COURSE SYNOPSES

PUBLIC SCHOOL WORKS

TABLE OF CONTENTS

CATALOG: BUCKEYE COMMUNITY HOPE FOUNDATION CUSTOM COURSES

CCIP Basics (30 minutes)
(No Synopsis Available)

DORP LRC (20 minutes)
(No Synopsis Available)

Information Sharing: FERPA & HIPAA for Schools and IHEs Webinar (35 minutes)
(No Synopsis Available)

Introduction to Special Education (25 minutes)
(No Synopsis Available)

Monthly Compliance Review (15 minutes)
(No Synopsis Available)

Monthly Financial Review (15 minutes)
(No Synopsis Available)

Open Meetings and Public Record (Sunshine) (15 minutes)
(No Synopsis Available)

Robert Rules of Order Training (75 minutes)
(No Synopsis Available)

Settlement Report (30 minutes)
(No Synopsis Available)

Third Grade Reading Guarantee (30 minutes)
(No Synopsis Available)

Traditional LRC (30 minutes)
(No Synopsis Available)

CATALOG: CHILDREN'S INTERNET PROTECTION ACT (CIPA)

CIPA — Media Literacy and Digital Safety for Staff (40 minutes)

This course examines how students are exposed to media through digital technology, the impact this exposure has on them, and how to incorporate media literacy in the classroom. The course also explains risks that accompany internet activities and shares practical ways for educators to teach students positive behaviors and avoid these risks.

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.

CATALOG: EMERGENCY MANAGEMENT

Active Shooter Response (Video for Students) (30 minutes)
This training course presents a video that introduces the "ALICE" program to students. An action plan to counter an active shooter situation in schools, ALICE is an acronym for: alert, lockdown, inform, counter and evacuate. ALICE includes strategies designed to increase the chances of surviving an active shooter incident.

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.

Active Shooter Response: Lockdown, Barricade, Escape, Counter Attack (15 minutes)
This course helps school employees take the safest course of action in an active shooter situation. The course contains information on fight and flight as alternatives to lockdown, as the situation requires. The course also includes tips on what to expect and how to react when emergency personnel arrive on the scene of a school shooting.

Active Shooter Training for Kentucky Educators (60 minutes)
Kentucky Revised Statute (KRS) 156.095 requires that public schools provide their employees active-shooter training. Specifically, part 7 of the law states: "By November 1, 2019, and November 1 of each year thereafter, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Education (DOE), in collaboration with the Kentucky Law Enforcement Council and the Center for School Safety and may be included in the four (4) days of professional development under KRS 158.070." As such, this course includes the video created by the Kentucky DOE.

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.

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-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-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 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.b - 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.b - 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.b - 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 able to create, update or revise your school's emergency operations plan, so that it effectively addresses the needs of children in disasters.

IS-55.a - Household Hazardous Materials (240 minutes)

This course was designed as an introduction to household hazardous materials and contains information on how to protect against related injury or death.

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 someone actively engaged in killing — or attempting to kill — people in a confined area. School employees can help prevent and prepare for potential active shooter situations. After taking this course, you will be able to: understand what to do when confronted with an active shooter; identify what to do when responding to law-enforcement officials; recognize indicators of potential workplace violence; prevent and prepare for potential active shooter incidents; and manage the consequences of an active shooter incident.

School Lockdowns (10 minutes)

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

CATALOG: FIRST AID EQUIPMENT & SUPPLIES

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.

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 - Cardiac Science® Powerheart® G5 (10 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 - 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 (10 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 - 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 - 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 (5 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 (5 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 - 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 — 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.

Epinephrine Use: United States (15 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)

First-Aid - Choking (15 minutes)

This lesson 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 course, you will be able to: explain how to recognize partial and complete airway obstructions; and 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)

CATALOG: FOOD SAFETY

Food Safety for Food Handlers (65 minutes)

Developed in partnership with the Grocery Manufacturers Association (GMA), this course covers the following topics: ensuring adequate cooking temperatures; the function and use of thermometers; calibrating a thermometer; temperatures, times and thermometer placement; cleaning a thermometer; an introduction to preventing contamination; what contamination is; preventing contamination during receiving and storage; preventing contamination during preparation and service; preventing contamination from the environment; preventing contamination from people; preventing bacteria from multiplying; the temperature danger zone; keeping cold food cold; keeping hot food hot; and proper cooling methods. 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 Sanitation (15 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)

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)

CATALOG: HAZARD ASSESSMENTS

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.

CATALOG: HUMAN RESOURCES & EMPLOYMENT LAW

508: Designing Online Content for Disabled Users (20 minutes)

Section 508 of the Rehabilitation Act of 1972 requires Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. Even when not a legal requirement, "508" encourages awareness of and accommodation for people with disabilities who will be using online resources and training. Building access into online information can provide opportunities for persons with disabilities, create a less hostile work environment, reduce fatigue and increase speed for all users, broaden the audience you can reach and help you stay ahead of changing laws. By taking this course, you will learn: How to build "508" compliant online resources for those with visual, auditory, and physical disabilities; About Web Content Accessibility Guidelines (WCAG); and How to check and ensure your website is meeting "508" compliance.

Absences from the Workplace (25 minutes)

This course provides awareness training about federal laws that cover employee absences from the workplace for family and medical leave, military leave and jury-duty leave. After taking this course, you will be able to: describe your right as an employee to request both jury duty leave and pay for jury duty leave, as well as the differences between jury duty leave and witness leave; state employee benefits and the general exceptions of the Uniformed Services Employment and Reemployment Rights Act, (USERRA), the employer's requirements, rights, responsibilities, and the general exceptions; explain the employee benefits provided under the Family and Medical Leave Act, the employee and employer's requirements, rights, responsibilities, and the general exceptions.

Regulations
- USDA Professional Standards Key Area -- Administration (3000)
- 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)

AIDS in the Workplace (30 minutes)

This course presents the facts and myths about HIV, the risk of infection, fair employment practices related to HIV-infected employees, and how to appropriately interact with co-workers with HIV and AIDS.

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.

Civil Rights in Child Nutrition Programs — USDA (20 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)

Code of Ethics for Idaho Professional Educators

Your actions are being viewed by the community, other professionals and students. Thus, it's imperative you maintain high ethical standards. To ensure professional, ethical conduct among educators, in 1972 the Idaho State Legislature established the Professional Standards Commission (PSC) as an advisory board to the State Board of Education. The PSC and the State BOE, in turn, created the Code of Ethics for Idaho Professional Educators. By taking this course, you will understand all aspects of the Code of Ethics, including: its preamble; its aspirations and commitments; two related statutes; its 10 principles; and additional Code of Ethics' resources.

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)

Cultural Sensitivity in the Workplace (10 minutes)

This course defines cultural sensitivity and describes its importance in the workplace. After taking this course, you will understand: the value of a diverse organization, the definition of diversity, how to create a culture that supports diversity, and the importance of communication and awareness.

Customer Service Excellence (25 minutes)

Excellent customer service can make or break any business. Studies show that repeat customers are made through excellent service, but what does that mean for a school? A school district's "customers" are the students, parents and community members. More and more schools are having to rely on the generosity and support of the local community. Positive customer experiences in your school create community ties that help your school run smoothly. This training will walk you through the skills behind excellent customer service. In this course, you will learn: the definition of excellent customer service; the two types of customers – internal and external; best practices for customer service; how to resolve customer complaints; how to handle customer confrontations; the types of difficult customers and how to deal with each; how social media can make an impact and the best ways to respond to social media; and the importance of maintaining excellent customer service.

Cybersecurity Awareness (45 minutes)

We live in an increasingly complex world. With the advent of computers, the internet, and smartphones, there are many ways for us to be connected to all types of information, much of which can be accessed at the tip of our fingers. This connectivity, however, comes at a price; it is often also accompanied by rising potential for cyber theft and other dangerous activities. Some organizations are more vulnerable than others, and vigilance is essential in order to avoid these types of attacks. In order to confront and address this growing problem, many local and state governments have required employees, and even state contractors, to complete approved cyber security awareness training programs. These requirements also typically include all public school employees.

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)

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)

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)

Ethics Training for Public Servants in Louisiana

Each calendar year, pursuant to LA R.S.42:1170A, Louisiana public servants and elected officials are required to take one hour of training on the State's Code of Government Ethics. This course satisfies that requirement and provides a general overview of the provisions of the Code, as it applies to public servants. After taking this training, you will understand: who is affected by the Code; the basic provisions of the Code; and how the Board of Ethics upholds the Code.

Ethics Training — Texas Educators' Code of Ethics

The purpose of this course is to provide training to school personnel on the Educators' Code of Ethics in the state of Texas. This course is divided into three parts, each addressing one of the three sections of the code: 1) professional ethical conduct, practices and performance; 2) ethical conduct toward professional colleagues and 3) ethical conduct toward students.

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) and the Families First Coronavirus Response Act (FFCRA) (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 (20 minutes)

This course explains Titles I and II of the Health Insurance, Portability, and Accountability Act and clarifies common misunderstandings about HIPAA. Information about the Family Educational Rights and Privacy Act (FERPA) is also covered.

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)

Louisiana Teacher Bill of Rights

This course presents key elements of LA Rev Stat § 17:416.18 -- Louisiana's Teacher Bill of Rights. By taking this course, you will read the law and understand how its key principles apply to you. Specifically, you will: understand that you have the right to teach free from the fear of frivolous lawsuits; understand the direct authority you have in your classroom with regard to discipline; understand that you should be free of excessively burdensome paperwork; and understand that you have the right to be afforded time during the school day to corroborate with colleagues.

