

Substitute Teacher Training

The content of this training has been taken from the Oklahoma Public School Resource Center's training on Workplace Safety Training in Schools



Workplace Safety in Schools

What is workplace safety?



A job hazard is anything at work that can hurt you either physically or mentally.



Some hazards are easily identified, but others are less obvious.



Some hazards cause immediate harm. Effects from others may appear much later.

Physical Safety Hazards

Physical safety hazards are items or situations that can cause immediate injuries.

Examples:

- **Knives**
- **Hot grease**
- **Slippery floor**
- **Equipment**
- **Electrical**
- **Moving machinery or tools**

Chemical Hazards

A chemical hazard is a (usually non-biological) substance that has the potential to harm your body.

Examples:

- **Cleaning products**
- **Pesticides**
- **Paint fumes**
- **Aerosols**

Biological Hazards

Biological hazards are living things or products of living things that can cause sickness or disease, such as HIV/AIDS, hepatitis, tuberculosis.

Examples:

- **Bacteria**
- **Viruses**
- **Parasites**

Physical Hazards

Physical hazards are conditions that can, upon exposure over time, result in injuries or sickness.

Examples:

- **Noise**
- **Radiation**
- **Excessive heat or cold**

Ergonomic Hazards

Ergonomic hazards are conditions that when repeated over time can result in injury or chronic pain.

Examples:

- Repetitive motion**
- Heavy lifting**
- Use of vibrating tools**

Safety Data Sheet (SDS) and Labels

Manufacturers must include a Safety Data Sheet (SDS) and adequate labels for their chemical products. Safety information should include:

- **Product contents**
- **How the product and harm you**
- **How to protect yourself**

If you are not authorized to use chemicals, you should not interact with them.

SAMPLE SDS

MSDSonline



Product A

Safety Data Sheet

According To Federal Register / Vol. 77, No. 58 / Monday, March 26, 2012 / Rules And Regulations
Date of Issue: 02/23/2017

Version: 1.0

SECTION 1: IDENTIFICATION

1.1. Product Identifier

Product Form: Mixture

Product Name: Product A

Synonyms: Anionic Anti-Sludge Agent

1.2. Intended Use of the Product

Use of the Substance/Mixture: Anti-Sludge Agent. For professional use only

1.3. Name, Address, and Telephone of the Responsible Party

Company

Glendale Industries, Inc.

1234 Anywhere Way

Anytown, US 12345

1.888.362.2007

1.4. Emergency Telephone Number

Emergency Number

: 1.888.362.2007

For Chemical Emergency, Spill, Leak, Fire, Exposure, or Accident, call GLENTREC-
Day or Night

SECTION 2: HAZARDS IDENTIFICATION

2.1. Classification of the Substance or Mixture

GHS-US Classification

Flam. Liq. 2 H225

Skin Corr. 1B H314

Eye Dam. 1 H318

STOT SE 3 H336

Full text of hazard classes and H-statements : see section 16

2.2. Label Elements

GHS-US Labeling

Hazard Pictograms (GHS-US)



Signal Word (GHS-US)

: Danger

Hazard Statements (GHS-US)

: H225 - Highly flammable liquid and vapor.

H314 - Causes severe skin burns and eye damage.

H318 - Causes serious eye damage.

H336 - May cause drowsiness or dizziness.

Making the Job Safer

The best way to prevent a workplace injury or illness is to remove the hazard. If this can't be done, hazards can be controlled through work policies and procedures or the use of PPE (personal protective equipment), such as a respirator or hearing or eye protection.

PPE is not usually the best way to protect workers because the hazard is still present and because workers are still interacting with the hazard.

Most workplace injuries and illnesses are caused by unsafe environments – not human error.

Fix the workplace, not the worker."

Hazardous Communication

It could happen to you. Would you know what to do?



What is a hazardous substance?

Under the hazardous communication standard, a hazardous substance is any chemical that offers either a physical or health hazard.

