes)**

This course contains a manufacturer-developed video that describes how to use the Avive Connect automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator’s specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

### **AED Use - HeartSine® samaritan® PAD 350P (10 minutes)**



This course contains a manufacturer-developed video that describes how to use the HeartSine® samaritan® PAD 350P automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

**AED Use - HeartSine® samaritan® PAD 360P (10 minutes)**

This course contains a manufacturer-developed video that describes how to use the HeartSine samaritan® PAD 360P automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

**AED Use - HeartSine® samaritan® PAD 450P (10 minutes)**

This course contains a manufacturer-developed video that describes how to use the HeartSine samaritan® PAD 450P automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

**AED Use - Philips HeartStart FR2+ (15 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the Phillips HeartStart FR2+ defibrillator.

**AED Use - Philips HeartStart FR3 (15 minutes)**

This course features a manufacturer-developed video that teaches school employees about the Phillips HeartStart FR3 defibrillator. By taking this training, you will learn: how to use the FR3 defibrillator; what the FR3 defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

**AED Use - Philips HeartStart FRx (20 minutes)**

This course features a manufacturer-developed video that instructs school employees on the correct operation of the Phillips HeartStart FRx defibrillator.

**AED Use - Philips HeartStart OnSite/HS1 (10 minutes)**

This course features manufacturer-developed videos that instruct school employees on the correct operation of the Phillips HeartStart OnSite defibrillator.

**AED Use - Physio-Control LIFEPAK 1000 (10 minutes)**

This course features a manufacturer-developed video that describes how to use the Physio-Control LIFEPAK CR® 1000 automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

**AED Use - Physio-Control LIFEPAK 500 (10 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the Physio- Control LIFEPAK® 500 automated external defibrillator.

**AED Use - Physio-Control LIFEPAK CR® Plus (10 minutes)**

This course contains a manufacturer-developed video that describes how to use the Physio-Control LIFEPAK CR® Plus automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

**AED Use - Physio-Control LIFEPAK® Fully Automatic CR2 (15 minutes)**

This course contains a manufacturer-developed video that describes how to use the Physio-Control LIFEPAK® Fully Automatic CR2 automated external defibrillator (AED). By taking this training, you will learn: how to use the



AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

#### **AED Use - Training Confirmation (5 minutes)**

An automated external defibrillator (AED) is a lightweight, portable, electronic device that delivers an electronic shock through a patient's chest to his heart. The test that accompanies this course serves as confirmation that you have completed the required instructor-led AED training for this course.

#### **AED Use - Training for Educational Service Center Employees (10 minutes)**

This course contains information on how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest. By taking this training, you will learn: the difference between cardiac arrest and heart attack; how to respond to cardiac arrest; how to administer an AED; how to administer hands-only CPR; and how to go about training on school specific AEDs.

#### **AED Use - Zoll Powerheart® G5 (20 minutes)**

This course contains a manufacturer-developed video that describes how to use the Cardiac Science(R) Powerheart(R) G5 automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest. (15 minutes)

#### **AED Use — Cardiac Science® Powerheart® G3 Plus 9390A, Fully Automatic Version (10 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the Cardiac Science® Powerheart® G3 Plus 9390A Fully Automatic AED.

#### **AED Use — Cardiac Science® Powerheart® G3 Plus 9390E, Semi-Automatic Version (10 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the Cardiac Science® Powerheart® G3 Plus 9390E Semi-Automatic AED.

#### **AED Use — Defibtech LifeLine (15 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the Defibtech LifeLine DDU-100 Series defibrillator.

#### **AED Use — Defibtech LifeLine View (15 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the Defibtech LifeLine DDU-100 Series defibrillator.

#### **AED Use — General Training for School Employees (10 minutes)**

This course contains information on how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest. By taking this training, you will learn: the difference between cardiac arrest and heart attack; how to respond to cardiac arrest; how to administer an AED; how to administer hands-only CPR; and how to go about training on school specific AEDs.

#### **AED Use — HeartSine® samaritan® PAD 300P (10 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the HeartSine Samaritan PAD defibrillator.

#### **AED Use — Zoll AED 3™ (20 minutes)**

This course contains a manufacturer-developed video that teaches school employees how to use the Zoll AED 3™. By taking this training, you will learn how to use the AED and what the defibrillator's specifications are.

#### **AED Use — Zoll Semi- and Fully Automatic AED Plus Defibrillators (20 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation



of the Zoll semi- and fully automatic AED Plus defibrillators.

#### **AI Awareness — Effective Use for Administrators (40 minutes)**

The purpose of this course is to equip K-12 administrators with the knowledge and skills needed to effectively integrate AI into educational settings, while providing a comprehensive understanding of AI technologies to help foster an innovative and efficient learning environment to support personalized learning, improve student outcomes and streamline administrative processes. Topics covered in this course include:

- Defining Artificial Intelligence

- Types of AI used in education
- Using AI to identify students at risk
- Using AI to enhance school safety
- Using AI to aid in streamlining school operations

#### **AI Awareness — Effective Use in the Classroom (55 minutes)**

As AI technologies continue to evolve, educators have an unprecedented opportunity to leverage these tools to support a more individualized, efficient and effective learning environment. The integration of AI into the classroom is, however, not without its challenges. There are concerns around data privacy, ethical implications and the potential for widening educational inequalities. It is crucial that educators are informed about these issues and approach AI implementation thoughtfully and responsibly. This course will not only introduce practical applications of AI in the classroom but also address the ethical considerations and best practices for ensuring that AI tools are used in ways that are equitable, transparent and in the best interests of students.

#### **An Introduction to Remote Learning (30 minutes)**

Kindergarten through twelfth-grade (K12) education has experienced rapid change — if not total transformation — during the Coronavirus pandemic. Seemingly overnight, countless traditional, brick-and-mortar schools have moved to remote-learning models. The phrase “remote learning” is used to describe any online and offline learning experiences that take place outside a traditional classroom environment. To maintain students’ attention and participation, remote learning requires different instructional approaches than traditional classrooms require. After taking this course, you’ll understand how to provide personalized experiences that meet student needs. Specifically, you’ll learn: what a learning-management system (LMS) is; what LMS resources are available to you; what instructional guidelines you should follow; what instructional strategies you should employ; how to increase student engagement; what learning models you should consider using; what types of digital content are available; how to select digital content; what open educational resources (OERs) are available to you; how to ensure online learning is accessible to students with disabilities; which communication options you should consider using; what protocols should be used when students need to get your attention online; what breakout rooms are and how to use them; how to provide and solicit feedback; how to incorporate your classroom personality into your online presence; when and how to incorporate games into online instruction; why breaks are important; what to cover during your remote-learning orientation; how to build relationships online; how to support your students’ families; what student-privacy and safety issues you need to be aware of; and how to track online attendance, time and participation.

#### **Appearance and Performance Enhancing Drugs and Substances (NFHS) (60 minutes)**

The use of Appearance and Performance Enhancing Drugs and Substances, or APEDS, affects every school. To help the interscholastic community address this issue, the NFHS has created this APEDS course. The course explains what APEDS are, what forms they take, and what their effects can be on students. It highlights the reasons why students use APEDS in and out of athletics and gives guidance and resources for detecting and preventing the use of APEDS. No matter what your relationship is to high school activities, this information will be beneficial to you.

#### **Asbestos 2-Hour: Module 1 — All About Asbestos (30 minutes)**

This course provides information about the nature of asbestos (i.e., the various forms and uses) and the health



effects associated with asbestos exposure.

#### **Asbestos 2-Hour: Module 2 — Safe and Effective Work Practices (35 minutes)**

This course explains how to identify materials that contain asbestos and how to recognize signs of damage and deterioration. Also, the course will describe what a fiber release episode is and how to respond to one. Employees will learn safe and effective housekeeping methods that are compliant with federal regulations.

#### **Asbestos 2-Hour: Module 3 — Operations and Maintenance Programs (35 minutes)**

In this course, employees will learn the procedures used to manage asbestos in buildings, and the required components of an effective Operations and Maintenance (O&M) program.

#### **Asbestos 2-Hour: Module 4 — District Information (15 minutes)**

In this course, employees will learn the location of asbestos containing building materials (ACBM) in each school, the location of the district's asbestos management plan, and the name and telephone number of the person responsible for the district's asbestos- management program.

#### **Asbestos Hazard Awareness (25 minutes)**

Asbestos is a natural, fibrous silicate mineral. Exposure has proved extremely dangerous, because unseen fibers can be inhaled unknowingly. The asbestos fibers breathed in by workers can cause serious diseases of the lungs and other organs that may not appear until years after the exposure has occurred, making asbestos hazard awareness an essential training topic. After taking this course, employees will be able to: explain what asbestos is; give examples of how asbestos might appear at work; identify health effects of asbestos exposure; identify ways to prevent exposure to asbestos on the job; and explain what to do if they are exposed to asbestos.

#### **Asbestos Two-Hour Training Confirmation (5 minutes)**

This course provides districts with documentation of employees who have completed an instructor-led asbestos training course compliant with EPA 40 CFR 763.92.

#### **Assisting Students with Food Allergies (45 minutes)**

The responsibility to keep students safe is the collective responsibility of all school employees, making it important that school employees understand the seriousness of student allergies — especially those that can cause a severe reaction — and how to respond to them. The purpose of this course is to provide general information about food allergies and helps school personnel learn to recognize and provide treatment for students at risk. This course also explains ways to reduce student exposure to food allergens and how to make accommodations for students with food allergies. By taking this training you will learn:

- Identification of the specific allergen(s) for a specific student(s).
- Review of a student's emergency action plan.
- How to access emergency services per school policy.
- How to notify appropriate school personnel.
- Specific information on the storage, handling, and disposal of epinephrine auto-injectors.

#### **Regulations**

- USDA Professional Standards Key Area -- Operations (2000) USDA Professional Standards Key Area -- Nutrition (1000)
- USDA Professional Standards Key Topic -- Menu Planning (1100)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600)
- USDA Professional Standards Training Subject -- Special Diets including Food Allergies (1160) USDA Professional Standards Training Subject -- Food Safety Culture (2640)

#### **Asthma Awareness and Response (40 minutes)**

This course discusses teachers' responsibilities regarding asthma. Specifically, the course covers: how to respond



to an asthma attack; how to administer medication, including metered-dose inhalers, dry-powder inhalers and nebulizers; how to monitor the self-administration of medication; and how to respond to medication errors.

#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)

#### **Autism Awareness (30 minutes)**

The purpose of this course is to provide school staff members with an introduction of Autism Spectrum Disorder (ASD) awareness and how to best understand and assist the children in your school who have the disorder.

#### **Avoiding Cuts and Burns (20 minutes)**

Cuts and burns account for some of the most common workplace accidents and can cause lasting injuries, expensive medical care, or even death. Even a simple cut can turn into a serious infection leading to lost wages and work hours. Like most workplace accidents, cuts and burns can be avoided by remaining aware of your surroundings, using the right tool for the right job, and following proper safety procedure. Each school employee faces different challenges depending on where they work. This training is designed to address the challenges of these unique working environments. With that in mind, you will learn: tips for preventing cuts; proper uses for common tools; how to sharpen and clean tools; scissor safety; tips for preventing burns; electrical and mechanical items that can cause burns; how to prevent chemical burns; safety guidelines for mechanical and electrical repair; types of fires; how to be prepared for and protect yourself in a fire emergency; types of fire extinguishers; proper use of a fire extinguisher; proper first aid for minor cuts what you should do for major cuts; proper first aid for first and second-degree burns; and what you should do for severe burns.

#### **Back Injury Prevention and Ergonomics (15 minutes)**

The purpose of this course is to share common ergonomic hazards in the school environment and ways to lessen or prevent exposure to these hazards. In this course you will learn about: musculoskeletal disorders (MSDs) and their symptoms, common treatments, and risk factors; ergonomic hazards that school employees face and ways to prevent and remediate these hazards; and ergonomic recommendations to help develop safe work practices for lifting, sitting and standing.

#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Receiving and Storage (2500)
- USDA Professional Standards Training Subject -- Inventory Management (2510) USDA Professional Standards Training Subject -- Receiving and Storage (2520)

#### **Back Injury Prevention and Ergonomics for Custodians and Maintenance (15 minutes)**

The purpose of this course is to share common ergonomic hazards in the school environment and ways to lessen or prevent exposure to these hazards. In this course you will learn about: musculoskeletal disorders (MSDs) and their symptoms, common treatments, and risk factors; ergonomic hazards that school employees face and ways to prevent and remediate these hazards; ergonomic recommendations to help develop safe work practices for lifting, sitting and standing; and specific practices for custodial and maintenance tasks.

#### **Bed Bugs (25 minutes)**

This course includes general information about bed bugs, explains how bed bug infestations affect students and staff, and contains recommendations for school interventions to prevent the spread of bed bugs from students who are transporting them from home.

#### **Behavior Management in the Classroom (35 minutes)**

Behavioral problems in the classroom often relate to ineffective behavior management, creating a challenge for many teachers. The key to effective classroom management is to develop and implement an effective comprehensive behavior management system. Classrooms with an effective behavior management system in



place experience less problematic student behavior. The purpose of this course is to identify and describe the core components of an effective comprehensive behavior system. It concludes with a section on the influence of culture on behavior. With that being said, you will learn about: the core elements of a comprehensive behavior management system; purpose statements and the three criteria of a purpose statement; classroom rules, expectations and procedures; positive and negative consequences; the definition of surface management strategies; delivering consequences; action plans, how to assemble a toolkit, how to teach and share action plans; how to define and develop crisis plans; and how culture influences behavior.

#### **Behavior-Based Safety (25 minutes)**

Safety is a series of choices made by workers each day, choices involving behaviors in the workplace. It's in how you train, what precautions you take when performing tasks, and your level of awareness to external factors that may jeopardize your wellbeing. You might say that 'safety' is in how you confront the sum total of different considerations with the potential for negatively impacting personal health. There are three factors that influence personal safety choices: the ability to recognize hazards and evaluate risk, the motivation to be safe, and the ability to focus while performing the current task safely. Behavior Based Safety is a program designed to influence employee actions toward safer outcomes, ideally by preventing an accident or injury before it occurs. Implementing a behavior based safety program is the most comprehensive way for companies to promote safety, eliminate hazards and prevent injuries. When implemented correctly, a behavior based safety program can provide positive rewards to change unsafe behavior, reduce job-related injuries, minimize lost production hours, and improve workplace morale—essential ingredients for creating a strong safety culture. In this course, you will learn: the definition of behavior-based safety and its key terms; how to describe why a behavior-based safety program matters to both employees and companies; how to identify methods and tools used to eliminate hazards and prevent injuries on the job; and how to identify the steps involved in a behavior-based safety program.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

#### **Bleacher Inspection (10 minutes)**

This course reviews the procedures for inspecting bleachers by focusing on the use of a district "Bleacher Inspection Checklist."

#### **Bleacher Operation (Telescopic) (10 minutes)**

This course is an overview of the general procedures that should be followed when opening or closing telescopic bleachers.

#### **Bloodborne Pathogens for School Employees — Full / Refresher (30 minutes)**

This course provides training on the hazards of contact with body fluids. It describes the diseases most commonly transmitted through blood and bodily fluids, explains how employees can become infected by bloodborne pathogens, describes effective methods of prevention that reduce the risk of being exposed to bloodborne pathogens, and what to do if you are exposed to a bloodborne pathogen.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

#### **Bloodborne Pathogens for School Employees — Refresher (20 minutes)**

The purpose of this course is to provide refresher training for school employees on bloodborne pathogens. The



course contains information on the diseases caused by bloodborne pathogens, exposure control plans, routes of entry, occupational exposure, universal precautions, and how to react after an exposure.

Regulations

- OSHA 29 CFR 1910.1030
- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

**Bloodborne Pathogens for School Employees — Refresher 2 (15 minutes)**

Bloodborne Pathogens (BBP) are viruses carried in human blood and other body fluids that cause disease in people. After taking this course, you will be able to: identify the bloodborne pathogens that pose the most serious health threats; identify the ways HIV, HBV, and HCV pathogens are transmitted; identify basic precautions to prevent exposure; and identify the actions to take in case of exposure to bloodborne pathogens.

Regulations

- OSHA 29 CFR 1910.1030

**Bloodborne Pathogens for School Employees — Refresher 3 (15 minutes)**

Bloodborne Pathogens (BBP) are viruses carried in human blood and other body fluids that cause disease in people. After taking this course, you will be able to: identify the bloodborne pathogens that pose the most serious health threats; identify the ways HIV, HBV, and HCV pathogens are transmitted; identify basic precautions to prevent exposure; and identify the actions to take in case of exposure to bloodborne pathogens.

Regulations

- OSHA 29 CFR 1910.1030

**Bomb Threats and Suspicious Packages (15 minutes)**

Education and office buildings are the most commonly reported targets of bomb threats. Your ability to quickly and efficiently respond to a bomb threat or possible IED (Improvised Explosive Device) could save lives. Every potential threat, whether a hand-written bomb threat or a suspicious package should always be taken seriously. It's important to know what steps you can and should take in the event of an emergency. Every situation is unique, but there are some standard guidelines that can help you keep the situation under control until law enforcement arrives. This course teaches you how to recognize and manage bomb threat and improvised explosive device (IED) emergency situations.

**Building Safe and Supportive School Environments (45 minutes)**

School climate is a broad, multifaceted concept. It can be described as the overall quality and character of a school. A safe and supportive school climate is critical to student success. It is tied to attendance, academic achievement, and graduation rates. This course will provide you with understanding on how to build safe and supportive school environments for students. After taking this course, you will understand how to create a safe and supportive school climate; how to encourage connectedness; how to become culturally competent; how to apply positive behavior intervention and supports (PBIS); how to promote social-emotional learning; and how to implement restorative justice.

**Bullying Prevention (45 minutes)**

Bullying hurts the quality of a school environment and creates unsafe conditions for students. It is a serious problem that can result in absenteeism, low academic achievement and student-teacher conflicts. The purpose of this course is to help educators understand, recognize, and respond to bullying. By learning what bullying looks like, why it happens, who its likely perpetrators and targets are, and its warning signs, you can better respond to bullying — and ultimately prevent it from occurring in school. This course includes the following topics: types of bullying in primary and elementary school, middle school and high school, profile of perpetrators, profile of targets, diverse populations, effects of bullying, indicators of bullying, discriminatory



harassment, responding to bullying, prevention and supportive school climates.

#### **Bullying Prevention (2-minute reminder) (5 minutes)**

This is a quick reminder on how to respond effectively when you witness students being bullied.

#### **Bullying Prevention - Administrators (60 minutes)**

An administrator's role in preventing bullying is crucial and multifaceted. As an administrator, you set the tone for the school culture and are responsible for creating a safe, inclusive, and respectful learning environment.

#### **Bullying Prevention - Refresher (15 minutes)**

Bullying hurts the quality of a school environment and creates unsafe conditions for students. It is a serious problem that can result in absenteeism, low academic achievement, and student-teacher conflicts. The purpose of this course is to provide refresher training on bullying prevention to help educators understand, recognize, and respond to bullying. By learning what bullying looks like, why it happens, who its likely perpetrators and targets are, and its warning signs, you can better respond to bullying — and ultimately prevent it from occurring in school. After taking this course, you will understand: the definition of bullying; the four categories of bullying behaviors; the profiles of both the perpetrators and targets; how bullying affects targets and witnesses; the signs and indicators of bullying; the five steps to follow when responding to bullying; and how to report bullying.

#### **Bullying, Hazing and Inappropriate Relationships (NFHS) (120 minutes)**

Protecting interscholastic students doesn't just happen on the competitive courts or in the fields of play. More and more, news media and criminal investigations are documenting examples of inappropriate relationships, sexual harassment, hazing and bullying (including cyberbullying). And in a fast-growing world of electronic and social media, these issues are becoming more prevalent, and in some cases, more severe. That's why the NFHS has developed this online course for interscholastic coaches. This training takes a hard look at these difficult issues, and provides recommendations and procedures coaches need to protect their students, their students and themselves. Topics covered include: bullying, hazing and inappropriate behaviors; defining inappropriate behaviors; harassment from a legal perspective; sexual-harassment statistics; how a coach should deal with inappropriate behaviors; elements of a good reporting system; hazing; hazing from a legal perspective; types of hazing; prevalence of hazing in high schools; hazing by the numbers; how a coach should deal with hazing; alternatives to hazing; bullying and cyberbullying; cyberbullying and social media from a legal perspective; bullying statistics; cyberbullying statistics; and how a coach should deal with bullying and cyberbullying.

**But What Can I Do? The Role of Schools and School Transportation in Combating Human Trafficking (60 minutes)**  
Teachers, school bus drivers, and other members of the education system are uniquely positioned to play a role in combating human trafficking. This training webinar, provided by TAT and The Foundation United, will teach you more about how all members of the school ecosystem can play a role in protecting students through prevention, awareness and action. The session also features testimony from a survivor of trafficking and highlights accessible anti-trafficking strategies and resources specifically created for schools and school transportation.

#### **Cardiopulmonary Resuscitation (CPR) (25 minutes)**

This course presents the basics and provides refresher training for school employees certified in CPR. It is also an introductory course for those without formal training. It includes the following topics:

- Finding an unresponsive person
- Circulation
- Breathe
- AED and recovery position

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)



### **Cardiopulmonary Resuscitation (CPR) — Hands-Only (5 minutes)**

Hands-only cardiopulmonary resuscitation (CPR) is like traditional CPR, but without the administration of mouth-to-mouth breaths. The American Heart Association (AHA) recommends the technique be used by people who see a teen or adult suddenly collapse at home, at school, at work, in a park, or in some other “out of hospital” setting. This course includes a video that demonstrates how to perform hand-only CPR. By taking this course you will learn: when and how to administer hands-only CPR; and how to use hands-only CPR in conjunction with an automated external defibrillator (AED).

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

### **Cardiopulmonary Resuscitation (CPR) — Training Confirmation (5 minutes)**

You should know how to use cardiopulmonary resuscitation (CPR) when someone has stopped breathing and/or his heart has stopped beating. CPR comprises rescue breathing, which provides oxygen to the victim’s lungs, and chest compressions, which keep the victim’s blood circulating. The accompanying test serves as confirmation that you have completed the required instructor-led CPR training for this course.

### **Caring for Students with Diabetes: Training Confirmation for Designated Diabetes Personnel (5 minutes)**

Many state laws require that certain school employees be trained as designated diabetes personnel. Typically, a school nurse or other licensed healthcare professional must teach these employees how to administer diabetes care to students. The test that accompanies this course serves as confirmation that the employee has indeed completed the required training.

### **Caring for Students with Diabetes: Training for Designated Diabetes Personnel (30 minutes)**

This course discusses diabetes and the related medical tasks designated personnel must administer in the absence of a school nurse. Topics covered include: diabetes overview; blood-glucose testing; proper nutrition; exercise; insulin; hypoglycemia; hyperglycemia; diabetic ketoacidosis; diabetes emergency care kits; field trips, sporting events, activities and special events; student self-care; education plans; and how to support a student with diabetes.

#### **Regulations**

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)

### **Caring for Students with Diabetes: Training for General Faculty and Staff (15 minutes)**

This course discusses general diabetes knowledge. Topics covered include: diabetes overview; blood-glucose testing; proper nutrition; exercise; insulin; hypoglycemia; hyperglycemia; diabetic ketoacidosis; diabetes emergency care kits; field trips, sporting events, activities and special events; and how to support a student with diabetes.

#### **Regulations**

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)

### **Chemical Safety (30 minutes)**

Workers are harmed by incidents involving chemicals each year. This course provides required awareness training in occupational hazards common to the handling of chemicals. After taking this course, you will be able to: recognize workplace chemical hazards and the risks associated with their use; list conditions that may present an exposure risk, possible routes of exposure, and the factors that influence an individual’s reaction to a chemical exposure incident; demonstrate safety precautions that should be taken by workers and employers to minimize exposure to chemicals; demonstrate safe storage, transport, and disposal practices for hazardous chemicals; and



describe appropriate response actions in the event of a chemical incident.

### **Child Abuse: Recognizing and Reporting Child Maltreatment in a Virtual Learning Environment (25 minutes)**

Although virtual learning has existed for years, the COVID-19 pandemic has caused a record number of students to participate in online schooling. Financial pressures, new responsibilities and social isolation has elevated stress levels and although this anxiety has made family life ripe for abuse and neglect, the number of child-abuse reports filed during the pandemic has actually decreased. As an educator, you are a critical source of education and support for students. Your ability to engage children, families and communities through virtual learning and other means may help them maintain the connections they desperately need. Even though remote learning makes it more difficult for you to assess safety concerns, detect maltreatment, and access guidance for how to file a report, you must nevertheless fulfill your duties as a mandated reporter. This course is intended to help you recognize and learn how to report child abuse and neglect in a virtual-learning environment. With that in mind, you will learn: the four types of child maltreatment (physical abuse, sexual abuse, emotional abuse and neglect); how to recognize child maltreatment; how to make personal connections with your students, parents and caregivers; how to assess the home environment; and how to report child maltreatment, including what information to report.

### **Chronic Health Conditions (40 minutes)**

A chronic illness as a disease that lasts for more than three months. Many are serious; some can even be life-threatening. With that in mind, course topics include: chronic health conditions, disabilities, student health plans, asthma, diabetes, epilepsy, food allergies, inflammatory bowel diseases, depression, anxiety and indoor air quality. By taking this training, you will learn: how chronic health conditions impact school attendance, academic performance and social-emotional wellness; the responsibilities of school health services and educators for students with chronic health conditions — particularly when it comes to federal disability rights laws; how to identify students with disabilities; how 504 Plans, Individualized Education Programs (IEPs) and laws regarding students' rights to equal treatment impact how schools handle students with chronic health conditions — specifically with regard to placement, supplementary aids, related services, accommodations and modifications; your responsibilities with regard to students' individualized healthcare plans (IHCPs) and emergency action plans (EAPs); the definition of asthma, your responsibilities for asthmatic students, how to respond to asthma attacks, and how to administer asthma medications; how insulin impacts blood-glucose levels, how to recognize and treat hyperglycemia and hypoglycemia, how to respond to diabetic emergencies, and how to support diabetic students; the definitions of epilepsy and seizures, what types of seizures exist, when a seizure qualifies as a medical emergency and how you should respond, how epilepsy impacts academic performance, and how to document seizures; the definition of anaphylaxis, what epinephrine is and how it works, how to recognize allergic reactions, how to respond to severe allergic reactions, and how to prevent allergic reactions; the definitions of Crohn's disease and ulcerative colitis, how to recognize irritable bowel diseases (IBD), and how to support students with IBDs; the definition of depression and types of depressive disorders, how to recognize depression, how depression impacts learning, and how to support students with depressive disorders; the definition of anxiety disorders, how to recognize anxiety, how anxiety impacts learning and behavior, and how to support students with anxiety; how indoor air quality and volatile organic compounds (VOCs) impact chronic health conditions, how to prevent and clean mold, and how to control dust and other allergens.

#### **Regulations**

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)

### **CIPA — Media Literacy and Digital Safety for Staff (50 minutes)**

The Internet connects users to the digital world 24 hours a day, 7 days a week. For students, the Internet provides a wealth of resources and allows remote learning and collaboration from different locations. Along with the vast amount of information and entertainment the Internet provides come risks that can shatter the virtue



of childhood. The number and types of threats confronting youth increase as technology continues to develop.

These threats include:

- Easy access to pornography, violence, and other inappropriate content
- Cyberbullying and harassment
- Sexual predators
- Sexting and sextortion

#### **CIPA — Media Literacy and Digital Safety for Students (20 minutes)**

This course delivers eRate compliant media literacy and digital safety training for teachers to show students in four grade appropriate modules: K-2; 3-5, 6-8; and 9-12.

#### **Civil Rights in Child Nutrition Programs — USDA (50 minutes)**

The purpose of this course is to help you avoid discrimination issues in your cafeteria. As such, this course describes your school food authority's (SFA) responsibilities with regard to the U.S. Department of Agriculture's (USDA) civil rights requirements. Specifically, this course: includes real-life examples of socioeconomic discrimination and dietary discrimination that have occurred in school cafeterias; defines "civil rights," "discrimination" and "protected class"; lists what classes of individuals the USDA protects from discrimination in all its programs and activities; explains the written assurance required before any school can qualify for federal financial assistance; explains the compliance required as part of an organization's Food and Nutrition Services (FNS) program's on-going management evaluation; lists what equal opportunities students must be afforded by USDA-funded nutrition programs; defines "lunch shaming" and describes how the law requires schools to handle potential lunch-shaming situations; defines "potentially eligible persons" for school-meal programs; explains that schools must have a public-notification system to reach potentially eligible persons and what three elements are required for that notification system; includes USDA's nondiscrimination statement; describes and links to the USDA's "And Justice for All" poster; explains what legally qualifies as a disability and how Section 504 of the Rehabilitation Act of 1973 protects persons with disabilities; defines "limited English proficiency (LEP)" and "meaningful access," and describes how to afford people with LEP meaningful access to a school-lunch program; describes how a school must collect ethnic and racial data to meet USDA's data-collection and data-reporting requirements; explains how to file a complaint with the USDA about an alleged discriminatory action; defines "non-compliance" and "corrective action plan," and explains how a corrective action plan must be implemented when non-compliance is discovered; defines the USDA's "alternative dispute resolution (ADR)" program and describes how it can be used when conflict exists within your SFA; and defines "mediation," which is the primary technique used by USDA's ADR program.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000) USDA Civil Rights
- USDA Professional Standards Training Subject -- Human Resource Management (3410)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

#### **Communicable Diseases: Prevention and Control (20 minutes)**

The purpose of this course is to teach you the best ways to prevent and control communicable diseases. With that in mind, the following topics are discussed: communicable diseases and germs; hand washing; personal protective equipment; personal habits; cleaning, disinfecting and sanitizing; vaccinations and screenings; exclusion guidelines; and resources. By taking this course, you will understand: the impact of communicable diseases on schools; how germs are spread; how to wash your hands properly and when to do so; when to use personal protective equipment; how to minimize the spread of germs; how to clean, disinfect and sanitize; how to mix a bleach solutions appropriate for disinfecting and sanitizing; how to dispose of waste contaminated with bodily fluids; what vaccinations you need and why; and when you and your students should not attend school because of illness.

#### **Regulations**

- USDA Professional Standards Key Area -- Operations (2000)



- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Program Management (3200)
- USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600)
- USDA Professional Standards Training Subject -- Healthy School Environment (3230) USDA Professional Standards Training Subject -- Food Safety – General (2620)

### **Communicating Effectively (25 minutes)**

Practicing good communication skills is essential for a productive, positive work environment. Communication is defined as the exchanging of information. But in our world, communication means so much more than that. When you think about oral communication, you likely think about language — in other words, your choice of words. In reality, studies have shown that most your message is communicated through body language and vocal tone, not the words you speak. By taking this course, you will understand the following elements of personal communication: body language, vocal tone, spoken words, listening. In addition, you'll understand how to communicate effectively: in manager meetings, in team meetings, on phone calls, via emails, via texts, and via other written communications. Finally, you'll understand how prejudice is an obstacle to communication and how to manage conflict.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

### **Concussion in Schools - Return to Learn (20 minutes)**

The symptoms of concussion can negatively impact a student's learning, emotion regulation, or behavioral functioning in the classroom. Addressing the needs of an affected student during the school day is equally as important as addressing concussions in school athletics. Appropriate management is essential for reducing the risk of long-term symptoms and complications associated with concussion.

### **Concussion in Sports (NFHS) (60 minutes)**

The National Federation of State High School Associations (NFHS) has partnered with the Centers for Disease Control and Prevention (CDC) to train coaches, officials, parents and students on the importance of proper concussion recognition and management in high- school sports. After taking this course, you'll be able to: explain what a concussion is; describe what happens to someone's brain after a concussion; discuss how common concussions are; recognize the signs and symptoms of a concussion; explain when to seek immediate medical attention for a head injury; describe what should be done if you suspect a student has a concussion; detail what can happen if a student plays a sport with a concussion; explain when a student can return to school and play after a concussion; and describe how to keep students safe from concussions. State requirements for concussion management are included as part of this course.

### **Concussion in Sports: A Guide for Coaches (20 minutes)**

Playing a sport with a concussion is dangerous; in fact, doing so can be fatal. Coaches are responsible for pulling a youth-athlete off the field, ice, court or track if the student might have a concussion. Therefore, this course is designed to help you properly identify and respond to a concussion. Course topics include: facts about concussions; recognizing a possible concussion; what to do when a concussion is suspected; danger signs; prevention and preparation, and communicating effectively about concussions. By completing this course, you will: learn the symptoms and danger signs of a concussion; know how to respond if a concussion occurs; be able to set up an action plan before the season starts; and understand how to educate athletes, parents and others.

#### **References**



- Centers for Disease Control and Prevention's (CDC) "Heads Up! Concussion in High School Sports: A Guide for Coaches"

#### **Concussion in Youth Sports — Heads Up (30 minutes)**

By taking this course and using what you learn, you will be well positioned to improve the culture of concussion. Your actions can help create a safe environment for young athletes so that they can stay healthy, active and thrive — both on and off the playing field. Once you complete the training, you can print out a certificate, making it easy to show your league or school you are ready for the season. This course will help you: understand a concussion and the potential consequences of this injury; recognize concussion signs and symptoms and how to respond; learn about steps for returning to activity (play and school) after a concussion; and focus on prevention and preparedness to help keep athletes safe season-to-season.

#### References

Centers for Disease Control and Prevention's (CDC) "Heads Up! Concussion in Youth Sports"

#### **Concussions: Heads Up to Healthcare Providers (60 minutes)**

A concussion is a type of traumatic brain injury (TBI) caused by a bump, blow or jolt to the head, or by a hit to the body that causes the head and brain to move rapidly back and forth. Even if its symptoms appear mild, a concussion can significantly impair someone's ability to function physically, cognitively and psychologically. Fortunately, appropriate diagnosis, management, referral and education can help a concussed student achieve optimal recovery and avoid significant sequela. That's where you — and this course — come in. This course will direct you to Centers for Disease Control (CDC) training titled "Heads Up to Healthcare Providers." Before you can take that training, however, you must register with the CDC. The process for doing so is straightforward, and this course will guide you accordingly.

#### **Confined Spaces - Entry Level (20 minutes)**

Confined spaces are enclosed or partially enclosed spaces of a size such that a worker can squeeze entry for performing assigned work through a narrow opening—they're tough to get in and out of, tight spaces. These spaces are normally only entered to perform specific tasks and then barricaded to prevent unauthorized access. The goal of this course is to make employees aware of the hazards that exist in a permit-required confined space and recognize that special precautions, training, and an approved Confined Space Entry Permit or approved Routine Entry Procedures are required for entry. After taking this course, you will be able to: identify characteristics and examples of a confined space; identify hazards of confined spaces; identify the differences between permit-required and non-permit-required confined spaces; and recognize the basic requirements of a permit-required confined space program.

#### **Confined Spaces - Permit Required (30 minutes)**

Confined spaces are enclosed or partially enclosed spaces of a size such that a worker can squeeze entry for performing assigned work through a narrow opening. Many confined spaces may foster a hazardous atmosphere. After taking this course, you will be able to: identify characteristics and examples of a confined space; identify hazards of confined spaces; identify the differences between permit-required and non-permit-required confined spaces; identify specific requirements of a Permit-Required Confined Space Program; identify the requirements of the permit system and the information a permit includes; recognize the responsibilities of personnel who work in or attend permit spaces; and identify rescue resources and how to plan for emergencies.

#### **Conflict Management (25 minutes)**

Conflict is listed as one of the biggest causes of stress among people. No one likes to ruffle feathers or receive negative feedback, but conflict is not only unavoidable, it is essential to our personal growth. Conflict management is the ability to identify and handle conflicts sensibly, fairly, and efficiently. This training will provide information to help you identify, handle and mediate conflicts while promoting a positive and productive working environment. With that in mind, you will learn: what conflict management is; how conflict management affects you; how to respond to conflict; how to stop conflict before it starts; how to build emotional intelligence; mediation strategies to deal with conflict; and how to find solutions to conflict.



## Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

### **Creating Inclusive Classrooms - Module 1: Instructional Strategies (30 minutes)**

Students' instructional, behavioral, and social experiences can contribute to or interfere with success in education classrooms. All three areas are related, and successes or challenges in one area impact the others. Academic struggles can result in behavioral challenges, such as being disruptive or acting out. Students with behavioral challenges often have social challenges, such as isolation and exclusion from peers. Social challenges can manifest in academic challenges, such as creating stress among peers and reducing concentration. This course shares strategies that support and strengthen a student's function in the academic domain of a regular education classroom. It is the first of two courses covering instructional strategies to improve educational outcomes for all members of an inclusive learning environment.

### **Creating Inclusive Classrooms - Module 2: Behavioral and Social Strategies (25 minutes)**

Students' instructional, behavioral, and social experiences can contribute to or interfere with success in education classrooms. All three areas are related, and successes or challenges in one area impact the others. Academic struggles can result in behavioral challenges, such as being disruptive or acting out. Students with behavioral challenges often have social challenges, such as isolation and exclusion from peers. Social challenges can manifest in academic challenges, such as creating stress among peers and reducing concentration. This course shares strategies that support and strengthen a student's function in the academic domain of a regular education classroom. It is the second of two courses covering instructional strategies to improve educational outcomes for all members of an inclusive learning environment.

### **Cybersecurity Training for Administrators (55 minutes)**

The purpose of this course is to educate school administrators on forming habits and procedures that will help protect district information resources and teach best practices for detecting, assessing, reporting, and addressing cybersecurity threats.

### **De-escalation Strategies Module 1 - Preventing Behavior Escalation in Schools (25 minutes)**

This course gives an introduction to challenging behaviors in the classroom and familiarizes teachers with de-escalation techniques and how to use these effective strategies to address challenging behaviors in order to help all students achieve success in the classroom. It will introduce both verbal and conflict de-escalation as techniques/strategies which will then be explained further in the 2nd & 3rd module. Course topics include defining de-escalation; reviewing the acting-out/escalation cycle and types of de- escalation.

### **De-Escalation Strategies Module 2 - Verbal De-Escalation Techniques (15 minutes)**

As you learned in the first module of the De-Escalation Strategies curriculum, there are two main types of de-escalation strategies. This course will focus on Verbal De-Escalation. The purpose is to familiarize teachers with verbal de-escalation techniques and how to use effective strategies to address challenging behaviors in order to help all students achieve success in the classroom.

### **De-Escalation Strategies Module 3 - Conflict De-Escalation Techniques (15 minutes)**

As you learned in the first module of the De-Escalation Strategies curriculum, there are two main types of de-escalation strategies. This course will focus on Conflict De-Escalation. The purpose of this course is to acquaint school staff with conflict de-escalation and how to employ strategies to address conflicts and aggressive behavior in order to maintain and foster a safe and effective learning environment for all students and school staff members.



### Depression in Students (25 minutes)

This course educates school employees about the different types of childhood depression, the symptoms and causes, and it provides tips for teachers on how to support students experiencing childhood depression.

### Developing a Comprehensive Behavior Management Plan (25 minutes)

This course complements the first behavior module, and includes instructions on developing a comprehensive behavior management plan that encourages students to create rules and procedures for their own classrooms.

### Differentiating Instruction for English-Language Learners (ELLs) (20 minutes)

Education in the 21st century has brought significant changes in student populations. Due to state and federal laws, inclusive settings have become a mainstay in U.S. schools. You and your colleagues are now finding a growing number of students with culturally and linguistically diverse backgrounds in your classroom. In fact, by 2025, nearly one in four public-school students will be an English-language learner (ELL) — in other words, a student who cannot communicate fluently in English or learn effectively in English. You may feel unprepared to teach students at different stages of mastering English. With that in mind, this course will focus on differentiated instruction, a strategy research has shown to be effective with ELLs. After taking this course, you will understand: how quickly the ELL population is expanding; how much of the ELL population is native-born; the history of differentiated instruction; what differentiated instruction is — and isn't; what the five principles of differentiated instruction are; how you can differentiate using student readiness, interests and learning profiles; what student readiness is, how readiness impacts learning and growth, how readiness is impacted by language acquisition and how readiness makes student feel; the difference between basic interpersonal communicative skills (BICS, i.e., social language) and cognitive academic language proficiency (CALP, i.e., academic language); how student interests impact learning and motivation; what learning profiles comprise, and how learning profiles impact student learning and teaching efficiency; how you can differentiate using four instructional elements: content, process, product and learning environment; what content is and how to differentiate using content; what process is and how to differentiate using process; what four learning styles exist; how much information is retained after hearing a lecture; what product is and how to differentiate using product; what learning environment is and how to differentiate using learning environment; and what ELL and differentiated instruction resources are available to you.

#### Regulations

- Individuals with Disabilities Education Act (IDEA), 34 CFR Part 300 Elementary and Secondary Education Act (ESEA)

### Disability in the Workplace (30 minutes)

The rights of individuals with disabilities are protected by the Americans with Disabilities Act (ADA). The ADA, enacted in 1990, is a civil rights law comprised of five sections or "Titles". This course focuses on Title I which covers the rights of individuals with disabilities in the workplace. Knowledge of the Americans with Disability Act (ADA) will help you prevent discrimination of individuals with disabilities in the workplace. You will learn how the ADA affects employment practices and how to recognize situations that meet or violate the ADA. With that in mind, you will learn: goals of ADA; the definition of disability; what conditions are not considered a disability; what the American with Disabilities Amendments Act includes; what the ADA does and does not include; an overview of Title 1; how to comply with ADA including making accommodations; examples of recent ADA Court Cases; and exceptions to ADA compliance.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

### Disability Rights Laws: IDEA, Section 504 and Title II (20 minutes)

The requirements of the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II) are discussed, as is the concept of



Free and Appropriate Public Education (FAPE). Other course topics include: how to identify students with disabilities, 504 Plans, placement, re-evaluations, procedural safeguards, right to equal treatment, discipline and disability harassment.

Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Program Management (3200)
- USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Standard Operating Procedures (3220) USDA Professional Standards Training Subject -- Policies and Procedures (3420)

**Discrimination-Free Workplace (40 minutes)**

Workplace discrimination occurs when an employee or group of employees is treated less favorably than similarly situated employees of a different race, sex, age, national origin, religion, genetic makeup, etc. The difference in treatment can be obvious, such as jokes, slurs, and innuendos, or it can be subtle, such as job assignments, lack of training opportunities, reduction of hours/pay, demotions and disciplinary actions, and fewer promotions. There are many different laws regarding aspects of employment related to discrimination. Failure to prevent workplace discrimination can be a costly decision, causing harm to both employees and employers. It can result in loss of productivity, poor performance, disruptive work environments, and loss of good employees and managers. It is also against the law and can lead to discrimination charges, costly litigation, and jury awards. After taking this course, you will be able to: state what constitutes employment discrimination; identify the federal discrimination laws in place to protect individual workers' rights; and recognize the importance of promoting a discrimination-free workplace.

Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

**Discriminatory Harassment — Identification and Response (35 minutes)**

Some student misconduct may qualify as peer discriminatory harassment under one or more of the federal anti-discrimination laws enforced by the U.S. Department of Education's Office of Civil Rights. With that in mind, course topics include: peer discriminatory harassment, types of harassment, legal requirements for schools, recognizing and responding to peer discriminatory harassment, and important legal considerations. By taking this training, you'll learn: the definitions of discrimination, peer discriminatory harassment and hostile environment; how to comply with Title VI of the Civil Rights Act of 1964, the Equal Opportunities Act of 1974, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act and Title II of the Americans with Disabilities Act of 1990, with regard to discriminatory harassment; how discriminatory harassment differs from bullying; how to determine whether harassment is "severe, pervasive or persistent"; how to recognize racial, color and/or national origin harassment; how to recognize disability harassment, as well as the definitions of physical and mental impairments; how to recognize religious harassment; how to recognize sexual-orientation and gender-identity harassment; what harassment policies schools are legally required to adopt, and the ramifications for schools that don't abide by federal law; how schools are required to respond to allegations of peer discriminatory harassment; how to eliminate a hostile environment within a school; how to prevent future discriminatory harassment within a school; how to maintain confidentiality for victims, witnesses and alleged perpetrators of discriminatory harassment; what due-process rights alleged perpetrators of discriminatory harassment are entitled to receive; how freedom of speech comes into play, with regard to discriminatory harassment; and what discriminatory-harassment resources you have at your disposal.

