STAMFORD BOARD OF EDUCATION

Board Members
Andy George, President
Jennienne Burke, Vice President
Mike Altamura, Secretary
Nicola Tarzia, Assistant Secretary
Betsy Allyn
Frank Cerasoli
Jackie Heftman
Jackie Pioli
Antoine Savage
Mayor David R. Martin

REGULAR BOARD MEETING

Tuesday, March 26, 2019
7:00 PM
Stamford Government Center
5th Floor Board Room

1. CALL TO ORDER

2. SALUTE TO THE FLAG

3. MISSION STATEMENT
   • The mission of the Stamford Public Schools is to provide an education that cultivates productive habits of mind, body and heart in every student.

4. STUDENT AND STAFF ACHIEVEMENTS

5. SUPERINTENDENT’S REPORT

6. BOARD REPORT
   • President’s Report – Mr. George
   • SPEF – Mrs. Burke
   • CABE Report – Mrs. Allyn
   • Cooperative Educational Services (CES) - Mr. George and Mrs. Pioli
   • School Readiness Council – Mrs. Pioli
7. TIME FOR THE PUBLIC TO BE HEARD

8. CONSENT AGENDA FOR APPROVAL

CONSENT MINUTES
Regular Board Meeting: February 26, 2018
TLC Committee Meeting: February 25, 2019
Operations Committee Meeting: February 25, 2019
Labor Committee Meeting: February 25, 2019
Special Board Meeting: February 14, 2019

CONSENT RESOLUTIONS

Resolution 03-26-19: 17 BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the revised job description, posting and filling for the position of Paraeducator - Special Education.

Resolution 03-26-19: 18 BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the job description, posting and filling for the position of Paraeducator - Special Education – Employment Facilitator.

Resolution 03-26-19: 19 BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the job description, posting and filling for the position of Paraeducator – Special Education for the Visually and/or Hearing Impaired.

Resolution 03-26-19: 20 BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the job description, posting and filling for the position of Paraeducator – Special Education – Autism Spectrum Disorder (ASD) & Specialized Programs (e.g., CORE, Pre-K, and Therapeutic)

Resolution 03-26-19: 21 BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the job description, posting and filling for the position of Paraeducator – Special Education for Medically Fragile and Moderately to Severely Disabled Students.
Resolution 03-26-19: 25 BE IT RESOLVED, that on the recommendation of the Superintendent of Schools, that the Board of Education accepts the supplemental appropriation of $600,000 from the Board of Finance to assist with mold-related cost.

9. REPORTS/DISCUSSION

a. Labor Committee

- Committee Report
  - Presentation and Discussion of Data Dashboard
  - Discuss Personnel Matters*
    - Continued consideration of Superintendent’s 360 feedback.

Future Committee Agenda Items
- Insurance/Health & Wellness Plan – April

b. Fiscal Committee

- Committee Report

Future Committee Agenda Items
- Long Ridge Project - April

c. Operations Committee

- Committee Report

Future Committee Agenda Items
- Long-Range Facilities Planning – (March-June)

d. Teaching, Learning and Community

- Committee Report
- **Resolution 03-26-19: 22** BE IT RESOLVED, that on the recommendation of the Superintendent of Schools, that the Board of Education approve the Mary L. Fitch Trust grant in the amount of $22,065 for nine Stamford Public School teachers to attend professional development activities in the areas of Special Education, Health, Science and Technology.

- **Resolution 03-26-19: 23** BE IT RESOLVED, that on the recommendation of the Superintendent of Schools, that the Board of Education approve new Policy 5144.1 Physical Restraint and Seclusion of Students and Use of Exclusionary Time Out as required by CT Public Act 18-51.

**Future Committee Agenda Items**

- SRBI/EL – April
- Learning Organization – May
- Outcomes, Measures & Targets – May
- College and Career – Program Update – June

**e. Policy Committee**

- Committee Report

**10. Closure and Next Steps**

- Steering Committee Agenda Setting

**11. Adjournment**

* It is expected that all or a major part of the discussion on this matter will be held in executive session.*
The Regular Board Meeting of the Board of Education was held on Tuesday, February 26, 2019 at the Government Center, 888 Washington Boulevard. The meeting was called to order at 7:02 p.m. by Mrs. Jennienne Burke, Vice President, with the following Board members present: Mrs. Betsy Allyn, Mr. Mike Altamura, Mrs. Jennienne Burke, Mr. Frank Cerasoli, Mr. Andy George, Mrs. Jackie Pioli, Mr. Antoine Savage, Mr. Nicola Tarzia and Mayor David Martin. Absent: Mrs. Jackie Heftman. Also in Attendance: Superintendent Earl Kim, Dr. Tamu Lucero, Dr. Stephen Falcone, Mr. Clarence Zachery, Mr. Hugh Murphy, Ms. Olympia Della Flora, Dr. Michael Fernandes, Mr. Brian White, Mrs. Sharon Beadle, Mrs. Amy LiVolsi and several staff members and guests.

A moment of silence was taken for Anthony Mazur, Custodian from Rogers, who passed away a few weeks ago.

**SALUTE THE FLAG**

Mr. Andy George asked everyone to stand and salute the flag.

**MISSION STATEMENT**

Mrs. Jennienne Burke presented the mission statement of the Board of Education.

**STUDENT AND STAFF ACHIEVEMENTS**

00:01:53

Please refer to the video for additional information.

**SUPERINTENDENT’S REPORT:**

00:08:34

The video can be referred to for any additional information during this report.

**BOARD REPORT**

Please refer to the video for additional information.

**TIME FOR THE PUBLIC TO BE HEARD**

00:53:12

No one signed up to speak.
CONSENT AGENDA  
00:54:23

CONSENT MINUTES

Mr. George made a motion to approve the consent minutes, seconded by Mrs. Heftman.

The following members voted in favor to pass the amended consent minutes and resolutions: Mrs. Allyn, Mr. Altamura, Mrs. Burke, Mr. Cerasoli, Mr. George, Mrs. Heftman, Mrs. Pioli, Mr. Savage and Mr. Tarzia.

Opposed: 0
Abstained: 0
Vote: 9-0-0

REPORTS/DISCUSSION

Fiscal Committee  
00:55:08

Mr. Cerasoli read Resolution 02-26-19: 13 into the record.

Resolution 02-26-19: 13  
BE IT RESOLVED, that on the recommendation of the Superintendent of Schools, that the Board of Education affirms the acceptance and completion of Projects 135-0267RR Westhill High School Roof; 135-0271 Turn of River Roof; 135-0272 Newfield Roof.

Mr. Cerasoli made a motion to move the resolution, seconded by Mrs. Burke.

Please refer to the video for additional discussion.

The following members voted in favor to approve Resolution 02-26-19: 13: Mr. Altamura, Mrs. Burke, Mr. Cerasoli, Mr. George, Mrs. Heftman, Mrs. Pioli, Mr. Savage and Mr. Tarzia.

Opposed: Mrs. Allyn
Abstained: 0
Vote: 8-1-0

Mr. Cerasoli read Resolution 02-26-19: 16 into the record.

Resolution 02-26-19: 16  
BE IT RESOLVED, that on the recommendation of the Superintendent of Schools, that the Board of Education approve the attached 2018-19 purchases for 2 out-of-district tuition at a total of $297,343.

Mr. Tarzia made a motion to move the resolution, seconded by Mr. Altamura.
Please refer to the video for additional discussion.

The following members voted in favor to approve Resolution 02-26-19: 16: Mrs. Allyn, Mr. Altamura, Mrs. Burke, Mr. Cerasoli, Mr. George, Mrs. Heftman, Mrs. Pioli, Mr. Savage and Mr. Tarzia.

Opposed: 0
Abstained: 0
Vote: 9-0-0

Discussion of second quarter results
01:16:30

Mr. George moved to table the discussion of the second quarter results, seconded by Mr. Cerasoli.

The following members voted in favor to table the discussion of the second quarter results: Mrs. Allyn, Mr. Altamura, Mrs. Burke, Mr. Cerasoli, Mr. George, Mrs. Heftman, Mrs. Pioli, Mr. Savage and Mr. Tarzia.

Opposed: 0
Abstained: 0
Vote: 9-0-0

Labor Committee
01:19:53

Mrs. Heftman read Resolution 02-26-19: 14 into the record.

Resolution 02-26-19: 14 BE IT RESOLVED, that on the recommendation of the Superintendent of Schools, that the Board of Education approves the 12-Month Long Range Planning Calendar for the Labor Committee.

Mr. Heftman made a motion to move the resolution, seconded by Mr. Tarzia.

The following members voted in favor to approve Resolution 02-26-19: 14: Mrs. Allyn, Mr. Altamura, Mrs. Burke, Mr. Cerasoli, Mr. George, Mrs. Heftman, Mrs. Pioli, Mr. Savage and Mr. Tarzia.

Opposed: 0
Abstained: 0
Vote: 9-0-0

Teaching, Learning and Community Committee Meeting
01:20:51

Mrs. Allyn reminded the Board to submit any questions or concerns they may have in regards to Tiered Support or Health Centers to her.
Mrs. Allyn read Resolution 02-26-19: 09 into the record.

Resolution 02-26-19: 09  
BE IT RESOLVED, that on the recommendation of the Superintendent of Schools, that the Board of Education approve the SHS Trip to Spain April 13-20, 2019.

Mrs. Allyn made a motion to move the resolution, seconded by Mr. Tarzia.

Please refer to the video for additional information.

The following members voted in favor to approve Resolution 02-26-19: 09: Mrs. Allyn, Mr. Altamura, Mrs. Burke, Mr. Cerasoli, Mr. George, Mrs. Heftman, Mrs. Pioli, Mr. Savage and Mr. Tarzia.

Opposed: 0
Abstained: 0
Vote: 9-0-0

Please refer to the video for additional information.

Policy Committee  
01:27:16
Mr. Altamura states there will be an update next month.

Please refer to the video for additional information.

Returning to Discussion of second quarter results  
01:31:29
Please refer to the video for additional information

Operations Committee  
02:52:06
Mr. Tarzia discussed a few items in regards to mold and asbestos update.

Please refer to the video for additional information.

Video 03:02:05
Mr. Lou Casolo the City of Stamford’s Engineer arrived to make a presentation in reference to Stamford High courtyard, Rippowam auditorium and Westover School.

Steering Committee  
03:49:30
Mr. George stated that the Board will have the following meetings:
Tuesday, March 12th – Fiscal & Operations Committee Meeting
Tuesday, March 19th – Workshop & TLC Committee Meeting
Tuesday, March 26th – Regular Board Meeting
Process Observation
03:55:18
Mrs. Burke began to lead this conversation.

Please refer to the video for additional information.

Adjourn
04:11:10
Mr. George moved, seconded by Mr. Tarzia to adjourn the meeting at approximately 11:12 p.m. with the following Board members present and in agreement: Mrs. Allyn, Mr. Altamura, Mrs. Burke, Mr. Cerasoli, Mr. George, Mrs. Heftman, Mrs. Pioli and Mr. Tarzia.

Andy George, President
Stamford Board of Education

This meeting is on video
DRAFT Minutes of the February 25, 2019, Teaching, Learning and Community Committee Meeting

The Teaching, Learning and Community Committee Meeting of the Board of Education was held on Monday, February 25, 2019, at the Government Center, 888 Washington Boulevard. Mrs. Betsy Allyn, Committee Chair, called the meeting to order at 6:31 pm with all Committee members present: Mrs. Betsy Allyn, Mr. Mike Altamura, Mrs. Jackie Heftman, and Mrs. Jackie Pioli.

Also in attendance: Board members Mr. Andy George, Mr. Nicola Tarzia, Mr. Frank Cerasoli, and Ms. Jennienne Burke who arrived at 6:35. Superintendent Earl Kim, Dr. Michael Fernandes, Mr. Brian White, Ms. Olympia Della Flora, and other staff members of Stamford Public Schools were also present.

**Video 00:00:54**

**Social Emotional Learning Update**

Associate Superintendent Dr. Michael Fernandes shared the Social Emotional Learning framework being implemented in all schools. He presented the three-tiered intervention model developed with the goal of providing every student with supports to help make them successful in life. Programs offered within the three tiers were also discussed.

**Video 00:11:00**

**School Based Health Centers**

Ms. Olympia Della Flora gave an overview of the school-based health centers located in five schools and accessible to any SPS student. She highlighted the role they play in bringing medical and preventative care and social emotional health into the schools, making these services and treatment available and access to them quicker. The health centers also play a role in teaching students healthy choices and behaviors through available nutrition counseling and health and wellness workshops.