Hazardous substances

- Have undergone a defined process of testing and data analysis**
- Have met required and stated guidelines**
- May be found to be hazardous in multiple categories**

OK, so what is a chemical?

A chemical is any "element, chemical compound, or mixture of elements and/or compounds" and therefore include virtually everything you encounter.

Physical Hazards (Pt. 2)

To be classified as a physical hazard, substances must have shown scientifically valid evidence that they present a physical hazard, i.e. fire, explosion, or reactive hazards.

Fire Hazards

Combustible liquids, flammable solids, liquids, gases, or aerosols. Oxidizers. Pyrophoric chemicals.

Explosion Hazards

Compressed gas. Explosives.

Reactive Hazards

Organic peroxides. Water reactive. Unstable chemicals.

Health Hazards

To be classified as a health hazard, substances must have shown scientifically valid evidence that they present a health hazard, i.e. have systemic or target organ effects.

Systemic Effects

Carcinogenic. Toxic. Corrosive. Irritant. Sensitizing.

Target Organ Effects

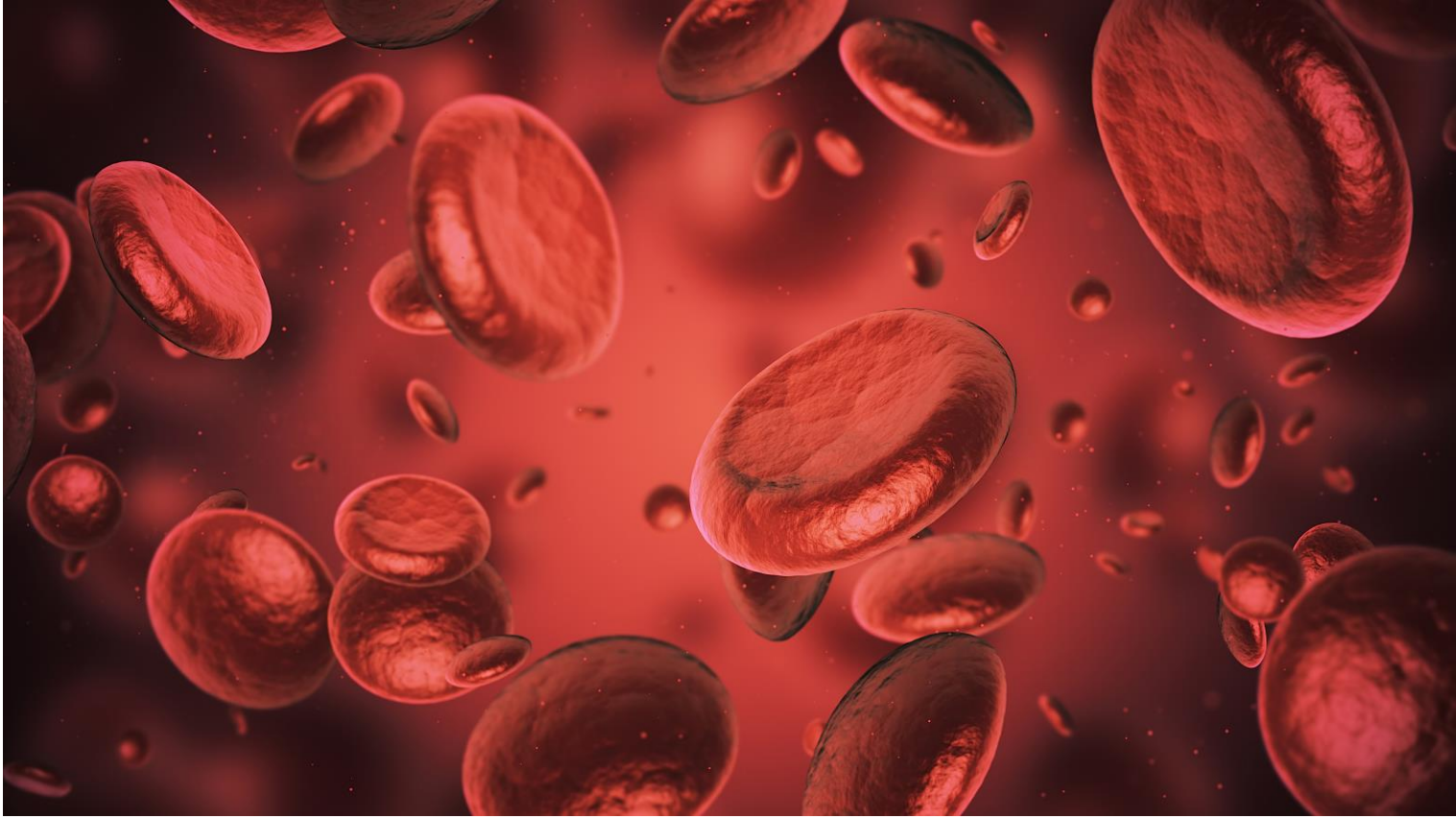
Neurotoxin. Respiratory toxin. Nephrotoxin. Hepatotoxin.

