

WATERBURY PUBLIC SCHOOLS

Meeting Agenda

Group/Team:	BOE School Personnel Committee			
Location:	Date of Meeting:	Start Time:	Finish Time:	
Virtual via ZOOM 1-646-876-9923 ID: 95181232407	January 5, 2021	5:30 p.m.		

Team Norms:

1. All Meetings will start on time
2. All issues will be approached with a positive attitude
3. A specific agenda will be set for all meetings
4. All team members will agree to stay on specific agenda topics
5. Decisions regarding future directions will be based upon actual data

Purpose of Meeting – Instructional Focus:

Agenda Items – (Items should reflect next steps from previous meeting.)

[illegible]

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE

Elementary School Counselor

BARGAINING UNIT CLASSIFICATION

Waterbury Teachers' Association CEA-NEA

DEPARTMENT

College and Career Readiness

REPORTS TO

Receives administrative direction from the Principal or other administrative official of a higher grade

INCUMBENT NAME**FLSA DESIGNATION**

Exempt

PART I - SUMMARY OF CLASSIFICATION

This class of educators are uniquely trained in child development, learning strategies, self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and social skills, who understand and promote success for today's diverse students. They implement a school counseling framework along with the Portrait of a Graduate to support students through this important developmental period in a safe, supportive, culturally sustaining, and equitable learning environment. (ASCA, 2019).

PART II - QUALIFICATIONS

1. Master's Degree in School Counseling from an accredited college or university in School Counseling
2. School Counselor Certification issued by the CT State Department of Education (068)
3. [Connecticut requirements for certification as a School Counselor](#)
4. [Continuing education requirements of a Certified School Counselor](#)

PART III - DUTIES & RESPONSIBILITIES (The following identifies the primary and essential functions of the position and is not intended to be an exhaustive list of all duties and responsibilities).

[The Essential Role of the Elementary School Counselor](#)

- Use school counseling research-based standards and competencies to inform the implementation of a comprehensive school counseling framework to create systematic change;
- Provide appraisal and advisement to all students through large group, classroom, small group and individual settings regarding academic, career, and social/emotional needs;
- Implement a developmentally appropriate school counseling curriculum to all students;
- Consult and collaborate with teachers, families, administrators, support staff, and outside agencies in regards to early identification and intervention of students' academic and social/emotional needs critical to achievement and success;
- Make referrals to appropriate school and community resources;
- Provide short-term small group and individual counseling to help students learn coping skills for personal, social, academic, and family concerns;
- Create opportunities for all students to be exposed to 21st century careers;
- Collaborate with middle school staff to assist students in making a smooth transition to middle school; provide orientation activities for incoming students and their families;
- Consult and be a resource for teachers. Take a leadership role in seeing the infusion of counseling content into the curriculum;
- Provide family education materials and programming, helping families with school related problems and issues;
- Work collaboratively with school psychologists, social workers, nurses, and other agencies to provide multi-tiered systems of support to students and families;

- Review the comprehensive school counseling framework annually, revising it as needed and planning yearly/monthly calendars of counseling program activities as well as conducting annual needs assessments;
- Advocacy for all students regarding rigorous courses and higher education, fair, just and compassionate treatment, for underrepresented groups, including high needs populations and families;
- Use data to develop and implement action plans, identify gaps in achievement, opportunity and attainment to provide student services;
- Participate in team meetings, student strategy teams, and 504/PPT meetings as appropriate;

- Create a college and career readiness culture;
- Provide students with the opportunity to be exposed to and understand college and career readiness options;
- Assists with the building testing as needed(e.g., SBAC, NGSS);
- Participates in parent, teacher, and student conferences as requested and initiates such conferences as needed;
- Utilizes available technology resources to enhance the school counseling program, including but not limited to: Google Suite, PowerSchool, and Naviance.

PART IV - POSITION SUPERVISES

May provide supervision of School Counseling interns to assist the student in completing requirements to obtain certification.

PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

Frequency: Place an "X" in each box that is appropriate to your job.