**Adjournment**

Mrs. Allyn moved to adjourn the meeting at 7:12 pm with the four present Committee members voting in favor.

Betsy Allyn, Chair
Teaching, Learning and Community Committee
Stamford Board of Education

This meeting is on video
DRAFT Minutes of the February 25, 2019 Operations Committee Meeting

The Operations Committee Meeting of the Stamford Board of Education was held on Monday, February 25, 2019 at the Government Center, 888 Washington Boulevard. Mr. Nicola Tarzia, Chair, called the meeting to order at 7:13 pm with the following Committee members present: Mr. Mike Altamura, Mrs. Jennienne Burke, Mr. Andy George and Mr. Frank Cerasoli.

Also in attendance: Mrs. Betsy Allyn, Mrs. Jackie Heftman, Mrs. Jackie Pioli, Mr. Earl Kim, Dr. Tamu Lucero, Dr. Stephen Falcone, Mr. Clarence Zachery, Dr. Michael Fernandes, Mr. Brian White, Mr. Hugh Murphy, Dr. Judy Singer, Dr. Wayne Holland, Mr. Rich Lyons, Mrs. Amy LiVolsi, SEA President, Para Educator President and several guests.

FACILITIES:

Mold Update

Video Time Stamp: 00:04

Mr. Zachery and Mr. Lyons addressed the Board with a mold update.

Please refer to the video for information.

Current Capital Project Update

Video Time Stamp: 14:01

Mr. Zachery and Mr. Lyons addressed the Board on concerns about the Stamford High School courtyard, Rippowam auditorium, Stamford High School elevator and funds that have been allocated for other projects at Stamford High.

Please refer to the video for additional information.

Long Range Facilities Planning

Video Time Stamp: 24:37

Mr. Zachery gave an update on the meeting that took place with the Mayor and his staff.
Please refer to the video for additional information.

**Food Service 2nd Quarter Report**
*Video Time Stamp: 30:56*

Mr. Zachery addressed the Board on the 2nd Quarter Report submitted by Chartwells.

Please refer to the video for additional information.

**Safety and Security 2nd Quarter Report**
*Video Time Stamp: 48:44*

Mr. Zachery addressed the concerns of the Board in regards to the Security 2nd quarter report.

Please refer to the video for additional information.

**Executive Session**

Mr. George made a motion to enter into Executive Session to discuss the details of the Facilities Management Contract, as it may reveal strategy or negotiations around impending claims and litigation, seconded by Mr. Tarzia.

The following Committee members voted in favor of the Executive session: Mr. Altamura, Mrs. Burke, Mr. Cerasoli, Mr. George, and Mr. Tarzia voted in favor.

**Vote: 5-0-0**

Joining the Board in Executive session at 8:12 pm will be Mr. Zachery, Mr. Kim, Mrs. LiVolsi and Dr. Lucero.

There was a concern as to what the committee’s role is in regard to the Long Range Planning Process.

**The Executive Session ended at 9:09 pm. No votes were taken.**
Future agenda items:

12 Month Dashboard Agenda
Northeast Sewer Project
The Procedural Flowchart
Long Range Facilities Planning

Mr. Tarzia moved, seconded by Mr. Altamura to adjourn the meeting at 9:12 pm with Mr. Altamura, Mrs. Burke, Mr. Cerasoli, Mr. George, and Mr. Tarzia voting in favor.

Nicola Tarzia, Chair
Operations Committee
Stamford Board of Education

This meeting is on Video
The Labor Committee of the Board of Education was held on February 25, 2019 at the Government Center, 888 Washington Boulevard at 9:12 p.m. by Mrs. Heftman, Chair, with the following Committee members present:

Mrs. Allyn, Mr. George, Mrs. Pioli, and Mr. Tarzia.

Also in attendance: Mr. Altamura, Mrs. Burke, and Mr. Cerasoli.

Mr. Kim, Dr. Lucero, Dr. Falcone, and Mr. Zachery were present from the administration.

**Video 00:00:16 (Part 1)**

**Agenda Amendment**

Mrs. Heftman suggested amending the agenda to include MOAs and Settlement Agreements. Ms. Heftman moved the motion, Ms. Allyn seconded. The vote was unanimous. (5-0-0)

**Video 00:01:05 (Part 1)**

**Long Range Planning 12-Month Calendar**

Mrs. Heftman shared the following resolution.

**Resolution 02-26-19: 14** BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the 12-Month Long Range Planning Calendar for the Labor Committee. Mrs. Heftman moved, seconded by Mrs. Allyn. Dr. Falcone provided an overview. A discussion ensued. The vote was unanimous. (5-0-0)

**Video 00:06:30 (Part 1)**

**Position Addition/Elimination**

Mrs. Heftman shared the following resolution.

**Resolution 02-26-19: 15** BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the addition of a 0.4 FTE for a Dean of Students and the elimination of a 1.0 FTE Security position at Stamford High School. Mr. Tarzia moved the motion, Mrs. Allyn seconded.
Dr. Falcone provided background regarding the request. Mrs. Heftman shared that the position was being added as part of a settlement agreement. Mrs. Heftman invited the committee to speak in Executive Session. Mrs. Pioli requested to go into Executive Session. Mrs. Heftman shared the reasons for entering into Executive Session. Mrs. Heftman moved to go into Executive Session, Mr. Tarzia seconded. The vote was unanimous. (5-0-0) Joining in the session were Attorney LiVolsi, Mr. Kim, Dr. Lucero, Dr. Falcone, Mr. Zachery and the other members of the Board present. The Board then went into Executive Session.

**Video 00:01:10 (Part 2)**

**Position Addition/Elimination**

Ms. Heftman shared that the Board was back on the record and no votes were taken in Executive Session. Discussion on the resolution ensued. Mr. Zachery was asked about FTE remaining in the contingency budget. It was noted that the administration could inform the Board regarding the use of the contingency without a resolution. Mrs. Heftman called for a vote. The vote was 0-5-0 to reject the resolution.

**Video 00:11:10**

**Adjournment**

Mrs. Allyn moved, seconded by Mr. George to adjourn the meeting at 10:12 p.m. with the following Board members voting in favor: Mrs. Heftman, Mrs. Allyn, Mrs. Pioli, Mr. Tarzia and Mr. George.

Mrs. Jackie Heftman, Chair
Labor Committee
Stamford Board of Education

This meeting is on video [Part 1](#) and [Part 2](#)
The Special Board Meeting of the Board of Education was held on Thursday, February 14, 2019 at the Government Center, 888 Washington Boulevard. The meeting was called to order at 6:40 p.m. by Mr. Andy George, President, with the following Board members present: Mrs. Betsy Allyn, Mr. Mike Altamura, Mrs. Jennienne Burke, Mr. Frank Cerasoli, Mr. Andy George, Mrs. Jackie Heftman, Mrs. Jackie Pioli, and Mr. Nicola Tarzia. Absent: Mr. Antoine Savage and Mayor David Martin. Also in Attendance: Superintendent Earl Kim, Dr. Tamu Lucero, Mr. Clarence Zachery, Mr. Hugh Murphy and Dr. Stephen Falcone.

This meeting is a continuation from Wednesday, February 13, 2019 to discuss and approve the 2019-20 Operating and Grants budget.

**Video 00:03:00**

Mr. Zachery began discussing the amendment made to the Operating Budget Resolution.

**Resolution 02-12-19: 11**  
BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the 2019-20 Operating Budget in the amount of $286,515,993 and 2,123.1 positions.

Jackie Heftman made a motion to amend **Resolution 02-12-19: 11** to reduce the budget in accordance with Administrations newest estimates for a reduction in the budget for $7,050, seconded by Mike Altamura. The new amount is $286,487,856 for a 5.02% increase.

The new Resolution will read:

**Resolution 02-12-19: 11**  
BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the 2019-20 Operating Budget in the amount of $286,487,856 and 2,123.1 positions.

The following members voted in favor to pass the Resolution: Mr. Altamura, Mrs. Burke, Mr. Cerasoli, Mr. George, Mrs. Heftman, Mrs. Pioli and Mr. Tarzia.

**Opposed:** 0  
**Abstained:** Betsy Allyn

**Vote:** 7-0-1

Please see [video](#) for more information

**Video 00:10:09**

The Board began discussing their comments, questions and concerns in regards to Resolution 02-12-19:11.
Andy George made a motion to reduce the F.T.E. positions in the Operating Budget to 2,121.1 from 2,123.1, seconded by Frank Cerasoli.

Please see video for discussion.

The following members voted in favor to pass the Resolution: Mr. Cerasoli, Mr. George and Mr. Tarzia.

Opposed: Mrs. Allyn, Mr. Altamura, Mrs. Burke, Mrs. Heftman and Mrs. Pioli
Abstained: 0
Vote: 3-5-0

This motion did not pass; the positions will remain at 2,123.1 positions.

Frank Cerasoli made a motion to reduce the budget by 1 million dollars; this motion was not seconded.

Mrs. Allyn proposed an amendment to the main motion to move $5,000 from object code 590 program 17 to object code 322 location 26. In addition, to move $75,000 from object code 590 program 17 to object code 691 location 30. Mrs. Heftman seconded this motion.

The following members voted in favor to pass the Resolution: Mrs. Allyn, Mr. Altamura, Mrs. Burke, Mr. Cerasoli, Mr. George, Mrs. Heftman, Mrs. Pioli and Mr. Tarzia. Opposed: 0
Abstained: 0
Vote: 8-0-0

Mrs. Pioli proposed a motion to reduce the 321.25 account by $225,000 and reduce the 321.27 account by $225,000 for a total of $450,000 and reallocated to a CIO, a data specialist and two reading teachers. Mrs. Allyn seconded this motion.

Please refer to the video for discussion.

The following members voted in favor to pass the Resolution: Mrs. Allyn and Mrs. Pioli.

Opposed: Mr. Cerasoli, Mr. George, Mrs. Heftman and Mr. Tarzia
Abstained: Mr. Altamura and Mrs. Burke
Vote: 2-4-2

This motion did not pass.

The Board then voted on the main Resolution.
Resolution 02-12-19: 11 BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the 2019-20 Operating Budget in the amount of $286,487,856 and 2,123.1 positions.

The following members voted in favor to pass the Resolution: Mr. Altamura, Mr. George, Mrs. Heftman and Mr. Tarzia.

Opposed: Mr. Cerasoli

Abstained: Mrs. Allyn, Mrs. Burke and Mrs. Pioli

Vote: 4-1-3

Moving on to the second Resolution for the Grants Budget.

Resolution 02-12-19: 10 BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the 2019-20 Grants Budget in the amount of $30,410,409 and 209.3 positions.

This Resolution was moved and seconded on February 13, 2019 meeting this is a continuation of discussion.

Video 02:03:30
Mr. Murphy began discussing an amendment made to the Grants Budget Resolution. Please refer to the video for further discussion on the amendment.

Mrs. Burke made a motion to accept the amendment to increase the Grants Budget from $30,410,409 to $30,528,276, seconded by Mrs. Heftman to read:

Resolution 02-12-19: 10 BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the 2019-20 Grants Budget in the amount of $30,528,276 and 209.3 positions.

The following members voted in favor to pass the Resolution: Mrs. Allyn, Mr. Altamura, Mrs. Burke, Mr. Cerasoli, Mr. George, Mrs. Heftman, Mrs. Pioli and Mr. Tarzia.

Opposed: 0

Abstained: 0

Vote: 8-0-0

Mr. Cerasoli made a motion, seconded by Mr. Tarzia to adjourn the meeting at approximately 8:45 p.m. with the following Board members present and in agreement: Mrs. Allyn, Mr. Altamura, Mrs. Burke, Mr. Cerasoli, Mr. George, Mrs. Heftman and Mr. Tarzia.

Andy George, President
Stamford Board of Education

This meeting is on video
RESOLUTION

Board Meeting Date: March 26, 2019

Action Required By: March 26, 2019

Code: 03-26-19: 17

SUBJECT: Approve the revised job description, posting and filling for the position of Paraeducator - Special Education.

BACKGROUND: The administration seeks to clarify roles and responsibilities of Paraeducators for special education.

ALTERNATIVES:

FUNDING SOURCE: Operating Budget

Beginning Date of Program or Project: 

Ending Date of Program or Project: 

POLICY/REGULATION REFERENCE: 2130

RESOLUTION: BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the revised job description, posting and filling for the position of Paraeducator - Special Education.

