



SHIPMAN & GOODWIN LLP
COUNSELORS AT LAW

Mandatory Trainings for Public School Personnel in Connecticut

The list below includes state required mandatory trainings for all local and regional school districts. It excludes trainings that apply only as a condition of receiving a state grant. This includes areas where the State Department of Education is required to provide assistance to districts in developing in-service trainings for local and regional districts. This list does not include trainings as may be required to maintain certification and/or licensure (e.g., for a school nurse, speech pathologist, etc.). Agencies may impose further mandatory training requirements on school employees through their rule-making process.

<i>Legal Reference</i>	<i>Training Description</i>
CGS § 10-14u	On or before July 1, 2014, the Department of Education shall develop an intensive reading intervention strategy for use by schools selected by the Commissioner of Education to participate in the intensive reading instruction program to address the achievement gap at such schools and to ensure that all students are reading proficiently by grade three in such schools. Such intensive reading intervention strategy for schools shall (1) include, but not be limited to, (A) rigorous assessments in reading skills, (B) scientifically-based reading research and instruction, (C) one external literacy coach for each school, to be funded by the department, who will work with the reading data collected, support the principal of the school as needed, observe, and coach classes and supervise the reading interventions, (D) four reading interventionists for each school, to be funded by the department, who will develop a reading remediation plan for any student who is reading below proficiency, be responsible for all supplemental reading instruction, and conduct reading assessments as needed, and (E) <i>training for teachers and administrators in scientifically-based reading research and instruction, including, training for school administrators on how to assess a classroom to ensure that all children are proficient in reading by grade three,</i> and (2) outline, at a minimum, how (A) reading data will be collected, analyzed and used for purposes of instructional development, (B) professional and leadership development will be related to reading data analysis and used to support individual teacher and classroom needs, (C) the selected schools will communicate with parents and guardians of students on reading instruction strategies and student reading performance goals, and on opportunities for parents and

	<p>guardians of students to partner with teachers and school administrators to improve reading at home and at school, (D) teachers and school leaders will be trained in the science of teaching reading, (E) periodic student progress reports will be issued, and (F) such selected school intensive reading intervention strategy will be monitored at the classroom level. The commissioner shall review and evaluate the school intensive reading intervention strategy for model components that may be used and replicated in other schools and school districts to ensure that all children are proficient in reading by grade three.</p>
<p>CGS § 10-14v</p>	<p>On or before January 1, 2014, the Department of Education shall develop a coordinated state-wide reading plan for students in kindergarten to grade three, inclusive, that contains strategies and frameworks that are research-driven to produce effective reading instruction and improvement in student performance. Such plan shall include: (1) The alignment of reading standards, instruction and assessments for students in kindergarten to grade three, inclusive; (2) teachers' use of data on the progress of all students to adjust and differentiate instructional practices to improve student reading success; (3) the collection of information concerning each student's reading background, level and progress so that teachers can use such information to assist in the transition of a student's promotion to the next grade level; (4) an intervention for each student who is not making adequate progress in reading to help such student read at the appropriate grade level; (5) enhanced reading instruction for students who are reading at or above their grade level; (6) the coordination of reading instruction activities between parents, students, teachers and administrators of the school district at home and in school; (7) school district reading plans; (8) parental involvement by providing parents and guardians of students with opportunities for partnering with teachers and school administrators to (A) create an optimal learning environment, and (B) receive updates on the reading progress of their student; (9) teacher training and reading performance tests aligned with teacher preparation courses and professional development activities; (10) incentives for schools that have demonstrated significant improvement in student reading; (11) research-based literacy training for early childhood care and education providers and instructors working with children birth to five years of age, inclusive, and transition plans relating to oral language and preliteracy proficiency for children between prekindergarten and kindergarten; and (12) the alignment of reading instruction with the common core state standards adopted by the State Board of Education.</p>
<p>CGS § 10-16w</p>	<p>The Commissioner of Education is required to provide technical assistance and training to school readiness programs to assist in the</p>