Regulations

- Family Educational Rights and Privacy Act (FERPA) Rehabilitation Act of 1973, Section 504
- Civil Rights Act of 1964, Title VI



- Equal Educational Opportunities Act (EEOA) of 1974 Individuals with Disabilities Education Act (IDEA)
- Americans with Disabilities Act, Title II

#### **Disruptive and Noncompliant Behaviors: Behavioral Interventions (30 minutes)**

This course describes interventions that can increase initial compliance to teacher requests as well as interventions that can be implemented to decrease disruptive and noncompliant behaviors.

#### **Drug and Alcohol Awareness -- for Employees (60 minutes)**

This course provides employees with basic drug and alcohol abuse education. The course provides useful, general information about an employee's responsibilities and is intended to supplement an individual organization's drug-free workplace policy.

#### **Drug and Alcohol Awareness -- for Supervisors (65 minutes)**

This course provides supervisors with basic drug and alcohol abuse education. The course provides useful, general information about a supervisor's responsibilities and is intended to supplement an individual organization's drug-free workplace policy.

#### **Drug and Alcohol-Free Workplace (20 minutes)**

The economic costs of drug and alcohol abuse in the United States are significant and have continued to rise. Nearly 33 million adults are affected by alcohol problems. And the reports for drug abuse aren't much better. Almost 7 million Americans abuse controlled-substance prescription medications, resulting in more deaths from prescription drug overdoses than auto accidents, according to Drug Enforcement Administration. A Drug and Alcohol-Free Workplace program provides a way for employees to get help for themselves. It's also a way for co-workers to get help for other co-workers. Taking steps to prevent drug and alcohol abuse from entering the workplace is about safety, first, but also about getting your employees the help they may need to stay healthy and employed. After taking this course, you will be able to: identify issues created by drug and alcohol use in the workplace; recognize signs and symptoms of workplace behavior related to drug and alcohol use; recall industry best practices on internal reporting of possible drug and alcohol use; identify sources for getting help for drug and alcohol misuse; and recall federal requirements for a Drug-Free Workplace program.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

#### **Dyslexia Awareness (35 minutes)**

Being diagnosed with dyslexia can be a traumatic experience, for both the student and parents/guardians. The road to a rewarding education for a student with dyslexia is rarely, if ever, a straight line. However, having an effective system in place to identify those at risk, develop an assessment and intervention plan, and monitor performance regularly, will assure students with dyslexia the same chance of success as anyone else. While dyslexia can make reading more difficult, with the proper instruction and strategies in place, individuals with dyslexia can learn to excel at reading comprehension. Many people with dyslexia have gone on to accomplish great things. Among the many dyslexia success stories are Thomas Edison, Stephen Spielberg, F. Scott Fitzgerald, and Charles Schwab, to name a few. The purpose of this course is to educate school employees on dyslexia by defining dyslexia and its consequences on many aspects of life, as well as addressing the needs of students with dyslexia. By taking this training, you will learn: the definition of dyslexia; causes and effects of dyslexia; identifying characteristics; and what you can do to help a student with dyslexia.

#### **Dyslexia Screening (35 minutes)**

Dyslexia is a language-based learning disability that refers to a cluster of symptoms that cause people to struggle with specific language skills, particularly reading. This course discusses what schools and general education teachers need to know to help identify students who may have dyslexia. Topics in this course include:



## Defining Dyslexia Screening

### The Importance of Early Screening:

- Best Practices for Schoolwide Universal Screening
- Best Practices for General Education Teacher Observations
- Support for Identified Students

## Electrical Safety (20 minutes)

Electrical accidents can cause burns, shocks and electrocution, and without the proper electrical safety can lead to fatal accidents in a worst-case scenario. Electricity is everywhere. It's so reliable and useful these days that it is often taken for granted, and it is somewhat shocking how little is understood about its properties by the general public, another reason why electrical safety training is important. After taking this course, you will be able to: identify the hazards associated with electricity: shock and fire; explain how electricity works regarding hazards on the job; describe basic safety controls and practices at work; and identify and explain how to respond to electrical emergencies.

## Email Safety for Administrators (15 minutes)

In today's world, the pace of information moves at lightning speed. From commerce to communication to entertainment, the evolution of the internet and its decentralized nature provide an incredibly fast means of bridging connections all over the world. While global interaction becomes an essential component of our modern society this also, unfortunately, provides opportunity for anonymous cybercriminals to compromise vast amounts of information to carry out illegal activities. There are people all over the world who continually attempt to utilize the freedom of the internet to illegally make money and do harm. As the techniques and methods of cybercriminals and hackers become more sophisticated and creative, employees must realize that many aspects of everyday communication; email, social media, text are under attack. As a result, education, vigilance and consistency are essential to prevent major security breaches in the workplace. Email, the most widely-used communication tool in today's workplace, is often utilized to perpetuate major cyberattacks on unsuspecting organizations. What seems like a harmless spam message may indeed cause an entire network to become infected with harmful software, known as malware or ransomware, and even allow cybercriminals to take control of an organization's systems. Recognizing and preventing these types of attempts, referred to as email phishing, will help to ensure the safety of your organization's networks and vital, sensitive information.

## Email Safety: Phishing, Malware and Ransomware Awareness (15 minutes)

In today's world, the pace of information moves at lightning speed. From commerce to communication to entertainment, the evolution of the internet and its decentralized nature provide an incredibly fast means of bridging connections all over the world. While global interaction becomes an essential component of our modern society this also, unfortunately, provides opportunity for anonymous cybercriminals to compromise vast amounts of information to carry out illegal activities. Email, the most widely-used communication tool in today's workplace, is often utilized to perpetuate major cyberattacks on unsuspecting organizations. What seems like a harmless spam message may indeed cause an entire network to become infected with harmful software, known as malware or ransomware, and even allow cybercriminals to take control of an organization's systems. Recognizing and preventing these types of attempts, referred to as email phishing, will help to ensure the safety of your organization's networks and vital, sensitive information. The goal of this course is to provide school staff with helpful information about email safety and useful tools to assist in keeping combative and potentially dangerous cyberattacks at bay. After taking this course, you'll be able to: define email phishing, malware and ransomware and the dangers associated with each; identify and recognize phishing attempts and attacks; and avoid falling victim to phishing and other malicious attacks.

## Emergency and Fire Safety Preparedness (30 minutes)

Working safely and following proper procedures for emergency preparedness can prevent many emergency situations. However, some emergencies are out of your control. After taking this course, you will be able to: identify dangers associated with fire and other emergencies; recall requirements for emergency action and fire



prevention plans; recognize housekeeping guidelines for fire prevention; recall the importance of emergency exits and identify their components; and recognize actions to take in response to emergency alarms.

Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Key Topic -- Program Management (3200) USDA Professional Standards Training Subject -- Emergency Plans (3240)

**Employee Concerns in the Workplace (15 minutes)**

This course covers the purpose, scope, and elements of an Employee Concerns Program, the process for resolving workplace concerns, and identifies the rights and responsibilities of employees and management.

Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)
- USDA Professional Standards Training Subject -- Retention, Promotion, and Recognition (3440)

**Epinephrine Use: United States (40 minutes)**

This course provides information about anaphylaxis. Also, the course teaches how to administer popular brands of epinephrine auto-injectors.

Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600) USDA Professional Standards Key Topic -- Food Production (2100)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)
- USDA Professional Standards Training Subject -- Food Safety – General (2620)
- USDA Professional Standards Training Subject -- Use and Care of Equipment (2140)

**Ethics (25 minutes)**

This course explains the purpose of an ethics program and identifies specific ethics standards. After taking this course, you will be able to: define ethics, state the purpose of an Ethics program, and list its common characteristics; identify ethical standards for fairness and honesty, accurate record keeping, the treatment of other employees, political contributions, and financial standards-- such as time charging and preservation of company assets; identify conflicts of interest and ethical standards for giving and receiving gifts, gratuities, and entertainment with regard to customers and suppliers in both government and non-government sectors; identify the laws, acts and practices associated with ethics in the workplace; recognize the responsibility to comply with ethical expectations and report suspected violations, the disciplinary actions that could result from failure to comply with expectations or report violations, and the available methods for raising ethical concerns and seeking additional counsel; recognize the application of ethics principles through the use of case studies.

Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

**Fair Labor Standards Act (FLSA) (15 minutes)**

This course provides employers and employees with the information they need to understand the Fair Labor Standards Act (FLSA), including Federal minimum wage, overtime and child labor regulations and enforcement.

**Family and Medical Leave Act (FMLA) (20 minutes)**



The purpose of this course is to familiarize employers and employees with their rights and responsibilities under the Family and Medical Leave Act.

Regulations

- Family and Medical Leave Act (FMLA), Title 29, Subtitle B, Chapter V, Subchapter C, Part 825

**Fire Safety and Fire-Extinguisher Use (30 minutes)**

This course describes the four elements required for a fire to burn, discusses facts about fire, and lists common fire-control systems found in schools. In addition to fire basics, course topics include: extinguisher basics, types of extinguishers, evacuation procedures and fire drills, fire prevention, and resources. By taking this course, you will understand: the definition of "flashover"; what the five classes of fires are, and what pictograms and fuels are associated with each; how an extinguisher works; the parts of an extinguisher; how to conduct a fire risk assessment, so that you know whether to fight a fire with an extinguisher or evacuate immediately; what the P.A.S.S. technique is, how to use it when operating an extinguisher; which cylinder colors and pictograms are typically associated with which type of extinguisher; what multipurpose dry-chemical extinguishers and an ordinary dry-chemical extinguishers are and when to use them; what a water extinguishers and water-mist extinguishers are and when to use them; what a foam extinguishers are and when to use them; what carbon-dioxide extinguishers and a clean-agent extinguishers are and when to use them; what class-D and class-K extinguishers are and when to use them; what to do — and what not to do — during a school evacuation; how to assist students with disabilities during a school evacuation; how evacuations during school events should be handled; why fire drills should be taken seriously and why reverse drills should be practiced; and how to prevent fires by minimizing crime, using powertaps correctly, storing hazardous chemicals properly, maintaining safe classrooms, keeping storage areas clean, minimizing electrical issues in shop areas, and following safety guidelines in custodial areas, maintenance areas and utility rooms.

Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Key Topic -- Program Management (3200) USDA Professional Standards Training Subject -- Emergency Plans (3240)

**First Aid, Health and Safety (NFHS) (360 minutes)**

This "First-Aid, Health and Safety" course, brought to you by the National Federation of State High School Associations (NFHS) and the American Red Cross, is designed to provide an overview of first aid and the best practices for many first-aid situations. The skills taught in this course do not replace professional medical help but offer guidelines and techniques for temporary assistance until advanced medical help arrives. American Red Cross certification is current for a period of two years from date of course completion (Please note your state association's effective period may differ). Course topics include: your role in the EMS system; emergency action planning; checking a conscious adult/athlete; the recovery position; moving an injured or ill athlete; shock; bloodborne pathogens; disease transmission and prevention; respiratory distress and respiratory arrest; asthma; choking; recognizing sudden illness; seizure; stroke; diabetes; sickle-cell trait; anaphylaxis and allergic reactions; epinephrine auto-injector; hydration; heat-related emergencies; cold-related emergencies; lightning; wounds; open wounds; controlling external bleeding; burns; special situations; types of injuries; splinting and injury; head, neck and back injuries; concussion; psychology and mental health; eating disorders; female triad; skin conditions and infections; and mono. After taking this course, you'll be able to: check a conscious and unconscious adult or athlete; recognize and manage respiratory distress and respiratory arrest; recognize sudden illness and know how to provide care; prevent and manage cold- and heat-related illnesses; manage different types of wounds; care for fractures, dislocations, sprains and strains; and recognize signs and symptoms of psychological- and mental-health problems.

**First-Aid - Choking (15 minutes)**

This course provides instruction on how to respond confidently to an airway obstruction until professional medical help arrives. This program does not qualify for first aid or CPR certification. After taking this course, you will be able to do the following: • Explain how to recognize partial and complete airway obstructions. • Explain how to respond to partial and complete airway obstructions.



## Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

### **First-Aid - Environmental Emergencies (15 minutes)**

This course provides information on how to handle first aid after an environmental emergency. After taking this course, you will be able to: identify how to respond to a chemical splash; describe how to respond to a poisoning emergency; explain how to assist someone who has an animal bite or insect bite or sting; identify how to respond to heat stroke, heat exhaustion and heat cramps; and recognize how to respond to hypothermia and frostbite.

### **First-Aid - Fundamentals (25 minutes)**

This course presents the basics of first aid training for school employees. You do not need formal training to aid someone in an emergency. However, hands-on training under the supervision of a certified instructor is highly recommended. Topics in this course include:

- Assessing an emergency situation
- CPR refresher
- Broken bones
- Burns
- Excessive bleeding
- Infection control
- Medical shock
- Moving and positioning a victim

## Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

### **First-Aid - Medical Emergencies (20 minutes)**

This course provides information on how to handle first aid after a medical emergency. After taking this course, you will be able to: recognize the symptoms and appropriate responses for cardiac arrest, asthma, and anaphylaxis emergencies; identify how to respond to high or low blood sugar emergencies; explain how to respond to a person having a seizure; describe what you should do if you feel faint and how to assist others who have fainted; and state how to recognize the symptoms of a stroke using the "BE FAST" method.

### **First-Aid - Musculoskeletal Injuries (15 minutes)**

This course provides important, accurate information about Musculoskeletal Injuries and how to care for them. After taking this course, you will be able to: identify and explain how to properly respond to a victim injured with a fracture, sprain or dislocation; and recognize when a victim may have a back, neck, and spinal injury, head trauma, or concussion, and identify the actions to take for someone who may have these injuries.

### **First-Aid - Soft Tissue Injuries (20 minutes)**

When it comes to soft tissue injuries, the biggest culprit can very often be previous injuries being reinjured. Knowing how to prevent a soft tissue injury is just as important as knowing how to treat one. After taking this course, you will be able to: state how to appropriately respond to soft tissue injuries such as cuts, puncture wounds, impaled objects, bleeding, and severe bleeding; recognize the severity of a burn and describe how to respond to victims suffering from minor, major and chemical burns; and explain how to respond to a victim who has suffered an electrical injury.



### Flu Prevention (20 minutes)

The purpose of this course is to provide answers to commonly asked questions about the flu. It contains general information about influenza, pandemic influenza, and ways to identify and prevent the flu.

### Food Safety for Food Handlers (65 minutes)

You've probably heard of localized outbreaks of E. coli and salmonella bacteria which have sickened thousands of people, even with improvements to industrial hygiene and sanitization. When these incidents happen, the reputation of national food brands may be tarnished, and sales drop and sometimes never recover. And when it happens to a small local business, it can be enough to shut the doors. That's because illnesses and even deaths have been traced to customers eating undercooked, contaminated, or potentially hazardous foods exposed to unsafe temperatures. Restaurants face fines, lawsuits, and in some cases, may be forced to shut down from such incidents. By taking this course, you'll learn how to: identify the function and use of food thermometers during cooking; identify the steps in calibrating a food thermometer; recognize adequate cooking times and temperatures for a variety of foods; identify how to take a proper temperature; recognize when and how to keep food thermometers sanitized; define contamination, including the three types of contamination; identify how to prevent contamination during receiving and storage; identify how to prevent contamination during preparation and service; identify how to prevent contamination from the environment; identify how to prevent contamination from people; define the food temperature danger zone; identify foods that will and will not support the rapid growth of harmful bacteria; identify proper methods to keep cold food cold; identify proper methods to keep hot foods hot; and identify methods to properly cool hot food for later service.

#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600) USDA Professional Standards Key Topic -- Food Production (2100)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)
- USDA Professional Standards Training Subject -- Food Safety – General (2620)
- USDA Professional Standards Training Subject -- Federal, State, and Local Food Safety Regulations (2630)

### Food-Service Receiving, Storing and Protecting Food (20 minutes)

Handling food properly is key to preventing foodborne illness. With that in mind, topics covered by this course include receiving and storing food, protecting food during preparation, protecting food in service areas, managing leftovers, and USDA resources. After taking this course, you will understand: food deliveries; accepting deliveries; dry-food storage; refrigerator food storage; freezer food storage; non-food storage; controlling time and temperature; thawing food; reheating food; preventing cross-contamination; using staging logs; handling ice; serving food; holding hot food; holding cold food; self-service areas and a la carte service areas; leftovers, defined; saving and discarding leftover food; serving line leftovers; cooling food; USDA HACCP plan; and completing a cooling log.

#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600) USDA Professional Standards Key Topic -- Food Production (2100)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)
- USDA Professional Standards Training Subject -- Food Safety – General (2620)
- USDA Professional Standards Training Subject -- Use and Care of Equipment (2140)

### Food-Service Sanitation (30 minutes)

Improper sanitation where you work can result in foodborne illnesses. In fact, 23,000 cases of foodborne illness were reported by schools between 1998 and 2007. With that in mind, topics covered by this course include personal sanitation, sanitary facilities and equipment, sanitizing solutions, and USDA resources. By taking this course, you will learn about: your responsibilities; wellness; hygiene; habits; hand washing; clothing (uniform);



hair restraints; cleaning versus sanitation; your responsibilities; HACCP assessment forms; HACCP equipment requirements; equipment; cleaning materials; garbage containers; chlorine; iodine; and quaternary ammonium compounds (quats).

#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600) USDA Professional Standards Key Topic -- Food Production (2100)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)
- USDA Professional Standards Training Subject -- Food Safety – General (2620)
- USDA Professional Standards Training Subject -- Use and Care of Equipment (2140)

#### Food-Service Tools and Equipment (15 minutes)

Proper use of kitchen tools and equipment is a critical component of cafeteria safety. With that in mind, course topics include: thermometers, knives, dish machines and pot washers, and compartment sinks. After taking this course, you will understand: hanging thermometers; dial probe thermometers; how to use a dial probe thermometer; general thermometer guidelines; how to calibrate a thermometer; the anatomy of a knife; how to use a knife; how not to use a knife; other sharp items in the kitchen; cuts; general dish-machine and pot-washer guidelines; hot-water sanitizers versus chemical sanitizers; how to use a compartment sink; and general compartment-sink guidelines.

#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600) USDA Professional Standards Key Topic -- Food Production (2100)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)
- USDA Professional Standards Training Subject -- Food Safety – General (2620)
- USDA Professional Standards Training Subject -- Use and Care of Equipment (2140)

#### Forklift Lesson 1 - Fundamentals (15 minutes)

This course is the first lesson in a five-lesson curriculum designed to provide workers with an awareness of the safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. The course curriculum demonstrates awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment. After taking lesson 1, you will be able to: describe what a forklift is and how it is used; explain how to operate a forklift; describe the hazards most commonly associated with forklifts; and list the training requirements to operate a forklift.

#### Forklift Lesson 2 - Stability and Capacity (20 minutes)

This course is the second lesson in a five-lesson curriculum designed to provide workers with an awareness of the safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. The course curriculum demonstrates awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment. After taking lesson 2, you will be able to: explain forklift stability; explain how to calculate whether a forklift has the capacity to lift a given load; and list key guidelines for maintaining a forklift's stability.

#### Forklift Lesson 3 - Load Handling (15 minutes)

This course is the third lesson in a five-lesson curriculum designed to provide workers with an awareness of the



safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. The course curriculum demonstrates awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment. After taking lesson 3, you will be able to: list the main challenges involved with load handling; evaluate a load to determine the types of challenges it might present; explain how to handle a load under ordinary circumstances; and describe how to deal with common environmental challenges when handling a load.

#### **Forklift Lesson 4 - Safe Driving (20 minutes)**

This course is the fourth lesson in a five-lesson curriculum designed to provide workers with an awareness of the safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. The course curriculum demonstrates awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment. After taking lesson 4, you will be able to: describe some basic rules and guidelines for driving a forklift safely; explain how to drive a forklift safely around pedestrians; and describe how to drive a forklift on challenging surfaces and in enclosed spaces.

#### **Forklift Lesson 5 - Inspection and Maintenance (20 minutes)**

This course is the fifth lesson in a five-lesson curriculum designed to provide workers with an awareness of the safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. This lesson will present basic information on how to inspect and maintain a forklift, including information on how to refuel an internal combustion engine forklift and how to recharge an electric forklift. After taking lesson 5, you will be able to: describe how to complete pre-operation and operational forklift inspections; list and describe the types of forklift maintenance; explain how to refuel a diesel or liquid petroleum gas (LPG) forklift; and explain how to recharge a battery-operated forklift.

#### **Functional Behavior Assessment: Creating a Plan for Problem Behavior (40 minutes)**

Behavioral intervention plans that are based on why a student misbehaves are extremely useful in addressing a wide range of problem behaviors. A functional behavior assessment focuses on identifying the purpose of a behavior, which helps to develop effective behavioral interventions. The purpose of this course is to help educators understand the purpose of behavior, explain how to design individual behavior plans based on the functions of problem behaviors and discuss the implementation and evaluation of individualized behavior plans.

#### **Fundamentals of Coaching (NFHS) (720 minutes)**

This National Federation of State High School Associations' (NFHS) "Fundamentals of Coaching" course provides a unique student- centered curriculum for interscholastic teacher/coaches, assisting them in creating a healthy and age-appropriate athletic experience that supports the educational mission of our nation's schools. The course's goal is to help you realize your potential as an interscholastic teacher/coaching professional. Topics covered by this course include: history, mission and purpose of interscholastic athletics; the role of teacher/coach; coaching philosophy; the place of winning in interscholastic athletics; expected outcomes of interscholastic athletics; organization; administration; health and well-being; management of stakeholders; legal/liability concerns; an optimal coaching environment; communication; feedback; mental skills; teaching and learning; rest and recovery; training schedule; the individual practice session; growth and development; nutrition; hydration; performance-enhancing substances; injury prevention; teaching and learning; technical-skill development; tactical awareness; and practice planning. Please check with your state association to see if this course complies with your state requirements. Upon purchase, you will have access to the course for one year.

#### **Gang Awareness (15 minutes)**

Gangs pose a real threat to schools and communities. With that in mind, the topics covered by this course



include: factors that lead to gang membership; joining a gang; gangs in schools; classroom management ; safety warnings; re-entry programs; and resources. By taking this course, you'll learn: what characteristics differentiate a "gang" from other youth groups; how the need for economic opportunity, meaningful relationships, support, protection and status increase one's likelihood of joining a gang; what traits are shared by youth who join gangs; the role mental disorders and substance-abuse disorders play in gang membership; how being in a gang impacts a child's life; how gangs impact schools; how you can identify gang members via their hand signs, nicknames, clothing, graffiti and behaviors; when gang violence will likely erupt; how schools should respond to gangs; what classroom strategies you should employ; how you can avoid becoming a target of gang violence; and how re-entry programs can help previously expelled or incarcerated gang members transition from an alternative educational setting into a traditional school setting.

#### **Hazard Communication for School Employees - Texas (Right to Know)**

Coming Soon!

#### **Hazardous Waste Management (20 minutes)**

Hazardous waste is waste that is dangerous or potentially harmful to our health or the environment. Hazardous wastes can be liquids, solids, gases, or sludges. They can be discarded commercial products, like cleaning fluids or pesticides, or the by-products of manufacturing processes. There is a growing awareness of the dangerous side effects of hazardous waste contamination. Hazardous waste is an environmental concern because it remains intact for many years, it does not easily break down in the environment, it can be transferred among air, water, soils and sediments, and it can be transferred from one organism to another. After taking this course, define hazardous waste, explain the importance of managing it properly, and list the categories of hazardous waste generators; list some actions industrial facilities use to manage hazardous waste, and explain how you can assist your company with its hazardous waste management efforts; describe how to handle common types of hazardous waste; and describe how you, and other individuals with various roles and responsibilities, should respond to an unintended release of hazardous waste.

#### **Hazing Awareness and Prevention (20 minutes)**

In 2018, an 18-year-old Ohio University student died after ingesting nitrous oxide. In response to his death, nine people were charged with felony crimes. In 2020, a Bowling Green State University student died at 20 years-old after being forced to drink a fifth of whiskey (roughly 17 1.5-ounce drinks). Six men were charged with manslaughter. Both deaths were a result of the act of hazing. Hazing deaths involving alcohol and drugs receive a great amount of publicity, but through history hazing deaths have resulted from many causes: dehydration, falls, drowning, car accidents, even water intoxication. This course provides a general understanding of hazing, along with prevention efforts. After taking this course you will have a better understanding of: the definition of hazing; hazing activities in the K-12 environment; examples of hazing; indicators of hazing; developing an anti-hazing policy; the importance of educating staff, students and parents on hazing and training those who supervise groups or teams, such as advisors, coaches, and volunteers on what hazing is, how to recognize it and how to prevent it; the importance of informing new participants of their responsibility to immediately report any hazing that has occurred; investigating rumors and reports of hazing; and safe, fun and healthy alternatives to hazing.

#### **Head Lice (15 minutes)**

This course is intended to increase your awareness of head lice and your understanding of this very common problem. Topics in this course include facts about head lice, responding to head lice and preventing and controlling head lice. With that in mind, you will learn: what is head lice; who is at risk for getting head lice; how head lice is transferred; what head lice look like; where head lice are most commonly found; the signs and symptoms of head lice; methods of treatment, how to be sensitive to students; and steps to prevent and control head lice.

#### **Health Insurance, Portability and Accountability Act of 1996 (HIPAA) - with FERPA (25 minutes)**

The purpose of this course is to provide an overview of HIPAA. Its focus is the Privacy Rule and how it applies to student health information. Information about the Family Educational Rights and Privacy Act (FERPA) is also



covered. This course contains the following topics: The Privacy Rule, Protected Health Information, Covered Entities, Covered Transactions, Student Health Information, School Health Care Employees, Health Care Employees Not Employed by Schools, Private Schools, Serious Threats, Disclosures Between Providers and Schools, Group Health Plans, The Security Rule, The Breach Notification Rule and Enforcement.

#### **Healthy Boundaries: Maintaining Professional Relationships with Students (25 minutes)**

Every time a student interacts with a school staff member they are learning about relationships. This training will provide you with information on how to maintain healthy relationships with your students without crossing boundaries. Topics covered include: staff to student relationships; physical, social and professional boundaries; situations to avoid; and threatened boundaries. In addition, the course includes several scenarios for you to consider and apply what you've learned.

#### **Heat-Illness Prevention for School Athletics (NFHS) (60 minutes)**

Developed by the National Federation of State High School Associations (NFHS), this course discusses how to acclimatize student athletes to hot weather, so as to prevent exertional heat stroke. Topics covered include: starting slow and progressing; allowing for individual conditioning; medical status; adjusting intensity and rest; starting sessions adequately hydrated; recognizing signs early; recognizing more serious signs; and having an emergency action plan.

#### **Heat-Illness Prevention for Student Activities (15 minutes)**

Exertional heat illness (EHI or heat illness) includes a spectrum of disorders caused by environmental heat exposure. Heat illness occurs when someone's body heats up faster than it cools off. Most people associate heat illness with outdoor summer sports, such as football. However, every person who works or plays in the heat is susceptible — including students in outdoor activities like marching band. After taking this course, you will understand: the types of heat illness, their symptoms and severity; what environmental risk factors exist for heat illness; what personal risk factors exist for heat illness; how activity severity and duration is a risk factor for heat illness; what heat-illness prevention strategies you should employ; how to monitor the weather to prevent heat illness; what constitutes a heat wave; what people's average limit of high-temperature tolerance is; how humidity impacts heat illness; how to determine and use heat index to prevent heat illness; what wet-bulb globe temperature (WBGT) is and how to use it to prevent heat illness; what heat acclimation is and how long it takes to become heat acclimated; how to schedule practices, games and competitions to prevent heat illness; how to monitor and modify activity intensity and duration during practice to prevent heat illness; why it's important to provide students' adequate rest and recovery; what clothing and equipment students should wear to prevent heat illness; how your healthcare staff, supervisory staff and students can help prevent heat illness; why sodium and sunscreen are important; why hydration is important; what hyponatremia is; how dehydration impacts one's body; what it's important to implement a comprehensive hydration program; the pros and cons of energy drinks, sports drinks and water for hydration; why you should keep your students from intentionally dehydrating themselves; the importance of shade; how to monitor students for heat illness; how to administer appropriate first-aid for heat illness; what to do if a heat-illness emergency arises; and how to develop a heat-illness emergency action plan (EAP).

#### **Hepatitis B Vaccine Consent / Waiver / Request (10 minutes)**

The course includes a Hepatitis B vaccine consent / waiver / request form for you to complete. You may fill out the form via Acrobat and save it to your computer, or print the form and fill it in by hand. By taking this training, you will learn: the requirements of the Occupational Safety and Health Administration's (OSHA) Regulation 29 CFR 1910.1030; whether you're in a high-risk job classification that qualifies you for the vaccine; how to offer your consent to be vaccinated, how to waive your right to be vaccinated, and how to request the vaccine even if you don't work in a high-risk job classification.

#### **Hiring and Lawful Termination (40 minutes)**

Laws have been created to prevent discrimination in the workplace. Charges of employment discrimination can be related to race, age, origin, sex, and religion among many others and can often lead to litigation amounting in



significant monetary responsibility. This course helps employers and managers identify the laws that provide protection against discrimination, how to apply them when asking interview questions, and how to meet legal requirements and take appropriate actions prior to, during, and after an employment termination. After taking this course, you will understand: anti-discrimination laws, such as: The Civil Rights Act, Pregnancy Discrimination Act of 1978; Employment Act of 1967; Americans with Disabilities Act; Family Medical Leave Act; Fair Labor Standards Act; Equal Pay Act; National Labor Relations Act; Uniformed Services Employment and Reemployment Rights Act; Genetic Information Nondiscrimination Act of 2008; and Employee Polygraph Protection Act; fair hiring practices; lawful termination; and how to prevent discrimination in the workplace.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

#### **HIV and AIDS Awareness (30 minutes)**

According to the CDC, in 2020, young people aged 13-24 accounted for 20% of new HIV diagnoses in the United States. This course aims to provide school employees with important information about HIV/AIDS, the rights of students and staff living with HIV/AIDS, and how to prevent exposure to and the transmission of HIV/AIDS. By taking this course, you will learn: the definitions of AIDS and HIV; how HIV is transmitted; symptoms of HIV; how HIV is diagnosed and treatments for it; how HIV transmission can be prevented; the psychological and social impact on individuals with HIV/AIDS; the rights of employees and students under federal laws; and the importance of awareness and prevention.

#### **HIV/AIDS in the Workplace (25 minutes)**

This course presents the facts and myths about HIV and AIDS and the impact it has on employees in the workplace. It also discusses:

- The treatment, transmission, and prevention of HIV and AIDS.
- Worker's rights.
- Avoiding discrimination.
- Workplace practices.

#### **Homeless Education - Determining McKinney-Vento Eligibility Under ESSA (NCHE) (20 minutes)**

This recorded webinar is provided by the National Center for Homeless Education (NCHE). It reviews the McKinney-Vento definition of homeless, as amended by the Every Student Succeeds Act (ESSA), and covers: McKinney-Vento basics and context, understanding the dynamics of family and youth homelessness, the McKinney-Vento definition of homeless, and McKinney-Vento provisions on dispute resolution, including disputes related to eligibility.

#### **Homeless Education - Developing an Effective School District Homeless Education Protocol (for Administrators) (NCHE) (25 minutes)**

This training is provided by the National Center for Homeless Education (NCHE). It will provide school districts with guidance on developing an effective homeless education protocol. After taking the course, you will understand: what a protocol is; what are the benefits of having a protocol; what a protocol looks like; who needs to be involved in developing a protocol; and strategies to develop, implement or improve a homeless student protocol.

#### **Homeless Education - Local Liaison Authority to Determine HUD Homeless Assistance Eligibility (45 minutes)**

This training video is provided by the National Center for Homeless Education (NCHE). It explores the authority given to local liaisons who have received training on the different definitions of homeless used by the U.S. Department of Education (ED) and the U.S. Department of Housing and Urban Development (HUD) to determine HUD homeless assistance eligibility for students experiencing homelessness and their immediate family. The video also may be useful for people seeking to gain a greater understanding of the ED and HUD definitions, but



assumes you have a working knowledge of the ED definition of "homeless."

### **Homeless Education - Serving Students under McKinney-Vento (20 minutes)**

Homeless children have a number of unique obstacles and challenges to obtaining a quality education. This course discusses ways to identify homeless students, and how to provide the services and support they deserve. With that in mind, you will learn about the McKinney-Vento Homeless Assistance Act, as well as: the responsibilities of local liaisons; the definition of homelessness; the signs of homelessness; reasons for homelessness; identification of homeless students; the difficulties in identifying homeless students; strategies for identifying homeless students; services available for homeless students; ways to support homeless students.

### **Homeless Education - Students Experiencing Homelessness: Transitioning to Higher Education (25 minutes)**

This training video is provided by the National Center for Homeless Education (NCHE). In this recorded webinar, participants learn more about supports available to youth experiencing homelessness who wish to attend college. Viewers can hope to gain a better understanding of: fee waiver options for college entrance exam and college application fees; Higher Education Act provisions pertaining to unaccompanied homeless youth and the FAFSA; the FAFSA (Free Application for Federal Student Aid) process for both accompanied and unaccompanied homeless youth; options for seeking financial assistance beyond federal financial aid; and options for undocumented youth wishing to attend college.

### **Human Trafficking (15 minutes)**

Types of human trafficking — including sex trafficking and labor trafficking — are discussed in this course. The course also explains how to identify trafficking victims, how to report human-trafficking incidents, and how to prevent the crime from occurring.

### **Human Trafficking — Identification, Reporting and Prevention (45 minutes)**

Human trafficking exists in virtually every country in the world, including the U.S. For more than a decade, the term has been used to describe the act of holding a person in forced service. It involves exploiting a person through power, fraud or coercion for the purpose of commercial sex, forced labor or both. After taking this course, you will understand: how to define "human trafficking"; the difference between sex trafficking and labor trafficking; how prevalent trafficking is; why trafficking is a hidden crime; the difference between human trafficking and human smuggling; how to define "minor sex trafficking"; what consequences sex trafficking can have on victims; how sex traffickers recruit victims; what types of labor trafficking exist; how labor traffickers exploit their victims; how many migrant workers in the U.S. are labor-trafficking victims; how labor traffickers instill fear in their victims; why labor trafficking is more difficult to identify than sex trafficking; how prevalent youth homelessness is; why human traffickers frequently target homeless youth; and why school is important for homeless youth. In addition, the course discusses trafficking identification, reporting and prevention. Specifically, the training addresses: why your understanding traffickers' recruitment methods will help you identify potential victims; why identifying trafficking victims is difficult; what risk factors make some children more susceptible to trafficking; what indicators you should look for when trying to determine which students might be victims of sex trafficking; what indicators you should look for when trying to determine which students might be victims of labor trafficking; which student populations are most likely to become trafficking victims; why lesbian/gay/bisexual/transgender/queer (LGBTQ) students are especially vulnerable to trafficking; how to identify kids who may become traffickers; how to report if you suspect or know a student is a trafficking perpetrator; how to report if you suspect or know a student is a trafficking victim; what characteristics are shared by effective district trafficking-reporting procedures; how a district can develop an effective trafficking-reporting protocol; what type of multidisciplinary approach districts need when combating trafficking; why it's important to build community awareness about trafficking; how to implement classroom strategies that will mitigate sexual violence; and why it's important for schools to collaborate with external agencies, so as to prevent trafficking. Government's role in combating trafficking is discussed too. The course covers what federal legislation and initiatives exist with regard to human trafficking, and why state and local government involvement is crucial. Schools in Indiana that take this course will automatically take an additional training section that focuses on Indiana human-trafficking laws; taking this section adds another 15 minutes to the course time.

## Regulations

- Preventing Sex Trafficking and Strengthening Families Act of 2014 Victims of Trafficking and Violence Protection Act of 2000 (TVPA)

### **IEP Overview and Tips for an Effective IEP Meeting (25 minutes)**

An Individualized Education Plan (IEP) is a written statement developed, reviewed and revised in a team meeting. Though it is a legal document, it is more than just a form to complete or a compliance task. An IEP is a written product of a collaborative process between the school and family to identify students' needs and design a plan for their education and any additional support or services they may need. It is a roadmap for teaching a student and meeting their unique needs. Schools are required, by law, to follow the IEP. An IEP meeting is where a team of educators, parents and other professionals work together to create an IEP for a student with a disability. The IEP Team is responsible for developing, reviewing and revising an IEP yearly. This training is not state-specific but is written to help people new to the IEP process learn what happens at IEP meetings. By taking this course, you will learn: who is on an IEP Team; tips to help parents, teachers and directors; tips for a productive meeting; what to expect during the meeting; and how to best resolve disagreements.

### **Integrated Pest Management (30 minutes)**

This course discusses an IPM program's parts and goals and an IPM program coordinator's responsibilities. You will learn: how to monitor for pests by using visual inspections, a pest log and sticky traps; what action thresholds are; how to use habitat modification, physical controls and biological controls to manage pests by the least-hazardous means possible; how to use recordkeeping to evaluate your IPM program; the importance of education all members of the school community about IPM; how to control pests by effectively managing food, water, garbage, shelter, access, vacuuming, cleaning, sanitizing, disinfecting, outdoor areas, landscaping and turf; the difference between cleaning, sanitizing and disinfecting, and how to use bleach effectively; what green cleaning, the U.S. Environmental Protection Agency's (EPA) Safer Choice program and Safer Choice Standard are; what pests are common in schools; and how to effectively and safely manage ants, bed bugs, cockroaches, fleas, flies, lice, mosquitoes, spiders, yellow jackets, rodents (e.g., rats and mice), wood-damaging insects (e.g., termites and wood-boring beetles), wood-damaging fungi (e.g., decay fungi, sap-staining fungi and surface-staining fungi) and mold. shares effective techniques that educators can use to prevent pest infestations.

### **Introduction to Behavior Intervention Plans (30 minutes)**

A behavior intervention plan (BIP) is a written document that describes positive behavior interventions, strategies and supports to prevent problem behaviors and replace them with appropriate behaviors. It may also be referred to as a behavior support plan, student behavior plan or have another similar name. A BIP may include tactics for changing variables that affect behaviors, strategies for teaching appropriate behaviors and list positive reinforcements to provide to the student. The purpose of this course is to introduce BIPs. It will help you understand the purpose of BIPs and how they are developed.

### **IS-100.C - Introduction to the Incident Command System, ICS 100 (120 minutes)**

ICS 100, "Introduction to the Incident Command System," introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS). This course is intended for anyone involved with emergency planning, response or recovery efforts. After completing this course, you should be able to: explain the principles and basic structure of the Incident Command System (ICS); describe the NIMS management characteristics that are the foundation of the ICS; describe the ICS functional areas and the roles of the Incident Commander and Command Staff; describe the General Staff roles within ICS; and identify how NIMS management characteristics apply to ICS for a variety of roles and discipline areas.

### **IS-120.c - An Introduction to Exercises (300 minutes)**

This training introduces emergency-management exercise basics. In addition, the training builds a foundation for subsequent exercise courses that provide the specifics of the Homeland Security Exercise and Evaluation



Program (HSEEP) and the National Standard Exercise Curriculum (NSEC). Course topics include: managing an exercise program; designing and developing an exercise; conducting an exercise; evaluating an exercise; and developing and implementing an improvement plan. By taking this course, you will be able to: identify the five phases of the exercise process; distinguish the tasks necessary to complete each phase of the exercise process; understand how exercises complete the emergency preparedness cycle; comprehend the role of exercises in the testing of facilities, equipment, and personnel in a performance based environment; and recognize how exercises prepare communities to respond to and recover from major emergencies.

#### **IS-130.a - How To Be an Exercise Evaluator (165 minutes)**

This course provides a foundation for exercise evaluation concepts and practices as identified in the Homeland Security Exercise and Evaluation Program (HSEEP). It introduces the basics of emergency management exercise evaluation and improvement planning and is intended for emergency management and homeland security professionals who require an introduction to exercises. After taking this course, you will be able to: define roles and responsibilities of an exercise evaluator; discover the tools necessary to support the exercise evaluator for a successful exercise evaluation; identify the necessary tasks in conducting an exercise evaluation; and recognize methods of analyzing exercise data.

#### **IS-15.b - Special Events Contingency Planning for Public Safety Agencies (240 minutes)**

Designed for public-safety personnel, this course covers: pre-event planning, planning-team formation, event-hazard analysis and special-event incident response. After taking this course, you will be able to: define special event; identify a special-event contingency planning team; conduct a hazard analysis for a "special event"; and describe how the incident command system (ICS) can be used.

#### **IS-200.c - Basic Incident Command System for Initial Response, ICS 200 (240 minutes)**

IS-200.c, "Basic Incident Command System for Initial Response," reviews the Incident Command System (ICS), provides the context for ICS within initial response, and supports higher level ICS training. This course follows NIMS guidelines and meets the National Incident Management System (NIMS) Baseline Training requirements for ICS 200. It provides training on, and resources for, personnel at the supervisory level who are involved with emergency planning, response, or recovery efforts. At the completion of this course, users should be able to: describe the course objectives and summarize basic information about the Incident Command System (ICS) and National Incident Management System (NIMS); describe how the NIMS Management Characteristics relate to Incident Command and Unified Command; describe the delegation of authority process, implementing authorities, management by objectives, and preparedness plans and objectives; identify ICS organizational components, the Command Staff, the General Staff, and ICS tool; describe different types of briefings and meetings; explain flexibility within the standard ICS organizational structure;

#### **IS-2200 - Basic Emergency Operations Center Functions (240 minutes)**

The Basic Emergency Operations Center Functions course is designed to introduce the role, design, and function of the Emergency Operations Center (EOC) and the supportive relationship as a NIMS Command and Coordination component of the Multiagency Coordination System. After taking this course, you will be able to: describe the role EOCs play in overall multiagency coordination; describe the processes and procedures for activating the EOC; describe the factors involved in staffing and organizing the EOC; describe factors for effective EOCs; identify considerations for deactivating the EOC within the context of Recovery; and given a scenario-based incident, utilize the key EOC concepts to successfully complete the scenario.

#### **IS-235.c - Emergency Planning (300 minutes)**

Designed for emergency-management personnel who help develop an effective emergency planning system, this course covers the fundamentals of the emergency-planning process. After completing this training, you will be able to: identify emergency-planning doctrine and guidance; indicate the relationship between preparedness and planning; identify the purpose and components of an emergency operations plan; identify the steps in the planning process; and determine the status of your jurisdiction's emergency planning.



#### **IS-240.C - Leadership and Influence (180 minutes)**

Leading others -- motivating people to commit their energies to the emergency management system -- is a necessary part of every emergency manager's, planner's and responder's job. With that in mind, this course discusses: leadership from within; how to facilitate change; how to build and rebuild trust; how to use personal influence and political savvy; and how to foster an environment for leadership development. After taking this course, you will be able to: explain what leadership means for emergency personnel; explain why effective leadership begins with personal insight and development; identify your leadership capabilities and areas for personal development; describe a change management model and the process for planning, communicating, and implementing change; describe how to build and rebuild trust in an organization; use personal influence and develop political savvy to network and influence people effectively; and develop strategies for creating a positive work environment that fosters leadership and a commitment to continuous improvement in others.

#### **IS-241.c - Decision Making and Problem Solving (120 minutes)**

Every emergency manager, planner and responder must be able to make decisions and solve problems effectively. This course is designed to improve your decision-making skills. It addresses: how we make decisions; group decision making; crisis decision making and ethical decision making. After taking this course, you will be able to: describe the impact of effective decision making in an emergency; identify attributes associated with an effective decision maker; describe the steps of the analytical problem-solving model; identify when group decision making is a good approach and methods for making a group's decision-making process more effective; identify impediments to effective decision making in a crisis; describe strategies for enhancing crisis decision making; and explain how ethical considerations impact decision making.

