

Board of Education Meeting

Wednesday, September 13, 2023 7:00 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

1. **CALL TO ORDER/ PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE/MEETING NORMS**

2. **STAFF AND STUDENT RECOGNITION**

2.1. Back to School Bash Recognition - Erika Treannie and Kristy Riccardone

3. **APPROVAL OF MINUTES**

4. **COMMITTEE REPORTS**

5. **STUDENT REPRESENTATIVE REPORTS**

6. **CHAIR REPORT**

7. **SUPERINTENDENT REPORT**

8. **CONSENT AGENDA**

8.1. PERSONNEL

8.1.a. Administrative Resignation

8.1.b. Teacher Retirement

8.1.c. Teacher Resignations

8.1.d. New Teacher Hires - Effective August 28, 2023

8.1.e. A-1 Resignations

8.1.f. A-2 Resignation

8.1.g. A-3 Resignations

8.1.h. Teacher Leave of Absence

8.1.i. Sixth Year Salary Credit

8.1.j. TEAM Mentors/Cooperating Teachers Applicant

8.2. GRANTS

8.2.a. 2023-2024 Fresh Fruits and Vegetables Grant

8.2.b. Alliance Grant 2023-2024

9. **PUBLIC COMMENT**

10. **DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS**

10.1. 23-24 New Hires Overview

10.2. Reallocation of ESSER/ARP Funds

10.3. CHMS Underground Storage Tank Final Plans
and Cost Estimates

10.4. Bristol Eastern High School Booster Club
Gift

10.5. Special Services Report

11. **CURRICULUM REVISION**

11.1. Fashion Design - Second Reading

11.2. Computer Software Applications - New
Course - Second Reading

11.3. Foundations in Health Science - New
Course - Second Reading

11.4. Rising Educators II - Second Reading

11.5. UCONN If You Love It, Teach It - New
Course - Second Reading

12. **NEW BUSINESS**

13. **BUILDING/FACILITY REPORTS**

14. **INFORMATION/LIAISON REPORTS**

15. **ADJOURNMENT**

The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please click the following link: [August 2, 2023 Regular Meeting](#).

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, August 2, 2023 – 7:00 p.m.
Regular Meeting Minutes

The Bristol Board of Education meeting was held on Wednesday, August 2, 2023, at 7:00 p.m. at the Bristol Board of Education auditorium and via the Zoom Meeting Platform.

PRESENT: Commissioners: Russell Anderson (virtual), Eric Carlson, Jennifer Dube, Jill Fitzsimons-Bula, Shelby Pons, Maria Simmons, and Dante Tagariello; **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent and Dr. Michael Dietter, Deputy Superintendent, Lynn Boisvert, Business Manager, Erick Rosengren, Council Liaison

EXCUSED: Commissioner Kristen Giantonio

CALL TO ORDER/ PLEDGE OF ALLEGIANCE/MEETING NORMS

Chair Dube called the meeting to order at 7:01 p.m. and asked the audience to stand for The Pledge of Allegiance. Chair Dube asked that the audience join her in a moment of silence for John T. Reardon, Jr. a Teacher at Bristol Central, Assistant Principal at Bristol Eastern and Bristol Central, and a Principal at Edgewood and Mountain View School.

Chair Dube read the meeting norms into the record.

APPROVAL OF MINUTES

July 12, 2023 Regular Meeting

On a motion by Eric Carlson, seconded by Dante Tagariello, and following a Roll Call Vote,

*The Board of Education **APPROVED** the July 12, 2023 Special Meeting minutes as written with six (6) Commissioners (Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) in **FAVOR** of the motion and one (1) Commissioner (Anderson) **OPPOSED**.*

July 26, 2023 Special Meeting

On a motion by Eric Carlson, seconded by Dante Tagariello, and following a Roll Call Vote,

*The Board of Education **APPROVED** the July 26, 2023 Special Meeting minutes as written with six (6) Commissioners (Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) in **FAVOR** of the motion and one (1) Commissioner (Anderson) **OPPOSED**.*

COMMITTEE REPORTS

Policy Committee

Commissioner Pons reported that the committee met last week and discussed the gate fee policy which passed with a vote of 2-1. The committee also discussed new legislation around recess and legislation around transparency of board materials. Both of these topics were discussion items that the committee will continue to work on at next month's meeting.

Student Achievement Committee

Chair Dube reported that the committee met and there were several first readings of the curriculum were presented. This evening you will be hearing from Mrs. Fortin about Intro to Business II, Astronomy, Meteorology, Acting, Camera, and Voice and Playwriting. The committee also had a robust discussion on the school calendar being updated to accommodate folks with religious beliefs that were not already recognized and will be voting on this item this evening.

CHAIR REPORT

Chair Dube reported that Jill Fitzsimons-Bula has offered to serve on the Edgewood Project Building Committee. It is going to be an exciting building project and the district is happy to have her as the person who will be representing the Bristol Public Schools in those dialogues.

SUPERINTENDENT REPORT

Dr. Carbone presented the monthly Superintendent Report. Dr. Carbone shared information regarding the Community Celebration and Grand Opening of the PreK Academy, the Back to School Bash, the first day of School, and High-Quality Instruction (HQI) Live.

CONSENT AGENDA

Chair Dube called for a motion to approve the Consent Agenda, which will include Items 6.1.a through 6.1.e.

On a motion by Dante Tagariello, seconded by Shelby Pons, and

*Following a Roll Call Vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) in favor of the motion.*

PERSONNEL

6.1.a. - Administrative Retirement - Effective September 1, 2023

Covino, Lawrence - Adult Education - Supervisor of Adult Education

On a motion by Dante Tagariello, seconded by Shelby Pons, and

Following a Roll Call Vote, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) voted unanimously to accept the Administrative Retirement - Effective September 1, 2023, as written.

6.1.b. - Administrative Resignations

Mainiero, Daniel - BOE - Director of Safety and Security - Effective July 14, 2023

Peck, Kristen - BECC - Instructional Supervisor, Early Childhood - Effective August 14, 2023

On a motion by Dante Tagariello, seconded by Shelby Pons, and

Following a Roll Call Vote, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) voted unanimously to accept the Administrative Resignations as written.

6.1.c. - Teacher Resignations - Effective June 14, 2013

Bluestein, Lindsey - GH - Grade 8 ELA Teacher

Levesque, Alanna - CHMS - Grade 8 ELA Teacher

Massicott, Emily - WB - Grade 1 Teacher

Negron, Alexis - GH - Speech and Language Pathologist

Torres, Jessica - GH - Kindergarten Teacher

On a motion by Dante Tagariello, seconded by Shelby Pons, and

Following a Roll Call Vote, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) voted unanimously to accept the Teacher Resignations as written.

6.1.d. - New Teacher Hire - Effective August 28, 2023

Guerrera, Joseph - CHMS - Grade 8 Social Studies Teacher

Laviero, Samantha - BAIMS - Grade 7 ELA Teacher

McLaughlin, Meredith - WB - School Psychologist

6.1.d. New Teacher Hire - Effective August 28, 2023 – cont'd

Olsen, Kate - BC/BE - Italian/Spanish Teacher

Phelan, Alyson - WB - School Social Worker

On a motion by Dante Tagariello, seconded by Shelby Pons, and

Following a Roll Call Vote, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) voted unanimously to accept the New Teacher hires as written.

6.1.e. A-1 Hires - Effective August 28, 2023

Lindstrom, Sarah - BCHS - World Language Team Leader

McCormick, Mary - CHMS - Silver Team Leader

On a motion by Dante Tagariello, seconded by Shelby Pons, and

Following a Roll Call Vote, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) voted unanimously to approve the A-1 Hires as written.

PUBLIC COMMENT

Chair Dube read the Public Comment Rule into the record.

Public Comment was received via email. Chair Dube read it into the record.

Emily Bailey – 21 Tiffany Lane and Theresa Motel – 222 Tyler Way – emailed the Board regarding the removal of committee assignments.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

New Teacher Hiring Overview for 2023-2024

Dr. Culkin presented the New Teacher Hiring Overview for 2023-2024. Half of those new teachers come to our Bristol Public School team as residents of Bristol. Almost all (9 out of eleven) hold a Master's Degree, and about half are newly certified teachers, entering into the profession in their first years of teaching. New teachers are joining us in all areas across the district: Special Education, Social Work, School Psychology, Middle and High school teachers, and Math, Science, English, Wellness, and Social Studies. We still have positions posted, many of those in various stages of the selection process and by the end of summer we anticipate being in good shape for the opening of the school year.

Revisions to 2023-2024 and 2024-2025 School Year Calendars

Dr. Carbone presented Revisions to the 2023-2024 and 2024-2025 School Year Calendars. Recommendations to the 2023-2024 and 2024-2025 calendars were presented at the July 19, 2023 Student Achievement Committee meeting. The committee has recommended revisions to the 2023-2024 to include the addition of Yom Kippur – 9/25, Removed: October PPD/PSAT Day, 11/7 - notation added Election Day and the New projected last day of school: 6/12/2024. The committee has recommended revisions to the 2024-2025 calendar 4 to include a new Teacher Meeting Date, 8/26, New Professional Development Dates: 8/27 and 8/28, New First Day of School: August 29, the addition of Rosh Hashanah on 10/3, Diwali on 11/1, Three Kings Day 1/6, Eid al-Fitr on 3/31, Removed: October PPD/PSAT Day, 11/5 - notation added Election Day and New projected last day of school: 6/13/2025

On a motion by Jill Fitzsimons-Bula, seconded by Shelby Pons, and

Following a Roll Call Vote, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) voted unanimously to Revise the 2023-2024 and 2024-2025 School Year Calendars as presented.

Questions followed regarding the Board needing to approve the added dates every year.

Back to School Bash Information

Dr. Dietter shared information regarding the Back to School Bash being sponsored by The Office of Climate, Culture, and Community Engagement the "Back to School" event will take place on August 25th, 6-8 p.m. at BAIMS field.

CURRICULUM REVISION

Acting for Camera and Voice (Second Reading)

Carly Fortin presented Acting for Camera and Voice for a Second Reading.

On a motion by Jill Fitzsimons-Bula, seconded by Shelby Pons, and

Following a Roll Call Vote, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) voted unanimously to approve Acting for Camera and Voice as presented.

Playwriting (Second Reading)

Carly Fortin presented Playwriting for a Second Reading.

On a motion by Shelby Pons, seconded by Dante Tagariello, and

Following a Roll Call Vote, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) voted unanimously to approve Playwriting as presented.

Astronomy (Second Reading)

Carly Fortin presented Astronomy for a Second Reading.

On a motion by Shelby Pons, seconded by Eric Carlson and

Following a Roll Call Vote, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) voted unanimously to approve Astronomy as presented.

Meteorology (Second Reading)

Carly Fortin presented Meteorology for a Second Reading.

On a motion by Jill Fitzsimons-Bula, seconded by Shelby Pons, and

Following a Roll Call Vote, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) voted unanimously to approve Meteorology as presented.

Introduction to Business II (Second Reading)

Carly Fortin presented Introduction to Business II for a Second Reading.

On a motion by Eric Carlson seconded by Dante Tagariello, and

Following a Roll Call Vote, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) voted unanimously to approve Introduction to Business II as presented.

10. POLICY REVISION

10.1. Policy 3453 - School Activity Funds

Dr. Dietter presented Policy 3453 - School Activity Funds. At a previous meeting of the Board of Education Policy 3453 was revised to eliminate student gate fees for sporting events. When that policy was revised the language included language of attendance fees or other school-sponsored events are we recognized that we needed to make some revisions to the policy that was passed. Dr. Dietter shared the revisions that were made to the policy. We have

10.1. Policy 3453 - School Activity Funds – cont'd

struck through the language that identifies or attendance fees for other school-sponsored events and we've added a revision to state that no Student Activity fund shall be set up to include gate fees for sporting events during the regularly scheduled season of play that would be fall, winter, or spring. We have added language that pre and post-season games or exhibits in the Annual Battle for the Bell may include gate fees for all spectators regardless of residency in Bristol. The rest of the language remains unchanged.

On a motion by Shelby Pons, seconded by Dante Tagariello and

*Following a Roll Call Vote, Chair Dube declared the motion **PASSED** with six (6) Commissioners (Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) in favor of the motion and one (1) Commissioner (Anderson) Abstained.*

NEW BUSINESS

There was no New Business to come before the Board.

BUILDING REPORTS

Dr. Dietter provided the monthly building reports.

Northeast Middle School Building Committee did meet in June and July. We recently had an additional appropriation from the City of approximately \$1 million dollars this will allow for us to add full humidity control within the scope of the project which previously was not in the scope of the project. It will be an important feature as we move forward.

ESSR/ARP – This project is moving forward, however, you may recall from our previous meeting Mr. Callahan reported that we did not receive robust bids. It is going back out to bid and we are also hearing information that the original date of having to expand the **ESSR/ARP** funds may be pushed out which would be favorable for us.

Edgewood Project

That has been moving along. There is a lot that is happening there in preparation for the Pre-K Academy as our young scholars are coming at the end of August. Our staff have been hard at work.

INFORMATION/LIAISON REPORTS

No commissioner had information or a liaison report.

VOTE TO CONVENE INTO EXECUTIVE SESSION *for the purpose of discussing:*

1. Discussion of the Superintendent's Evaluation

On a motion by Shelby Pons, seconded by Dante Tagariello and

Following a Roll Call Vote, the Board of Education (Commissioners Anderson, Carlson, Fitzsimons-Bula, Pons, Simmons, Tagariello, and Chair Dube) voted unanimously to approve the revisions to Policy 3453 - School Activity Funds as presented (7:34 p.m.)

EXECUTIVE SESSION

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Jill Fitzsimons-Bula, Shelby Pons, Maria Simmons, and Dante Tagariello, and Dr. Catherine Carbone, Superintendent

Executive Session was called to order.

Dr. Carbone presented the Superintendent Evaluation and End of Year Goals.

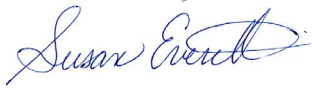
Commissioners discussed the Superintendent's Goals.

RECONVENE INTO PUBLIC SESSION

ADJOURNMENT

There being no other business to come before the Board, the meeting should be adjourned. (9:30 p.m.).

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

DRAFT

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, August 9, 2023 – 6:00 p.m.
Special Meeting - Meet & Greet Minutes

A Special Bristol Board of Education meeting was held on Wednesday, August 9, 2023, at 6:00 p.m. in Room 36 of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut, and via the Zoom meeting platform.

PRESENT: Commissioners: Russell Anderson (virtual), Eric Carlson, Jill Fitzsimons-Bula, Dante Tagariello, and Chair Dube; **ALSO PRESENT:** Lynn Boisvert, Dr. Catherine Carbone, Superintendent, Dr. Kim Culkin, Chief of Talent Management, Dr. Michael Dietter, Amy Martino, and candidate, Peter Sassu

EXCUSED: Commissioners: Kristen Giantonio, Shelby Pons and Maria Simmons

1. CALL TO ORDER

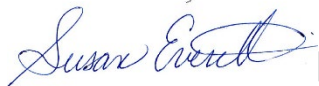
Chair Dube called the Special Meeting to order at 6:02 p.m.

Dr. Culkin introduced Peter Sassu as the successful candidate for the position of Director of School Safety. Dr. Culkin shared Mr. Sassu's experience and Mr. Sassu introduced himself to the Commissioners. Commissioners were given the opportunity to ask questions or comment.