ATTACHMENTS:
1) Job Description

Signature of Member(s) Submitting Report

Signature of Superintendent of Schools
STAMFORD PUBLIC SCHOOLS

Excellence is the point

Job Description

POSITION TITLE: PARAEDUCATOR – SPECIAL EDUCATION (GENERAL)

PURPOSE:
To serve as an integral member of the instructional team to provider services to individual student(s) in accordance with the goals/objectives identified by the Individual Education Plan (IEP).

SUPERVISION RECEIVED:
Certified Staff Professional(s) and/or appropriate Administrator.

EXAMPLES OF DUTIES & RESPONSIBILITIES:

STUDENT SUPPORT DUTIES & RESPONSIBILITIES:
- Work with individual students or small groups of students, under the supervision of a certified teacher, to reinforce learning of materials or skills initially introduced by the teacher.
- Collect data on student progress, under the direction of the teacher, for individual students or groups of students.
- Follow student schedule(s), as written by certified staff, i.e. administrators, teachers, related service providers, etc. and seek clarification as needed.
- Assist the teacher in the handling, operation, and care of equipment used in the classroom, including media and instructional materials.
- Assist with the supervision of students during emergency drills, assembles, play periods, field trips, and in other non-classroom activities.
- Support with implementation of goals and objectives (IEP) as assigned by certified staff, and maintain strict confidentiality of the same.
- Foster independence in students through implementation of Independence goal(s) and other strategies.
- Assist with daily living needs, such as feeding and bathroom accommodations.
- Assist with organization and on-task behavior.
- Implement behavior intervention plans under the direction of a certified staff member.
- Serve as the chief source of information and help to any substitute teacher assigned in the absence of the regular teacher.
- Assist with implementation of Health Care plans for students and other medical needs.
- Alert the teacher(s) regarding any problem or special information related to an individual student.
- Help students master equipment or instructional materials assigned by teacher.
- Assist other students in an inclusion classroom.
GENERAL/ADMINISTRATIVE DUTIES & RESPONSIBILITIES:

- Participate in professional development training programs, as required.
- Perform other related duties, as assigned.
- Maintain the same high level of ethical behavior and sensitivity of information about students as is expected of a certified teacher.
- Exhibit a clear understanding of the IEP information as it pertains to their role as an implementer.
- Distribute and collect workbooks, papers, and other materials for instruction as needed.

KNOWLEDGE, SKILLS & ABILITIES:

- Effective communication and interpersonal skills.
- Demonstrated ability to understand and follow oral and written instructions effectively.
- Exhibits proficiency in basic reading, math, writing, and speaking English.
- Must possess or be willing to acquire the skills necessary to work productively with children.
- Appropriate reading, spelling, writing, and math skills to support student.
- Physical condition commensurate with the demands of, at a minimum, the essential functions of the position.
- Must exhibit good judgment, patience, tact, and courtesy.
- Utilizes and maintains ethical practices for confidential communication about students.
- Ability to establish and maintain cooperative and effective working relationships.

MINIMUM QUALIFICATIONS:

- Must follow the Every Student Succeeds Act (ESSA) requirements and have passed the ParaPro Assessment, hold an Associate’s Degree, or have completed at least 60 credits at an approved college.
- Must possess or be willing to acquire the skills necessary to support any specialized programs for Special Needs students, including support of behavioral plans, strategies for autism or other identified diagnoses, or support for treatments such as ABA or activities of daily living such as feeding and toileting.
- Experience/training in working with children preferred.
- Comfort with use of standard computer applications.
- Such additions and alternatives to the above qualifications as may be appropriate and acceptable.

WORKING CONDITIONS:

Environment:

- The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This will include indoor office/classroom settings, outdoor play, recreation areas and field trip locations.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
• While performing the duties of this job, the employee is regularly required to sit for extended periods of time to view & operate computer equipment, and to stand for extended periods of time to assist student(s) and/or staff.

• The employee frequently is required to stand, walk, sit, bend, stoop and kneel.

• The employee is frequently required to reach with hands and arms.

• The employee must occasionally lift and/or move up to 40 pounds.

• Specific vision abilities required by this job include vision, distance vision, and the ability to adjust focus.

**EMPLOYEE GROUP:** Paraeducators of Stamford Association

**WORK YEAR:** As per Bargaining Agreement

______________________________  ____________________
Employee Signature             Date
City of Stamford
BOARD OF EDUCATION

RESOLUTION

Board Meeting Date: March 26, 2019
Action Required By: March 26, 2019
Code: 03-26-19: 18

SUBJECT: Approve the job description, posting and filling for the position of Paraeducator - Special Education – Employment Facilitator.

BACKGROUND: The administration seeks to clarify roles and responsibilities of Paraeducators for special education

ALTERNATIVES:

FUNDING SOURCE: Operating Budget

Beginning Date of Program or Project: 
Ending Date of Program or Project:

POLICY/REGULATION REFERENCE: 2130

RESOLUTION: BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the job description, posting and filling for the position of Paraeducator - Special Education – Employment Facilitator.

ATTACHMENTS:

1) Job Description

Signature of Member(s) Submitting Report

Signature of Superintendent of Schools
STAMFORD PUBLIC SCHOOLS

Excellence is the point

Job Description

POSITION TITLE: PARAEDUCATOR – SPECIAL EDUCATION - Employment Facilitator

PURPOSE:
To work with students to implement an Individual Transition Service Plan (ITP) in accordance with their Individual Education Plan (IEP). Employment Facilitators are responsible for supporting students in the 18-21 programs to prepare them for post-secondary, vocational, and independent living skills with the overarching goal of promoting student independence and autonomy.

SUPERVISION RECEIVED:
Certified Staff Professional(s) and/or appropriate Administrator.

EXAMPLES OF DUTIES & RESPONSIBILITIES:

STUDENT SUPPORT DUTIES & RESPONSIBILITIES:
● Assist vocational coordinator and certified teachers in supporting job related education objectives with small groups of students, to reinforce learning in post-secondary, vocational and independent living skills.
● Collect and record achievements and diagnostic data, under the direction of the teacher, on individual students or groups of students in the school or community setting for purpose of task analysis and continued programming.
● Assist the teacher in devising specialized strategies for reinforcing material or skills sets based on a data collection of individual students, their needs, interests, and abilities as this relates to post-secondary outcomes.
● Assist the teacher in the handling, operation, and care of equipment used in the classroom/community, including media and instructional materials and assistive technology.
● Support IEP/ITP goals as they relate specifically to independence within vocational and community experiences, travel training, and functional academics.
● Monitor student performance in a variety of work sites according to program guidelines (visit job sites, obtain employers evaluations, serve as liaison between employer and student) for purpose of identifying areas requiring additional training, under supervision of transition coordinator.
● Exhibit a clear understanding of the IEP/ITP information, vocational objectives to include travel training, leisure related activities and functional academics and carry out IEP/ITP goals and objectives as it pertains to your role as an implementer.
● Follow district policies for protecting the health, safety and well-being of student alerting the teacher(s) regarding any problem or special information related to an individual student.
● Implement behavioral plans provided by the teacher/admin/supervisor.

● Participate in professional development training programs, meetings workshops for the purposes of conveying and/or gathering information required to perform functions and remain knowledgeable of program guidelines.

● Demonstrate the following as role model and mentor: proper dress and grooming skills as relates to job site, punctuality, appropriate ways to interact with others in the workplace, ability to proactively problem solve, demonstrate effective communication, and patience.

● Encourage employer/co-workers to be receptive in supporting and supervising employee (speak directly to student/employee, encourage self-advocacy directed at supervisor, etc.).

● Participate in professional development training programs, as required.

● Perform other related duties, as assigned.

GENERAL/ADMINISTRATIVE DUTIES & RESPONSIBILITIES:

● Participate in professional development training programs, as required.

● Perform other related duties, as assigned.

KNOWLEDGE, SKILLS & ABILITIES:

● Effective communication and interpersonal skills as relates to supporting and supervising employee/employer relationship.

● Demonstrated ability to understand and follow oral and written instructions effectively.

● Exhibited proficiency in basic reading, math, writing, and communication as this relates to functional vocational and academic preparation for job sites.

● Possession or be willingness to acquire the skills necessary to work productively with young adults within the community and on job sites.

● Physical condition commensurate with the demands of, at a minimum, the essential functions of the position.

● Exhibited good judgment, patience, diplomacy, and sensitivity always cognizant of positive role model behavior for young adults.

● Demonstrated use and maintenance of ethical practices for confidential communication about students.

● Ability to establish and maintain cooperative and effective working relationships.

MINIMUM QUALIFICATIONS:

● Must follow the Every Student Succeeds Act (ESSA) requirements and have passed the ParaPro Assessment, hold an Associate’s Degree, or have completed at least 60 credits at an approved college

● Must possess or be willing to acquire the skills necessary to support any specialized programs for Special Needs students, including support of behavioral plans, strategies for autism or other identified diagnoses, or support for treatments such as Applied Behavior Analysis (ABA) or activities of daily living as they relate to vocational/career service plans.

● Experience/training in working with young adults preferred.

● Comfort with use of standard computer applications and assistive technology.
Such additions and alternatives to the above qualifications as may be appropriate and acceptable.

**WORKING CONDITIONS:**

**Environment:**
- The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This will include indoor office/classroom settings and outdoor travel to work sites via public transportation and walking.

**PHYSICAL DEMANDS:**
The physical demands described here are representative of those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- While performing the duties of this job, the employee is regularly required to sit for extended periods of time to view & operate computer equipment, and to stand for extended periods of time to assist student(s) and/or staff.
- The employee frequently is required to stand, walk, sit, bend, stoop and kneel to support specific job tasks related to employment opportunities.
- Ability to lift and carry a minimum of 40 pounds
- Hear and speak to exchange information in person and on the telephone.
- Observe, listen and speak to students.
- Regularly interact with co-workers and the public.

**EMPLOYEE GROUP:** Paraeducators of Stamford Association, Inc.

**WORK YEAR:** As per Bargaining Agreement

_________________________________  _____________
Employee Signature                          Date
RESOLUTION

Board Meeting Date: March 26, 2019  Action Required By: March 26, 2019

Code: 03-26-19: 19

SUBJECT: Approve the job description, posting and filling for the position of Paraeducator – Special Education - Visually and/or Hearing Impaired.

BACKGROUND: The administration seeks to clarify roles and responsibilities of Paraeducators for special education

ALTERNATIVES:

FUNDING SOURCE: Operating Budget

Beginning Date of Program or Project:  Ending Date of Program or Project:

POLICY/REGULATION REFERENCE: 2130

RESOLUTION: BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the job description, posting and filling for the position of Paraeducator – Special Education - Visually and/or Hearing Impaired.

ATTACHMENTS:

1) Job Description

[Signatures]

Signature of Member(s) Submitting Report

Signature of Superintendent of Schools
STAMFORD PUBLIC SCHOOLS

Excellence is the point

Job Description

POSITION TITLE: PARAEDUCATOR – SPECIAL EDUCATION – Visually and/or Hearing Impaired

PURPOSE:
To serve as an integral member of the student support team to provide services to students who are visually or hearing impaired, in accordance with the goals/objectives identified by the Individual Education Plan (IEP), with the overarching goal of promoting student independence and autonomy.

SUPERVISION RECEIVED:
Works under the supervision of a Certified Staff Professional(s) and/or appropriate Administrator

EXAMPLES OF DUTIES & RESPONSIBILITIES:

STUDENT SUPPORT DUTIES & RESPONSIBILITIES:
- Work with students under the direction of a classroom teacher and visually impaired (VI) or hearing impaired (HI) professional to maximize students’ independence
- Assist the VI or HI professional and school staff with modifications and services necessary to achieve IEP objectives
- Create tactile materials
- Take supplementary student notes
- Assist student with materials in the classroom
- Keep the instructional staff informed regarding student progress and needs
- Assist in inventory, care, and maintenance of equipment
- Convert visual information to an accessible format for student (ex: print to Braille, small print to large, conversion to high contrast)
- Ensure the safety of the student throughout the school day
- Assist with the supervision of students during emergency drills, assembles, play periods, field trips, and in other non-classroom activities.
- Support with implementation of goals and objectives (IEP) as assigned by certified staff, and maintain strict confidentiality of the same.
- Serve as the chief source of information and help to any substitute teacher assigned in the absence of the regular teacher.
- Assist with implementation of Health Care plans for students and other medical needs.
- Alert the teacher(s) regarding any problem or special information related to an individual student.
GENERAL /ADMINISTRATIVE DUTIES & RESPONSIBILITIES:
• Participate in recommended training (see below)
• Use strategies and techniques specific to the needs of visually, blind, or hearing impaired students
• Perform other related duties, as assigned.
• Implement strategic decisions made by the student’s team

KNOWLEDGE, SKILLS & ABILITIES:
• Willingness to learn and adapt to best practice strategies for supporting students with IEPs, including encouraging independence and autonomy for students.
• Effective communication and interpersonal skills
• Demonstrated ability to understand and follow oral and written instructions effectively
• Exhibited proficiency in basic reading, math, writing, and speaking English
• Possession or willingness to acquire the skills necessary to work productively with children
• Physical condition commensurate with the demands of, at a minimum, the essential functions of the position.
• Ability to establish and maintain cooperative and effective working relationships.