NEVER (N)	OCCASIONALLY (O)				FREQUENTLY (F)	CONSTANTLY (C)			
0 % of Shift	1-33% of Shift				34-66% of Shift	67-100% of Shift			
Working Conditions	N	O	F	C	Working Conditions	N	O	F	C
Physical Demands					Depth Perception		X		
Standing		X			Color Distinction		X		
Walking		X			Peripheral Vision		X		
Sitting			X		Driving	X			
Lifting		X			Physical Strength:				
Carrying		X			Little Physical Effort (-10 lbs.)			X	
Pushing		X			Light Work (-20 lbs.)		X		
Pulling		X			Medium Work (20-50 lbs.)		X		
Climbing		X			Heavy Work (50-100 lbs.)	X			
Balancing		X			Very Heavy Work (100+ lbs.)	X			
Stooping		X			Environmental Conditions				
Kneeling		X			Cold (50 degrees F or less)	X			
Crouching		X			Heat (90 degrees F or more)	X			
Crawling		X			Temperature Changes		X		
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration		X		
Twisting		X			Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			

Talking			X		Exposure to Unpleasant Odors		X		
Hearing				X	Exposure to bodily fluids		X		
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to a Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger or abuse		X		

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

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Prepared on: December 2, 2020

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE

Middle School Counselor

BARGAINING UNIT CLASSIFICATION

Waterbury Teachers' Association CEA-NEA

DEPARTMENT

College and Career Readiness

REPORTS TO

Receives administrative direction from the Principal or other administrative official of a higher grade

INCUMBENT NAME

FLSA DESIGNATION

Exempt

PART I - SUMMARY OF CLASSIFICATION

This class of educators are uniquely trained in child and adolescent development, learning strategies, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, who understand and promote success for today's diverse students. They implement a school counseling framework along with the Portrait of a Graduate to support students through this important developmental period in a safe, supportive, culturally sustaining, and equitable learning environment. (ASCA, 2019).

PART II - QUALIFICATIONS

1. Master's Degree in School Counseling from an accredited college or university in School Counseling
2. School Counselor Certification issued by the CT State Department of Education (068)
3. [Connecticut requirements for certification as a School Counselor](#)
4. [Continuing education requirements of a Certified School Counselor](#)

PART III - DUTIES & RESPONSIBILITIES (The following identifies the primary and essential functions of the position and is not intended to be an exhaustive list of all duties and responsibilities). [The Essential Role of the Middle School Counselor](#)

- Use school counseling research-based standards and competencies to inform the implementation of a comprehensive school counseling framework to create systematic change;
 - Provide appraisal and advisement to all students through large group, classroom, small group and individual settings regarding academic, career, and social/emotional needs;
 - Implement a developmentally appropriate school counseling curriculum to all students;
 - Consult and collaborate with teachers, families, administrators, support staff, and outside agencies in regards to early identification and intervention of students' academic and social/emotional needs critical to achievement and success;
 - Make referrals to appropriate school and community resources;
 - Provide short-term small group and individual counseling to help students learn coping skills
- for personal, social, academic, and family concerns;
 - Implement an effective career exploration program for all students;
 - Collaborate with high school staff to assist students in making a smooth transition to high school; explore high school options, and provide orientation activities for incoming students and their families;
 - Consult and be a resource for teachers. Take a leadership role in seeing the infusion of counseling content into the curriculum;
 - Provide family education materials and programming, helping families with school related problems and issues;
 - Work collaboratively with school psychologists, social workers, nurses, and other agencies to provide multi-tiered systems of support to students and families;

- Review the comprehensive school counseling framework annually, revising it as needed and planning yearly/monthly calendars of counseling program activities as well as conducting annual needs assessments;
- Advocacy for all students regarding rigorous courses and higher education, fair, just and compassionate treatment, for underrepresented groups, including high needs populations and families;
- Use data to develop and implement action plans, identify gaps in achievement, opportunity and attainment to provide student services;
- Participate in team meetings, student strategy teams, and 504/PPT meetings as appropriate;

- Create a college and career readiness culture;
- Provide students with the opportunity to explore and understand college and career readiness options;
- Assists with the building testing as needed (e.g.,: SBAC, NGSS, PSAT);
- Participates in parent, teacher, and student conferences as requested and initiates such conferences as needed
- Utilizes available technology resources to enhance the school counseling program, including but not limited to: Google Suite, PowerSchool, and Naviance.

PART IV - POSITION SUPERVISES

May provide supervision of School Counseling interns to assist the student in completing requirements to obtain certification.

PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

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Physical Demands					Depth Perception		X		
Standing		X			Color Distinction		X		
Walking		X			Peripheral Vision		X		
Sitting			X		Driving	X			
Lifting		X			Physical Strength:				
Carrying		X			Little Physical Effort (-10 lbs.)			X	
Pushing		X			Light Work (-20 lbs.)		X		
Pulling		X			Medium Work (20-50 lbs.)		X		
Climbing		X			Heavy Work (50-100 lbs.)	X			
Balancing		X			Very Heavy Work (100+ lbs.)	X			
Stooping		X			Environmental Conditions				
Kneeling		X			Cold (50 degrees F or less)	X			
Crouching		X			Heat (90 degrees F or more)	X			
Crawling		X			Temperature Changes		X		
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration		X		
Twisting		X			Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			

Talking			X		Exposure to Unpleasant Odors		X		
Hearing				X	Exposure to bodily fluids		X		
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to a Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger or abuse		X		

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Prepared on: December 2, 2020

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE

High School Counselor

BARGAINING UNIT CLASSIFICATION

Waterbury Teachers' Association CEA-NEA

DEPARTMENT

College and Career Readiness

REPORTS TO

Receives administrative direction from the Principal or other administrative official of a higher grade

INCUMBENT NAME**FLSA DESIGNATION**

Exempt

PART I - SUMMARY OF CLASSIFICATION

This class of educators are uniquely trained in adolescent development, learning strategies, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, who understand and promote success for today's diverse students. They implement a school counseling framework along with the Portrait of a Graduate to support students through this important developmental period in a safe, supportive, culturally sustaining, and equitable learning environment. (ASCA, 2019).

PART II - QUALIFICATIONS

1. Master's Degree in School Counseling from an accredited college or university in School Counseling
2. School Counselor Certification issued by the CT State Department of Education (068)
3. [Connecticut requirements for certification as a School Counselor](#)
4. [Continuing education requirements of a Certified School Counselor](#)

PART III - DUTIES & RESPONSIBILITIES (The following identifies the primary and essential functions of the position and is not intended to be an exhaustive list of all duties and responsibilities). [The Essential Role of the High School Counselor](#)

- Use school counseling research-based standards and competencies to inform the implementation of a comprehensive school counseling framework to create systematic change;
- Provide appraisal and advisement to all students through large group, classroom, small group and individual settings regarding academic, career, and social/emotional needs;
- Implement a developmentally appropriate school counseling curriculum to all students;
- Consult and collaborate with teachers, families, administrators, support staff, and outside agencies in regards to early identification and intervention of students' academic and social/emotional needs critical to achievement and success;
- Make referrals to appropriate school and community resources;
- Provide short-term small group and individual counseling to help students learn coping skills for personal, social, academic, and family concerns;
- Use data to develop and implement action plans, identify gaps in achievement, opportunity and attainment to provide student services.
- Work collaboratively with school psychologists, social workers, nurses, and other agencies to provide multi-tiered systems of support to students and families;
- Participate in team meetings, student strategy teams, and 504/PPT meetings as appropriate;
- Guide high school students starting in 9th grade to develop their postsecondary educational/career plans, coordinate career assessments & interpret results to help students in their planning;
- Review and evaluate credits, grades, & transcripts with students, helping them meet graduation requirements and develop academic plans for success and postsecondary planning;
- Provide college & career counseling, information on scholarships, NCAA requirements, College board testing and waivers;
- Assist students in preparing for the financial aid and college admissions process;

- Collaborate with middle school staff to assist students in making a smooth transition to high school; and provide orientation activities for incoming students and their families;
- Consult and be a resource for teachers. Take a leadership role in seeing the infusion of counseling content into the curriculum;
- Provide family education materials and programming, helping families with school related problems and issues (e.g., college planning nights, financial aid nights, college/career fairs);
- Review the comprehensive school counseling framework annually, revising it as needed and planning yearly/monthly calendars of counseling program activities as well as conducting annual needs assessments;
- Advocacy for all students regarding rigorous courses and higher education, fair, just and

compassionate treatment, for underrepresented groups, including high needs populations and families;

- Use data to develop and implement action plans, identify gaps in achievement, opportunity and attainment to provide student services;
- Assists with the building testing as needed (e.g., PSAT/SAT, NGSS, AP);
- Participates in parent, teacher, and student conferences as requested and initiates such conferences as needed;
- Utilizes available technology resources to enhance the school counseling program, including but not limited to: Google Suite, PowerSchool, and Naviance.