2. ADJOURNMENT

There being no other business, the meeting should adjourn. (6:07 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, August 9, 2023 – 6:20 p.m.
BoE Special Meeting

A Special Bristol Board of Education meeting was held on Wednesday, August 9, 2023, at 6:20 p.m. in Room 36 of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut, and via the Zoom meeting platform.

PRESENT: Commissioners: Russell Anderson (virtual), Eric Carlson, Jill Fitzsimons-Bula, Dante Tagariello, and Chair Dube; **ALSO PRESENT:** Lynn Boisvert, Dr. Catherine Carbone, Superintendent, Dr. Kim Culkin, Chief of Talent Management, Dr. Michael Dietter, Amy Martino, Mary Hawk (virtual) and candidate, Peter Sassu

EXCUSED: Commissioners: Kristen Giantonio, Shelby Pons and Maria Simmons

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Chair Dube called the Special Meeting to order at 6:20 p.m. and asked the audience to stand for the Pledge of Allegiance.

2. Discussion and Possible Action Concerning the Appointment of the Director of Public Safety

Chair Dube called for a motion to appoint Mr. Sassu as the Director of Public Safety.

On a motion by Dante Tagariello and a second, by Eric Carlson, Chair Dube called for a Roll Call Vote.

Following the roll call vote, Chair Dube declared the motion **PASSED** with five (5) (*Commissioners Anderson, Carlson, Fitzsimons-Bula, Tagariello, and Dube*) in **FAVOR** of the motion.

3. ADJOURNMENT

There being no other business, the meeting should be adjourned. (*6:21 p.m.*)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, August 16, 2023 – 6:30 p.m.
Special Meeting - Meet & Greet Minutes

A Special Bristol Board of Education meeting was held on Wednesday, August 16, 2023, at 6:30 p.m. in Room 36 of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut, and via the Zoom meeting platform.

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Jennifer Dube, Jill Fitzsimons-Bula, Maria Simmons (virtual), Lorianne Osenkowski, and Dante Tagariello (virtual);

ALSO PRESENT: Lynn Boisvert, Dr. Kim Culkin, Dr. Michael Dietter, Amy Martino, Marie O'Brien, and candidate, Courtney Sugarman;

EXCUSED: Commissioners: Kristen Giantonio, Shelby Pons, and Dr. Catherine Carbone, Superintendent

1. CALL TO ORDER

Chair Dube called the Special Meeting to order at 6:30 p.m.

Dr. Culkin introduced Courtney Sugarman as the candidate for the PreK Supervisor/School Readiness position. Dr. Culkin shared Mrs. Sugarman's experience. Commissioners and administrators introduced themselves. Mrs. Sugarman introduced herself and discussed her work experience. Commissioners were given the opportunity to ask questions or comment.

2. ADJOURNMENT

There being no other business, the meeting should be adjourned. *(6:43 p.m.)*

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, August 16, 2023 – 6:50 p.m.
Special Meeting

A Special Bristol Board of Education meeting was held on Wednesday, August 16, 2023, at 6:50 p.m. in Room 36 of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut, and via the Zoom meeting platform.

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Jennifer Dube, Jill Fitzsimons-Bula, Lorianne Osenkowski, Maria Simmons (virtual), and Dante Tagariello (virtual);

ALSO PRESENT: Lynn Boisvert, Dr. Kim Culkin, Dr. Michael Dietter, Amy Martino, and candidate, Courtney Sugarman;

EXCUSED: Commissioners: Kristen Giantonio, Shelby Pons, and Dr. Catherine Carbone, Superintendent

1. Call to Order/Pledge of Allegiance

Chair Dube called the Special Meeting to order at 6:50 p.m. and asked the audience to stand for the Pledge of Allegiance.

2. Discussion and Possible Action Concerning the Appointment of the Supervisor for the PreK Academy and School Readiness

Chair Dube called for a motion to appoint Courtney Sugarman as the Supervisor for the PreK Academy and School Readiness.

On a motion by Russell Anderson and a second, by Jill Fitzsimons-Bula, Chair Dube called for a Roll Call vote.

Following the Roll Call Vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Osenkowski, Simmons, Tagariello, and Chair Dube) in **FAVOR** of the motion.

3. Adjournment

There being no other business, the meeting should adjourn. (6:52 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Tuesday, August 22, 2023 – 6:00 p.m.
Special Meeting Minutes

A virtual Special Bristol Board of Education meeting was held on Tuesday, August 22, 2023, at 6:00 p.m. via the Zoom Meeting Platform.

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Jennifer Dube, Kristen Giantonio, Lorianne Osenkowski, Shelby Pons, Maria Simmons, and Dante Tagariello; **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Lynn Boisvert, Business Manager, Kim Culkin, Chief of Talent Management, Amy Martino, Special Services Director

EXCUSED: Commissioner Jill Fitzsimons-Bula

1. CALL TO ORDER/ PLEDGE OF ALLEGIANCE/MEETING NORMS

Chair Dube called the meeting to order at 6:00 p.m. and asked the audience to stand for The Pledge of Allegiance.

Meeting norms were displayed on the screen and acknowledged by Chair Dube.

2. HEALTHY FOODS CERTIFICATION FOR THE 2023-2024 SCHOOL YEAR

Lynn Boisvert presented the Healthy Foods Certification for the 2023-2024 School Year. The Healthy Food Certification for the 2023-2024 School Year was presented and approved at the April 5, 2023, Board of Education meeting. The Board needed to conduct two votes: 1.) whether the district will participate in the healthy food option and 2.) whether the district will allow food and beverage exemptions. The Board voted and approved the food and beverage exemptions, but will need to complete the Healthy Food Certification approval by voting on whether the district will participate in the healthy food option.

On a motion by Dante Tagariello, seconded by Kristen Giantonio, and following a Roll Call Vote,

*The Board of Education (Commissioners Anderson, Carlson, Giantonio, Osenkowski, Pons, Simmons, Tagariello, and Dube) **VOTED UNANIMOUSLY** that Pursuant to C.G.S. Section 10-215f, the Bristol Public Schools certifies that all food items offered for sale to students in the schools under its jurisdiction and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education will comply with the Connecticut Nutrition Standards during the period of July 1, 2023, through June 30, 2024. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.*

3. ADJOURNMENT

There being no other business to come before the Board, and

On a motion by Chair Dube and a second by Dante Tagariello the Board of Education meeting was adjourned. (6:03 p.m.).

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, September 6, 2023 – 6:30 p.m.
Special Meeting - Meet & Greet Minutes

A Special Bristol Board of Education meeting was held on Wednesday, August 16, 2023, at 6:30 p.m. in Room 36 of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut, and via the Zoom meeting platform.

PRESENT: Commissioners: Russell Anderson (virtual), Eric Carlson, Jennifer Dube, Jill Fitzsimons-Bula, Kristen Giantonio, Lorianne Osenkowski, and Maria Simmons

ALSO PRESENT: Lynn Boisvert, Dr. Catherine Carbone, Dr. Kim Culkin, Dr. Michael Dietter, Carly Fortin, Amy Martino, Marie O'Brien, and candidates, Sarah Lupa and Stephen Cabelus

EXCUSED: Commissioners: Shelby Pons and Dante Tagariello

1. CALL TO ORDER

Chair Dube called the Special Meeting to order at 6:30 p.m.

Chair Dube turned the meeting over to Dr. Carbone who introduced Sarah Lupa as the Director of Adult Education/TESOL Programming and Stephan Cabelus as the Director of School Safety.

Dr. Carbone asked that board members and administration introduce themselves.

Dr. Culkin shared Mrs. Lupa's and Mr. Cabelus' work experience and the Mrs. Lupa's and Mr. Cabelus' introduced themselves to the group. Commissioners were given the opportunity to ask questions and/or comment.

2. ADJOURNMENT

There being no other business, the meeting should be adjourned. *(6:39 p.m.)*

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, September 6, 2023 – 6:50 p.m.
Special Meeting Minutes

A Special Bristol Board of Education meeting was held on Wednesday, September 6, 2023, at 6:50 p.m. in Room 36 of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut, and via the Zoom meeting platform.

PRESENT: Commissioners: Russell Anderson (virtual), Eric Carlson, Jennifer Dube, Jill Fitzsimons-Bula, Kristen Giantonio, Lorianne Osenkowski, and Maria Simmons

ALSO PRESENT: Lynn Boisvert, Dr. Catherine Carbone, Dr. Kim Culkin, Dr. Michael Dietter, Carly Fortin, Amy Martino, and candidates, Sarah Lupa and Stephen Cabelus

EXCUSED: Commissioners: Shelby Pons and Dante Tagariello

1. Call to Order/Pledge of Allegiance

Chair Dube called the Special Meeting to order at 6:50 p.m. and asked the audience to stand for the Pledge of Allegiance.

2. Discussion and Possible Action Concerning the Appointment of the Director of Adult Education and Secondary TESOL

Chair Dube called for a motion to appoint Sarah Lupa as the Director of Adult Education and Secondary TESOL.

On a motion by Kristen Giantonio and a second, by Eric Carlson, Chair Dube called for a Roll Call vote.

Following the Roll Call Vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Osenkowski, Simmons, Tagariello, and Chair Dube) in **FAVOR** of the motion.

3. Discussion and Possible Action Concerning the Appointment of the Director of Safety

Chair Dube called for a motion to appoint Stephan Cabelus as the Director of School Safety.

On a motion by Kristen Giantonio and a second, by Maria Simmons, Chair Dube called for a Roll Call vote.

Following the Roll Call Vote, Chair Dube declared the motion **PASSED** with seven (7) Commissioners (Anderson, Carlson, Fitzsimons-Bula, Osenkowski, Simmons, Tagariello, and Chair Dube) in **FAVOR** of the motion.

4. Adjournment

There being no other business, the meeting should adjourn. (6:52 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

Griffin J. Colopy

EDUCATION:

UConn's Neag School of Education

Master Degree in Curriculum and Instruction for Secondary English Education, May 2017

University of Connecticut, Storrs, CT

Bachelor of Liberal Studies, Communication and Journalism, May 2015

Certification: 015 (Provisional Educator)

TEACHING EXPERIENCE:

Broadview Middle School, Danbury, CT

ELA and Reading Intervention Teacher (8th Grade, September 2017-Present)

- Provided reading and writing instruction using a variety of strategies
- Utilized targeted small group instruction based on student data
- Taught reading intervention to students reading below grade level

After School Success Tutor (8th Grade, September 2017-Present)

- Managed small group of students who struggle academically and emotionally
- Provided tutoring in all subject areas in order to raise GPA of students included
- Provided social emotional learning instruction

RELATED EXPERIENCE:

Brookfield Learning Center, Brookfield, CT

Tutor, November 2018-2020

- Tutored students from various age groups in subjects that ranged from elementary math to high school English as well as SAT and ACT instruction

SKILLS and EXPERIENCE:

Leadership:

- ❖ Certified TEAM mentor, field trip coordinator, summer school instruction, hiring committee, educator at an inpatient facility

Instructional Strategies:

- ❖ Common Core State Standards, SIOP trained, close reading techniques, differentiation, community building

Technology:

- ❖ Mentimeter, Talking Points, Padlet, Flip Grid, IXL, Google Suites, Schoology, Powerschool, Peardeck, Blooket, Kahoot

Yesenia Diaz Galindo

Education

Southern Connecticut State University

- B.S. Secondary Education/Spanish January 2005
- M.S. School Counseling May 2010
- 6th year Educational Leadership May 2020

Employment

August 2014-Present

School Counselor- Francis T. Maloney High School Meriden, CT

- Manage a caseload of 220 students grades 9-12, which includes all Spanish Speaking Native students in Bilingual Program
- School Recruitment within the district for Middle School Students
- Register all students at Maloney completing the Seal of Biliteracy test
- Translating documents for peers
- Upward Bound point person
- Assist students with Educational, Personal/Social/Emotional Needs
- Work closely with faculty and staff to develop strategies to assist our student body
- Daily communication with parents, community agencies
- Assist with coordinating evening events within the school and our department
- Assist with redesigning Bilingual student procedures with Bilingual Coordinator in Meriden
- Evening Event Presentations regarding College and Career Readiness, Financial Aid
- 504 Case Manager for my individual caseload approximately 20 students per year.

August 2010-June 2014

School Counselor- John F. Kennedy High School Waterbury, CT

- Manage a caseload of 250+ students
- Assist with creating Advisory Lessons district wide
- Scholarship Coordinator for department
- University of Connecticut Site Coordinator for Early College Experience

August 2004-June
2010

Spanish Teacher grades 9-12

- Instruction in Spanish to high school students levels 1-4
- Develop daily lesson plans, tutor students after school

January –May 2009

School Counseling Internship 1

Internship: Completion of 700 hours

- Individual and group counseling
- PSAT Administration
- Student scheduling
- Parent-Pupil-Teacher (PPT) team member
- College Planning

School Counseling Practicum: Completion of one hundred hours at West Side Middle School

- Individual and Group Counseling
- Forming Guidance lessons for students in accordance with the BEST Practices for School Counseling in Connecticut.

2004-2006
2006-2007

Cheer Coach

Kennedy High School- Varsity Coach

Holy Cross High School Junior Varsity Coach

Skills and

Professional Educator Certificate in School Counseling (068)

Accreditations

Provisional Educator Certificate in Spanish/Secondary Education grades 7-12 (023)

Initial Educator Certificate Intermediate Administration and Supervision (092)

Ability to Work Under Pressure

Self-Motivated

Strong Leadership Abilities

Bilingual- Spanish Speaking

Trained in the following: Powerschool, Naviance, CTSEDS, and Parentsquare

References

Rachel L. DiLonardo

Special Educator

- Whole Group Instructor
- Small Group Lessons
- Discrete Trial Training
- 1:1 Instruction
- Implements Curriculum
- Behavior Management
- PECS Level 2
- Implements BIP
- Case Manager
- Sensory Activities
- Data Management
- Reinforcement

Profile

Dedicated and adaptable professional offering an excellent work ethic with a solid background in Applied Behavior Analysis and diverse populations. Team player with strong communication and interpersonal skills. Maintains positive attitude and a welcoming atmosphere with all staff members. High level of patience and charisma with students and passionate about their success. Easily establishes rapport and trust. Well organized and adept at multitasking. Computer skills include *Google Docs, Google Sheets, Google Slides, Google Classroom, Word, Excel, Power Point & Internet savvy.*

Education

<i>Master of Arts in Teaching (Special Education)</i>	2023
Southern Connecticut State University	New Haven, Connecticut
<i>Bachelors of Science in Liberal Studies</i>	2012
Minor in Psychology and Education	
American International College	Springfield, MA

Employment History

<u>City of Waterbury</u>	<u>Waterbury, CT</u>	<u>November 2021-Present</u>
<i>Special Education Teacher</i>		

*Communicates and provides consultation with team members, parents and guardians, and other outside agencies, regarding students, their interventions, medications, and programmatic needs

*Develops data collection and data management systems; entering data into proprietary and other computer databases; analyzing data, identifying student needs, and recommending quarterly classes based upon individual student needs

*Develops positive and trusting relationships with students

*Develops, adapts, and implements curriculum and lesson plans and aligns curriculum with academic standards

*Ensures that teams are utilizing concepts of least restrictive environment and best practices with students

*Provides direct instruction using a variety of techniques including individualized instruction, lectures, team teaching, hands-on formats, and other instructional strategies

Employment History Continued

Rachel L. DiLonardo

City of Waterbury

Waterbury, CT

November 2021-Present

Special Education Teacher

*Provides for the management of student behavior, including implementing disciplinary procedures.