	application of preschool curriculum guidelines adopted by the State Board of Education
CGS § 10-19	The State Board of Education and the Board of Regents for Higher Education shall develop health education or other programs for elementary and secondary schools and for the training of teachers, administrators and guidance personnel with reference to understanding and avoiding the effects of nicotine or tobacco, alcohol and drugs.
CGS § 10-148a	<p>For the July 1, 2013 school year, and each school year thereafter, each certified employee shall participate in professional development. Each local and regional board of education must make available, annually, at no cost to its certified employees, a program of professional development that is not fewer than <u>eighteen hours</u> in length, of which a preponderance is in a small group or individual instructional setting. The professional development program must:</p> <ol style="list-style-type: none"> (1) be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement; (2) focus on refining and improving various effective teaching methods that are shared between and among educators; (3) foster collective responsibility for improved student performance (4) be comprised of professional learning that is aligned with state student academic achievement standards, is conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers and includes a <u>repository</u> or best practices for teaching methods developed by educators within each school <p>Local and regional boards of education shall offer professional development activities to certified employees as part of the plan developed pursuant to subsection (b) of section 10-220a of the general statutes</p>
CGS § 10-145o	<p>The Department of Education, with cooperation from local and regional school districts, regional educational service centers and representatives of the exclusive bargaining representative for certified employees shall establish and administer a teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules for beginning teachers</p> <ul style="list-style-type: none"> • Local and regional school districts must develop a three-year teacher education and mentoring plan that incorporates the goals and priorities of the Department of Education, and any local considerations based on

	<p>community and student needs.</p> <ul style="list-style-type: none"> • Beginning teachers shall satisfactorily complete instructional modules in (A) Classroom management and climate, which shall include training regarding the prevention, identification and response to school bullying , and the prevention and response to youth suicide; (B) lesson planning and unit design; (C) delivering instruction; (D) assessing student learning; and (E) professional practice. They shall complete two modules in their first year and three modules in their second year in the program, except as otherwise provided by the Commissioner of Education • Beginning teachers in the following subject areas and endorsement areas are required to successfully complete the teacher education and mentoring program in full: Elementary education, English and language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language. • Beginning teachers in any other endorsement area shall be required to successfully complete one year of mentorship and two instructional modules.
<p>Conn. Agencies Regs. § 10-145d-423</p>	<p>To retain a coaching permit, a coach must participate in at least fifteen clock hours of approved training every five years.</p>
<p>CGS § 10-149b</p>	<p>Any coach of interscholastic or intramural athletics possessing a coaching permit must complete an initial training course on concussions. After a coach takes that initial training course, each year before the commencement of the coaching assignment for the season, the coach is required to review current and relevant information prepared by the State Board of Education about concussions, which are a type of brain injury. Beginning in 2015, all coaches are required to take a refresher course on concussions developed by the State Board of Education not later than five years after completion of the initial training course and then they must take the refresher course at least once every five years. If a coach does not comply with these requirements, his/her coaching permit is subject to revocation.</p> <p>On or before January 1, 2015, the State Board of Education, in consultation with the Commissioner of Public Health shall develop or approve a concussion education plan for use by local and regional boards of education. Each local and regional board of education shall implement such plan by utilizing written materials, online training or videos or in person training that shall address, at a minimum: (1) The recognition of signs or symptoms of concussion, (2) the means of obtaining proper medical treatment for a person suspected of sustaining a concussion, (3) the nature and risks of concussions,</p>