OSHA Pictograms

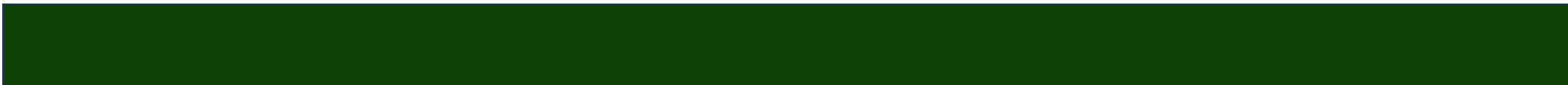
Health Hazard  <ul style="list-style-type: none">• Carcinogen• Mutagenicity• Reproductive Toxicity• Respiratory Sensitizer• Target Organ Toxicity• Aspiration Toxicity	Flame  <ul style="list-style-type: none">• Flammables• Pyrophorics• Self-Heating• Emits Flammable Gas• Self-Reactives• Organic Peroxides	Exclamation Mark  <ul style="list-style-type: none">• Irritant (skin and eye)• Skin Sensitizer• Acute Toxicity (harmful)• Narcotic Effects• Respiratory Tract Irritant• Hazardous to Ozone Layer (Non-Mandatory)
Gas Cylinder  <ul style="list-style-type: none">• Gases Under Pressure	Corrosion  <ul style="list-style-type: none">• Skin Corrosion/ Burns• Eye Damage• Corrosive to Metals	Exploding Bomb  <ul style="list-style-type: none">• Explosives• Self-Reactives• Organic Peroxides
Flame Over Circle  <ul style="list-style-type: none">• Oxidizers	Environment (Non-Mandatory)  <ul style="list-style-type: none">• Aquatic Toxicity	Skull and Crossbones  <ul style="list-style-type: none">• Acute Toxicity (fatal or toxic)

- **Visible**
- **Understandable**
- **Recognizable**
- **Consistent**

Note: One substance may have multiple pictograms based on data for the substance.



Bloodborne Pathogens



What are bloodborne pathogens? Where are they found?

**Infectious microorganisms in human blood that can cause disease in humans.
They are found in...**

- **Blood**
- **Semen or vaginal secretions**
- **Cerebrospinal fluid**
- **Other body fluids including synovial, pleural, pericardial, or peritoneal fluid**
- **Amniotic fluid**
- **Saliva**

In other words, any fluid that is visibly contaminated with blood and ALL body fluids in situations where it is difficult or impossible to differentiate between body fluids.

Who is at risk of exposure to bloodborne pathogens?