*Assists with the development of individualized intervention plans; writing and implementing conditional procedures; and modeling specific strategies for other instructional staff

*Works with Individualized Educational Plan (IEP) teams in the development of Individualized Education Plans (IEP); providing for IEP management and reevaluation; assisting with goal writing in accordance with regulations and procedures; and setting up and participating in IEP conferences

City of Waterbury

Waterbury, CT

May 2017-November 2021

Behavior Therapist

*Responsible for proper data collection, implementing errorless teaching methods, creating and update graphs

*Used of Applied Behavior Analysis techniques such as Discrete Trials and Errorless Teaching

*Worked on academics such as Touch Math, Vocabulary Workshop, functional task analysis, reading, writing, social skills and more.

*Experienced in Augmentative and Alternative Communication devices (AAC)

*Implemented lesson and behavior plans written by SPED Teacher and/or BCBA

*Ensured integrity of data collection

*Provided 1:1 ABA therapy and small group instruction to students in a self-contained classroom

*Utilized SUPPORT Procedures

Easter Seals

Waterbury, CT

July 2016- May 2017

Behavioral Therapist

*Provides classroom support and instruction for students with disabilities including autism and behavior disorders.

*Maintains and collects appropriate data in regards to behavior plans and academic programming.

*Creates and implements behavior and academic lesson plans in collaboration with certified staff.

*Demonstrates flexibility and a collegial and collaborative attitude with coworkers and staff

*Creates and maintains all necessary documentation and reports in the required format for the successful implementation of behavioral services.



MICHAELA DOYLE

PROFESSIONAL SUMMARY

Dedicated teacher bringing in-depth knowledge of special education needs, child development, psychology and best practices. Coordinates classroom environments and multi-faceted experiences to help students learn and develop. Incorporates students individual abilities and needs to develop successful approaches.

SKILLS

- Lesson planning
- Behavior modification
- Personal hygiene support
- Classroom management
- Adaptive strategies
- Individualized instruction
- Teamwork
- Small group instruction
- Paraprofessional oversight
- IEP development
- Student recordkeeping
- IEP implementation
- Organization
- Multitasking

EXPERIENCE

Special Education Teacher, Plymouth Public Schools, Aug 2020 - Current, Plymouth, CT

- Collaborated with fellow teaching team members to offer students meaningful general education experiences to special education students.
- Observed students to identify concerns and developed strategies to address both common and complex problems impacting students' educational success.
- Maintained compliance with IEP development and implementation throughout all aspects of special education process in accordance with federal and state regulations.
- Communicated with parents and guardians regarding student successes, concerns, and opportunities for continuous improvement.
- Organized classroom environment to maximize student independence, mutual respect, and engagement during work periods and transitions.
- Delivered small group and individual lessons to improve student's understanding of general class materials.
- Assessed student learning by monitoring student comprehension of general education curriculum and adjusting instruction to meet needs.

ABA Therapist, Applied ABC, Feb 2018 - Current, Brooklyn, NY

- Worked in homes and other locations with children and adults, implemented established goals, and followed treatment protocols.

- Performed clinical, therapeutic, and crisis intervention for clients with various demographics.
- Worked with children and families from diverse cultures with sensitivity to cultural differences and norms.
- Applied psychology expertise to positively impact home environments.
- Coordinated effective treatments for disorders such as Autism and learn disabilities.
- Stayed up-to-date on treatment modalities and on agency and governmental social service requirements.
- knowledge of biology and behavior to develop highly successful treatment approaches.

Special Education Teacher, Derby Public Schools, Nov 2018 - Jun 2020, Derby, Connecticut

- Observed students to identify concerns and developed strategies to address both common and complex problems impacting students' educational success.
- Developed, implemented, and conducted on-going reviews of IEPs.
- Directed and improved performance of paraprofessionals in classrooms.
- Administered regular assessments to evaluate student growth against evidence-based measures.
- Planned and delivered educational resources and opportunities to foster academic, behavioral, and functional skills development aligned with each students' individual abilities.
- Contributed to individualized behavior intervention plans for students as required.
- Collaborated with other certified staff in such as speech pathologists, social workers, and psychologists to provide students with multi-disciplinary and seamless educational experiences.
- Applied knowledge of non-violent crisis intervention, using verbal and non-verbal techniques to defuse problematic behavior.

EDUCATION

Master of Science, Special Education Southern Connecticut State University - New Haven , CT	May 2019
Bachelor of Arts, Psychology Southern Connecticut State University - New Haven , CT	Dec 2016
<ul style="list-style-type: none"> • Double major in psychology and sociology. 	
High School Diploma Regional school district 15 - Southbury , CT	Jun 2012

Sarah Guerin

Licensure

CT Elementary Education (1-6) - #C092022000051

MA Elementary Education (1-6) - #534060

Professional Experience

4th Grade Classroom Teacher, Reed School (PreK-8) Waterbury, Connecticut. August 2022-Present

- Created and maintained a welcoming, friendly, engaging, and nurturing classroom environment
- Created engaging whole group and small group lesson plans
- Used many classroom management strategies

District Substitute Teacher, Patrick E. Bowe Elementary School (K-5) Chicopee, Massachusetts. May 2022-June 2022

- Asked to stay on as a building substitute teacher after my student teaching was over by the principal.
- Assisted all students in the classroom in ELA and Math

Student Teacher, Patrick E. Bowe Elementary School (K-5) Chicopee, Massachusetts, January 2022- May 2022.

- Facilitated whole and small group writing instruction to a diverse classroom of learners
- Provided English Language Arts small group instruction within a tiered instructional model
- Utilized hands on manipulatives in order to bring math instruction to real-world applications

Coach, Skyhawks Camp, June 2019-January 2020

- Worked with children of all ages, teaching sport skills and life lessons through sports
- Explained and created activities to keep the children engaged throughout the week

Education/Honors Awards

College of Our Lady of The Elms, Chicopee, Massachusetts. Bachelor of Arts, Elementary Education, 2022.

Elms Women's Basketball Captain 2021-2022

Dean's List Fall 2018- Spring 2022

Victoria Ieraci

CONTACT



CAREER OBJECTIVE

Experienced education professional well-versed in providing instruction and classroom management. Skilled in quickly establishing effective relationships with students and staff. Demonstrated ability to implement curricula, assess student progress and adjust lessons to meet the needs of diverse learners.

EXPERIENCE

January 2023 - June 2023

Long Term Substitute Teacher

Experiences Edgewood School

- Created a welcoming and engaging classroom environment
- Implemented routines and procedures for smoother transitions in the classroom to increase student learning time
- Communicated with parents regarding classroom and student activity
- Planned with teammates in building lessons and activities to enhance students' learning engagement
- Collaborated with school coaches across multiple departments to optimize student behaviors and learning abilities.
- Integrated technology into the classroom setting to support instruction and learning activities.
- Maintained accurate records of student attendance, grades and behavior.

August 2022 - December 2022

Student Teacher

Ellen P. Hubbell Elementary School, Bristol, CT

- Created and adapted lesson plans according to students' academic needs, including both whole and small groups
- Collaborated with other teachers and school coaches to determine best practice to use in the classroom
- Utilized rigorous educational strategies to promote student engagement and to meet the needs of all students
- Taught all academic core subjects using a hands-on approach to ensure greater learning experiences
- Fostered caring relationships with students to create a safe and positive learning environment that inspired success.

May 2019 - August 2022

Classroom Teacher

The Nurturing Nest Early Learning Center, Southington, CT

- Created a safe and nurturing learning environment
- Communicated with children's parents regarding their daily activities and behaviors
- Developed age-appropriate learning and socialization to ensure children learn basic skills, such as communication, sharing, and manners.

January 2022 - May 2022

Teacher Candidate

CREC Discovery Academy, Wethersfield, CT

- (Grade 1) Spring,
- Observed and assessed student performance
- Worked with small groups of students or individual students to reinforce the learning material and skills introduced and outlined by the classroom teacher.

September 2021 - December 2021

Teacher Candidate

Ellen P Hubbell Elementary School, Bristol, CT

- (Grade 3) Fall,
- Observed and assessed student performance
- Created and delivered a lesson plan on kindness in the community
- Worked with small groups of students or individual students to reinforce the learning material and skills introduced and outlined by the classroom teacher.

EDUCATION

December 2022

**Bachelor Of Science Degree In Elementary Education,
English**

Central Connecticut State University, New Britain, CT

**Completed coursework towards Connecticut Teacher's
Certification, Elementary Grades 1-6**

SKILLS

- Classroom Management
- Creative
- Time Management
- Reliable
- Leadership
- Professional

CERTIFICATIONS

- Connecticut Teachers Certification, Elementary Grades 1-6

REFERENCES

Sarah Taylor Maglio

Objective Seeking a teaching position where skills such as passion and detail orientation can be utilized in order to create a positive, diverse, and equitable learning environment.

Skills

- Detail-oriented, organized, resourceful, passionate, flexible, efficient multi-tasking, patient, critical thinker, time management, leadership, creativity

Education

University of Saint Joseph, West Hartford, CT

Masters of Arts in Early Childhood/Special Education anticipated graduation May 2024

University of Saint Joseph Dean's List

- Fall 2022, Spring 2023
- 4.0 GPA Average

University of Saint Joseph, West Hartford, CT

Bachelor of Arts in Child Study, May 2022

Teacher Licensure Program - Elementary 1-6

University of Saint Joseph Honors Program

August 2018 - May 2022

- 3.94 GPA Average

University of Saint Joseph Dean's List

- Fall 2018, Spring 2019, Fall 2019, Spring 2020, Fall 2021, Spring 2022

Experience

Kindergarten Teaching Assistant

Greene-Hills School, Bristol, CT August 2022-Present

- Planned and implemented 5 differentiated small-group lessons/week
- Collaborated with classroom teacher, behavioral consultant, and other educational professionals to implement BSP for 2 students with ASDI including collection/organization of data on a daily data chart and ABC data sheets
- Took over classroom teacher role when she was absent, including simultaneously teaching and implementing BSP and token economy programs

Extended School Year Program

Bristol Public Schools, hosted at West Bristol School, Bristol, CT June 2022-August 2022

- Planned 8 differentiated math, reading, writing, and SEL lessons/week based on student goals and objectives as outlined in IEPs
- Collaborated with other educational professionals to plan and implement lessons/classroom management strategies
- Monitored and evaluated student progress through IEP online database

Elementary Substitute Teacher

Mountain View Elementary School, Bristol, CT December 2021-June 2022

- Filled in for classroom teachers at various grade levels (Pre-K - 5th)
- Managed classroom behaviors
- Taught pre-made lessons
- Adapt to different classroom environments

Intern

Boys and Girls Club at Mountain View Elementary School, Bristol, CT January 2022-April 2022

- Assist with STEAM programs, team building activities, and arts and crafts projects for 20 children
- Implement new behavior management systems that reduce risky behaviors by 50%
- Create/implement 4 mission-aligned STEAM, team building, and arts and crafts lesson plans/per week

Student Teacher

Mountain View Elementary School, Bristol, CT August 2021-December 2021

- Observed cooperating teacher for two weeks
- Gradual takeover of classroom teacher duties. Full takeover in week 9 of placement
- Classroom maintenance/management, lesson planning/implementation, supporting students' learning in whole/small group instruction, and independent work

Observation Hours, Kindergarten

Anna E. Norris Elementary School, East Hartford, CT February 2020-March 2020

- Observed and followed students for one full school day
- Collaborated with the head teacher to assist in the daily needs of the students

Observation Hours, Grade 4

John A. Langford Elementary School, East Hartford, CT October 2019-December 2019

- Observed students over the course of a few school days
- Monitored and assisted during instructional time as needed

Field Experience, Kindergarten

Edgewood Elementary School, Bristol, CT March 2017 - May 2017

- Observed head teacher to inform lesson plans
- Collaborated with head teacher to create a series of four lessons from scratch
- Taught lessons over course of two days with supervising teacher observing for one day

Extracurricular Activities

University of Saint Joseph Swim Team

August 2018 - September 2021

University of Saint Joseph Tennis Team

August 2019 - October 2019

Employment

Bristol Parks and Recreation Department Lifeguard/Swim Lesson Instructor/Receptionist

August 2017-February 2020

- Ensured safety of patrons with a 0% incident rate
- Performed basic first aid
- Taught private and group swim lessons for children ages 3-12 including water safety
- Regulated patron traffic during public and private swim hours and monitored phone calls

University of Saint Joseph Lifeguard

August 2018 - June 2022 (Promoted to Head Lifeguard May 2019)

- Ensured safety of patrons with a 0% incident rate
- Taught private and group water safety/swim techniques for children ages 3-12
- Organized and monitored swim lesson program, including strategic management

MORGAN MATOS

EDUCATION

Bachelor of Science in Early Childhood Education

Minor in Special Education

Sep. 2019 - May 2023

Major GPA: 4.0

Cumulative GPA: 3.859

Salve Regina University

Newport, RI

RELEVANT EXPERIENCE

Student Teacher - Kindergarten

Claiborne Pell Elementary School

Aug. 2022 - Dec. 2022

- Enforced classroom management strategies
- Implemented lesson plans across all subject areas based on the state's standards and curriculum
- Participated in IEP and other student success meetings
- Collaborated closely with clinical educator on a variety of topics
- Communicated effectively with families through a variety of different models (Class dojo/newsletters)
- Individualize lessons according to students' interests, strengths, and needs
- Utilize data-driven instruction for multiple assignments

Substitute Teacher

Claiborne Pell Elementary School & Mountain View Elementary School

Nov. 2020- Present

- Execute daily lesson plans crafted by the classroom teacher
- Participate in school-wide events (assemblies, concerts, field-trips)
- Assist lead teachers with classroom tasks such as copy making and one-on-one assist
- Encourage and engage students to participate in tasks appropriately
- Enforce school-wide PBIS characteristics

Head Teacher - School Age Program

Tender Care Learning Center

Jul. 2018 - Mar. 2020

- Create original developmentally appropriate activities for children aged six through twelve
- Prepare and distribute healthy snacks
- Form professional relationships with parents/guardians and co-workers
- Help to facilitate the training of new employees on the centers policies and procedures.

LEADERSHIP POSITIONS

First Year Transitions Mentor

Aug. 2020 - Dec. 2021

- Facilitate a one credit college transition course to first year students
- Craft unique, engaging lessons that abide by a set curriculum
- Actively participate in a week-long training session

Co-Chair of MLK Week

- Lead committee planning meetings composed of faculty and students on a bi-weekly basis
- Coordinate one week of events that is offered to the University and surrounding community
- Educate attendees on a variety of topics relating to diversity, equity and inclusion

Aug. 2022 - Jan. 2023

Salve Regina University

Newport, RI

AWARDS/HONORS

- Pell Honors Program
- Magna Cum Laude
- Vice President of Kappa Delta Pi Honor Society
- OCHRE Scholar
- Mary Leonard Memorial Award in Education

Salve Regina University

Newport, RI

SKILLS

- Basic ASL and Spanish communication
- Familiar with smart technology in the classroom setting (Google applications, Smartboards, virtual meeting platforms, Class Dojo, etc.)
- Training in Social Emotional Learning

Kell Pogue

Math educator and software engineer

EDUCATION

Tufts University, Medford, MA — Bachelor of Science in Mathematics and Computer Science

AUGUST 2015 - MAY 2019

Graduated Summa Cum Laude with a dual major and a minor in philosophy.