	including the danger of continuing to engage in athletic activity after sustaining a concussion, (4) the proper procedures for allowing a student athlete who has sustained a concussion to return to athletic activity, and (5) current best practices in the prevention and treatment of a concussion.
CGS § 10-151b (c)	Local and regional boards of education or regional educational service centers shall provide for the development and implementation of periodic training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or regional educational service center for the school district to teachers who are employed by the local or regional board of education and whose performance is being evaluated. Training and orientation shall be provided periodically to administrators who are employed by such local or regional board of education and who are conducting performance evaluations.
CGS § 10-151h	<p>Upon the implementation of the teacher evaluation and support program adopted pursuant to subsection (b) of section 10-151b, each local and regional board of education shall conduct training programs for all evaluators and orientation for all teachers employed by such board relating to the provisions of such teacher evaluation and support program adopted by such board of education. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. Such orientation shall be completed by each teacher before a teacher receives an evaluation under the teacher evaluation and support program. For purposes of this section, "teacher" includes each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.</p> <p>For the school year commencing July 1, 2014, and each school year thereafter, each local and regional board of education shall (1) conduct the training programs and orientation at least biennially to all evaluators and teachers employed by such board, (2) conduct such training programs for all new evaluators prior to any evaluations conducted by such evaluators, and (3) provide such orientation to all new teachers hired by such board before such teachers receive an evaluation.</p>
CGS § 10-212a; Conn Agencies Regs. § 10-212a-1 <u>et seq.</u>	<ul style="list-style-type: none"> • A school district must provide training for any teacher, administrator or other staff member regarding administration of medications to students, <i>if such staff members will be required to do so.</i> • A school nurse or a school principal shall select qualified school

employees to administer epinephrine, and there shall be at least one such qualified school employee on the grounds of the school during regular school hours in the absence of a school nurse. A school nurse or, in the absence of such school nurse, such qualified school employee may administer such epinephrine, provided such administration of epinephrine is in accordance with the school district's policies and procedures. Such administration of epinephrine by a qualified school employee shall be limited to situations when the school nurse is absent or unavailable. ***No qualified school employee shall administer such epinephrine unless such qualified school employee annually completes the training program to be developed by the State Department of Education, in consultation with the Department of Public Health and the School Nurse Advisory Council.***

- With the written authorization of a student's parent or guardian, and pursuant to a written order of the student's physician licensed under chapter 370, a school nurse or a school principal shall select, and a school nurse shall provide general supervision to, a qualified school employee to administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death. Such authorization shall be limited to situations when the school nurse is absent or unavailable. ***No qualified school employee shall administer medication under this subsection unless (A) such qualified school employee annually completes any training required by the school nurse and school medical advisor, if any, in the administration of medication with injectable equipment used to administer glucagon, (B) the school nurse and school medical advisor, if any, have attested, in writing, that such qualified school employee has completed such training, and (C) such qualified school employee voluntarily agrees to serve as a qualified school employee.***

- With the written authorization of a student's parent or guardian, and (B) pursuant to the written order of a physician licensed under chapter 370, a school nurse and a school medical advisor, if any, shall select, and a school nurse shall provide general supervision to, a qualified school employee to administer antiepileptic medication, including by rectal syringe, to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Such authorization shall be limited to situations when the school nurse is absent or unavailable. ***No qualified school employee shall administer medication under this subsection unless (i) such qualified school employee annually completes the training program described in subdivision (2) of this subsection, (ii) the school nurse and school medical advisor, if any,***

	<i>have attested, in writing, that such qualified school employee has completed such training, (iii) such qualified school employee receives monthly reviews by the school nurse to confirm such qualified school employee's competency to administer antiepileptic medication under this subsection, and (iv) such qualified school employee voluntarily agrees to serve as a qualified school employee.</i>
CGS § 10-212c	The Department of Education, in conjunction with the Department of Public Health, shall develop and make available to each local and regional board of education guidelines for the management of students with life-threatening food allergies. The guidelines shall include, but need not be limited to: (1) <i>Education and training for school personnel on the management of students with life-threatening food allergies, including training related to the administration of medication with a cartridge injector pursuant to subsection (d) of section 10-212a,</i> (2) procedures for responding to life-threatening allergic reactions to food, (3) a process for the development of individualized health care and food allergy action plans for every student with a life-threatening food allergy, and (4) protocols to prevent exposure to food allergens.
CGS § 10-212d	Requires schools to develop, by July 1, 2010, emergency action response plans stipulating the appropriate use of school personnel to respond to individuals experiencing sudden cardiac arrest or some other life-threatening emergency while on school grounds and also during any athletic event or practice on school grounds. This provision also requires that, <i>subject to federal, state or private funding,</i> each local and regional board of education shall have at each school under the board's jurisdiction: (1) An automatic external defibrillator; and (2) school personnel <i>trained in the operation of such automatic external defibrillator and the use of cardiopulmonary resuscitation.</i>
CGS § 10-220a	<ul style="list-style-type: none"> • Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. • Develop and implement a professional development plan directly related to the district's goals and that provides for ongoing and system assessment and improvement of teacher evaluation and professional development. • Such in-service program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education which includes, but need