- **First responders**
- **Housekeeping personnel**
- **Medical personnel**
- **Educators**
- **Anyone who comes in contact with needles or sharp objectives that might have been contaminated with body fluids**

Common Bloodborne Pathogens

- **Hepatitis B**
 - **Is an infection of the liver**
 - **Can cause permanent liver scarring, liver failure, or liver cancer**
 - **Spreads when people come in contact with body fluids of someone who has the virus**
- **Hepatitis C**
 - **Is a liver disease that affects an estimated 2.4 million Americans**
 - **Can have very few symptoms**
 - **Spreads when people come in contact with body fluids of someone who has the virus**
- **HIV**
 - **Human Immunodeficiency Virus**
 - **Lives in human blood, sexual fluids, and breastmilk**
 - **Weakens the immune system**

Personal Protective Equipment

Always wear appropriately fitting PPE when dealing with body fluids.





Child Abuse and Neglect: Child Abuse Awareness Reporting

1713

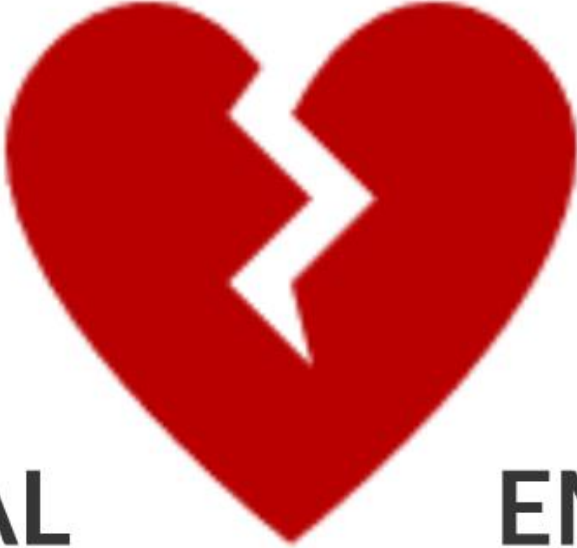
Children died from child abuse and neglect in the United States in 2020.

1 in 7 children will experience child abuse and neglect this year.