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 Stress and Anxiety during the Coronavirus Pandemic (20 minutes)

In early 2020 a new disease known as the coronavirus, or COVID-19, began to catch the attention of the general public in North America. With symptoms ranging from fever to difficulty breathing, this new virus has no known treatment. Schools and some businesses closed to prevent the spread of the virus. State officials ordered quarantines. Travel ground to a halt and hospitals prepared for an influx of new patients. Everyday life became drastically different for everyone. Conditions and information surrounding this new virus are changing daily. Even as our individual situations are affected by this global pandemic, there are things we can do to help ourselves and others cope with the stress and anxiety that these uncertain times can bring. By taking this course, you will learn: the definitions of stress and anxiety and the differences between each; reactions and symptoms of stress; tips for taking care of yourself and others; individuals who are at higher risk for anxiety and stress; how social media can lead to anxiety; how eating healthy, stretching, exercising, and breathing techniques can reduce stress; effective deep breathing exercises; how hobbies can help decrease anxiety; ways to talk and listen to students to minimize anxiety; technology roadblocks that may cause anxiety; signs of anxiety students may show and how you can help families in need.

Massachusetts Conflict of Interest Law - Training for Municipal Employees

Per G.L.. c 268A, all state, county and municipal employees must complete a conflict of interest law online training program every 2 years. This training course is provided by the Massachusetts State Ethics Commission and provides an overview for municipal employees of the state conflict of interest law. It covers various issues you may encounter as a public employee and provides examples and reference information to help you recognize conflicts of interest. Recognizing and properly responding to a conflict of interest is a key element to maintaining the public's confidence in government and in the integrity of the work we do as municipal employees. This course is not designed to make you an expert on the conflict of interest law, but rather, will enable you to recognize when a conflict of interest situation arises, so that you can then make the correct decision or seek advice to help you do so.

Massachusetts Conflict of Interest Law - Training for State and County Employees

Per G.L.. c 268A, all state, county and municipal employees must complete a conflict of interest law online training program every 2 years. This training course is provided by the Massachusetts State Ethics Commission and provides an overview for state and county employees of the state conflict of interest law. It covers various issues you may encounter as a state or county employee and provides examples and reference information to help you recognize conflicts of interest. Recognizing and properly responding to a conflict of interest is a key element to maintaining the public's confidence in government and in the integrity of the work we do as state and county employees. This course is not designed to make you an expert on the conflict of interest law, but rather, will enable you to recognize when a conflict of interest situation arises, so that you can then make the correct decision or seek advice to help you do so.

Mastectomy and Breast-Reconstruction Notice (5 minutes)

This course helps schools comply with the Women's Health and Cancer Rights Act (WHCRA) of 1998. By taking this course, you will learn: what types of breast reconstruction and treatments are covered by your insurance after a mastectomy; and whom to contact for more information regarding your benefits.

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)

Protecting Student Privacy and Data -- New York

Educational agencies are to provide annual data privacy and security awareness training to officers and employees with access to personally identifiable information. Such training includes laws and requirements that protect sensitive data, as well as how employees can comply with these laws. This course shares three aspects of data privacy and security: federal laws and regulations, with a focus on FERPA compliance; New York State Education Law §2d, which is intended to limit the use and collection of student data; and protecting student data by avoiding electronic breaches of data.

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)

Social Media: Personal and Professional Use (15 minutes)

After discussing how social media can be safely and professionally used in an educational setting, the course highlights student-privacy regulations, such as the Children's Online Privacy Protection Act (COPPA) and the Family Educational Rights and Privacy Act (FERPA). In addition, 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 the Children's Online Privacy Protection Act (COPPA); what your responsibilities are under the Family Educational Rights and Privacy Act (FERPA); 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.

Tennessee Teacher Code of Ethics

To ensure professional, ethical conduct among educators, in 2014, the Tennessee State Legislature passed TN Codes §§ 49-5-1001, 1002, 1003, 1004, 1005 and 1006. The first of the statutes simply states that the five laws shall be collectively called the Tennessee Teacher Code of Ethics. This training explains the Code in its entirety, including revisions made in 2018. Course topics include: TN Code § 49-5-1002, legislative findings; TN Code § 49-5-1003, educators' responsibilities to students; TN Code § 49-5-1004, educators' professional standards; TN Code § 49-5-1005, public access to the code of ethics; and TN Code § 49-5-1006, reporting a breach of the code of ethics.

Title IX: 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: 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: 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: Protecting Students and School Employees from Sexual Harassment (General Awareness) (35 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

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)

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: INFORMATION AND COMMUNICATIONS TECHNOLOGY

Cybersecurity Awareness (45 minutes)

We live in an increasingly complex world. With the advent of computers, the internet, and smartphones, there are many ways for us to be connected to all types of information, much of which can be accessed at the tip of our fingers. This connectivity, however, comes at a price; it is often also accompanied by rising potential for cyber theft and other dangerous activities. Some organizations are more vulnerable than others, and vigilance is essential in order to avoid these types of attacks. In order to confront and address this growing problem, many local and state governments have required employees, and even state contractors, to complete approved cyber security awareness training programs. These requirements also typically include all public school employees.

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)

Cybersecurity Awareness - Texas

Schools have long been targets for cyber thieves and criminals. To combat these threats, the Texas State Legislature passed HB 3484, a bill requiring local and state government employees, state contractors and public-school employees to complete a Department of Information Resources (DIR)-approved cybersecurity-awareness training program. This course is DIR-approved. By taking it, you will learn: how to define "cybersecurity"; what a district's cybersecurity awareness program should entail; what cybersecurity challenges districts face; how to define "information security"; what types of personally identifiable information (PII) schools are responsible for protecting; what the Family Educational Rights and Privacy Act (FERPA) is and why districts must comply with it; what the six most common district cyber threats are, according to the U.S. Department of Education's Readiness and Emergency Management for Schools (REMS); what a data breach (i.e., an information breach) entails; what a denial of service (DoS, i.e., a distributed denial of service) involves; what phishing is and how it's a subset of social engineering; what types of phishing exist, including: spear phishing, whaling, phone phishing, voice phishing and SMS phishing; what malware is and what types of malware exist, including: ransomware, lockerware, viruses, worms, Trojans, spyware and adware; how unpatched software, outdated software and the mismanagement of portable devices can be dangerous for a district's cybersecurity; how to safeguard against security attacks via strong passwords, security patches and updates, firewalls, malware protection, regular system scanning and the cautious handling of email; how to store information securely on-site, in the cloud or in hybrid storage; what best practices you should employ when disposing of information; what the difference is between "clearing" information and "destroying" information; how to define "threats," "threat actors," "risks" and "attacks," and how the terms are different from one another; why it's important to develop a culture of cybersecurity awareness; and what the five most common cyber threats are, how to identify them and how to safeguard against them.

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.

CATALOG: OHIO CUSTOM CATALOG

Child Abuse and Neglect Mandated Reporting — Ohio (15 minutes)

School employees identify more child maltreatment than any other profession. With that in mind, topics covered by this course include: defining child abuse; understanding Ohio law; recognizing child abuse and neglect; speaking with a victim; and reporting child abuse and neglect.

Code of Professional Conduct for Educators (20 minutes)

This course lists and explains the eight principles of Ohio's Code of Professional Conduct and the presumptive range of applicable disciplinary actions associated with violations of the code.

COVID-19 for Coaches (Ohio) (10 minutes)

(No Synopsis Available)

Medication Administration in Schools (Ohio) (30 minutes)

This course is part of a district's board-approved drug administration training program. It is designed for use in a training program to provide designated employees who are not licensed health professionals with the knowledge, skills and resources to safely administer medication prescribed for Ohio school children. Ohio Revised Code (ORC) 3313.713, 3319.321(a) and 5126.04.4, as well as Ohio Administrative Code (OAC) 3301-52-01, are discussed.

Ohio Department of Education: Learning Support Guidelines (50 minutes)

(No Synopsis Available)

Ohio Ethical Use of Tests (15 minutes)

This course provides required, annual training to staff who administer Ohio Achievement and Ohio Graduation tests (as required under Ohio Administrative Code: Rule 3301-7-01).

Ohio Ethics Law (10 minutes)

This course presents a summary overview of key elements of the Ohio Ethics Law and provides employees with a written copy of the law.

Ohio Specific Regulations
- Ohio Ethics Law, Ohio Revised Code (ORC) Chapter 102
- Ohio Revised Code (ORC) § 2921.42
- Ohio Revised Code (ORC) § 2921.421
- Ohio Revised Code (ORC) § 2921.43

Ohio Public Records Law (15 minutes)

This course explains the purpose and requirements of the Ohio Public Records Law and how schools should respond to a records request.