#### **IS-242.c - Effective Communication (480 minutes)**

Effective communication is necessary for every emergency manager, planner and responder. This course is designed to improve your communication skills. It addresses: basic communication skills; how to communicate in an emergency; how to identify community- specific communication issues; how to use technology as a communication tool; effective oral communication; and how to prepare an oral presentation. After taking this course, you will be able to: identify factors that contribute to and detract from effective communication; develop a strategy for ensuring that emergency communications meet the needs of the whole community, including those with access and functional needs; identify strategies for communicating effectively in emergency situations; and identify strategies for improving your oral presentation skills.

#### **IS-36.a - Preparedness for Child Care Providers (120 minutes)**

This course covers the steps to help childcare providers prepare for incidents to ensure the safety of the children at their site. Childcare providers must have plans and procedures to keep children safe from everyday hazards and to respond and recover when an emergency happens. The goal of this course is to provide childcare providers, of all sizes and with responsibility for children of all ages, with the knowledge and tools to analyze the hazards and threats at the site, to develop a plan to address these hazards and threats, and to implement processes to update and practice the emergency plan. After taking this course, you will be able to: (1) describe why it is important to be prepared; (2) identify hazards and threats that impact your childcare site; (3) describe how to prevent or mitigate the impact of likely and high-consequence hazards and threats; (4) describe procedures for when an emergency occurs; (5) identify how your childcare site will recover from an emergency; (6) describe how to develop and maintain your plan; (7) describe how you will communicate, train and practice your preparedness procedures; (8) identify the emergency preparedness information you will share with your community; and (9) describe when to update your plan.

#### **IS-360 - Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education and Houses of Worship (180 minutes)**

This course is designed to help elementary and secondary schools, higher-education institutions and houses of worship prepare for, respond to and recover from mass-casualty incidents. After taking this course, you will be able to: identify the threats and challenges associated with mass-casualty incidents; establish planning processes; assess and mitigate vulnerabilities; plan for recovery; and stay prepared.



#### **IS-362.a - Multi-Hazard Emergency Planning for Schools (180 minutes)**

This course is designed for teachers, substitute teachers, counselors, parent volunteers, coaches, bus drivers and students. School administrators, principals and first responders will also find this training useful. Course topics include: incident management; planning-team formation; the development of a school emergency operations plan (EOP); the incorporation of Incident Command System (ICS) principles into a school EOP; and how to train on, exercise and maintain a school EOP. After taking this course, you will be able to: describe the activities related to the key areas of incident management; explain how the school emergency operations plan (EOP) fits into district, community, and family/personal emergency plans; identify school staff to participate on the school planning team; identify community members who should be on the school planning team; recognize natural, technological and human-caused hazards; recognize and assess hazards likely to impact your school; describe each of the components of the traditional EOP; ascertain the steps to approve and disseminate the school EOP; explain the ICS principles and organization; classify the ICS roles included in the school EOP; describe the benefits of training and exercising the school EOP; identify the types of exercises available to exercise the school's plan; explain steps for developing effective exercises ; and describe how exercise results are used to improve school preparedness efforts.

#### **IS-366.a - Planning for the Needs of Children in Disasters (360 minutes)**

This course will help you address children's needs in a disaster or emergency. Topics covered include: the unique needs of children in disasters, critical components of a child's world, mitigation, preparedness, response and recovery. The course also features a downloadable resources toolkit. After taking this course, you will be able to create, update or revise your school's emergency operations plan, so that it effectively addresses the needs of children in disasters.

#### **IS-5.a - An Introduction to Hazardous Materials (240 minutes)**

This course is intended to provide a general introduction to hazardous materials that can serve as a foundation for more specific studies in the future. After taking this course, you will be able to: recognize the dangers posed by hazardous materials; list places where hazardous materials are likely to be encountered; identify when a hazard may exist; contact the appropriate persons or agencies to give or receive specific hazardous materials information; and identify procedures to minimize personal and community exposure to hazardous materials.

#### **IS-700.B - An Introduction to the National Incident Management System (210 minutes)**

This course provides an overview of the National Incident Management System (NIMS). The NIMS defines the comprehensive approach guiding the whole community — all levels of government, nongovernmental organizations (NGO) and the private sector — to work together seamlessly to prevent, protect against, mitigate, respond to and recover from the effects of incidents. The course provides learners with a basic understanding of NIMS concepts, principles and components. After taking this course, you will be able to: (1) describe and identify the key concepts, principles, scope and applicability underlying NIMS; (2) describe activities and methods for managing resources; (3) describe the NIMS management characteristics; (4) identify and describe Incident Command System (ICS) organizational structures; (5) explain Emergency Operations Center (EOC) functions, common models for staff organization and activation levels; (6) explain the interconnectivity within the NIMS management and coordination structures (e.g., ICS, EOC, Joint Information System [JIS] and Multiagency Coordination Groups [MAC Groups]); and (7) identify and describe the characteristics of communications and information systems, effective communication, incident information, and communication standards and formats.

#### **IS-800.D- National Response Framework, an Introduction (180 minutes)**

The National Response Framework is a guide for how the United States responds to all types of disasters and emergencies. NRF is built on scalable, flexible and adaptable concepts identified in the National Incident Management System (NIMS) to align key roles and responsibilities across the country. This course introduces you to important concepts of the NRF. After taking this course, you will be able to: describe the purpose of the National Response Framework; explain the response doctrine established by the National Response Framework; list the roles and responsibilities of entities, as specified in the National Response Framework; describe the actions that support national response; identify the response organizations used for multiagency coordination;



and explain how planning relates to national preparedness.

#### **IS-907 - Active Shooter: What You Can Do (60 minutes)**

An active shooter is defined as “one or more individuals actively engaged in killing or attempting to kill people in a populated area.” In most cases, active shooters use firearms and there is typically no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. All community members can help prevent and prepare for potential active shooter situations. This course offers guidance to individuals --- including supervisors, staff, and volunteers --- to help organizations and communities become better prepared to prevent, respond to, and recover from an active shooter situation. After taking this course, you will be able to: define the active shooter threat and the characteristics of an active shooter incident; describe actions to take when responding to an active shooter incident; describe how to help others in a bleeding emergency; describe the priorities and potential initial actions of responding law enforcement officers; describe short- and long-term considerations for recovering from an incident; recognize the warning signs when an individual is potentially on a pathway to violence; assess the potential for violence and report what you know; and describe actions to prepare for, protect against, and potentially prevent an active shooter incident.

#### **Latex Allergy (30 minutes)**

While allergy management has traditionally focused on food allergies, latex allergies also put students and staff at risk of having a serious allergic reaction. Latex is found in many products common to healthcare and schools. A latex allergy is a reaction to certain proteins in latex rubber and have become a major health concern as increasing numbers of people are affected. Healthcare workers exposed to latex gloves or medical products containing latex are particularly at-risk, as well as some students. After taking this course, you will understand: what latex is and what products contain latex; additional information about latex allergies; why healthcare workers and some students are at risk; reactions and symptoms of latex allergies; symptoms of anaphylaxis; and treatment, management and prevention of latex allergies.

#### **Lockout / Tagout (Authorized Employees) (45 minutes)**

The purpose of this course is to provide information on the purpose and procedures of an energy control program. This course is to be used as a supplemental resource for authorized employee training and should be part of a training program that includes direct, hands-on training. It includes information on energy-isolating devices, requirements for lockout / tagout devices, energy control procedures and hazardous energy sources in the workplace.

#### **Lockout / Tagout Awareness (15 minutes)**

The purpose of this course is to introduce employees to lockout / tagout, teach educators the purpose and importance of lockout / tagout and enable educators to recognize when lockout / tagout procedures are in place.

#### **Management and Leadership Skills (25 minutes)**

Great leaders are often remembered in history as those who led a group of people to accomplish a great task, inspired innovation or were the catalyst for revolutionary change. Being a good leader takes practice and patience. This training will take the characteristics and best practices of great leaders and break them down into steps that will help you manage your own team and inspire change in your organization. With that in mind, you will learn: the definition of a good leader; the qualities of a good leader; steps in practicing self-awareness; how to lead by example; how to acknowledge concerns; how to make changes; how to give feedback; mediating skills; pros and cons of being a leader; and how to create meaningful connections and communicate effectively.

#### **Managing Students with Seizures — The Importance of School Nurses (140 minutes)**

“Managing Students with Seizures: The Importance of School Nurses,” provided by the Epilepsy Foundation, is an online training designed to provide the school nurse with information, strategies and resources that will enable him/her to better manage the student with seizures by supporting positive treatment outcomes, maximizing educational and developmental opportunities, and ensuring a safe and supportive environment. The program



comprises four modules to assist the school nurse in learning to manage seizures in a school environment effectively: "Seizures and Epilepsy: What Are They and How Are They Treated?," "Impact of Seizures," "Seizure First Aid and Rescue Therapies" and "Seizure Action Plans and Delegation Issues." After completing the course you will be able to: identify two of the most common seizure types in students with epilepsy; identify potential triggers and risk factors for seizures and emergencies; identify three ways in which treatment of epilepsy may affect a student's health, safety or learning; apply two strategies to alleviate psychosocial challenges relating to epilepsy for students, parents and school personnel; list three first-aid steps in helping a student during and after a seizure; and create a seizure action plan for a student with epilepsy using safe practices for medication administration and delegation.

#### **Medication Administration in Schools (25 minutes)**

While at school, you may need to respond to a medical emergency, administer prescribed medication to a student, and/or monitor a student who is able to self-administer medication. Ideally, a school nurse should provide all medical treatment. However, some nurses travel between schools, some districts are short-staffed, some classes take field trips, and personnel are occasionally absent. In such cases, you may be required to act. With that in mind, this course explores the following topics: federal laws, state laws and school-district policies; medical-authorization documents; general procedures; monitoring the self-administration of medication; and responding to medication errors. In addition, the course explains how to administer: oral medication, topical medication, eye medication, ear medication, asthma medication, allergy medication, diabetes medication and epilepsy medication.

#### **Mental, Emotional and Behavioral Disorders in Students (45 minutes)**

Mental health affects how you learn and function in relationships, how you feel about yourself, influences your life-altering decisions and informs your choices about sex, alcohol, drugs, and other high-risk behaviors. At any time, 20% of young people are experiencing mental, emotional and behavior disorders (MEB disorders). School employees are well positioned to prevent, delay and lessen the effects of MEB disorders in students, and connect them to needed services. The purpose of this course is to help school personnel recognize and respond to mental, emotional, and behavioral disorders in students. After taking this course, you will understand: what MEB disorders are; how many students experience MEB disorders and how those disorders impact the students staying in school; what types of MEB disorders exist; what risk factors are associated with MEB disorders; what types of anxiety disorders exist and what their symptoms are; how to intervene when a student has an anxiety disorder; what types of depressive disorders exist and what their symptoms are; how to intervene when a student has a depressive disorder; what types of attention deficit hyperactivity disorders (ADHD) exist and what their symptoms are; how to intervene when a student has ADHD; what types of eating disorders exist and what their symptoms are; how to intervene when a student has an eating disorder; what types of substance-use disorders exist and what their symptoms are; how to intervene when a student has a substance-use disorder; what types of disruptive-behavior disorders exist and what their symptoms are; how to intervene when a student has a disruptive-behavior disorder; what types of youth violence exist and how to recognize it; how to intervene when a student is violent; and how to implement a whole-school approach to mental health. The purpose of this course is to help school personnel recognize and respond to mental, emotional and behavioral (MEB) disorders in students.

#### **Naloxone (quick reminder) (5 minutes)**

Naloxone is a fast-acting medication that can reverse the effects of opioids. This video will discuss how to respond if you suspect a person is experiencing an overdose. It will explain how to use the naloxone nasal spray and auto-injector. It will then outline the steps to follow if a person remains unresponsive.

#### **Naloxone - Emergency Response for an Opioid Overdose (10 minutes)**

The purpose of this course is to review the actions you will take in response to an opioid overdose, including how to administer naloxone intranasally and using an auto-injector. After taking this course, you will be able to: • Explain how to recognize and treat an overdose. • Explain the steps following an overdose including withdrawal, getting help and disposal.



### **National School Breakfast Program (NSBP) - Breakfast Meal Patterns (30 minutes)**

The National School Breakfast Program (NSBP) is a federally assisted meal program operating in public and non-profit private schools and residential childcare institutions. This Micro-Learning Session is presented by the Southwestern Ohio Educational Purchasing Council. The target audience for this course is cashiers, servers, cooks and managers focusing on Grades K-5, 6-8 and 9-

12. The purpose of this course is to: identify the National School Breakfast Program (NSBP) meal patterns, meal components, grade groups and dietary specifications; describe and apply the Breakfast Meal Component and Pattern chart information to properly prepare and serve compliant and reimbursable NSBP meals; and have a better understanding of the National School Breakfast Program Meal Pattern Chart.

#### **Regulations**

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Cashier and Point of Service (POS) (2300) USDA Professional Standards Training Subject -- Reimbursable Meals (2310)

### **National School Breakfast Program (NSBP) - Offer versus Serve (30 minutes)**

The National School Breakfast Program (NSBP) Offer versus Serve is a Micro-Learning Session presented by the Southwestern Ohio Educational Purchasing Council. Offer versus Serve is a practice that allows a student to make choices of the foods they would like to eat. The target audience for this course is cashiers, servers, cooks and managers. The purpose of this course is to: identify the National School Breakfast Program (NSBP) Offer versus Serve (OvS) practices and goals; describe the relationship between the NSBP Meal Pattern and Component Guide and OvS to properly serve and identify compliant reimbursable NSBP meals; and have a better understanding of the National School Breakfast Program's Offer versus Serve applications.

#### **Regulations**

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Serving Food (2200)
- USDA Professional Standards Training Subject -- Offer Versus Serve (2220)

### **National School Lunch Program (NSLP) - Lunch Meal Patterns (30 minutes)**

The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and non-profit private schools and residential childcare institutions. It provides nutritionally balanced, low-cost or no-cost lunches to children each school day. This Micro-Learning Session is presented by the Southwestern Ohio Educational Purchasing Council. The target audience for this course is cashiers, servers, cooks and managers focusing on Grades K-5, 6-8 and 9-12. The purpose of this course is to: identify the National School Lunch Program (NSLP) meal patterns, meal components, grade groups and dietary specification; describe and apply the Meal Component and Pattern chart information to properly prepare and serve compliant and reimbursable NSLP meals; and have a better understanding of the National School Lunch Program Meal Pattern Chart.

#### **Regulations**

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Cashier and Point of Service (POS) (2300) USDA Professional Standards Training Subject -- Reimbursable Meals (2310)

### **National School Lunch Program (NSLP) - Offer versus Serve (30 minutes)**

The National School Lunch Program (NSLP) Offer versus Serve is a Micro-Learning Session presented by the Southwestern Ohio Educational Purchasing Council. Offer versus Serve is a practice that allows a student to make choices of the foods they would like to eat. Under Offer versus Serve, the USDA allows a student to take ½ cup of fruit or vegetable with 2 other complete food components to make a reimbursable meal. The target audience for this course is cashiers, servers, cooks and managers. The purpose of this course is to: identify the National School Lunch Program (NSLP) Offer versus Serve (OvS) practices and goals; describe the relationship between the NSLP Meal Pattern and Component Guide and OvS to properly serve and identify compliant reimbursable NSLP meals; and have a better understanding of the National School Lunch Program's Offer versus Serve application.



#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Serving Food (2200)
- USDA Professional Standards Training Subject -- Offer Versus Serve (2220)

#### **National School Lunch Program (NSLP) Fact Sheet (5 minutes)**

The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and non-profit private schools and residential childcare institutions. It provides nutritionally balanced, low-cost or no-cost lunches to children each school day. You can learn more about NSLP by reading the fact sheet provided in this course. It will provide information on: who administers the NSLP; how the program works; what the nutrition requirements are for NSLP lunches; how children can qualify for free or reduced school lunches; what the current reimbursement rates are for participating schools; what types of foods participating schools receive from USDA; and what kind of additional support schools can receive from FNS.

#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)

#### **National School Meal Programs Controlling Labor Costs (30 minutes)**

This course is a Micro-Learning Session presented by the Southwestern Ohio Educational Purchasing Council. The key to a successful school food service operation is to always monitor and balance revenue and expenses. This course is designed to help the food service staff understand the financial impact that labor costs have on the success or failure of a school food service operation. It is beneficial that all staff are aware of the labor costs effect on the school food service financial arena; how they may help control labor costs and be aware of the tools used to maintain that vital control. The purpose of this course is to: describe industry cost benchmarks to financially sustain a K-12 foodservice operation; understand the elements of revenue and expenses; review the 3 labor analysis methods used to control labor costs; discuss factors that impact the needs of labor; understand labor cost terminology; and learn helpful ways that staff may assist in controlling labor costs.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Key Topic -- Financial Management (3300)

#### **National School Meal Programs Food Cost 101 (30 minutes)**

The National School Meal Programs Food Cost 101 is a Micro-Learning Session presented by the Southwestern Ohio Educational Purchasing Council. The target audience for this course are cashiers, servers, cooks and managers. The purpose of this course is to: • Identify Industry Benchmark standards for a financially viable school foodservice operation. • Describe ways to control costs and prevent food waste to maintain a self-sustaining program. • Define inventory management, reasons for portion control and use of commodities to help maintain costs. • Have a better understanding of the food cost control tools and practices.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Key Topic -- Financial Management (3300)

#### **Online Safety: Sexting, Cyberbullying, Predators and Explicit Content (25 minutes)**

This course provides information for educators about the dangers children face while using technology. The information in this course may be shared with students and parents to help protect the safety and well-being of children. The course contains information on online safety, cyber-bullying and sexting.

#### **Opioid Awareness, Prevention and Emergency Response (25 minutes)**

This course will teach you how to respond to an opioid overdose. You will learn how to administer naloxone intranasally and using an auto-injector. Both products are easy to operate and do not require extensive training or a medical background. This course will discuss: • Opioid use • Overdose • Treating an overdose • Safety guidelines



#### **Playground Inspection and Maintenance (15 minutes)**

Common materials used in playground construction, types of playground hazards, playground inspection and maintenance, and playground-hazard evaluation and response are among the topics covered by this course. Developing a school response plan and recordkeeping are also discussed. Playground-injury statistics and case studies are included.

#### **Playground Safety and Supervision (15 minutes)**

This course discusses playground monitors' duties and obligations when supervising students on the playground and during recess. And it explains how alert and attentive playground supervision helps protect the safety and well-being of students. Strategies for creating a physically and emotionally safe playground environment are also among the topics covered.

#### **Positive Behavior Intervention & Support (PBIS) – Introduction and Overview (25 minutes)**

Positive behavioral interventions and supports (PBIS) is a decision-making framework. It involves selecting, integrating, and implementing the best evidence-based practices to improve academic and behavioral outcomes. PBIS helps to ensure that every student is treated as an individual with unique needs, strengths, and circumstances. Schools that implement PBIS experience improvements to their school climate. The improved climate will help to increase academic success and improve student behavior, attendance rates, and ultimately aid in creating successes in many areas across the student body. The purpose of this course is to introduce school staff to the framework and important components. With that in mind, you will learn: the definition and key goal of PBIS; important components of PBIS, such as positive behavioral expectations and how to positively reinforce target behaviors and enforcing fair and meaningful consequences; the 3-tiered levels of PBIS support: Tier 1, Universal Interventions; Tier 2, Select Interventions; and Tier 3, indicated interventions; and the definition, purpose and steps of functional behavior assessments and behavioral intervention plans.

#### **Positive Youth Development (40 minutes)**

The goals of this course are to define positive youth development, explain how it helps to foster healthy development, and teach ways it can be incorporated into the classroom.

#### **Pre-Referral Process - Supporting Students with Academic and Behavioral Concerns (30 minutes)**

This course explains the benefits of the pre-referral process — a preventative approach that can eliminate inappropriate referrals to special education, and outlines the six stages most commonly involved in its implementation: initial concern, information gathering, information sharing and team discussion, discussion of possible strategies, implementation and monitoring, evaluation and decision making.

#### **Preventing Bias Incidents and Hate Crimes in Schools (25 minutes)**

A school is responsible for providing students an educational environment free of bias and hate. As an educator, you're able to reduce, prevent and perhaps even eliminate bias- and hate-motivated behaviors and beliefs. After taking this course, you'll understand: the definitions of "bias" and "hate"; what bias incidents are; what constitutes a hate crime; what causes hate crimes; the definition of "groupthink"; why people commit hate crimes; some federal laws that focus on hate crimes; how to identify a hate crime; how to recognize hate; why intent is an important aspect of a hate crime; what hate speech is; how bias incidents and hate crimes can cause a student to experience emotional and behavioral issues; how a school should respond to acts motivated by bias and hate; how a school should follow-up after a bias incident or hate crime; when and how a school should involve law enforcement; how you should respond to a target of a bias incident or hate crime; how you should respond to a perpetrator of a bias incident or hate crime; how you should not respond to a bias incident or hate crime; what a comprehensive, school-wide, hate- prevention program should include; examples of classroom activities that can help prevent bias incidents and hate crimes; what the goals and themes of an anti-bias curriculum should be; what kind of anti-bias activities and assignments are appropriate for grade- school students, and what activities and assignments are appropriate for middle- and high-school students; and how you and your colleagues can model appropriate behavior for students.

#### **Preventing Mpox (5 minutes)**



Everyone should be aware of the risks involving mpox and how to protect against it. This video will describe the virus and inform you of the guidelines to follow to help prevent the spread of mpox.

#### Preventing the Spread of Germs in Schools (15 minutes)

This course shares simple, yet effective methods to prevent the spread of germs in schools. The course contains information on handwashing and coughing etiquette. By taking this course, you will learn: where to find information on the Coronavirus Disease; how germs are spread; effective, preventative techniques used to prevent the spread of germs; how to wash your hands properly; and when to use hand sanitizers.

#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Program Management (3200)
- USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600)
- USDA Professional Standards Training Subject -- Healthy School Environment (3230) USDA Professional Standards Training Subject -- Food Safety Culture (2640)

#### USDA Professional Standards Training Subject -- Food Safety – General (2620)

##### Proper Lifting of Students (30 minutes)

This course provides safe lifting guidelines and techniques to protect the health and safety of employees by reducing the risk for work-related musculoskeletal disorders. The content of this course is adapted for school employees from safe lifting and transfer guidelines written for nursing home, hospital, and assisted living centers. With that in mind, you will learn: the definition of musculoskeletal disorders (MSDs); what the risk factors for MSDs are; what constitutes safe lifting programs and safe lifting weights; what general guidelines apply to lifting and transferring students; how to safely lift and transfer students; and what equipment can be used to assist in lifting and transferring students.

#### Protecting Student Data (15 minutes)

"Protecting Student Data" details how data breaches occur, explains how to avoid data breaches, and describes what education records are protected by the Family Educational Rights and Privacy Act (FERPA). Course topics include: social security numbers; networks, computers and mobile devices; communication tools; the Internet; public Wi-Fi; identity authentication; data storage; data destruction; and responding to a data breach.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Key Topic -- Program Management (3200)
- USDA Professional Standards Key Topic -- Free and Reduced Price Meal Benefits (3100) USDA Professional Standards Training Subject -- Standard Operating Procedures (3220) USDA Professional Standards Training Subject -- Eligibility (3110)

#### Recognizing Eating Disorders (30 minutes)

This course defines and explains the causes and effects of eating disorders. It includes information on psychiatric eating disorders (such as anorexia and bulimia), childhood obesity, and the relationship between athletics and eating disorders.

#### Restraint and Seclusion (20 minutes)

Chemical, mechanical, physical and prone restraint are described, as are seclusion and timeouts. The course also covers: when and how to use restraint and seclusion properly; how to prevent conflict and crises; de-escalation techniques; and how to use functional behavioral assessments (FBAs), behavioral intervention plans (BIPs) and positive behavioral interventions and supports (PBIS).



### **Safety Audits (25 minutes)**

Safety audits are intended to assure that effective program elements are in place for identifying, eliminating, or controlling hazards that could adversely impact a company's physical and human assets. After taking this course, you will be able to: define safety audit and describe its purpose; recognize the importance of safety audits and the objectives of a safety audit program; identify how to plan and conduct a safety audit; identify how to inspect the work area and work practices; and identify how to formulate recommendations for corrective action recommendations, make audit reports, and conduct follow-ups.

### **School Lockdowns (10 minutes)**

This course instructs employees on the procedures to follow when a school lockdown is ordered.

### **Science Lab Safety (45 minutes)**

Conducting laboratory experiments improves students' learning retention by enabling them to apply scientific concepts in real, hands-on situations. However, experiments can result in accidents and injuries if proper procedures aren't followed. With that in mind, this course includes six sections, the first of which covers general lab-safety information. The other five course sections are science-subject specific, which allows you to customize this course according to what you teach: biology; chemistry; earth and space; elementary science; and physics. In the general-lab safety section of this course, you will learn: that your responsibilities as a teacher include instruction, supervision and maintenance; what lab-safety responsibilities must be born by administrators, students and parents; how to prepare properly for any classroom experiment; how to run an experiment safely; what follow-up you should provide after an experiment; what types of situations you should avoid, as they involve excessive risk; common hazards that experiments pose, and why some hazards are only appropriate for college-level classrooms; what general safety practices should be employed during all experiments; why a good chemical-hygiene plan is crucial; what each Globally Harmonized System (GHS) pictogram looks like and what hazard each symbol represents; what 16 sections are part of any GHS-compliant chemical Safety Data Sheet (SDS); the definition of personal protective equipment (PPE) and the common types of PPE that should be used in a science classroom; what types of safety equipment each science classroom should have on-hand; about the five types of fire extinguishers (A, B, C, D and K), and how each type is appropriate for a certain kind of fire; about the 30 most common types of laboratory equipment (balances, beaker, beaker tongs, Bunsen burners, burets, clay triangles, crucibles, crucible tongs, Erlenmeyer flasks, evaporating dishes, forceps, funnels, graduated cylinders, mortars and pestles, pipet bulbs, ring clamps, ring stands, scoopulas, stirring rods, strikers, test tubes, test-tube clamps, test-tube racks, thermometers, utility clamps, volumetric flasks, volumetric pipets, wash bottles, watch glasses and wire gauze); and how to avoid common types of laboratory accidents. In the section of this course specific to biology experiments, you'll learn: why you should inform parents about upcoming labs; what safety precautions you should take when sampling blood; what safety precautions you should take when collecting epithelial tissue; what you should consider when choosing animals that will be used in science class; how to care for and handle animals properly; what alternatives exist to animal dissection; how to dissect animals safely; and how to use plants in a lab safely, while preventing potential allergic reactions. In the chemistry-lab section of this course, you will learn: how to store chemicals safely in your classroom; when and how to inspect chemicals; when and how to conduct a chemical inventory; how to identify potential hazards in and around your chemical-storage cabinet; how to handle chemicals properly; which chemicals are incompatible with one another; which chemicals are explosive and therefore extremely dangerous; how to dispose of chemicals properly; and which chemicals frequently cause accidents as a result of their being ingested, absorbed or inhaled. In the section of this course specific to earth and space experiments (e.g., aerospace, astronomy and geology), you'll learn: how to avoid injuries when using paper airplanes in flight-related experiments; how to use lasers in class safely; what precautions should be taken when viewing the sun, especially during a solar eclipse; how to conduct acid tests on rocks and mineral specimens safely; when you should do during fracture and hardness tests; what precautions you should employ during flame tests; why you should avoid conducting erosion experiments with diatomaceous earth; and how to use advanced stream tables safely. In the elementary-science section of this course, you will learn: that the most significant safety concerns in an elementary laboratory are class size and proper supervision; why it's important to have parents sign permission slips prior to conducting a lab, and what information should be included on permission slips; what precautions



you should take when using chemicals in your classroom; how to use animals and plants in your classroom safely; and what safety issues you should consider prior to field trips. In the section of this course specific to physics experiments, you'll learn: what precautions you should take when using electrical equipment during a lab; how to use lasers safely; what types of lasers exist (classes 1, 2, 3A, 3R, 3B and 4), and what precautions should be taken for each type; how to use capacitors safely; what procedures you should follow when demonstrating the force motion using rotators, projectiles, springs and/or heavy masses; how to use model rockets safely; how to avoid burns from heated glassware; how to use chemicals properly; what safety precautions you should employ when using x-rays in a lab; how to protect yourself and students from the dangers posed by infrared radiation, ultraviolet radiation and microwaves; how to avoid dangers associated with radioisotopes; how to heat items safely; and what cautions you should take when conducting experiments involving sound and light.

#### Regulations

- OSHA 29 CFR 1910.1200

#### **Seizure Recognition and First Aid for School Personnel (60 minutes)**

Epilepsy Alliance America, in partnership with its member organizations, has developed the Seizure Recognition and First Aid for School Personnel training. This training, created for school personnel and specific to the school-setting, provides basic information about epilepsy, seizures, and how epilepsy can affect a student's learning. It also highlights the importance of having a seizure action plan for those students diagnosed with epilepsy and describes what you should do if a student has a seizure. After completing this training, learners will: understand the basics about epilepsy; recognize common seizure types, treatment options, and their possible impact on student learning; identify appropriate first aid and recognize when a seizure is a medical emergency; understand how to administer rescue medicines, if applicable; and know where to find local community support for more information.

#### **Seizure Training for School Personnel (60 minutes)**

Seizure Training for School Personnel, provided by the Epilepsy Foundation, is designed for people who work with children and youth in school settings. This program provides an overview of seizures and epilepsy, seizure first aid, seizure action plans, rescue therapies, seizure emergencies and how to support students in school settings. This course is appropriate for school nurses, teachers, aides, coaches, administrators and anyone who works in a school setting. After completing the course, you will be able to: recognize three common seizure types; describe three seizure first aid steps to assist a student having a seizure; recognize three key factors that would make a seizure a medical emergency; and describe three ways to support student living with epilepsy.

#### **Seizures (10 minutes)**

Topics covered include: causes of seizures, when seizures qualify as medical emergencies, documenting seizures, how epilepsy impacts academic performance, disability rights laws and student care plans. By taking this course, you will learn how to recognize and respond to: febrile seizures, simple-partial seizures, complex-partial seizures, absence seizures, atomic seizures, myoclonic seizures and tonic-clonic seizures.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Key Topic -- Program Management (3200) USDA Professional Standards Training Subject -- Emergency Plans (3240)

#### **Self-Injury and Suicide Prevention (30 minutes)**

This course explores the types and causes of self-injurious behaviors, including self-asphyxiation. It provides employees with an awareness of the risk and protective factors of suicide, and components of effective prevention and postvention programs.



### Self-Regulation - Helping Students Stay on Task (30 minutes)

This course describes how teachers can help students stay on task by learning to regulate their behavior. The four strategies discussed are self-monitoring, self-instruction, goal-setting, and self-reinforcement.

### Service Animals in Schools (30 minutes)

Some people with disabilities require assistance from a service animal. Service animals can assist in many ways and can help to improve the educational experience of students with disabilities. As such, schools have a legal responsibility to consider requests to allow a service animal into the school to assist a student with a disability. The purpose of this course is to provide an overview of an individual's rights and responsibilities to use a service animal as per federal laws. With that in mind, you will learn: an overview of federal laws, including the Americans with Disabilities Act (ADA) specifically Title I and Title II and Individuals with Disabilities Education Act (IDEA); the legal definition of a service animal; types of service animals; the difference between a service animal and a therapy animal; a handler's qualifications and responsibilities; expectations for how service animals should behave and appropriate behavior for staff and students around a service animal.

### Sexual Harassment (45 minutes)

After defining sexual harassment, this course distinguishes between two types of harassment: quid pro quo and hostile environment. Then, the course discusses harassment in the context of employee relationships, social media and offensive behavior, before explaining how to respond to — and prevent — such behavior. Special considerations for supervisors are also covered. By taking this course, you will understand: what federal legislation impacts sexual-harassment issues; how to identify sexual harassment; what behavior qualifies as "severe" or "pervasive"; what behavior qualifies as physical sexual harassment, verbal harassment and nonverbal harassment; how districts typically handle employee relationships; the problems and challenges employee relationships can pose; why sexual harassment frequently goes unreported; what most district sexual-harassment policies include; how to document sexual harassment; how the law protects you from employer retaliation; if and when you can be held liable for sexual harassment; and how supervisors can establish a harassment-free workplace.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

### Sexual Harassment - Managers (90 minutes)

Sexual harassment is against the law. In management, you must have a plan for addressing sexual harassment in the workplace. After taking this course, you will be able to: recognize why understanding sexual harassment in the workplace is important for managers; identify the responsibilities of the company and managers regarding discrimination and sexual harassment in the workplace; define sexual harassment; identify behaviors that might be considered sexual harassment; identify managerial actions that can help prevent sexual harassment in the workplace; explain precautions employers can take to exercise due care to prevent and correct sexual harassment; identify the steps an employee should take if sexual harassment occurs; identify the steps a manager should take in response to a sexual harassment complaint; and identify examples of retaliation.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

### Situational Awareness (15 minutes)

Being unaware of your surroundings puts you at risk for all types of potential threats. Certain workplace injuries,



household accidents, thefts and attacks could be avoided by improving your overall situational awareness. Situational awareness helps focus your attention on what is important - your safety and the safety of those under your care. By taking this course, you will learn: why situational awareness is important; advantages of situational awareness; how the brain processes focusing, efficiency and preparing; steps to being aware; how to position yourself to observe and notice details; how to anticipate actions; and how to control distractions.

#### **Social Media (NFHS) (60 minutes)**

Through the use of social media, everyone now has the ability to be a mass communicator. This has greatly impacted the sports industry — including high-school sports and activities. This course is designed to assist you in setting clear boundaries and guidelines for your students' responsible social-media usage. It will help you turn social media into a positive experience for you and your students by framing social media as a tool that you can use to promote your program and your personal brand. Taking this course will help you stop fighting social media and instead use it to impact your students and organization positively. Topics covered by this course include: what social media is; social-media platforms; social media and support; athlete usage; boundaries; guidelines; and five take-aways on social media.

#### **Social Media: Personal and Professional Use (25 minutes)**

After discussing how social media can be safely and professionally used in an educational setting, the course offers tips for responsible personal social-media use, including how to protect your online reputation. By taking this course, you will learn: how social media is used; how to use your school district's technology safely and professionally; what to watch out for when using online tools and tutorials; about copyright restrictions; how to prepare your students to use social media responsibly; how your real-life responsibilities as a mandated reporter apply to online situations; about privacy settings — especially with regard to private networks and personal networks; what your responsibilities are under your country's federal laws; what best practices you should implement with regard to social media; what not to do when digitally communicating with colleagues; what your rights are with regard to social media; about the dangers of "friending"; about social-media privacy settings; how to safeguard your online reputation; and what simple social-media rules you should follow.

#### **SPEAK UP, Sexual Abuse and Violence Prevention Education for Students (60 minutes)**

The Foundation United is a nonprofit organization with the mission to end sex trafficking and exploitation through systemic change and getting to the root. Utilizing research-based practices, The Foundation United has designed a curriculum that is intended to equip students with the necessary skills and knowledge to decrease risk of sexual abuse from grades K-12. This teacher-led course consists of grade-level presentations and provides age-appropriate information to students and is intended to seed classroom discussion.

#### **Sportsmanship (NFHS) (60 minutes)**

Sportsmanship is the foundation for high-school sports and activities. This course defines sportsmanship and highlights what good sportsmanship looks and sounds like. Coaches, officials, parents and fans all have roles in creating a positive environment for young people, and understanding those roles is critically important. Throughout the course, insights about sportsmanship are shared from coaches, administrators, officials, parents and students. Course topics include: definition of sportsmanship; examples of poor and good sportsmanship; observations; why sportsmanship is so important; positive behaviors; the roles of fans and parents; the roles of players; the roles of coaches; the roles of officials; sticking to one's role; roles and responsibilities; and implementing a sportsmanship initiative.

#### **Steroids and Supplements: Use, Abuse and Prevention Strategies (25 minutes)**

This course is to instruct coaches on the use, abuse, and prevention of anabolic steroid and performance-enhancing supplement use.

#### **Stop the Bleed: Save a Life (Overview/Refresher) (10 minutes)**

Launched in October of 2015 by the White House, "Stop the Bleed" is a national awareness campaign and a call



to action. Stop the Bleed is intended to cultivate grassroots efforts that encourage bystanders to become trained, equipped and empowered to help in a bleeding emergency before professional help arrives. Injuries stem from accidents, intentional harm and other actions, and can occur anywhere. Uncontrolled bleeding is the number one cause of preventable death from trauma. Consequently, if you know how to control bleeding from an injury, you and any other victims are more likely to survive. With that in mind, this course explains how you can control bleeding, regardless of whether you have access to a trauma first-aid kit. After taking this course, you will learn how to ensure your safety and what the "ABCs of bleeding are."

#### **STOP THE BLEED® Instructor-Led Training Confirmation (5 minutes)**

With three quick actions, you can be trained to save a life. The number one cause of preventable death after injury is bleeding. Many state laws require that schools have trauma bleeding control kits and that employees be trained on traumatic bleeding. If an employee is assigned this course, the district requires instructor-led STOP THE BLEED® training. The test that accompanies this course serves as confirmation that the employee has indeed completed the required training on traumatic bleeding.

#### **STOP THE BLEED® Interactive Training (25 minutes)**

What stops bleeding? This course, provided by STOP THE BLEED®, focuses on immediate response to bleeding. In this course, you will learn how to recognize life-threatening bleeding and understand what to do to keep yourself and others safe. You will also learn three quick techniques to control bleeding until help arrives: 1) How to use your hands to apply pressure to a wound; 2) How to pack a wound to control bleeding; and 3) How to correctly apply a tourniquet. These three techniques will empower you to assist in an emergency and potentially save a life.

#### **Student Medical Emergencies (20 minutes)**

This course provides basic information on the causes, symptoms and emergency response procedures for common student medical emergencies. This lesson is intended to help those working with students understand the appropriate care for students with asthma, food allergies, seizures or diabetes in emergency situations.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Key Topic -- Program Management (3200) USDA Professional Standards Training Subject -- Emergency Plans (3240)

#### **Student Mental Health and Suicide Prevention (NFHS) (180 minutes)**

It's widely known that stress, anxiety and depression create challenges for both society and individuals, including interscholastic students. And severe conditions can lead to the worst outcomes, such as suicide. The NFHS is proud to bring you this course on Student Mental Health and Suicide Prevention in response to this reality. With a focus on wellness, including both physical and psychological, this course highlights causes, strategies and provides helpful resources.

#### **Student Privacy Rights (FERPA for Colleges & Universities) (25 minutes)**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. FERPA applies to nearly all postsecondary institutions in the United States. The purpose of this course is to provide an overview of FERPA's requirements as they apply to colleges and universities. Topics in this course include an introduction to FERPA; a student's rights; and education records and student data.

#### **Regulations**

- Family Educational Rights and Privacy Act (FERPA)

#### **Student Privacy Rights (FERPA) (15 minutes)**

This course explains the rights of parents and students regarding personal information granted by the Family Education Rights and Privacy Act of 1974. Also known as FERPA, this is a federal law that protects the privacy of student educational records. The course defines educational records, directory information and non-directory information.

#### **Regulations**



- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420) Family Educational Rights and Privacy Act (FERPA)

#### **Substance Misuse Prevention and Intervention (55 minutes)**

This course aims to provide school staff with basic information about the substances most likely to be misused by students and present reasons why students misuse them. It explains who is at risk for misuse and the possible consequences of misuse. This course also focuses on effective prevention and intervention initiatives. This course will discuss the following topics: From misuse to addiction; why people misuse substances; substances that are misused; risk and protective factors; and prevention and intervention.

#### **Substitute Teaching - An Introduction (40 minutes)**

Substitute teachers are essential for the smooth and effective operation of schools. They assume the same responsibilities and duties as a regular classroom teacher, but in an unfamiliar setting in front of unfamiliar faces and with little time to prepare. These challenges can be overcome with effective teaching and classroom management strategies. This course, the first of a two-course curriculum, was written to provide substitutes with guidelines for being a guest teacher in a school. With that in mind, you will learn about the importance of knowing your role and responsibilities and understanding school policies and procedures; privacy laws and confidentiality; mandated reporting; professionalism; maintaining professional boundaries; instructional strategies; and stress management.

#### **Substitute Teaching - Classroom Management and Instruction (40 minutes)**

Substitutes are a critical resource for school districts to ensure students continue receiving the necessary education, even in the absence of the classroom teacher. It is important to understand effective teaching and classroom management strategies. The goal is to pick up where the teacher left off with minimal impact to the student's learning. This course, the second of a two-course curriculum, was written to provide you with the tools you will need for success as a substitute teacher, including basic teaching techniques and classroom management survival skills. With that in mind, you will learn about: instructional and engagement strategies; behavior-management strategies; disability rights laws; and culture and diversity.

#### **Sudden Cardiac Arrest (NFHS) (60 minutes)**

This National Federation of State High School Associations' (NFHS) "Sudden Cardiac Arrest (NFHS)" course provides a unique student-centered curriculum for interscholastic teacher/coaches. The number-one cause of death in the United States for student athletes during exercise, sudden cardiac arrest is caused by a structural or electrical problem associated with the heart, and happens when the heart unexpectedly stops beating and pumping blood. Topics covered by this course include: what sudden cardiac arrest is, warning signs and symptoms, and what to do if your player collapses. Please check with your state association to see if this course complies with your state requirements. Upon purchase, you will have access to the course for one year.

#### **Suicide Prevention and Response (30 minutes)**

Youth suicide, school liability, suicide prevention, suicide postvention, school climate, school culture and school connectedness are among the topics covered by this course. Also discussed are issues that impact suicidal behavior, such as bullying, abuse, neglect, trauma, substance abuse, self-injury, sexual orientation, gender nonconformity, cultural heritage and mental-health disorders. By taking this course, you will learn: the difference between suicidal behavior, suicidal ideation, suicidal intent and a suicide attempt; how prevalent youth suicide is; how schools can be held liable for not properly responding to students' suicidal behavior; what school suicide-prevention programs entail; how suicide screenings work; what suicide risk factors, triggers and warning signs are, and how to respond to them; how to talk with at-risk students; how to notify parents about their student's



suicidal behavior; when and how to connect students to mental-health professionals; what your responsibilities are in terms of confidentiality; how to respond to a suicide attempt at school; how to help a student who is returning to school after a suicide-related absence; what school suicide-postvention programs entail; how to verify a student death and disseminate factual information about it; how to reduce the risk of copycat suicides after a student kills himself; how to help students cope with the death of a peer; what mental- health disorders are common among students and how you should respond to those disorders; how the “Three Cs” — school climate, school culture and school connectedness — impact suicide prevention; and how engagement, safety and environment shape the “Three Cs.”

#### **Suicide Prevention Module 1 — Youth Suicide Awareness (35 minutes)**

This course can be combined “Suicide Warning Signs and Response” and “Suicide Interventions,” to provide a coordinated, three- module, two-hour-long, suicide-prevention curriculum. After taking this course, “Youth Suicide Awareness,” you’ll understand: your ethical and legal responsibilities regarding student suicide; the difference between various suicide behaviors, including suicidal ideation, suicidal intent, suicide attempts and actual suicide; the demographics of suicidal youth, in relation to age, gender, race, ethnicity and culture; adolescents’ cognitive and emotional capabilities; what resiliency is and the role it plays with regard to student suicide; how individual protective factors, family protective factors and external or community factors influence the likelihood of youth suicide; how risk factors — e.g., a prior suicide attempt, academic failure, substance abuse, abuse, neglect, trauma, bullying, the suicide of another person, gender-role conflict, self-injurious behavior, a fixation with death or violence, an unhealthy relationship and a mental-health disorder— can increase the likelihood of suicidal behavior; what mental-health action plans are, how they can combat student suicide, and your role in creating them; how counseling services can mitigate youth suicide; and what additional suicide-prevention resources are available to you.