Types of Child Abuse



PHYSICAL



NEGLECT

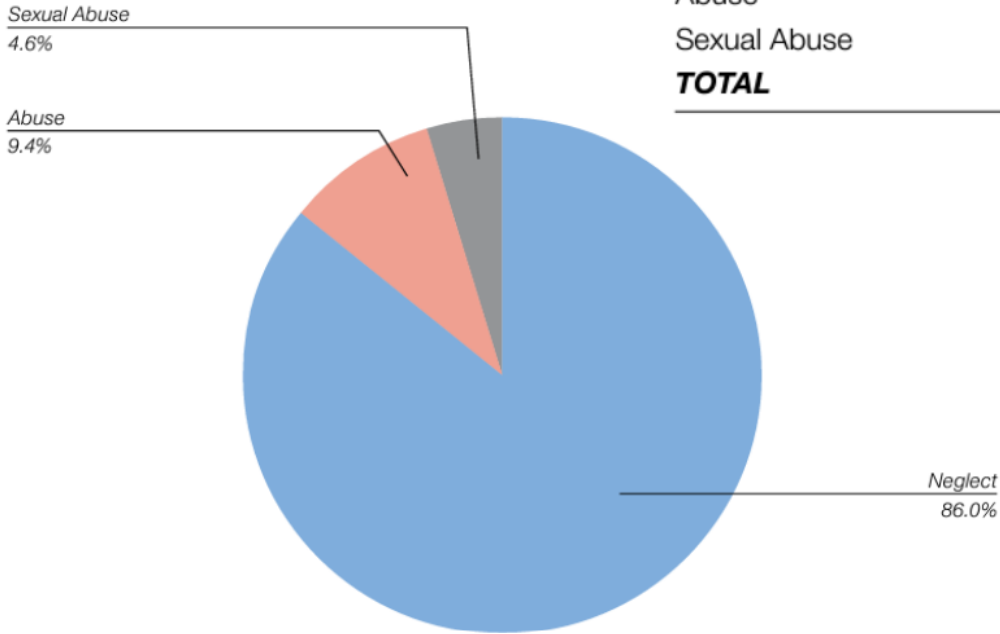


SEXUAL

EMOTIONAL



Types of Child Abuse



Substantiated Child Abuse or Neglect by Category
State Fiscal Year 2021

Category	Count
Neglect	19,337
Abuse	2,107
Sexual Abuse	1,046
TOTAL	22,490

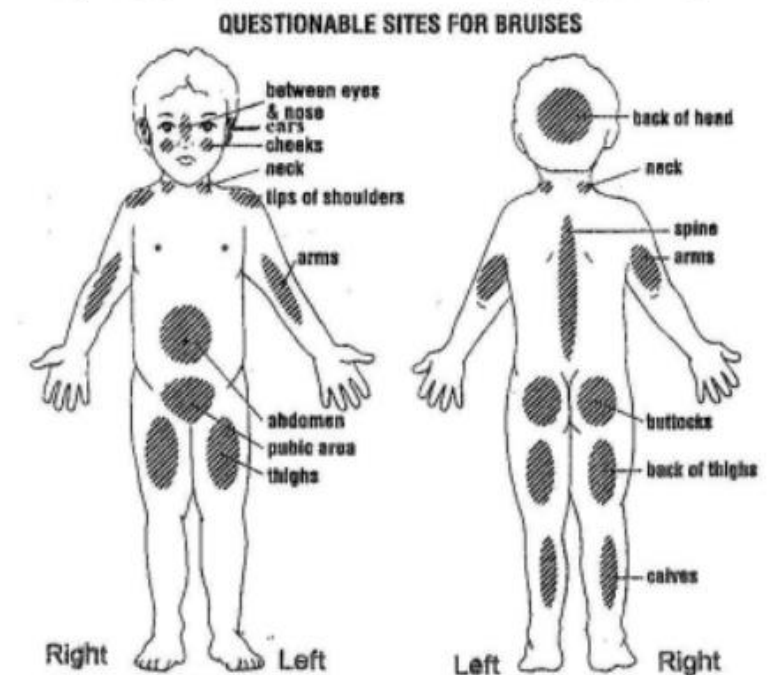
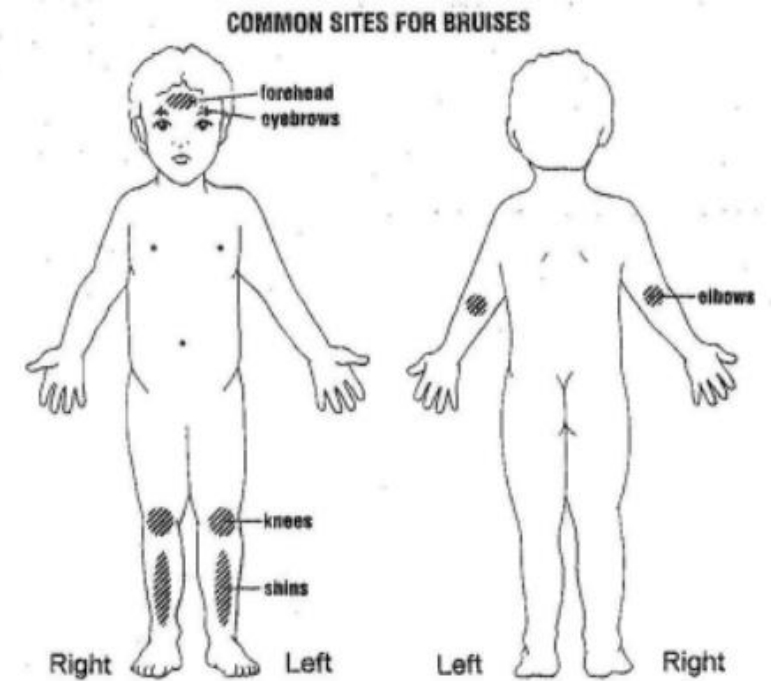
Neglect is the single highest category of child maltreatment.
(Oklahoma Dept. of Human Services)

Children can be victims of more than one type of abuse or neglect.