not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence, child abuse and youth suicide, (3) the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, including, but not limited to, children with attention-deficit hyperactivity disorder or learning disabilities, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, including, but not limited to, implementation of student individualized education programs, (4) school violence prevention, conflict resolution the prevention of and response to youth suicide and the identification and prevention of and response to bullying, except that those boards of education that implement an evidence-based model approach, shall not be required to provide in-service training on prevention of bullying, (5) cardiopulmonary resuscitation and other emergency life saving procedures, (6) computer and other information technology as applied to student learning and classroom instruction, communications and data management, (7) the teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive, (8) second language acquisition in districts required to provide a program of bilingual education, (9) the requirements and obligations of a mandated reporter, (10) training in the teacher evaluation and support program developed pursuant to subsection (b) of the Connecticut General Statute 10-151b, (11) the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, and (12) cultural competency, consistent with the training in cultural competency described in subsection (i) of Connecticut General Statute 10-145a. Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section.

The State Board of Education, within available appropriations and utilizing available materials, shall assist and encourage local and regional boards of education to include: (A) Holocaust education and awareness; (B) the historical events surrounding the Great Famine in Ireland; (C) African-American history; (D) Puerto Rican history; (E) Native American history; (F) personal financial management; (G) domestic violence and teen dating violence; (H) mental health first aid training; (I) trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs; (J) second language acquisition, including, but not limited to,

	<p>language development and culturally responsive pedagogy; and (K) topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection.</p>
<p>CGS § 10-220l</p>	<p>In order to be a “qualified swimming coach” for the purposes of complying with pool safety laws, a person must (A) hold a valid coaching permit issued by the State Board of Education, and (B) (i) be certified as a lifeguard by the American Red Cross or another nationally recognized organization that conducts aquatic training programs, (ii) <i>have completed a safety training for swim coaches and instructors course offered by the American Red Cross or an organization approved by the State Board of Education, or (iii) have been certified as a lifeguard for at least five years during the previous ten years and has at least five years’ experience as a swimming coach or an instructor of a physical education course that makes use of a school swimming pool.</i></p> <p>In order to be a “qualified educator” under the pool safety law, a person must (A) hold a valid certificate issued by the State Board of Education, pursuant to section 10-145b, with an endorsement in physical education, (B) (i) be certified as a lifeguard by the American Red Cross or another nationally recognized organization that conducts aquatic training programs, (ii) <i>have completed a safety training for swim coaches and instructors course offered by the American Red Cross or an organization approved by the State Board of Education, or (iii) have been certified as a lifeguard for at least five years during the previous ten years and has at least five years’ experience as a swimming coach or an instructor of a physical education course that makes use of a school swimming pool,</i> (C) be certified in cardiopulmonary resuscitation, pursuant to section 19a-113a-1 of the regulations of Connecticut state agencies, as amended from time to time, and (D) have completed a course in first aid offered by the American Red Cross, the American Heart Association, the Department of Public Health or any director of health;</p> <p>In order to be a “qualified lifeguard” under the pool safety law, a person must (A) be sixteen years of age or older, (B) be certified as a lifeguard by the American Red Cross or another nationally recognized organization that conducts aquatic training programs, (C) be certified in cardiopulmonary resuscitation, pursuant to section 19a-113a-1 of the regulations of Connecticut state agencies, as amended from time to time, and (D) have completed a course in first aid offered by the American Red Cross, the American Heart Association, the Department of Public Health or any director of health.</p>