PART IV - POSITION SUPERVISES

May provide supervision of School Counseling interns to assist the student in completing requirements to obtain certification.

PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

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Walking		X			Peripheral Vision		X		
Sitting			X		Driving	X			
Lifting		X			Physical Strength:				
Carrying		X			Little Physical Effort (-10 lbs.)			X	
Pushing		X			Light Work (-20 lbs.)		X		
Pulling		X			Medium Work (20-50 lbs.)		X		
Climbing		X			Heavy Work (50-100 lbs.)	X			
Balancing		X			Very Heavy Work (100+ lbs.)	X			
Stooping		X			Environmental Conditions				
Kneeling		X			Cold (50 degrees F or less)	X			
Crouching		X			Heat (90 degrees F or more)	X			
Crawling		X			Temperature Changes		X		
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration		X		
Twisting		X			Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			

Talking			X		Exposure to Unpleasant Odors		X		
Hearing				X	Exposure to bodily fluids		X		
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to a Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger or abuse		X		

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Prepared on: December 2, 2020

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE

School Psychologist

BARGAINING UNIT CLASSIFICATION

Waterbury Teachers' Association CEA-NEA

DEPARTMENT

Pupil Personnel

REPORTS TO

Receives administrative direction from the Director of Pupil Personnel or other administrative official of a higher grade

INCUMBENT NAME**FLSA DESIGNATION**

Exempt

PART I - SUMMARY OF CLASSIFICATION

This class are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally; contributing to the Portrait of a Graduate. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. (NASP, 2020).

PART II - QUALIFICATIONS

1. Master's Degree in School Psychology from an accredited college or university
2. School Psychologist Certification issued by the CT State Department of Education (070)
3. [Connecticut requirements for certification as a School Psychologist](#)
4. [Continuing education requirements of a Certified School Psychologist](#)

PART III - DUTIES & RESPONSIBILITIES (The following identifies the primary and essential functions of the position and is not intended to be an exhaustive list of all duties and responsibilities). [The Essential Role of a School Psychologist](#)

- Assists with crisis management situations within the school setting to promote the safety and mental health of students and staff (Domain VII);
- Effectively uses a wide range of assessment techniques suitable for students from birth through adulthood (Domain I);
- Utilizes available technology resources to enhance services, including but not limited to Google Suite, PowerSchool, and any future innovative resources (Domain XI);
- Effectively demonstrates knowledge of state and federal laws, rules and regulations regarding education and other related services (Domain X);
- School psychologists provide individual, group, classroom, & family counseling to help students perform better socially, emotionally & academically (Domain IV);
- School psychologists help school personnel analyze & interpret data generated from a variety of sources within the school system (Domain IX);
- Effectively provides instructional strategies and interventions, synthesizing academic, cognitive, and/or behavioral data (Domain III);
- Effectively establishes working relationships with students, families, school personnel, and the community to problem-solve in all settings, while considering multicultural and diverse socio-economic matters (Domain II, V);
- School psychologists help design & participate in student support teams, coordinated school-based health teams, school climate committees, and other efforts dedicated to improving school climate & service to students (Domain VI);
- School psychologists work with parent & community organizations to promote parent-school collaboration and act as a resource for educational or psychological knowledge (Domain VIII);
- Performs other related duties as assigned.

PART IV - POSITION SUPERVISES

May provide supervision of School Psychology interns to assist the student in completing requirements to obtain certification.

PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

Frequency: Place an "X" in each box that is appropriate to your job.