Therefore, totals of substantiated abuse or neglect by category are greater than the number of substantiated reports.

Physical Abuse Warnings

- Bruises of several different colors, indicating various incidents of physical contact
- Bruises in odd areas i.e. on the back, upper legs, and arms and/or face
- Lacerations and abrasions not consistent with typical child accidents
- Burns (might also include hair styling tools or kitchen utensils)
- Head trauma (makes a report a higher priority)
- Marks from any object
- Cuts or punctures
- Bald spots



Sexual Abuse Warnings

- **Complaints of itching or fondling him/herself frequently**
- **Wiggling in their seat as if uncomfortable sitting**
- **Not bathing to make him/herself less appealing to the perpetrator**
- **Changes in behavior, grades dropping and/or withdrawing from friends**
- **Difficulty walking or sitting**
- **Has a sexually transmitted disease**
- **Frequent headaches, backaches, stomachaches, sore throat**
- **Appetite disturbances**



Mandated Reporting

Oklahoma State law (10A O.S. 1-2-101) requires every person, private citizen or professional, who has reason to believe that a child under the age of 18 is a victim of abuse or neglect, to immediately report the matter to the Department of Human Services, at the statewide hotline (1-800-522-3511). If you receive a report that a student is experiencing abuse or neglect in the home or at school, you must call the Department of Human Services immediately.



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FERPA

Family Educational Rights and Privacy Act

What is FERPA?

The federal law protects the privacy of student information. It gives parents and students the right to:

- **Have access to their children's education record**
- **Seeks to have the records amended**
- **Have some control over the disclosure of personally identifiable information from the education records.**

What is Personally Identifiable Information?

Personally identifiable information or "PII" includes things like:

- **Name**
- **Social Security Number**
- **Address**

What might "education records" include?

Education records include, but are not limited to:

- **Transcripts**
- **Class schedules**
- **Health records (K-12)**
- **Student discipline records**

These records may take many forms, including handwritten, printed, computer files, videotapes, audio tapes, etc.

Who has the right to view a student's educational records?

Education records include, but are not limited to:

- School personnel with a legitimate educational interest**
- A natural parent, legal guardian, or a person acting as a parent in the absence of a parent or guardian.**

These rights transfer to the student at the age of 18 or when the student enrolls in a postsecondary institution (at any age).

Where do FERPA rights apply?

FERPA applies to all schools that receive federal funding from the U.S. Department of Education.

Student Privacy 101





The Basics of Substitute Teaching

Accepting an Assignment

- **When you are contacted about a substitute position, please respond whether you can accept the job or not.**
- **When you arrive at the school, report to the main office.**
- **Ask for special instructions such as: extra duties and changes in the schedule, instructional materials, and any changes planned that will affect the usual procedure for the day.**
- **The school's substitute teacher coordinator will tell you how attendance is taken at the school.**
- **Secure any keys and/or confidential documents (tests, student work, etc)**

Classroom Procedures

- **Take attendance.**
- **Do not change the seating arrangement or any other part of the room organization except for temporary grouping of pupils for instruction or group work.**
- **Familiarize yourself with emergency procedures. Know the route your students will take to exit the building for fire drills. Be aware of tornado procedures.**
- **Follow the lesson plans of the regular teacher. Nothing should be substituted from the regular program without the consent of the principal. Supplemental activities should not replace the teacher's plans, but they may be used if the substitute has completed the day's assignments or has discussed changes in the lesson plan with the principal.**
- **Plan to spend the entire time working with students. Keep all students assigned to you under supervision at all times.**
- **DO NOT LEAVE THE ROOM UNATTENDED AT ANYTIME.**
- **Call the main office if you need support or in case of an emergency.**