#### **Suicide Prevention Module 2 — Suicide Warning Signs and Response (35 minutes)**

This course can be combined with “Youth Suicide Awareness” and “Suicide Interventions,” to provide a coordinated, three-module, two-hour-long, suicide-prevention curriculum. After taking this course, “Suicide Warning Signs and Response,” you’ll understand: your ethical and legal responsibilities regarding student suicide; how to speak to a student at-risk for suicide; how to recognize warning signs for youth suicide; what screening procedures schools can implement to recognize students at-risk for suicide; whom you should inform when you notice a student displaying warning signs for suicide; how to speak with a student at-risk for suicide; how you should NOT respond to a student at-risk for suicide; what postvention entails and the seven steps you should take after a crisis or traumatic event; and what additional suicide-prevention resources are available to you.

#### **Suicide Prevention Module 3 — Suicide Interventions (50 minutes)**

This course can be combined with “Youth Suicide Awareness” and “Suicide Warning Signs and Response,” to provide a coordinated, three-module, two-hour-long, suicide-prevention curriculum. After taking this course, “Suicide Interventions,” you’ll understand: your ethical and legal responsibilities regarding student suicide; a suicide-prevention program’s three levels of interventions — universal, select and intensive; what school connectedness is and how it can decrease the likelihood for student suicide; what a school’s climate is, and how a positive climate can decrease the likelihood for student suicide; what schoolwide interventions promote school connectedness; what instructional strategies promote school connectedness; how to reduce problem behaviors in the classroom; how to eliminate barriers for learning, such as serious emotional disorders, depressive disorders, anxiety disorders, attention-deficit/hyperactivity disorders, eating disorders and conduct disorders; the stages of conflict, and how to manage and de- escalate conflict; what additional suicide-prevention resources are available to you.

#### **Teaching Children with ADHD — Academic Interventions (25 minutes)**

The purpose of this course is to share effective interventions and strategies to help students with ADHD succeed in the academic domain of their schooling.

#### **Teaching Children with ADHD — An Introduction (20 minutes)**



The purpose of this course is to provide information about ADHD, its identification and treatment, and to share services and supports that can help students with ADHD succeed in school.

#### **Teaching Children with ADHD — Behavioral Interventions (25 minutes)**

The purpose of this course is to provide information about ADHD, including identification and treatment of, and behavioral interventions that can be used to help children with ADHD achieve success.

#### **Teaching Kids Cognitive Behavioral Therapy (CBT) Coping Tools during COVID-19 (10 minutes)**

Because taking care of mental health during COVID-19 is just as important as taking care of physical health, we're providing information about how to teach kids cognitive behavioral therapy (CBT) coping tools. After taking this course, you'll understand: that CBT is the best, most evidence-based treatment we have to help kids' mental health; how CBT can be a helpful intervention for children ages eight and older; that CBT offers four strategies — or "tools" — kids can use to manage a specific problem; and how students can use the distraction tool, the relaxation tool, the thinking tool and the action tool.

#### **Teen Dating Violence (30 minutes)**

Student victims of teen dating violence face threats to their physical and emotional well-being, which can lead to mental health challenges, unsafe physical conditions and negative effects on their ability to learn and participate in school programs. Taking steps to respond to and prevent teen dating violence is crucial to ensuring the safety and academic success of students. This course will explore teen dating violence, provide guidance on how to identify it and offer strategies for supporting and protecting student victims within the school environment.

#### **The 7 Components of an IEP: Designing Personalized Education Plans (45 minutes)**

This course defines the seven required components of an IEP and shares tips to assist you in developing one. While this course will help you develop a quality and compliant IEP, it does not include all of the IDEA requirements or provide legal advice. This course does not provide information about State laws. State laws and regulations cannot require less than what IDEA requires, but they can create requirements in addition to IDEA. This course shares tips and examples from The Progress Center at the American Institutes for Research. They are noted throughout the course as coming from "The Progress Center." Topics in this course include:

- Statement of present levels for academic achievement and functional performance
- Measurable annual goals
- Progress monitoring
- Statement of special education aids and services
- Projected date, frequency, duration and location of services
- Explanation of educational setting
- Statement of participation in assessment

#### **The Six Principles of IDEA (25 minutes)**

The Individuals with Disabilities Education Act (IDEA) is a federal law that ensures the rights of children with disabilities. The purpose of IDEA is to provide children with disabilities a free and appropriate public education with special education and individualized services designed to meet their unique needs. The six foundational principles in IDEA provide the framework for how special education services are designed and provided to students with disabilities. This course addresses students in K-12 settings and aims to explain the six principles: 1) Free and Appropriate Education, 2) Appropriate Evaluation, 3) Individualized Education Program, 4) Least Restrictive Environment, 5) Parent Participation and 6) Procedural Safeguards.

#### **Regulations**

- Individuals with Disabilities Education Act (IDEA)

#### **Threat Assessment Module 1 - Identifying Students Who May Pose a Threat (50 minutes)**

Schools are responsible for maintaining a safe and positive learning environment for all students. School safety involves multiple components, one of which is violence prevention. The purpose of this course is to define threat assessment and provide an overview of the process. This course goes into great depth about behaviors common



to perpetrators of targeted violence that indicate the need to conduct a threat assessment. With that in mind, you will learn: how to define threat assessment and the three- step process; keys to the success of the threat assessment process; the definition of violence; the importance of identifying and reporting suspicious and concerning behaviors; profiles of perpetrators; pre-attack behaviors; identifiable/concerning behaviors used in identifying students at risk; how bystanders can be a key component to preventing acts of targeted school violence; the importance of training students to report suspicious behaviors and activity; and means for reporting.

#### **Threat Assessment Module 2: Threat Assessment and Management (75 minutes)**

Schools are responsible for maintaining a safe and positive learning environment for all students. School safety involves multiple components, one of which is violence prevention. The threat assessment process is designed to prevent acts of targeted school violence and utilizes proactive steps to identify threats. When a threat is identified, actions and interventions are implemented to manage the situation, mitigate the threat, and help a student struggling with thoughts of violence and other issues for which they require help. This course describes the proactive steps schools can take to recognize students who pose a threat, and also describes what steps can be taken to mitigate the threat. After taking the training, you'll understand: the definition of "targeted violence" and the reasons it exists; which individuals are most likely to commit targeted school violence; what the threat-assessment process (TA process) involves the definition of "threat management;" what a threat-assessment team (TA team) is, what the team does, and who should be included on the team; the responsibilities of a TA team leader; how a school should begin a threat investigation; what information a TA team should document when beginning a threat investigation; how a TA team should go about gathering an information; what possible legal issues a TA team might encounter when gathering information; what type of involvement parents and guardians should have in the threat-assessment process; what types of questions TA team members should ask family members, friends, school-staff members and other bystanders who may be able to provide relevant investigation information; how to conduct interviews with students who are targets of violence; how TA teams can glean pertinent investigation information from school records, student expressions, medical histories, law-enforcement reports and personal electronic devices; why a TA team should seek answers to questions, such as: "What are the student of concern's motives and goals?," "Has the student engaged in attack-related behaviors?," "Are there communications that suggest a desire and/or intent to attack?," and more.; the pathways that progress to violence: grievance, ideation, research and planning, preparation, breach and attack; the two categories of communications: leakage of intent and threats; what qualifies as stressors and what qualifies as triggers; what is considered a novel act of aggression; the definition of "concerning behaviors;" the definition of a "mental-health issue" and what a mental-health issue indicates; the definition of "protective factors" and "risk factors;" how the TA team can determine what level of threat a student of concern poses: no concern / low concern, moderate concern, elevated concern, high concern and imminent concern; what actions should be included in a threat-management plan; how a TA team can best provide support and guidance to a student affected by a threatening situation; how a TA team can choose strategies with the greatest potential for long-term positive change, including: watching and waiting, monitoring, administrative actions, written safety plans, setting boundaries, civil and criminal action, mental- health treatment, target hardening, exposure reduction, follow-up, etc.; and what legal factors a TA team should consider, such as protected speech, searches, confidentiality and privacy, the Family Education Right of Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

#### **Title IX Federal 2020 Amendments – Additional Information for Coordinators, Investigators and Decision-Makers (40 minutes)**

The first Title IX course you were assigned, Title IX: Protecting Students and School Employees from Sexual Harassment, defined sexual harassment, discussed school obligations and outlined the grievance procedure. This course covers many of same topics in the first course, but takes an even deeper dive into them. The information presented herein comes from the U.S. Department of Education. This course should be taken prior to the course, "Title IX: How to Investigate and Adjudicate Formal Complaints." In addition to these courses, your district should provide training on the specific policies it has adopted to comply with Title IX regulations.

Regulations



- Title IX of the Education Amendments Act of 1972

### **Title IX Federal 2020 Amendments – How To Investigate And Adjudicate Formal Complaints (70 minutes)**

This course is the 3rd required course in the training curriculum for Title IX Coordinators, investigators, decision-makers and appeals decision-makers. It was created to be a part of a complete training program and covers the mandated training topics required by 34 CFR §106.45(b)(1)(iii), except for hearings. While the first two Title IX courses looked at the definition of sexual harassment, discussed school obligations and outlined the grievance procedure, this third course will dive deeper into the investigation and formal complaint process. It has two parts. Part 1 discusses how to: be sensitive to the effects of trauma; conduct an investigation; collect evidence; conduct interviews; consider relevancy, credibility and the weight of evidence; and apply a standard of evidence. Part 2 explains how to: serve impartially by avoiding conflicts of interest, bias and sex-based stereotypes; and recognize and address implicit bias. In addition to the three courses, Title IX personnel should also be trained on the specific policies and guidelines the school district has adopted to comply with Title IX. It is also expected that Title IX personnel participate in ongoing professional development in the areas specific and important to their Title IX responsibilities.

### **Title IX Federal 2020 Amendments – Informal Resolution Process (45 minutes)**

This course is the 3rd required course in the training curriculum for Title IX informal-resolution facilitators. It was created to be a part of a complete training program and covers the mandated training topics required by 34 CFR §106.45(b)(1)(iii), except for hearings. While the first two Title IX courses looked at the definition of sexual harassment, discussed school obligations and outlined investigation and grievance procedures, this third course will dive deeper into the informal resolution process. It has two parts. Part 1 discusses: how to determine whether informal resolution is a suitable alternative to the formal grievance process; how to implement an informal-resolution process; how to facilitate mediation; how to facilitate arbitration; restorative justice. The latter portion of the course explains how to: serve impartially by avoiding conflicts of interest, bias and sex-based stereotypes; and recognize and address implicit bias. In addition to the three courses, Title IX personnel should also be trained on the specific policies and guidelines the school district has adopted to comply with Title IX. It is also expected that Title IX personnel participate in ongoing professional development in the areas specific and important to their Title IX responsibilities.

### **Title IX Federal 2020 Amendments – Training for All School Employees (40 minutes)**

Enacted in 1972, Title IX is a Federal civil-rights law that protects everyone from being discriminated against on the basis of sex in educational programs and activities. Although Title IX has improved educational access for millions of students, sexual harassment continues to be a widespread problem. In May of 2020, the U.S. Department of Education (DOE) updated its guidelines for how schools must respond to sexual-harassment claims. The guidelines, which took effect on August 14, 2020, apply to all types of sexual harassment, including student against student, student against school employee, school employee against school employee, and school employee against student. One of the new guidelines most important changes is that all employees, without delay, must report possible acts of sexual harassment to a Title IX coordinator. This course will: define sexual harassment; explain schools' obligations with regard sexual harassment claims under Title IX; and outline Title IX's investigative procedures. After taking the training, you'll understand: the definitions of complainant, respondent and sexual harassment; what the "on the basis of sex" standard entails; how Title IX defines quid pro quo harassment; what the "severe, pervasive and objectionably offensive" standard involves; why not all offensive behavior violates Title IX; what the "reasonable person standard" is; how an "equal access standard" is applied; what acts qualify as sexual offenses under Title IX; how to speak with a victim of a sexual offense and why trauma- sensitive practices are important; what qualifies as "notice" of sexual harassment; how mandated reporting obligations compare to Title IX responsibilities; how Title IX applies (or doesn't apply) in various situations, such as educational programs, extracurricular activities, online platforms, in private homes and study-abroad programs; how a school must respond upon learning about a sexual- harassment allegation, and the supportive measures that must be offered to the complainant; what a formal complaint is and who can file one; what can cause a formal complaint to be dismissed; what an "informal-resolution process" entails and when it



can be offered as an alternative to a traditional grievance process; what steps are involved in a Title IX sexual-harassment investigation; the definition of "due process" and its role in a grievance procedure; what "presumption of non-responsibility" means; the role of an advisor, and who can serve as one; the responsibilities of a Title IX coordinator, an investigator and a decision-maker; what evidence is allowed and what evidence is considered inadmissible; the difference between a "clear and convincing evidence standard" and a "preponderance of evidence standard"; what type of educational institutions must hold live hearings; the definitions of "remedies" and "sanctions"; under what bases a complainant or a respondent can appeal the result of a Title IX decision; that Title IX prohibits retaliation against anyone involved in a report, investigation, proceeding or hearing.

Regulations

- Title IX of the Education Amendments Act of 1972

**Title VI — Different Treatment Discrimination (30 minutes)**

Title VI of the Civil Rights Act of 1964 (Title VI) is a federal law that prohibits discrimination against students based on factors including a student's actual or perceived race, color and national origin. Discrimination can create a hostile or unwelcoming environment for students, affecting their mental and emotional well-being. It can result in unequal and inequitable opportunities, limited access to resources and social exclusion. This course focuses on discrimination based on different treatment and involves the unequal treatment of students and the denial of opportunities based on race. Topics in this course include: information about Title VI of the Civil Rights Act of 1964; information on the relationship that exists between bias and discrimination; an explanation of different treatment discrimination and examples for disparate treatment discrimination and disparate impact discrimination; effective strategies schools can implement to help prevent discrimination in schools; and how to report unresolved cases of discrimination.

Regulations

- Civil Rights Act of 1964, Title VI

**Title VI — Hostile Environment Harassment (45 minutes)**

Title VI is a federal law that prohibits discrimination against students based on factors including a student's actual or perceived race, color and national origin. Such discrimination can be based on the country or world region from which a person or their ancestor's come, a person's limited English proficiency or status as an English learner, or a person's actual or perceived ancestry. Schools have a duty to provide a nondiscriminatory environment conducive to learning. Topics in this course include: • An overview of Title VI. • Information on race and racism. • The types of conduct and situations which constitute racial harassment. • Information for school employees on how to recognize acts of harassment and how to provide an effective response. • Effective methods for preventing racial harassment at the building and classroom levels. • State and federal agencies and procedures for reporting unresolved cases of harassment and/or discrimination.

Regulations

- Civil Rights Act of 1964, Title VI

**Transportation (Bus Drivers) - Bullying Awareness (25 minutes)**

Bullying is a student behavior that many drivers encounter. A school bus is fertile ground for bullying and many other behavior issues. Unlike in a school setting, a student who is bullied while riding a bus has no way to leave the situation. Because students most often ride the bus based on location, bullies can target the same individual(s) every day. As a bus driver, it is your responsibility to pay attention not only reports of bullying, but the ways in which your students interact. Children may not report bullying that is happening right under your nose. Sometimes, younger children may not even recognize bullying behavior for what it is or know what to call it, and students may worry that if they report bullying, it will lead to more bullying (retribution). Bullying interferes with your ability to provide a safe trip for students. This course will help you understand what bullying is and how to address it on your bus, helping you to create a safe environment for the students in your care.

**Transportation (Bus Drivers) - Transporting Students with Specialized Needs (35 minutes)**

Though your main responsibility as a bus driver is the safe operation of your vehicle, you must still prepare for situations that could impact the health and safety of students. Therefore, it is important that you know about a



variety of medical conditions and that you are aware of common traits associated with different types of disabilities. The focus of this course is the safe transportation of students with special needs, and it serves as a general awareness or refresher course for transportation employees who work with students with specialized needs. After taking this course, you will be familiar with: federal disability laws; individualized health care plans; emergency action plans; accommodations/assistive devices; different categories of disabilities including autism, learning disabilities, health impairments, speech or language impairments, visual impairments, disabilities involving hearing, orthopedic impairments, intellectual disabilities, traumatic brain injuries; chronic health conditions, asthma, anaphylaxis, attention deficit- hyperactivity disorders, cerebral palsy, diabetes, epilepsy; specialized equipment and devices used by students; and how to deal with emergency situations.

#### **Transportation - Reasonable-Suspicion Testing — Module 1 (60 minutes)**

Any employee who operates a commercial motor vehicle (CMV) that requires a commercial driver's license (CDL) is subject to drug and alcohol testing, including reasonable-suspicion testing. Reasonable-suspicion testing is a tool employers use to confirm suspected substance use or alcohol misuse. This testing helps to protect workplace safety and identify employees who may need help with a substance-use disorder. After taking module 1 of this two-part training, you'll understand: your supervisory responsibilities; requirements of the Department of Transportation, 49 Code of Regulations (CFR) Part 40 and the Federal Motor Carrier Safety Administration (FMCSA); the definitions of reasonable-suspicion testing and reasonable suspicion; training requirements regarding reasonable-suspicion testing; what constitutes moderate use of alcohol and drugs; why people use alcohol and drugs; what qualifies as alcohol and drug abuse; what qualifies as alcohol and drug addiction; the four characteristics of addiction; eight conditions experienced when someone is addicted to alcohol or drugs; the definition of denial; contributing factors to alcohol and drug use; the definitions of commercial motor vehicle (CMV), commercial driver and commercial driver's license (CDL); what safety-sensitive functions are and what qualifies someone as a safety-sensitive employee; when school-bus drivers are prohibited from using alcohol; rules regarding the use of prescription controlled substances; what six tests are required by your organization's controlled-substances- and alcohol-testing program; what criteria qualify as reasonable suspicion; employee behaviors commonly associated with alcohol misuse and drug use; when withdrawal can be used in your decision to conduct a reasonable-suspicion test; why stereotypes should not be used as a reason to test; and when and how the Americans with Disabilities Act (Act) protects substance users from discrimination. You'll also understand: what legally constitutes alcohol; how alcohol affects a person's blood cells; how different blood-alcohol concentrations (BAC) impact behavior; what a breathalyzer is; how long alcohol can be detected in a person's blood; the short- and long-term physical effects alcohol has on the body; how tolerance is defined; what the symptoms of alcohol withdrawal are; the short- and long-term mental effects alcohol has on someone; what the signs and symptoms of alcohol abuse are; what qualifies as binge drinking; how alcohol impacts a worker, their co-workers, productivity, liability and public relations in the workplace; when the DOT prohibits an employee from performing safety-sensitive duties; how to talk to an employee when you determine that a reasonable-suspicion test is required; how a supervisor can inadvertently enable an employee who misuses alcohol; what traps you can fall into as a supervisor when an employee tries to persuade you not to engage in reasonable-suspicious testing; how an employee should be transported to the testing site; the DOT procedures for alcohol testing; what qualifies as a refusal to test; what different breathalyzer results mean; what a substance-abuse professional (SAP) is and what a SAP does; and what return-to-duty testing involves; what benchmarks must be met for exemption from referral, evaluation and treatment requirements; and the emergency assistance programs (EAPs) to which you can refer employees.

#### **Regulations**

- Americans with Disabilities Act (ADA) of 1990 49 Code of Regulations (CFR)

#### **Transportation - Reasonable-Suspicion Testing — Module 2 (60 minutes)**

Any employee who operates a commercial motor vehicle (CMV) that requires a commercial driver's license (CDL) is subject to drug and alcohol testing, including reasonable-suspicion testing. Reasonable-suspicion testing is a tool employers use to confirm suspected substance use or alcohol misuse. This testing helps to protect workplace safety and identify employees who may need help with a substance-use disorder. After taking module



2 of this two-part training, you'll understand: your supervisory responsibilities; requirements of the Department of Transportation, 49 Code of Regulations (CFR) Part 40 and the Federal Motor Carrier Safety Administration (FMCSA); the definitions of reasonable-suspicion testing and reasonable suspicion; training requirements regarding reasonable-suspicion testing; why people use drugs; how the way a drug is administered impacts how quickly it affects someone; and what qualifies someone as a safety-sensitive employee. In addition, you'll understand: what drugs the DOT requires testing for; cannabinoids, including their characteristics, methods of use, other names, how long they can be detected in someone's system, the physical and behavioral symptoms associated with their use, how they impact driver performance, and what medical marijuana and CBD are; amphetamines, including their characteristics, methods of use, other names, how long they can be detected in someone's system, the physical and behavioral symptoms associated with their use, and how they impact driver performance; cocaine, including its characteristics, methods of use, other names, how long it can be detected in someone's system, the physical and behavioral symptoms associated with its use, and how it impacts driver performance; opioids, including their characteristics, methods of use, other names, how long they can be detected in someone's system, the physical and behavioral symptoms associated with their use, and how they impact driver performance; and phencyclidine, including its characteristics, methods of use, other names, how long it can be detected in someone's system, the physical and behavioral symptoms associated with its use, and how it impacts driver performance. Other topics covered by this course include: the use of prescription medication and its acceptable use; what constitutes reasonable suspicion for testing purposes; the substance-use testing process, and associated policies and procedures; what happens when an employee tests positive for a controlled substance; what the behavioral and physical signs and symptoms of prohibited drug use include; what symptoms are associated with withdrawal; and special considerations for someone suspected of using both alcohol and drugs.

#### Regulations

- Americans with Disabilities Act (ADA) of 1990 49 Code of Regulations (CFR)

#### Trauma-Informed Care and Response (45 minutes)

Trauma is a psychological, emotional response to a disturbing or distressing event, a series of events or a set of circumstances. A traumatic experience produces feelings of intense fear, helplessness and horror. After taking this course, you will understand: the impact of trauma; how you can help traumatized students; what a trauma-informed approach entails; the six types of trauma that exist; what natural traumatic events are and what amplifies their impact; the difference between accidental human-caused trauma and purposeful human-caused trauma; what indirect trauma is and what causes it; the difference between repeat trauma and chronic trauma; what complex trauma is and what causes it; what factors influence how much stress a traumatic event causes; what the three types of stress are; what the symptoms of cognitive, emotional, physical and behavioral stress entail; what an adverse childhood experience (ACE) is; the two emotional extremes that traumatic experiences tend to evoke; how young children respond to traumatic events; how teens respond to traumatic events; how you can help students overcome trauma; how to talk with a student who has experienced trauma; what a trigger is and how it can cause retraumatization; what the symptoms of traumatic experiences are; how trauma impacts developmental competencies; what post-traumatic stress disorder (PTSD) is; what mental, emotional or behavioral disorders (MEB disorders) are; the difference between internalizing and externalizing disorders; what types of anxiety disorders exist; what depressive disorders entail; what attention deficit hyperactivity disorders (ADHD) exist; what disruptive-behavior disorders involve; what substance-abuse disorders exist; how MEB disorders and traumatic experiences are connected; the difference between universal screening and continuous monitoring; what internal mental-health resources many schools have, and what external mental-health resources schools can leverage; how schools can communicate to and coordinate with parents; what characteristics are indicative of a positive school climate; what social and emotional learning (SEL) entails; the five general areas in which socially and emotionally competent people are skilled; what positive behavioral intervention and supports (PBIS) is and how it can be used to help students who have experienced trauma; and what secondary trauma is and how it can be managed.

#### Uniformed Service Employment and Reemployment Act (USERRA) (15 minutes)

This course provides employees a notice of their rights under the Uniformed Services Employment and



Reemployment Rights Act (USERRA).

#### **Vaping and E-cigarette Use Awareness (25 minutes)**

The rate of conventional cigarette smoking among adolescents and young adults is declining, however, the number who use electronic cigarettes (E-cigarettes) is growing. According to the Centers for Disease Control (CDC), E-cigarettes have become the most used tobacco products. E-cigarettes are marketed as a safe alternative to traditional tobacco products under a variety of unsubstantiated health messages. They are perceived to be less harmful and less addictive than cigarettes; however, there is no data to definitively support E-cigarettes as a safe alternative to cigarettes or their effectiveness with helping to quit smoking. School personnel can play a critical role in protecting adolescents and young adults from the harms of E-cigarettes and its products. With that in mind, in taking this course you will learn: how E-cigarettes work; different styles of E-cigarettes (open and closed systems), JUULS and E-liquids; the definition of vaping; E-cigarette use among adolescents; the dangers of E-cigarette use including nicotine addiction and the effect nicotine has on the brain; health consequences caused by inhaling aerosols; lung injuries associated with using E-cigarettes, including EVALI; effective strategies to prevent tobacco and E-cigarette use among students; and principles to consider when developing prevention programs.

#### **Violence Against Women Act (VAWA) (20 minutes)**

Colleges and universities — as well as high schools and vocational schools that offer adult-education courses — must comply with the Violence against Women Act (VAWA), which amended the Jeanne Clery Act. VAWA requires the aforementioned schools to: adopt policies that address and prevent campus sexual violence; adopt certain student-discipline procedures; and add domestic violence, dating violence and stalking to the list of crimes that must be reported under Clery. To help schools comply with VAWA, this course: outlines VAWA requirements; explains the protections offered to employees and students who are victims of dating violence, domestic violence, sexual assault and stalking; provides links to employee training videos and student-appropriate curricula; describes what constitutes dating violence; discusses domestic violence; explains how sexual assault encompasses rape, fondling, incest and statutory rape — and defines those terms as well; clarifies the definition of “consent”; specifies what is considered stalking; explains why some victims of sexual assault don’t report it; discusses how a school must respond to sexual assault; lists what accommodations and protective measures a school must provide; details the importance of confidentiality; outlines what services and assistance a school must provide; describes what investigative and adjudicative protocols must be in place; explains what standard of evidence schools should use; discusses sanction options that schools can use to punish perpetrators of sexual assault; details why retaliation against someone who reports sexual assault is prohibited; identifies sexual-assault prevention programs and training that schools must offer; discusses bystander intervention and why it’s so important to curb sexual assault; covers how schools can minimize the risk of sexual assault; and explains trauma and how it impacts victims.

#### **Regulations**

- Violence Against Women Act of 1994

#### **Violence in the Workplace (30 minutes)**

Workplace violence can occur at the workplace or anywhere an individual is performing his or her job away from the work site. It can range from threats and verbal abuse to physical assaults and murder. Sometimes, it is domestic abuse that creeps into the workplace, or disgruntled current or former employees with an agenda. Other times, heated arguments between colleagues turn violent, or customers threaten and physically intimidate workers. Workplace violence looks different on each job, but there are common standards for deterring incidents of violence at work. Training and education are key factors in responding to violence in the workplace. After completing this course, you will be able to: define workplace violence; identify job tasks and occupations at increased risk for workplace violence; identify the categories of perpetrators of workplace violence; identify precautions to help prevent workplace violence; recognize warning signs of violent behavior and how to respond to them; identify the appropriate response to a violent event occurring in the workplace; and identify what to do after a violent incident takes place.

#### **Regulations**



- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

#### **Violence Prevention in Schools (40 minutes)**

This course teaches about youth violence by explaining what it is and how violence develops in youth. The course also lists the characteristics of safe schools, explains the components of effective intervention to reduce school violence, and provides educators with techniques to manage conflict and how to de-escalate hostile situations.

#### **Working from Home Effectively (30 minutes)**

Throughout history, education had one constant: students go to school to learn. COVID 19 has changed this for many schools. School employees are experiencing an unprecedented change in education and for the first time are working from home. Though most school employees complete work at home, this is not the same as working from home. For some, the shift to working from home is a scary and frustrating change. Educators must now find new ways to create materials, deliver lessons, differentiate materials, provide accommodations, collect work, assign grades, motivate and interact with students. This course will provide supportive guidance and helpful tips to school employees who are for the first time working from home. By taking this course, you will learn: advantages and disadvantages to working from home; how to create a productive and safe work environment; how to design and arrange your workstation from a health and safety perspective; the importance of creating structure for a productive workday; how to overcome the challenge of feeling isolated and lonely; understanding your employer's expectations; how to maintain professionalism; tips for videoconferencing; internet safety and protecting student data; and choosing appropriate educational online tools and services.

#### **Workplace Bullying (20 minutes)**

It may seem like bullying is a childhood issue, but it can negatively affect the well-being of adults as well. Workplace bullying creates a climate of fear and disrespect, lowers employee performance and damages professional relationships. With that in mind, you will learn: what constitutes illegal acts in the United States and Canada; the definition of workplace bullying; what types of workplace bullying exist; what workplace bullying is not; how to respond to workplace bullying; what to do if you're accused of bullying; what constitutes cyberbullying; why school culture and climate are important; how to combat workplace stress; and how to create a respectful workplace.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Program Management (3200)
- USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420) USDA Professional Standards Training Subject -- Staff Management (3210)

### **CATALOG: TASB RMF - PROPERTY**

#### **Arc Flash and Electrical Safety Best Practices (NFPA 70E) (50 minutes)**

To ensure employees have a safe workplace, your district is required to provide electrical safety training to employees who face a risk of electrical hazards that is not reduced to a safe level by the applicable electrical installation requirements. After taking this course, you will be able to: differentiate between arc flash and electric shock; recall hazards, injuries, and indirect consequences related to arc flash and electric shock; recognize the way approach protection boundaries are determined; match approach boundary criteria with worker qualifications; identify necessary training and skills for qualified workers; recall primary elements of an



electrical safety program; recognize the purpose of lock and tag procedures; identify different types of lock and tag devices; identify basic procedural steps for lock and tag; identify the requirements for the use of test instruments and equipment; recall the requirements, benefits, and components of a job briefing; identify the requirements, benefits, and components of an energized work permit; recall PPE responsibilities and requirements related to work around energized electrical equipment and parts.

#### **Asbestos 2-Hour: Module 1 — All About Asbestos (30 minutes)**

This course provides information about the nature of asbestos (i.e., the various forms and uses) and the health effects associated with asbestos exposure.

#### **Asbestos 2-Hour: Module 2 — Safe and Effective Work Practices (35 minutes)**

This course explains how to identify materials that contain asbestos and how to recognize signs of damage and deterioration. Also, the course will describe what a fiber release episode is and how to respond to one.

Employees will learn safe and effective housekeeping methods that are compliant with federal regulations.

#### **Asbestos 2-Hour: Module 3 — Operations and Maintenance Programs (35 minutes)**

In this course, employees will learn the procedures used to manage asbestos in buildings, and the required components of an effective Operations and Maintenance (O&M) program.

#### **Asbestos 2-Hour: Module 4 — District Information (15 minutes)**

In this course, employees will learn the location of asbestos containing building materials (ACBM) in each school, the location of the district's asbestos management plan, and the name and telephone number of the person responsible for the district's asbestos- management program.

#### **Asbestos Hazard Awareness (25 minutes)**

Asbestos is a natural, fibrous silicate mineral. Exposure has proved extremely dangerous, because unseen fibers can be inhaled unknowingly. The asbestos fibers breathed in by workers can cause serious diseases of the lungs and other organs that may not appear until years after the exposure has occurred, making asbestos hazard awareness an essential training topic. After taking this course, employees will be able to: explain what asbestos is; give examples of how asbestos might appear at work; identify health effects of asbestos exposure; identify ways to prevent exposure to asbestos on the job; and explain what to do if they are exposed to asbestos.

#### **Asbestos Two-Hour Training Confirmation (5 minutes)**

This course provides districts with documentation of employees who have completed an instructor-led asbestos training course compliant with EPA 40 CFR 763.92.

#### **Bleacher Inspection (10 minutes)**

This course reviews the procedures for inspecting bleachers by focusing on the use of a district "Bleacher Inspection Checklist."

#### **Bleacher Operation (Telescopic) (10 minutes)**

This course is an overview of the general procedures that should be followed when opening or closing telescopic bleachers.

#### **Chemical Safety (30 minutes)**

Workers are harmed by incidents involving chemicals each year. This course provides required awareness training in occupational hazards common to the handling of chemicals. After taking this course, you will be able to: recognize workplace chemical hazards and the risks associated with their use; list conditions that may present an exposure risk, possible routes of exposure, and the factors that influence an individuals reaction to a chemical exposure incident; demonstrate safety precautions that should be taken by workers and employers to minimize exposure to chemicals; demonstrate safe storage, transport, and disposal practices for hazardous chemicals; and describe appropriate response actions in the event of a chemical incident.



### **Chlorine Safety (25 minutes)**

This course provides awareness training so that employees will recognize the hazards of chlorine exposure. After taking this course, you will be able to: recognize the physical hazards of chlorine in the workplace; identify the health hazards of chlorine exposure; identify exposure controls to protect against chlorine hazards; identify how to respond to a chlorine spill or release.

### **Compressed Gas Safety (25 minutes)**

Compressed gas cylinders can be extremely hazardous, not only because of the contents of the cylinders, but because of the pressure of the gases within the cylinders. This course will teach you safe and proper handling of compressed gas cylinders. After taking this course you will be able to: identify hazards associated with cylinder dispensing and control components and contents; recognize identification labels and markings on compressed gas cylinders; recall practices to safely use compressed gas cylinders and their components; and identify safe methods of moving and storing compressed gas cylinders.

### **Earthquake Preparedness (15 minutes)**

This course provides information on the dangers of earthquakes in the workplace. After completing this course, you will be able to: identify the dangers of earthquakes; identify actions to take to prepare for an earthquake; describe actions to take when an earthquake occurs; and describe actions to take after an earthquake.

### **Electrical Safety (20 minutes)**

Electrical accidents can cause burns, shocks and electrocution, and without the proper electrical safety can lead to fatal accidents in a worst-case scenario. Electricity is everywhere. It's so reliable and useful these days that it is often taken for granted, and it is somewhat shocking how little is understood about its properties by the general public, another reason why electrical safety training is important. After taking this course, you will be able to: identify the hazards associated with electricity: shock and fire; explain how electricity works regarding hazards on the job; describe basic safety controls and practices at work; and identify and explain how to respond to electrical emergencies.

### **Emergency and Fire Safety Preparedness (30 minutes)**

Working safely and following proper procedures for emergency preparedness can prevent many emergency situations. However, some emergencies are out of your control. After taking this course, you will be able to: identify dangers associated with fire and other emergencies; recall requirements for emergency action and fire prevention plans; recognize housekeeping guidelines for fire prevention; recall the importance of emergency exits and identify their components; and recognize actions to take in response to emergency alarms.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Key Topic -- Program Management (3200) USDA Professional Standards Training Subject -- Emergency Plans (3240)

### **Environmental Management (25 minutes)**

Hazardous waste is waste that is dangerous or potentially harmful to our health or the environment. Hazardous wastes can be liquids, solids, gases, or sludges. They can be discarded commercial products, like cleaning fluids or pesticides, or the by-products of manufacturing processes. There is a growing awareness of the dangerous side effects of hazardous waste contamination. By taking this course, you will learn to: explain what environmental management is and why it is important; describe the types of industrial pollutants and the hazards they present to public health and the environment; describe the types of industrial pollutants and the hazards they present to public health and the environment; and describe what industrial facility employees and management can do to prepare for and respond to environmental emergencies.

#### **Regulations**



- Clear Air Act Amendments (CAAA) of 1990, 42 USC, Chapter 85

### **Excavation, Trenching and Shoring Safety (25 minutes)**

This course explains how to properly perform excavation, trenching and shoring activities. After taking this course, you will be able to: recognize the characteristics of a properly-established excavation site; recognize cave-in protection requirements and identify proper procedures to keep employees safe in an excavation; and identify hazards in and around an excavation or trenching site, as well as necessary precautions and protective measures to keep employees safe from them.

### **Fall Protection (40 minutes)**

Falls are one of the major sources of injury to the American workforce. After taking this course, you will be able to: identify the most common hazards posed by falling and the reasons you should use fall protection equipment; identify the different fall protection systems, including fall restraint, fall arrest, and work positioning systems; identify the components of a personal fall arrest system and how they work together to arrest a fall; identify key fall arrest system design and selection requirements; and identify the steps for properly inspecting and donning the most common personal fall arrest system equipment.

### **Fire Safety and Fire-Extinguisher Use (30 minutes)**

This course describes the four elements required for a fire to burn, discusses facts about fire, and lists common fire-control systems found in schools. In addition to fire basics, course topics include: extinguisher basics, types of extinguishers, evacuation procedures and fire drills, fire prevention, and resources. By taking this course, you will understand: the definition of "flashover"; what the five classes of fires are, and what pictograms and fuels are associated with each; how an extinguisher works; the parts of an extinguisher; how to conduct a fire risk assessment, so that you know whether to fight a fire with an extinguisher or evacuate immediately; what the P.A.S.S. technique is, how to use it when operating an extinguisher; which cylinder colors and pictograms are typically associate with which type of extinguisher; what multipurpose dry-chemical extinguishers and an ordinary dry-chemical extinguishers are and when to use them; what a water extinguishers and water-mist extinguishers are and when to use them; what a foam extinguishers are and when to use them; what carbon-dioxide extinguishers and a clean-agent extinguishers are and when to use them; what class-D and class-K extinguishers are and when to use them; what to do — and what not to do — during a school evacuation; how to assist students with disabilities during a school evacuation; how evacuations during school events should be handled; why fire drills should be taken seriously and why reverse drills should be practiced; and how to prevent fires by minimizing crime, using powertaps correctly, storing hazardous chemicals properly, maintaining safe classrooms, keeping storage areas clean, minimizing electrical issues in shop areas, and following safety guidelines in custodial areas, maintenance areas and utility rooms.

### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Key Topic -- Program Management (3200) USDA Professional Standards Training Subject -- Emergency Plans (3240)

### **Flammable Liquid Safety (15 minutes)**

This lesson covers how to correctly apply hazard recognition principles and safety practices when using flammable liquids in the workplace. After taking this course, you will learn how to: define and describe the characteristics of flammable liquids; recognize hazards inherent with work involving flammable liquids; identify the safety requirements for the use of flammable liquids on the job; describe what to do if you experience health effects from exposure to, or accidents involving, flammable liquids; and recognize the storage requirements for flammable liquids at a work facility.

### **Forklift Lesson 1 - Fundamentals (15 minutes)**

This course is the first lesson in a five-lesson curriculum designed to provide workers with an awareness of the



safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. The course curriculum demonstrates awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment. After taking lesson 1, you will be able to: describe what a forklift is and how it is used; explain how to operate a forklift; describe the hazards most commonly associated with forklifts; and list the training requirements to operate a forklift.

#### **Forklift Lesson 2 - Stability and Capacity (20 minutes)**

This course is the second lesson in a five-lesson curriculum designed to provide workers with an awareness of the safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. The course curriculum demonstrates awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment. After taking lesson 2, you will be able to: explain forklift stability; explain how to calculate whether a forklift has the capacity to lift a given load; and list key guidelines for maintaining a forklift's stability.

#### **Forklift Lesson 3 - Load Handling (15 minutes)**

This course is the third lesson in a five-lesson curriculum designed to provide workers with an awareness of the safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. The course curriculum demonstrates awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment. After taking lesson 3, you will be able to: list the main challenges involved with load handling; evaluate a load to determine the types of challenges it might present; explain how to handle a load under ordinary circumstances; and describe how to deal with common environmental challenges when handling a load.

#### **Forklift Lesson 4 - Safe Driving (20 minutes)**

This course is the fourth lesson in a five-lesson curriculum designed to provide workers with an awareness of the safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. The course curriculum demonstrates awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment. After taking lesson 4, you will be able to: describe some basic rules and guidelines for driving a forklift safely; explain how to drive a forklift safely around pedestrians; and describe how to drive a forklift on challenging surfaces and in enclosed spaces.

#### **Forklift Lesson 5 - Inspection and Maintenance (20 minutes)**

This course is the fifth lesson in a five-lesson curriculum designed to provide workers with an awareness of the safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. This lesson will present basic information on how to inspect and maintain a forklift, including information on how to refuel an internal combustion engine forklift and how to recharge an electric forklift. After taking lesson 5, you will be able to: describe how to complete pre-operation and operational forklift inspections; list and describe the types of forklift maintenance; explain how to refuel a diesel or liquid petroleum gas (LPG) forklift; and explain how to recharge a battery-operated forklift.

#### **Hazardous Waste Management (20 minutes)**

Hazardous waste is waste that is dangerous or potentially harmful to our health or the environment. Hazardous wastes can be liquids, solids, gases, or sludges. They can be discarded commercial products, like cleaning fluids



or pesticides, or the by-products of manufacturing processes. There is a growing awareness of the dangerous side effects of hazardous waste contamination. Hazardous waste is an environmental concern because it remains intact for many years, it does not easily break down in the environment, it can be transferred among air, water, soils and sediments, and it can be transferred from one organism to another. After taking this course, define hazardous waste, explain the importance of managing it properly, and list the categories of hazardous waste generators; list some actions industrial facilities use to manage hazardous waste, and explain how you can assist your company with its hazardous waste management efforts; describe how to handle common types of hazardous waste; and describe how you, and other individuals with various roles and responsibilities, should respond to an unintended release of hazardous waste.

#### **Hot Work Safety (30 minutes)**

This course provides required training in the hazards of hot work and the basic requirements for reducing the risk of injury. After taking this course, you will be able to: identify the hazards of hot work; describe the authorizations, area preparations and fire prevention methods you must have in place prior to performing hot work that can protect you and others from hot work hazards; and recognize how using proper PPE and implementing safe equipment preparation practices and start and stop practices can protect you and others from hot work hazards.

#### **Hurricane Preparedness (15 minutes)**

This lesson will teach you the hazards associated with hurricanes, and the best practices you should follow before, during, and after a hurricane. After taking this course, you will be able to: describe what hurricanes are and list their properties; list the dangers of hurricanes; explain the importance of having access to current information while under the threat of a hurricane; describe how to prepare for a hurricane; list best practices for staying safe during a hurricane; and describe actions to take after a hurricane.

#### **Indoor Air Quality (25 minutes)**

Every day, millions of workers face an unnecessary health threat because of indoor air contaminants in the workplace. Each year thousands of diseases and deaths are linked to this occupational hazard. After taking this course, you will be able to: define the term "indoor air quality" and recognize the consequences of indoor air contamination; recognize the causes and sources of the major indoor air contaminants; identify the health effects and major risks of indoor air contamination; identify controls to help maintain good indoor air quality.

#### **Integrated Pest Management (30 minutes)**

This course discusses an IPM program's parts and goals and an IPM program coordinator's responsibilities. You will learn: how to monitor for pests by using visual inspections, a pest log and sticky traps; what action thresholds are; how to use habitat modification, physical controls and biological controls to manage pests by the least-hazardous means possible; how to use recordkeeping to evaluate your IPM program; the importance of education all members of the school community about IPM; how to control pests by effectively managing food, water, garbage, shelter, access, vacuuming, cleaning, sanitizing, disinfecting, outdoor areas, landscaping and turf; the difference between cleaning, sanitizing and disinfecting, and how to use bleach effectively; what green cleaning, the U.S. Environmental Protection Agency's (EPA) Safer Choice program and Safer Choice Standard are; what pests are common in schools; and how to effectively and safely manage ants, bed bugs, cockroaches, fleas, flies, lice, mosquitoes, spiders, yellow jackets, rodents (e.g., rats and mice), wood-damaging insects (e.g., termites and wood-boring beetles), wood-damaging fungi (e.g., decay fungi, sap-staining fungi and surface-staining fungi) and mold. shares effective techniques that educators can use to prevent pest infestations.

#### **Intro to Off-Road Vehicle Safety: ATVs and UTVs (20 minutes)**

This lesson provides basic information regarding how to safely operate all-terrain vehicles (ATVs) and utility-task vehicles (UTVs). After taking this course, you will be able to: identify the common and distinguishing features of all-terrain vehicles (ATVs) and utility- task vehicles (UTVs); recognize how UTVs and ATVs are used in industrial settings; identify hazards you need to be aware of when operating a UTV or an ATV; and recognize safe practices that you should follow in order to safely operate a UTV or an ATV.