MINIMUM QUALIFICATIONS:
• Must follow the Every Student Succeeds Act (ESSA) requirements and have passed the ParaPro Assessment, hold an Associate’s Degree, or have completed at least 60 credits at an approved college.
• Must possess or be willing to acquire the skills necessary to support needs associated with autism, Applied Behavior Analysis (ABA), behavioral needs, as well as activities of daily living such as feeding.
• Experience/training in working with children preferred.
• Such additions and alternatives to the above qualifications as may be appropriate and acceptable.

WORKING CONDITIONS:
Environment:
• The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This will include indoor office/classroom settings, outdoor play, recreation areas and field trip locations.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
• While performing the duties of this job, the employee is regularly required to sit for extended periods of time to view and operate computer equipment, and to stand for extended periods of time to assist student(s) and/or staff.
• The employee frequently is required to stand, walk, sit, bend, stoop and kneel.
• The employee is frequently required to reach with hands and arms.
• Specific vision abilities required by this job include vision, distance vision, and the ability to adjust focus.
• Hear and speak to exchange information in person and on the telephone.
• Observe, listen and speak to students.

TRAINING FOR PARAPROFESSIONALS (when applicable)

For The Blind and Visually Impaired:
• Complete the Unified English Braille (UEB) online course (Modules 1 and 2)
• Attendance at Bureau of Education and Services for the Blind (BESB) training for paraprofessionals, if offered
• 3 hours training on blindness specific assistive technology
• 3 hours training on methods and materials
• 1 hour training in Orientation and Mobility and implications of blindness
• Complete Nemeth Training Tutorial Chapters 1-3 (basic math)
• Training on student specific needs if deemed necessary

For the Hearing Impaired:
• Change batteries in equipment (hearing aids, implants, or FM systems)
• Monitor and ensure that equipment is managed and stored properly at the start and end of each school day
• Training on student specific needs if deemed necessary

EMPLOYEE GROUP:
Paraeducators of Stamford Association, Inc.

WORK YEAR:
As per Bargaining Agreement. Paraeducators are required to work the regular school day schedule of the building they are assigned.

APPLICATION PROCESS: Applicants must complete online application.

_________________________       ________________
Employee Signature            Date

Page 3 of 3
Amended 3/12/19
RESOLUTION

Board Meeting Date: March 26, 2019  
Action Required By: March 26, 2019

Code: 03-26-19: 20

SUBJECT: Approve the job description, posting and filing for the position of Paraeducator – Special Education – Autism Spectrum Disorder (ASD) & Specialized Programs (e.g., CORE, Pre-K, and Therapeutic)

BACKGROUND: The administration seeks to clarify roles and responsibilities of Paraeducators for special education

ALTERNATIVES:

FUNDING SOURCE: Operating Budget

Beginning Date of Program or Project:  
Ending Date of Program or Project:

POLICY/REGULATION REFERENCE: 2130

RESOLUTION: BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the job description, posting and filing for the position of Paraeducator – Special Education – Autism Spectrum Disorder (ASD) & Specialized Programs (e.g., CORE, Pre-K, and Therapeutic)

ATTACHMENTS:

1) Job Description

[Signatures of Member(s) Submitting Report]  
[Signature of Superintendent of Schools]
STAMFORD PUBLIC SCHOOLS

Excellence is the point

Job Description

POSITION TITLE: PARAEDUCATOR – SPECIAL EDUCATION - Autism Spectrum Disorder (ASD) & Specialized Programs (e.g. CORE, PreK, and Therapeutic)

PURPOSE:
To serve as an integral member of the student support team to provide services to students in accordance with the goals/objectives identified by the Individual Education Plan (IEP) in programs for students in specialized programs, including those with Autistic Spectrum Disorder (ASD), with the overarching goal of promoting student independence and autonomy.

SUPERVISION RECEIVED:
Certified Staff Professional(s) and/or appropriate Administrator

EXAMPLE OF DUTIES & RESPONSIBILITIES:

STUDENT SUPPORT DUTIES & RESPONSIBILITIES:
• Support students in increasing capacity to perform tasks independently by using strategies that gradually release responsibilities to students.
• Work with students, under the supervision of a certified teacher, to reinforce behavior and communication skills of students initially introduced by the teacher/supervisor.
• Assist the teacher in Applied Behavior Analysis (ABA) strategies, discreet trials and inclusion opportunities.
• Guide sensory diets, activity schedules and discreet trials.
• Implement behavioral intervention plans under the supervision of teacher, Board Certified Behavior Analyst (BCBA), and/or administrator.
• Record achievements and diagnostic tests, under the direction of the teacher, for individual students or groups of students.
• Participation in the documentation of school health based services.
• Assist the teacher in the handling, operation, and care of equipment used in the classroom, including media and instructional materials, assistive technology, augmentative communication devices.
• Assist with daily living needs, such as feeding and bathroom accommodations (i.e. toileting).
• Assist with the supervision of students during emergency drills, assemblies, play periods, field trips, and in other non-classroom activities.

• Support with implementation of goals and objectives (IEP) as assigned by certified staff, and maintain strict confidentiality of the same.

• Serve as the chief source of information and help to any substitute teacher assigned in the absence of the regular teacher.

• Assist with implementation of Health Care plans for students and other medical needs.

• Alert the teacher(s) regarding any problem or special information related to an individual student.

GENERAL/ADMINISTRATIVE DUTIES & RESPONSIBILITIES:
• Assist with the supervision of students during lunch, recess, arrival and dismissal, assemblies, emergency drills, play periods, field trips, and in other non-classroom activities, as assigned.

• Participate in professional development training programs, as required.

• Perform other related duties, as assigned.

KNOWLEDGE, SKILLS & ABILITIES:
• Willingness to learn and adapt to best practice strategies for supporting students with IEPs, including encouraging independence and autonomy for students.

• Effective communication and interpersonal skills.

• Demonstrated ability to understand and follow oral and written instructions effectively.

• Exhibited proficiency in basic reading, math, writing, and speaking English.

• Possession or willingness to acquire the skills necessary to work productively with children.

• Appropriate reading, spelling, writing, and math skills to support student.

• Physical condition commensurate with the demands of, at a minimum, the essential functions of the position.

• Exhibited good judgment, patience, tact, and courtesy.

• Demonstrated use and maintenance of ethical practices for confidential communication about students.

• Ability to establish and maintain cooperative and effective working relationships.

MINIMUM QUALIFICATIONS:
• Must follow the Every Student Succeeds Act (ESSA) requirements and have passed the ParaPro Assessment, hold an Associate’s Degree, or have completed at least 60 credits at an approved college.

• Must possess or be willing to acquire the skills necessary to support any specialized programs for Special Needs students. Including basic and advanced Registered Behavior Technician (RBT) training, support of behavioral plans, strategies for autism or other identified diagnoses, seclusion and restraint training, or support for treatments such as ABA or activities of daily living such as feeding and toileting.

• Experience/training in working with children preferred.
• Comfort with use of standard computer applications.
• Such additions and alternatives to the above qualifications as may be appropriate and acceptable.

WORKING CONDITIONS:
Environment:
The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.
• This will include indoor office/classroom settings, outdoor play, recreation areas and field trip locations.
• Work with at-risk students of various cognitive, social-emotional, and behavioral deficits, which may include anti-social and maladaptive behaviors.
• Students may also have mental and/or physical disabilities which necessitate assistance in the form of eating, personal hygiene, wheelchair transfer, lifting and/or toileting.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
• While performing the duties of this job, the employee is regularly required to sit for extended periods of time to view & operate computer equipment, and to stand for extended periods of time to assist student(s) and/or staff.
• The employee frequently is required to stand, walk, sit, bend, stoop and kneel.
• The employee is frequently required to reach with hands and arms.
• The employee must occasionally lift and/or move students with proper transfer techniques from standers, beds, walkers, wheelchairs, etc., as a team.
• Ability to lift and carry a minimum of 40 pounds
• Have the physical capacity to restrain or seclude students in an emergency situation to maintain the safety of the student or another individual.
• Specific vision abilities required by this job include vision, distance vision, and the ability to adjust focus.
• Hear and speak to exchange information in person and on the telephone.
• Ability to observe, listen and speak to students.

EMPLOYEE GROUP: Paraeducators of Stamford Association, Inc.

WORK YEAR: As per Bargaining Agreement

__________________________  __________________________
Employee Signature                   Date
RESOLUTION

Board Meeting Date: March 26, 2019  Action Required By: March 26, 2019

Code: 03-26-19: 21

SUBJECT: Approve the job description, posting and filling for the position of Paraeducator – Special Education - Medically Fragile and Moderately to Severely Disabled Students.

BACKGROUND: The administration seeks to clarify roles and responsibilities of Paraeducators for special education

ALTERNATIVES:

FUNDING SOURCE: Operating Budget

Beginning Date of Program or Project: Ending Date of Program or Project:

POLICY/REGULATION REFERENCE: 2130

RESOLUTION: BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approve the job description, posting and filling for the position of Paraeducator – Special Education - Medically Fragile and Moderately to Severely Disabled Students.

ATTACHMENTS:

1) Job Description

Signature of Member(s) Submitting Report

Signature of Superintendent of Schools
STAMFORD PUBLIC SCHOOLS

Excellence is the point

Job Description

POSITION TITLE: PARAEDUCATOR – SPECIAL EDUCATION for Medically Fragile and Moderately to Severely Disabled Students

PURPOSE:
The position of PARAEDUCATOR is an integral member of the student support team to provide services to students in accordance with the goals/objectives identified by the Individual Education Plan (IEP) with the overarching goal of promoting student independence and autonomy.

SUPERVISION RECEIVED:
Certified Staff Professional(s) and/or appropriate Administrator

EXAMPLES OF DUTIES & RESPONSIBILITIES:

STUDENT SUPPORT DUTIES & RESPONSIBILITIES:

• Support students in increasing capacity to perform tasks independently by using strategies that gradually release responsibilities to students.
• Work with individual students or small groups of students, under the supervision of a certified teacher, to reinforce learning of materials or skills initially introduced by the teacher.
• Record achievements and diagnostic tests, under the direction of the teacher, for individual students or groups of students.
• Assist the teacher in the handling, operation, and care of equipment used in the classroom, including media and instructional materials, assistive technology, and augmentative communication devices.
• Assist with daily living needs, such as feeding and bathroom accommodations (i.e. toileting, diapering).
• Guide activities of daily living, sensory diets, OT/PT programs.
• Ability to assist with physical transfers into wheelchairs, standers and other adaptive equipment.
• Assist with the supervision of students during emergency drills, assembles, play periods, field trips, and in other non-classroom activities.
• Support with implementation of goals and objectives (IEP) as assigned by certified staff, and maintain strict confidentiality of the same.
• Serve as the chief source of information and help to any substitute teacher assigned in the absence of the regular teacher.
Assist with implementation of Health Care plans for students and other medical needs.
Alert the teacher(s) regarding any problem or special information related to an individual student.

GENERAL/ADMINISTRATIVE DUTIES & RESPONSIBILITIES:
• Assist with the supervision of students during lunch, recess, arrival and dismissal, assemblies, emergency drills, play periods, field trips, and in other non-classroom activities, as assigned.
• Participate in professional development training programs, as required.
• Perform other related duties, as assigned.