University of Connecticut, Groton, CT — MA in Curriculum and Instruction

JUNE 2021 - MAY 2022

Received a master's degree and teaching certification in the Teacher Certification Program for College Graduates from the NEAG school.

EXPERIENCE

Bristol Public Schools, Bristol, CT — Long-term Substitute

FEBRUARY 2023 - MAY 2023

Taught 9th grade Algebra I Essentials and 12th grade English Essentials, including planning, instruction, assessment, and grading. Co-taught in several sections of Algebra I and provided support to students with IEPs.

Additionally, covered a variety of subjects, including geometry, pre-calculus, and biology for shorter periods of time.

Groton Public Schools, New London, CT — Student Teacher

JANUARY 2022 - MAY 2022

Student-taught 9th grade Algebra I and Algebra II Honors at Fitch High School, taking over essentially all responsibilities of a classroom teacher.

New London Public Schools, New London, CT — Student Teacher

SEPTEMBER 2021 - JANUARY 2022

Interned and student taught a 7th grade math classroom at Bennie Dover Jackson Multi-Magnet Middle School, a diverse, urban school. Developed lesson plans and conducted research.

Tufts University, Medford, MA — Lecturer

MAY 2021 - AUGUST 2021

Taught, graded, and organized the Programming Languages course for the online master's program.

— Teaching Assistant/Fellow

SEPTEMBER 2016 - MAY 2019

RetailMeNot, Austin, TX — Software Engineer

JULY 2019 - DECEMBER 2020

SKILLS

Proficient with classroom technology, including GeoGebra, Illustrative Math, and others

Experienced with classroom management techniques

Skilled at writing lesson and unit plans using Understanding by Design framework

In university, studied real analysis, modern algebra, discrete mathematics, number theory, and topology

Comfortable with mathematical proofs and proof techniques

Conversational in Spanish

Self-taught speaker of Esperanto and an avid language learner

MEMBERSHIPS AND ACHIEVEMENTS

State of Connecticut Initial Teaching Licensure in Math Grades 7-12

Member of National Council of Teachers of Mathematics (NCTM)

Dean's List for seven semesters

Mary K. Pompano

Leadership Experience

District-Wide Pre-K-Grade 5 Recovery Facilitator/ District-Wide Instructional Coach

Consolidated School District of New Britain, Connecticut (2021 – present)

- Coordinated and supervised districtwide before/after school academic programs at all pre-K/elementary schools to address achievement gaps.
- Collaborated with District Data Team and i-Ready consultants to lead building administration and their leadership teams to identify critical areas of remediation and to create prescriptive action steps to address them at the building level.
- Collaborated with the district technology department to design PowerSchool forms to create report efficiencies enabling all leadership teams to track student outcomes easily.
- Led building leadership and their lead teacher teams to leverage intervention data to provide the right intervention with the right student at the right time.
- Co-authored comprehensive handbook for building-based leadership and teachers for ongoing professional development sessions outlining the instructional, organizational, and administrative responsibilities of their roles.
- Coordinated and supervised after-school and Saturday enrichment programs and supported these community partners through professional development academies which resulted in increased student engagement and attendance, and improved student academic performance.
- Constructed and delivered a PreK-Grade 5 district-wide before and/or after school program budget aligned to building level instructional needs which resulted in Tier 2 and Tier 3 students receiving increased instructional time.
- Coached building administrators and classroom teachers on best practices and data disaggregation to align instructional work with student needs and Theories of Action.

Interim Assistant Principal, Assistant to the Principal

Consolidated School District of New Britain, Connecticut (2016 – 2021)

- Lead the SRBI team process to strategize intervention plans to close the achievement gap.
- Designed professional development through a special education lens to help teachers prioritize students' academic and behavioral needs.
- Planned and facilitated professional development sessions targeting literacy and math centers to purposefully increase rigor to escalate student production and critical thinking skills.
- Co-planned and facilitated *When ELL Learners Struggle* professional development to colleagues to increase instructional support for ELL students.
- Led PLCs centered on STEAM curriculum and NGSS standards with STEAM districtwide colleagues.
- Developed teacher schedules and standardized testing schedules to maximize instructional time.
- Contributed to restorative justice/trauma-informed practices professional development sessions for building-level staff, before & after school programming, and summer school implementation to create trusting environments.
- Co-established a cohesive approach to behavior management using the Boys Town Well-Managed Classroom methods resulting in consistent expectations and time-on-task schoolwide.
- Initiated re-establishing the Parent-Teacher Association to develop relationships and increase family engagement.
- Operated as a change agent to create a positive climate and culture with all stakeholders, which improved teacher instructional practices and in turn maximized students' learning experiences.
- Lead with a restorative approach to gather, chart, and analyze student performance data, both academically and behaviorally, to determine the next steps for building strategic plan goals.
- Co-authored School Excellence Grant focused on creating and maintaining diverse and multi-genre classroom libraries.

Professional Training

- Science of Reading and Impact Cycle training for coaching to support teachers in delivering effective literacy instruction/integration and conducting deep data dives to inform instruction.
- Haskin's Laboratories study focused on phonics and phonemic awareness resulting in assisting students in successfully decoding and developing the orthographic mapping process which resulted in readers.
- Teacher's College trained in reading and writing workshops and research-based best practices (Marzano) as a team leader to develop the instructional capacity of classroom teachers and support staff.

Mary K. Pompano

- Lesley University Webinar series based on Fountas and Pinnell's *When Readers Struggle* and presented findings to district-level colleagues to effectively identify gaps in learning and plan proximal instruction.
- UbD model training from Quinnipiac University.
- ISTE (International Society for Technology in Education) trained in technology integration and standards.

Curriculum, Instruction, and Assessment Leadership

- Designed and facilitated professional development sessions for classroom teachers on STEAM curriculum /best practices to foster inquiry-based, personalized instruction in regular education settings.
- Co-wrote kindergarten math curriculum aligned to CCSS and facilitated implementation across the district.
- Developed scope and sequence of phonics and phonemic awareness skills for kindergarten and matched assessments to be used district-wide as benchmarks.
- Presented at CT Early Childhood Conference on the use of manipulatives and problem-solving strategies to leverage instructional practice for improved student outcomes.

District Level Team Membership

- Curriculum writing team charged with revising and rewriting units of study to ensure alignment with the Science of Reading research.
- Pre-School Committee focused on providing school readiness and transition support to students and parents.
- Technology Steering Committee charged with exploring and implementing uses of technology designed to increase student production and enhance Profile of a Graduate attributes.
- Superintendent's Advisory Committee and district-wide professional development committee whose work included developing K-5 reading and writing units of study and creating benchmarks to ensure district-wide consistency.
- Primary Research Team focused on K-2 programs needs assessment, investigated early intervention strategies, and presented data to the Board of Education and administrators.

Teaching Experience (1993-2016)

Consolidated School District of New Britain, Connecticut

- Elementary K-5 STEAM Teacher, Lincoln Elementary School
- First Grade Teacher, Lincoln Elementary School

Farmington Public Schools, Farmington, Connecticut

- Elementary School Teacher, Kindergarten, Grade 3 and Grade 4, Union School, (1998 – 2012)

Region 16, Woodbury, Connecticut

- Elementary School Teacher, Grades 1, Mitchell Elementary School, (1993 – 1998)

Education

- *Quinnipiac University*, Hamden, Connecticut, Sixth Year Degree in Educational Leadership
- *Southern Connecticut State University*, New Haven, Connecticut, Master of Science Degree in Special Education
- *Saint Joseph College*, West Hartford, Connecticut, Bachelor of Science Degree, Special Education and Regular Education

Professional Certification

Connecticut Administrative Certificate (092)

Connecticut Professional Special Education (065)

Connecticut Professional Educator Certificate (003, 006)

Additional Certifications

Federal Emergency Management Agency (FEMA) Incident Command for Schools (ICS-100)

Active Shooter Response Trained (ALICE)

Professional Recognition

- Judge for 3rd annual Edrising Aspiring Educators Convention, Central Connecticut State University, 2023
- "Above and Beyond Award" Consolidated School District of New Britain, Connecticut, 2016

References available upon request

Objective: To obtain a position in early childhood education where I can exercise my creativity, dedication and commitment to teaching and children.

Education: University of Hartford, West Hartford, CT
Bachelor of Science in Early Childhood Education
Graduation Date: December 2006
Central Connecticut State University New Britain, CT
Master of Science in Special Education
Graduation Date: May 2016

Certification: Connecticut Certification (113), Pre-Kindergarten-Grade 3, Praxis I passed.

Skills: Smart Board, Microsoft Word, Power Point, Excel, Internet Researching Skills, Basic Knowledge of Sign Language and Spanish

Teaching

Experience: Manchester Public Schools Manchester, CT

Kindergarten (2015-2016), First grade (2015-2019) and Second grade (2019-Present) teacher August 2015-Present

- Developed and carried out lesson plans for students in the areas of Math, Reading, Writing, Phonics and Social Skills.
- Differentiated lesson plans based on student needs.
- Communicated with parents on a daily basis to discuss student progress and/or behaviors.
- Participated in our district's launch of Academic Parent Teacher Team (APTT) and developed a presentation for parents and families while also working with colleagues to create materials to send home for extended practice of skills. (2016-2017)
- Active PTA member.

Consolidated School District of New Britain New Britain, CT

Pre-Kindergarten Readiness Teacher

August 2014-June 2015

- Developed and carried out lesson plans for both special education and mainstreamed students aged 3 and 4 years old.
- Worked cooperatively with a co-teacher and classroom para professional as well as speech pathologists, physical therapists, social worker and other members of the pre-school team.
- Familiarized myself with various abilities of special needs students in the classroom and participated in 504 meetings with parents and school professionals.

Farmington Valley Gymnastics and More! Plainville, CT

Coach/Instructor of gymnastics for various ages: Toddler-Teenagers

March 2014-January 2021

- Work with students of all ages on a wide range of gymnastics skills
- Follow a lesson plan consisting of numerous poses, moves and positions to teach on all pieces of gymnastics equipment (balance beam, vault, parallel and uneven parallel bars, floor, trampoline).
- Encourage sportsmanship and enthusiasm for the sport of gymnastics amongst my students.
- Use classroom management techniques to promote listening during classes.
- Assume responsibility for students' safety.
- USA Gymnastics Certified Instructor

Newington Public Schools, Newington CT

Learning Tutor

September 2012-June 2014

- Assisted teachers in grades K-4 in the classroom working one on one or in small groups.
- Provided extra support for students in various subject areas such as: math, reading, spelling and writing.
- Became familiar with and carried out many different forms of progress monitoring.
- Had full management and responsibility of classroom.

The Goddard School, Glastonbury, CT

Lead Teacher in Pre-K

August 2010-August 2012

- Carried out similar tasks as those performed at The Goddard School, Orange, CT

- Developed a school wide curriculum focusing on Author Studies and Music

The Goddard School, Orange, CT

Lead Teacher in Pre-K and Kindergarten January 2007-August 2009

- Developed and carried out daily lesson plans in numerous curricular areas such as: Language Arts, Science, Math, Motor Skills, Social Science skills and Creative Art.
- Had full management and responsibility of the classroom.
- Effectively communicated with fellow staff members, parents and students.
- Managed playground safety per Goddard regulations and kept track in a daily binder
- Organized extracurricular activities for staff and parents and families of the school (i.e. baseball game outings, participation in Town of Orange events)

Oliver Ellsworth Elementary School, Windsor, CT

Third grade, Student Teacher (end of) Aug 2006-Dec 2006

- Developed and taught daily lesson plans in the curricular areas of: Math, Science, Writing and Language Arts.
- Observed and assisted teacher in the classroom.
- Used individual and whole group instruction.
- Had full management and responsibility of the classroom.

Mary E. Griswold School, Kensington, CT

Kindergarten, Student Teacher Jan 2006-May 2006

- Developed and taught daily lesson plans in the curricular areas of: Math, Art, Writing and Reading.
- Worked with parent classroom volunteers.
- Observed and assisted teacher in the classroom.
- Used individual, small group, and whole class instruction.



JENNIFER RODRIGUEZ

OBJECTIVE

Be able to use different strategies to captivate children's interest in learning while facilitating them to develop the skills needed to become independent individuals of success in society.

SKILLS

Build strong communication and rapport with students, staff and family members. Bilingual. Flexible aptitude towards individualization -- ensuring every child gets appropriate learning tools based on their specific needs. Focus on hands-on learning experience to provide opportunities to understand the process. Quick learner and adapts to different situations.

EXPERIENCE

TEACHER • BRASS CITY CHARTER SCHOOL • AUG. 2017 – CURRENT

Create and perform engaging lesson plans using CT ELDS and assessing with the CT DOTS. Work collaboratively with teacher assistant to ensure the learning of our students. Participate in IEP meetings to help develop a plan accordingly to the needs of the student. Meet with families three times a year to discuss and plan individual strategies for the children's growth. Help train practice teachers. Worked hand-on-hand with administrators to go through NAEYC's accreditation process.

HEAD TEACHER • INPLC • MAY 2012 – AUG. 2017

Implement the use of the CT PSF & PAF along with the school's Reggio Emilia Approach. I was the lead teacher on the school's lab room. Prepared and implemented weekly lesson plans. Prepared portfolios for NAYEC accreditation process. Head leader on the designing team of one of the school's studios. Maintain a safe and fun environment for children. Made referrals to the BOE to identify any special needs as observed. Train other fellow teachers through a Professional Development Program the school offered. Use a Smart Board.

EDUCATION

BACHELOR'S • JUNE 2005 • UNIVERSITY OF PUERTO RICO

Magna Cum Laude Honor Student
Early Childhood Education Credits

EXTRA CREDITS • SEPT 2022-CURRENT • CT CHARTER OAK STATE COLLEGE

Early Childhood Education Credits on Literacy, Observation and Assessment & Psychology of Play

VOLUNTEER EXPERIENCE OR LEADERSHIP

Volunteered at the Bristol Public Library leading a Spanish Literacy Group for young children and families.

Spanish tutor.

Head of the children's ministry and Sunday School teacher at my former church.
Volunteer in the student's ministry at my current one.



JESSICA T. TORO

Professional, creative, and committed to teaching with excellence and empathy. Experience in the varied field of education and public service. Ranging from tutoring in the traditional brick and mortar schools to teaching ESL online, as well as directing a Classical education program.

EDUCATION

BACHELOR OF SCIENCE, HUMAN DEVELOPMENT FAMILY STUDIES
UNIVERSITY OF CONNECTICUT, STORRS

RESIDENT EDUCATOR CERTIFICATION

TEACHER RESIDENCY PROGRAM, CAPITOL REGION EDUCATION COUNCIL (CREC)

EXPERIENCE

CREC TRP TEACHER RESIDENT, ELLEN P. HUBBELL SCHOOL. BRISTOL,, CT

AUGUST 2022-JUNE 2023

Student taught/co-taught 5th grade for the full school year. Observed and implemented teaching responsibilities under the mentorship of an experienced teacher. Participated in parent teacher conferences, 504 and IEP meetings, and after school events. Prepared and implemented lesson plans and materials with differentiation for students needing accommodations and or extension. Executed fire drills and safety protocols. Simultaneously completed all requirements of the alternate route teacher residency program, whose goal is to diversify Connecticut teaching staff.