NEVER (N)	OCCASIONALLY (O)				FREQUENTLY (F)	CONSTANTLY (C)			
0 % of Shift	1-33% of Shift				34-66% of Shift	67-100% of Shift			
Working Conditions	N	O	F	C	Working Conditions	N	O	F	C
Physical Demands					Depth Perception		X		
Standing		X			Color Distinction		X		
Walking		X			Peripheral Vision		X		
Sitting			X		Driving	X			
Lifting		X			Physical Strength:				
Carrying		X			Little Physical Effort (-10 lbs.)		X		
Pushing		X			Light Work (-20 lbs.)		X		
Pulling		X			Medium Work (20-50 lbs.)		X		
Climbing		X			Heavy Work (50-100 lbs.)	X			
Balancing		X			Very Heavy Work (100+ lbs.)	X			
Stooping		X			Environmental Conditions				
Kneeling		X			Cold (50 degrees F or less)	X			
Crouching		X			Heat (90 degrees F or more)	X			
Crawling		X			Temperature Changes		X		
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration		X		
Twisting		X			Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			
Talking			X		Exposure to Unpleasant Odors	X			
Hearing				X	Exposure to bodily fluids	X			
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger or abuse	X			

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Prepared on: December 2, 2020

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE

School Social Worker

DEPARTMENT

Pupil Personnel

INCUMBENT NAME

BARGAINING UNIT CLASSIFICATION

Waterbury Teachers' Association CEA-NEA

REPORTS TO:

Receives administrative direction from the Principal or other administrative official of a higher grade

FLSA DESIGNATION

Exempt

PART I - SUMMARY OF CLASSIFICATION

This class is accountable for providing a coordinated approach to mental health through prevention, barrier identification, assessment and evaluation, and treatment and intervention services that will help promote and support students' academic and social successes; contributing to the Portrait of a Graduate. They provide these services through collaboration, consultation, advocacy, providing resources, and referrals to community agencies.

PART II - QUALIFICATIONS

1. Master's Degree in School Social Work from an accredited college or university
2. School Social Worker Certification issue by the CT State Department of Education (071)
3. [Connecticut requirements for certification as a School Social Worker](#)
4. [Continuing Education Regulations for Licensed Social Workers](#)

PART III - DUTIES & RESPONSIBILITIES (The following identifies the primary and essential functions of the position and is not intended to be an exhaustive list of all duties and responsibilities); [Standards for School Social Worker](#)

- Effectively assesses crises and provides appropriate interventions and de-escalation strategies (Standard 5);
- Effectively conducts suicide ideation assessment and its impact on education (Standard 5);
- Effectively understands and considers the impact of cultural, adolescent development, family dynamics, social, and environmental influences on student success;
- Writes a comprehensive biopsychosocial history (e.g., eating, sleeping, leisure time and study habits, social relations, problem solving skills, etc.) based on multiple informants — data collection should include appropriate information enabling the understanding of the various social influences that affect a child's learning and particular learning styles and needs (Standard 4);
- Assesses students' needs to facilitate referrals, including wrap-around services with community agencies for students and parents;
- Protect the legal rights and confidentiality of students, their families and other vulnerable groups (Standard 1);
- Actively use supervision, collaboration, consultation and professional development to support areas of professional growth (Standard 6);
- Utilizes strategies and approaches to promote student growth and development, using individual counseling; small group activities; focused group interventions; classroom-based activities; school-wide initiatives; home visits; and parent education; parent/teacher conferences (Standard 2);
- Works collaboratively with parents, the school, and the community to understand students' needs in relation to curriculum and instruction in order to improve educational performance and success (Standard 3);
- Utilizes available technology resources to enhance services, including but not limited to Google Suite, PowerSchool, and any future innovative resources;
- Effectively creates social/emotional behavioral goals for individual plans;
- Performs other related duties as assigned.

PART IV - POSITION SUPERVISES

May provide supervision of School Social Worker interns to assist the student in completing requirements to obtain certification.

PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

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Standing		X			Color Distinction		X		
Walking		X			Peripheral Vision		X		
Sitting			X		Driving	X			
Lifting		X			Physical Strength:				
Carrying		X			Little Physical Effort (-10 lbs.)		X		
Pushing		X			Light Work (-20 lbs.)		X		
Pulling		X			Medium Work (20-50 lbs.)		X		
Climbing		X			Heavy Work (50-100 lbs.)	X			
Balancing		X			Very Heavy Work (100+ lbs.)	X			
Stooping		X			Environmental Conditions				
Kneeling		X			Cold (50 degrees F or less)	X			
Crouching		X			Heat (90 degrees F or more)	X			
Crawling		X			Temperature Changes		X		
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration		X		
Twisting		X			Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			
Talking			X		Exposure to Unpleasant Odors		X		
Hearing				X	Exposure to bodily fluids		X		
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to a Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger or abuse		X		

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