KNOWLEDGE, SKILLS & ABILITIES:
• Willingness to learn and adapt to best practice strategies for supporting students with IEPs, including encouraging independence and autonomy for students.
• Willingness to assist and monitor medically fragile students supervised by nurse (training provided as needed).
• Effective communication and interpersonal skills.
• Demonstrated ability to understand and follow oral and written instructions effectively.
• Exhibited proficiency in basic reading, math, writing, and speaking English.
• Possession or willingness to acquire the skills necessary to work productively with children.
• Appropriate reading, spelling, writing, and math skills to support student.
• Physical condition commensurate with the demands of, at a minimum, the essential functions of the position.
• Exhibited good judgment, patience, tact, and courtesy.
• Demonstrated use and maintenance of ethical practices for confidential communication about students.

MINIMUM QUALIFICATIONS:
• Must follow the Every Student Succeeds Act (ESSA) requirements and have passed the ParaPro Assessment, hold an Associate’s Degree, or have completed at least 60 credits at an approved college
• Must possess or be willing to acquire the skills necessary to support any specialized programs for Special Needs students, including support of behavioral plans, strategies for autism or other identified diagnoses, or support for treatments such as Applied Behavior Analysis (ABA) or activities of daily living such as feeding and toileting.
• Experience/training in working with children preferred.
• Comfort with use of standard computer applications.
• Such additions and alternatives to the above qualifications as may be appropriate and acceptable.
WORKING CONDITIONS:
Environment:
- The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This will include indoor office/classroom settings, outdoor play, recreation areas and field trip locations.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- While performing the duties of this job, the employee is regularly required to sit for extended periods of time to view & operate computer equipment, and to stand for extended periods of time to assist student(s) and/or staff.
- The employee frequently is required to stand, walk, sit, bend, stoop and kneel.
- The employee is frequently required to reach with hands and arms.
- The employee must lift and/or move with proper transfer techniques, students from standers, beds, walkers, wheelchairs, etc. as a team.
- Must be capable of participating in the Side by Side lift of students, as trained, with two people assisting, not to exceed 120 pounds; and capable of participating in the Upper Lower Body Lift of students, as trained, with two people assisting not to exceed 120 pounds.
- The employee may occasionally be required to lift and/or move up to 40 pounds.
- Strength and stamina to lift and move students and engage in strenuous physical activities
- Must possess mobility to work in a classroom using specialized educational materials like medical equipment and a computer
- Specific vision abilities required by this job include vision, distance vision, and the ability to adjust focus.

EMPLOYEE GROUP: Paraeducators of Stamford Association, Inc.

WORK YEAR: As per Bargaining Agreement

_____________________________________________  ___________________
Employee Signature                                      Date
City of Stamford
BOARD OF EDUCATION

RESOLUTION

Board Meeting Date: March 26, 2019
Action Required By: March 19, 2019

Code: 03-26-19: 25

SUBJECT: Request for additional appropriation from Board of Finance

BACKGROUND: BOF approved $600,000 for BOE Mold related costs. The BOE originally requested $702,593, additional funds from the Board of Finance to cover BOE Mold related costs.

ALTERNATIVES:

FUNDING SOURCE:

Beginning Date of Program or Project: July 1, 2018
Ending Date of Program or Project: October 28, 2018

POLICY/REGULATION REFERENCE:

RESOLUTION: BE IT RESOLVED, that on the recommendation of the Superintendent of Schools, that the Board of Education accepts the supplemental appropriation of $600,000 from the Board of Finance to assist with mold-related costs.

ATTACHMENTS:
Backup document

Signature of Member Submitting Report

Signature of Superintendent of Schools
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<thead>
<tr>
<th>ITEM DESCRIPTION</th>
<th>AMOUNT</th>
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<tr>
<td>ORIGINAL REIMBURSEMENT REQUEST</td>
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<td>INVOICES FOR NON-MOLD RELATED SERVICES THAT WERE REMOVED</td>
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<td>INVOICES FOR MOLD RELATED SERVICES PRIOR TO JULY 1, 2018</td>
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<td>INVOICES FOR MOLD RELATED SERVICES PROVIDED AFTER OCTOBER 29, 2019</td>
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**TOTAL** | **$43,020.44**
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<td>6/30/18</td>
<td>7/10/18</td>
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<td>8/20/2018</td>
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<td>7/11/18</td>
<td>7/31/18</td>
<td>AITE</td>
<td>Mold Remediation (removal &amp; disposal gym floor)</td>
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<td>8/16/18</td>
<td>8/20/18</td>
<td>Westhill</td>
<td>Demo 14 Bookcases in Media Center</td>
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<td>10/29/18</td>
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<tr>
<td></td>
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**TOTAL**  $9,668.12
MEMO

DATE: March 11, 2019

TO: Earl Kim, Superintendent of Schools
    Labor Committee
    Board of Education

FROM: Stephen Falcone, Executive Director of Human Resources and Talent Development

RE: Data Dashboard

Attached please find data related to the Department of Human Resources and Talent Development. The purpose of having a data dashboard is to provide a visual summary and display of key indicators of performance and activity within the department. The data may provide guidance on next steps or lead to further data gathering and analysis. We view this as an ongoing process that will contribute to decisions that impact the department, the schools and the district. This initial presentation is an important step in this dialogue.

The following are summaries of the different areas for review.

1. **New Hire Information**

   There is a three-year trend history for full-time employees as well as part-time/per diem employees. As you will notice, the greatest number of hires of full-time employees are teachers. The number of new hires is dependent upon retirements, resignations, transfers and new positions. Excluded from this number are teachers who have been rehired who had been on interim contracts as well employees who switched employee groups (i.e., a substitute who became a teacher). There has been a relative consistency in the numbers of hires.

   The other significant number relates to substitutes. These include per-diem substitute teachers, paraeducators and security workers. It also includes those people who have taken long-term substitute teaching assignments. As our substitutes work on a per-diem basis, they may not be available to work every day. We typically have between 160-200 substitutes working on a given day.

   The hiring process for full-time staff intensifies in June, July and August, as those are key months for hiring. In addition to monitoring the budget with regard to positions and posting vacancies, the HR Department must process building recommendations and complete the onboarding process. In addition to the Human Resources Department conducting reference checks, the department is also responsible for fingerprint processes, DCF registry checks, and
Educational Employer Verification background checks related to the CT legislation 16-67. 16-67 requires that districts conduct background checks with every past employer with whom a candidate had contact with children, as well as that the district submit an inquiry to the CT Department of Education. Therefore, a candidate who, for example, worked in two other schools, worked in a day care facility, and coached at a YMCA would require four additional checks, in addition to the Department of Education inquiry. This new legislation also requires that we respond to these inquiries from other districts related to our own past employees. Though this process has been systematized, for each individual there is additional time (probably an average of at least 45 minutes) necessary to complete the onboarding.

II. SEA Positions Processed with Demographic Data

The graphic in the second section is related solely to the SEA (Teachers) as they are the largest group. It should be noted that the district processes an average of approximately 200 transfers in a given year. This is due, in part, to the range of opportunities afforded to teachers. There are Administrative Interns, Teachers on Specialist Assignment, IEP Compliance Teachers, SRBI Support Teachers, Instructional Support Teachers, Department Heads, Literacy Support Specialists and other positions that are termed and therefore must be posted and interviewed for on a regular basis. There are also changes in staffing numbers at the different schools that require placement of teachers through an established process.

You may note a difference in the new hire number in the “SEA Positions Processed” chart and the total number in the “SEA New Hire Demographics” chart. This difference is attributed to the fact that “positions processed” represents FTE by school (i.e. split positions would be listed twice) while one person may be hired to fill both. For example, we may hire one Art Teacher as a 1.0 FTE to fill a 0.8 FTE need at School A and a 0.2 FTE need at School B.

As related to the demographic shifts, this information has been provided in the past as connected to the work of the Urban Teacher Recruitment and Retention Task Force. Efforts have continued to identify candidates who can contribute to the diversity of the staff. Teachers of color who have been hired in the past few years represent approximately 20% of the hires.

III. Comparative Monthly Attendance Data for Teachers, Paraeducators and Security

The data on attendance relates to teachers, paraeducators and security. For our reporting purposes, this includes absences related to personal illness, family illness, bereavement, worker’s comp and personal business, but does not include absences related to professional development responsibilities as this would be a work day for staff. These numbers also include absences for individuals who are absent on an FMLA leave.

The data is presented in a monthly comparison of the percentage of days present for work. On average, this trends toward 90%. There has been additional absence this year, which may be partly attributed to the air quality situation in some of the schools.

Some next steps will be to continue the data analysis by factoring out those individuals out on long-term leaves.

IV. Evaluation Completion Data for Certified Staff

The Human Resources Department monitors the process for complying with due dates for the Educator Evaluation System. As background, Category 1 teachers are non-tenured and in their first two years. Category 2 teachers are in their first four years and are tenured. Category 3 teachers, who represent the greatest number, are tenured teachers beyond four years. Completion rates have increased over the past four years on an anecdotal basis as this
was not a metric previously tracked in a formal way. Reasons for an incomplete can relate to a medical or other extenuating circumstance. In the case where there is no reason, both evaluator and evaluatee are notified about the completion status.

V. Mandated Training Completion Data

The Human Resource Department is responsible for the mandated trainings of the district employees. Last year, the district began to use an online system, SafeSchools, to provide this mandated training. This requires either using the content on the SafeSchools system or developing our own content. It also requires working with the different bargaining units to establish the process by which the trainings will be completed. We have worked to identify these times and all trainings must be complete by March 27, 2019. There has been good progress thus far as evidenced by the data provided. SafeSchools does generate reminders and district follow up will occur upon review after March 27, 2019.

VI. Medical Leave Data

The information presented includes data for the past two years. There is final data for 2017-18 and the combination of those who have returned from leave (22) and active leaves (16) provide the total of 38 for the current year. Maternal Disability Leave and Medical LOA reflect leaves of individuals who are not covered by FMLA.

Data indicates that the number of leaves are tracking the same as is the duration of the leaves.

VII. Administrative Leave Data

The information on administrative leave reflects data on all employees, including per diem employees, who are on administrative leave pending a resolution of an employment-related situation. These can include leaves related to DCF investigations. Efforts have been made to resolve issues in a timely fashion and the data suggests the trend is positive.

VIII. Investigation Data

The information relates to investigations which may or may not be associated with administrative leaves. The data for this year has led to increased training of substitutes and future trainings are planned for other groups to address patterns of concern.
# New Hire Employees

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<tr>
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<td>0.6%</td>
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<td>0.5%</td>
<td>7.0</td>
<td>1.8%</td>
</tr>
<tr>
<td>Custodians</td>
<td>11.0</td>
<td>2.3%</td>
<td>14.0</td>
<td>3.2%</td>
<td>8.0</td>
<td>2.1%</td>
</tr>
<tr>
<td>Paraeducators</td>
<td>17.0</td>
<td>3.5%</td>
<td>39.0</td>
<td>9.0%</td>
<td>25.0</td>
<td>6.5%</td>
</tr>
<tr>
<td>Security Workers</td>
<td>3.0</td>
<td>0.6%</td>
<td>3.0</td>
<td>0.7%</td>
<td>2.0</td>
<td>0.5%</td>
</tr>
<tr>
<td>Teachers</td>
<td>121.0</td>
<td>25.1%</td>
<td>90.0</td>
<td>20.7%</td>
<td>104.0</td>
<td>26.9%</td>
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<tr>
<td>UAW Employees</td>
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<td>1.8%</td>
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<tr>
<td><strong>Total Full-Time Employees</strong></td>
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<td>153.0</td>
<td>39.6%</td>
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<td>Count</td>
<td>% of Total</td>
<td>Count</td>
<td>% of Total</td>
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<tr>
<td><strong>Part-Time/Per Diem Employees</strong></td>
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<tr>
<td>Coaches</td>
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<tr>
<td>Parent Facilitators</td>
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<td>3.0</td>
<td>0.8%</td>
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<tr>
<td>Student Workers</td>
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<td>2.5%</td>
<td>4.0</td>
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<tr>
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<td>44.0%</td>
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<td>0.0%</td>
</tr>
<tr>
<td>Tutors</td>
<td>46.0</td>
<td>9.5%</td>
<td>31.0</td>
<td>7.1%</td>
<td>27.0</td>
<td>7.0%</td>
</tr>
<tr>
<td><strong>Total Part-Time/Per Diem Employees</strong></td>
<td>314.0</td>
<td>65.0%</td>
<td>285.0</td>
<td>65.5%</td>
<td>233.0</td>
<td>60.4%</td>
</tr>
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</table>