TUTOR-STRONG ELEMENTARY SCHOOL. SOUTHLINGTON, , CT

SEPTEMBER 2021-MAY 2022

Tutored students in grades 1-4 in math and ELA (Foundations), Push IN/Pull OUT under the supervision of the building Math and Literacy Specialists. Responsible for helping diagnostically identified students to understand the grade level Common Core Math and ELA Standards. Assess, assist, and encourage students to grow in confidence, fluency, and accuracy based on SRBI data. Prepare and implement modified lessons using manipulatives and games. Maintain ongoing progress monitoring.

ONLINE ESL TEACHER-VIP KID INC, BEIJING, CHINA

FEBRUARY 2019- SEPTEMBER 2021

Prepared and executed online lessons to children ages 5-12 learning English as a second language. Update and manage online classroom curriculum, timing, and pace. Correct students' pronunciation and behavior in a timely and efficient manner. Maintain a professional appearance and background. Prepare written feedback for parents and learning partners in China. TESOL certification through VIP KID (non transferable)

**Employment Security Intermittent Claims Interviewer
State of CT DOL, Wethersfield, CT**

June 2020 to April 2021 (Pandemic intermittent position)

Processed initial unemployment claims. Review and process online assistance center requests. Identify potential fraud. Schedule necessary hearings. Review employer protests and investigate via mail correspondence and questionnaires. Determine if the employee originally met qualifications for approval of benefits and determine proper course of action such as transferring to an overpayment unit or setting up hearings. Offset employer charges and or tax rate.

Director-Classical Conversations, West Hartford, CT

June 2017 – June 2019

Direct and administered local tuition based classical education community for homeschool families. Managed seven tutors and 45 students. Organize class schedule, facility use, supplies, and execution of curriculum on a weekly basis. Plan parent orientation, field trips, and end of year events. Help plan and execute a yearly parent practicum. Host information meetings. Maintain financial records, track expenses, prepare and submit invoices, oversee payroll, and prepare 1099 taxes.

Jase Trelli

Relevant Work Experience:

New Haven Public Schools	Physical Education Student Teacher	Spring 2021
<ul style="list-style-type: none">- Developed & implemented sequential lesson plans for students to learn physical skills, mental strategies, and emotional behaviors.- Created a safe & structured learning environment.- Evaluated students' performance and provided feedback.- Learned & utilized group management strategies.		
Camp Hazen YMCA	Counselor/Lifeguard	Summer/Fall 2021
<ul style="list-style-type: none">- Interacted with and encouraged campers to try new activities at camp.- Communicated with coworkers daily to maintain a positive and healthy work environment.- Required moving large water crafts such as sailboats and canoes.- Represented values of organization by maintaining professional communication with both children and adults, celebrating individuality and being inclusive of all.		

Education:

B.S. Exercise Science	Graduated Spring 2021 (3.42 GPA)	Southern Connecticut State University
High School Diploma	Graduated Spring 2016	Wolcott High School

Other Experience:

Summer/Fall 2021	Camp Hazen YMCA	Counselor/Lifeguard
Fall 2018 - Spring 2021	SCSU Field Experience	
	<u>Student Teacher</u>	
	<ul style="list-style-type: none">- Secondary Level, Cooperative Arts & Humanities High School- Elementary Level, Christopher Columbus Elementary School- Secondary Level, Wintergreen Magnet School	
	<u>PASS Representative/Ambassador</u>	
	<ul style="list-style-type: none">- Ridge Hill School- West Woods School	
Summer 2019	Holiday Hill	Activity Director
Fall 2014 - Winter 2016	Wolcott Recreational Basketball League	Basketball Coach
2013 - 2016	Wolcott Special Games	Special Olympics Assistant

Certifications and Extracurricular Interests:

- Lifeguarding with CPR/AED For the Professional Rescuer, First Aid, and Waterfront Skills, 2021
- Adult CPR/AED, Pediatric CPR and First Aid, 2020
- Member of the P.E. club at Southern Connecticut State University
- Volunteer in the Special Olympics held at Southern Connecticut State University
- Wolcott High School Class Vice President
- Experience as a dietary aide in a nursing home
- Cooking/Serving experience

References available upon request

JONATHAN WADOWSKI

SKILLS AND ABILITIES

Highly motivated, team contributor, seeking a career opportunity requiring creativity, energy, initiative, and versatility. Dependable, quick learner, with a solid work ethic and customer service focus. Eager to apply education, skills, and experiences in a challenging employment opportunity.

EDUCATION

Alternative Route to Certification, Hartford, CT

August 2022 – Present

Program operated by the Connecticut Office of Higher Education to provide the necessary knowledge, training, and skills to certify secondary-education teachers.

Currently on-track to graduate and obtain a certification in **Business Education**.

Central Connecticut State University, New Britain, CT

January 2018 – December 2019

Accredited by the Association to Advance Collegiate Schools of Business (AACSB)

Bachelor of Science in Management, graduated December 2019

Concentration in Entrepreneurship

Studied at Western New England University in Springfield, MA from August 2015 – December 2017

Bristol Eastern High School, Bristol, CT

August 2011 – June 2015

Accredited by the New England Association of Schools and Colleges (NEASC)

Made Honor Roll Each Term

EXPERIENCE

ESS, Bristol, CT

Long-Term Substitute Teacher

August 2022 – Present

- Planned units, assignments, and daily lessons, for High School Business Education, High School Technology Education, and Middle School Technology Education.
- Created and executed multiple project-based learning experiences to enhance learning and develop critical thinking skills.
- Formatively and summatively assessed students for understanding and mastery of content knowledge.
- Created and facilitated an active, engaging, and safe learning environment for students.
- Communicated effectively with administrators, colleagues, students, and guardians.
- Remained professional while representing both ESS and Bristol Public Schools.

ESS, Bristol, CT

Substitute Teacher

April 2022 – August 2022

Middletown Public Schools, Middletown, CT

Facilities Seasonal Employee

July 2017 – August 2018

- Performed general maintenance on school buildings including, but not limited, landscaping, snow removal, organization, and maintaining overall cleanliness of the school buildings.
- Demonstrated dedicated work ethic and attention to detail.

Lake Compounce, Bristol, CT

Food Service Assistant Coach

February 2016 – June 2017

- Mentored team members stationed at various stands throughout the park regarding food preparation techniques to ensure menu offerings were prepared in accordance with regulations and quality service expectations.
- Ordered product replenishment for the stands as needed.
- Monitored food station adherence to cleanliness standards.
- Recognized for management contribution towards increasing revenue during the 2016 season.

VANESSA WELSH- STEPHENSON

EDUCATION

The City University of New York, College of Staten Island
Associate of Arts in Liberal Science degree

Staten Island, NY
June 2019

The City University of New York, Hunter College
Bachelor of Arts in English Language Arts

New York, NY
May 2022

University of Connecticut
Master of Arts degree in Educational Psychology

Waterbury, CT
Anticipated May 2023

LICENSES & CERTIFICATION

CT Educator License 165: Special Education: Comprehensive, Grades K through 12
EIN: 9567494679

TEACHING EXPERIENCE

Student Teacher

Hopeville Elementary
Parker Farms Elementary

05/22 – Present

Waterbury, CT

Wallingford, CT

- Planned lessons preparing for instructional strategies and learning activities
- Administered various assessments, including standardized tests, to make instructional decisions
- Collected data on foundational reading skills for progress monitoring
- Attended professional development trainings to effectively use the new IEP System, CT-SEDS
- Managed student behaviors of varying intensity to ensure a safe environment for all students
- Graded students work to assist in formative and summative assessment
- Attended Planning and Placement Team (PPT) meetings to contribute to instructional decision making

Sunday School Teacher

Grace Alone Fellowship Church

02/2017 – Present

Bronx, NY

- Planned lessons to prepare for instructional strategies and learning activities
- Lead youth group presentations in order to improve student engagement
- Instructed activities focusing on reading comprehension guiding students to gain meaning from text

Group Leader

Hunter College InterVarsity

08/2019 – 05/2022

Manhattan, NY

- Created, facilitated, and managed group spaces for Hunter students to discuss their faith.
- Generated questions to prompt club members to promote critical thinking

SEEK Ambassador

Percy Ellis Sutton SEEK Program, College of Staten Island

08/2017 – 05/2019

Staten Island, NY

- Guided and mentored students to successfully achieve their personal and academic goals
- Counseled students on academic probation by creating improvement plans for increasing grades

- Assisted in SEEK Program events to build community within the school population.

VANESSA WELSH- STEPHENSON – Page 2

RELATED WORK EXPERIENCE

Home Health Aide

06/2020 – 05/2022

Ultimate Care

New York, NY

- Assisted patients with mild to severe disabilities to assist activities for daily living.
- Performed administering medication to ensure clients health and safety

AWARDS & CERTIFICATES

- National Society of Collegiate Scholars
- National Honors Society

**BOARD OF EDUCATION
Bristol, Connecticut**

RECOMMENDATIONS TO BOARD FOR SIXTH YEAR SALARY CREDIT
EFFECTIVE 09/01/2023

Name	Assignment	Transcribed Course Work	Work Shops/CEU Equivalent	Instructor of College Course/s	Authorship	Travel	Total Credits
Aseltine, Susan	K-5 LMS, MTV	21					21
Bourke, Logan	Math Teacher, BEHS	30					30
Nadeau, Alisha	Special Education, BEHS	31					31
Stavens, John	Social Studies Teacher, BEHS	30					30

July 25, 2023

To Whom it May Concern:

I am writing this letter to express my interest in becoming a trained TEAM mentor at South Side School. When I started teaching in Hartford, my TEAM member was an inspiration and source of knowledge who I could always turn to for advice. I was lucky enough to have a mentor who was also my grade level teammate and someone who had been teaching in Hartford for over 25 years. We debriefed every day after school and she always made me feel confident and hopeful for improvement, even when some days had been a challenge. I would love to provide this type of support to someone who is joining the teaching profession and South Side community. I am a strong believer in the power of collaboration when it comes to the profession of teaching. Every team that I have been on in my teaching career is one filled with trust, shared responsibility, and collaboration. I believe these ingredients are crucial to a successful team.

I'm about to begin my tenth year of teaching fifth grade. I began my teaching career in Hartford at Alfred E. Burr Community School. When Burr transitioned from a K-8 to 6-8 school, I began teaching at South Side. In my last year as a Hartford educator, I was voted Teacher of the year for Burr School. I seek to be a leader on my grade level team, the literacy team, and for all staff members at South Side.

As a lifelong learner, I received my undergraduate degree in Elementary Education at Emmanuel College in Boston. From there, I went on to receive my Master's Degree and Sixth year degree from CCSU in literacy. Therefore, in addition to being certified in grades 1-6, I also have a remedial reading certification for grades 1 through 12. I believe that if I become a trained TEAM mentor, I will specifically be able to support a new teacher in all aspects of literacy. In my classroom at South Side, I have also had multiple aspiring teachers from Bristol Central and Central Connecticut State University spend practicum hours in my room.

The most important quality that will make me a strong TEAM mentor is my behavior management and implementation of strong classroom routines. The foundation for a strong and successful classroom is classroom management. In my tenth year of teaching, I can proudly say that this is one of my biggest strengths. Year after year, I have a classroom filled with students who respect all staff members and their peers. We maximize learning time by always sticking to routines that are strongly implemented from the first day of school. This past year, my grade level teammate spent many hours observing in my classroom and taking best practices back to her room as a first year teacher. She was able to observe my teaching in small group reading, illustrative math lessons, and CREW lessons. Knowing how much she took from this time in my room, leads me to know that I can provide the same to other new teachers as a TEAM mentor.

Thank you for considering my application as a mentor and I look forward to working with new teachers in the district and South Side community!

Sincerely,
Amanda Webster
Grade 5 Teacher
South Side School

MEMORANDUM



TO: Catherine Carbone, Ed.D., Superintendent of Schools
FROM: Kimberly Culkin, Ed.D., Chief of Talent Management
SUBJECT: Teacher Hiring Overview for School Year 2023-2024

CERTIFICATION	
Initial	8
Provisional	4
Professional	3
Resident Cert	1
90 Day Educator	1

ETHNICITY	
African American	3
White	13
Hispanic	1

GENDER	
Male	4
Female	13

RESIDENCE	
Berlin	1
Bristol	8
Harwinton	1
Meriden	3
Milldale	1
Southbury	1
Southington	2
Wolcott	1

HIGHEST DEGREE HELD	
Bachelors	7
Masters	8
6th Year	2

LAST NAME	FIRST NAME	ASSIGNMENT	LOCATION	BACHELORS	MASTERS	6TH YEAR
COLOPY	GRIFFIN	GR. 8 ELA TEACHER	GH	UCONN	UCONN	
DIAZ GALINDO	YESENIA	SCHOOL COUNSELOR	BEHS	SCSU	SCSU	SCSU
DILONARDO	RACHEL	SPED GOAL TEACHER	CHMS	SCSU	AMER INTER. COLLEGE	
DOYLE	MICAELA	SPED GOAL TEACHER	GH	SCSU	SCSU	
GUERIN	SARAH	GR 1 TEACHER	WB	COLLEGE OF OUR LADY OF THE ELMS		
IERACI	VICTORIA	GR 2 TEACHER	ID	CCSU		
MAGLIO	SARAH	KINDERGARTEN	SSS	UNIV. OF ST. JOSEPH	UNIV. OF ST. JOSEPH	
MATOS	MORGAN	KINDERGARTEN	STAF	SALVE REGINA		
POGUE	KELLY	GR 9 ALGEBRA	BCHS	TUFTS UNIV.	UCONN	
POLLACK	JILLIAN	KINDERGARTEN	GH	UHART	CCSU	
POMPANO	MARY KATE	ELEM LIT COACH	STAF	UNIV. OF ST. JOSEPH	SCSU	QUINNIPIAC
RODRIGUEZ	JENNIFER	KINDERGARTEN	WB	UNIV. OF PUERTO RICO		
TORO	JESSICA	GR 5 TEACHER	STAF	UCONN		
TRELLI	JASE	GR 6-8 WELLNESS	BAIMS/NEMS	SCSU		
WADOWSKI	JONATHAN	TECH ED	CW	CCSU		
WELSH-STEPHENSON	VANESSA	GR 6 SPED TEACHER	CHMS	CCSU	UCONN	
WINOSKI	ALEXANDRA	SPED TEACHER	MTV/STAF	UHART	CCSU	

CHIPPENS MIDDLE SCHOOL

HEATING OIL/GENERATOR FUEL TANK REPLACEMENT

551 PEACEDALE STREET, BRISTOL, CONNECTICUT

AUGUST 28, 2023

BID SET

OWNER

Prepared For: **CITY OF BRISTOL**
 111 N. Main Street
 Bristol, CT 06010

CONSULTANTS

Prepared By: 
 120 Hebron Avenue
 Glastonbury, CT 06033
 P 860-633-8341
 F 860-633-1068
 www.Benesch.com

Prepared By: 
ENVIRONMENTAL CONSULTING, LLC
 10 Roser Drive
 Glastonbury, CT 06033
 P 860-989-7235
 tmcmmorrow@tm-environmental.com