#### **Intro to Utility Cart Safety (10 minutes)**

This lesson provides an introduction to safe operation of utility carts in order to prevent injury to pedestrians, operators, and their passengers. After taking this course, you will be able to: define and describe the types and purposes of selected types of utility carts; describe the procedures for pre-operation and walk-around inspections; identify safety concerns inherent to operating a utility cart; and identify safe operating practices for utility carts.

#### **IS-100.C - Introduction to the Incident Command System, ICS 100 (120 minutes)**

ICS 100, "Introduction to the Incident Command System," introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS). This course is intended for anyone involved with emergency planning, response or recovery efforts. After completing this course, you should be able to: explain the principles and basic structure of the Incident Command System (ICS); describe the NIMS management characteristics that are the foundation of the ICS; describe the ICS functional areas and the roles of the Incident Commander and Command Staff; describe the General Staff roles within ICS; and identify how NIMS management characteristics apply to ICS for a variety of roles and discipline areas.

#### **IS-120.c - An Introduction to Exercises (300 minutes)**

This training introduces emergency-management exercise basics. In addition, the training builds a foundation for subsequent exercise courses that provide the specifics of the Homeland Security Exercise and Evaluation Program (HSEEP) and the National Standard Exercise Curriculum (NSEC). Course topics include: managing an exercise program; designing and developing an exercise; conducting an exercise; evaluating an exercise; and developing and implementing an improvement plan. By taking this course, you will be able to: identify the five phases of the exercise process; distinguish the tasks necessary to complete each phase of the exercise process; understand how exercises complete the emergency preparedness cycle; comprehend the role of exercises in the testing of facilities, equipment, and personnel in a performance based environment; and recognize how exercises prepare communities to respond to and recover from major emergencies.

#### **IS-130.a - How To Be an Exercise Evaluator (165 minutes)**

This course provides a foundation for exercise evaluation concepts and practices as identified in the Homeland Security Exercise and Evaluation Program (HSEEP). It introduces the basics of emergency management exercise evaluation and improvement planning and is intended for emergency management and homeland security professionals who require an introduction to exercises. After taking this course, you will be able to: define roles and responsibilities of an exercise evaluator; discover the tools necessary to support the exercise evaluator for a successful exercise evaluation; identify the necessary tasks in conducting an exercise evaluation; and recognize methods of analyzing exercise data.

#### **IS-15.b - Special Events Contingency Planning for Public Safety Agencies (240 minutes)**

Designed for public-safety personnel, this course covers: pre-event planning, planning-team formation, event-hazard analysis and special-event incident response. After taking this course, you will be able to: define special event; identify a special-event contingency planning team; conduct a hazard analysis for a "special event"; and describe how the incident command system (ICS) can be used.

#### **IS-200.c - Basic Incident Command System for Initial Response, ICS 200 (240 minutes)**

IS-200.c, "Basic Incident Command System for Initial Response," reviews the Incident Command System (ICS), provides the context for ICS within initial response, and supports higher level ICS training. This course follows NIMS guidelines and meets the National Incident Management System (NIMS) Baseline Training requirements for ICS 200. It provides training on, and resources for, personnel at the supervisory level who are involved with emergency planning, response, or recovery efforts. At the completion of this course, users should be able to: describe the course objectives and summarize basic information about the Incident Command System (ICS) and National Incident Management System (NIMS); describe how the NIMS Management Characteristics relate to



Incident Command and Unified Command; describe the delegation of authority process, implementing authorities, management by objectives, and preparedness plans and objectives; identify ICS organizational components, the Command Staff, the General Staff, and ICS tool; describe different types of briefings and meetings; explain flexibility within the standard ICS organizational structure;

#### **IS-2200 - Basic Emergency Operations Center Functions (240 minutes)**

The Basic Emergency Operations Center Functions course is designed to introduce the role, design, and function of the Emergency Operations Center (EOC) and the supportive relationship as a NIMS Command and Coordination component of the Multiagency Coordination System. After taking this course, you will be able to: describe the role EOCs play in overall multiagency coordination; describe the processes and procedures for activating the EOC; describe the factors involved in staffing and organizing the EOC; describe factors for effective EOCs; identify considerations for deactivating the EOC within the context of Recovery; and given a scenario-based incident, utilize the key EOC concepts to successfully complete the scenario.

#### **IS-235.c - Emergency Planning (300 minutes)**

Designed for emergency-management personnel who help develop an effective emergency planning system, this course covers the fundamentals of the emergency-planning process. After completing this training, you will be able to: identify emergency-planning doctrine and guidance; indicate the relationship between preparedness and planning; identify the purpose and components of an emergency operations plan; identify the steps in the planning process; and determine the status of your jurisdiction's emergency planning.

#### **IS-240.C - Leadership and Influence (180 minutes)**

Leading others -- motivating people to commit their energies to the emergency management system -- is a necessary part of every emergency manager's, planner's and responder's job. With that in mind, this course discusses: leadership from within; how to facilitate change; how to build and rebuild trust; how to use personal influence and political savvy; and how to foster an environment for leadership development. After taking this course, you will be able to: explain what leadership means for emergency personnel; explain why effective leadership begins with personal insight and development; identify your leadership capabilities and areas for personal development; describe a change management model and the process for planning, communicating, and implementing change; describe how to build and rebuild trust in an organization; use personal influence and develop political savvy to network and influence people effectively; and develop strategies for creating a positive work environment that fosters leadership and a commitment to continuous improvement in others.

#### **IS-241.c - Decision Making and Problem Solving (120 minutes)**

Every emergency manager, planner and responder must be able to make decisions and solve problems effectively. This course is designed to improve your decision-making skills. It addresses: how we make decisions; group decision making; crisis decision making and ethical decision making. After taking this course, you will be able to: describe the impact of effective decision making in an emergency; identify attributes associated with an effective decision maker; describe the steps of the analytical problem-solving model; identify when group decision making is a good approach and methods for making a group's decision-making process more effective; identify impediments to effective decision making in a crisis; describe strategies for enhancing crisis decision making; and explain how ethical considerations impact decision making.

#### **IS-242.c - Effective Communication (480 minutes)**

Effective communication is necessary for every emergency manager, planner and responder. This course is designed to improve your communication skills. It addresses: basic communication skills; how to communicate in an emergency; how to identify community-specific communication issues; how to use technology as a communication tool; effective oral communication; and how to prepare an oral presentation. After taking this course, you will be able to: identify factors that contribute to and detract from effective communication; develop a strategy for ensuring that emergency communications meet the needs of the whole community, including those with access and functional needs; identify strategies for communicating effectively in emergency situations; and identify strategies for improving your oral presentation skills.



#### **IS-36.a - Preparedness for Child Care Providers (120 minutes)**

This course covers the steps to help childcare providers prepare for incidents to ensure the safety of the children at their site. Childcare providers must have plans and procedures to keep children safe from everyday hazards and to respond and recover when an emergency happens. The goal of this course is to provide childcare providers, of all sizes and with responsibility for children of all ages, with the knowledge and tools to analyze the hazards and threats at the site, to develop a plan to address these hazards and threats, and to implement processes to update and practice the emergency plan. After taking this course, you will be able to: (1) describe why it is important to be prepared; (2) identify hazards and threats that impact your childcare site; (3) describe how to prevent or mitigate the impact of likely and high-consequence hazards and threats; (4) describe procedures for when an emergency occurs; (5) identify how your childcare site will recover from an emergency; (6) describe how to develop and maintain your plan; (7) describe how you will communicate, train and practice your preparedness procedures; (8) identify the emergency preparedness information you will share with your community; and (9) describe when to update your plan.

#### **IS-360 - Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education and Houses of Worship (180 minutes)**

This course is designed to help elementary and secondary schools, higher-education institutions and houses of worship prepare for, respond to and recover from mass-casualty incidents. After taking this course, you will be able to: identify the threats and challenges associated with mass-casualty incidents; establish planning processes; assess and mitigate vulnerabilities; plan for recovery; and stay prepared.

#### **IS-362.a - Multi-Hazard Emergency Planning for Schools (180 minutes)**

This course is designed for teachers, substitute teachers, counselors, parent volunteers, coaches, bus drivers and students. School administrators, principals and first responders will also find this training useful. Course topics include: incident management; planning-team formation; the development of a school emergency operations plan (EOP); the incorporation of Incident Command System (ICS) principles into a school EOP; and how to train on, exercise and maintain a school EOP. After taking this course, you will be able to: describe the activities related to the key areas of incident management; explain how the school emergency operations plan (EOP) fits into district, community, and family/personal emergency plans; identify school staff to participate on the school planning team; identify community members who should be on the school planning team; recognize natural, technological and human-caused hazards; recognize and assess hazards likely to impact your school; describe each of the components of the traditional EOP; ascertain the steps to approve and disseminate the school EOP; explain the ICS principles and organization; classify the ICS roles included in the school EOP; describe the benefits of training and exercising the school EOP; identify the types of exercises available to exercise the school's plan; explain steps for developing effective exercises ; and describe how exercise results are used to improve school preparedness efforts.

#### **IS-366.a - Planning for the Needs of Children in Disasters (360 minutes)**

This course will help you address children's needs in a disaster or emergency. Topics covered include: the unique needs of children in disasters, critical components of a child's world, mitigation, preparedness, response and recovery. The course also features a downloadable resources toolkit. After taking this course, you will be able to create, update or revise your school's emergency operations plan, so that it effectively addresses the needs of children in disasters.

#### **IS-5.a - An Introduction to Hazardous Materials (240 minutes)**

This course is intended to provide a general introduction to hazardous materials that can serve as a foundation for more specific studies in the future. After taking this course, you will be able to: recognize the dangers posed by hazardous materials; list places where hazardous materials are likely to be encountered; identify when a hazard may exist; contact the appropriate persons or agencies to give or receive specific hazardous materials information; and identify procedures to minimize personal and community exposure to hazardous materials.



#### **IS-700.B - An Introduction to the National Incident Management System (210 minutes)**

This course provides an overview of the National Incident Management System (NIMS). The NIMS defines the comprehensive approach guiding the whole community — all levels of government, nongovernmental organizations (NGO) and the private sector — to work together seamlessly to prevent, protect against, mitigate, respond to and recover from the effects of incidents. The course provides learners with a basic understanding of NIMS concepts, principles and components. After taking this course, you will be able to: (1) describe and identify the key concepts, principles, scope and applicability underlying NIMS; (2) describe activities and methods for managing resources; (3) describe the NIMS management characteristics; (4) identify and describe Incident Command System (ICS) organizational structures; (5) explain Emergency Operations Center (EOC) functions, common models for staff organization and activation levels; (6) explain the interconnectivity within the NIMS management and coordination structures (e.g., ICS, EOC, Joint Information System [JIS] and Multiagency Coordination Groups [MAC Groups]); and (7) identify and describe the characteristics of communications and information systems, effective communication, incident information, and communication standards and formats.

#### **IS-800.D- National Response Framework, an Introduction (180 minutes)**

The National Response Framework is a guide for how the United States responds to all types of disasters and emergencies. NRF is built on scalable, flexible and adaptable concepts identified in the National Incident Management System (NIMS) to align key roles and responsibilities across the country. This course introduces you to important concepts of the NRF. After taking this course, you will be able to: describe the purpose of the National Response Framework; explain the response doctrine established by the National Response Framework; list the roles and responsibilities of entities, as specified in the National Response Framework; describe the actions that support national response; identify the response organizations used for multiagency coordination; and explain how planning relates to national preparedness.

#### **IS-907 - Active Shooter: What You Can Do (60 minutes)**

An active shooter is defined as “one or more individuals actively engaged in killing or attempting to kill people in a populated area.” In most cases, active shooters use firearms and there is typically no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. All community members can help prevent and prepare for potential active shooter situations. This course offers guidance to individuals --- including supervisors, staff, and volunteers --- to help organizations and communities become better prepared to prevent, respond to, and recover from an active shooter situation. After taking this course, you will be able to: define the active shooter threat and the characteristics of an active shooter incident; describe actions to take when responding to an active shooter incident; describe how to help others in a bleeding emergency; describe the priorities and potential initial actions of responding law enforcement officers; describe short- and long-term considerations for recovering from an incident; recognize the warning signs when an individual is potentially on a pathway to violence; assess the potential for violence and report what you know; and describe actions to prepare for, protect against, and potentially prevent an active shooter incident.

#### **Kiln Safety (15 minutes)**

Although kilns generate intense heat and release dangerous fumes during operation, they’re safe when used properly. This course describes how to do just that. Topics covered include: hazards, selection, location and installation, ventilation, electrical safety, fire safety, operation, kiln maintenance and kiln-room maintenance. By taking this training, you will learn: how to avoid injuries when using a kiln; what features and benefits to look for when purchasing a kiln; the difference between an automatic kiln and a manual kiln; the difference between a computer controller and a kiln sitter / limit timer; how to locate and install a kiln; how to ventilate a kiln properly; what electrical safety precautions you should take; the importance of limit timers and thermocouples; what fire-safety precautions you should take in and near a kiln room; what to do before loading a kiln; what kiln wash is and how to use it; how to load a kiln; how to fire a kiln; what pyrometers and pyrometric cones are and how to use them; how to unload a kiln; what to do before performing any kiln maintenance; what maintenance procedures should be followed after each kiln firing; what maintenance procedures should be followed after 10 kiln firings; what maintenance procedures should be followed annually or after 30 kiln firings; when to replace



kiln parts; and how to clean the kiln room.

#### **Lead Awareness (40 minutes)**

**Lead Awareness** This course provides awareness training to help workers recognize the occupational hazards and health effects of lead exposure, where lead is found, and exposure controls. After taking this course, you will be able to: recognize the hazards of lead in the workplace; identify how lead can enter the body; identify the health effects of lead overexposure; identify where lead is found; identify OSHA's permissible exposure limit for lead; identify practices for limiting lead exposure; identify the purpose for monitoring airborne lead exposure; recognize the requirements for using PPE such as respirators and protective clothing; recognize housekeeping and hygiene practices which limit lead exposure; recognize the two components of the medical surveillance program; identify the purpose of the Medical Removal Program and its benefits; identify recordkeeping requirements.

#### **Lead-Based Paint Renovation, Repair and Painting Program (20 minutes)**

This course will explain the purpose and the legal requirements of the Lead-based Paint Renovation, Repair and Painting Program.

#### **Overhead Crane Safety (25 minutes)**

The goal of this course is that all employees operating overhead cranes will understand the requirements for safe operation. After taking this course, you will be able to: recognize the characteristics of overhead and gantry cranes; identify how to inspect a crane prior to use; list required actions to prepare for a safe lift; and describe how to safely lift, move and set down a load.

#### **Playground Inspection and Maintenance (15 minutes)**

Common materials used in playground construction, types of playground hazards, playground inspection and maintenance, and playground-hazard evaluation and response are among the topics covered by this course. Developing a school response plan and recordkeeping are also discussed. Playground-injury statistics and case studies are included.

#### **Playground Safety and Supervision (15 minutes)**

This course discusses playground monitors' duties and obligations when supervising students on the playground and during recess. And it explains how alert and attentive playground supervision helps protect the safety and well-being of students. Strategies for creating a physically and emotionally safe playground environment are also among the topics covered.

#### **Safe Use of Pesticides (20 minutes)**

This course describes pests, pesticides and the dangers pesticides pose to humans and other organisms. By taking this course, you will learn: what safer pesticide options exist, including pheromones and attractants, insect growth regulators (IGRs), repellents, desiccating dusts, and insecticidal soaps and oils; what botanical pesticides are and why they should be used with caution; that a pesticide label is a legal document, and what information you'll find on it; where to find information about inert ingredients listed on a pesticide label; what the signal words and precautionary statements on a pesticide label mean; how to notify the school community before and after you apply a pesticide; how to use a pesticide safely, including what personal protective equipment you should wear; how to store a pesticide safely; what paperwork and emergency equipment should be readily available near pesticide- storage areas; the difference between acute and chronic pesticide exposure; what dermal exposure, inhalation, ingestion and ocular exposure to pesticides involve; what factors impact your level of pesticide exposure; how to recognize mild, moderate and severe pesticide poisoning; and how to respond when someone exhibits symptoms of pesticide exposure.

#### **Safety Audits (25 minutes)**

Safety audits are intended to assure that effective program elements are in place for identifying, eliminating, or



controlling hazards that could adversely impact a company's physical and human assets. After taking this course, you will be able to: define safety audit and describe its purpose; recognize the importance of safety audits and the objectives of a safety audit program; identify how to plan and conduct a safety audit; identify how to inspect the work area and work practices; and identify how to formulate recommendations for corrective action recommendations, make audit reports, and conduct follow-ups.

### **School Lockdowns (10 minutes)**

This course instructs employees on the procedures to follow when a school lockdown is ordered.

### **Science Lab Safety (45 minutes)**

Conducting laboratory experiments improves students' learning retention by enabling them to apply scientific concepts in real, hands-on situations. However, experiments can result in accidents and injuries if proper procedures aren't followed. With that in mind, this course includes six sections, the first of which covers general lab-safety information. The other five course sections are science-subject specific, which allows you to customize this course according to what you teach: biology; chemistry; earth and space; elementary science; and physics. In the general-lab safety section of this course, you will learn: that your responsibilities as a teacher include instruction, supervision and maintenance; what lab-safety responsibilities must be born by administrators, students and parents; how to prepare properly for any classroom experiment; how to run an experiment safely; what follow-up you should provide after an experiment; what types of situations you should avoid, as they involve excessive risk; common hazards that experiments pose, and why some hazards are only appropriate for college-level classrooms; what general safety practices should be employed during all experiments; why a good chemical-hygiene plan is crucial; what each Globally Harmonized System (GHS) pictogram looks like and what hazard each symbol represents; what 16 sections are part of any GHS-compliant chemical Safety Data Sheet (SDS); the definition of personal protective equipment (PPE) and the common types of PPE that should be used in a science classroom; what types of safety equipment each science classroom should have on-hand; about the five types of fire extinguishers (A, B, C, D and K), and how each type is appropriate for a certain kind of fire; about the 30 most common types of laboratory equipment (balances, beaker, beaker tongs, Bunsen burners, burets, clay triangles, crucibles, crucible tongs, Erlenmeyer flasks, evaporating dishes, forceps, funnels, graduated cylinders, mortars and pestles, pipet bulbs, ring clamps, ring stands, scoopulas, stirring rods, strikers, test tubes, test-tube clamps, test-tube racks, thermometers, utility clamps, volumetric flasks, volumetric pipets, wash bottles, watch glasses and wire gauze); and how to avoid common types of laboratory accidents. In the section of this course specific to biology experiments, you'll learn: why you should inform parents about upcoming labs; what safety precautions you should take when sampling blood; what safety precautions you should take when collecting epithelial tissue; what you should consider when choosing animals that will be used in science class; how to care for and handle animals properly; what alternatives exist to animal dissection; how to dissect animals safely; and how to use plants in a lab safely, while preventing potential allergic reactions. In the chemistry-lab section of this course, you will learn: how to store chemicals safely in your classroom; when and how to inspect chemicals; when and how to conduct a chemical inventory; how to identify potential hazards in and around your chemical-storage cabinet; how to handle chemicals properly; which chemicals are incompatible with one another; which chemicals are explosive and therefore extremely dangerous; how to dispose of chemicals properly; and which chemicals frequently cause accidents as a result of their being ingested, absorbed or inhaled. In the section of this course specific to earth and space experiments (e.g., aerospace, astronomy and geology), you'll learn: how to avoid injuries when using paper airplanes in flight-related experiments; how to use lasers in class safely; what precautions should be taken when viewing the sun, especially during a solar eclipse; how to conduct acid tests on rocks and mineral specimens safely; when you should do during fracture and hardness tests; what precautions you should employ during flame tests; why you should avoid conducting erosion experiments with diatomaceous earth; and how to use advanced stream tables safely. In the elementary-science section of this course, you will learn: that the most significant safety concerns in an elementary laboratory are class size and proper supervision; why it's important to have parents sign permission slips prior to conducting a lab, and what information should be included on permission slips; what precautions you should take when using chemicals in your classroom; how to use animals and plants in your classroom safely; and what safety issues you should consider prior to field trips. In the section of this course specific to



physics experiments, you'll learn: what precautions you should take when using electrical equipment during a lab; how to use lasers safely; what types of lasers exist (classes 1, 2, 3A, 3R, 3B and 4), and what precautions should be taken for each type; how to use capacitors safely; what procedures you should follow when demonstrating the force motion using rotators, projectiles, springs and/or heavy masses; how to use model rockets safely; how to avoid burns from heated glassware; how to use chemicals properly; what safety precautions you should employ when using x-rays in a lab; how to protect yourself and students from the dangers posed by infrared radiation, ultraviolet radiation and microwaves; how to avoid dangers associated with radioisotopes; how to heat items safely; and what cautions you should take when conducting experiments involving sound and light.

#### Regulations

- OSHA 29 CFR 1910.1200

#### **Severe Weather - Occupant Safety (15 minutes)**

Severe weather poses a significant risk to the safety of students and staff within the school. While rare, severe weather events have caused significant injury and even death to those taking shelter within a school. Despite the unpredictability of weather conditions, there are several things you can do to prevent injury or loss of life, such as knowing the difference between a watch and a warning, staying calm during weather events, knowing the safety areas in your school and reviewing your district's safety procedures and practicing them often. This course will teach you about various weather situations and allows you to review weather conditions applicable to your area. You may choose to review severe weather events, such as flood, lightning, tornadoes, hurricanes, winter weather, earthquakes and/or wildfires. With that in mind, some of the things you may learn are: the definition of a watch and a warning and the differences in regard to tornados, hurricanes, winter weather and wildfires; causes and types of flooding; what lightning is and when it can happen; the best way to avoid being struck by lightning and precautions you should take; how a tornado forms and how it is measured; how a hurricane develops and how it is categorized; how administrators make the decision to close or delay schools; what an earthquake is and how it is measured; steps to keep students safe and how to safety evacuate; and tips for bus drivers if caught in a wildfire.

#### **Severe Weather - Property Protection (20 minutes)**

Protecting students and co-workers during a severe weather emergency is the priority, but, with careful preparation and quick action, you might also be able to prevent damage to school property. While you can't always prevent damage due to severe weather, there are several practical steps that you can take to minimize damage. This course will discuss steps you can take before and during a severe weather event that will help minimize damage, as well as steps to take after the event.

#### **Stormwater Management (25 minutes)**

According to the Environmental Protection Agency (EPA), "Urbanization increases the variety and amount of pollutants carried into our nation's waters. In urban and suburban areas, much of the land surface is covered by buildings, pavement and compacted landscapes with impaired drainage. These surfaces do not allow rain and snow melt to soak into the ground which greatly increases the volume and velocity of stormwater runoff." After taking this course you will be able to: explain why facilities need to manage stormwater properly; explain some methods you should use to reduce the sources of stormwater pollution at your facility and describe how you should respond to a release of a polluting substance.

#### **Tornado Safety (25 minutes)**

This course explains tornadoes and suggests actions to take before, during and after a tornado. This information, along with your school's tornado safety plan, will help you to effectively respond when threatening weather approaches.

#### **CATALOG: TASB RMF - UNEMPLOYMENT**



### **Adult Sexual Misconduct (35 minutes)**

Nearly one in 10 students is subjected to adult sexual misconduct (ASM) by a school employee. A victim of ASM faces life-altering physical, psychological, behavioral and academic consequences. The consequences for an adult offender are likewise predictable: the end of a career, probable financial ruin, time in jail, sex-offender registration and ruined familial relationships. This course will discuss ASM and offer ways to remedy its impact and prevent it from happening in the future. By taking this training you will understand: how to define "adult sexual misconduct"; how to define "sexual abuse"; what types of physical conduct, non-contact/verbal conduct and electronic behaviors constitute acts of ASM; how much damage what ASM offender can do; where ASM occurs; what characteristics individuals who commit sex offenses share; what characteristics male child molesters share with the general population; how female and male ASM offenders differ; what trolling, grooming, exploiting and lulling are; what warning signs ASM offenders may exhibit, and why it's difficult to detect those signs; how acts of ASM typically come to the attention of school officials; why victims of ASM rarely disclose the abuse they're receiving; how you should respond if a victim discloses ASM to you; what mandated-reporting laws exist; how Title IX of the U.S. Education Amendments of 1972 (i.e., Title IX) is related to ASM; how Title IX defines "sexual harassment" and "sexual violence"; why acts of ASM are always considered sexual harassment under Title IX; how Title IX defines the term "responsible employee," why you might be one, and what your duties as a responsible employee entail; what happens when an act of ASM violates both state criminal law and Title IX federal law; why confidentiality is crucial during Title IX investigations; what victim protections and support are guaranteed by Title IX; what types of punishment and ASM offender may face; what six items a district's ASM policy should include; what school employee / student boundaries should not be crossed; how to report ASM; and what topics should be included when a district educates parents and students about ASM.

### **Communicating Effectively (25 minutes)**

Practicing good communication skills is essential for a productive, positive work environment. Communication is defined as the exchanging of information. But in our world, communication means so much more than that. When you think about oral communication, you likely think about language — in other words, your choice of words. In reality, studies have shown that most your message is communicated through body language and vocal tone, not the words you speak. By taking this course, you will understand the following elements of personal communication: body language, vocal tone, spoken words, listening. In addition, you'll understand how to communicate effectively: in manager meetings, in team meetings, on phone calls, via emails, via texts, and via other written communications. Finally, you'll understand how prejudice is an obstacle to communication and how to manage conflict.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

### **Conflict Management (25 minutes)**

Conflict is listed as one of the biggest causes of stress among people. No one likes to ruffle feathers or receive negative feedback, but conflict is not only unavoidable, it is essential to our personal growth. Conflict management is the ability to identify and handle conflicts sensibly, fairly, and efficiently. This training will provide information to help you identify, handle and mediate conflicts while promoting a positive and productive working environment. With that in mind, you will learn: what conflict management is; how conflict management affects you; how to respond to conflict; how to stop conflict before it starts; how to build emotional intelligence; mediation strategies to deal with conflict; and how to find solutions to conflict.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)



- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

### **Disability in the Workplace (30 minutes)**

The rights of individuals with disabilities are protected by the Americans with Disabilities Act (ADA). The ADA, enacted in 1990, is a civil rights law comprised of five sections or "Titles". This course focuses on Title I which covers the rights of individuals with disabilities in the workplace. Knowledge of the Americans with Disability Act (ADA) will help you prevent discrimination of individuals with disabilities in the workplace. You will learn how the ADA affects employment practices and how to recognize situations that meet or violate the ADA. With that in mind, you will learn: goals of ADA; the definition of disability; what conditions are not considered a disability; what the American with Disabilities Amendments Act includes; what the ADA does and does not include; an overview of Title 1; how to comply with ADA including making accommodations; examples of recent ADA Court Cases; and exceptions to ADA compliance.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

### **Discrimination-Free Workplace (40 minutes)**

Workplace discrimination occurs when an employee or group of employees is treated less favorably than similarly situated employees of a different race, sex, age, national origin, religion, genetic makeup, etc. The difference in treatment can be obvious, such as jokes, slurs, and innuendoes, or it can subtle, such as job assignments, lack of training opportunities, reduction of hours/pay, demotions and disciplinary actions, and fewer promotions. There are many different laws regarding aspects of employment related to discrimination. Failure to prevent workplace discrimination can be a costly decision, causing harm to both employees and employers. It can result in loss of productivity, poor performance, disruptive work environments, and loss of good employees and managers. It is also against the law and can lead to discrimination charges, costly litigation, and jury awards. After taking this course, you will be able to: state what constitutes employment discrimination; identify the federal discrimination laws in place to protect individual workers' right; and recognize the importance of promoting a discrimination-free workplace.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

### **Discriminatory Harassment — Identification and Response (35 minutes)**

Some student misconduct may qualify as peer discriminatory harassment under one or more of the federal anti-discrimination laws enforced by the U.S. Department of Education's Office of Civil Rights. With that in mind, course topics include: peer discriminatory harassment, types of harassment, legal requirements for schools, recognizing and responding to peer discriminatory harassment, and important legal considerations. By taking this training, you'll learn: the definitions of discrimination, peer discriminatory harassment and hostile environment; how to comply with Title VI of the Civil Rights Act of 1964, the Equal Opportunities Act of 1974, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act and Title II of the Americans with Disabilities Act of 1990, with regard to discriminatory harassment; how discriminatory harassment differs from bullying; how to determine whether harassment is "severe, pervasive or persistent"; how to recognize racial, color and/or national origin harassment; how to recognize disability harassment, as well as the definitions of physical and mental impairments; how to recognize religious harassment; how to recognize



sexual-orientation and gender-identity harassment; what harassment policies schools are legally required to adopt, and the ramifications for schools that don't abide by federal law; how schools are required to respond to allegations of peer discriminatory harassment; how to eliminate a hostile environment within a school; how to prevent future discriminatory harassment within a school; how to maintain confidentiality for victims, witnesses and alleged perpetrators of discriminatory harassment; what due-process rights alleged perpetrators of discriminatory harassment are entitled to receive; how freedom of speech comes into play, with regard to discriminatory harassment; and what discriminatory-harassment resources you have at your disposal.

#### Regulations

- Family Educational Rights and Privacy Act (FERPA) Rehabilitation Act of 1973, Section 504
- Civil Rights Act of 1964, Title VI
- Equal Educational Opportunities Act (EEOA) of 1974 Individuals with Disabilities Education Act (IDEA)
- Americans with Disabilities Act, Title II

#### **Drug and Alcohol Awareness -- for Employees (60 minutes)**

This course provides employees with basic drug and alcohol abuse education. The course provides useful, general information about an employee's responsibilities and is intended to supplement an individual organization's drug-free workplace policy.

#### **Drug and Alcohol Awareness -- for Supervisors (65 minutes)**

This course provides supervisors with basic drug and alcohol abuse education. The course provides useful, general information about a supervisor's responsibilities and is intended to supplement an individual organization's drug-free workplace policy.

#### **Drug and Alcohol-Free Workplace (20 minutes)**

The economic costs of drug and alcohol abuse in the United States are significant and have continued to rise. Nearly 33 million adults are affected by alcohol problems. And the reports for drug abuse aren't much better. Almost 7 million Americans abuse controlled-substance prescription medications, resulting in more deaths from prescription drug overdoses than auto accidents, according to Drug Enforcement Administration. A Drug and Alcohol-Free Workplace program provides a way for employees to get help for themselves. It's also a way for co-workers to get help for other co-workers. Taking steps to prevent drug and alcohol abuse from entering the workplace is about safety, first, but also about getting your employees the help they may need to stay healthy and employed. After taking this course, you will be able to: identify issues created by drug and alcohol use in the workplace; recognize signs and symptoms of workplace behavior related to drug and alcohol use; recall industry best practices on internal reporting of possible drug and alcohol use; identify sources for getting help for drug and alcohol misuse; and recall federal requirements for a Drug-Free Workplace program.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

#### **Employee Concerns in the Workplace (15 minutes)**

This course covers the purpose, scope, and elements of an Employee Concerns Program, the process for resolving workplace concerns, and identifies the rights and responsibilities of employees and management.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)
- USDA Professional Standards Training Subject -- Retention, Promotion, and Recognition (3440)



### **Ethics (25 minutes)**

This course explains the purpose of an ethics program and identifies specific ethics standards. After taking this course, you will be able to: define ethics, state the purpose of an Ethics program, and list its common characteristics; identify ethical standards for fairness and honesty, accurate record keeping, the treatment of other employees, political contributions, and financial standards-- such as time charging and preservation of company assets; identify conflicts of interest and ethical standards for giving and receiving gifts, gratuities, and entertainment with regard to customers and suppliers in both government and non-government sectors; identify the laws, acts and practices associated with ethics in the workplace; recognize the responsibility to comply with ethical expectations and report suspected violations, the disciplinary actions that could result from failure to comply with expectations or report violations, and the available methods for raising ethical concerns and seeking additional counsel; recognize the application of ethics principles through the use of case studies.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)
- Fair Labor Standards Act (FLSA) (15 minutes)
- This course provides employers and employees with the information they need to understand the Fair Labor Standards Act (FLSA), including Federal minimum wage, overtime and child labor regulations and enforcement.

### **Family and Medical Leave Act (FMLA) (20 minutes)**

The purpose of this course is to familiarize employers and employees with their rights and responsibilities under the Family and Medical Leave Act.

#### **Regulations**

- Family and Medical Leave Act (FMLA), Title 29, Subtitle B, Chapter V, Subchapter C, Part 825

### **Health Insurance, Portability and Accountability Act of 1996 (HIPAA) - with FERPA (25 minutes)**

The purpose of this course is to provide an overview of HIPAA. Its focus is the Privacy Rule and how it applies to student health information. Information about the Family Educational Rights and Privacy Act (FERPA) is also covered. This course contains the following topics: The Privacy Rule, Protected Health Information, Covered Entities, Covered Transactions, Student Health Information, School Health Care Employees, Health Care Employees Not Employed by Schools, Private Schools, Serious Threats, Disclosures Between Providers and Schools, Group Health Plans, The Security Rule, The Breach Notification Rule and Enforcement.

### **Healthy Boundaries: Maintaining Professional Relationships with Students (25 minutes)**

Every time a student interacts with a school staff member they are learning about relationships. This training will provide you with information on how to maintain healthy relationships with your students without crossing boundaries. Topics covered include: staff to student relationships; physical, social and professional boundaries; situations to avoid; and threatened boundaries. In addition, the course includes several scenarios for you to consider and apply what you've learned.

### **Hiring and Lawful Termination (40 minutes)**

Laws have been created to prevent discrimination in the workplace. Charges of employment discrimination can be related to race, age, origin, sex, and religion among many others and can often lead to litigation amounting in significant monetary responsibility. This course helps employers and managers identify the laws that provide protection against discrimination, how to apply them when asking interview questions, and how to meet legal requirements and take appropriate actions prior to, during, and after an employment termination. After taking this course, you will understand: anti-discrimination laws, such as: The Civil Rights Act, Pregnancy Discrimination Act of 1978; Employment Act of 1967; Americans with Disabilities Act; Family Medical Leave Act; Fair Labor Standards Act; Equal Pay Act; National Labor Relations Act; Uniformed Services Employment and Reemployment



Rights Act; Genetic Information Nondiscrimination Act of 2008; and Employee Polygraph Protection Act; fair hiring practices; lawful termination; and how to prevent discrimination in the workplace.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

#### **HIV and AIDS Awareness (30 minutes)**

According to the CDC, in 2020, young people aged 13-24 accounted for 20% of new HIV diagnoses in the United States. This course aims to provide school employees with important information about HIV/AIDS, the rights of students and staff living with HIV/AIDS, and how to prevent exposure to and the transmission of HIV/AIDS. By taking this course, you will learn: the definitions of AIDS and HIV; how HIV is transmitted; symptoms of HIV; how HIV is diagnosed and treatments for it; how HIV transmission can be prevented; the psychological and social impact on individuals with HIV/AIDS; the rights of employees and students under federal laws; and the importance of awareness and prevention.

#### **HIV/AIDS in the Workplace (25 minutes)**

This course presents the facts and myths about HIV and AIDS and the impact it has on employees in the workplace. It also discusses:

- The treatment, transmission, and prevention of HIV and AIDS.
- Worker's rights.
- Avoiding discrimination.
- Workplace practices.

#### **Management and Leadership Skills (25 minutes)**

Great leaders are often remembered in history as those who led a group of people to accomplish a great task, inspired innovation or were the catalyst for revolutionary change. Being a good leader takes practice and patience. This training will take the characteristics and best practices of great leaders and break them down into steps that will help you manage your own team and inspire change in your organization. With that in mind, you will learn: the definition of a good leader; the qualities of a good leader; steps in practicing self-awareness; how to lead by example; how to acknowledge concerns; how to make changes; how to give feedback; mediating skills; pros and cons of being a leader; and how to create meaningful connections and communicate effectively.

#### **Title IX Federal 2020 Amendments – Additional Information for Coordinators, Investigators and Decision-Makers (40 minutes)**

The first Title IX course you were assigned, Title IX: Protecting Students and School Employees from Sexual Harassment, defined sexual harassment, discussed school obligations and outlined the grievance procedure. This course covers many of same topics in the first course, but takes an even deeper dive into them. The information presented herein comes from the U.S. Department of Education. This course should be taken prior to the course, "Title IX: How to Investigate and Adjudicate Formal Complaints." In addition to these courses, your district should provide training on the specific policies it has adopted to comply with Title IX regulations.

#### Regulations

- Title IX of the Education Amendments Act of 1972

#### **Title IX Federal 2020 Amendments – How To Investigate And Adjudicate Formal Complaints (70 minutes)**

This course is the 3rd required course in the training curriculum for Title IX Coordinators, investigators, decision-makers and appeals decision-makers. It was created to be a part of a complete training program and covers the mandated training topics required by 34 CFR §106.45(b)(1)(iii), except for hearings. While the first two Title IX



courses looked at the definition of sexual harassment, discussed school obligations and outlined the grievance procedure, this third course will dive deeper into the investigation and formal complaint process. It has two parts. Part 1 discusses how to: be sensitive to the effects of trauma; conduct an investigation; collect evidence; conduct interviews; consider relevancy, credibility and the weight of evidence; and apply a standard of evidence. Part 2 explains how to: serve impartially by avoiding conflicts of interest, bias and sex-based stereotypes; and recognize and address implicit bias. In addition to the three courses, Title IX personnel should also be trained on the specific policies and guidelines the school district has adopted to comply with Title IX. It is also expected that Title IX personnel participate in ongoing professional development in the areas specific and important to their Title IX responsibilities.

#### **Title IX Federal 2020 Amendments – Informal Resolution Process (45 minutes)**

This course is the 3rd required course in the training curriculum for Title IX informal-resolution facilitators. It was created to be a part of a complete training program and covers the mandated training topics required by 34 CFR §106.45(b)(1)(iii), except for hearings. While the first two Title IX courses looked at the definition of sexual harassment, discussed school obligations and outlined investigation and grievance procedures, this third course will dive deeper into the informal resolution process. It has two parts. Part 1 discusses: how to determine whether informal resolution is a suitable alternative to the formal grievance process; how to implement an informal-resolution process; how to facilitate mediation; how to facilitate arbitration; restorative justice. The latter portion of the course explains how to: serve impartially by avoiding conflicts of interest, bias and sex-based stereotypes; and recognize and address implicit bias. In addition to the three courses, Title IX personnel should also be trained on the specific policies and guidelines the school district has adopted to comply with Title IX. It is also expected that Title IX personnel participate in ongoing professional development in the areas specific and important to their Title IX responsibilities.

#### **Title IX Federal 2020 Amendments – Training for All School Employees (40 minutes)**

Enacted in 1972, Title IX is a Federal civil-rights law that protects everyone from being discriminated against on the basis of sex in educational programs and activities. Although Title IX has improved educational access for millions of students, sexual harassment continues to be a widespread problem. In May of 2020, the U.S. Department of Education (DOE) updated its guidelines for how schools must respond to sexual-harassment claims. The guidelines, which took effect on August 14, 2020, apply to all types of sexual harassment, including student against student, student against school employee, school employee against school employee, and school employee against student. One of the new guidelines most important changes is that all employees, without delay, must report possible acts of sexual harassment to a Title IX coordinator. This course will: define sexual harassment; explain schools' obligations with regard sexual-harassment claims under Title IX; and outline Title IX's investigative procedures. After taking the training, you'll understand: the definitions of complainant, respondent and sexual harassment; what the "on the basis of sex" standard entails; how Title IX defines quid pro quo harassment; what the "severe, pervasive and objectionably offensive" standard involves; why not all offensive behavior violates Title IX; what the "reasonable person standard" is; how an "equal access standard" is applied; what acts qualify as sexual offenses under Title IX; how to speak with a victim of a sexual offense and why trauma- sensitive practices are important; what qualifies as "notice" of sexual harassment; how mandated reporting obligations compare to Title IX responsibilities; how Title IX applies (or doesn't apply) in various situations, such as educational programs, extracurricular activities, online platforms, in private homes and study-abroad programs; how a school must respond upon learning about a sexual- harassment allegation, and the supportive measures that must be offered to the complainant; what a formal complaint is and who can file one; what can cause a formal complaint to be dismissed; what an "informal-resolution process" entails and when it can be offered as an alternative to a traditional grievance process; what steps are involved in a Title IX sexual-harassment investigation; the definition of "due process" and its role in a grievance procedure; what "presumption of non-responsibility" means; the role of an advisor, and who can serve as one; the responsibilities of a Title IX coordinator, an investigator and a decision-maker; what evidence is allowed and what evidence is considered inadmissible; the difference between a "clear and convincing evidence standard" and a "preponderance of evidence standard"; what type of educational institutions must hold live hearings; the definitions of "remedies" and "sanctions"; under what bases a complainant or a respondent can appeal the



result of a Title IX decision; that Title IX prohibits retaliation against anyone involved in a report, investigation, proceeding or hearing.

Regulations

- Title IX of the Education Amendments Act of 1972

**Title VI — Different Treatment Discrimination (30 minutes)**

Title VI of the Civil Rights Act of 1964 (Title VI) is a federal law that prohibits discrimination against students based on factors including a student's actual or perceived race, color and national origin. Discrimination can create a hostile or unwelcoming environment for students, affecting their mental and emotional well-being. It can result in unequal and inequitable opportunities, limited access to resources and social exclusion. This course focuses on discrimination based on different treatment and involves the unequal treatment of students and the denial of opportunities based on race. Topics in this course include: information about Title VI of the Civil Rights Act of 1964; information on the relationship that exists between bias and discrimination; an explanation of different treatment discrimination and examples for disparate treatment discrimination and disparate impact discrimination; effective strategies schools can implement to help prevent discrimination in schools; and how to report unresolved cases of discrimination.

Regulations

- Civil Rights Act of 1964, Title VI

**Title VI — Hostile Environment Harassment (45 minutes)**

Title VI is a federal law that prohibits discrimination against students based on factors including a student's actual or perceived race, color and national origin. Such discrimination can be based on the country or world region from which a person or their ancestor's come, a person's limited English proficiency or status as an English learner, or a person's actual or perceived ancestry. Schools have a duty to provide a nondiscriminatory environment conducive to learning. Topics in this course include:

- An overview of Title VI.
- Information on race and racism.
- The types of conduct and situations which constitute racial harassment.
- Information for school employees on how to recognize acts of harassment and how to provide an effective response.
- Effective methods for preventing racial harassment at the building and classroom levels.
- State and federal agencies and procedures for reporting unresolved cases of harassment and/or discrimination.

Regulations

- Civil Rights Act of 1964, Title VI

**Transportation - Reasonable-Suspicion Testing — Module 1 (60 minutes)**

Any employee who operates a commercial motor vehicle (CMV) that requires a commercial driver's license (CDL) is subject to drug and alcohol testing, including reasonable-suspicion testing. Reasonable-suspicion testing is a tool employers use to confirm suspected substance use or alcohol misuse. This testing helps to protect workplace safety and identify employees who may need help with a substance-use disorder. After taking module 1 of this two-part training, you'll understand: your supervisory responsibilities; requirements of the Department of Transportation, 49 Code of Regulations (CFR) Part 40 and the Federal Motor Carrier Safety Administration (FMCSA); the definitions of reasonable-suspicion testing and reasonable suspicion; training requirements regarding reasonable-suspicion testing; what constitutes moderate use of alcohol and drugs; why people use alcohol and drugs; what qualifies as alcohol and drug abuse; what qualifies as alcohol and drug addiction; the four characteristics of addiction; eight conditions experienced when someone is addicted to alcohol or drugs; the definition of denial; contributing factors to alcohol and drug use; the definitions of commercial motor vehicle (CMV), commercial driver and commercial driver's license (CDL); what safety-sensitive functions are and what qualifies someone as a safety-sensitive employee; when school-bus drivers are prohibited from using alcohol;



rules regarding the use of prescription controlled substances; what six tests are required by your organization's controlled-substances- and alcohol-testing program; what criteria qualify as reasonable suspicion; employee behaviors commonly associated with alcohol misuse and drug use; when withdrawal can be used in your decision to conduct a reasonable-suspicion test; why stereotypes should not be used as a reason to test; and when and how the Americans with Disabilities Act (Act) protects substance users from discrimination. You'll also understand: what legally constitutes alcohol; how alcohol affects a person's blood cells; how different blood-alcohol concentrations (BAC) impact behavior; what a breathalyzer is; how long alcohol can be detected in a person's blood; the short- and long-term physical effects alcohol has on the body; how tolerance is defined; what the symptoms of alcohol withdrawal are; the short- and long-term mental effects alcohol has on someone; what the signs and symptoms of alcohol abuse are; what qualifies as binge drinking; how alcohol impacts a worker, their co-workers, productivity, liability and public relations in the workplace; when the DOT prohibits an employee from performing safety-sensitive duties; how to talk to an employee when you determine that a reasonable-suspicion test is required; how a supervisor can inadvertently enable an employee who misuses alcohol; what traps you can fall into as a supervisor when an employee tries to persuade you not to engage in reasonable-suspicious testing; how an employee should be transported to the testing site; the DOT procedures for alcohol testing; what qualifies as a refusal to test; what different breathalyzer results mean; what a substance-abuse professional (SAP) is and what a SAP does; and what return-to-duty testing involves; what benchmarks

must be met for exemption from referral, evaluation and treatment requirements; and the emergency assistance programs (EAPs) to which you can refer employees.