ORC 3319.073 Module 1 of 5: Preventing Child Abuse and Human Trafficking (60 minutes)

The Ohio General Assembly mandated that the Ohio Department of Education (ODE) prepare a model policy to help school districts in prohibit harassment, intimidation and bullying. The bill also required ODE to develop a safety and violence prevention curriculum to train elementary school professionals to detect child abuse. This requirement was extended to include public middle school and high school personnel. The original child abuse detection training has been expanded under section 3319.073 of the Ohio Revised Code, and human trafficking is now among the topics to be covered. Nurses, teachers, counselors, school psychologists and administrators at public elementary, middle and high schools must take at least four hours training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development every five years. Module 1 of our five-module course helps school personnel recognize, respond to and report suspected child abuse and human trafficking (e.g., sex trafficking and labor trafficking). After taking this course, you will understand: how the law defines neglect, physical abuse, sexual abuse and emotional abuse; what sexual activity, sexual conduct and sexual contact are; what physical neglect, medical neglect, inadequate supervision, educational neglect and emotional neglect are; how to recognize indicators of neglect; what abuse behaviors typically comprise physical abuse; how to recognize indicators of physical abuse; what sexual activity, sexual conduct and sexual contact are; the effects of sexual abuse; how to recognize indicators of sexual abuse; how to recognize indicators of emotional abuse; what the Ohio Substance Abuse Statute requires; how Ohio law defines domestic violence; how Ohio law defines human trafficking; what the characteristics of labor trafficking and sex trafficking are; what involuntary servitude entails; how to identify victims of human trafficking; how to report neglect and child abuse; what the effects of maltreatment are; and risk factors and protective factors for maltreatment.

Ohio Specific Regulations
- Ohio Revised Code (ORC) § 3319.073

ORC 3319.073 Module 2 of 5: Depression and Suicide Prevention (45 minutes)

The Ohio General Assembly mandated that the Ohio Department of Education (ODE) prepare a model policy to help school districts in prohibit harassment, intimidation and bullying. The bill also required ODE to develop a safety and violence prevention curriculum to train elementary school professionals to detect child abuse. This requirement was extended to include public middle school and high school personnel. The original child abuse detection training has been expanded under section 3319.073 of the Ohio Revised Code, and human trafficking is now among the topics to be covered. Nurses, teachers, counselors, school psychologists and administrators at public elementary, middle and high schools must take at least four hours training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development every five years. Module 2 of our five-module course helps school personnel recognize and respond to students with depression and students considering suicide. After taking this course, you will understand: why you personally have an ethical responsibility — and a legal responsibility — to respond appropriately to a child exhibiting suicide warning signs; why schools should address suicide; how to develop a suicide-prevention program; how adolescents' brain development impacts their cognitive functions and emotional capabilities; what depression is and how to recognize it in your students; what suicidal behavior is, and how suicidal ideation, suicidal intent and suicide attempts differ; what the demographics of youth suicide are; what risk factors increase the likelihood of youth suicide; what protective factors decrease the likelihood of youth suicide; how suicide is linked to substance abuse, bullying, self-injury, culture and trust; how to identify students at-risk for students; how to respond to warning suicides for suicide; how to facilitate a student's return to school after a suicide attempt; what postvention entails; and what resources are available to you, your students and their families.

Ohio Specific Regulations
- Ohio Revised Code (ORC) § 3319.073

ORC 3319.073 Module 3 of 5: Bullying Prevention (45 minutes)

The Ohio General Assembly mandated that the Ohio Department of Education (ODE) prepare a model policy to help school districts in prohibit harassment, intimidation and bullying. The bill also required ODE to develop a safety and violence prevention curriculum to train elementary school professionals to detect child abuse. This requirement was extended to include public middle school and high school personnel. The original child abuse detection training has been expanded under section 3319.073 of the Ohio Revised Code, and human trafficking is now among the topics to be covered. Nurses, teachers, counselors, school psychologists and administrators at public elementary, middle and high schools must take at least four hours training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development every five years. Module 3 of our five-module course helps school personnel recognize, respond to and report suspected bullying, as well as teen dating violence. After taking this course, you will understand: how Ohio law defines bullying and the three criteria most legal definitions of bullying share; characteristic of the four categories of aggressive behaviors: (1) physical aggression, (2) verbal aggression, (3) relational aggression and (4) electronic aggression; how bullying typically manifests in primary and elementary school; what chronic bullying is; how bullying typically manifests in middle and high school; how adolescent relationships feed into bullying; gender differences in bullying; what characteristics a bullying perpetrator typically exhibits; the relationship between bullying and academics; the relationship between bullying and empathy; the relationship between bullying and mental health; what characteristics a bullying victim typically exhibits; how social cues impact bullying; how and why certain diverse populations of people are more likely bullied; how bullying impacts targets of bullying and witnesses to bullying; how to recognize indicators of bullying; what teen dating violence is; what characteristics a teen-dating violence perpetrator typically exhibits; what characteristics a teen-dating violence victim typically exhibits; how to recognize indicators of teen dating violence; what discriminatory harassment is, and how it compares and contrasts with bullying; what a school's responsibilities are with regard to discriminatory harassment; how you're legally required to respond to bullying; how to prevent bullying using multi-tiered behavioral programs; what a supportive school climate is and how it can mitigate incidents of bullying and other student violence.

Ohio Specific Regulations
- Ohio Revised Code (ORC) § 3319.073
- Ohio Revised Code (ORC) § 3313.666
- Ohio Revised Code (ORC) § 3301.0718, 3313.60, 3301.23 and 3313.668

ORC 3319.073 Module 4 of 5: Prevention of Mental, Emotional and Behavioral Disorders in Students (45 minutes)

The Ohio General Assembly mandated that the Ohio Department of Education (ODE) prepare a model policy to help school districts in prohibit harassment, intimidation and bullying. The bill also required ODE to develop a safety and violence prevention curriculum to train elementary school professionals to detect child abuse. This requirement was extended to include public middle school and high school personnel. The original child abuse detection training has been expanded under section 3319.073 of the Ohio Revised Code, and human trafficking is now among the topics to be covered. Nurses, teachers, counselors, school psychologists and administrators at public elementary, middle and high schools must take at least four hours training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development every five years. Module 4 of our five-module course helps school personnel recognize and respond to mental, emotional and behavioral (MEB) 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.

Ohio Specific Regulations
- Ohio Revised Code (ORC) § 3319.073

ORC 3319.073 Module 5 of 5: Building Safe and Supportive School Environments (45 minutes)

The Ohio General Assembly mandated that the Ohio Department of Education (ODE) prepare a model policy to help school districts in prohibit harassment, intimidation and bullying. The bill also required ODE to develop a safety and violence prevention curriculum to train elementary school professionals to detect child abuse. This requirement was extended to include public middle school and high school personnel. The original child abuse detection training has been expanded under section 3319.073 of the Ohio Revised Code, and human trafficking is now among the topics to be covered. Nurses, teachers, counselors, school psychologists and administrators at public elementary, middle and high schools must take at least four hours training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development every five years. Module 5 of our five-module course helps you build safe and supportive school environments. 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.

Ohio Specific Regulations
- Ohio Revised Code (ORC) § 3319.073

Pesticide Use in Ohio Schools (15 minutes)

This course serves to create an awareness of pesticide use in schools for employees and administrators. It explains the provisions of Rule 901-5-11-15 of the Ohio Administrative Code regarding pesticide applications in school buildings, classrooms and building perimeters as the rule applies to licensed school employees or a contracted company.

Public Employment Risk Reduction Program (PERRP) (15 minutes)

This course serves to create an awareness of the PERRP Program for public employees, and advise public employees of their rights and responsibilities under the provisions of Rule 4167-4-01 of the Ohio Administrative Code. This course covers enforcement, refusal to work, complaints, inspections, citations, protection, and fatality / multiple hospitalization reporting.

Reporting Fraud — Ohio (5 minutes)

This course: defines fraud; explains the State Auditor's fraud-reporting system, as established by Ohio Revised Code (ORC) Section 117.10; provides examples of fraud in school systems; explains common reasons why people commit fraud; and describes how to report fraud. The whistleblower protection afforded by ORC 124.341 is also discussed.

Restraint and Seclusion — Ohio (20 minutes)

This course complies with Ohio Administrative Code 3301-35-15(H) and the Ohio Board of Education Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion. Topics covered include: types of restraint, the difference between seclusion and timeouts, prohibited practices, how to use physical restraint and seclusion, reporting requirements, functional behavioral assessments, behavioral intervention plans, and positive behavioral interventions and supports.

Ohio Specific Regulations
- Ohio Administrative Code (OAC) 3301-35-15(H)
- Ohio Department of Education (ODE) Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion

Transportation - Ohio School Van Driver Training (45 minutes)

This course presents the Ohio Van Driver Training Video from the Ohio Department of Education. The video covers public relations, vehicle regulations, trip planning, pre-trip inspection, defensive driving, safety and emergency procedures, student management, transporting persons with disabilities, and driving situations. The course also includes information needed to obtain an Ohio School Van Driver Training Certificate, meeting the requirements as set forth in ORC 3327.10.

CATALOG: SAFE WORK PRACTICES & JOB PROCEDURES

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.

CATALOG: SCHOOL NURSE SAFETY

Bloodborne Pathogens for Healthcare Workers (30 minutes)

This course contains information for Healthcare Workers to learn how to minimize your exposure to bloodborne pathogens. 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; identify the key components of the Exposure Control Plan; and identify the actions to take in case of exposure to bloodborne pathogens.

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.

Latex Allergy (30 minutes)

This course contains information on latex allergies, including signs and symptoms, managing the risks and responding to a severe reaction to latex.

Personal Protective Equipment for Healthcare Workers (25 minutes)

This course contains information for healthcare workers on personal protective equipment, including types, limitations and requirements. It also details how to maintain and dispose of personal protective equipment (PPE).