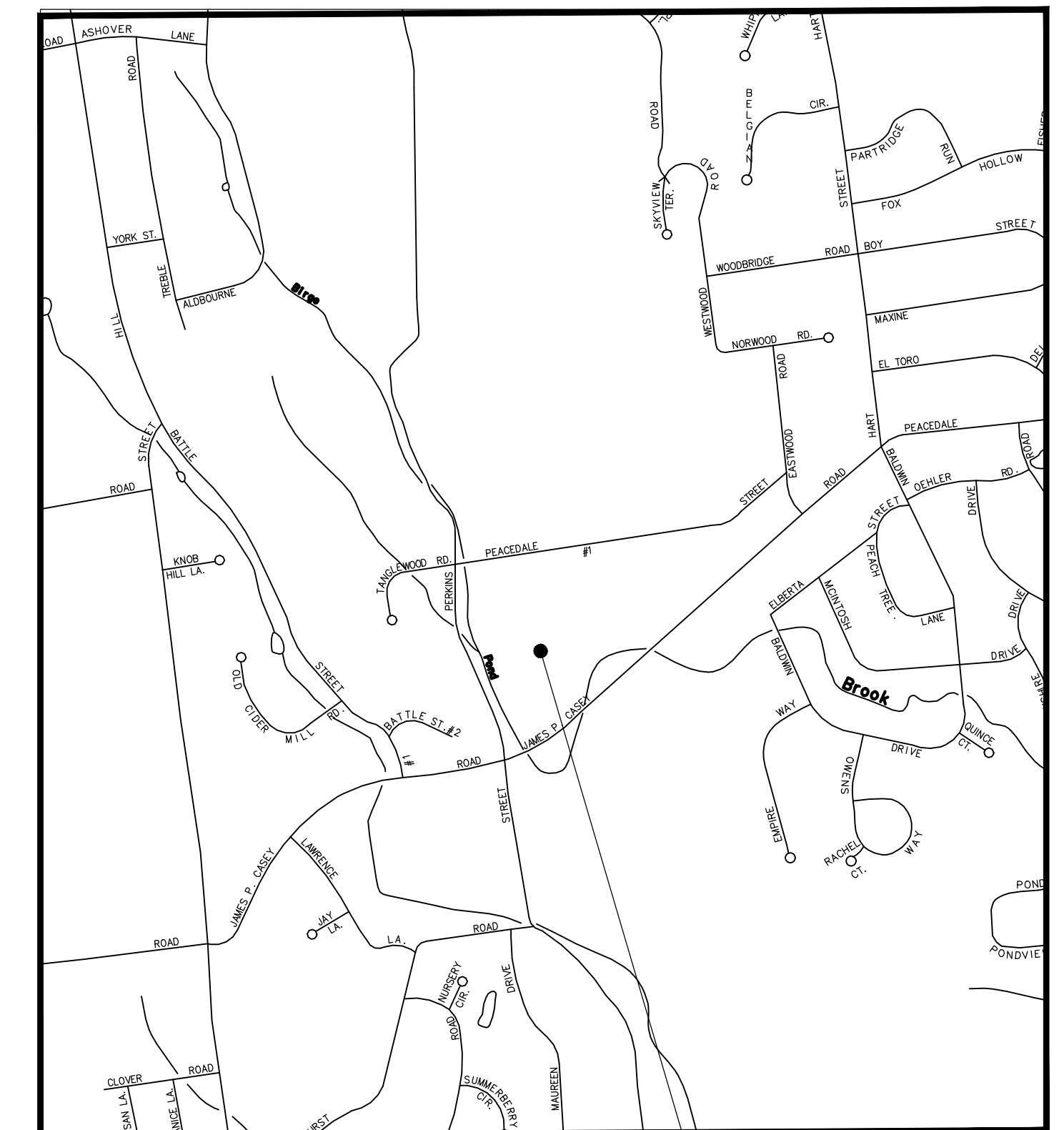
LIST OF DRAWINGS


- CS COVER SHEET
- C-0 EXISTING CONDITIONS PLAN
- C-1 DEMOLITION PLAN
- C-2 SITE PLAN
- C-3 GRADING PLAN
- UT-1 UST & PIPING PLAN
- UT-2 ELECTRICAL CONDUIT PLAN
- UT-3 UST DETAILS
- UT-4 UST DETAILS

LOCAL APPROVALS

Board of Education Chair	Signature _____	Date _____
School Building Committee Chair	Signature _____	Date _____
Local Buiding Official	Signature _____	Date _____
Local Fire Marshal	Signature _____	Date _____
Local Health Official	Signature _____	Date _____
Local Federal 504 Official	Signature _____	Date _____

LOCATION MAP



 SCALE: 1" = 1000' PROJECT SITE

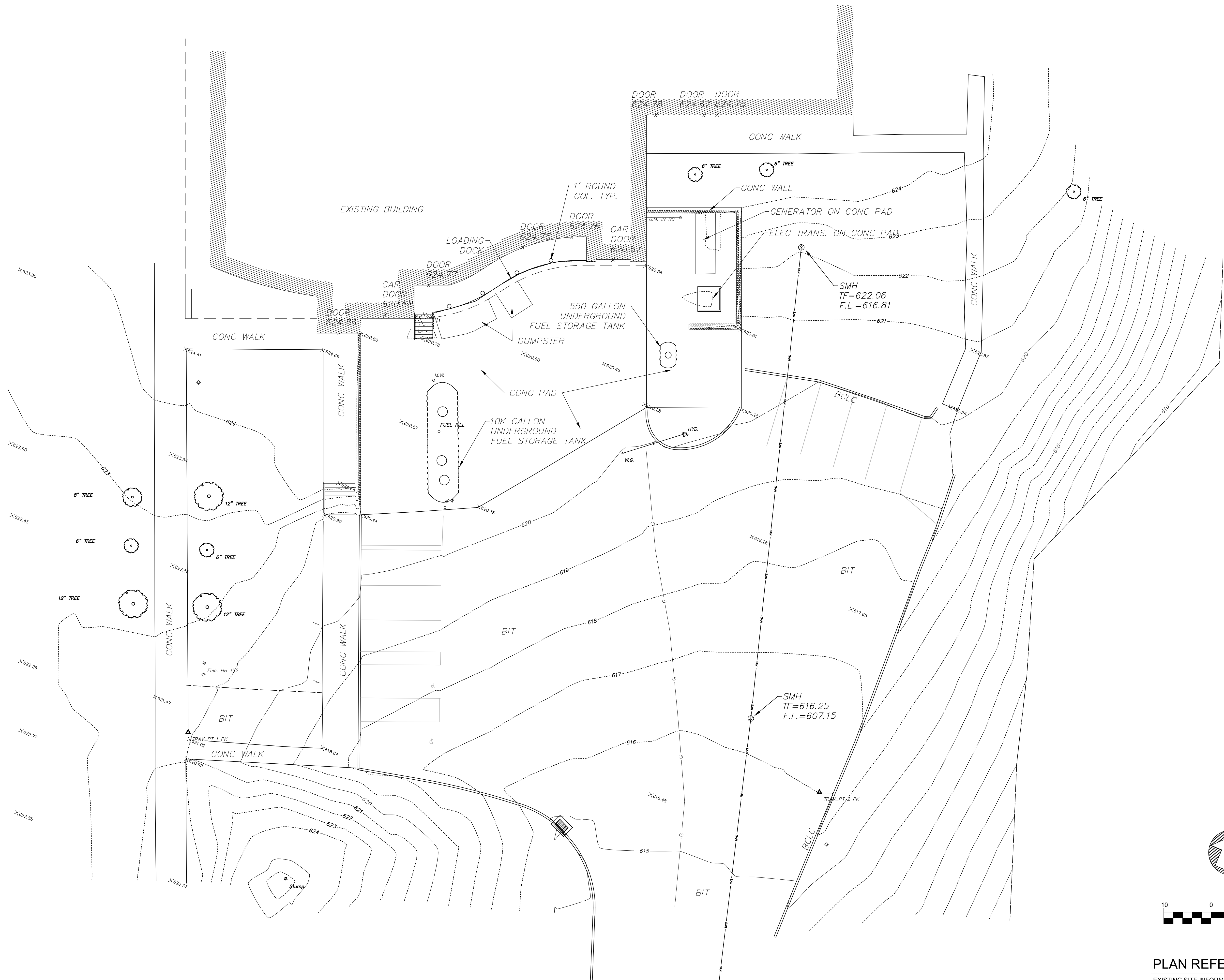
CHIPPENS HILL MIDDLE SCHOOL FUEL STORAGE TANK REPLACEMENT
 BRISTOL, CT
 551 PEACERDALE STREET

DATE:	REVISION:

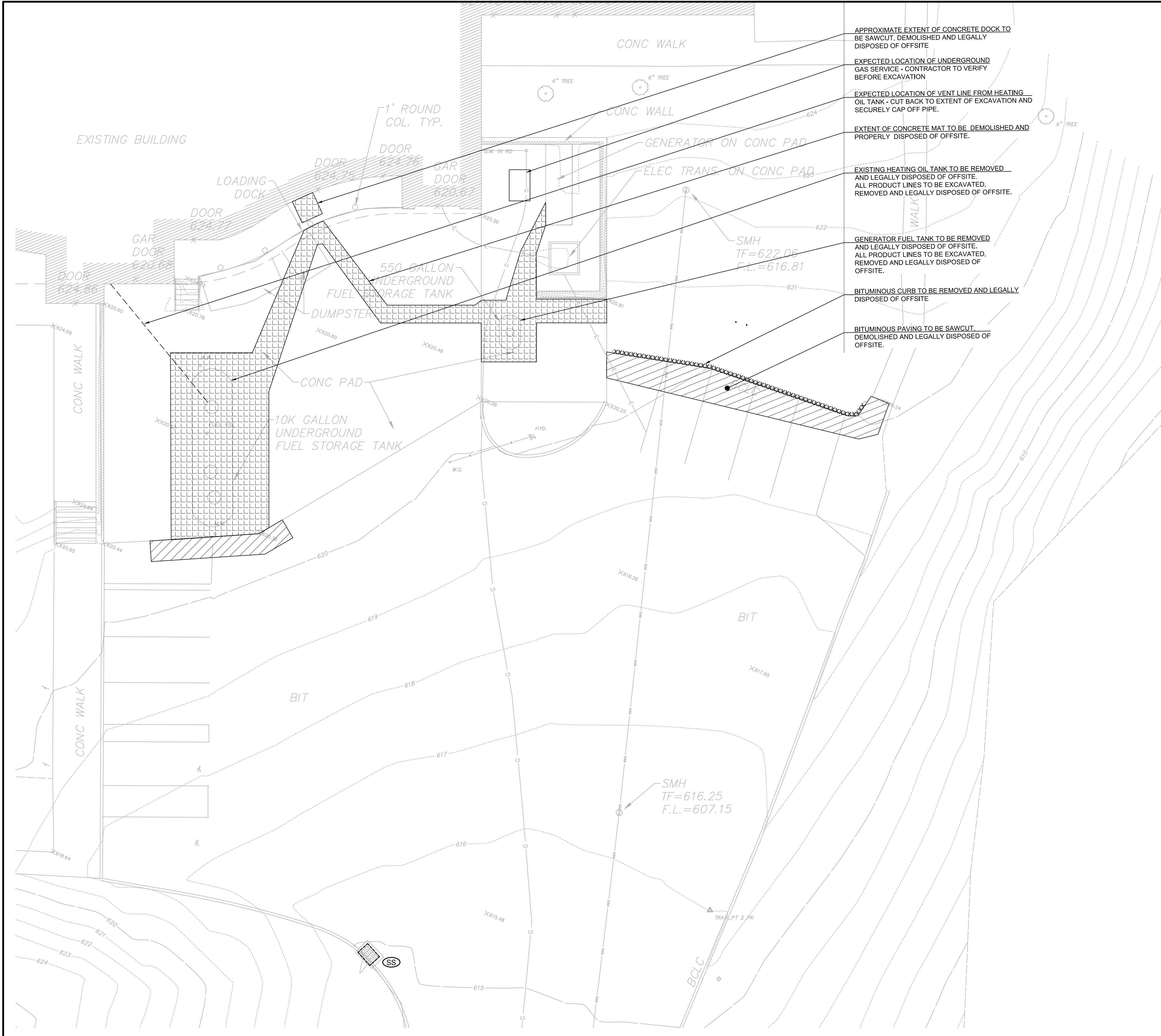
PROJECT NO.: 70617.06
 SCALE: AS SHOWN
 DATE: 08.28.2023
 DRAWN BY: LAW
 CHECKED BY: RGS

EXISTING CONDITIONS

DRAWING NO.:
C0.0



PLAN REFERENCE
 EXISTING SITE INFORMATION FROM PLAN ENTITLED
 "TOPOGRAPHIC SURVEY PREPARED FOR CITY OF BRISTOL
 CHIPPEN HILL MIDDLE SCHOOL, 551 PEACERDALE STREET &
 JAMES P. CASEY ROAD, BRISTOL, CT" SCALE 1" = 20', MARCH,
 2022, BY ALFRED BENESCH & CO, 120 HEBRON AVENUE - 2ND
 FLOOR, GLASTONBURY, CT 06033



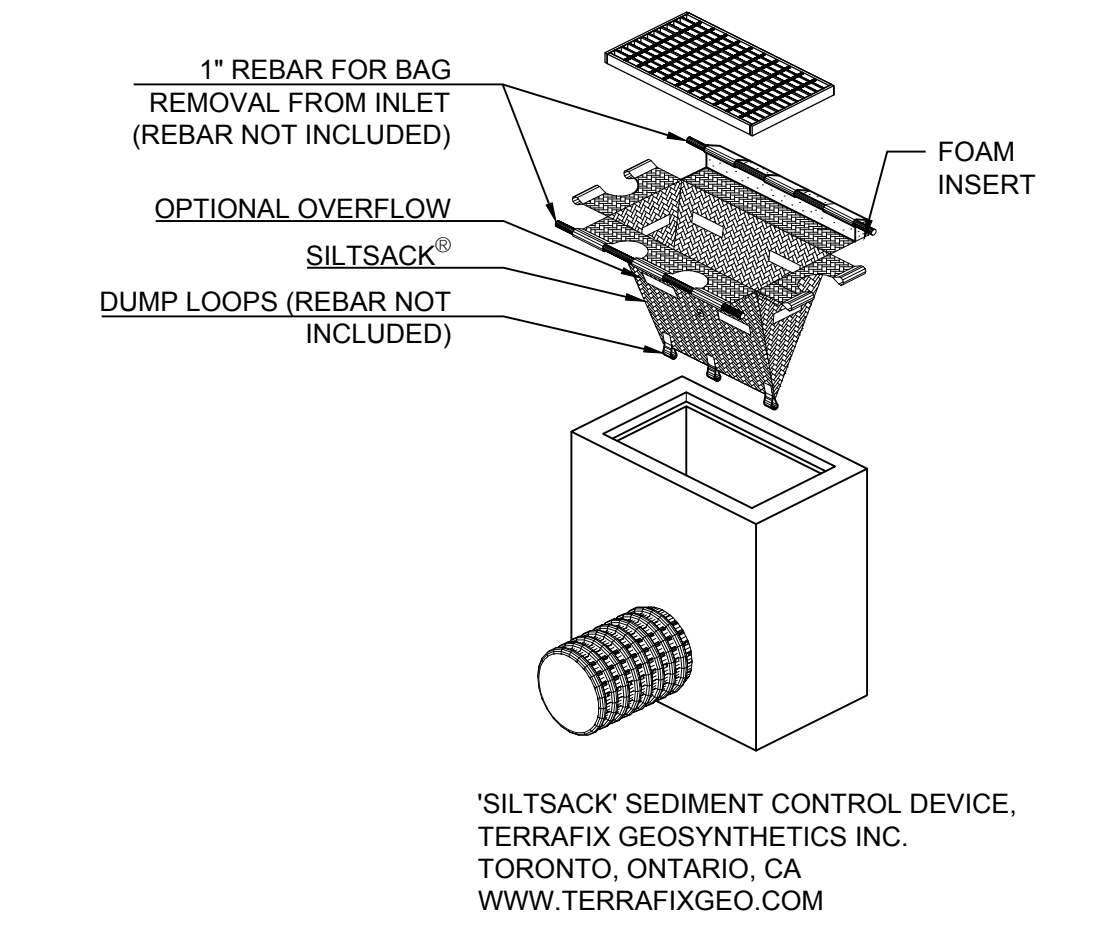
- APPROXIMATE EXTENT OF CONCRETE DOCK TO BE SAWCUT, DEMOLISHED AND LEGALLY DISPOSED OF OFFSITE.
- EXPECTED LOCATION OF UNDERGROUND GAS SERVICE - CONTRACTOR TO VERIFY BEFORE EXCAVATION.
- EXPECTED LOCATION OF VENT LINE FROM HEATING OIL TANK - CUT BACK TO EXTENT OF EXCAVATION AND SECURELY CAP OFF PIPE.
- EXTENT OF CONCRETE MAT TO BE DEMOLISHED AND PROPERLY DISPOSED OF OFFSITE.
- EXISTING HEATING OIL TANK TO BE REMOVED AND LEGALLY DISPOSED OF OFFSITE. ALL PRODUCT LINES TO BE EXCAVATED, REMOVED AND LEGALLY DISPOSED OF OFFSITE.
- GENERATOR FUEL TANK TO BE REMOVED AND LEGALLY DISPOSED OF OFFSITE. ALL PRODUCT LINES TO BE EXCAVATED, REMOVED AND LEGALLY DISPOSED OF OFFSITE.
- BITUMINOUS CURB TO BE REMOVED AND LEGALLY DISPOSED OF OFFSITE.
- BITUMINOUS PAVING TO BE SAWCUT, DEMOLISHED AND LEGALLY DISPOSED OF OFFSITE.