CGS § 10-222d	Provide in-service training on teen dating violence and bullying prevention and intervention for certified teachers, administrators, and pupil personnel.
CGS § 10-222j	The Department of Education shall provide, within available appropriations, annual training to school employees, except those school employees who hold professional certification, <i>unless such school employee who holds professional certification is the district safe school climate coordinator, the safe school climate specialist or a member of the safe school climate committee</i> , on the prevention, identification and response to school bullying and teen dating violence, and the prevention of and response to youth suicide. Such training may include, but not be limited to, (1) developmentally appropriate strategies to prevent bullying and teen dating violence among students in school and outside of the school setting, (2) developmentally appropriate strategies for immediate and effective interventions to stop bullying and teen dating violence, (3) information regarding the interaction and relationship between students committing acts of bullying and teen dating violence, students against whom such acts of bullying and teen dating violence are directed and witnesses of such acts of bullying and teen dating violence, (4) research findings on bullying and teen dating violence, such as information about the types of students who have been shown to be at-risk for bullying and teen dating violence in the school setting, (5) information on the incidence and nature of cyberbullying (6) Internet safety issues as they relate to cyberbullying, or (7) information on the incidence of youth suicide, methods of identifying youths at risk of suicide and developmentally appropriate strategies for effective interventions to prevent youth suicide. Such training may be presented in person by mentors, offered in state-wide workshops or through on-line courses.
CGS § 10-222n	Local and regional boards of education must create a school security and safety plan for each school within the jurisdiction of the local or regional board of education and provide an orientation on such school security and safety plan to each school employee at such school and provide violence prevention training in a manner prescribed in such school security and safety plan.
Public Act 15-141	No school employee shall use a physical restraint on a student or place a student in seclusion unless such school employee has received training on the proper means for performing such physical restraint or

seclusion pursuant to the following:

Each local or regional school district shall provide training to school professionals, paraprofessional staff members and administrators regarding physical restraint and seclusion of students. Such training shall be phased in over a period of three years beginning with the school year commencing July 1, 2015, and shall include, but not be limited to:

(A) An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students. Such overview shall be provided by the Department of Education to all school professionals, paraprofessional staff members and administrators on or after July 1, 2015, and annually thereafter, in a manner and form as prescribed by the Commissioner of Education;

(B) The creation of a plan by which each local or regional board of education shall provide school professionals, paraprofessional staff members and administrators with training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students. Such plan shall be implemented not later than July 1, 2017, and shall include a provision to require the training of all school professionals, paraprofessional staff members and administrators in the prevention of such incidents not later than July 1, 2019. The Department of Education may, within available appropriations, provide ongoing monitoring and support to local or regional boards of education regarding the formulation and implementation of the plan; and

(C) The creation of a plan by which each local or regional board of education shall provide school professionals, paraprofessional staff members and administrators with training and professional development regarding the proper means of physically restraining or secluding a student, including, but not limited to, (i) various types of physical restraint and seclusion; (ii) the differences between life-threatening physical restraint and other varying levels of physical restraint; (iii) the differences between permissible physical restraint and pain compliance techniques; and (iv) monitoring methods to prevent harm to a student who is physically restrained or in seclusion. Such plan shall be implemented not later than July 1, 2017, and shall include a provision to require the training of all school professionals, paraprofessional staff members and administrators in the proper means of physically restraining or secluding a student not later than July 1, 2019 and periodically thereafter as prescribed by the Commissioner of Education;