School Nurses: Roles and Responsibilities in the School Setting (25 minutes)

This course is designed to provide an overview of the roles and responsibilities of a nurse in serving all students in the school environment, in addition to addressing specific roles for working with students with disabilities.

TB Protection for Healthcare Workers (30 minutes)

This course provides information on TB infection and TB disease, including testing, and risk and control measures for healthcare workers.

CATALOG: STUDENT BEHAVIOR, INTERVENTION & SUPPORT

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.

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.

Developing a Comprehensive Behavior Management System (25 minutes)

This course discusses the importance of establishing a comprehensive classroom behavior management system. It identifies and describes the core components of a comprehensive behavior management system.

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)

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.

Disruptive and Noncompliant Behaviors: The Acting-Out Cycle (30 minutes)

This course addresses problem behavior in terms of the stages of the acting-out cycle and suggests ways to respond to students in the cycle's different phases.

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

This course explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are described: identify and define behaviors, collect data, identify the function of the behavior, design a function-based intervention, maximize intervention success, implement the intervention and evaluate the intervention.

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

This course explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are described: identify and define behaviors, collect data, identify the function of the behavior, design a function-based intervention, maximize intervention success, implement the intervention and evaluate the intervention.

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.

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 it 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.

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.

Student Attendance in Ohio Schools (35 minutes)

Regular school attendance is an important component of student success. Chronic absenteeism interferes with students mastering the knowledge and skills needed to be prepared for continued education and the workforce. Many students face barriers that interfere with school attendance. These students need help to overcome the underlying causes and issues that create these barriers. Ohio HB 410 (ORC 3321.191) requires school districts to intervene when students are excessively absent. Districts and community schools must have local policies in place that outline their interventions and strategies for supporting students who miss too much school and must partner with students and their families to identify and reduce barriers to regular school attendance to re-engage chronically absent students into school rather than pushing them farther away through a punitive approach. With that in mind by taking this course, you will learn: the requirements of Ohio's attendance laws (HB 410); facts about chronic school absenteeism; reasons for absenteeism; how to calculate attendance; common definitions regarding student attendance; how to appropriately respond to excessive absences and habitual truancy; the importance of Absence Intervention Teams (AIT); effective strategies and supports for improving school attendance and how the three-tiered model can be applied to attendance laws.

Teaching Children with ADHD - Academic Interventions (25 minutes)

The purpose of this course is to help teachers prepare their students with ADHD to achieve by applying the principles of effective teaching throughout their lessons.

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.

CATALOG: STUDENT SAFETY, WELLNESS & SOCIAL RESPONSIBILITY

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.

AIDS Awareness (35 minutes)

The purpose of this course is to provide awareness level education about HIV and AIDS to school personnel. The course contains important information about a school's responsibility to serve students with HIV and the rights of these students under the law.

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.

Asthma Awareness and Response (15 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)

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.

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 - Beat Bullying (Video for Students) (5 minutes)

This video teaches students the importance of telling someone if they are being bullied or are aware of someone being bullied.

Bullying - Tell Someone (Video for Students) (5 minutes)

The purpose of video is to teach students the importance of telling someone if they are being bullied or are aware of someone being bullied.

Bullying - The ABCs of Bullying (55 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. (45 minutes)

Bullying Prevention (55 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. (45 minutes)

Bullying Prevention - Administrators (50 minutes)

The goals of this course are to explain what bullying is, to educate learners about the dynamics of bullying, and share systematic interventions to help eradicate bullying in schools.

Bullying Prevention - Basics for Educators (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. (45 minutes)

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) (35 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.

CardiacWise — Sudden Cardiac Arrest Training for Coaches in Pennsylvania (30 minutes)

Coaches in Pennsylvania are legally required to learn how to prevent sudden cardiac arrest in athletes. Our training discusses how to do so. Then, it links to a state-required online video course titled CardiacWise™, which was jointly developed by Sport Safety International (SSI) and the Pennsylvania Athletic Trainers' Society (PATS). By taking this course, you'll learn: what sudden cardiac arrest is and how it happens; what common factors play a part in sudden cardiac arrest; what cardiac-related conditions signs and symptoms you should look for in athletes; and what strategies and best practices you should deploy against sudden cardiac arrest.

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)

Child Abuse and Neglect Mandated Reporting -- Maine

Under Maine law, you're legally required to "immediately report or cause a report to be made" when you know or have "reasonable cause to suspect that a child has been or is likely to be abused or neglected, or that a suspicious child death has occurred." Furthermore, at least once every four years, you're required to complete mandated-reporting training approved by Maine's Department of Health and Human Services (DHHS); this course satisfies that training requirement. After taking this course, you'll be able to: define the role of mandated reporters; identify behavioral and physical indicators of child abuse or neglect; and understand steps necessary to make a Child Protective Services (CPS) report.

Child Abuse Prevention (45 minutes)

The purpose of this course is to help educators understand, recognize, respond to and reliably report suspected child maltreatment. With that in mind, by taking this course, you will learn: the four commonly recognized forms of child maltreatment; the definitions of neglect, physical abuse, sexual abuse and emotional abuse; general indicators of neglect, physical abuse, sexual abuse and emotional abuse; requirements for reporting child abuse and neglect; effects of maltreatment; common risk factors of child maltreatment; and protective factors of child maltreatment.

Child Abuse Prevention -- Massachusetts (Refresher)

The purpose of this course is to help educators understand, recognize, respond to and reliably report suspected child maltreatment. This course is refresher training on the definitions of neglect, physical abuse, sexual abuse and emotional abuse and the requirements for reporting child abuse and neglect.

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)

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)

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) (40 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.

COVID-19 for Coaches and Administrators — National Federation of State High School Associations (NFHS) (25 minutes)

The COVID 19 pandemic presents a myriad of challenges to high school athletic and activity programs. The NFHS Sports Medicine Advisory Committee developed "Guidance for Opening Up High School Athletics and Activities" to aide state associations during this unprecedented event. This course, "COVID-19 for Coaches and Administrators," will present material from that document along with some other helpful information and materials to assist school administrators and coaches conduct workouts, practices and contests as safely as possible. The course includes four parts: Part 1, Introduction — Course Welcome; Introduction; Part 2, COVID-19 — General Information; Limiting the Spread; Face Coverings; Part 3, COVID-19 and School Athletics — Activity Guidelines; Cleaning and Equipment Considerations; Social Distancing; and Part 4, Conclusion — Final Consideration and Review; Course Conclusion.

COVID-19: Help Stop the Spread (2-Minute Reminder) (2 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 (30 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; ow 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.

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.

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)

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

First-Aid, Health and Safety (NFHS) (120 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.

Fundamentals of Coaching (NFHS) (360 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.

Head Lice (15 minutes)

TThis 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.

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) (30 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). (15 minutes)

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 - 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.

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)

Implicit Bias and Cultural Responsiveness for Educators (15 minutes)

Implicit bias comprises the unconscious, subtle associations you make among people; it's your automatic, positive or negative preference for someone, based on your perception of that person's race, gender, age, ethnicity and abilities. Culturally responsive teaching (i.e., culturally responsive pedagogy) integrates students' background knowledge and prior life experiences into the curriculum, into learning activities and into the classroom environment; each child's uniqueness is considered an asset and nurtured by the instructor. By taking this course, you will learn: the difference between culture, schemas and stereotypes; how stereotypes are formed; the difference between the cognitive, affective and behavioral components of bias; the difference between implicit and explicit bias; how to minimize implicit bias through stereotype replacement, counter-stereotypic imaging, individuation, perspective taking and increased positive contact; how to respond positively to personal bias; the meaning of cultural competence and why it's important; how to become a culturally competent educator by studying history, thinking and writing reflectively, listening, visiting students' families and communities and learning from your colleagues; how to create a culturally responsive classroom by forging positive student relationships, acknowledging student differences and similarities, celebrating cultural identity, preparing student for a diverse world, promoting respect, using valid assessment measures, encouraging critical thinking, including anti-bias themes in your curriculum and implementing a "do no harm" approach in classroom; what five instructional strategies — and three techniques — you can employ to become more culturally responsive; the difference between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP); what challenges English-as-a-second-language (ESL) students face when developing social language and academic language; and how you can provide linguistic support for ESL students.

Implicit Bias Awareness (10 minutes)

Implicit bias comprises the unconscious, subtle associations you make among people; it's your automatic, positive or negative preference for someone, based on your perception of that person's race, gender, age, ethnicity and abilities. This course will help you: identify other cultures; identify your natural biases; find ways to be more accepting; respond to accusations of discrimination; and become an active listener.