DEMOLITION NOTES

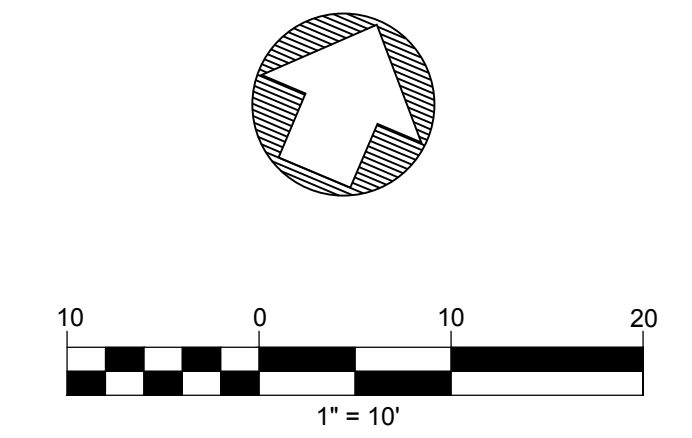
1. THE CONTRACTOR IS RESPONSIBLE TO OBTAIN ANY TANK REMOVAL PERMITS
2. ALL MATERIAL TO BE REMOVED SHALL BE LEGALLY DISPOSED OF BY THE CONTRACTOR AWAY FROM THE SITE OR DELIVERED OFFSITE AS DIRECTED BY THE OWNER.
3. LOCATIONS OF ALL UTILITIES ARE SHOWN DIAGRAMMATICALLY & MAY BE INCOMPLETE. CONTRACTOR SHALL VERIFY LOCATIONS OF ALL UTILITIES PRIOR TO THE START OF CONSTRUCTION. ANY DAMAGE TO EXISTING UTILITIES DONE BY THIS WORK SHALL BE REPAIRED BY THE CONTRACTOR.
4. THE CONTRACTOR IS RESPONSIBLE FOR ANY DAMAGE TO EXISTING TREES AND VEGETATION. DAMAGE TO VEGETATION SHALL BE REPAIRED BY THE CONTRACTOR.
5. BEFORE BEGINNING ANY WORK, THE CONTRACTOR SHALL NOTIFY "CALL BEFORE YOU DIG" AT 811 OR 800-922-4455, THE RESPECTIVE UTILITY COMPANIES, AND LOCAL AUTHORITIES TO CONFIRM THE LOCATION OF ALL EXISTING UTILITIES. ANY COSTS INCURRED BY THE CONTRACTOR AS A RESULT OF FAILURE TO CONTACT PROPER AUTHORITIES SHALL BE BORN BY THE CONTRACTOR.
6. OWNER'S REPRESENTATIVE SHALL BE CONSULTED BEFORE ANY WORK SHALL COMMENCE.
7. PRIOR TO COMMENCEMENT OF WORK, CONTRACTOR SHALL SECURE ALL PERMITS REQUIRED FROM ANY UTILITY COMPANY OR OTHER GOVERNMENT AGENCIES HAVING JURISDICTION OVER THE WORK.
8. CARE SHOULD BE TAKEN IN ALL EXCAVATIONS DUE TO POSSIBLE EXISTENCE OF UNRECORDED UTILITY LINES.
9. CONTRACTOR IS RESPONSIBLE FOR ANY DAMAGE DUE TO HIS CONTRACT OPERATIONS.
10. CONTRACTOR SHALL PROTECT AND SUSTAIN IN NORMAL SERVICE ALL EXISTING UTILITIES, STRUCTURES, EQUIPMENT, ROADWAYS AND DRIVEWAYS.
11. CONTRACTOR SHALL MAINTAIN PROPER SIGNS, BARRICADES, AND FENCES TO PROPERLY PROTECT THE WORK EQUIPMENT, PERSONS AND PROPERTY FROM DAMAGE.
12. ALL ITEMS REQUIRING REMOVAL SHALL BE REMOVED TO FULL DEPTH TO INCLUDE BASE MATERIAL AND FOOTINGS OR FOUNDATIONS AS APPLICABLE, AND LEGALLY DISPOSED OF OFFSITE BY CONTRACTOR.

LEGEND

- AREA OF CONCRETE TO BE DEMOLISHED
- AREA OF BITUMINOUS TO BE DEMOLISHED
- CATCH BASIN FILTER INSERT (SILT SOCK)



'SILTSACK' SEDIMENT CONTROL DEVICE, TERRAFIX GEOSYNTHETICS INC. TORONTO, ONTARIO, CA WWW.TERRAFIXGEO.COM



PLAN REFERENCE

EXISTING SITE INFORMATION FROM PLAN ENTITLED "TOPOGRAPHIC SURVEY PREPARED FOR CITY OF BRISTOL CHIPPEN HILL MIDDLE SCHOOL, 551 PEACERDALE STREET & JAMES P. CASEY ROAD, BRISTOL, CT" SCALE 1" = 20', MARCH, 2022, BY ALFRED BENESCH & CO, 120 HEBRON AVENUE - 2ND FLOOR, GLASTONBURY, CT 06033

Prepared by:
benesch
 Alfred Benesch & Company
 120 Hebron Avenue
 Glastonbury, Connecticut 06033
 860-633-8341

Prepared for:
CITY OF BRISTOL
BRISTOL PUBLIC SCHOOLS
 129 CHURCH STREET
 BRISTOL, CT

CHIPPEN HILL MIDDLE SCHOOL FUEL STORAGE TANK REPLACEMENT

551 PEACERDALE STREET
BRISTOL, CT

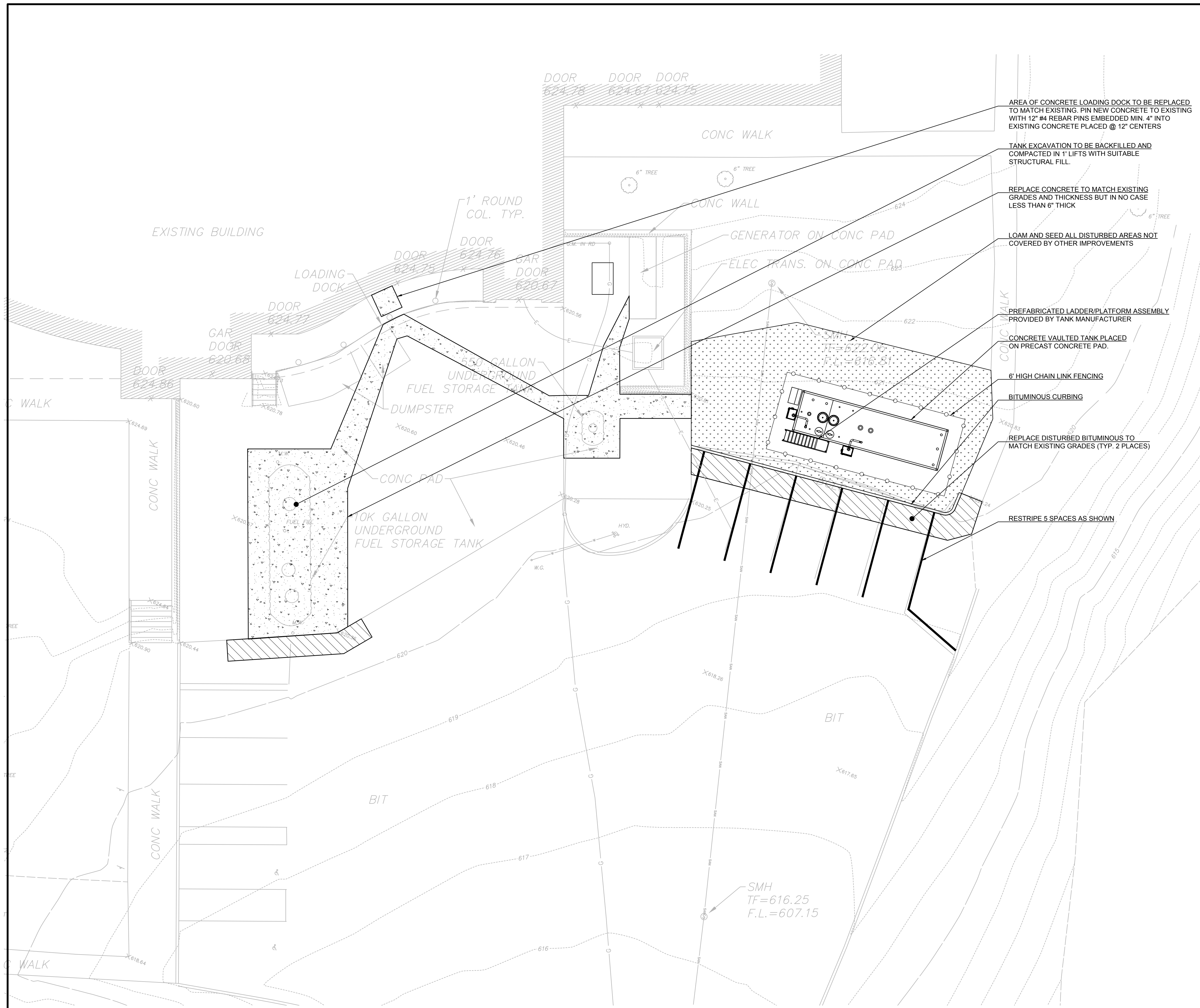
DATE:	REVISION:

PROJECT NO.: 70617.06
 SCALE: AS SHOWN
 DATE: 08.28.2023

DRAWN BY: LMW
 CHECKED BY: RCS

Demolition Plan

DRAWING NO.:
C1.0

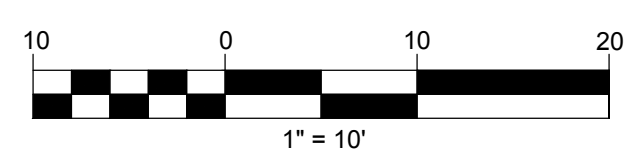
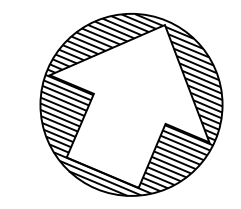


INSTALLATION REQUIREMENTS

- INSTALLATION MUST ADHERE TO:
 - NFPA 30 "FLAMMABLE AND COMBUSTIBLE LIQUIDS CODE"
 - NFPA 31 "STANDARD FOR THE INSTALLATION OF OIL-BURNING EQUIPMENT"
 - CT DEEP "REGULATIONS OF CONNECTICUT STATE AGENCIES, UNDERGROUND STORAGE TANK REGULATIONS, SECTIONS 22a-449(d)-1, AND SECTIONS 22a-449(d) 101-113"
 - CONNECTICUT FLAMMABLE AND COMBUSTIBLE LIQUIDS CODE: 29-320-1a REGULATIONS OF CONNECTICUT STATE AGENCIES (RCSA) TO 29-320-4a RCSA
 - CONNECTICUT OIL BURNING EQUIPMENT CODE 29-317-3a RCSA
 - CONNECTICUT STATE BUILDING CODE 2022 EDITION
 - FEDERAL UST REGULATIONS, SEE 40 CFR, PARTS 280 & 281 AS REVISED 10/2015
 - NFPA 70 2020 EDITION
 - PETROLEUM EQUIPMENT INSTITUTE GUIDELINES "RECOMMENDED PRACTICES FOR INSTALLATION OF ABOVEGROUND LIQUID STORAGE SYSTEMS"
 - APPLICABLE LOCAL CODES
 - MANUFACTURER'S RECOMMENDATIONS
- CONTRACTOR MUST COMPLETE ALL MANUFACTURER'S CHECK SHEETS AND PROVIDE COPIES TO OWNER AT COMPLETION OF WORK
- CONTRACTOR MUST USE PERSONNEL CERTIFIED BY ALL EQUIPMENT SUPPLIERS AS QUALIFIED TO PERFORM THE REQUIRED SCOPE OF WORK
- POST CONSTRUCTION FACILITY TESTING BY AN INDEPENDENT TESTING FIRM APPROVED BY OWNER TO INCLUDE:
 - PRE-BURIAL THIRD PARTY TESTING OF STP AND DISPENSER SUMPS PER CT DEEP REGS.
 - PRECISION TESTING OF PRODUCT LINES
 - PRESSURE DECAY TESTING OF SYSTEM
 - ALL RESULTS TO BE DOCUMENTED AND DOCUMENTS PROVIDED TO OWNER AND, AS REQUIRED, TO REGULATORY AUTHORITIES.