	<p>(2) Not later than July 1, 2015, and each school year thereafter, each local or regional board of education shall require each school in the district to identify a crisis intervention team consisting of school professionals, paraprofessional staff members and administrators who have been trained in the use of physical restraint and seclusion pursuant to subparagraph (C), above, or chapter 814e of the general statutes. Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others. Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion pursuant to subparagraph (C), above, or chapter 814e of the general statutes on an annual basis.</p>
<p>CGS 17a-101i(f)</p>	<p>All school employees who are hired after July 1, 2011 must take a <i>training course concerning reporting of child abuse and neglect</i>, and then must take a refresher course every three years thereafter. Similarly, by July 1, 2012, all school employees who were employed prior to July 1, 2011 must take a refresher course, and must repeat that refresher course at least once every three years. A school employee is defined as a “A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or a private elementary, middle or high school or working in a public or private elementary, middle or high school; or (B) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in (i) a public elementary, middle or high school, pursuant to a contract with the local or regional board of education, or (ii) a private elementary, middle or high school, pursuant to a contract with the supervisory agent of such private school.”</p>
<p>CGS § 17a-101q</p>	<p>Not later than July 1, 2016, the Department of Children and Families, in collaboration with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc., or a similar entity, shall identify or develop a state-wide sexual abuse and assault awareness and prevention program for use by local and regional boards of education. Such program shall be implemented in each local and regional school district not later than October 1, 2016 and shall include training for teachers including instructional modules that may include, but not be limited to training regarding the prevention and identification of, and response to, child sexual abuse and assault, and resources to further student, teacher and parental awareness regarding child sexual abuse</p>

	and assault and the prevention of such abuse and assault.
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CGS 31-40v	Connecticut law requires that employers with more than twenty-five employees establish health and safety committees to monitor workplace safety. These committees have significant responsibilities under state law, including “(A) establishing procedures for workplace safety inspections by the committee, (B) establishing procedures for investigating all safety incidents, accidents, illnesses and deaths, (C) evaluating accident and illness prevention programs, (D) <i>establishing training programs for the identification and reduction of hazards in the workplace which damage the reproductive systems of employees</i> , and (E) <i>establishing training programs to assist committee members in understanding and identifying the effects of employee substance abuse on workplace accidents and safety.</i> ”
CGS 46a-54(15)	School boards employing fifty or more persons are <i>required to provide training and education concerning sexual harassment to all supervisory employees</i> , and to all new supervisory employees within six months of their appointment to a supervisory position.
Conn. Agencies Regs. § 10-76d-19	Operators of vehicles shall be given in-service training as is necessary to acquaint them with the specific needs of the children being transported and to equip them to meet those needs. Operators of vehicles shall meet the licensure requirements of the department of motor vehicles.
34 C.F.R. § 300.623 (FERPA)	All persons collecting or using personally identifiable student information must receive training regarding the State’s policies and procedures around preserving the confidentiality of such information.
29 C.F.R. § 1910.1030 (OSHA)	<p>All school employees are to be trained annually by the school district at no cost to the employee and during work hours on bloodborne pathogens, which shall include:</p> <ul style="list-style-type: none"> A) An accessible copy of the regulatory text of the OSHA bloodborne pathogen regulation (29 C.F.R. § 1910.1030) (B) A general explanation of the epidemiology and symptoms of bloodborne diseases; (C) An explanation of the modes of transmission of bloodborne pathogens; (D) An explanation of the employer's exposure control plan and the means by which the employee can obtain a copy of the written plan; (E) An explanation of the appropriate methods for recognizing tasks

and other activities that may involve exposure to blood and other potentially infectious materials;

(F) An explanation of the use and limitations of methods that will prevent or reduce exposure including appropriate engineering controls, work practices, and personal protective equipment;

(G) Information on the types, proper use, location, removal, handling, decontamination and disposal of personal protective equipment;

(H) An explanation of the basis for selection of personal protective equipment;

(I) Information on the hepatitis B vaccine, including information on its efficacy, safety, method of administration, the benefits of being vaccinated, and that the vaccine and vaccination will be offered free of charge;

(J) Information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials;

(K) An explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made available;

(L) Information on the post-exposure evaluation and follow-up that the employer is required to provide for the employee following an exposure incident;

(M) An explanation of the signs and labels and/or color coding

(N) An opportunity for interactive questions and answers with the person conducting the training session.