LGBTQ Students — How to Provide Them a Safe, Supportive Educational Environment (40 minutes)

Your school likely has kids who identify as lesbian, gay, bisexual and/or transgender. In addition, there are probably students questioning their sexual orientation and/or gender identity. Furthermore, many children have LGBTQ family members and friends. Because sexual orientation and gender identity play a significant role in one's educational experience, this course will: increase your awareness about the LGBTQ community and the diversity within it; explore the complex challenges LGBTQ students face; and help you meet LGBTQ students' academic, social and emotional needs. Topics covered by this course include: LGBTQ terminology, including "lesbian," "gay," "bisexual," "transgender," "transsexual," "queer," "questioning," "intersex," "ally," "asexual" and "pansexual"; statistics regarding the prevalence of LGBTQ student discrimination; the prevalence of lesbian, gay and bisexual individuals; the definition of "sexual orientation"; lesbians, gay males and bisexuals; heterosexism, homophobia and internalized homophobia; homophobia in the news; conversion therapies; the stigma that LGB youth face; coming out; privacy regarding sexual orientation; prevalence of transgender individuals; the definition of "gender identity"; the difference between "sex" and "gender"; gender-related terminology, including "gender expression," "gender non-conforming," "transgender," "non-binary," "agender" and "gender dysphoria"; gender transitioning, including social transitioning and medical transitioning via puberty suppressors, hormone therapy and/or gender-affirming surgeries; schools as partners in the gender-transitioning process; gender-identity privacy issues; parents' reactions to gender-identity issues and how schools can help parents support their child; challenges LGBTQ youth face, including bullying and harassment, mental health, substance use; laws and regulations, including the Family Educational Rights and Privacy Act (FERPA), Section 504 of the Rehabilitation Act of 1973, the Equal Access Act and Title IX of the Education Amendments Act of 1972; LGBTQ legal considerations for schools with regard to restrooms and locker rooms, dress codes, sports and overnight trips; the definitions of "culture" and "cultural norms"; aspects of LGBTQ culture, including alliances, rights, values and language; what happens when LGBTQ culture and ethnic culture collide; the definition of cultural competency; how to be culturally competent with regard to safety, curriculum, inclusivity, classroom policies and language; the definition of school connectedness; and strategies for increase school connectedness.

Regulations
- Family Educational Rights and Privacy Act (FERPA)
- Rehabilitation Act of 1973, Section 504
- Equal Access Act
- Title IX of the Education Amendments Act of 1972

Managing Food Allergies (25 minutes)

This course contains general information about food allergies and helps school personnel learn to recognize symptoms and provide treatment for students at risk. The course also explains ways to reduce student exposure to food allergens and how to make accommodations for students with food allergies.

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)

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

"Managing Students with Seizures: The Importance of School Nurses" is a 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.

Mandated Reporter Training for Louisiana Educators (95 minutes)

Everyday, the safety and well-being of some children across Louisiana are threatened by child abuse and neglect. Mandated reporters play a crucial role in helping keep children safe. Objectives of this training are to: recognize who is a mandated reporter and who is a permissive reporter; understand the legal obligations of a mandated reporter; understand how to submit report of suspected abuse and/or neglect to DCFS through either the Child Abuse Hotline or the Online Mandated Report Portal; understand how to submit a follow-up report; recognize the signs and symptoms of child abuse and neglect; identify groups of children at higher risk for abuse/neglect; and apply techniques to use if a child discloses abuse or neglect to you. This training will help you learn your rights and obligations as a mandated reporter. In return, you will help keep children safe and build stronger families in Louisiana.

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.

Module 1 — Getting Started, Part of Wisconsin's Trauma-Sensitive Schools (TSS) Curriculum

Trauma-sensitive schools (TSS) is a Wisconsin initiative in which schools integrate the core values of safety, trust, choice, collaboration and empowerment into their equitable multi-level system of supports' practices, assessments and program adjustments. Wisconsin's Department of Public Instruction (DPI) has partnered with other agencies to develop an online professional learning system that helps districts become TSSs. The online professional learning system currently comprises 17 free, online training modules. The first five modules are considered "introductory" and satisfy the three-hour adverse childhood experiences (ACE) and TSS training requirement for the Department of Justice's School-Safety Grant. Topics discussed in the first module include: Wisconsin mental-health initiative; module 1 — learning targets; module 1 — readings; definition of trauma; what a trauma-sensitive school is; trauma-informed care values; safety; trustworthiness; choice; collaboration; empowerment; equity; school-wide approach; linking to an equitable multi-level system of support; theory of change; implementation stages; exploration phase; responsibilities of the trauma-sensitive schools standing committee; the hexagon tool; readiness to commit; expanding or integrating your team; using the learning modules; using the learning modules — tier 1; using the TSS fidelity tool — tier 1; and resources.

Module 2 — Prevalence and Impact of Trauma, Part of Wisconsin's Trauma-Sensitive Schools (TSS) Curriculum

Trauma-sensitive schools (TSS) is a Wisconsin initiative in which schools integrate the core values of safety, trust, choice, collaboration and empowerment into their equitable multi-level system of supports' practices, assessments and program adjustments. Wisconsin's Department of Public Instruction (DPI) has partnered with other agencies to develop an online professional learning system that helps districts become TSSs. The online professional learning system currently comprises 17 free, online training modules. The first five modules are considered "introductory" and satisfy the three-hour adverse childhood experiences (ACE) and TSS training requirement for the Department of Justice's School-Safety Grant. Topics discussed in the second module include: Wisconsin school mental-health initiative; learning targets; readings; trauma-informed care values; prevalence of ACEs; ACE scores; other ACEs; ACE-related health outcomes; ACEs over the life course; ACEs and school performance; impact of trauma; impact on the body; impact on development; impact on learning and behavior; impact on worldview; resilience; developmental assets; and implementation tool.

Module 3 — Neuroscience, Part of Wisconsin's Trauma-Sensitive Schools (TSS) Curriculum

Trauma-sensitive schools (TSS) is a Wisconsin initiative in which schools integrate the core values of safety, trust, choice, collaboration and empowerment into their equitable multi-level system of supports' practices, assessments and program adjustments. Wisconsin's Department of Public Instruction (DPI) has partnered with other agencies to develop an online professional learning system that helps districts become TSSs. The online professional learning system currently comprises 17 free, online training modules. The first five modules are considered "introductory" and satisfy the three-hour adverse childhood experiences (ACE) and TSS training requirement for the Department of Justice's School-Safety Grant. Topics discussed in the third module include: Wisconsin school mental-health initiative; learning targets; readings; trauma-informed care values; nature vs. nurture; the amazing brain; the nervous system; brain development; creating the foundation; how brains are built; memory; the stress response; stress and our physiology; types of stress; impact of toxic stress; state-dependent functioning; trauma and brain development; toxic stress and the body; neurobiology of neglect; historical trauma; changing the brain; what works to move the brain to a calmer state; calming strategies; a word about reward and consequence; and resources.

Module 4 — Self-Care, Part of Wisconsin's Trauma-Sensitive Schools (TSS) Curriculum

Trauma-sensitive schools (TSS) is a Wisconsin initiative in which schools integrate the core values of safety, trust, choice, collaboration and empowerment into their equitable multi-level system of supports' practices, assessments and program adjustments. Wisconsin's Department of Public Instruction (DPI) has partnered with other agencies to develop an online professional learning system that helps districts become TSSs. The online professional learning system currently comprises 17 free, online training modules. The first five modules are considered "introductory" and satisfy the three-hour adverse childhood experiences (ACE) and TSS training requirement for the Department of Justice's School-Safety Grant. Topics discussed in the fourth module include: learning targets; readings; trauma-informed care values; educator as caregiver; trauma exposure; compassion satisfaction and compassion fatigue; compassion fatigue's path; compassion fatigue warning signs; components of compassion resilience; personal care and wellness; self-care; spirit; strength; the importance of care for our bodies; heart; foundation of collegial relationships; supportive collegial relationships; mind; what your purpose is; organizational skills; clarifying expectations; creating a culture of care; responding in a compassionate resilience manner; and self-care resources.

Module 5 — Trauma-Sensitive Schools, Part of Wisconsin's Trauma-Sensitive Schools (TSS) Curriculum

Trauma-sensitive schools (TSS) is a Wisconsin initiative in which schools integrate the core values of safety, trust, choice, collaboration and empowerment into their equitable multi-level system of supports' practices, assessments and program adjustments. Wisconsin's Department of Public Instruction (DPI) has partnered with other agencies to develop an online professional learning system that helps districts become TSSs. The online professional learning system currently comprises 17 free, online training modules. The first five modules are considered "introductory" and satisfy the three-hour adverse childhood experiences (ACE) and TSS training requirement for the Department of Justice's School-Safety Grant. Topics discussed in the fifth module include: Wisconsin school mental-health initiative; learning targets; readings; trauma-informed care values; students with traumatic experiences; why trauma-sensitive schools are important; elements of trauma-sensitive practice; trauma-sensitive physical school environment; human ecology of trauma-sensitive schools; attributes of a trauma-sensitive school; using the PBIS framework to support the learning of students affected by trauma; how a trauma-sensitive school is created; process for creating a trauma-sensitive school; putting it all together; implementation tools; and additional resources.

Module 6 — Trauma-Sensitive Lens for Strategies, Part of Wisconsin's Trauma-Sensitive Schools (TSS) Curriculum

Trauma-sensitive schools (TSS) is a Wisconsin initiative in which schools integrate the core values of safety, trust, choice, collaboration and empowerment into their equitable multi-level system of supports' practices, assessments and program adjustments. Wisconsin's Department of Public Instruction (DPI) has partnered with other agencies to develop an online professional learning system that helps districts become TSSs. The online professional learning system currently comprises 17 free, online training modules. The first five modules are considered "introductory" and satisfy the three-hour adverse childhood experiences (ACE) and TSS training requirement for the Department of Justice's School-Safety Grant. Topics discussed in the sixth module include: Wisconsin school mental-health initiative; learning targets; readings; trauma-informed care values; trauma-sensitive lens defined; assumptions; how to start; evaluation of school-wide strategies; implementation tools; evaluating school-wide strategies; what we want to continue; what we want to change; possible reflection; what we want to stop; and what we want to start.