#### Regulations

- Americans with Disabilities Act (ADA) of 1990 49 Code of Regulations (CFR)

#### Transportation - Reasonable-Suspicion Testing — Module 2 (60 minutes)

Any employee who operates a commercial motor vehicle (CMV) that requires a commercial driver's license (CDL) is subject to drug and alcohol testing, including reasonable-suspicion testing. Reasonable-suspicion testing is a tool employers use to confirm suspected substance use or alcohol misuse. This testing helps to protect workplace safety and identify employees who may need help with a substance-use disorder. After taking module 2 of this two-part training, you'll understand: your supervisory responsibilities; requirements of the Department of Transportation, 49 Code of Regulations (CFR) Part 40 and the Federal Motor Carrier Safety Administration (FMCSA); the definitions of reasonable-suspicion testing and reasonable suspicion; training requirements regarding reasonable-suspicion testing; why people use drugs; how the way a drug is administered impacts how quickly it affects someone; and what qualifies someone as a safety-sensitive employee. In addition, you'll understand: what drugs the DOT requires testing for; cannabinoids, including their characteristics, methods of use, other names, how long they can be detected in someone's system, the physical and behavioral symptoms associated with their use, how they impact driver performance, and what medical marijuana and CBD are; amphetamines, including their characteristics, methods of use, other names, how long they can be detected in someone's system, the physical and behavioral symptoms associated with their use, and how they impact driver performance; cocaine, including its characteristics, methods of use, other names, how long it can be detected in someone's system, the physical and behavioral symptoms associated with its use, and how it impacts driver performance; opioids, including their characteristics, methods of use, other names, how long they can be detected in someone's system, the physical and behavioral symptoms associated with their use, and how they impact driver performance; and phencyclidine, including its characteristics, methods of use, other names, how long it can be detected in someone's system, the physical and behavioral symptoms associated with its use, and how it impacts driver performance. Other topics covered by this course include: the use of prescription medication and its acceptable use; what constitutes reasonable suspicion for testing purposes; the substance-use testing process, and associated policies and procedures; what happens when an employee tests positive for a controlled substance; what the behavioral and physical signs and symptoms of prohibited drug use include; what symptoms are associated with withdrawal; and special considerations for someone suspected of using both alcohol and drugs.

#### Regulations

- Americans with Disabilities Act (ADA) of 1990 49 Code of Regulations (CFR)



### **Uniformed Service Employment and Reemployment Act (USERRA) (15 minutes)**

This course provides employees a notice of their rights under the Uniformed Services Employment and Reemployment Rights Act (USERRA).

### **Violence Against Women Act (VAWA) (20 minutes)**

Colleges and universities — as well as high schools and vocational schools that offer adult-education courses — must comply with the Violence against Women Act (VAWA), which amended the Jeanne Clery Act. VAWA requires the aforementioned schools to: adopt policies that address and prevent campus sexual violence; adopt certain student-discipline procedures; and add domestic violence, dating violence and stalking to the list of crimes that must be reported under Clery. To help schools comply with VAWA, this course: outlines VAWA requirements; explains the protections offered to employees and students who are victims of dating violence, domestic violence, sexual assault and stalking; provides links to employee training videos and student-appropriate curricula; describes what constitutes dating violence; discusses domestic violence; explains how sexual assault encompasses rape, fondling, incest and statutory rape — and defines those terms as well; clarifies the definition of “consent”; specifies what is considered stalking; explains why some victims of sexual assault don’t report it; discusses how a school must respond to sexual assault; lists what accommodations and protective measures a school must provide; details the importance of confidentiality; outlines what services and assistance a school must provide; describes what investigative and adjudicative protocols must be in place; explains what standard of evidence schools should use; discusses sanction options that schools can use to punish perpetrators of sexual assault; details why retaliation against someone who reports sexual assault is prohibited; identifies sexual-assault prevention programs and training that schools must offer; discusses bystander intervention and why it’s so important to curb sexual assault; covers how schools can minimize the risk of sexual assault; and explains trauma and how it impacts victims.

#### Regulations

- Violence Against Women Act of 1994

### **Violence in the Workplace (30 minutes)**

Workplace violence can occur at the workplace or anywhere an individual is performing his or her job away from the work site. It can range from threats and verbal abuse to physical assaults and murder. Sometimes, it is domestic abuse that creeps into the workplace, or disgruntled current or former employees with an agenda. Other times, heated arguments between colleagues turn violent, or customers threaten and physically intimidate workers. Workplace violence looks different on each job, but there are common standards for deterring incidents of violence at work. Training and education are key factors in responding to violence in the workplace. After completing this course, you will be able to: define workplace violence; identify job tasks and occupations at increased risk for workplace violence; identify the categories of perpetrators of workplace violence; identify precautions to help prevent workplace violence; recognize warning signs of violent behavior and how to respond to them; identify the appropriate response to a violent event occurring in the workplace; and identify what to do after a violent incident takes place.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)
- Working from Home Effectively (30 minutes)

### **Working from Home Effectively (30 minutes)**

Throughout history, education had one constant: students go to school to learn. COVID 19 has changed this for many schools. School employees are experiencing an unprecedented change in education and for the first time are working from home. Though most school employees complete work at home, this is not the same as working



from home. For some, the shift to working from home is a scary and frustrating change. Educators must now find new ways to create materials, deliver lessons, differentiate materials, provide accommodations, collect work, assign grades, motivate and interact with students. This course will provide supportive guidance and helpful tips to school employees who are for the first time working from home. By taking this course, you will learn: advantages and disadvantages to working from home; how to create a productive and safe work environment; how to design and arrange your workstation from a health and safety perspective; the importance of creating structure for a productive workday; how to overcome the challenge of feeling isolated and lonely; understanding your employer's expectations; how to maintain professionalism; tips for videoconferencing; internet safety and protecting student data; and choosing appropriate educational online tools and services.

### **Workplace Bullying (20 minutes)**

It may seem like bullying is a childhood issue, but it can negatively affect the well-being of adults as well. Workplace bullying creates a climate of fear and disrespect, lowers employee performance and damages professional relationships. With that in mind, you will learn: what constitutes illegal acts in the United States and Canada; the definition of workplace bullying; what types of workplace bullying exist; what workplace bullying is not; how to respond to workplace bullying; what to do if you're accused of bullying; what constitutes cyberbullying; why school culture and climate are important; how to combat workplace stress; and how to create a respectful workplace.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Program Management (3200)
- USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420) USDA Professional Standards Training Subject -- Staff Management (3210)

## **CATALOG: TASB RMF - WORKERS' COMPENSATION**

### **A Case for AEDs in Schools (15 minutes)**

This course explains the importance of CPR training and early defibrillation programs by telling the story of a 17-year-old athlete who went into cardiac arrest following football practice.

### **Accident Investigations (30 minutes)**

It is the duty of every employer to provide a safe workplace environment that is free of hazards. However, millions of individuals experience serious workplace injuries or near misses each year. One effective way to prevent workplace injuries and illnesses is to investigate them as they occur to uncover why they happen and to take measures to prevent future recurrences. The purpose of this course is to equip employees with the knowledge and skills needed to complete an effective incident investigation process in response to workplace incidents and near misses. Completing this course is part of a complete training program. Your employer should provide additional training on its specific policies and procedures for incident investigations. After taking this course, you will understand: the definition of a near miss; the differences between the terms accident and incident; federal and state reporting requirements; the goal of an investigation; what types of incidents need an investigation; the main components of an investigation; how to prepare for an investigation and the four-step systems approach which includes processing the scene, collecting information, determining root causes, and implementing corrective actions.

### **AED Use - Avive Connect AED (10 minutes)**

This course contains a manufacturer-developed video that describes how to use the Avive Connect automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or



defibrillation – you should deliver when responding to a sudden cardiac arrest.

#### **AED Use - HeartSine® samaritan® PAD 350P (10 minutes)**

This course contains a manufacturer-developed video that describes how to use the HeartSine® samaritan® PAD 350P automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

#### **AED Use - HeartSine® samaritan® PAD 360P (10 minutes)**

This course contains a manufacturer-developed video that describes how to use the HeartSine samaritan® PAD 360P automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

#### **AED Use - HeartSine® samaritan® PAD 450P (10 minutes)**

This course contains a manufacturer-developed video that describes how to use the HeartSine samaritan® PAD 450P automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

#### **AED Use - Philips HeartStart FR2+ (15 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the Phillips HeartStart FR2+ defibrillator.

#### **AED Use - Philips HeartStart FR3 (15 minutes)**

This course features a manufacturer-developed video that teaches school employees about the Phillips HeartStart FR3 defibrillator. By taking this training, you will learn: how to use the FR3 defibrillator; what the FR3 defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

#### **AED Use - Philips HeartStart FRx (20 minutes)**

This course features a manufacturer-developed video that instructs school employees on the correct operation of the Phillips HeartStart FRx defibrillator.

#### **AED Use - Philips HeartStart OnSite/HS1 (10 minutes)**

This course features manufacturer-developed videos that instruct school employees on the correct operation of the Phillips HeartStart OnSite defibrillator.

#### **AED Use - Physio-Control LIFEPAK 1000 (10 minutes)**

This course features a manufacturer-developed video that describes how to use the Physio-Control LIFEPAK CR® 1000 automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

#### **AED Use - Physio-Control LIFEPAK 500 (10 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the Physio-Control LIFEPAK® 500 automated external defibrillator.

#### **AED Use - Physio-Control LIFEPAK CR® Plus (10 minutes)**

This course contains a manufacturer-developed video that describes how to use the Physio-Control LIFEPAK CR® Plus automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the



defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

#### **AED Use - Physio-Control LIFEPAK® Fully Automatic CR2 (15 minutes)**

This course contains a manufacturer-developed video that describes how to use the Physio-Control LIFEPAK® Fully Automatic CR2 automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest.

#### **AED Use - Training Confirmation (5 minutes)**

An automated external defibrillator (AED) is a lightweight, portable, electronic device that delivers an electronic shock through a patient's chest to his heart. The test that accompanies this course serves as confirmation that you have completed the required instructor-led AED training for this course.

#### **AED Use - Training for Educational Service Center Employees (10 minutes)**

This course contains information on how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest. By taking this training, you will learn: the difference between cardiac arrest and heart attack; how to respond to cardiac arrest; how to administer an AED; how to administer hands-only CPR; and how to go about training on school specific AEDs.

#### **AED Use - Zoll Powerheart® G5 (20 minutes)**

This course contains a manufacturer-developed video that describes how to use the Cardiac Science(R) Powerheart(R) G5 automated external defibrillator (AED). By taking this training, you will learn: how to use the AED; what the defibrillator's specifications are; and how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest. (15 minutes)

#### **AED Use — Cardiac Science® Powerheart® G3 Plus 9390A, Fully Automatic Version (10 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the Cardiac Science® Powerheart® G3 Plus 9390A Fully Automatic AED.

#### **AED Use — Cardiac Science® Powerheart® G3 Plus 9390E, Semi-Automatic Version (10 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the Cardiac Science® Powerheart® G3 Plus 9390E Semi-Automatic AED.

#### **AED Use — Defibtech LifeLine (15 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the Defibtech LifeLine DDU-100 Series defibrillator.

#### **AED Use — Defibtech LifeLine View (15 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the Defibtech LifeLine DDU-100 Series defibrillator.

#### **AED Use — General Training for School Employees (10 minutes)**

This course contains information on how to know which type of therapy – cardiopulmonary resuscitation (CPR) or defibrillation – you should deliver when responding to a sudden cardiac arrest. By taking this training, you will learn: the difference between cardiac arrest and heart attack; how to respond to cardiac arrest; how to administer an AED; how to administer hands-only CPR; and how to go about training on school specific AEDs.

#### **AED Use — HeartSine® samaritan® PAD 300P (10 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation



of the HeartSine Samaritan PAD defibrillator.

#### **AED Use — Zoll AED 3™ (20 minutes)**

This course contains a manufacturer-developed video that teaches school employees how to use the Zoll AED 3™. By taking this training, you will learn how to use the AED and what the defibrillator's specifications are.

#### **AED Use — Zoll Semi- and Fully Automatic AED Plus Defibrillators (20 minutes)**

This course contains a manufacturer-developed video that instructs school employees on the correct operation of the Zoll semi- and fully automatic AED Plus defibrillators.

#### **Anaphylaxis Awareness and Response (25 minutes)**

Because of their possible life-threatening nature, managing student allergies is a serious challenge for schools. This course helps schools implement accommodations for students with allergies, take steps to reduce the risk of exposure to allergens and prepare to treat a student should a severe allergic reaction happen. After taking this course, you will be able to: understand allergens; explain how allergens cause allergic reactions; identify the symptoms of allergic reactions; respond to allergic reactions; administer epinephrine using an auto-injector; share accommodations and strategies to prevent allergic reactions in schools.

#### **Anger Management (25 minutes)**

Everyone gets angry sometimes. It is impossible to remove anger from your life completely, but you can manage your reaction. Anger is not a "bad" emotion, but how we deal with it affects our relationships, careers, and our own wellbeing. This course will walk you through tips and techniques for keeping your anger under control. In this course, you will learn: the definition of anger; physical and mental changes that can occur because of anger; the definitions of suppression, expression and self-reflection; tips and techniques for managing anger; the definition of cognitive reconstruction and how to use it; how to practice problem solving skills and how communicating effectively and being proactive can help control your anger.

#### **Arc Flash and Electrical Safety Best Practices (NFPA 70E) (50 minutes)**

To ensure employees have a safe workplace, your district is required to provide electrical safety training to employees who face a risk of electrical hazards that is not reduced to a safe level by the applicable electrical installation requirements. After taking this course, you will be able to: differentiate between arc flash and electric shock; recall hazards, injuries, and indirect consequences related to arc flash and electric shock; recognize the way approach protection boundaries are determined; match approach boundary criteria with worker qualifications; identify necessary training and skills for qualified workers; recall primary elements of an electrical safety program; recognize the purpose of lock and tag procedures; identify different types of lock and tag devices; identify basic procedural steps for lock and tag; identify the requirements for the use of test instruments and equipment; recall the requirements, benefits, and components of a job briefing; identify the requirements, benefits, and components of an energized work permit; recall PPE responsibilities and requirements related to work around energized electrical equipment and parts.

#### **Asbestos 2-Hour: Module 1 — All About Asbestos (30 minutes)**

This course provides information about the nature of asbestos (i.e., the various forms and uses) and the health effects associated with asbestos exposure.

#### **Asbestos 2-Hour: Module 2 — Safe and Effective Work Practices (35 minutes)**

This course explains how to identify materials that contain asbestos and how to recognize signs of damage and deterioration. Also, the course will describe what a fiber release episode is and how to respond to one.

Employees will learn safe and effective housekeeping methods that are compliant with federal regulations.



#### **Asbestos 2-Hour: Module 3 — Operations and Maintenance Programs (35 minutes)**

In this course, employees will learn the procedures used to manage asbestos in buildings, and the required components of an effective Operations and Maintenance (O&M) program.

#### **Asbestos 2-Hour: Module 4 — District Information (15 minutes)**

In this course, employees will learn the location of asbestos containing building materials (ACBM) in each school, the location of the district's asbestos management plan, and the name and telephone number of the person responsible for the district's asbestos- management program.

#### **Asbestos Hazard Awareness (25 minutes)**

Asbestos is a natural, fibrous silicate mineral. Exposure has proved extremely dangerous, because unseen fibers can be inhaled unknowingly. The asbestos fibers breathed in by workers can cause serious diseases of the lungs and other organs that may not appear until years after the exposure has occurred, making asbestos hazard awareness an essential training topic. After taking this course, employees will be able to: explain what asbestos is; give examples of how asbestos might appear at work; identify health effects of asbestos exposure; identify ways to prevent exposure to asbestos on the job; and explain what to do if they are exposed to asbestos.

#### **Asbestos Two-Hour Training Confirmation (5 minutes)**

This course provides districts with documentation of employees who have completed an instructor-led asbestos training course compliant with EPA 40 CFR 763.92.

#### **Avoiding Cuts and Burns (20 minutes)**

Cuts and burns account for some of the most common workplace accidents and can cause lasting injuries, expensive medical care, or even death. Even a simple cut can turn into a serious infection leading to lost wages and work hours. Like most workplace accidents, cuts and burns can be avoided by remaining aware of your surroundings, using the right tool for the right job, and following proper safety procedure. Each school employee faces different challenges depending on where they work. This training is designed to address the challenges of these unique working environments. With that in mind, you will learn: tips for preventing cuts; proper uses for common tools; how to sharpen and clean tools; scissor safety; tips for preventing burns; electrical and mechanical items that can cause burns; how to prevent chemical burns; safety guidelines for mechanical and electrical repair; types of fires; how to be prepared for and protect yourself in a fire emergency; types of fire extinguishers; proper use of a fire extinguisher; proper first aid for minor cuts what you should do for major cuts; proper first aid for first and second-degree burns; and what you should do for severe burns.

#### **Back Injury Prevention and Ergonomics (15 minutes)**

The purpose of this course is to share common ergonomic hazards in the school environment and ways to lessen or prevent exposure to these hazards. In this course you will learn about: musculoskeletal disorders (MSDs) and their symptoms, common treatments, and risk factors; ergonomic hazards that school employees face and ways to prevent and remediate these hazards; and ergonomic recommendations to help develop safe work practices for lifting, sitting and standing.

##### **Regulations**

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Receiving and Storage (2500)
- USDA Professional Standards Training Subject -- Inventory Management (2510) USDA Professional Standards Training Subject -- Receiving and Storage (2520)

#### **Back Injury Prevention and Ergonomics for Custodians and Maintenance (15 minutes)**

The purpose of this course is to share common ergonomic hazards in the school environment and ways to lessen or prevent exposure to these hazards. In this course you will learn about: musculoskeletal disorders (MSDs) and their symptoms, common treatments, and risk factors; ergonomic hazards that school employees face and ways



to prevent and remediate these hazards; ergonomic recommendations to help develop safe work practices for lifting, sitting and standing; and specific practices for custodial and maintenance tasks.

#### **Behavior Management in the Classroom (35 minutes)**

Behavioral problems in the classroom often relate to ineffective behavior management, creating a challenge for many teachers. The key to effective classroom management is to develop and implement an effective comprehensive behavior management system. Classrooms with an effective behavior management system in place experience less problematic student behavior. The purpose of this course is to identify and describe the core components of an effective comprehensive behavior system. It concludes with a section on the influence of culture on behavior. With that being said, you will learn about: the core elements of a comprehensive behavior management system; purpose statements and the three criteria of a purpose statement; classroom rules, expectations and procedures; positive and negative consequences; the definition of surface management strategies; delivering consequences; action plans, how to assemble a toolkit, how to teach and share action plans; how to define and develop crisis plans; and how culture influences behavior.

#### **Behavior-Based Safety (25 minutes)**

Safety is a series of choices made by workers each day, choices involving behaviors in the workplace. It's in how you train, what precautions you take when performing tasks, and your level of awareness to external factors that may jeopardize your wellbeing. You might say that 'safety' is in how you confront the sum total of different considerations with the potential for negatively impacting personal health. There are three factors that influence personal safety choices: the ability to recognize hazards and evaluate risk, the motivation to be safe, and the ability to focus while performing the current task safely. Behavior Based Safety is a program designed to influence employee actions toward safer outcomes, ideally by preventing an accident or injury before it occurs. Implementing a behavior based safety program is the most comprehensive way for companies to promote safety, eliminate hazards and prevent injuries. When implemented correctly, a behavior based safety program can provide positive rewards to change unsafe behavior, reduce job-related injuries, minimize lost production hours, and improve workplace morale—essential ingredients for creating a strong safety culture. In this course, you will learn: the definition of behavior-based safety and its key terms; how to describe why a behavior-based safety program matters to both employees and companies; how to identify methods and tools used to eliminate hazards and prevent injuries on the job; and how to identify the steps involved in a behavior-based safety program.

##### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

#### **Bleacher Operation (Telescopic) (10 minutes)**

This course is an overview of the general procedures that should be followed when opening or closing telescopic bleachers.

#### **Bloodborne Pathogens for School Employees — Full / Refresher (30 minutes)**

This course provides training on the hazards of contact with body fluids. It describes the diseases most commonly transmitted through blood and bodily fluids, explains how employees can become infected by bloodborne pathogens, describes effective methods of prevention that reduce the risk of being exposed to bloodborne pathogens, and what to do if you are exposed to a bloodborne pathogen.

##### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)



### **Bloodborne Pathogens for School Employees — Refresher (20 minutes)**

The purpose of this course is to provide refresher training for school employees on bloodborne pathogens. The course contains information on the diseases caused by bloodborne pathogens, exposure control plans, routes of entry, occupational exposure, universal precautions, and how to react after an exposure.

#### **Regulations**

- OSHA 29 CFR 1910.1030
- USDA Professional Standards Key Area – Administration (3000)
- USDA Professional Standards Training Subject – Human Resource Management (3410)
- USDA Professional Standards Training Subject – Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic – Human Resources (3400)

### **Bloodborne Pathogens for School Employees — Refresher 2 (15 minutes)**

Bloodborne Pathogens (BBP) are viruses carried in human blood and other body fluids that cause disease in people. After taking this course, you will be able to: identify the bloodborne pathogens that pose the most serious health threats; identify the ways HIV, HBV, and HCV pathogens are transmitted; identify basic precautions to prevent exposure; and identify the actions to take in case of exposure to bloodborne pathogens.

#### **Regulations**

- OSHA 29 CFR 1910.1030

### **Bloodborne Pathogens for School Employees — Refresher 3 (15 minutes)**

Bloodborne Pathogens (BBP) are viruses carried in human blood and other body fluids that cause disease in people. After taking this course, you will be able to: identify the bloodborne pathogens that pose the most serious health threats; identify the ways HIV, HBV, and HCV pathogens are transmitted; identify basic precautions to prevent exposure; and identify the actions to take in case of exposure to bloodborne pathogens.

#### **Regulations**

- OSHA 29 CFR 1910.1030

### **Building Safe and Supportive School Environments (45 minutes)**

School climate is a broad, multifaceted concept. It can be described as the overall quality and character of a school. A safe and supportive school climate is critical to student success. It is tied to attendance, academic achievement, and graduation rates. This course will provide you with understanding on how to build safe and supportive school environments for students. After taking this course, you will understand how to create a safe and supportive school climate; how to encourage connectedness; how to become culturally competent; how to apply positive behavior intervention and supports (PBIS); how to promote social-emotional learning; and how to implement restorative justice.

### **Cardiopulmonary Resuscitation (CPR) (25 minutes)**

This course presents the basics and provides refresher training for school employees certified in CPR. It is also an introductory course for those without formal training. It includes the following topics:

- Finding an unresponsive person
- Circulation
- Breathe
- AED and recovery position

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)



### **Cardiopulmonary Resuscitation (CPR) — Hands-Only (5 minutes)**

Hands-only cardiopulmonary resuscitation (CPR) is like traditional CPR, but without the administration of mouth-to-mouth breaths. The American Heart Association (AHA) recommends the technique be used by people who see a teen or adult suddenly collapse at home, at school, at work, in a park, or in some other “out of hospital” setting. This course includes a video that demonstrates how to perform hand-only CPR. By taking this course you will learn: when and how to administer hands-only CPR; and how to use hands-only CPR in conjunction with an automated external defibrillator (AED).

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

### **Cardiopulmonary Resuscitation (CPR) — Training Confirmation (5 minutes)**

You should know how to use cardiopulmonary resuscitation (CPR) when someone has stopped breathing and/or his heart has stopped beating. CPR comprises rescue breathing, which provides oxygen to the victim’s lungs, and chest compressions, which keep the victim’s blood circulating. The accompanying test serves as confirmation that you have completed the required instructor-led CPR training for this course.

### **Chemical Safety (30 minutes)**

Workers are harmed by incidents involving chemicals each year. This course provides required awareness training in occupational hazards common to the handling of chemicals. After taking this course, you will be able to: recognize workplace chemical hazards and the risks associated with their use; list conditions that may present an exposure risk, possible routes of exposure, and the factors that influence an individual’s reaction to a chemical exposure incident; demonstrate safety precautions that should be taken by workers and employers to minimize exposure to chemicals; demonstrate safe storage, transport, and disposal practices for hazardous chemicals; and describe appropriate response actions in the event of a chemical incident.

### **Chlorine Safety (25 minutes)**

This course provides awareness training so that employees will recognize the hazards of chlorine exposure. After taking this course, you will be able to: recognize the physical hazards of chlorine in the workplace; identify the health hazards of chlorine exposure; identify exposure controls to protect against chlorine hazards; identify how to respond to a chlorine spill or release.

### **Cold Stress (15 minutes)**

Working in cold conditions can slow you down, cause damage and bring on a state of confusion before you know it’s happening. Those most affected by cold stress are people working outdoors, but those working indoors, where there is insufficient building insulation, ventilation, heating, are also at risk. After taking this course, you will be able to: identify the hazards that can result from working in cold environments including physical signs, symptoms, and treatments; identify ways to protect against cold stresses including observing environmental protections, undertaking other preparations and practices, and dressing appropriately.

### **Communicable Diseases: Prevention and Control (20 minutes)**

The purpose of this course is to teach you the best ways to prevent and control communicable diseases. With that in mind, the following topics are discussed: communicable diseases and germs; hand washing; personal protective equipment; personal habits; cleaning, disinfecting and sanitizing; vaccinations and screenings; exclusion guidelines; and resources. By taking this course, you will understand: the impact of communicable diseases on schools; how germs are spread; how to wash your hands properly and when to do so; when to use personal protective equipment; how to minimize the spread of germs; how to clean, disinfect and sanitize; how to mix a bleach solutions appropriate for disinfecting and sanitizing; how to dispose of waste contaminated with bodily fluids; what vaccinations you need and why; and when you and your students should not attend school



because of illness.

#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Program Management (3200)
- USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600)
- USDA Professional Standards Training Subject -- Healthy School Environment (3230) USDA Professional Standards Training Subject -- Food Safety – General (2620)

#### Compressed Gas Safety (25 minutes)

Compressed gas cylinders can be extremely hazardous, not only because of the contents of the cylinders, but because of the pressure of the gases within the cylinders. This course will teach you safe and proper handling of compressed gas cylinders. After taking this course you will be able to: identify hazards associated with cylinder dispensing and control components and contents; recognize identification labels and markings on compressed gas cylinders; recall practices to safely use compressed gas cylinders and their components; and identify safe methods of moving and storing compressed gas cylinders.

#### Confined Spaces - Entry Level (20 minutes)

Confined spaces are enclosed or partially enclosed spaces of a size such that a worker can squeeze entry for performing assigned work through a narrow opening—they're tough to get in and out of, tight spaces. These spaces are normally only entered to perform specific tasks and then barricaded to prevent unauthorized access. The goal of this course is to make employees aware of the hazards that exist in a permit-required confined space and recognize that special precautions, training, and an approved Confined Space Entry Permit or approved Routine Entry Procedures are required for entry. After taking this course, you will be able to: identify characteristics and examples of a confined space; identify hazards of confined spaces; identify the differences between permit-required and non-permit-required confined spaces; and recognize the basic requirements of a permit-required confined space program.

#### Confined Spaces - Permit Required (30 minutes)

Confined spaces are enclosed or partially enclosed spaces of a size such that a worker can squeeze entry for performing assigned work through a narrow opening. Many confined spaces may foster a hazardous atmosphere. After taking this course, you will be able to: identify characteristics and examples of a confined space; identify hazards of confined spaces; identify the differences between permit-required and non-permit-required confined spaces; identify specific requirements of a Permit-Required Confined Space Program; identify the requirements of the permit system and the information a permit includes; recognize the responsibilities of personnel who work in or attend permit spaces; and identify rescue resources and how to plan for emergencies.

**COVID-19: Help Stop the Spread (2-minute reminder) (5 minutes)**

Everyone is at risk of getting COVID-19 and there is currently no vaccine to protect against it. This short video will remind everyone of the 7 guidelines to follow to help prevent the spread of COVID-19. Guidelines are: 1. Wash your hands often with soap and water for at least 20 seconds or use hand sanitizer. 2. Cough or sneeze in a tissue, then throw the tissue in the trash. If a tissue is not available, use your bent elbow or sleeve – not your hands. 3. Wear a mask or face covering when in public. 4. Avoid touching your face – especially your eyes, nose and mouth. 5. Practice social distancing – maintain at least 6 feet between you and others. 6. Clean and disinfect frequently touched objects and surfaces. 7. Stay home if you are sick.

#### COVID-19: How to Clean and Disinfect Your School (30 minutes)

As a member of your district's custodial and maintenance staff, you always play a crucial role in keeping students, faculty, staff members and community members safe and healthy. With the spread of COVID-19, the disease caused by the novel coronavirus (SARS-CoV-2), your professional responsibilities are more important



than ever. To help you in your efforts, this course covers the following topics: how SARS-Co-V-2 spreads; how Long SARS-Co-V-2 remains viable on various surfaces; ventilation considerations prior to cleaning and disinfecting; how the Centers for Disease Control and Prevention (CDC) defines “community facilities,” “cleaning” and “disinfecting”; cleaning and disinfecting after persons suspected or confirmed to have COVID-19 have been in the facility; the risk of exposure to cleaning staff; handwashing; hand sanitizing; choosing the right personal protective equipment (PPE); the International Sanitary Supply Association’s (ISSA) minimum PPE recommendations for COVID-19; the sequence for putting on PPE; how to remove PPE safely; risk-assessment recommendations in response to COVID-19; the Global Biorisk Advisory Council’s (GBAC) six-step cleaning and disinfecting protocol; how to clean and disinfect hard (non-porous) surfaces; how to clean and disinfect soft (porous) surfaces; how to clean and disinfect electronics; how to clean and disinfect linens, clothing and other items that go in the laundry; the Environmental Protection Agency’s (EPA) Emerging Viral Pathogens Guidance for Antimicrobial Pesticides and what you should do if you questions about a disinfectant; additional considerations for employer guidance and training; and website links that may prove useful to you.

#### Regulations

- OSHA 29 CFR 1910.1030
- OSHA 29 CFR 1910.132
- OSHA 29 CFR 1910.1200

#### **COVID-19: How to Protect Yourself and Others (40 minutes)**

This course examines health-and-safety issues related to coronavirus disease 2019 (i.e., COVID-19). All information in this course is pulled directly from the Centers for Disease Control and Prevention (CDC) website. After taking this course you will understand: where the COVID-19 situation currently stands and how the CDC is responding to it; why there has been a rise in cases; how COVID-19 spreads; how to clean your hands properly and why doing so is crucial to curb the spread of the disease; why it's important to avoid close contact with other people; why you should stay home if you're sick; why covering coughs and sneezes and throwing away tissues are important; when you need to wear a facemask, if one is available; the difference between cleaning and disinfecting; how to clean and disinfect hard (non-porous) surfaces; how to clean and disinfect soft (porous) surfaces; how to clean and disinfect electronics; how to clean and disinfect linens, clothing and other items that go in the laundry; what COVID-19 symptoms you should watch for; how to use the CDC's “Coronavirus Self-Checker” tool, which leads you through a series of questions about your symptoms; when you should seek medical attention; whether someone who has been quarantined for COVID-19 can spread the illness to others; whether the virus that causes COVID-19 can be spread through food, including refrigerated and frozen food; if warm weather will stop the outbreak of COVID-19; if there's a specific temperature that kills the virus that causes COVID-19; where, on the CDC website, you can find answers to frequently asked questions about COVID-19; how you, as an educator, can plan and take action if a COVID-19 outbreak occurs in your community; how to talk to children about COVID-19, and what facts you should discuss; what general principles for talking to children you should apply when talking to children about the disease. In addition, a second, optional section of this course also discusses what you should do if you're sick.

#### **COVID-19: How to Put on and Take off an N95 Respirator (5 minutes)**

Masks are a simple barrier to help prevent COVID-19 respiratory droplets from reaching others. Studies show that masks reduce the spray of droplets when worn over the nose and mouth. Protective respirators, such as the N95, protect users from airborne disease, while face coverings primarily protect people around the user. After taking this course, you will understand: that it's important to wash your hands thoroughly before putting on an N95 respirator; how to inspect your mask; how to put on your mask; how to adjust your mask and ensure that it's sealed properly; that it's important to wash your hands thoroughly before removing an N95 respirator; how to remove your mask; and how to dispose of your mask.

#### **Criticality Safety (10 minutes)**

This course explains awareness level criticality concepts and the terms necessary to properly respond to a criticality alarm. After taking this course, you will be able to: recognize fissionable material labels and the hazards associated with improper handling of those containers holding fissionable material; identify the correct actions



to minimize the risk of being exposed to an accidental criticality; identify the correct actions to minimize radiation exposure in the event of an accidental criticality.

#### **De-escalation Strategies Module 1 - Preventing Behavior Escalation in Schools (25 minutes)**

This course gives an introduction to challenging behaviors in the classroom and familiarizes teachers with de-escalation techniques and how to use these effective strategies to address challenging behaviors in order to help all students achieve success in the classroom. It will introduce both verbal and conflict de-escalation as techniques/strategies which will then be explained further in the 2nd & 3rd module. Course topics include defining de-escalation; reviewing the acting-out/escalation cycle and types of de-escalation.

#### **De-Escalation Strategies Module 2 - Verbal De-Escalation Techniques (15 minutes)**

As you learned in the first module of the De-Escalation Strategies curriculum, there are two main types of de-escalation strategies. This course will focus on Verbal De-Escalation. The purpose is to familiarize teachers with verbal de-escalation techniques and how to use effective strategies to address challenging behaviors in order to help all students achieve success in the classroom.

#### **De-Escalation Strategies Module 3 - Conflict De-Escalation Techniques (15 minutes)**

As you learned in the first module of the De-Escalation Strategies curriculum, there are two main types of de-escalation strategies. This course will focus on Conflict De-Escalation. The purpose of this course is to acquaint school staff with conflict de-escalation and how to employ strategies to address conflicts and aggressive behavior in order to maintain and foster a safe and effective learning environment for all students and school staff members.

#### **Developing a Comprehensive Behavior Management Plan (25 minutes)**

This course complements the first behavior module, and includes instructions on developing a comprehensive behavior management plan that encourages students to create rules and procedures for their own classrooms.

#### **Disability in the Workplace (30 minutes)**

The rights of individuals with disabilities are protected by the Americans with Disabilities Act (ADA). The ADA, enacted in 1990, is a civil rights law comprised of five sections or "Titles". This course focuses on Title I which covers the rights of individuals with disabilities in the workplace. Knowledge of the Americans with Disability Act (ADA) will help you prevent discrimination of individuals with disabilities in the workplace. You will learn how the ADA affects employment practices and how to recognize situations that meet or violate the ADA. With that in mind, you will learn: goals of ADA; the definition of disability; what conditions are not considered a disability; what the American with Disabilities Amendments Act includes; what the ADA does and does not include; an overview of Title 1; how to comply with ADA including making accommodations; examples of recent ADA Court Cases; and exceptions to ADA compliance.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)

#### **Discrimination-Free Workplace (40 minutes)**

Workplace discrimination occurs when an employee or group of employees is treated less favorably than similarly situated employees of a different race, sex, age, national origin, religion, genetic makeup, etc. The difference in treatment can be obvious, such as jokes, slurs, and innuendoes, or it can be subtle, such as job assignments, lack of training opportunities, reduction of hours/pay, demotions and disciplinary actions, and fewer promotions. There are many different laws regarding aspects of employment related to discrimination. Failure to prevent workplace discrimination can be a costly decision, causing harm to both employees and employers. It can result in loss of productivity, poor performance, disruptive work environments, and loss of good employees and managers. It is also against the law and can lead to discrimination charges, costly litigation, and jury awards. After taking this course, you will be able to: state what constitutes employment discrimination;



identify the federal discrimination laws in place to protect individual workers' right; and recognize the importance of promoting a discrimination-free workplace.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Training Subject -- Policies and Procedures (3420)
- Disruptive and Noncompliant Behaviors: Behavioral Interventions (30 minutes)
- This course describes interventions that can increase initial compliance to teacher requests as well as interventions that can be implemented to decrease disruptive and noncompliant behaviors.

#### **Driver Safety (30 minutes)**

After taking this course, you'll be able to: identify unsafe driving decisions that often cause vehicle accidents; list driving practices and current vehicle technologies that will help to prevent vehicle accidents; and identify ways to appropriately respond when driving in unexpected circumstances.

#### **Drug and Alcohol Awareness -- for Employees (60 minutes)**

This course provides employees with basic drug and alcohol abuse education. The course provides useful, general information about an employee's responsibilities and is intended to supplement an individual organization's drug-free workplace policy.

#### **Drug and Alcohol Awareness -- for Supervisors (65 minutes)**

This course provides supervisors with basic drug and alcohol abuse education. The course provides useful, general information about a supervisor's responsibilities and is intended to supplement an individual organization's drug-free workplace policy.

#### **Drug and Alcohol-Free Workplace (20 minutes)**

The economic costs of drug and alcohol abuse in the United States are significant and have continued to rise. Nearly 33 million adults are affected by alcohol problems. And the reports for drug abuse aren't much better. Almost 7 million Americans abuse controlled-substance prescription medications, resulting in more deaths from prescription drug overdoses than auto accidents, according to Drug Enforcement Administration. A Drug and Alcohol-Free Workplace program provides a way for employees to get help for themselves. It's also a way for co-workers to get help for other co-workers. Taking steps to prevent drug and alcohol abuse from entering the workplace is about safety, first, but also about getting your employees the help they may need to stay healthy and employed. After taking this course, you will be able to: identify issues created by drug and alcohol use in the workplace; recognize signs and symptoms of workplace behavior related to drug and alcohol use; recall industry best practices on internal reporting of possible drug and alcohol use; identify sources for getting help for drug and alcohol misuse; and recall federal requirements for a Drug-Free Workplace program.

#### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Human Resource Management (3410)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

#### **Earthquake Preparedness (15 minutes)**

This course provides information on the dangers of earthquakes in the workplace. After completing this course, you will be able to: identify the dangers of earthquakes; identify actions to take to prepare for an earthquake; describe actions to take when an earthquake occurs; and describe actions to take after an earthquake.

#### **Electrical Safety (20 minutes)**



Electrical accidents can cause burns, shocks and electrocution, and without the proper electrical safety can lead to fatal accidents in a worst-case scenario. Electricity is everywhere. It's so reliable and useful these days that it is often taken for granted, and it is somewhat shocking how little is understood about its properties by the general public, another reason why electrical safety training is important. After taking this course, you will be able to: identify the hazards associated with electricity: shock and fire; explain how electricity works regarding hazards on the job; describe basic safety controls and practices at work; and identify and explain how to respond to electrical emergencies.

#### **Emergency and Fire Safety Preparedness (30 minutes)**

Working safely and following proper procedures for emergency preparedness can prevent many emergency situations. However, some emergencies are out of your control. After taking this course, you will be able to: identify dangers associated with fire and other emergencies; recall requirements for emergency action and fire prevention plans; recognize housekeeping guidelines for fire prevention; recall the importance of emergency exits and identify their components; and recognize actions to take in response to emergency alarms.

##### Regulations

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Key Topic -- Program Management (3200) USDA Professional Standards Training Subject -- Emergency Plans (3240)

#### **Environmental Management (25 minutes)**

Hazardous waste is waste that is dangerous or potentially harmful to our health or the environment. Hazardous wastes can be liquids, solids, gases, or sludges. They can be discarded commercial products, like cleaning fluids or pesticides, or the by-products of manufacturing processes. There is a growing awareness of the dangerous side effects of hazardous waste contamination. By taking this course, you will learn to: explain what environmental management is and why it is important; describe the types of industrial pollutants and the hazards they present to public health and the environment; describe the types of industrial pollutants and the hazards they present to public health and the environment; and describe what industrial facility employees and management can do to prepare for and respond to environmental emergencies.

##### Regulations

- Clear Air Act Amendments (CAAA) of 1990, 42 USC, Chapter 85

#### **Epinephrine Use: United States (40 minutes)**

This course provides information about anaphylaxis. Also, the course teaches how to administer popular brands of epinephrine auto-injectors.

##### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600) USDA Professional Standards Key Topic -- Food Production (2100)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)
- USDA Professional Standards Training Subject -- Food Safety – General (2620)
- USDA Professional Standards Training Subject -- Use and Care of Equipment (2140)

#### **Excavation, Trenching and Shoring Safety (25 minutes)**

This course explains how to properly perform excavation, trenching and shoring activities. After taking this course, you will be able to: recognize the characteristics of a properly-established excavation site; recognize cave-in protection requirements and identify proper procedures to keep employees safe in an excavation; and identify hazards in and around an excavation or trenching site, as well as necessary precautions and protective measures to keep employees safe from them.

#### **Fall Protection (40 minutes)**



Falls are one of the major sources of injury to the American workforce. After taking this course, you will be able to: identify the most common hazards posed by falling and the reasons you should use fall protection equipment; identify the different fall protection systems, including fall restraint, fall arrest, and work positioning systems; identify the components of a personal fall arrest system and how they work together to arrest a fall; identify key fall arrest system design and selection requirements; and identify the steps for properly inspecting and donning the most common personal fall arrest system equipment.

#### **Fatigue and Stress Awareness (10 minutes)**

This lesson discusses the issues and consequences of fatigue, complacency, and stress in the workplace. After completing this course, you will be able to: define work-related stress and recognize the factors that cause it to occur; describe the relationship between stress and complacency; describe the impact of fatigue as a contributing factor to stress; list some of the potential warning signs of stress and fatigue at work; and identify techniques to manage and reduce stress on the job.

#### **Fire Safety and Fire-Extinguisher Use (30 minutes)**

This course describes the four elements required for a fire to burn, discusses facts about fire, and lists common fire-control systems found in schools. In addition to fire basics, course topics include: extinguisher basics, types of extinguishers, evacuation procedures and fire drills, fire prevention, and resources. By taking this course, you will understand: the definition of "flashover"; what the five classes of fires are, and what pictograms and fuels are associated with each; how an extinguisher works; the parts of an extinguisher; how to conduct a fire risk assessment, so that you know whether to fight a fire with an extinguisher or evacuate immediately; what the P.A.S.S. technique is, how to use it when operating an extinguisher; which cylinder colors and pictograms are typically associate with which type of extinguisher; what multipurpose dry-chemical extinguishers and an ordinary dry-chemical extinguishers are and when to use them; what a water extinguishers and water-mist extinguishers are and when to use them; what a foam extinguishers are and when to use them; what carbon-dioxide extinguishers and a clean-agent extinguishers are and when to use them; what class-D and class-K extinguishers are and when to use them; what to do — and what not to do — during a school evacuation; how to assist students with disabilities during a school evacuation; how evacuations during school events should be handled; why fire drills should be taken seriously and why reverse drills should be practiced; and how to prevent fires by minimizing crime, using powertaps correctly, storing hazardous chemicals properly, maintaining safe classrooms, keeping storage areas clean, minimizing electrical issues in shop areas, and following safety guidelines in custodial areas, maintenance areas and utility rooms.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Key Topic -- Program Management (3200) USDA Professional Standards Training Subject -- Emergency Plans (3240)

#### **First-Aid - Choking (15 minutes)**

This course provides instruction on how to respond confidently to an airway obstruction until professional medical help arrives. This program does not qualify for first aid or CPR certification. After taking this course, you will be able to do the following: • Explain how to recognize partial and complete airway obstructions. • Explain how to respond to partial and complete airway obstructions.