**Total Employees** | 483.0 | 100.0% | 435.0 | 100.0% | 386.0 | 100.0% |

Note: This data does not include transfers between employee groups.
Summary of Full-Time New Hire Employees


as of 3/12/19
Summary of Part-Time/Per Diem New Hire Employees


As of 3/12/19.
## SEA Positions Processed

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<tr>
<th></th>
<th>2016-2017 School Year</th>
<th>2017-2018 School Year</th>
<th>2018-2019 School Year as of 3/1/19</th>
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<tbody>
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<td>Rehired Interims</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>378.0</strong></td>
<td><strong>318.0</strong></td>
<td><strong>339.0</strong></td>
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## SEA New Hire Demographics

### 2018-2019 School Year
as of 3/1/2019

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<th>White</th>
<th>Grand Total</th>
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</thead>
<tbody>
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<td>Count</td>
<td>% of Total</td>
<td>Count</td>
<td>% of Total</td>
<td>Count</td>
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<tr>
<td>Female</td>
<td>6</td>
<td>4.7%</td>
<td>2</td>
<td>1.6%</td>
<td>9</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>1.6%</td>
<td>-</td>
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<tr>
<td>Grand Total</td>
<td>8</td>
<td>6.3%</td>
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### Minority

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</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>13.4%</td>
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<tr>
<td>Male</td>
<td>7</td>
<td>5.5%</td>
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<tr>
<td>Grand Total</td>
<td>24</td>
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### 2017-2018 School Year

<table>
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<td>% of Total</td>
<td>Count</td>
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<tr>
<td>Female</td>
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<td>5.5%</td>
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</tr>
<tr>
<td>Male</td>
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<tr>
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### Minority

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<td>7.3%</td>
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<tr>
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### 2016-2017 School Year

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<td>% of Total</td>
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<tr>
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<td>14</td>
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<tr>
<td>Male</td>
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<tr>
<td>Grand Total</td>
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<td>1.3%</td>
<td>16</td>
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### Minority

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<tr>
<td>Female</td>
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<td>13.2%</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>3.3%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>25</td>
<td>16.4%</td>
</tr>
</tbody>
</table>
Paraeducator Attendance Rate
2017-2018 vs. 2018-2019 School Years
Evaluation Completion
as of 2/28/19

- Administrators: 97.2%
- Category 1 Teachers: 96.3%
- Category 2 Teachers: 99.3%
- Category 3 Teachers: 98.3%

Colors:
- Green: Percent Complete Goal Setting
- Blue: Percent Complete Mid-Year
### 2018-2019 DCF Mandated Reporter Training

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<td>Percent</td>
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</tr>
<tr>
<td>ABM Staff</td>
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<td>0.0%</td>
</tr>
<tr>
<td>Administrators</td>
<td>49</td>
<td>62.8%</td>
<td>29 37.2%</td>
</tr>
<tr>
<td>Coaches</td>
<td>45</td>
<td>83.3%</td>
<td>9 16.7%</td>
</tr>
<tr>
<td>Custodians</td>
<td>36</td>
<td>24.3%</td>
<td>112 75.7%</td>
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<tr>
<td>Intern/Student Teacher</td>
<td>18</td>
<td>62.1%</td>
<td>33 37.9%</td>
</tr>
<tr>
<td>IT Department</td>
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<td>22.2%</td>
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</tr>
<tr>
<td>Nurses</td>
<td>7</td>
<td>18.4%</td>
<td>31 81.6%</td>
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<tr>
<td>Paraeducators</td>
<td>109</td>
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<td>311 74.0%</td>
</tr>
<tr>
<td>Parent Facilitators</td>
<td>3</td>
<td>18.8%</td>
<td>13 81.2%</td>
</tr>
<tr>
<td>SEA</td>
<td>724</td>
<td>47.9%</td>
<td>789 52.1%</td>
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<td>7</td>
<td>19.4%</td>
<td>29 80.6%</td>
</tr>
<tr>
<td>Substitutes</td>
<td>383</td>
<td>74.5%</td>
<td>131 25.5%</td>
</tr>
<tr>
<td>Tutors</td>
<td>80</td>
<td>74.1%</td>
<td>28 25.9%</td>
</tr>
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<td>UAW/MAA</td>
<td>19</td>
<td>21.3%</td>
<td>70 78.7%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,486</strong></td>
<td><strong>48.6%</strong></td>
<td><strong>1,570 51.4%</strong></td>
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### Bloodborne Pathogen Exposure Prevention

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### 2018-2019 Bloodborne Pathogen Exposure Prevention Training Supplement

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### FERPA: Confidentiality of Records

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<th></th>
<th>Incomplete</th>
<th>Complete</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2018-2019 DCF Mandated Reporter Training Completion Status
as of February 28, 2019
2018-2019 DCF Mandated Reporter Training Completion Status
as of February 28, 2019
Bloodborne Pathogen Exposure Prevention Training Completion Status
as of February 28, 2019

- Coaches: 16.7%
- ABM Staff: 25.0%
- Substitutes: 30.4%
- Tutors: 35.2%
- Intern/Student Teacher: 41.4%
- Administrators: 56.4%
- SEA: 67.5%
- IT Department: 77.6%
- Custodians: 84.5%
- Parent Facilitators: 87.1%
- Paraprofessionals: 87.5%
- Nurses: 89.5%
- UAW/MAA: 91.0%
- Security Workers: 91.7%

Legend:
- Complete
- Incomplete
2018-2019 Bloodborne Pathogen Exposure Prevention Training
Supplement Completion Status
as of February 28, 2019

[Bar chart showing completion status for various roles]

- ABM Staff: 25.0% Complete, 75.0% Incomplete
- Administrators: 43.0%, 57.0%
- Coaches: 81.5%, 18.5%
- Curriculum: 58.6%, 41.4%
- Intern/Student Teacher: 27.2%, 72.8%
- IT Department: 92.1%, 7.9%
- Nurses: 85.0%, 15.0%
- Paraprofessionals: 35.0%, 65.0%
- Parent Facilitators: 70.2%, 29.8%
- SEA: 65.7%, 34.3%
- Security Workers: 87.6%, 12.4%
- Substitutes: 22.4%, 77.6%
- Tutors: 87.6%, 12.4%
- UAW/MAA: 22.4%, 77.6%
2018-2019 Bloodborne Pathogen Exposure Prevention Training
Supplement Completion Status
as of February 28, 2019
FERPA: Confidentiality of Records Training Completion Status
as of February 28, 2019
FERPA: Confidentiality of Records Training Completion Status
as of February 28, 2019

<table>
<thead>
<tr>
<th>Role</th>
<th>Complete</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaches</td>
<td>81.5%</td>
<td>18.5%</td>
</tr>
<tr>
<td>ABM Staff</td>
<td>63.0%</td>
<td>37.0%</td>
</tr>
<tr>
<td>Substitutes</td>
<td>69.3%</td>
<td>30.7%</td>
</tr>
<tr>
<td>Tutors</td>
<td>63.0%</td>
<td>37.0%</td>
</tr>
<tr>
<td>Intern/Student Teacher</td>
<td>63.0%</td>
<td>37.0%</td>
</tr>
<tr>
<td>Administrators</td>
<td>59.6%</td>
<td>40.4%</td>
</tr>
<tr>
<td>SEA</td>
<td>69.6%</td>
<td>30.4%</td>
</tr>
<tr>
<td>IT Department</td>
<td>71.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Custodians</td>
<td>83.1%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Parent Facilitators</td>
<td>87.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Paraeducators</td>
<td>87.6%</td>
<td>12.4%</td>
</tr>
<tr>
<td>UAW/MAA</td>
<td>91.0%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Security Workers</td>
<td>91.7%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Nurses</td>
<td>92.3%</td>
<td>7.7%</td>
</tr>
</tbody>
</table>
## Summary of Long-Term Medical Leave of Absences

### 2018-2019 School Year

<table>
<thead>
<tr>
<th></th>
<th>Maternity Leave</th>
<th>Maternal Disability Leave</th>
<th>Medical Leave</th>
<th>Family Leave</th>
<th>Paternity</th>
<th>Medical LOA</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # Leaves</td>
<td>38</td>
<td>2</td>
<td>40</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>86</td>
</tr>
<tr>
<td>Total returned from Leave</td>
<td>22</td>
<td>1</td>
<td>19</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>Average Number of Weeks - Paid</td>
<td>11.43</td>
<td>3.40</td>
<td>7.02</td>
<td>0</td>
<td>2.00</td>
<td>15.70</td>
<td>8.86</td>
</tr>
<tr>
<td>Average Number of Weeks - Unpaid</td>
<td>0.97</td>
<td>4.80</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.54</td>
</tr>
<tr>
<td>Average Number of Weeks out of Work</td>
<td>12.40</td>
<td>8.20</td>
<td>7.02</td>
<td>2.00</td>
<td>15.70</td>
<td></td>
<td>9.39</td>
</tr>
</tbody>
</table>

|                                | 16              | 1                         | 21            | 0            | 0         | 0           | 38     |
| Average Number of Weeks - Paid as of 3/1/19 | 9.54           | 0.00                      | 14.08         | 0            | 0         | 0           | 11.74  |
| Average Number of Weeks - Unpaid as of 3/1/19 | 0.40           | 3.80                      | 0.00          | 0.00         | 0.00      |             | 0.27   |
| Average Number of Weeks out of Work as of 3/1/19 | 9.94           | 3.80                      | 14.08         |             |           |             | 12.01  |

### 2017-2018 School Year

<table>
<thead>
<tr>
<th></th>
<th>Maternity Leave</th>
<th>Maternal Disability Leave</th>
<th>Medical Leave</th>
<th>Family Leave</th>
<th>Paternity</th>
<th>Medical LOA</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # Leaves</td>
<td>49</td>
<td>2</td>
<td>47</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td>110</td>
</tr>
<tr>
<td>Average Number of Weeks - Paid</td>
<td>13.38</td>
<td>4.10</td>
<td>11.02</td>
<td>1.60</td>
<td>2.00</td>
<td>5.50</td>
<td>11.09</td>
</tr>
<tr>
<td>Average Number of Weeks - Unpaid</td>
<td>1.33</td>
<td>4.30</td>
<td>1.20</td>
<td>10.40</td>
<td>0.00</td>
<td>0.00</td>
<td>1.28</td>
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<tr>
<td>Average Number of Weeks out of Work</td>
<td>14.71</td>
<td>8.40</td>
<td>12.23</td>
<td>12.00</td>
<td>2.00</td>
<td>0.00</td>
<td>12.37</td>
</tr>
</tbody>
</table>
Administrative Leave – 2018-19 School Year

- Employees placed on leave (paid & unpaid) - 40
  - 21 Paid
    - 10 currently on leave
  - 19 Unpaid (substitutes/coaches out of season)
    - 6 currently on leave
- Average length of leave in school days (paid & unpaid) – 24 days
  - Paid – 32 days
  - Unpaid – 16 days

<table>
<thead>
<tr>
<th>Duration of Completed Leaves</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Days or Less</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

Administrative Leave – 2014 – 2018

Paid Administrative Leaves

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Average Duration in School Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>27</td>
<td>46.37</td>
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<tr>
<td>2015-2016</td>
<td>32</td>
<td>42.25</td>
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<tr>
<td>2016-2017</td>
<td>14</td>
<td>47.86</td>
</tr>
<tr>
<td>2017-2018</td>
<td>12</td>
<td>33.58</td>
</tr>
</tbody>
</table>
**HR Investigations - 2018/19 Year to Date as of 3/1/19**
- 55 Investigations Commenced
- 40 Investigations Completed
  - 21 Substantiated/Partially Substantiated
  - 18 Unsubstantiated
  - 1 Addressed by Professional Development
- 15 Investigations Pending

<table>
<thead>
<tr>
<th>Description</th>
<th>Certified</th>
<th>Coach</th>
<th>Paraeducator</th>
<th>Security</th>
<th>Substitute</th>
<th>Other</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Discrimination</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Harassment</td>
<td>3</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Physical Contact w/ Student</td>
<td>6</td>
<td>*</td>
<td></td>
<td></td>
<td>6</td>
<td>*</td>
<td>17</td>
</tr>
<tr>
<td>Public Trust</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>5</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>Time &amp; Attendance</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>2</td>
<td>*</td>
<td>3</td>
</tr>
<tr>
<td>Unprofessional Conduct</td>
<td>5</td>
<td>*</td>
<td>4</td>
<td>*</td>
<td>10</td>
<td>*</td>
<td>20</td>
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<tr>
<td>Other</td>
<td>2</td>
<td></td>
<td></td>
<td>*</td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

* = 1 or Less
City of Stamford
BOARD OF EDUCATION

RESOLUTION

Board Meeting Date: March 26, 2019  Action Required By: March 26, 2019
Code: 03-26-19: 22

SUBJECT: To accept $22,065 from the Mary L. Fitch Trust for Stamford Public School teachers to attend professional development activities.