North Carolina's SAFE Child Act, Module 1: Child Sexual Abuse

In 2019, North Carolina passed SB 199, known as The Sexual Assault Fast Reporting and Enforcement Act of 2019 (i.e., the SAFE Child Act). This legislation updates and strengthens existing state laws that protect children from abuse and human trafficking; and requires that school employees be trained biennially how to identify, prevent and report child sexual abuse and sex trafficking. This course discusses child abuse, including child sexual abuse and is the first of three modules designed to meet the SAFE Child Act's training requirement. The second module covers human trafficking, and the third explains your reporting obligations. After taking this course, you will understand: the SAFE Child Act; the four commonly recognized forms of child maltreatment; the definitions of neglect, physical abuse, sexual abuse and emotional abuse; general indicators of neglect, physical abuse, sexual abuse and emotional abuse; requirements for reporting child abuse and neglect; effects of maltreatment; common risk factors of child maltreatment; and protective factors of child maltreatment.

North Carolina's SAFE Child Act, Module 2: Human Trafficking

In 2019, North Carolina passed SB 199, known as The Sexual Assault Fast Reporting and Enforcement Act of 2019 (i.e., the SAFE Child Act). This legislation: updates and strengthens existing state laws that protect children from abuse and human trafficking; and requires that school employees be trained biennially how to identify, prevent and report child sexual abuse and sex trafficking. The training must be two hours long and take place in even-numbered years, beginning in 2020. This course is the second of three modules designed to meet the SAFE Child Act's training requirement. The first module covers child abuse, and the third explains your reporting obligations. This course discusses human trafficking. 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.

References

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

North Carolina's SAFE Child Act, Module 3: Mandated Reporting Requirements

In 2019, North Carolina passed SB 199, known as The Sexual Assault Fast Reporting and Enforcement Act of 2019 (i.e., the SAFE Child Act). This legislation updates and strengthens existing state laws that protect children from abuse and human trafficking; and requires that school employees be trained biennially on how to identify, prevent and report child sexual abuse and sex trafficking. This is the third of three modules designed to meet the SAFE Child Act's training requirement and discusses mandated reporting obligations. The first module covers child abuse, specifically child sexual abuse, and the second discusses human trafficking. After taking this course, you will understand: specific definitions for North Carolina mandated reporting; including what offenses are considered violent and sexually violent;; reporting requirements, such as who should report, when to report, how to report, what to report and what happens after the report; and legal protections and punishments, such as confidentiality, immunity and failure to report.

North Dakota Mandated Reporters — Interactive Training

Our course links to the North Dakota Department of Human Resources' (NDDHR) child-abuse and neglect course, titled "Mandated Reporters — Interactive Training." Our course also explains how to login and navigate NDDHR's self-directed course, which covers such topics as: why you are a mandated reporter, legally required to report child abuse and neglect; how child abuse creates lifelong problems; how child abuse can slow brain development; why early correction of child abuse is important; who must report child abuse and neglect; the signs of physical abuse, sexual abuse, physical neglect, psychological maltreatment, environmental neglect, inadequate supervision, abandonment, educational neglect and substance-abuse newborns; where to file a report of child abuse and neglect, and what items to include in the report; whether you should tell the child's parents that you're reporting; whether your report is confidential; special considerations when reporting pregnant women who abuse alcohol, use illegal drugs or misuse legal drugs; special considerations when reporting child abuse that's occurred in the past, but is not on-going; how your report will be assessed; when a child may be taken into protective custody; your protection against liability when reporting; what happens if you file a knowingly — or unknowingly — file a false report; how a decision is made about the child's future and who is notified of that decision; when an administrative referral is necessary; when an administrative assessment is necessary; what an alternative response assessment is; and applicable child-abuse and neglect laws and definitions.

Ohio's Policy and Rule Regarding PBIS, Restraint and Seclusion, Module 1 — Policy Requirements and Background (15 minutes)

In January 2013, the Ohio Department of Education's (ODE) Board of Education (BOE) approved its Policy on Positive Behavior Interventions and Support (PBIS), and Restraint and Seclusion (R&S). Three months later, the BOE approved Rule 3301-35-15: Standards for the Implementation of PBIS and the Use of R&S. Then, in 2017, the BOE updated its PBIS of R&S policy guidelines. This course explains the initial policy, the subsequent rule and the updated guidelines. After taking this course, you will understand: the legal definitions for PBIS, physical restraint and seclusion; PBIS and R&S training requirements; who is responsible for reporting R&S incidents; background information regarding Executive Order 2009-135, the 15 principles issued by the U.S. Department of Education (ED), the adopted policy on PBIS and R&S, and Rule 3301-35-15; the purpose of Ohio's PBIS and R&S legislation and how it's applied; requirements for schools employing physical restraint and/or seclusion; and PBIS' premise, core components and essential practices. This course concludes by providing a list of additional PBIS and R&S resources offered by the ODE.

Ohio's Policy and Rule Regarding PBIS, Restraint and Seclusion, Module 2 — Restraint (15 minutes)

In January 2013, the Ohio Department of Education's (ODE) Board of Education (BOE) approved its Policy on Positive Behavior Interventions and Support (PBIS), and Restraint and Seclusion (R&S). Three months later, the BOE approved Rule 3301-35-15: Standards for the Implementation of PBIS and the Use of R&S. Then, in 2017, the BOE updated its PBIS of R&S policy guidelines. This course explains the initial policy, the subsequent rule and the updated guidelines. After taking this course, you will understand: the legal definitions for PBIS, physical restraint and seclusion; PBIS and R&S training requirements; who is responsible for reporting R&S incidents; the conditions in which physical restraint may be used; what types of restraints and punishments are prohibited; what must be done before, during and after physical restraint is employed; how to respond if/when there are repeated incidents of physical restraint being used; and how positive supports that can be used as a replacement for — or as a complement to — physical restraint. This course concludes by providing a list of additional PBIS and R&S resources offered by the ODE.

Ohio's Policy and Rule Regarding PBIS, Restraint and Seclusion, Module 3 — Seclusion (10 minutes)

In January 2013, the Ohio Department of Education's (ODE) Board of Education (BOE) approved its Policy on Positive Behavior Interventions and Support (PBIS), and Restraint and Seclusion (R&S). Three months later, the BOE approved Rule 3301-35-15: Standards for the Implementation of PBIS and the Use of R&S. Then, in 2017, the BOE updated its PBIS of R&S policy guidelines. This course explains the initial policy, the subsequent rule and the updated guidelines. After taking this course, you will understand: the legal definitions for PBIS, physical restraint and seclusion; PBIS and R&S training requirements; who is responsible for reporting R&S incidents; the conditions in which seclusion may be used; what must be provided in a seclusion room; what types of seclusion practices are prohibited; and staffing requirements when seclusion is employed. This course concludes by providing a list of additional PBIS and R&S resources offered by the ODE.

Ohio's Policy and Rule Regarding PBIS, Restraint and Seclusion, Module 4 — Training and Reporting Requirements (10 minutes)

In January 2013, the Ohio Department of Education's (ODE) Board of Education (BOE) approved its Policy on Positive Behavior Interventions and Support (PBIS), and Restraint and Seclusion (R&S). Three months later, the BOE approved Rule 3301-35-15: Standards for the Implementation of PBIS and the Use of R&S. Then, in 2017, the BOE updated its PBIS of R&S policy guidelines. This course explains the initial policy, the subsequent rule and the updated guidelines. After taking this course, you will understand: the legal definitions for PBIS, physical restraint and seclusion; PBIS and R&S training requirements; who is responsible for reporting R&S incidents; the need for a schoolwide PBIS system; the topics on which staff members must receive annual training; what information must be included when reporting R&S incidents; to whom R&S incident reports must be provided; and when R&S incident reports must be filed. This course concludes by providing a list of additional PBIS and R&S resources offered by the ODE.

Ohio's Policy and Rule Regarding PBIS, Restraint and Seclusion, Module 5 — Monitoring and Complaints (10 minutes)

In January 2013, the Ohio Department of Education's (ODE) Board of Education (BOE) approved its Policy on Positive Behavior Interventions and Support (PBIS), and Restraint and Seclusion (R&S). Three months later, the BOE approved Rule 3301-35-15: Standards for the Implementation of PBIS and the Use of R&S. Then, in 2017, the BOE updated its PBIS of R&S policy guidelines. This course explains the initial policy, the subsequent rule and the updated guidelines. After taking this course, you will understand: the legal definitions for PBIS, physical restraint and seclusion; PBIS and R&S training requirements; who is responsible for reporting R&S incidents; the ODE's monitoring responsibilities; a school district's monitoring responsibilities; and what a school district's complaint procedures must include. This course concludes by providing a list of additional PBIS and R&S resources offered by the ODE.

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)

Opioid use and overdose are on the rise. As such, this course describes the drugs' effects, while teaching you how to respond to an opioid emergency. With that in mind, you will learn: the use and abuse of opioids; what opioids are; what an overdose is; how to recognize an overdose; how to respond to an overdose.