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

#### **First-Aid - Environmental Emergencies (15 minutes)**

This course provides information on how to handle first aid after an environmental emergency. After taking this course, you will be able to: identify how to respond to a chemical splash; describe how to respond to a poisoning emergency; explain how to assist someone who has an animal bite or insect bite or sting; identify how to



respond to heat stroke, heat exhaustion and heat cramps; and recognize how to respond to hypothermia and frostbite.

#### **First-Aid - Fundamentals (25 minutes)**

This course presents the basics of first aid training for school employees. You do not need formal training to aid someone in an emergency. However, hands-on training under the supervision of a certified instructor is highly recommended. Topics in this course include:

- Assessing an emergency situation
- CPR refresher
- Broken bones
- Burns
- Excessive bleeding
- Infection control
- Medical shock
- Moving and positioning a victim

#### **Regulations**

- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)

#### **First-Aid - Medical Emergencies (20 minutes)**

This course provides information on how to handle first aid after a medical emergency. After taking this course, you will be able to: recognize the symptoms and appropriate responses for cardiac arrest, asthma, and anaphylaxis emergencies; identify how to respond to high or low blood sugar emergencies; explain how to respond to a person having a seizure; describe what you should do if you feel faint and how to assist others who have fainted; and state how to recognize the symptoms of a stroke using the "BE FAST" method.

#### **First-Aid - Musculoskeletal Injuries (15 minutes)**

This course provides important, accurate information about Musculoskeletal Injuries and how to care for them. After taking this course, you will be able to: identify and explain how to properly respond to a victim injured with a fracture, sprain or dislocation; and recognize when a victim may have a back, neck, and spinal injury, head trauma, or concussion, and identify the actions to take for someone who may have these injuries.

#### **First-Aid - Soft Tissue Injuries (20 minutes)**

When it comes to soft tissue injuries, the biggest culprit can very often be previous injuries being reinjured. Knowing how to prevent a soft tissue injury is just as important as knowing how to treat one. After taking this course, you will be able to: state how to appropriately respond to soft tissue injuries such as cuts, puncture wounds, impaled objects, bleeding, and severe bleeding; recognize the severity of a burn and describe how to respond to victims suffering from minor, major and chemical burns; and explain how to respond to a victim who has suffered an electrical injury.

#### **Flammable Liquid Safety (15 minutes)**

This lesson covers how to correctly apply hazard recognition principles and safety practices when using flammable liquids in the workplace. After taking this course, you will learn how to: define and describe the characteristics of flammable liquids; recognize hazards inherent with work involving flammable liquids; identify the safety requirements for the use of flammable liquids on the job; describe what to do if you experience health effects from exposure to, or accidents involving, flammable liquids; and recognize the storage requirements for flammable liquids at a work facility.

#### **Flu Pandemic Preparation (for Administration) (20 minutes)**



This course lists the characteristics and challenges of a major flu pandemic and explains the critical components of effective response to a flu pandemic.

### **Flu Prevention (20 minutes)**

The purpose of this course is to provide answers to commonly asked questions about the flu. It contains general information about influenza, pandemic influenza, and ways to identify and prevent the flu.

### **Food Safety for Food Handlers (65 minutes)**

You've probably heard of localized outbreaks of E. coli and salmonella bacteria which have sickened thousands of people, even with improvements to industrial hygiene and sanitization. When these incidents happen, the reputation of national food brands may be tarnished, and sales drop and sometimes never recover. And when it happens to a small local business, it can be enough to shut the doors. That's because illnesses and even deaths have been traced to customers eating undercooked, contaminated, or potentially hazardous foods exposed to unsafe temperatures. Restaurants face fines, lawsuits, and in some cases, may be forced to shut down from such incidents. By taking this course, you'll learn how to: identify the function and use of food thermometers during cooking; identify the steps in calibrating a food thermometer; recognize adequate cooking times and temperatures for a variety of foods; identify how to take a proper temperature; recognize when and how to keep food thermometers sanitized; define contamination, including the three types of contamination; identify how to prevent contamination during receiving and storage; identify how to prevent contamination during preparation and service; identify how to prevent contamination from the environment; identify how to prevent contamination from people; define the food temperature danger zone; identify foods that will and will not support the rapid growth of harmful bacteria; identify proper methods to keep cold food cold; identify proper methods to keep hot foods hot; and identify methods to properly cool hot food for later service.

#### **Regulations**

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600) USDA Professional Standards Key Topic -- Food Production (2100)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)
- USDA Professional Standards Training Subject -- Food Safety – General (2620)
- USDA Professional Standards Training Subject -- Federal, State, and Local Food Safety Regulations (2630)

### **Food-Service Receiving, Storing and Protecting Food (20 minutes)**

Handling food properly is key to preventing foodborne illness. With that in mind, topics covered by this course include receiving and storing food, protecting food during preparation, protecting food in service areas, managing leftovers, and USDA resources. After taking this course, you will understand: food deliveries; accepting deliveries; dry-food storage; refrigerator food storage; freezer food storage; non-food storage; controlling time and temperature; thawing food; reheating food; preventing cross-contamination; using staging logs; handling ice; serving food; holding hot food; holding cold food; self-service areas and a la carte service areas; leftovers, defined; saving and discarding leftover food; serving line leftovers; cooling food; USDA HACCP plan; and completing a cooling log.

#### **Regulations**

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600) USDA Professional Standards Key Topic -- Food Production (2100)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)
- USDA Professional Standards Training Subject -- Food Safety – General (2620)
- USDA Professional Standards Training Subject -- Use and Care of Equipment (2140)

### **Food-Service Sanitation (30 minutes)**

Improper sanitation where you work can result in foodborne illnesses. In fact, 23,000 cases of foodborne illness



were reported by schools between 1998 and 2007. With that in mind, topics covered by this course include personal sanitation, sanitary facilities and equipment, sanitizing solutions, and USDA resources. By taking this course, you will learn about: your responsibilities; wellness; hygiene; habits; hand washing; clothing (uniform); hair restraints; cleaning versus sanitation; your responsibilities; HACCP assessment forms; HACCP equipment requirements; equipment; cleaning materials; garbage containers; chlorine; iodine; and quaternary ammonium compounds (quats).

#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600) USDA Professional Standards Key Topic -- Food Production (2100)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)
- USDA Professional Standards Training Subject -- Food Safety – General (2620)
- USDA Professional Standards Training Subject -- Use and Care of Equipment (2140)

#### Food-Service Tools and Equipment (15 minutes)

Proper use of kitchen tools and equipment is a critical component of cafeteria safety. With that in mind, course topics include: thermometers, knives, dish machines and pot washers, and compartment sinks. After taking this course, you will understand: hanging thermometers; dial probe thermometers; how to use a dial probe thermometer; general thermometer guidelines; how to calibrate a thermometer; the anatomy of a knife; how to use a knife; how not to use a knife; other sharp items in the kitchen; cuts; general dish-machine and pot-washer guidelines; hot-water sanitizers versus chemical sanitizers; how to use a compartment sink; and general compartment-sink guidelines.

#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600) USDA Professional Standards Key Topic -- Food Production (2100)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)
- USDA Professional Standards Training Subject -- Food Safety – General (2620)
- USDA Professional Standards Training Subject -- Use and Care of Equipment (2140)

#### Forklift Lesson 1 - Fundamentals (15 minutes)

This course is the first lesson in a five-lesson curriculum designed to provide workers with an awareness of the safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. The course curriculum demonstrates awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment. After taking lesson 1, you will be able to: describe what a forklift is and how it is used; explain how to operate a forklift; describe the hazards most commonly associated with forklifts; and list the training requirements to operate a forklift.

#### Forklift Lesson 2 - Stability and Capacity (20 minutes)

This course is the second lesson in a five-lesson curriculum designed to provide workers with an awareness of the safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. The course curriculum demonstrates awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment. After taking lesson 2, you will be able to: explain forklift stability; explain how to calculate whether a forklift has the capacity to lift a given load; and list key guidelines for maintaining a forklift's stability.



#### **Forklift Lesson 3 - Load Handling (15 minutes)**

This course is the third lesson in a five-lesson curriculum designed to provide workers with an awareness of the safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. The course curriculum demonstrates awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment. After taking lesson 3, you will be able to: list the main challenges involved with load handling; evaluate a load to determine the types of challenges it might present; explain how to handle a load under ordinary circumstances; and describe how to deal with common environmental challenges when handling a load.

#### **Forklift Lesson 4 - Safe Driving (20 minutes)**

This course is the fourth lesson in a five-lesson curriculum designed to provide workers with an awareness of the safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. The course curriculum demonstrates awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment. After taking lesson 4, you will be able to: describe some basic rules and guidelines for driving a forklift safely; explain how to drive a forklift safely around pedestrians; and describe how to drive a forklift on challenging surfaces and in enclosed spaces.

#### **Forklift Lesson 5 - Inspection and Maintenance (20 minutes)**

This course is the fifth lesson in a five-lesson curriculum designed to provide workers with an awareness of the safety regulations for operating a forklift. The curriculum serves as the formal-instruction component of forklift operator training, and generally precedes hands-on operator training and site-specific training. This lesson will present basic information on how to inspect and maintain a forklift, including information on how to refuel an internal combustion engine forklift and how to recharge an electric forklift. After taking lesson 5, you will be able to: describe how to complete pre-operation and operational forklift inspections; list and describe the types of forklift maintenance; explain how to refuel a diesel or liquid petroleum gas (LPG) forklift; and explain how to recharge a battery-operated forklift.

#### **Formaldehyde Safety (15 minutes)**

This course will teach you about the potential hazards associated with formaldehyde, where formaldehyde is likely to be encountered in the workplace, and how to protect yourself if you work with or around this hazardous chemical. After taking this course, you will be able to: describe formaldehydes physical properties; list products that contain formaldehyde; list the routes of exposure for formaldehyde, and describe the health effects of short- and long-term exposure; explain why you should not rely on your senses to alert you to the presence of formaldehyde; define permissible exposure limit (PEL), action level, and short term exposure limit (STEL), and explain how these are used in the monitoring process; list the controls that workers use to protect themselves from hazardous contact with formaldehyde; describe the best work practices that help keep workers safe when handling formaldehyde; and list first aid procedures for the various types of formaldehyde exposures.

#### **Functional Behavior Assessment: Creating a Plan for Problem Behavior (40 minutes)**

Behavioral intervention plans that are based on why a student misbehaves are extremely useful in addressing a wide range of problem behaviors. A functional behavior assessment focuses on identifying the purpose of a behavior, which helps to develop effective behavioral interventions. The purpose of this course is to help educators understand the purpose of behavior, explain how to design individual behavior plans based on the functions of problem behaviors and discuss the implementation and evaluation of individualized behavior plans.

#### **Hand and Power Tool Safety (25 minutes)**

Power tool injuries account for as many as 400,000 emergency room visits each year. With that in mind, this course describes types of portable tools; discusses the potential hazards connected with the use of manual,



electric, pneumatic, hydraulic, liquid-fueled, powder-actuated and abrasive wheel tools; and explains the proper procedures required for each type of tool. After taking this course, you will be able to: identify the hazards associated with different types of hand and power tools; list some general steps that are necessary to prepare for safe hand and power tool use; explain some general actions that are necessary to operate different types of hand and power tools safely.

#### Regulations

- OSHA 29 CFR 1910.242
- OSHA 29 CFR 1910.243
- OSHA 29 CFR 1910.244
- OSHA 29 CFR 1910.241

#### **Hand Safety (25 minutes)**

Occupational hand injuries account for more than one-million emergency room visits per year. No matter what kind of work you do, you probably use many tools in your job. In many instances, your hands are the tools for the job and the rules you'd employ to take care of other tools also apply to your hands. The first step in preventing hand injuries is to know the hazards involved in your job and how to avoid them. After taking this course, you will be able to: identify common hazards to the hands; list methods and devices used to prevent hand injuries; and describe the differences in hand protection devices (gloves).

#### Regulations

- OSHA 29 CFR 1910.132
- OSHA 29 CFR 1910.138
- Section 5 of the Occupational Safety and Health (OSH) Act of 1970, 29 USC § 654 OSHA 29 CFR 1910.212
- OSHA 29 CFR 1910.269
- American National Standards Institute(ANSI) / International Safety Equipment Association (ISEA) 105-2005

#### **Handwashing Tips (2-minute reminder) (5 minutes)**

Handwashing is one of the best ways to prevent the spread of germs and avoid getting sick. This video will outline and describe how to properly wash your hands.

#### **Hazard Assessment - Administrator (30 minutes)**

A hazard assessment is used to identify and control/eliminate existing and potential hazards in the workplace. Workers should be involved (when reasonably practical) in the assessment and control/elimination of hazards in the workplace and should be informed of workplace hazards and the methods used to control or eliminate the hazards. This course serves to: (1) involve each worker in the assessment and control/elimination of workplace hazards and (2) inform all workers of workplace hazards and the methods used to control or eliminate hazards.

#### **Hazard Assessment - Child Development (30 minutes)**

A hazard assessment is used to identify and control/eliminate existing and potential hazards in the workplace. Workers should be involved (when reasonably practical) in the assessment and control/elimination of hazards in the workplace and should be informed of workplace hazards and the methods used to control or eliminate the hazards. This course serves to: (1) involve each worker in the assessment and control/elimination of workplace hazards and (2) inform all workers of workplace hazards and the methods used to control or eliminate hazards.

#### **Hazard Assessment - Custodial (30 minutes)**

A hazard assessment is used to identify and control/eliminate existing and potential hazards in the workplace. Workers should be involved (when reasonably practical) in the assessment and control/elimination of hazards in the workplace and should be informed of workplace hazards and the methods used to control or eliminate the hazards. This course serves to: (1) involve each worker in the assessment and control/elimination of workplace



hazards and (2) inform all workers of workplace hazards and the methods used to control or eliminate hazards.

#### **Hazard Assessment - Educational Assistant (30 minutes)**

A hazard assessment is used to identify and control/eliminate existing and potential hazards in the workplace. Workers should be involved (when reasonably practical) in the assessment and control/elimination of hazards in the workplace and should be informed of workplace hazards and the methods used to control or eliminate the hazards. This course serves to: (1) involve each worker in the assessment and control/elimination of workplace hazards and (2) inform all workers of workplace hazards and the methods used to control or eliminate hazards.

#### **Hazard Assessment - Family Wellness Worker (30 minutes)**

A hazard assessment is used to identify and control/eliminate existing and potential hazards in the workplace. Workers should be involved (when reasonably practical) in the assessment and control/elimination of hazards in the workplace and should be informed of workplace hazards and the methods used to control or eliminate the hazards. This course serves to: (1) involve each worker in the assessment and control/elimination of workplace hazards and (2) inform all workers of workplace hazards and the methods used to control or eliminate hazards.

#### **Hazard Assessment - Food Services (30 minutes)**

A hazard assessment is used to identify and control/eliminate existing and potential hazards in the workplace. Workers should be involved (when reasonably practical) in the assessment and control/elimination of hazards in the workplace and should be informed of workplace hazards and the methods used to control or eliminate the hazards. This course serves to: (1) involve each worker in the assessment and control/elimination of workplace hazards and (2) inform all workers of workplace hazards and the methods used to control or eliminate hazards.

#### **Hazard Assessment - Maintenance (30 minutes)**

A hazard assessment is used to identify and control/eliminate existing and potential hazards in the workplace. Workers should be involved (when reasonably practical) in the assessment and control/elimination of hazards in the workplace and should be informed of workplace hazards and the methods used to control or eliminate the hazards. This course serves to: (1) involve each worker in the assessment and control/elimination of workplace hazards and (2) inform all workers of workplace hazards and the methods used to control or eliminate hazards.

#### **Hazard Assessment - Office, Clerical, Library (30 minutes)**

A hazard assessment is used to identify and control/eliminate existing and potential hazards in the workplace. Workers should be involved (when reasonably practical) in the assessment and control/elimination of hazards in the workplace and should be informed of workplace hazards and the methods used to control or eliminate the hazards. This course serves to: (1) involve each worker in the assessment and control/elimination of workplace hazards and (2) inform all workers of workplace hazards and the methods used to control or eliminate hazards.

#### **Hazard Assessment - Teacher (30 minutes)**

A hazard assessment is used to identify and control/eliminate existing and potential hazards in the workplace. Workers should be involved (when reasonably practical) in the assessment and control/elimination of hazards in the workplace and should be informed of workplace hazards and the methods used to control or eliminate the hazards. This course serves to: (1) involve each worker in the assessment and control/elimination of workplace hazards and (2) inform all workers of workplace hazards and the methods used to control or eliminate hazards.

#### **Hazard Assessment - Technology (30 minutes)**

A hazard assessment is used to identify and control/eliminate existing and potential hazards in the workplace. Workers should be involved (when reasonably practical) in the assessment and control/elimination of hazards in the workplace and should be informed of workplace hazards and the methods used to control or eliminate the hazards. This course serves to: (1) involve each worker in the assessment and control/elimination of workplace hazards and (2) inform all workers of workplace hazards and the methods used to control or eliminate hazards.

#### **Hazard Assessment - Transportation (30 minutes)**



A hazard assessment is used to identify and control/eliminate existing and potential hazards in the workplace. Workers should be involved (when reasonably practical) in the assessment and control/elimination of hazards in the workplace and should be informed of workplace hazards and the methods used to control or eliminate the hazards. This course serves to: (1) involve each worker in the assessment and control/elimination of workplace hazards and (2) inform all workers of workplace hazards and the methods used to control or eliminate hazards.

### **Hazard Communication for School Employees - Texas (Right to Know)**

Coming Soon

#### **Hazardous Waste Management (20 minutes)**

Hazardous waste is waste that is dangerous or potentially harmful to our health or the environment. Hazardous wastes can be liquids, solids, gases, or sludges. They can be discarded commercial products, like cleaning fluids or pesticides, or the by-products of manufacturing processes. There is a growing awareness of the dangerous side effects of hazardous waste contamination. Hazardous waste is an environmental concern because it remains intact for many years, it does not easily break down in the environment, it can be transferred among air, water, soils and sediments, and it can be transferred from one organism to another. After taking this course, define hazardous waste, explain the importance of managing it properly, and list the categories of hazardous waste generators; list some actions industrial facilities use to manage hazardous waste, and explain how you can assist your company with its hazardous waste management efforts; describe how to handle common types of hazardous waste; and describe how you, and other individuals with various roles and responsibilities, should respond to an unintended release of hazardous waste.

#### **Hearing Conservation (20 minutes)**

This course will help you recognize the impact of noise on your hearing, the warning signs of hearing loss, and the noise exposure limits that necessitate hearing protection. In addition, this lesson will introduce you to the types, benefits, and proper use of hearing protectors and address your responsibilities in supporting your employer's hearing conservation program. After taking this course, you will be able to: identify the impact of workplace noise on your hearing; recognize the noise exposure limits that necessitate hearing protection; identify the types, benefits, proper use, and maintenance of hearing protectors; and identify your responsibility to participate in your employer's hearing conservation program

#### **Heat Stress (15 minutes)**

Sometimes nature creates a high-risk work environment. Heat-stress awareness can help the workforce avoid some serious consequences that are often overlooked and taken for granted. After taking this course, you will be able to: recognize the hazards and heat-related illnesses that can occur when working in high-heat environments; identify safe practices and controls that will protect you from heat stress hazards; and differentiate between moderate heat stress incidents and emergencies, and state how to help victims of heat stress.

#### **Heat-Illness Awareness (15 minutes)**

Designed for employees, this training focuses on types of heat illnesses, how to prevent them, and how to treat them should they occur. Course topics include: risk factors for heat illness; weather monitoring; acclimatization; water; shade; rest; heat-illness monitoring, first-aid and emergency response procedures; best practices for preventing heat illness; and resources. By taking this training, you will learn: the signs and symptoms of heat rash, heat cramps, heat syncope, heat exhaustion and heat stroke; what environmental risk factors heighten the chance of heat illness; what personal risk factors affect an employee's ability to stay hydrated, react to heat, or respond to work load; how workload severity and duration contribute to heat illness; how to monitor the weather at a worksite via the heat index; what acclimatization is, who needs to be acclimated to the heat, and how to acclimate yourself; the importance of water, shade and rest in heat-illness prevention; how to monitor yourself for heat-illness symptoms; how to administer first-aid to a victim of heat illness; when a heat-illness situation becomes an emergency, and how to respond; and how to lessen workload intensity and employ safe work practices during a heatwave.



#### **Heat-Illness Prevention (15 minutes)**

Designed for supervisors, this training focuses on types of heat illnesses, how to prevent them, and how to treat them should they occur. Course topics include: risk factors for heat illness; weather monitoring; acclimatization; water; shade; rest; heat-illness monitoring, first-aid and emergency response procedures; best practices for preventing heat illness; and resources. By taking this training, you will learn: the signs and symptoms of heat rash, heat cramps, heat syncope, heat exhaustion and heat stroke; what environmental risk factors heighten the chance of heat illness; what personal risk factors affect an employee's ability to stay hydrated, react to heat, or respond to work load; how workload severity and duration contribute to heat illness; how to monitor the weather at a worksite via air temperature, the heat index and forecasts; what acclimatization is and who needs to be acclimated to the heat; the importance of water, shade and rest in heat-illness prevention; how to monitor an employee for heat-illness symptoms; how to administer first-aid to a victim of heat illness; when a heat-illness situation becomes an emergency, and how to respond; and how to lessen workload intensity and increase employee monitoring during a heatwave.

#### **Heimlich Maneuver Demonstration (Confirmation) (5 minutes)**

This online course provides schools documentation of employees who have adequately demonstrated the Heimlich Maneuver to a designated observer.

#### **Hepatitis B Vaccine Consent / Waiver / Request (10 minutes)**

The course includes a Hepatitis B vaccine consent / waiver / request form for you to complete. You may fill out the form via Acrobat and save it to your computer, or print the form and fill it in by hand. By taking this training, you will learn: the requirements of the Occupational Safety and Health Administration's (OSHA) Regulation 29 CFR 1910.1030; whether you're in a high-risk job classification that qualifies you for the vaccine; how to offer your consent to be vaccinated, how to waive your right to be vaccinated, and how to request the vaccine even if you don't work in a high-risk job classification.

#### **Hot Work Safety (30 minutes)**

This course provides required training in the hazards of hot work and the basic requirements for reducing the risk of injury. After taking this course, you will be able to: identify the hazards of hot work; describe the authorizations, area preparations and fire prevention methods you must have in place prior to performing hot work that can protect you and others from hot work hazards; and recognize how using proper PPE and implementing safe equipment preparation practices and start and stop practices can protect you and others from hot work hazards.

#### **Hurricane Preparedness (15 minutes)**

This lesson will teach you the hazards associated with hurricanes, and the best practices you should follow before, during, and after a hurricane. After taking this course, you will be able to: describe what hurricanes are and list their properties; list the dangers of hurricanes; explain the importance of having access to current information while under the threat of a hurricane; describe how to prepare for a hurricane; list best practices for staying safe during a hurricane; and describe actions to take after a hurricane.

#### **Indoor Air Quality (25 minutes)**

Every day, millions of workers face an unnecessary health threat because of indoor air contaminants in the workplace. Each year thousands of diseases and deaths are linked to this occupational hazard. After taking this course, you will be able to: define the term "indoor air quality" and recognize the consequences of indoor air contamination; recognize the causes and sources of the major indoor air contaminants; identify the health effects and major risks of indoor air contamination; identify controls to help maintain good indoor air quality.

#### **Integrated Pest Management (30 minutes)**

This course discusses an IPM program's parts and goals and an IPM program coordinator's responsibilities. You



will learn: how to monitor for pests by using visual inspections, a pest log and sticky traps; what action thresholds are; how to use habitat modification, physical controls and biological controls to manage pests by the least-hazardous means possible; how to use recordkeeping to evaluate your IPM program; the importance of education all members of the school community about IPM; how to control pests by effectively managing food, water, garbage, shelter, access, vacuuming, cleaning, sanitizing, disinfecting, outdoor areas, landscaping and turf; the difference between cleaning, sanitizing and disinfecting, and how to use bleach effectively; what green cleaning, the U.S. Environmental Protection Agency's (EPA) Safer Choice program and Safer Choice Standard are; what pests are common in schools; and how to effectively and safely manage ants, bed bugs, cockroaches, fleas, flies, lice, mosquitoes, spiders, yellow jackets, rodents (e.g., rats and mice), wood-damaging insects (e.g., termites and wood-boring beetles), wood-damaging fungi (e.g., decay fungi, sap-staining fungi and surface-staining fungi) and mold. shares effective techniques that educators can use to prevent pest infestations.

#### **Intro to Off-Road Vehicle Safety: ATVs and UTVs (20 minutes)**

This lesson provides basic information regarding how to safely operate all-terrain vehicles (ATVs) and utility-task vehicles (UTVs). After taking this course, you will be able to: identify the common and distinguishing features of all-terrain vehicles (ATVs) and utility- task vehicles (UTVs); recognize how UTVs and ATVs are used in industrial settings; identify hazards you need to be aware of when operating a UTV or an ATV; and recognize safe practices that you should follow in order to safely operate a UTV or an ATV.

#### **Intro to Utility Cart Safety (10 minutes)**

This lesson provides an introduction to safe operation of utility carts in order to prevent injury to pedestrians, operators, and their passengers. After taking this course, you will be able to: define and describe the types and purposes of selected types of utility carts; describe the procedures for pre-operation and walk-around inspections; identify safety concerns inherent to operating a utility cart; and identify safe operating practices for utility carts.

#### **Introduction to Behavior Intervention Plans (30 minutes)**

A behavior intervention plan (BIP) is a written document that describes positive behavior interventions, strategies and supports to prevent problem behaviors and replace them with appropriate behaviors. It may also be referred to as a behavior support plan, student behavior plan or have another similar name. A BIP may include tactics for changing variables that affect behaviors, strategies for teaching appropriate behaviors and list positive reinforcements to provide to the student. The purpose of this course is to introduce BIPs. It will help you understand the purpose of BIPs and how they are developed.

#### **IS-100.C - Introduction to the Incident Command System, ICS 100 (120 minutes)**

ICS 100, "Introduction to the Incident Command System," introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS). This course is intended for anyone involved with emergency planning, response or recovery efforts. After completing this course, you should be able to: explain the principles and basic structure of the Incident Command System (ICS); describe the NIMS management characteristics that are the foundation of the ICS; describe the ICS functional areas and the roles of the Incident Commander and Command Staff; describe the General Staff roles within ICS; and identify how NIMS management characteristics apply to ICS for a variety of roles and discipline areas.

#### **IS-120.c - An Introduction to Exercises (300 minutes)**

This training introduces emergency-management exercise basics. In addition, the training builds a foundation for subsequent exercise courses that provide the specifics of the Homeland Security Exercise and Evaluation Program (HSEEP) and the National Standard Exercise Curriculum (NSEC). Course topics include: managing an exercise program; designing and developing an exercise; conducting an exercise; evaluating an exercise; and developing and implementing an improvement plan. By taking this course, you will be able to: identify the five phases of the exercise process; distinguish the tasks necessary to complete each phase of the exercise process;



understand how exercises complete the emergency preparedness cycle; comprehend the role of exercises in the testing of facilities, equipment, and personnel in a performance based environment; and recognize how exercises prepare communities to respond to and recover from major emergencies.

#### **IS-130.a - How To Be an Exercise Evaluator (165 minutes)**

This course provides a foundation for exercise evaluation concepts and practices as identified in the Homeland Security Exercise and Evaluation Program (HSEEP). It introduces the basics of emergency management exercise evaluation and improvement planning and is intended for emergency management and homeland security professionals who require an introduction to exercises. After taking this course, you will be able to: define roles and responsibilities of an exercise evaluator; discover the tools necessary to support the exercise evaluator for a successful exercise evaluation; identify the necessary tasks in conducting an exercise evaluation; and recognize methods of analyzing exercise data.

#### **IS-15.b - Special Events Contingency Planning for Public Safety Agencies (240 minutes)**

Designed for public-safety personnel, this course covers: pre-event planning, planning-team formation, event-hazard analysis and special-event incident response. After taking this course, you will be able to: define special event; identify a special-event contingency planning team; conduct a hazard analysis for a "special event"; and describe how the incident command system (ICS) can be used.

#### **IS-200.c - Basic Incident Command System for Initial Response, ICS 200 (240 minutes)**

IS-200.c, "Basic Incident Command System for Initial Response," reviews the Incident Command System (ICS), provides the context for ICS within initial response, and supports higher level ICS training. This course follows NIMS guidelines and meets the National Incident Management System (NIMS) Baseline Training requirements for ICS 200. It provides training on, and resources for, personnel at the supervisory level who are involved with emergency planning, response, or recovery efforts. At the completion of this course, users should be able to: describe the course objectives and summarize basic information about the Incident Command System (ICS) and National Incident Management System (NIMS); describe how the NIMS Management Characteristics relate to Incident Command and Unified Command; describe the delegation of authority process, implementing authorities, management by objectives, and preparedness plans and objectives; identify ICS organizational components, the Command Staff, the General Staff, and ICS tool; describe different types of briefings and meetings; explain flexibility within the standard ICS organizational structure;

#### **IS-2200 - Basic Emergency Operations Center Functions (240 minutes)**

The Basic Emergency Operations Center Functions course is designed to introduce the role, design, and function of the Emergency Operations Center (EOC) and the supportive relationship as a NIMS Command and Coordination component of the Multiagency Coordination System. After taking this course, you will be able to: describe the role EOCs play in overall multiagency coordination; describe the processes and procedures for activating the EOC; describe the factors involved in staffing and organizing the EOC; describe factors for effective EOCs; identify considerations for deactivating the EOC within the context of Recovery; and given a scenario-based incident, utilize the key EOC concepts to successfully complete the scenario.

#### **IS-235.c - Emergency Planning (300 minutes)**

Designed for emergency-management personnel who help develop an effective emergency planning system, this course covers the fundamentals of the emergency-planning process. After completing this training, you will be able to: identify emergency-planning doctrine and guidance; indicate the relationship between preparedness and planning; identify the purpose and components of an emergency operations plan; identify the steps in the planning process; and determine the status of your jurisdiction's emergency planning.

#### **IS-240.C - Leadership and Influence (180 minutes)**

Leading others -- motivating people to commit their energies to the emergency management system -- is a necessary part of every emergency manager's, planner's and responder's job. With that in mind, this course



discusses: leadership from within; how to facilitate change; how to build and rebuild trust; how to use personal influence and political savvy; and how to foster an environment for leadership development. After taking this course, you will be able to: explain what leadership means for emergency personnel; explain why effective leadership begins with personal insight and development; identify your leadership capabilities and areas for personal development; describe a change management model and the process for planning, communicating, and implementing change; describe how to build and rebuild trust in an organization; use personal influence and develop political savvy to network and influence people effectively; and develop strategies for creating a positive work environment that fosters leadership and a commitment to continuous improvement in others.

#### **IS-241.c - Decision Making and Problem Solving (120 minutes)**

Every emergency manager, planner and responder must be able to make decisions and solve problems effectively. This course is designed to improve your decision-making skills. It addresses: how we make decisions; group decision making; crisis decision making and ethical decision making. After taking this course, you will be able to: describe the impact of effective decision making in an emergency; identify attributes associated with an effective decision maker; describe the steps of the analytical problem-solving model; identify when group decision making is a good approach and methods for making a group's decision-making process more effective; identify impediments to effective decision making in a crisis; describe strategies for enhancing crisis decision making; and explain how ethical considerations impact decision making.

#### **IS-242.c - Effective Communication (480 minutes)**

Effective communication is necessary for every emergency manager, planner and responder. This course is designed to improve your communication skills. It addresses: basic communication skills; how to communicate in an emergency; how to identify community-specific communication issues; how to use technology as a communication tool; effective oral communication; and how to prepare an oral presentation. After taking this course, you will be able to: identify factors that contribute to and detract from effective communication; develop a strategy for ensuring that emergency communications meet the needs of the whole community, including those with access and functional needs; identify strategies for communicating effectively in emergency situations; and identify strategies for improving your oral presentation skills.

#### **IS-36.a - Preparedness for Child Care Providers (120 minutes)**

This course covers the steps to help childcare providers prepare for incidents to ensure the safety of the children at their site. Childcare providers must have plans and procedures to keep children safe from everyday hazards and to respond and recover when an emergency happens. The goal of this course is to provide childcare providers, of all sizes and with responsibility for children of all ages, with the knowledge and tools to analyze the hazards and threats at the site, to develop a plan to address these hazards and threats, and to implement processes to update and practice the emergency plan. After taking this course, you will be able to: (1) describe why it is important to be prepared; (2) identify hazards and threats that impact your childcare site; (3) describe how to prevent or mitigate the impact of likely and high-consequence hazards and threats; (4) describe procedures for when an emergency occurs; (5) identify how your childcare site will recover from an emergency; (6) describe how to develop and maintain your plan; (7) describe how you will communicate, train and practice your preparedness procedures; (8) identify the emergency preparedness information you will share with your community; and (9) describe when to update your plan.

#### **IS-360 - Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education and Houses of Worship (180 minutes)**

This course is designed to help elementary and secondary schools, higher-education institutions and houses of worship prepare for, respond to and recover from mass-casualty incidents. After taking this course, you will be able to: identify the threats and challenges associated with mass-casualty incidents; establish planning processes; assess and mitigate vulnerabilities; plan for recovery; and stay prepared.

#### **IS-362.a - Multi-Hazard Emergency Planning for Schools (180 minutes)**



This course is designed for teachers, substitute teachers, counselors, parent volunteers, coaches, bus drivers and students. School administrators, principals and first responders will also find this training useful. Course topics include: incident management; planning-team formation; the development of a school emergency operations plan (EOP); the incorporation of Incident Command System (ICS) principles into a school EOP; and how to train on, exercise and maintain a school EOP. After taking this course, you will be able to: describe the activities related to the key areas of incident management; explain how the school emergency operations plan (EOP) fits into district, community, and family/personal emergency plans; identify school staff to participate on the school planning team; identify community members who should be on the school planning team; recognize natural, technological and human-caused hazards; recognize and assess hazards likely to impact your school; describe each of the components of the traditional EOP; ascertain the steps to approve and disseminate the school EOP; explain the ICS principles and organization; classify the ICS roles included in the school EOP; describe the benefits of training and exercising the school EOP; identify the types of exercises available to exercise the school's plan; explain steps for developing effective exercises ; and describe how exercise results are used to improve school preparedness efforts.

#### **IS-366.a - Planning for the Needs of Children in Disasters (360 minutes)**

This course will help you address children's needs in a disaster or emergency. Topics covered include: the unique needs of children in disasters, critical components of a child's world, mitigation, preparedness, response and recovery. The course also features a downloadable resources toolkit. After taking this course, you will be able to create, update or revise your school's emergency operations plan, so that it effectively addresses the needs of children in disasters.

#### **IS-5.a - An Introduction to Hazardous Materials (240 minutes)**

This course is intended to provide a general introduction to hazardous materials that can serve as a foundation for more specific studies in the future. After taking this course, you will be able to: recognize the dangers posed by hazardous materials; list places where hazardous materials are likely to be encountered; identify when a hazard may exist; contact the appropriate persons or agencies to give or receive specific hazardous materials information; and identify procedures to minimize personal and community exposure to hazardous materials.

#### **IS-700.B - An Introduction to the National Incident Management System (210 minutes)**

This course provides an overview of the National Incident Management System (NIMS). The NIMS defines the comprehensive approach guiding the whole community — all levels of government, nongovernmental organizations (NGO) and the private sector — to work together seamlessly to prevent, protect against, mitigate, respond to and recover from the effects of incidents. The course provides learners with a basic understanding of NIMS concepts, principles and components. After taking this course, you will be able to: (1) describe and identify the key concepts, principles, scope and applicability underlying NIMS; (2) describe activities and methods for managing resources; (3) describe the NIMS management characteristics; (4) identify and describe Incident Command System (ICS) organizational structures; (5) explain Emergency Operations Center (EOC) functions, common models for staff organization and activation levels; (6) explain the interconnectivity within the NIMS management and coordination structures (e.g., ICS, EOC, Joint Information System [JIS] and Multiagency Coordination Groups [MAC Groups]); and (7) identify and describe the characteristics of communications and information systems, effective communication, incident information, and communication standards and formats.

#### **IS-800.D- National Response Framework, an Introduction (180 minutes)**

The National Response Framework is a guide for how the United States responds to all types of disasters and emergencies. NRF is built on scalable, flexible and adaptable concepts identified in the National Incident Management System (NIMS) to align key roles and responsibilities across the country. This course introduces you to important concepts of the NRF. After taking this course, you will be able to: describe the purpose of the National Response Framework; explain the response doctrine established by the National Response Framework; list the roles and responsibilities of entities, as specified in the National Response Framework; describe the actions that support national response; identify the response organizations used for multiagency coordination; and explain how planning relates to national preparedness.



#### IS-907 - Active Shooter: What You Can Do (60 minutes)

An active shooter is defined as “one or more individuals actively engaged in killing or attempting to kill people in a populated area.” In most cases, active shooters use firearms and there is typically no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. All community members can help prevent and prepare for potential active shooter situations. This course offers guidance to individuals --- including supervisors, staff, and volunteers --- to help organizations and communities become better prepared to prevent, respond to, and recover from an active shooter situation. After taking this course, you will be able to: define the active shooter threat and the characteristics of an active shooter incident; describe actions to take when responding to an active shooter incident; describe how to help others in a bleeding emergency; describe the priorities and potential initial actions of responding law enforcement officers; describe short- and long-term considerations for recovering from an incident; recognize the warning signs when an individual is potentially on a pathway to violence; assess the potential for violence and report what you know; and describe actions to prepare for, protect against, and potentially prevent an active shooter incident.

#### Kiln Safety (15 minutes)

Although kilns generate intense heat and release dangerous fumes during operation, they’re safe when used properly. This course describes how to do just that. Topics covered include: hazards, selection, location and installation, ventilation, electrical safety, fire safety, operation, kiln maintenance and kiln-room maintenance. By taking this training, you will learn: how to avoid injuries when using a kiln; what features and benefits to look for when purchasing a kiln; the difference between an automatic kiln and a manual kiln; the difference between a computer controller and a kiln sitter / limit timer; how to locate and install a kiln; how to ventilate a kiln properly; what electrical safety precautions you should take; the importance of limit timers and thermocouples; what fire-safety precautions you should take in and near a kiln room; what to do before loading a kiln; what kiln wash is and how to use it; how to load a kiln; how to fire a kiln; what pyrometers and pyrometric cones are and how to use them; how to unload a kiln; what to do before performing any kiln maintenance; what maintenance procedures should be followed after each kiln firing; what maintenance procedures should be followed after 10 kiln firings; what maintenance procedures should be followed annually or after 30 kiln firings; when to replace kiln parts; and how to clean the kiln room.

#### Ladder Safety (20 minutes)

The Occupational Safety and Health Administration (OSHA) asserts that 100% of ladder accidents could be prevented through proper equipment care and climber training. With that in mind, this course will discuss: the importance of ladders being used by qualified personnel; what types of portable ladders exist; the parts of an A-frame ladder; the parts of an extension ladder; how to calculate a ladders maximum weight load; the maximum height for various types of ladders; fixed ladders; how to inspect a ladder; how to set any type of ladder; how to set a stepladder; how to set a straight ladder and an extension ladder — including the importance of the four-to-one rule; how to access a roof safely with a ladder; how to use a ladder safely; how to access and download the National Institute of Occupational Safety and Health (NIOSH) ladder-safety app; and where to find additional information about safe ladder use.

##### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Receiving and Storage (2500)
- USDA Professional Standards Training Subject -- Inventory Management (2510) USDA Professional Standards Training Subject -- Receiving and Storage (2520)

#### Ladder Safety (quick reminder) (5 minutes)

Falls from ladders are a common cause of workplace injuries. Many of these injuries result from the improper use of ladders. This video will discuss safety tips to keep you safe when using a ladder.

#### Ladder Safety – Refresher (10 minutes)



As simple as using a ladder seems to be, the injury statistics indicate that it is one of the most abused tools we have. After taking this course, you will be able to: identify common ladder types used in industry; recognize common hazards associated with ladder use; and recall requirements and best practices for ladder safety.

#### **Latex Allergy (30 minutes)**

While allergy management has traditionally focused on food allergies, latex allergies also put students and staff at risk of having a serious allergic reaction. Latex is found in many products common to healthcare and schools. A latex allergy is a reaction to certain proteins in latex rubber and have become a major health concern as increasing numbers of people are affected. Healthcare workers exposed to latex gloves or medical products containing latex are particularly at-risk, as well as some students. After taking this course, you will understand: what latex is and what products contain latex; additional information about latex allergies; why healthcare workers and some students are at risk; reactions and symptoms of latex allergies; symptoms of anaphylaxis; and treatment, management and prevention of latex allergies.

#### **Lawnmower Safety (25 minutes)**

This course provides safety guidelines for staff who will be operating lawnmowers and contains tips for riding or push mowers. The course also includes a section on heat exhaustion and heat stroke as a hazard of outdoor work in the summer months.

#### **Lead Awareness (40 minutes)**

**Lead Awareness** This course provides awareness training to help workers recognize the occupational hazards and health effects of lead exposure, where lead is found, and exposure controls. After taking this course, you will be able to: recognize the hazards of lead in the workplace; identify how lead can enter the body; identify the health effects of lead overexposure; identify where lead is found; identify OSHA's permissible exposure limit for lead; identify practices for limiting lead exposure; identify the purpose for monitoring airborne lead exposure; recognize the requirements for using PPE such as respirators and protective clothing; recognize housekeeping and hygiene practices which limit lead exposure; recognize the two components of the medical surveillance program; identify the purpose of the Medical Removal Program and its benefits; identify recordkeeping requirements.

#### **Lead-Based Paint Renovation, Repair and Painting Program (20 minutes)**

This course will explain the purpose and the legal requirements of the Lead-based Paint Renovation, Repair and Painting Program.

#### **Lockout / Tagout (Authorized Employees) (45 minutes)**

The purpose of this course is to provide information on the purpose and procedures of an energy control program. This course is to be used as a supplemental resource for authorized employee training and should be part of a training program that includes direct, hands-on training. It includes information on energy-isolating devices, requirements for lockout / tagout devices, energy control procedures and hazardous energy sources in the workplace.

#### **Lockout / Tagout Awareness (15 minutes)**

The purpose of this course is to introduce employees to lockout / tagout, teach educators the purpose and importance of lockout / tagout and enable educators to recognize when lockout / tagout procedures are in place.

#### **Machine Guarding (25 minutes)**

Machines that are not properly safeguarded can cause serious injury, such as crushed or severed fingers, hands and arms, eye injuries, and even blindness. Safeguards are simple devices or methods that protect workers from



injuring themselves while working on a machine, like a shield or guard to protect from sparks, or a grate that keeps them away from the churning part of a rotary blade. The safeguard must prevent hands, arms, and any other part of a worker's body from making contact with dangerous moving parts. After taking this course, you will be able to: recognize the hazards of working with mechanical equipment, including where those hazards occur and the motions and actions that cause the hazards; identify the purpose of machine safeguarding, safeguarding device requirements, factors that influence safeguarding methods, and the safeguarding methods used to protect you from mechanical hazards; recognize your responsibilities to utilize machine safeguards properly.