BACKGROUND: The Mary L. Fitch Trust grant is a competitive grant offered to all Stamford Public Schools teachers. Nine teachers received grants in the areas of Special Education, Health, Science, and Technology.

ALTERNATIVES: To fund professional development conferences through the operating budget.

FUNDING SOURCE: Mary L. Fitch Trust

Beginning Date of Program or Project: March 26, 2019  Ending Date of Program or Project: June 30, 2020

POLICY/REGULATION REFERENCE: #3445

RESOLUTION: BE IT RESOLVED, that on the recommendation of the Superintendent of Schools, that the Board of Education approve the Mary L. Fitch Trust grant in the amount of $22,065 for nine Stamford Public School teachers to attend professional development activities in the areas of Special Education, Health, Science and Technology.

ATTACHMENTS:
1) Emails from Mary L. Fitch Trust
2) 
3) 

Signature of Member(s) Submitting Report

Signature of Superintendent of Schools
Memo

To: Earl Kim
Cc: Tamu Lucero
From: Cheryl Poltrack
Date: March 20, 2019
Subject: Mary L. Fitch Trust

Below is the information requested by the Board of Education for the Mary L. Fitch Trust grant award, Resolution 03-26-19:22.

Please note: The grant award is for ten teachers,

<table>
<thead>
<tr>
<th>School</th>
<th>Teachers</th>
<th>Conference</th>
<th>Dates</th>
<th>Subs Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AITE</td>
<td>Math</td>
<td>National Council of Teachers of Mathematics Conference (NCTM)</td>
<td>April 3 - April 6</td>
<td>Yes</td>
</tr>
<tr>
<td>Apples</td>
<td>SPED</td>
<td>Assistive Technology Conference (ATIA)</td>
<td>Jan. 28 - Jan. 31, 2020</td>
<td>No</td>
</tr>
<tr>
<td>Cloonan</td>
<td>SPED (2 teachers)</td>
<td>2019 General &amp; Special Education Conference</td>
<td>May 8th-May 11</td>
<td>Yes</td>
</tr>
<tr>
<td>Dolan</td>
<td>PE</td>
<td>SHAPE America</td>
<td>April 9- April 13</td>
<td>Yes</td>
</tr>
<tr>
<td>Dolan</td>
<td>Science</td>
<td>National Science Teachers Association Conference (NSTA)</td>
<td>April 11-April 14</td>
<td>Yes</td>
</tr>
<tr>
<td>Northeast</td>
<td>Media</td>
<td>International Society for Technology in Education Conference (ISTE)</td>
<td>June 23 – June 26</td>
<td>No</td>
</tr>
<tr>
<td>Roxbury</td>
<td>Elementary</td>
<td>ISTE Conference</td>
<td>June 23-June 26</td>
<td>No</td>
</tr>
<tr>
<td>Stamford High</td>
<td>Media</td>
<td>Google Cloud Next '19</td>
<td>April 9- April 11</td>
<td>No</td>
</tr>
<tr>
<td>Turn of River</td>
<td>PE</td>
<td>SHAPE America</td>
<td>April 9- April 13</td>
<td>Yes</td>
</tr>
</tbody>
</table>
RESOLUTION

Board Meeting Date: March 26, 2019  Action Required By: March 26, 2019

Code: 03-26-19:23

SUBJECT: Approve new Policy 5144.1 Physical Restraint and Seclusion of Students and Use of Exclusionary Time Out as required by CT Public Act 18-51.

BACKGROUND: CT PA 18-51 requires districts to develop policies and procedures relating to physical restraint and seclusion that comply with all federal, state, and local laws and regulations.

ALTERNATIVES: N/A

FUNDING SOURCE: N/A

Beginning Date of Program or Project: January 2019  Ending Date of Program or Project: Implementation of Policy

POLICY/REGULATION REFERENCE: New Policy 5144.1
New Regulations 5144.1R

RESOLUTION: BE IT RESOLVED, that on the recommendation of the Superintendent of Schools, that the Board of Education approve new Policy 5144.1 Physical Restraint and Seclusion of Students and Use of Exclusionary Time Out as required by CT Public Act 18-51.

ATTACHMENTS:
1) Memo from Dr. Michael Fernandes
2) Policy 5144.1 and Regulations
2) CSDE Incident of Physical Restraint Form
3) CSDE Incident of Seclusion Form

[Signatures]

Signature of Member(s) Submitting Report

Signature of Superintendent of Schools
Students

Physical Restraint and Seclusion of Students and Use of Exclusionary Time Out

The Stamford Board of Education seeks to foster a safe and positive learning environment for all students. In compliance with applicable law, this policy, and accompanying regulations, Board of Education employees will avoid the use of physical restraint and seclusion of students. However, physical restraint or seclusion of a student by trained school employees may be necessary in an emergency situation to maintain the safety of the student or another individual, where harm to the student or others is immediate or imminent. The Board also regulates the use of exclusionary time out in accordance with this Policy and accompanying regulations and applicable law.

The following sets forth the procedures for compliance with the relevant Connecticut General Statutes and Regulations concerning the physical restraint and seclusion of students in the Stamford Public Schools. The Board of Education mandates compliance with this policy and the associated administrative regulations at all times. Violations of this policy and/or associated administrative regulations by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with the Board’s responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220, or to supercede the justifiable use of reasonable physical force permitted under Connecticut General Statutes §53a-18(6). Under no circumstances shall employees or individuals under the supervision of the Board use corporal punishment with students or physically manage students for purposes of discipline.

Legal References:

Connecticut General Statutes:
10-76b State supervision of special education programs and services.
10-76d Duties and powers of boards of education to provide special education programs and services.
10-236b Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)
46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)
46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.
46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies.
53a-18 Use of reasonable physical force or deadly physical force.
53a-19 Use of physical force in defense of person.
53a-20 Use of physical force in defense of premises.
53a-21 Use of physical force in defense of property.
Conn. Gen. Stat. § 10-76d
Conn. Gen. Stat. § 10-236b
Conn. State Agencies. §§ 10-76b-5 to 10-76b-11

Other References:
Understanding the Laws and Regulations Governing the Use of Restraine and Seclusion, Connecticut State Department of Education (July 2018).

Policy Adopted:
Students

Administrative Regulations Concerning Physical Restraint, Seclusion of Students and Use of Exclusionary Time Out

I. Definitions

A. Exclusionary time out means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student’s behavior.

B. Life-threatening physical restraint means any physical restraint or hold of a person that (1) restricts the flow of air into a person’s lungs, whether by chest compression or any other means, or (2) immobilizes or reduces the free movement of a person’s arms, legs or head while the person is in the prone position.

C. Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person’s arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. Excluded from this definition is (1) briefly holding a person in order to calm or comfort the person; (2) restraint involving the minimum contact necessary to safely escort a person from one area to another; (3) medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a person from injuries due to a fall; (5) helmets, mitts and similar devices used to prevent self-injury when the device is (a) part of a documented treatment plan or individualized education program pursuant to Connecticut’s special education laws or (b) prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury or (6) an exclusionary time out.

D. Psychopharmacologic agent means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

E. School employee means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraeducator, board certified behavior analyst or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the Stamford Public Schools, pursuant to a contract with the Board of Education.

F. Seclusion means the involuntary confinement of a student in a room, from which the student is physically prevented from leaving. Seclusion does not include an exclusionary time out.
G. Student means a child (1) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (2) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (3) enrolled in a program or school administered by a regional education service center, or (4) receiving special education and related services from an approved private special education program.

II. Use of Physical Restraint and/or Seclusion

A. No school employees shall use a life-threatening physical restraint on a student under any circumstance.

B. No school employee shall use physical restraint or seclusion on a student EXCEPT as an emergency intervention to prevent immediate or imminent injury to the student or to others.

C. Seclusion shall not be utilized as a planned intervention in a student’s behavioral intervention plan, individualized education program (IEP) or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time.

D. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

E. Physical restraint and seclusion of a student shall never be used as a disciplinary measure or as a convenience.

F. School employees must explore all available less restrictive alternatives prior to using physical restraint or seclusion for a student.

G. Monitoring of physical restraint or seclusion

1. A school employee must continually monitor any student who is physically restrained or secluded. The monitoring must be conducted by either:
   a. direct observation of the student; or
   b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.

2. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student’s educational record.
H. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.

I. School employees shall not use a physical restraint on a student or place a student in seclusion unless they have received training on the proper means for performing such physical restraint or seclusion.

J. The District, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:
   1. Record each instance of the use of physical restraint or seclusion on a student;
   2. Specify whether the use of seclusion was in accordance with an individualized education program;
   3. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
   4. Include such information in an annual compilation on its use of such restraint and seclusion on students.

K. The District and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program, shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.

L. Any use of physical restraint or seclusion on a student shall be documented in the student’s educational record. The documentation shall include:
   1. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
   2. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student’s established educational plan.

M. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

III. Required Meetings

A. Students not eligible for Special Education (and not being evaluated for eligibility for special education)
   1. In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, a team composed of an administrator, one or more of the student’s teachers, a parent or guardian of the student, and, if any, a school mental health professional, shall convene to:
      a. conduct or revise a behavioral assessment of the student;
      b. create or revise any applicable behavior intervention plan; and
c. determine whether such student may require a referral for consideration for special education.

2. The requirement to convene this meeting shall not supersede the District’s obligation to refer a student to a planning and placement team (PPT) as may be required in accordance with federal and state law.

B. Students eligible for Special Education (and students being evaluated for eligibility for special education)

1. In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, the student’s PPT shall convene to:
   a. conduct or revise a functional behavioral assessment (FBA);
   b. create or revise any applicable behavior intervention plan (BIP), including but not limited to, such student’s individualized education program (IEP); and
   c. review or revise the student’s IEP, as appropriate.

2. In the event that the exclusionary time out process is unsuccessful in addressing a student’s problematic behavior, the student’s PPT shall convene as soon as practicable to determine alternative interventions or strategies to address the student’s behavior.

C. The District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

IV. Use of Seclusion Room Requirements

A. Seclusion can occur in any location; although the District may designate a room or area for this purpose. Regardless of location, any room used for seclusion must:

1. Be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;
2. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;
3. Be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;
4. Be free of any object that poses a danger to the student who is being placed in the seclusion room;
5. Conform to applicable building code requirements and have a door with a lock if that lock is equipped with a device that automatically disengages the lock in case of an emergency. If the door or doors to a room used for seclusion are to be locked, latched, or otherwise secured, a modification from the State Fire Marshal’s office shall be secured prior to the installation of a locking mechanism. The locking mechanism to be used shall be a device that shall be
readily released by staff as soon as possible but in no case longer than within two minutes of the onset of an emergency and is connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded. An “emergency,” for purposes of this subsection, includes but is not limited to the following:

a. the need to provide direct and immediate medical attention to the student;
b. fire;
c. the need to remove the student to a safe location during a building lockdown; or
d. other critical situations that may require immediate removal of the student from seclusion to a safe location.

6. Have an unbreakable observation window located in a wall or door to permit frequent visual monitoring of the person at risk and any provider or assistant in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room for a person at risk.

V. Use of Psychopharmacologic Agents

A. School employees may not use a psychopharmacologic agent on a student without that student’s consent except:

1. As an emergency intervention to prevent immediate or imminent injury to the student or to others; or

2. As an integral part of the student’s established medical or behavioral support or educational plan, as developed consistent with Section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner’s initial orders.

B. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

C. Any administration of a psychopharmacologic agent must only be done in accordance with applicable federal and state law and the Board of Education’s Administration of Medicines policy (5141.2).

VI. Crisis Intervention Teams

A. Annually, each school shall identify a crisis intervention team consisting of any teacher, administrator, school paraeducator or other school employee designated by the school principal and who has direct contact with students and trained in the use of physical restraint and seclusion.

B. Members of the Crisis Intervention Team 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.

C. Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion annually.