Tips for Success in the Classroom

- 1. Examine lesson plans left by the classroom teacher.**
- 2. Introduce yourself to teachers in nearby classrooms.**
- 3. Secure the materials and equipment necessary for carrying out the planned activities.**
- 4. Consult the seating chart; identify any students who have been designated to assist you.**
- 5. Familiarize yourself with the daily schedule and budget preparation time accordingly.**
- 6. Write your name on the chalk-board along with a few interesting facts. Be friendly!**
- 7. Greet the students at the door when they arrive. Introduce yourself and ask their names.**
- 8. Learn each student's name as quickly as possible. (This may be done by using a seating chart if provided, or by calling the roll.)**

Tips for Success in the Classroom

9. **Be ready to initiate the first activity or assignment as soon as the class convenes.**
10. **Be sensitive to the mood of the class if special situations exist.**
11. **Check for fire drill, tornado and other safety related instructions.**
12. **Keep notes, bulletins, and other communications for the regular classroom teacher.**
13. **Turn in any money collected to the office, with detailed notes concerning who turned in the money and why.**
14. **At the end of the day, leave the regular teacher a note of what was accomplished and what needs to be completed.**
15. **Lead the way. Be flexible. You may need to have your own materials ready.**

Tips on Maintaining Discipline

- 1. Know school guidelines for discipline procedures.**
- 2. Be fair, positive and consistent.**
- 3. Keep your classroom orderly.**
- 4. Get to know your students. Learn their names quickly and use them in and out of class.**
- 5. Begin class on time and in a businesslike manner.**
- 6. Make learning fun, interesting and relevant to the students' lives.**
- 7. Don't threaten or use sarcasm.**
- 8. Let the students know you care.**
- 9. Treat students with the same respect you expect from them.**
- 10. Never hold a student up to public ridicule.**
- 11. Keep your voice at a normal level.**

Completing an Assignment

- **Return any supplies that belong to the office. DO NOT TAKE KEYS, CLASS RECORDS, ETC. FROM THE SCHOOL.**
- **Leave any papers or written assignments which were assigned during the day for the teacher to grade.**
- **Leave a report of the work covered and add any special situations or comments for the regular teacher**
- **Leave the room in good order for the classroom teacher and the custodians. Turn out lights and lock doors when leaving.**
- **Inform the principal of any unusual incidents which occurred during the day, especially those which may require a conference with either students or parents.**
- **Checkout in the main office**

Code of Ethics – Your Role is Important

The substitute teacher's role is essential to the success of the educational program. Only through the services of the substitute teacher can learning continue when the regularly assigned teacher is not present in the classroom.

The substitute teacher functions in the same manner as the regular teacher, therefore, it is important that he/she meet the Harding Independence Charter District substitute requirements. It is also important that the substitute teacher practice the following code of ethics.

Code of Ethics

- **Act in a professional manner at all times during his or her assignment.**
- **Treat the student with respect and dignity. □**
- **Maintain the lesson plan of the regular teacher. □**
- **Dress appropriately for a professional position. □**
- **Do not deliberately make a false statement related to competency and qualifications in an application for a substitute teacher's position. □**
- **Do not knowingly make false or malicious statements about persons in the profession. □**
- **Do not disclose information about students obtained in the course of professional services, unless disclosure serves a compelling purpose or is required by law. □**
- **Do not intentionally expose the students to embarrassment. □**
- **Do not verbalize comparisons of teachers or procedures at one school as opposed to another school.**

Harding Independence Charter District's Schools

Harding Charter Preparatory Elementary School

12600 N. Kelley Ave. | Oklahoma City, OK 73131 | (405)767-3003

Substitute Coordinator: James Conner | jconner@hardingcharterprep.org

Harding Charter Preparatory Middle School

3232 NW 65th Street | Oklahoma City, OK 73116 | (405)767-3003

Substitute Coordinator: Amy Gresham | agresham@hardingcharterprep.org

Harding Charter Preparatory High School

1301 NE 101st Street | Oklahoma City, OK 73131 | (405)767-3003

Substitute Coordinator: Tyler McCarrell | tylermccarrell@hardingcharterprep.org