#### **Mental, Emotional and Behavioral Disorders in Students (45 minutes)**

Mental health affects how you learn and function in relationships, how you feel about yourself, influences your life-altering decisions and informs your choices about sex, alcohol, drugs, and other high-risk behaviors. At any time, 20% of young people are experiencing mental, emotional and behavior disorders (MEB disorders). School employees are well positioned to prevent, delay and lessen the effects of MEB disorders in students, and connect them to needed services. The purpose of this course is to help school personnel recognize and respond to mental, emotional, and behavioral disorders in students. After taking this course, you will understand: what MEB disorders are; how many students experience MEB disorders and how those disorders impact the students staying in school; what types of MEB disorders exist; what risk factors are associated with MEB disorders; what types of anxiety disorders exist and what their symptoms are; how to intervene when a student has an anxiety disorder; what types of depressive disorders exist and what their symptoms are; how to intervene when a student has a depressive disorder; what types of attention deficit hyperactivity disorders (ADHD) exist and what their symptoms are; how to intervene when a student has ADHD; what types of eating disorders exist and what their symptoms are; how to intervene when a student has an eating disorder; what types of substance-use disorders exist and what their symptoms are; how to intervene when a student has a substance-use disorder; what types of disruptive-behavior disorders exist and what their symptoms are; how to intervene when a student has a disruptive-behavior disorder; what types of youth violence exist and how to recognize it; how to intervene when a student is violent; and how to implement a whole-school approach to mental health. The purpose of this course is to help school personnel recognize and respond to mental, emotional and behavioral (MEB) disorders in students.

#### **Mobile Elevating Work Platforms: Aerial and Scissor Lift Safety (25 minutes)**

After taking this course, you'll be able to: identify MEWPs, common MEWP hazards, and the responsibilities workers have to operate MEWPs safely; distinguish between different MEWP classifications; recognize how MEWP safety standards apply to different classifications, models, and sizes of MEWPs; outline the risk assessments and inspections used to identify potential hazards prior to operating an MEWP; and explain the work practices necessary to operate an MEWP safely.

#### **Naloxone (quick reminder) (5 minutes)**

Naloxone is a fast-acting medication that can reverse the effects of opioids. This video will discuss how to respond if you suspect a person is experiencing an overdose. It will explain how to use the naloxone nasal spray and auto-injector. It will then outline the steps to follow if a person remains unresponsive.

#### **Naloxone - Emergency Response for an Opioid Overdose (10 minutes)**

The purpose of this course is to review the actions you will take in response to an opioid overdose, including how to administer naloxone intranasally and using an auto-injector. After taking this course, you will be able to: • Explain how to recognize and treat an overdose. • Explain the steps following an overdose including withdrawal, getting help and disposal.

#### **Opioid Awareness, Prevention and Emergency Response (25 minutes)**

This course will teach you how to respond to an opioid overdose. You will learn how to administer naloxone intranasally and using an auto-injector. Both products are easy to operate and do not require extensive training or a medical background. This course will discuss: • Opioid use • Overdose • Treating an overdose • Safety

### **Overhead Crane Safety (25 minutes)**

The goal of this course is that all employees operating overhead cranes will understand the requirements for safe operation. After taking this course, you will be able to: recognize the characteristics of overhead and gantry cranes; identify how to inspect a crane prior to use; list required actions to prepare for a safe lift; and describe how to safely lift, move and set down a load.

### **Passenger Van Driver Safety (60 minutes)**

In this course you will learn how to recognize and minimize the hazards associated with operating a 12-15-passenger van with a combined gross vehicle weight of less than 10,000 pounds. Additionally, you will learn the importance of pre-vehicle inspection and safety steps you should take before beginning any trip. This lesson only covers passenger vans and not limousines or commercial motor vehicles over 10,000 pounds. After taking this course you will be able to: describe the characteristics of a passenger van that differentiate it from other passenger transport vehicles; identify the unique hazards associated with operating a passenger van; recognize the importance of pre-vehicle inspections and safety steps you should take before beginning any trip; identify the precautions you must take to properly load a passenger van and identify driving techniques you can use to increase safety when operating a 15-passenger van.

### **Personal Protective Equipment (PPE) - Eye and Face Protection (15 minutes)**

Proper personal protective equipment (PPE) is essential to any work environment for eye and face protection. After taking this course, you will be able to: recognize the value of PPE for the eyes and face; identify common workplace hazards regarding the eyes and face; describe the common characteristics of PPE for the eyes and face; identify common types of PPE for the eyes and face; describe the proper fit for PPE for the eyes and face; explain how to care for PPE for the eyes and face; and list employee and employer responsibilities regarding PPE for the eyes and face.

### **Personal Protective Equipment (PPE) - Foot Protection (15 minutes)**

Workplace accidents resulting from inappropriate footwear can put an individual out of work and cost both the employer and injured worker a lot of money. Without proper foot protection the likelihood of injury increases dramatically, which is why choosing the right footwear is so important. After taking this course, you will be able to: recognize the value of PPE for the foot; identify common workplace hazards regarding the foot; identify common types of PPE for the foot; describe the proper fit for PPE for the foot; explain how to care for PPE for the foot; and list employee and employer responsibilities regarding PPE for the foot.

### **Personal Protective Equipment (PPE) - Fundamentals (15 minutes)**

Wearing Personal Protective Equipment (PPE) is critical to successfully working in many work environments. Personal Protective Equipment (PPE) is clothing and equipment that protect various parts of your body against hazards you may be exposed to on the job. Some hazards may be controlled by eliminating them at the source through engineering and administrative controls, but personal protective equipment (PPE) is a crucial safety precaution often used in combination with other controls. After taking this course, you will be able to: define PPE; explain the value of PPE; identify common workplace hazards related to PPE; identify the common types of PPE; explain the basic characteristics of PPE; and explain the general worker and employer responsibilities regarding PPE.

#### **Regulations**

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600) USDA Professional Standards Key Topic -- Food Production (2100)
- USDA Professional Standards Training Subject -- Food Safety – General (2620)
- USDA Professional Standards Training Subject -- Use and Care of Equipment (2140)



#### **Personal Protective Equipment (PPE) - Hand Protection (15 minutes)**

Hand injuries send a million workers to ERs each year, and hand injuries are the No. 2 leading cause of work-related injury and the most preventable through proper personal protective equipment (PPE). After taking this course, you will be able to: recognize the value of PPE for the hands; identify common workplace hazards regarding the hands; describe the common characteristics of PPE for the hands; identify common types of PPE for the hands; describe the proper fit for PPE for the hands; explain how to care for PPE for the hands; and list employee and employer responsibilities regarding PPE for the hands.

#### **Personal Protective Equipment (PPE) - Head Protection (15 minutes)**

Proper personal protective equipment (PPE) is essential to any work environment when it concerns head protection. After taking this course, you will be able to: recognize the value of PPE for the head; identify common workplace hazards regarding the head; describe the common characteristics of PPE for the head; identify common types of PPE for the head; describe the proper fit for PPE for the head; explain how to care for PPE for the head; and list employee and employer responsibilities regarding PPE for the head.

#### **Personal Protective Equipment (PPE) - Hearing Protection (15 minutes)**

Each year, 23,000 cases are reported of occupational hearing loss that was great enough to cause hearing impairment because the proper Personal Protective Equipment (PPE) wasn't used for hearing protection. After taking this course, you will be able to: recognize the value of PPE for hearing; identify common workplace hazards regarding hearing; describe the common characteristics of PPE for hearing; identify common types of PPE for hearing; describe the proper fit for PPE for hearing; explain how to care for PPE for hearing; and list employee and employer responsibilities regarding PPE for hearing.

#### **Personal Protective Equipment (PPE) - Respiratory Protection (15 minutes)**

Breathing properly is important and essential to good health. Every day workers perform duties that sometimes are not in the healthiest environments. Training workers on the proper ways of respiratory personal protective equipment (PPE) is important to protecting them against harmful inhalants. After taking this course, you will be able to: recognize the value of PPE for the respiratory system; identify common workplace hazards regarding the respiratory system; describe the common characteristics of PPE for the respiratory system; identify common types of PPE for the respiratory system; describe the proper fit for PPE for the respiratory system; explain how to care for PPE for the respiratory system; and list employee and employer responsibilities regarding PPE for the respiratory system.

#### **Positive Behavior Intervention & Support (PBIS) – Introduction and Overview (25 minutes)**

Positive behavioral interventions and supports (PBIS) is a decision-making framework. It involves selecting, integrating, and implementing the best evidence-based practices to improve academic and behavioral outcomes. PBIS helps to ensure that every student is treated as an individual with unique needs, strengths, and circumstances. Schools that implement PBIS experience improvements to their school climate. The improved climate will help to increase academic success and improve student behavior, attendance rates, and ultimately aid in creating successes in many areas across the student body. The purpose of this course is to introduce school staff to the framework and important components. With that in mind, you will learn: the definition and key goal of PBIS; important components of PBIS, such as positive behavioral expectations and how to positively reinforce target behaviors and enforcing fair and meaningful consequences; the 3-tiered levels of PBIS support: Tier 1, Universal Interventions; Tier 2, Select Interventions; and Tier 3, indicated interventions; and the definition, purpose and steps of functional behavior assessments and behavioral intervention plans.

#### **Pre-Referral Process - Supporting Students with Academic and Behavioral Concerns (30 minutes)**

This course explains the benefits of the pre-referral process — a preventative approach that can eliminate inappropriate referrals to special education, and outlines the six stages most commonly involved in its implementation: initial concern, information gathering, information sharing and team discussion, discussion of possible strategies, implementation and monitoring, evaluation and decision making.



### Preventing Mpox (5 minutes)

Everyone should be aware of the risks involving mpox and how to protect against it. This video will describe the virus and inform you of the guidelines to follow to help prevent the spread of mpox.

### Preventing the Spread of Germs in Schools (15 minutes)

This course shares simple, yet effective methods to prevent the spread of germs in schools. The course contains information on handwashing and coughing etiquette. By taking this course, you will learn: where to find information on the Coronavirus Disease; how germs are spread; effective, preventative techniques used to prevent the spread of germs; how to wash your hands properly; and when to use hand sanitizers.

#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Program Management (3200)
- USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600)
- USDA Professional Standards Training Subject -- Healthy School Environment (3230) USDA Professional Standards Training Subject -- Food Safety Culture (2640)
- USDA Professional Standards Training Subject -- Food Safety – General (2620)

### Process Safety Management (30 minutes)

This goal of this course make employees aware of the primary objective of process safety management. After taking this course, you will be able to: recognize the dangers associated with a catastrophic release of highly hazardous chemicals; recall the purpose of Process Safety Management; identify the possible causes of hazardous chemical releases; identify Process Safety Management Program components; recognize how a culture of safety contributes to the effectiveness of Process Safety Management; identify elements of Process Safety Information (PSI) and Process Hazard Analysis (PHA) that keep employees safe; and recall basic criteria for Emergency Planning and Response, Training, Pre-startup Safety Review, Management of Change, and Operating Procedures.

### Proper Lifting of Students (30 minutes)

This course provides safe lifting guidelines and techniques to protect the health and safety of employees by reducing the risk for work-related musculoskeletal disorders. The content of this course is adapted for school employees from safe lifting and transfer guidelines written for nursing home, hospital, and assisted living centers. With that in mind, you will learn: the definition of musculoskeletal disorders (MSDs); what the risk factors for MSDs are; what constitutes safe lifting programs and safe lifting weights; what general guidelines apply to lifting and transferring students; how to safely lift and transfer students; and what equipment can be used to assist in lifting and transferring students.

### Proper Lifting Techniques (20 minutes)

Proper lifting techniques in the workplace are essential to both a healthy working environment and healthy employees. Using proper techniques will protect against unnecessary injury to school employees and staff. Preventing back injuries can be a major challenge for some employers. This course provides proper lifting guidelines and techniques to protect the health and safety of school employees by reducing the risk for work-related musculoskeletal disorders. With that in mind you will learn: the definition of Musculoskeletal Disorders (MSDs); symptoms of MSDs; examples of MSDs; what major physical risk factors contribute to MSDs; unsafe work practices and ergonomic hazards that increase the risk of MSDs; personal factors that affect the development of MSDs; how to prevent MSDs; indicators and treatment for MSDs; what assistive equipment can be used; general lifting guidelines; and proper lifting techniques.

### Radio Communications (20 minutes)



Radio communications play a crucial role in industries and can save lives. A functional radio communications system can mean the difference between life and death. When time is of the essence and someone needs immediate medical attention, a radio carries the promise of a better outcome, so it is important to understand how they work and what they can and cannot do, and what rules govern the use of these systems. Employers are responsible for the proper functioning and operation of radio systems. All individual radio operators have the responsibility to know and to follow the "rules and regulations" governing the use and misuse of all radio equipment. Each radio operator is also responsible for the prevention of any damage to the organization's radios or radio equipment in any licensed installation. In this lesson, you will learn: why operator training is required and key operator responsibilities; how to prioritize messages and recognize approved and prohibited message content; procedures for calling and acknowledging messages; and common radio code words and general requirements for public and business communications.

#### **Respiratory Protection (30 minutes)**

The quality of the air we breathe, both on and off the job, has major implications for our respiratory health. Certain industrial work environments threaten respiratory health, and the people who work in these environments may be exposed to respiratory hazards on the job. By performing tasks where irritating dust, chemical fumes, and other airborne contaminants are present in harmful concentrations, or where the percentage of oxygen is insufficient, workers must be mindful of the air they are breathing. Employers must take the necessary precautions to control respiratory hazards at worksites and if respiratory hazards cannot be eliminated, the employer must provide employees with respirators to protect their health. After taking this course, you will be able to: identify the purpose of using a respirator; recognize factors that influence respirator effectiveness, the limitations and capabilities of respirators, and an employer's responsibilities for respirator use in the workplace; describe how respirators are used in the workplace, including required medical evaluations, fit testing, inspection, seal checks, and maintenance and storage requirements; and identify when an employee should leave a respirator use area, the warning signs of an improperly functioning respirator, and the actions workers should take in an emergency situation.

#### **Restraint and Seclusion (20 minutes)**

Chemical, mechanical, physical and prone restraint are described, as are seclusion and timeouts. The course also covers: when and how to use restraint and seclusion properly; how to prevent conflict and crises; de-escalation techniques; and how to use functional behavioral assessments (FBAs), behavioral intervention plans (BIPs) and positive behavioral interventions and supports (PBIS).

#### **Safe Use of Pesticides (20 minutes)**

This course describes pests, pesticides and the dangers pesticides pose to humans and other organisms. By taking this course, you will learn: what safer pesticide options exist, including pheromones and attractants, insect growth regulators (IGRs), repellents, desiccating dusts, and insecticidal soaps and oils; what botanical pesticides are and why they should be used with caution; that a pesticide label is a legal document, and what information you'll find on it; where to find information about inert ingredients listed on a pesticide label; what the signal words and precautionary statements on a pesticide label mean; how to notify the school community before and after you apply a pesticide; how to use a pesticide safely, including what personal protective equipment you should wear; how to store a pesticide safely; what paperwork and emergency equipment should be readily available near pesticide- storage areas; the difference between acute and chronic pesticide exposure; what dermal exposure, inhalation, ingestion and ocular exposure to pesticides involve; what factors impact your level of pesticide exposure; how to recognize mild, moderate and severe pesticide poisoning; and how to respond when someone exhibits symptoms of pesticide exposure.

#### **Safe Work Practices - Classrooms and Offices (15 minutes)**

This course provides a list of the safety rules and procedures applicable to employees working in classrooms and offices.

#### **Safe Work Practices - Electricians (15 minutes)**



This course provides a list of the safety rules and procedures applicable to employees working as electricians.

#### **Safe Work Practices - Food Services (15 minutes)**

This course provides a list of the safety rules and procedures applicable to employees working in food services.

##### **Regulations**

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Topic -- Food Safety & HACCP (2600) USDA Professional Standards Key Topic -- Food Production (2100)
- USDA Professional Standards Training Subject -- Food Safety Culture (2640)
- USDA Professional Standards Training Subject -- Food Safety – General (2620)
- USDA Professional Standards Training Subject -- Use and Care of Equipment (2140)

#### **Safe Work Practices - Glaziers (15 minutes)**

This course provides a list of the safety rules and procedures applicable to employees working as glaziers.

#### **Safe Work Practices - Maintenance and Groundskeeping (15 minutes)**

This course provides a list of the safety rules and procedures applicable to employees working in general trades (for those general trades employees without a specific course for their trade).

#### **Safe Work Practices - Plasterers (15 minutes)**

This course provides a list of the safety rules and procedures applicable to employees working as plasterers.

#### **Safe Work Practices - Roofers (15 minutes)**

This course provides a list of the safety rules and procedures applicable to employees working as roofers.

#### **Safe Work Practices - Science Labs (15 minutes)**

This course provides a list of the safety rules and procedures applicable to employees working in science labs.

#### **Safe Work Practices - Transportation (15 minutes)**

This course provides a list of the safety rules and procedures applicable to employees working in transportation.

#### **Safe Work Practices - Warehouse (15 minutes)**

This course provides a list of the safety rules and procedures applicable to employees working in a warehouse.

#### **Safety Audits (25 minutes)**

Safety audits are intended to assure that effective program elements are in place for identifying, eliminating, or controlling hazards that could adversely impact a company's physical and human assets. After taking this course, you will be able to: define safety audit and describe its purpose; recognize the importance of safety audits and the objectives of a safety audit program; identify how to plan and conduct a safety audit; identify how to inspect the work area and work practices; and identify how to formulate recommendations for corrective action recommendations, make audit reports, and conduct follow-ups.

#### **Scaffold Safety (30 minutes)**

Scaffolds are widely used for construction and maintenance, typically, to give employees access to heights ranging from a few feet to over several hundred feet. After taking this course, you will be able to: identify common types of supported and suspended scaffolds; identify who is qualified to design, assemble, and inspect scaffolds; identify the key design and assembly requirements for scaffolds, including the maximum intended load; identify the hazards posed by working on scaffolds, including instability or collapse, falls, being struck by falling objects, overloading, and electrocution; identify the requirements and controls that protect against falls, falling objects, and electrical hazards; identify conditions that prohibit scaffold use; and identify inspection criteria for scaffolds.

### **School Crossing Guard Safety (15 minutes)**

Crossing guards are important to the overall safety of students and members of the community. As a crossing guard, you will be responsible for the safe passage of pedestrians across a busy roadway. Taking the time to absorb the information in this training course will help you perform the duties assigned to you with diligence, care and professionalism. This course will: demonstrate the importance of crossing guards; provide an overview of the equipment and materials crossing guards use; highlight the characteristics of an effective crossing guard; explain the five basic crossing guard positions to ensure safe pedestrian crossing; and highlight any unusual events that a crossing guard may encounter and how to handle them.

### **School Lockdowns (10 minutes)**

This course instructs employees on the procedures to follow when a school lockdown is ordered.

### **Science Lab Safety (45 minutes)**

Conducting laboratory experiments improves students' learning retention by enabling them to apply scientific concepts in real, hands-on situations. However, experiments can result in accidents and injuries if proper procedures aren't followed. With that in mind, this course includes six sections, the first of which covers general lab-safety information. The other five course sections are science-subject specific, which allows you to customize this course according to what you teach: biology; chemistry; earth and space; elementary science; and physics. In the general-lab safety section of this course, you will learn: that your responsibilities as a teacher include instruction, supervision and maintenance; what lab-safety responsibilities must be born by administrators, students and parents; how to prepare properly for any classroom experiment; how to run an experiment safely; what follow-up you should provide after an experiment; what types of situations you should avoid, as they involve excessive risk; common hazards that experiments pose, and why some hazards are only appropriate for college-level classrooms; what general safety practices should be employed during all experiments; why a good chemical-hygiene plan is crucial; what each Globally Harmonized System (GHS) pictogram looks like and what hazard each symbol represents; what 16 sections are part of any GHS-compliant chemical Safety Data Sheet (SDS); the definition of personal protective equipment (PPE) and the common types of PPE that should be used in a science classroom; what types of safety equipment each science classroom should have on-hand; about the five types of fire extinguishers (A, B, C, D and K), and how each type is appropriate for a certain kind of fire; about the 30 most common types of laboratory equipment (balances, beaker, beaker tongs, Bunsen burners, burets, clay triangles, crucibles, crucible tongs, Erlenmeyer flasks, evaporating dishes, forceps, funnels, graduated cylinders, mortars and pestles, pipet bulbs, ring clamps, ring stands, scoopulas, stirring rods, strikers, test tubes, test-tube clamps, test-tube racks, thermometers, utility clamps, volumetric flasks, volumetric pipets, wash bottles, watch glasses and wire gauze); and how to avoid common types of laboratory accidents. In the section of this course specific to biology experiments, you'll learn: why you should inform parents about upcoming labs; what safety precautions you should take when sampling blood; what safety precautions you should take when collecting epithelial tissue; what you should consider when choosing animals that will be used in science class; how to care for and handle animals properly; what alternatives exist to animal dissection; how to dissect animals safely; and how to use plants in a lab safely, while preventing potential allergic reactions. In the chemistry-lab section of this course, you will learn: how to store chemicals safely in your classroom; when and how to inspect chemicals; when and how to conduct a chemical inventory; how to identify potential hazards in and around your chemical-storage cabinet; how to handle chemicals properly; which chemicals are incompatible with one another; which chemicals are explosive and therefore extremely dangerous; how to dispose of chemicals properly; and which chemicals frequently cause accidents as a result of their being ingested, absorbed or inhaled. In the section of this course specific to earth and space experiments (e.g., aerospace, astronomy and geology), you'll learn: how to avoid injuries when using paper airplanes in flight-related experiments; how to use lasers in class safely; what precautions should be taken when viewing the sun, especially during a solar eclipse; how to conduct acid tests on rocks and mineral specimens safely; when you should do during fracture and hardness tests; what precautions you should employ during flame tests; why you should avoid conducting erosion experiments with diatomaceous earth; and how to use advanced stream tables safely. In the elementary-science section of this course, you will learn: that the most significant safety concerns in an



elementary laboratory are class size and proper supervision; why it's important to have parents sign permission slips prior to conducting a lab, and what information should be included on permission slips; what precautions you should take when using chemicals in your classroom; how to use animals and plants in your classroom safely; and what safety issues you should consider prior to field trips. In the section of this course specific to physics experiments, you'll learn: what precautions you should take when using electrical equipment during a lab; how to use lasers safely; what types of lasers exist (classes 1, 2, 3A, 3R, 3B and 4), and what precautions should be taken for each type; how to use capacitors safely; what procedures you should follow when demonstrating the force motion using rotators, projectiles, springs and/or heavy masses; how to use model rockets safely; how to avoid burns from heated glassware; how to use chemicals properly; what safety precautions you should employ when using x-rays in a lab; how to protect yourself and students from the dangers posed by infrared radiation, ultraviolet radiation and microwaves; how to avoid dangers associated with radioisotopes; how to heat items safely; and what cautions you should take when conducting experiments involving sound and light.

#### Regulations

- OSHA 29 CFR 1910.1200

#### **Severe Weather - Property Protection (20 minutes)**

Protecting students and co-workers during a severe weather emergency is the priority, but, with careful preparation and quick action, you might also be able to prevent damage to school property. While you can't always prevent damage due to severe weather, there are several practical steps that you can take to minimize damage. This course will discuss steps you can take before and during a severe weather event that will help minimize damage, as well as steps to take after the event.

#### **Silica Hazards (25 minutes)**

This lesson is designed to improve the safety of workers in environments where silica exposure hazards exist by increasing employee awareness of this hazard and by demonstrating how the hazard can be recognized and addressed in the workplace. After taking this course you will be able to: define silica and identify its most common source materials; describe the potential chronic health effects of chronic silica exposure; recognize workplace activities that may generate airborne respirable silica; describe basic methods to mitigate airborne silica dust; describe actions that minimize the risk of exposure to crystalline silica and describe the basics of combined protections that can be implemented to prevent exposure to silica-containing compounds.

#### **Situational Awareness (15 minutes)**

Being unaware of your surroundings puts you at risk for all types of potential threats. Certain workplace injuries, household accidents, thefts and attacks could be avoided by improving your overall situational awareness. Situational awareness helps focus your attention on what is important - your safety and the safety of those under your care. By taking this course, you will learn: why situational awareness is important; advantages of situational awareness; how the brain processes focusing, efficiency and preparing; steps to being aware; how to position yourself to observe and notice details; how to anticipate actions; and how to control distractions.

#### **Slips, Trips and Falls Prevention (30 minutes)**

This course provides information for school employees on slips, trips and falls — the most common types of workplace injuries. After completing the course, the employee will know the leading causes of slips, trips and falls and safe work practices designed to prevent them.

#### Regulations

- USDA Professional Standards Key Area -- Operations (2000)
- USDA Professional Standards Key Area -- Administration (3000)
- USDA Professional Standards Training Subject -- Employee Health, Safety & Wellness (3450) USDA Professional Standards Key Topic -- Human Resources (3400)
- USDA Professional Standards Key Topic -- Receiving and Storage (2500)



- USDA Professional Standards Training Subject -- Inventory Management (2510) USDA Professional Standards Training Subject -- Receiving and Storage (2520)

### **Slips, Trips and Falls Prevention for Operations (25 minutes)**

This course provides techniques for operations employees to observe good housekeeping and good work practices to help avoid slips, trips and falls — the most common types of workplace injuries. After taking this course, you will be able to: identify workplace hazards that could lead to slips, trips, and falls; identify good housekeeping practices that eliminate slip, trip, and fall hazards; identify the responsibility to report slip, trip, and fall hazards that cannot be personally handled; recognize safety requirements for walking and working surfaces that help prevent slips, trips, and falls; identify safety requirements for stairs, catwalks, and other open-sided, elevated surfaces that help prevent slips, trips, and falls; recognize behaviors that could result in personal injury, disability, death, property damage, and lost production; and identify employer responsibilities to provide PPE and the employee's responsibility to wear it.

### **Slips, Trips, and Falls (2-minute reminder) (5 minutes)**

Slips, trips, and falls are the most common cause of injuries for school employees. Most slip, trip, and fall accidents are preventable and school staff should be on constant alert for possible hazards. This video will go over simple and effective steps workers can take to eliminate slip, trip, and fall hazards and prevent injuries.

### **Slips, Trips, and Falls – Refresher (10 minutes)**

This course provides information for school employees on slips, trips, and falls — the most common types of workplace injuries. After completing the course, the employee will know the leading causes of slips, trips, and falls and safe work practices designed to prevent them.

### **Stormwater Management (25 minutes)**

According to the Environmental Protection Agency (EPA), “Urbanization increases the variety and amount of pollutants carried into our nation's waters. In urban and suburban areas, much of the land surface is covered by buildings, pavement and compacted landscapes with impaired drainage. These surfaces do not allow rain and snow melt to soak into the ground which greatly increases the volume and velocity of stormwater runoff.” After taking this course you will be able to: explain why facilities need to manage stormwater properly; explain some methods you should use to reduce the sources of stormwater pollution at your facility and describe how you should respond to a release of a polluting substance.

### **Tornado Safety (25 minutes)**

This course explains tornadoes and suggests actions to take before, during and after a tornado. This information, along with your school's tornado safety plan, will help you to effectively respond when threatening weather approaches.

### **Traffic Control (Flagger) (45 minutes)**

“Flaggers”, or traffic control specialists, are exposed each day to one of the most hazardous, high-risk work environments – transportation infrastructure. After taking this course, you will be able to: identify a flagger's responsibilities, rules, duties, clothing regulations, and equipment; identify the channeling devices such as barriers, signs, and warning lights you will use in a temporary traffic control zone; recognize where to position yourself for optimum safety, how to prepare for and respond to hazards, how to judge traffic speed and congestion, and how to stop, slow, or allow traffic to proceed appropriately; state common methods to communicate and coordinate with other flaggers and the public; recognize how advance warning signs should be set up in different environments; and recognize taper length formulas for roads with speeds of 45 MPH (72.4 KPH) and higher and roads with speeds of 40 MPH (64.4 KPH) and lower.

### **Transportation (Bus Drivers) - Bullying Awareness (25 minutes)**

Bullying is a student behavior that many drivers encounter. A school bus is fertile ground for bullying and many



other behavior issues. Unlike in a school setting, a student who is bullied while riding a bus has no way to leave the situation. Because students most often ride the bus based on location, bullies can target the same individual(s) every day. As a bus driver, it is your responsibility to pay attention not only reports of bullying, but the ways in which your students interact. Children may not report bullying that is happening right under your nose. Sometimes, younger children may not even recognize bullying behavior for what it is or know what to call it, and students may worry that if they report bullying, it will lead to more bullying (retribution). Bullying interferes with your ability to provide a safe trip for students. This course will help you understand what bullying is and how to address it on your bus, helping you to create a safe environment for the students in your care.

#### **Transportation (Bus Drivers) - Bus Idling (15 minutes)**

School buses travel over four billion miles annually, providing safe transportation to over 25 million children. Despite being a safe mode of transportation, exhaust from school buses contributes to air quality problems and negatively impacts human health. Diesel exhaust contains pollutants and air contaminants. When school buses idle, their exhaust can accumulate both inside and around the vehicle. This polluted air can enter school buildings through fresh air intakes, doors and open windows. Due to the potential health hazards posed by bus exhaust, many states have enacted bus idling laws to reduce exposure to harmful fumes around schools. These laws generally limit how long a bus engine can remain idling.

#### **Transportation (Bus Drivers) - Busing on the Lookout (TAT) (30 minutes)**

School transportation employees can play a crucial role in identifying and responding to potential cases of child trafficking, especially as the school bus is an integral component of the school environment. This course is provided by TAT, a nonprofit organization that offers free training, like this one, for members of the school transportation industry in recognition of the unique role they can play in combating trafficking. Human trafficking occurs in the U.S. and Canada when people are subject to forced labor or illegally bought and sold for commercial sex. Child victims of trafficking will often continue attending school – and riding the school bus – while being exploited behind the scenes. Traffickers can be family members, someone posing as a romantic interest or a trusted adult in the child's life. Any minor engaged in commercial sex is a victim of human trafficking. This course features the story of a survivor of child trafficking, who attended school and rode the school bus daily while being trafficked behind the scenes by her mother. It also highlights the steps school transportation staff can take to play a role in fighting this heinous crime.

#### **Transportation (Bus Drivers) - Defensive Driving (25 minutes)**

A school bus driver is responsible for always providing a safe trip for all passengers. Skill in driving is important, but so are alertness and awareness. As a professional driver, you must anticipate the unexpected. The purpose of this course is to provide school bus drivers with a review of defensive driving techniques. With that in mind, this course discusses: being aware of your surroundings; space management and maintaining a safe distance; staying alert; and managing emotions and handling confrontations.

#### **Transportation (Bus Drivers) - Driving in Adverse Conditions (30 minutes)**

The school bus is one of the safest forms of transportation. As a school bus driver, you must possess specialized knowledge and skills to assist you in transporting students safely. One of the most important skill sets a bus driver can have is the ability to adapt and to respond to different road and weather conditions. The purpose of this course is to provide a review of safe driving practices for adverse driving conditions. By taking this course, you will learn: how to manage speed in order to maintain control of your bus; how to work brakes in both ABS and non-ABS brake systems; how a skid can happen and how to maintain control when it does; how to avoid skids; how certain conditions such as fog, smoke, dust, snow, etc. can limit your visibility and how to adjust your driving to account for those limited visibility situations; how road surface affects the impact of adverse weather conditions; how rain, snow, wind, storms can affect your driving and proper ways to drive in these conditions.

#### **Transportation (Bus Drivers) - Loading and Unloading Students (40 minutes)**

In school transportation, the greatest risks to student safety are outside the bus. A bus driver must constantly guard against the unexpected as students enter and exit the bus. So much is dependent on your efforts to keep one eye on students and your other eye traffic. This course is a review of safe practices for school bus loading



and unloading procedures. It shares tips and strategies to help keep students safe. This course has two sections: The first section applies to the loading and unloading of all students, the second section focuses on loading and unloading students with disabilities with a focus on students who use wheelchairs. By taking this course, you will learn: safety features on school buses; the "Danger Zones" of buses; best practices for approaching and departing student bus stops; tips for students who cross the road; proper procedures for loading and unloading students; proper procedures for loading and unloading students with disabilities and proper procedures for operating lifts and securing wheelchairs.

#### **Transportation (Bus Drivers) - Public Relations (15 minutes)**

As a bus driver you are an important representative of your school district and one of the district's most visible employees. Your behavior is observed daily by parents and talked of by students and your working hours are spent in the community. Building and maintaining positive public relations is the responsibility of every school employee. Public relations is a form of communication that contributes to the public opinion of schools. Your behavior and attitude on and off the school bus can create favorable or unfavorable opinions of the district. This course contains some key points for you to consider in building and maintaining positive public relations. With that in mind, you will learn about the following topics: safety, respect and appearance; handling complaints; maintaining positive relationships with parents and students; and student confidentiality.

#### **Transportation (Bus Drivers) - Railroad Crossing Safety (20 minutes)**

Railroad track crossings create one of the greatest hazards in bus transportation. Negligence, carelessness or an unintended mistake can result in tragedy. Safety at railroad crossings must be a top priority. As a bus driver, you carry the significant responsibility of ensuring the safety of students, yourself and fellow motorists. This course is designed to provide you with the knowledge you need to safely navigate railroad crossings. With that in mind, you will learn about: the types of railroad crossings; railroad signs and their meaning; state laws; safety precautions, such as stop, look, listen; and what to do in an emergency.

#### **Transportation (Bus Drivers) - School Bus Inspection (25 minutes)**

A pre-trip inspection is fundamental to the safety of all students and the overall maintenance of a school bus. Every day, you must check the safety of the bus you will drive. There are many reasons to inspect a bus prior to each trip. Pre-trip inspections help to reduce the chance of breakdowns or accidents. They help to reduce maintenance costs and prolong the life of a bus. But the most important and obvious reason is safety. Inspecting a bus helps you know that it is safe to drive. This course describes the necessary components of a pre-trip inspection and will review the four basic parts of a daily pre-trip inspection: 1) Engine Compartment Check; 2) Exterior Inspection; 3) Interior Inspection and Engine Start-Up and 4) Operating Inspection.

#### **Transportation (Bus Drivers) - School-Bus Emergency Evacuations (15 minutes)**

For most emergencies involving a school bus, the safest place for students is to remain on the bus. However, in situations where it is too dangerous to stay on the bus, students must evacuate. This course will aid bus drivers in the preparation of the actions they will need to take if they should have to evacuate a school bus in an emergency situation. With that in mind, you will learn about the following topics: preparing for an emergency evacuation including developing an evacuation plan; identifying hazards; managing an emergency evacuation by knowing when and how to evacuate; post-evacuation follow-up; and evacuation drills.

#### **Transportation (Bus Drivers) - Student Behavior Management (30 minutes)**

Although you spend a limited portion of the school day with students, you play a vital role in their care. Just like teachers, coaches, and counselors, as a bus driver you help create a positive school experience for students. You are responsible for the students on your bus much like teachers are responsible for students in the classroom. However, unlike a teacher, your job demands that you operate a large motor vehicle while you supervise student behavior to ensure their safety. Behavioral issues are a major area of stress for many bus drivers. Getting dozens of students to behave as you operate a school bus is not an easy task. However, bus drivers have a legal responsibility to protect students from known or foreseeable harm, which means behavioral issues on the bus must be addressed.



### Transportation (Bus Drivers) - Transporting Students with Specialized Needs (35 minutes)

Though your main responsibility as a bus driver is the safe operation of your vehicle, you must still prepare for situations that could impact the health and safety of students. Therefore, it is important that you know about a variety of medical conditions and that you are aware of common traits associated with different types of disabilities. The focus of this course is the safe transportation of students with special needs, and it serves as a general awareness or refresher course for transportation employees who work with students with specialized needs. After taking this course, you will be familiar with: federal disability laws; individualized health care plans; emergency action plans; accommodations/assistive devices; different categories of disabilities including autism, learning disabilities, health impairments, speech or language impairments, visual impairments, disabilities involving hearing, orthopedic impairments, intellectual disabilities, traumatic brain injuries; chronic health conditions, asthma, anaphylaxis, attention deficit- hyperactivity disorders, cerebral palsy, diabetes, epilepsy; specialized equipment and devices used by students; and how to deal with emergency situations.

### Transportation - Reasonable-Suspicion Testing — Module 1 (60 minutes)

Any employee who operates a commercial motor vehicle (CMV) that requires a commercial driver's license (CDL) is subject to drug and alcohol testing, including reasonable-suspicion testing. Reasonable-suspicion testing is a tool employers use to confirm suspected substance use or alcohol misuse. This testing helps to protect workplace safety and identify employees who may need help with a substance-use disorder. After taking module 1 of this two-part training, you'll understand: your supervisory responsibilities; requirements of the Department of Transportation, 49 Code of Regulations (CFR) Part 40 and the Federal Motor Carrier Safety Administration (FMCSA); the definitions of reasonable-suspicion testing and reasonable suspicion; training requirements regarding reasonable-suspicion testing; what constitutes moderate use of alcohol and drugs; why people use alcohol and drugs; what qualifies as alcohol and drug abuse; what qualifies as alcohol and drug addiction; the four characteristics of addiction; eight conditions experienced when someone is addicted to alcohol or drugs; the definition of denial; contributing factors to alcohol and drug use; the definitions of commercial motor vehicle (CMV), commercial driver and commercial driver's license (CDL); what safety-sensitive functions are and what qualifies someone as a safety-sensitive employee; when school-bus drivers are prohibited from using alcohol; rules regarding the use of prescription controlled substances; what six tests are required by your organization's controlled-substances- and alcohol-testing program; what criteria qualify as reasonable suspicion; employee behaviors commonly associated with alcohol misuse and drug use; when withdrawal can be used in your decision to conduct a reasonable-suspicion test; why stereotypes should not be used as a reason to test; and when and how the Americans with Disabilities Act (Act) protects substance users from discrimination. You'll also understand: what legally constitutes alcohol; how alcohol affects a person's blood cells; how different blood-alcohol concentrations (BAC) impact behavior; what a breathalyzer is; how long alcohol can be detected in a person's blood; the short- and long-term physical effects alcohol has on the body; how tolerance is defined; what the symptoms of alcohol withdrawal are; the short- and long-term mental effects alcohol has on someone; what the signs and symptoms of alcohol abuse are; what qualifies as binge drinking; how alcohol impacts a worker, their co-workers, productivity, liability and public relations in the workplace; when the DOT prohibits an employee from performing safety-sensitive duties; how to talk to an employee when you determine that a reasonable-suspicion test is required; how a supervisor can inadvertently enable an employee who misuses alcohol; what traps you can fall into as a supervisor when an employee tries to persuade you not to engage in reasonable-suspicious testing; how an employee should be transported to the testing site; the DOT procedures for alcohol testing; what qualifies as a refusal to test; what different breathalyzer results mean; what a substance-abuse professional (SAP) is and what a SAP does; and what return-to-duty testing involves; what benchmarks

must be met for exemption from referral, evaluation and treatment requirements; and the emergency assistance programs (EAPs) to which you can refer employees.

#### Regulations

- Americans with Disabilities Act (ADA) of 1990 49 Code of Regulations (CFR)

### Transportation - Reasonable-Suspicion Testing — Module 2 (60 minutes)

Any employee who operates a commercial motor vehicle (CMV) that requires a commercial driver's license (CDL)

is subject to drug and alcohol testing, including reasonable-suspicion testing. Reasonable-suspicion testing is a tool employers use to confirm suspected substance use or alcohol misuse. This testing helps to protect workplace safety and identify employees who may need help with a substance-use disorder. After taking module 2 of this two-part training, you'll understand: your supervisory responsibilities; requirements of the Department of Transportation, 49 Code of Regulations (CFR) Part 40 and the Federal Motor Carrier Safety Administration (FMCSA); the definitions of reasonable-suspicion testing and reasonable suspicion; training requirements regarding reasonable-suspicion testing; why people use drugs; how the way a drug is administered impacts how quickly it affects someone; and what qualifies someone as a safety-sensitive employee. In addition, you'll understand: what drugs the DOT requires testing for; cannabinoids, including their characteristics, methods of use, other names, how long they can be detected in someone's system, the physical and behavioral symptoms associated with their use, how they impact driver performance, and what medical marijuana and CBD are; amphetamines, including their characteristics, methods of use, other names, how long they can be detected in someone's system, the physical and behavioral symptoms associated with their use, and how they impact driver performance; cocaine, including its characteristics, methods of use, other names, how long it can be detected in someone's system, the physical and behavioral symptoms associated with its use, and how it impacts driver performance; opioids, including their characteristics, methods of use, other names, how long they can be detected in someone's system, the physical and behavioral symptoms associated with their use, and how they impact driver performance; and phencyclidine, including its characteristics, methods of use, other names, how long it can be detected in someone's system, the physical and behavioral symptoms associated with its use, and how it impacts driver performance. Other topics covered by this course include: the use of prescription medication and its acceptable use; what constitutes reasonable suspicion for testing purposes; the substance-use testing process, and associated policies and procedures; what happens when an employee tests positive for a controlled substance; what the behavioral and physical signs and symptoms of prohibited drug use include; what symptoms are associated with withdrawal; and special considerations for someone suspected of using both alcohol and drugs.

#### Regulations

- Americans with Disabilities Act (ADA) of 1990 49 Code of Regulations (CFR)

#### Trauma-Informed Care and Response (45 minutes)

Trauma is a psychological, emotional response to a disturbing or distressing event, a series of events or a set of circumstances. A traumatic experience produces feelings of intense fear, helplessness and horror. After taking this course, you will understand: the impact of trauma; how you can help traumatized students; what a trauma-informed approach entails; the six types of trauma that exist; what natural traumatic events are and what amplifies their impact; the difference between accidental human-caused trauma and purposeful human-caused trauma; what indirect trauma is what causes it; the difference between repeat trauma and chronic trauma; what complex trauma is and what causes it; what factors influence how much stress a traumatic event causes; what the three types of stress are; what the symptoms of cognitive, emotional, physical and behavioral stress entail; what an adverse childhood experience (ACE) is; the two emotional extremes that traumatic experiences tend to evoke; how young children respond to traumatic events; how teens respond to traumatic events; how you can help students overcome trauma; how to talk with a student who has experienced trauma; what a trigger is and how it can cause retraumatization; what the symptoms of traumatic experiences are; how trauma impacts developmental competencies; what post-traumatic stress disorder (PTSD) is; what mental, emotional or behavioral disorders (MEB disorders) are; the difference between internalizing and externalizing disorders; what types of anxiety disorders exist; what depressive disorders entail; what attention deficit hyperactivity disorders (ADHD) exist; what disruptive-behavior disorders involve; what substance-abuse disorders exist; how MEB disorders and traumatic experiences are connected; the difference between universal screening and continuous monitoring; what internal mental-health resources many schools have, and what external mental-health resources schools can leverage; how schools can communicate to and coordinate with parents; what characteristics are indicative of a positive school climate; what social and emotional learning (SEL) entails; the five general areas in which socially and emotionally competent people are skilled; what positive behavioral intervention and supports (PBIS) is and how it can be used to help students who have experienced trauma; and what secondary trauma is and how it can be managed.



#### **Violence Prevention in Schools (40 minutes)**

This course teaches about youth violence by explaining what it is and how violence develops in youth. The course also lists the characteristics of safe schools, explains the components of effective intervention to reduce school violence, and provides educators with techniques to manage conflict and how to de-escalate hostile situations.

#### **Winter Safety (25 minutes)**

Anyone who works in a cold environment is at risk of cold stress. Employers have a duty to protect workers from hazards in the workplace. This course will provide training on how to recognize, prevent, and respond to emergencies and injuries related to working in cold weather. With that in mind, you will learn: the hazards associated with working in cold weather; the definitions of hypothermia, frostbite, trench foot and chilblains, and the stages, symptoms and appropriate ways to respond to each; how to protect against cold stress; how to dress for cold work environments; how to prevent slips on snow and ice; how to choose a snow shovel and precautions to take to avoid an injury; how to use a snow blower safely; and other considerations when working in the cold and snow.