D. The District shall maintain a list of the members of the crisis intervention team for each school.

VII. Documentation and Communication

A. After each incident of physical restraint or seclusion, and no later than the end of the next school day following the incident, a school employee must complete the standardized incident report form developed by the Connecticut State Department of Education for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the person who was physically restrained or secluded. The information on the form must include the following:

1. In the case of an emergency, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;

2. A detailed description of the nature of the restraint or seclusion;

3. The duration of the restraint or seclusion;

4. The effect of the restraint or seclusion on the student’s established behavioral support or educational plan; and

5. Whether the seclusion of a student was conducted pursuant to a behavior support or educational plan.

B. A school employee must notify the parent or guardian of a student of each incident that the student is physically restrained or placed in seclusion.

1. A reasonable attempt shall be made to notify the parent or guardian of the student on the day of, but no later than twenty-four (24) hours after, physical restraint or seclusion is used as an emergency intervention to prevent immediate or imminent injury to the student or others.

2. Notification may be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.

3. The parent or guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed incident report of such action no later than two (2) business days after the emergency use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.

C. The Director of Special Education, or their designee, must, at each initial PPT meeting for a student, inform the child’s parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of
the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Board of Education relating to physical restraint and seclusion.

D. The Director of Special Education, or their designee, must be notified of the following:
   1. Each use of physical restraint or seclusion on a special education student;
   2. The nature of the emergency that necessitated its use;
   3. Whether the seclusion of a special education student was conducted pursuant to a behavioral support plan; and
   4. If the physical restraint or seclusion resulted in physical injury to the student.

VIII. Responsibilities of the Director of Special Education, or their designee:

   A. The Director of Special Education, or their designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion and whether instances of seclusion were conducted pursuant to IEPs.

   B. The Director of Special Education, or their designee, must report to the Connecticut State Department of Education any instance of physical restraint or seclusion that resulted in physical injury to the student.

IX. Required Training and Prevention Training Plan

   A. The District shall provide training regarding physical restraint and seclusion of students to the members of the Crisis Intervention Team for each school in Stamford identified in Section VI, above. The District shall provide such training annually and the training shall include, but not be limited to:
      1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. Such overview is to be provided by the Department of Education in a manner and form as prescribed by the Commissioner of Education.
      2. The creation of a plan to provide training regarding the prevention of incidents requiring physical restraint or seclusion of students.
      3. The creation of a plan to provide training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:
         a. verbal defusing and de-escalation;
         b. prevention strategies;
         c. various types of physical restraint and seclusion;
         d. the differences between life-threatening physical restraint and other varying levels of physical restraint;
         e. the differences between permissible physical restraint and pain compliance techniques;
f. monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student; and

g. recording and reporting procedures on the use of physical restraint and seclusion.

B. Each member of a crisis intervention team must be recertified in the use of physical restraint and seclusion on an annual basis.

C. The District, at its’ option, may provide such training to any teacher, administrator, school professional or other school employee, designated by the school principal and who has direct contact with students regarding physical restraint and seclusion of students.

X. Use of Exclusionary Time Out

A. This policy regarding exclusionary time out includes, but need not be limited to, the following requirements:
   1. Exclusionary time out is not to be used as a form of discipline;
   2. At least one school employee remain with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out;
   3. The space used for an exclusionary time out is clean, safe, sanitary and appropriate for the purpose of calming such student or deescalating such student’s behavior;
   4. The exclusionary time out period must terminate as soon as possible; and
   5. If such student is a child requiring special education, as defined in C.G.S. 10-76a, or a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student’s problematic behavior, such student’s planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies.

XI. Dissemination of Policy

A. This policy and its procedures regarding the physical restraint and seclusion of students and the use of exclusionary timeout shall be made available on the District’s website and in the Board’s Policy manual.

B. The District shall update any policies, regulations and/or procedures regarding physical restraint and seclusion of students and the use of exclusionary time out within sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.
(cf. 4148/4248 – Employee Protection)
(cf. 5141.23 – Students with Special Health Care Needs)
(cf. 5144.2 – Use of Exclusionary Time Out Settings)

Legal Reference:

Connecticut General Statutes
10-76b State supervision of special education programs and services.
10-76d Duties and powers of boards of education to provide special education programs and services.
10-236b Physical restraint and seclusion of students by school employees.
   (as amended by PA 17-220 and PA 18-51)
46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)
46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.
46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)
53a-18 Use of reasonable physical force or deadly physical force generally.
53a-19 Use of physical force in defense of person.
53a-20 Use of physical force in defense of premises.
53a-21 Use of physical force in defense of property.
PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.
PA 15-141 An Act Concerning Seclusion and Restraint in Schools.
State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Other References:


Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education (July 2018)


Policy adopted:
Connecticut State Department of Education
Incident Report of Physical Restraint

Note: Any use of physical restraint is to be documented in the child’s educational record and, if appropriate, in the child’s school health record. Recording of the information contained in the Connecticut State Department of Education Incident Report of Physical Restraint is required and should be completed soon after the incident as possible or within 24 hours of the incident.

Physical Restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a child’s arms, legs, or head, including, but not limited to, carrying or forcibly moving a person from one location to another.

Physical Restraint does not include: (1) briefly holding a child in order to calm or comfort the child; (2) restraint involving the minimum contact necessary to safely escort a child from one area to another; (3) medication devices, including supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a child from injuries due to a fall; or (5) helmets, mitts, and similar devices used to prevent self-injury when the device is part of a documented treatment plan or IEP and is the least restrictive means available to prevent self-injury.

District Information
School District: ___________ Address: ___________ Phone: ___________
School: ___________ Address: ___________ Phone: ___________
Date of Restraint: ___________ Date of Report: ___________
Person preparing the report: __________________________

Time restraint initiated _____ Time restraint ended _____ Total time of restraint _____

*If the total length of the restraint exceeds 15 minutes, attach the documentation of the required Administrator’s (or designee) determination of the need for continuation of the restraint to prevent immediate or imminent injury to the student or to others.

Student Information
Student’s Name: ___________ SASID #: ___________ Date of Birth: ___________
Age: ____ Gender (M/F): _____ Grade: ____ Race: ____ Disability: ___________
___ The student is a general education student.
___ The student currently receives special education services.
___ The student is being evaluated or considered for eligibility for special education services.

Staff Information
Name of staff administering restraint: ___________ Title: ___________
Name of staff monitoring/witnessing restraint: ___________ Title: ___________

Student activity/behavior precipitating use of restraint
Describe the location and activity in which the student was engaged just prior to the restraint:

________________________________________________________________________
________________________________________________________________________

Describe the risk of immediate or imminent injury to the student restrained or to others that required the use of restraint:

________________________________________________________________________
Staff activity/response
Describe other steps, including de-escalation strategies implemented to prevent the emergency, which necessitated the use of restraint:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Describe the nature of the physical restraint: (include the type of hold/restraint and the number of persons required):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Did the student demonstrate physical distress during the restraint? _____ Yes _____ No
Indicate times student was monitored for physical distress and if any signs of physical distress were noted:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Describe the disposition of the student following the restraint:

________________________________________________________________________

________________________________________________________________________

Was the student injured during the emergency use of restraint? _____ Yes _____ No
If “yes,” complete and attach a Report of Injury.

Parent/Guardian Notification
Was parent/guardian notified within 24 hours of the incident?
_____ Yes (indicate manner) ____________________________

_____ No

Was a copy of the Incident Report sent to parent/guardian within two business days?

_____ Yes _____ No

Is a *PPT required to review/revise the IEP or discuss additional evaluation or the development/revision of a FBA and or BIP?

_____ Yes _____ No

Is a PPT recommended to modify the IEP? _____ Yes _____ No  If “yes,” indicate date __________

Is a *meeting required for this general education student? _____ Yes _____ No

If “yes,” indicate date __________

*A PPT or a meeting is required if this incident marks the 4th incident of restraint or seclusion within a twenty school day period

2 | Connecticut State Department of Education Incident Report of Physical Restraint
To be completed in the event that a student is restrained or secluded for a period exceeding 15 minutes.

Public Act 18-51 continues to require that an administrator, as defined in Section 10-144e of the general statutes, or such administrator’s designee, a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion, shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every 30 minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

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Time restraint or seclusion was initiated: _____________ a.m./p.m.
Time restraint or seclusion was terminated: _____________ a.m./p.m.

15 minute determination of the necessity of continued restraint or seclusion: ______ a.m./p.m.

**Signature of *qualified administrator, designee, school health or mental health professional**

30 minute determination of the necessity of continued restraint or seclusion: ______ a.m./p.m.

**Signature of *qualified administrator, designee, school health or mental health professional**

30 minute determination of the necessity of continued restraint or seclusion: ______ a.m./p.m.

**Signature of *qualified administrator, designee, school health or mental health professional**

30 minute determination of the necessity of continued restraint or seclusion: ______ a.m./p.m.

**Signature of *qualified administrator, designee, school health or mental health professional**

*NOTE: “Qualified” is defined as having received required training in the use of physical restraint and seclusion.*
Connecticut State Department of Education
Incident Report of Seclusion (revised July 2018)

Note: Any use of seclusion is to be documented in the child’s educational record and, if appropriate, in the child’s school health record. An Incident Report of Seclusion is required and should be completed as soon after the incident as possible or within 24 hours of the incident. Parents/guardians must be notified in writing within 24 hours of the incident. Notification should include the information documented on the Incident report.

**Seclusion:** The involuntary confinement of a student in a room, from which the student is physically prevented from leaving. “Seclusion” does not include an exclusionary time out.

**District Information**

School District:  
Address:  
Phone:  

School:  
Address:  
Phone:  

Date of Seclusion:  
Date of Report:  

Person preparing the report:  

Time seclusion initiated  
Time seclusion ended  
Total time of seclusion  * 

*If the total length of the seclusion exceeds 15 minutes, attach the documentation of the required administrator’s (or designee) determination of the need for continuation of the seclusion to prevent immediate or imminent injury to the student or to others.

**Student Information**

Student’s Name:  
SASID #:  
Date of Birth:  

Age:  
Gender (M/F):  
Grade:  
Race:  
Disability:  

____ The student is a general education student.  

____ The student currently receives special education services.  

____ The student is being evaluated or considered for eligibility for special education services.  

____ Seclusion was initiated in response to an “emergency”

**Staff Information**

Name of staff administering seclusion:  
Title  

Name of staff monitoring/witnessing seclusion:  
Title

**Student activity/behavior precipitating use of seclusion**

Describe the location and activity in which the student was engaged just prior to the seclusion:

______________________________________________________________

______________________________________________________________

______________________________________________________________

Describe the risk of immediate or imminent injury to the student secluded or to others that required the use of seclusion:

______________________________________________________________

______________________________________________________________

______________________________________________________________
Staff activity/response
Describe other steps, including de-escalation strategies implemented to prevent the emergency, which necessitated the use of seclusion:

Describe the nature of the seclusion: (Was it used as an emergency procedure to prevent immediate or imminent injury to the student or others?):

Did the student demonstrate physical distress while in seclusion? _____ Yes _____ No
Indicate times student was monitored for physical distress and if any signs of physical distress were noted:

Describe the disposition of the student following the use of seclusion:

Was the student injured during the emergency use of seclusion? _____ Yes _____ No
*If "yes," complete and attach a Report of Injury.*

Parent/Guardian Notification
Was parent/guardian notified within 24 hours of the incident? _____ Yes (indicate manner) _____
_____ No
Was a copy of the Incident Report sent to parent/guardian within two business days? _____ Yes _____ No

Is a* PPT required to review/revise the IEP or discuss additional evaluation or the development/revision of a FBA and or BIP? _____ Yes _____ No

Is a PPT recommended to modify the IEP? _____ Yes _____ No  *if “yes,” indicate date ____

Is a *meeting required for this general education student? _____ Yes _____ No*

*A PPT is required if this incident marks the 4th incident of restraint or seclusion within a twenty school day period.
To be completed in the event that a student is restrained or secluded for a period exceeding 15 minutes.

Public Act 15-141 requires that an administrator, as defined in section 10-144e of the general statutes, or such administrator's designee, a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion, shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

Time restraint or seclusion was initiated: __________ a.m./p.m.
Time restraint or seclusion was terminated: __________ a.m./p.m.

15 minute determination of the necessity of continued restraint or seclusion: __________ a.m./p.m.

Signature of qualified* administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued restraint or seclusion: __________ a.m./p.m.

Signature of qualified* administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued restraint or seclusion: __________ a.m./p.m.

Signature of qualified* administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued restraint or seclusion: __________ a.m./p.m.

Signature of qualified* administrator, designee, school health or mental health professional

*qualified is defined as having received required training in the use of physical restraint and seclusion