Orientation Training for Preschool and SACC Staff Members — Ohio (120 minutes)

As of 2017, the Ohio Department of Education (ODE) requires all new childcare staff members (CCSM) complete orientation training within 30 days of beginning employment. All CCSM in Ohio who were hired prior to 2017 are likewise required to complete the training. The approximately two-hour-long, self-paced course, titled "Orientation Training for Preschool and SACC Staff Members (ST100633122)," comprises eight modules. Each module is a self-contained unit and includes a quiz at the end. Once all eight modules are completed, you will be able to print a certificate of completion. Instructions on how to print the certificate are included in the training. You may complete the orientation in one sitting or take it over several days. The Office of Early Learning and School Readiness (OELSR) will grant up to six hours of in-service credit upon completion.

Ohio Specific Regulations
  * Ohio Administrative Code (OAC) 5101:2-12

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 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 it into the classroom.

Preventing Child Abuse: A Guide for Adults Working with Youth (Utah)

Prevent Child Abuse Utah (PCAU) offers a state-approved online course that teaches adults who work with youth to recognize the signs, symptoms and dynamics of child abuse including physical abuse, emotional abuse, sexual abuse, and neglect. Perpetrators, the grooming cycle and how to report suspected abuse are also discussed. This course meets the requirements of Utah's Child Sexual Abuse Prevention Training Law (HB 286). By taking this course, you will learn four things you can do to recognize and report child abuse: understand the types of child abuse; watch for symptoms and respond effectively; report and know your role.

Preventing Staff-to-Student Misconduct and Abuse in Missouri (25 minutes)

Missouri Revised Statute § 162.069 requires that schools train employees on their responsibilities as mandated reporters, as well as how to recognize sexually abused children. After taking this course, you will understand: the legal requirements of Missouri Revised Statutes § 162.069, § 210.110 and § 210.115; your responsibilities as a mandated reporter to report child abuse, neglect and exploitation; what happens after you file a report; that retaliation for reporting is illegal; what resources are available through the Missouri Children's Division; the definition of sexual misconduct; characteristics of sexual-misconduct offenders; characteristics of sexual-misconduct victims; how and where sexual misconduct takes place; the effects of sexual misconduct; the perpetrator's intent; how to report and prevent sexual misconduct; what you should do – and not do – with regard to sexual misconduct; how to use your school district's technology safely and professionally; 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; why "friending" can be dangerous; social-media privacy settings; and how to safeguard your online reputation.

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)

Recognizing and Reporting Child Abuse and Neglect in Kentucky (40 minutes)

Kentucky Senate Bill (SB) 119 / Kentucky Revised Statute (KRS) 156.095 requires the state's Department of Education (DOE) to develop and maintain a list of approved, comprehensive, evidence-informed trainings on child abuse and neglect prevention, recognition and reporting. Each local school board must then adopt and implement one or more courses from the DOE's list of approved child-abuse training. This course is among the trainings approved by DOE. Topics covered include: how to recognize child physical, sexual and emotional abuse and neglect; how to report suspected child abuse and neglect in Kentucky, as required by KRS 620.030, and how to use the appropriate documentation when doing so; how to respond to a child who has been abused or neglected; and how Child Protective Services will respond to a report of abuse or neglect.

Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania

Pennsylvania's Domestic Relations Code (23 PA.C.S., Education and Training Act of April 15, 2014, P.L. 411, No. 31, Cl. 23) — i.e., "Act 31" — requires that persons applying for a new license or certification take three hours licensing-board-approved training on child-abuse recognition and reporting. Anyone applying to renew a license or certification must take two hours' worth of the same training. In both situations, the training counts toward applicants' continuing-education requirements for licensure. This course will direct you to a three-hour, licensing-board-approved training created by the University of Pittsburgh's Pennsylvania Child Welfare Resource Center (PACWRC).

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).

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.

Seizure Training for Educators - Kentucky

This course, provided by the Epilepsy Foundation of Kentuckiana, has been developed to fulfill the one-hour training requirement of HB 147 (KRS 158.070 (3)(b)). The Seizure Training for Educators - Online Program will ensure that educators in Kentucky are properly trained to recognize and respond to multiple seizure types, as well as emotionally support a student with epilepsy while at school. After taking this course, you will be able to: recognize common seizure types and their possible impact on students; perform appropriate first aid; recognize when a seizure is a medical emergency; and provide social and academic support to a student that has epilepsy while they are at school.

Seizure Training for School Personnel (75 minutes)

(No Synopsis Available)

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, atonic 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.

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.

Social Media (NFHS) (25 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.

Sportsmanship (NFHS) (25 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.

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 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)

Substance Abuse Prevention (50 minutes)

This course provides information on the causes of substance abuse in children and teens and it provides detailed information about commonly abused substances. The course also lists components of effective school intervention programs.

Sudden Cardiac Arrest (NFHS) (15 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.

Sudden Cardiac Arrest — Ohio (20 minutes)

Ohio Revised Code (ORC) 3313.5310 -- or Lindsay's Law -- requires that coaches receive information and training about sudden cardiac arrest (SCA). The training must occur annually and must be approved by the Ohio Department of Health. This course satisfies the requirements established by the law. By taking this course, you will learn: the requirements of Lindsay's Law; what constitutes SCA; the warning signs of SCA; how to respond to someone experiencing SCA; and how to follow the "chain of survival" (e.g., early recognition, early CPR, early defibrillation and early advanced life support and cardiovascular care).

Ohio Specific Regulations
- Lindsay's Law, Ohio Revised Code (ORC) § 3313.5310

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; ow 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.

Supporting Students Experiencing Homelessness: Wisconsin Department of Instruction

Nearly 20,000 homeless children and youth are enrolled in Wisconsin schools. To serve this population of at-risk students, the Wisconsin Department of Public Instruction has established an Education for Homeless Children and Youth (EHCY) Program. EHCY's primary responsibility is to implement the McKinney-Vento Homeless Assistance Act, a federal law reauthorized as part of the No Child Left Behind Act (i.e., the Every Student Succeeds Act [ESSA]). EHCY offers a variety of McKinney-Vento-related training, including the video included in this course. After taking this course, you will understand: the EHCY program's primary responsibility; the elements of EHCY; EHCY's resources; how to support students experiencing homelessness; EHCY's complaint procedure; and what additional resources are available to you.

Regulations
  • McKinney-Vento Homeless Assistance Act of 1987, 101 Stat. 482, 42 U.S.C. § 11301

Teaching Strategies: Addressing Student Diversity (10 minutes)

After sharing demographic data that shows how diversity is impacting the US, the course defines cultural competence and culturally responsive pedagogy. Then, the training describes the three dimensions of culturally responsive pedagogy: the institutional dimension, the personal dimension and the instructional dimension. In addition, implications of culturally responsive pedagogy are explored, and a resource list is provided.

Teen Dating Violence (20 minutes)

After defining teen dating violence, this course describes abuse, lists teen dating violence risk factors, discusses the impact of such violence on victims, and explains why victims stay with perpetrators. To help you recognize and respond to teen dating violence, the course lists common indicators and details how to meet with victims and perpetrators. Common school-intervention strategies are discussed, and a resource list is provided.

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.

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 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.

Violence Prevention Using Threat Assessments (40 minutes)

This course examines incidents of fatal school violence and how to prevent fatal school attacks. The course contains information and recommendations from the US Department of Education report, "Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates."

Workplace-Safety Training in Oklahoma Schools

Millions of teens in the United States work. Thus, Oklahoma law (formerly Senate Bill 262 [SB 262]) requires the State Department of Education and the Oklahoma Department of Labor to offer school districts Youth@Work — Talking Safety, which is a workplace-safety curriculum for students in grades seven through twelve. Course topics include: SB 262's full text; the features of Youth@Work — Talking Safety; the core competencies covered by Youth@Work — Talking Safety; and links to the Youth@Work — Talking Safety curriculum.

CATALOG: WORKPLACE SAFETY & REGULATORY COMPLIANCE

Aerial and Scissor Lift Safety (20 minutes)

After taking this course, you'll be able to: recognize different types and uses for aerial and scissor lifts; identify hazards of aerial and scissor lift use and operation; select inspection criteria for the vehicle, the lift and the work surroundings prior to lift operation; and identify safe work practice for operating aerial and scissor lifts.

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 (40 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-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
- 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)

Cardiopulmonary Resuscitation (CPR) (25 minutes)

This course discusses: how a trained and equipped responder should initially respond to a cardiac or respiratory emergency; how to protect yourself if blood is present; how to recognize the signs of a respiratory emergency; the steps for giving cardiopulmonary resuscitation (CPR) to an adult; how to recognize the signs of cardiac arrest; the steps for providing early defibrillation with an automated external defibrillator (AED) to an adult; how to recognize the signs of a choking emergency; and the steps for giving abdominal thrusts to clear the airway for a conscious adult. The course includes a special section called "Pediatric First-Aid: Removing Airway Obstructions, Performing CPR and Using AEDs." The section covers: how to check an injured or ill child; how to respond to an unconscious, choking child; how to respond to a conscious, choking child; how to administer CPR to a child; and how to use an AED on a child."

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 (40 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 chemicals and acknowledge the risks associated with their use; recognize hazardous chemicals as classified by the Globally Harmonized System (GHS) and sort them into their respective categories; list conditions that may present an exposure risk, possible routes of exposure and the factors that influence the individual's reaction to a chemical exposure incident; identify who is responsible for evaluating chemical hazards and how the result of the evaluation is communicated to the end user; demonstrate safe transport, storage and disposal practices for hazardous chemicals; describe the procedures for detecting and reacting to potential chemical exposure and the worker's responsibility for minimizing exposure incidents; and identify how to prepare for a chemical related accident and describe the actions to be taken should one occur.

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.

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.

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.

Driver Safety (20 minutes)

By taking this course, employees will learn how to identify examples of poor driving behaviors such as distracted driving, speeding, driving under the influence, and driving tired (fatigued); how to avoid poor behaviors while driving; and the safety benefits of wearing seat belts and following company policies and procedures; recognize how proper vehicle maintenance can prevent driving accidents and the benefits of keeping emergency preparation items in the car trunk; identify safe driving practices in adverse weather conditions, at night, and how to stay safe on the roadway when presented with an emergency situation; recognize defensive driving practices, how to respond to distracted drivers, and how to respond appropriately to others using the roadway.

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 (25 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 (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. By taking this course, you will learn to: identify the purpose and goals of the Clean Air Act Amendments (CAAA) of 1990; define attainment and nonattainment areas as described by the Clean Air Act; define key terms associated with Title I compliance requirements, including National Ambient Air Quality Standards (NAAQS), degrees of nonattainment, major source, Criteria Air Pollutants, and New Source Performance Standards (NSPS); identify the requirements for attainment and maintenance of National Ambient Air Quality Standards as defined in Title I; identify the requirements for limiting Hazardous Air Pollutants as defined in Title III; define key terms associated with Title III compliance requirements, including Hazardous Air Pollutants, Maximum Air Control Technology, and Risk Management Planning, and NESHAPS; identify the purpose and requirements of Operating Permits as defined in Title V; define key terms associated with Title V compliance requirements, include Potential to Emit, Actual Emissions, and Allowable Emissions; identify the process for determining air-permitting compliance; and identify the types of air permits from degree of least stringency to highest, including permit exemption, construction permits, minor source permits, synthetic minor permit, and major source permit.

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

Excavation, Trenching and Shoring Safety (20 minutes)

This course explains how to properly perform excavation, trenching and shoring activities. After taking this course, you will be able to: identify safety requirements when setting up an excavation site; Identify hazards in and around an excavation, trenching, and shoring site; identify precautions, protective measures, and the types of support systems used at an excavation site; recognize cave-in protection requirements and identify proper procedures to keep employees safe on an excavation.

Fall Protection (30 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 reasons that use of fall protection equipment and training on that use are required in the construction industry; identify the requirements for equipment used in work positioning, fall restraint, and fall arrest systems; identify the requirements for proper use of work positioning, fall protection, fall restraint, and fall arrest systems; identify the hazards posed by falling six feet (1.85 m) or more, with and without a personal fall arrest system; identify the components of a personal fall arrest system and how they work together to arrest a fall; identify the steps for properly inspecting and donning a full-body harness; identify the criteria for properly attaching the connecting device to an anchorage connector, and a vertical or horizontal lifeline.

Fire Safety and Fire-Extinguisher Use (20 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 lesson 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 course, you will be able to: explain how to recognize partial and complete airway obstructions; and 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 (20 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 (30 minutes)

Unfortunately, no matter how safely we work, accidents will happen, and people will be injured. Knowing how to respond appropriately when an injury happens, with Basic First Aid, could be the difference between life and death. Common first aid situations are for the most part any scenario requiring immediate medical attention, i.e. when someone is bleeding, has internal bleeding, is in shock, is severely burned, has been electrocuted, sustained a head injury, has an unexpected dental injury, has a spinal injury, has fractured something, is experiencing heat exhaustion or fighting hypothermia, or has been poisoned, is drowning, or having a seizure. After completing this course, you will be able to: explain the initial responder's responsibilities, and identify the legal and ethical issues related to acting as an initial responder; describe how to initially assess and respond appropriately to a medical emergency situation; explain the procedures to follow when responding to a conscious or unconscious victim; explain when it is and is not appropriate to move an injured or ill person and how to appropriately position them while waiting for EMS to arrive; and recognize the symptoms of shock and explain how to respond to persons suffering from shock.

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)

According to the National Fire Protection Association (NFPA), around 1,400 fires occur annually in which flammable or combustible liquids first were ignited. Flammable and combustible liquids have many uses. For example, they are used in day-to-day operations at industrial and commercial sites as fuels, solvents, and cleaners. However, flammable liquids are also very volatile and under the right conditions they can start a fire. Taking the necessary precautions to work with flammable liquids safely is critically important because if handled safely, the level of risk involved in using these supplies is cut dramatically. 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.

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 (25 minutes)

This course provides awareness training for employees to recognize the occupational hazards and health effects of formaldehyde and formaldehyde-based products. . After taking this course, you will be able to: describe formaldehyde's 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; list first aid procedures for the various types of formaldehyde exposures.

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

Hazard Communication for School Employees (Right to Know) (20 minutes)

This course explains the OSHA Hazard Communication Standard (HCS), which is now aligned with the Global Harmonization System of Classification and Labeling of Chemicals (GHS). The course covers: hazard-communication plan requirements, how to read labels and Safety Data Sheets (SDSs), the risks associated with hazardous chemicals, and GHS pictograms. The course also discusses safe work practices, procedures and emergency responses.

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)
- OSHA 29 CFR 1910.1200

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, you will be able to: 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)

Hearing conservation is an important issue, especially for those who work jobs that expose them to hazardous noise levels. To preserve good hearing, it's critical that employers and employees be proactive in protecting against the hazards that can damage it. After taking this course, you will be able to: identify how noise in the workplace affects hearing and the hazards and warning signs associated with hearing loss; recognize the noise exposure limits that necessitate hearing protection; identify the types, benefits, proper use, and maintenance of hearing protectors; recognize how you and your employer can work together to prevent hearing loss.

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: identify the hazards that can result from working in hot environments, including physical signs, symptoms, and treatments of heat stresses; and identify ways to protect yourself from heat stresses, including observing your employer's heat stress protective strategies, along with other preparations and practices.

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 and 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 and 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; identify the basic requirements for performing hot work; identify elements of equipment safety; identify special equipment and precautions to ensure the personal safety of hot work employees; identify appropriate safety practices for arc welding and cutting and oxygen-fuel gas cutting and welding.

Incident Investigation (40 minutes)

An accident is an undesired event that results in personal injury or property damage, an incident that adversely affects completion of a task. Near misses describe incidents where no property was damaged and no personal injury sustained, but where, given a slight shift in time or position, damage and injury easily could have occurred. By completing this course, you will learn: how to recognize the purpose and benefits of an incident investigation; how to identify common practices to follow and information to be gathered during an investigation; how to describe documenting and reporting responsibilities; how to recognize the importance of and common practices for determining root cause; and the importance of implementing corrective actions.

Indoor Air Quality (30 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.

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)

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: define mechanical hazards associated with machinery use; identify the requirements for what a safeguard must do to protect workers from mechanical hazards; identify methods for machine guarding and specific types of machine safeguards; and identify the rights and responsibilities of an employee when working around guarded machinery, including PPE use and training requirements.

Overhead Crane Safety (30 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: identify the safety devices that should be found on overhead and gantry cranes; identify the required steps for inspecting crane equipment; identify the requirements for pre-operation testing for overhead and gantry cranes; identify the requirements for proper load rigging for overhead and gantry cranes; identify the required procedures for lifting and moving loads with overhead and gantry cranes; identify required safety practices for leaving equipment unattended, working around other personnel, and disconnecting power to the equipment.

Personal Protective Equipment (PPE) - Eye and Face Protection (10 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 (10 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 di 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 (10 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 (10 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 (10 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 (10 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.

Process Chemical Safety (25 minutes)

This course provides awareness training on safety management of processes involving highly hazardous chemicals. 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.

Safe Use of Pesticides (25 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.

Scaffold and Aerial Lift Safety (25 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, construct, and inspect scaffolds; identify the key design and construction 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.

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.

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.

Stop the Bleed: Save a Life (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."

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 the importance of proper work methods, physical fitness, professionalism, and clothing regulations; identify the signs, barriers, flags, STOP/SLOW paddle, and lights employees use at the work site; recognize where to position himself/herself for optimum safety, how to judge traffic speed and congestion, and regulate it accordingly; state common methods to communicate with other flaggers and the public; recognize the various types of warning signs, channeling devices, and tapers and how they are set up; and identify the special equipment and precautions associated with night and freeway flagging.

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 — Interacting with Students who have Special Needs

In accordance with New Jersey Statutes Title 18A, Education 18A § 39-19.2, the New Jersey Department of Education (NJDOE) has developed a training program that employers must administer to school-bus drivers and school-bus aides. Specifically, the training teaches these employees how to interact appropriately with students who have special needs. NJDOE's training is included as part of this course.

Transportation — Loading and Unloading Students with Disabilities (20 minutes)

This course presents key ways to keep students with disabilities safe while loading and unloading a school bus. The course includes information on understanding a student's needs, loading and unloading ambulatory students, and operating a wheelchair lift.

Transportation — School Bus Inspection (20 minutes)

This course lists the items that should be inspected before the operation of a school bus, describes the condition the items should be in and lists warning signs of potential dangers.

Transportation: Public Relations (15 minutes)

This course contains ideas for bus drivers to build and maintain positive public relations.

Transportation: School-Bus Emergency Evacuation (20 minutes)

The purpose of this course is to 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. The course contains information on planning for an emergency evacuation, emergency evacuation, post evacuation, and evacuation drills.

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.