LEGEND

- CONCRETE DRIVE
- AREA OF NEW BITUMINOUS PAVING
- AREA TO BE SEEDED WITH GRASS
- BITUMINOUS CURB
- CHAIN LINK FENCE



PLAN REFERENCE

EXISTING SITE INFORMATION FROM PLAN ENTITLED "TOPOGRAPHIC SURVEY PREPARED FOR CITY OF BRISTOL CHIPPEN HILL MIDDLE SCHOOL, 551 PEACERDALE STREET & JAMES P. CASEY ROAD, BRISTOL, CT" SCALE 1" = 20'. MARCH, 2022, BY ALFRED BENESCH & CO, 120 HEBRON AVENUE - 2ND FLOOR, GLASTONBURY, CT 06033

Prepared by:
benesch
 Alfred Benesch & Company
 120 Hebron Avenue
 Glastonbury, Connecticut 06033
 860-633-8341

Prepared for:
CITY OF BRISTOL
BRISTOL PUBLIC SCHOOLS
 129 CHURCH STREET
 BRISTOL, CT

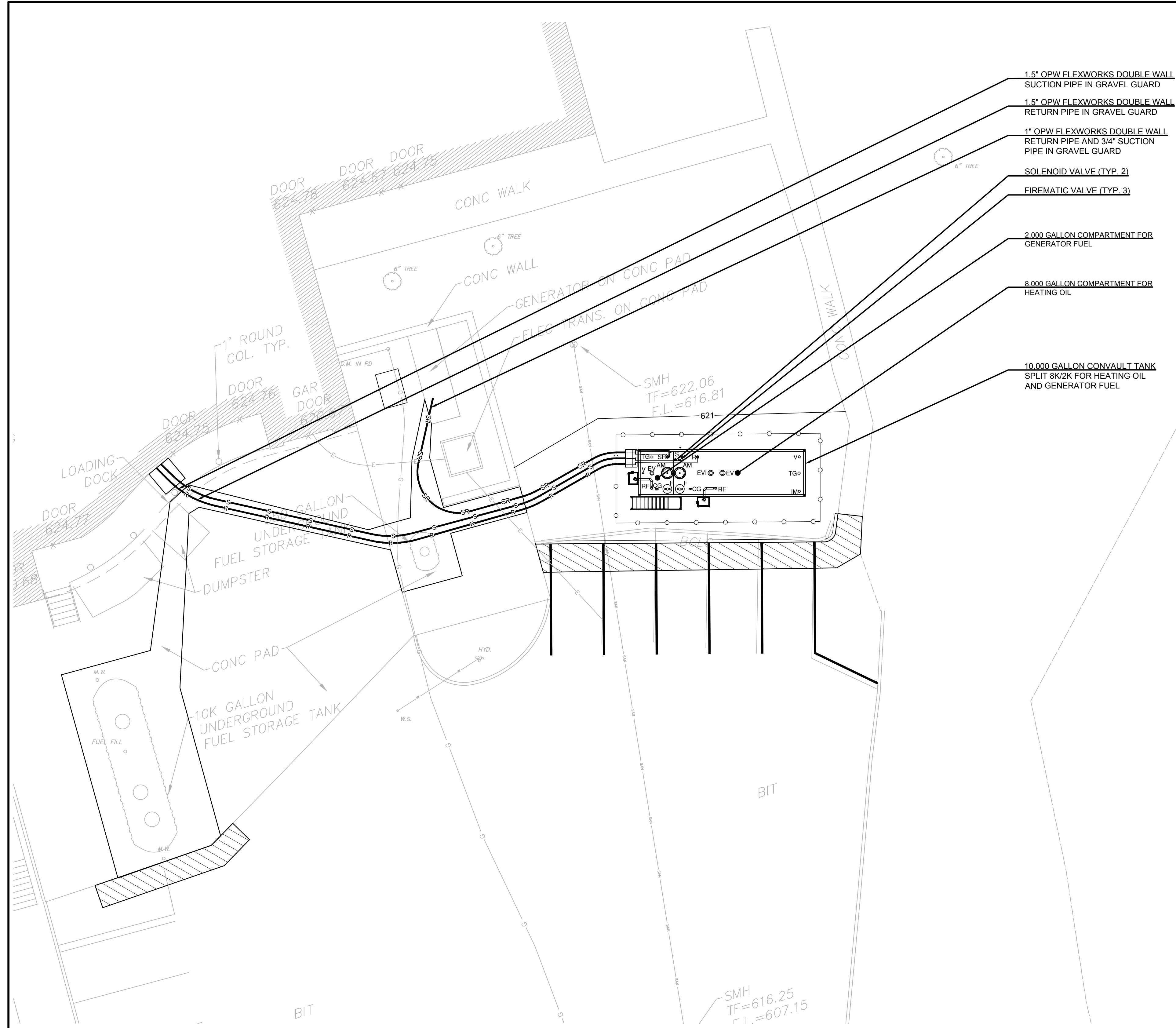
CHIPPEN HILL MIDDLE SCHOOL FUEL STORAGE TANK REPLACEMENT
 BRISTOL, CT
 551 PEACERDALE STREET

DATE:	REVISION:

PROJECT NO.: 70617.06
 SCALE: AS SHOWN
 DATE: 08.28.2023

DRAWN BY: LWF
 CHECKED BY: RCS

Site Layout Plan

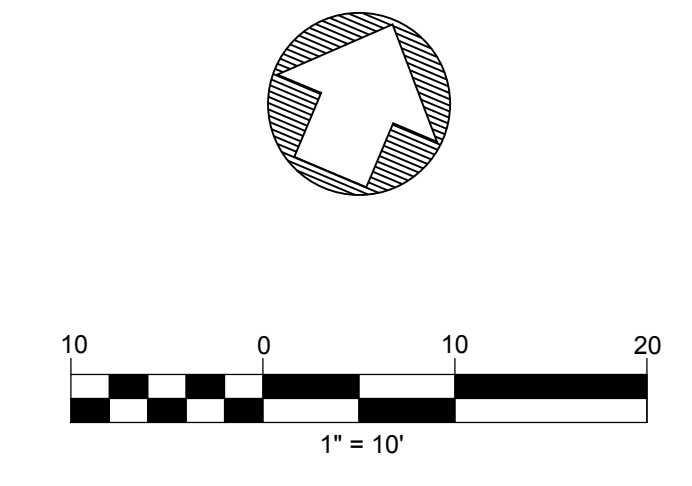


AST KEY COMPONENTS

NO.	QTY.	ITEM	MAKE/MODEL	COMMENTS
1	1	Protected 10,000 gallon Aboveground Tank	Convault (split 8k/2k)	or approved equal
2	1	Precast slab for 10,000 Convault	Convault	or approved equal
3	1	Galvanized platform stair	Convault	or approved equal
4	1	Precast concrete slab for stair	Convault	or approved equal
5	1	Freight for above	Convault	or approved equal
6	2	Remote Fill Spill Containment for Diesel	Fairfield ARFP-3-TOP	or approved equal
7	2	Wall Mount Bracker for Spill Containment	Fairfield WMB	or approved equal
8	2	Tank Top Fill/Gauging Spill Manway	Morrison 516F-0400ACPW	or approved equal
9	1	1" Full Port Ball Valve	Morrison 691-0500 1V	or approved equal
10	1	1.5" Full Port Ball Valve	Morrison 691-0700 1V	or approved equal
11	2	1.5" x 12" Flex Connector Male x Male Swivel	Hosemaster Fireshield FSMS120150	or approved equal
12	1	Solenoid Valve - *Includes pressure relief valve	Morrison 710-0150 1V*	or approved equal
13	1	Solenoid Valve - *Includes pressure relief valve	Morrison 710-0100 1V*	or approved equal
14	2	1.5" Emergency Fire Valve	Morrison 346DI 0400AV	or approved equal
15	2	1" Emergency Fire Valve	Morrison 346DI 1100AV	or approved equal
16	1	Transition sump for piping	BRAVO B944-S48	or approved equal
17	200	Underground piping for heating oil 1.5"	OPW C15A	or approved equal
18	65	Underground piping for generator 3/4"	OPW C075A	or approved equal
19	65	Underground piping for generator 1"	OPW C10A	or approved equal
20	250	Corrugated Ducting	OPW AXP40	or approved equal
21	4	Clamshell Coupling 1.5" Swivel	OPW SBC-2150	or approved equal
22	1	Clamshell Coupling 1" Swivel	OPW SBC-2100	or approved equal
23	2	Clamshell Coupling 3/4" Swivel	OPW SBC-2075	or approved equal
24	1	Fuel Oil Piping Transition Assy.	OPW PTA 4175	or approved equal
25	1	Fuel Oil Piping Pipe Joint Kit	OPW PJK 4175	or approved equal
26	1	3/4" and 1" Double Entry Boot	OPW DEB-4175	or approved equal
27	4	4 x 1 x 1 double tap bushing	OPW PDT-411	or approved equal
28	2	Vent Cap Diesel	OPW 23-0033	or approved equal
29	2	Overfill Protection valve	OPW 61STOP-3050	or approved equal
30	2	Drop Tube Assy. For Overfill Valve	OPW 61FT-0312	or approved equal
31	1	Emergency Vent Valve 2000 Compartment	Morrison 244O-0200 AV	or approved equal
32	2	Emergency Vent Valve Interstitial & 8K comp.	Morrison 244O-0600 AV	or approved equal
33	2	Clock Gauge (optional)	Morrison 818F 0100AGEVR	or approved equal
34	1	Veeder Root Monitoring Console	TLS 4C	
35	1	Application Software	Veeder Root	
36	2	Tank Gauging Probe	Veeder Root 846396-107	Mag 1 8'
37	2	Diesel Float Kits for Mag 1 probe	Veeder Root 846400-001	
38	2	Aboveground Storage Tank Install Kit	Veeder Root 312020-984	
39	1	Interstitial Sensor	Veeder Root 794390-420	
40	1	Sensor Containment Sump	Veeder Root	
41	1	Veeder Root	8 Hr. Start up and Training	
42		Vent Piping	2" Sch. 40 black steel	
43		Aboveground Heating oil piping	1.5" Sch. 40 black steel	
44		Aboveground Generator piping	1" and 3/4" Sch. 40 black steel	
45	1	Misc. components not listed above		

LEGEND

VENT	V
DIRECT FILL/STICK PORT LOCATION	F
REMOTE FILL LOCATION	RF
SUCTION PORT	S
RETURN PORT	R
INTERSTITIAL MONITOR	IM
AUTOMATIC TANK GAUGE	TG
CLOCK GAUGE	CG
EMERGENCY VENT	EV
EMERGENCY VENT INTERSTITIAL	EVI



PLAN REFERENCE

EXISTING SITE INFORMATION FROM PLAN ENTITLED "TOPOGRAPHIC SURVEY PREPARED FOR CITY OF BRISTOL CHIPPEN HILL MIDDLE SCHOOL, 551 PEACERDALE STREET & JAMES P. CASEY ROAD, BRISTOL, CT" SCALE 1" = 20', MARCH, 2022, BY ALFRED BENESCH & CO, 120 HEBRON AVENUE - 2ND FLOOR, GLASTONBURY, CT 06033

Prepared by:
benesch
 Alfred Benesch & Company
 120 Hebron Avenue
 Glastonbury, Connecticut 06033
 860-633-8341

Prepared for:
CITY OF BRISTOL
BRISTOL PUBLIC SCHOOLS
 129 CHURCH STREET
 BRISTOL, CT

CHIPPEN HILL MIDDLE SCHOOL FUEL STORAGE TANK REPLACEMENT

BRISTOL, CT
551 PEACERDALE STREET

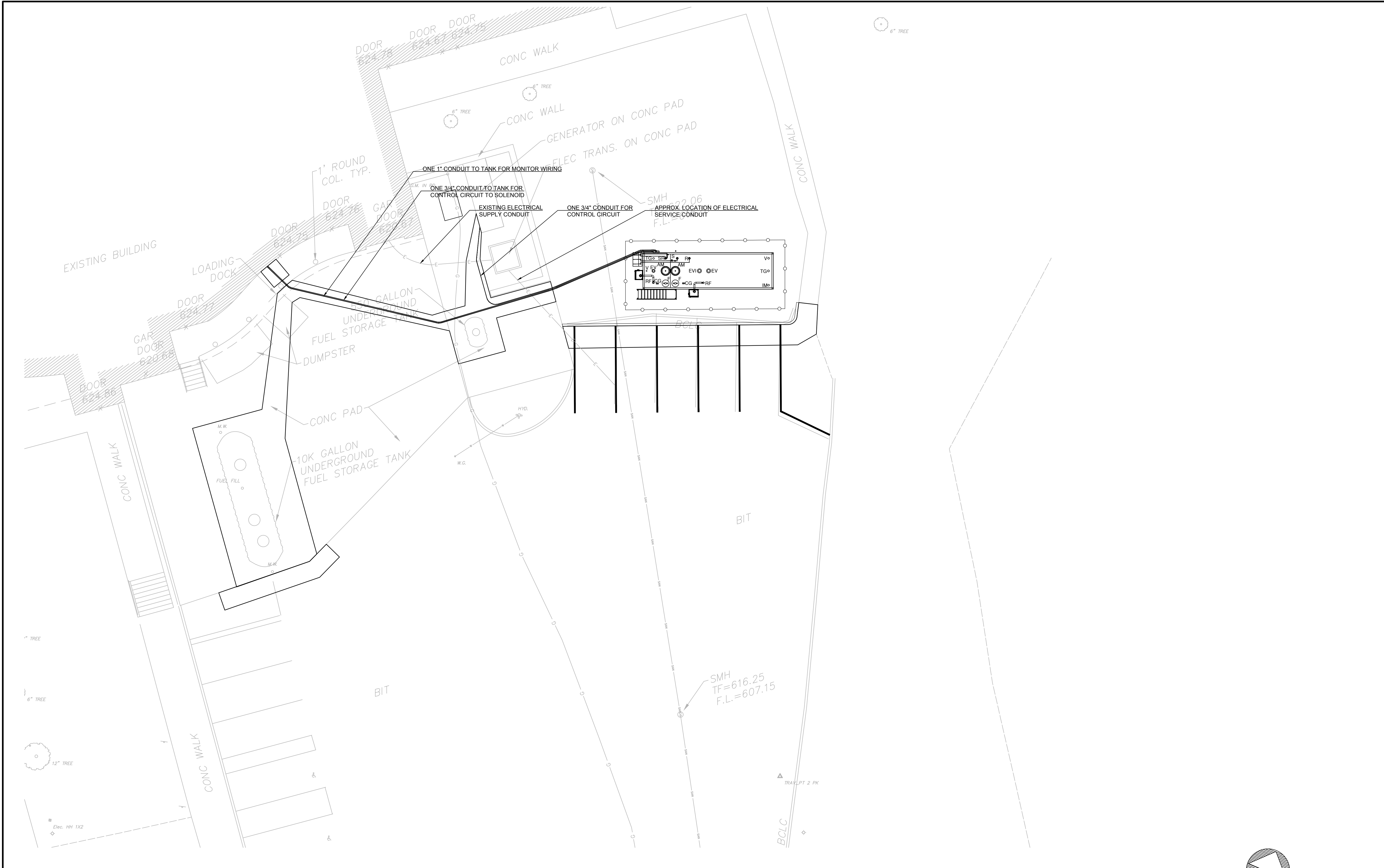
DATE:	REVISION:

PROJECT NO.: 70617.06
 SCALE: AS SHOWN
 DATE: 08.28.2023

DRAWN BY: LW
 CHECKED BY: RCS

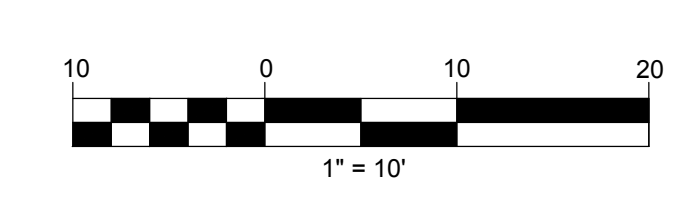
Piping Plan

DRAWING NO.:
UT-1



ELECTRICAL CONDUIT NOTES

1. PROVIDE ONE (1) 3/4" CONDUIT FROM BOILER ROOM TO TANK FOR AC AND CONTROL CIRCUITS.
2. PROVIDE ONE (1) 3/4" CONDUIT FROM GENERATOR TO TANK FOR CONTROL CIRCUIT.
3. PROVIDE ONE (1) 1" CONDUIT TO TANK FOR MONITORING EQUIPMENT.
4. INSTALL SEAL FITTINGS (EYS) AT BOTH ENDS OF ALL CONDUITS TO TANK FIELD EQUIPMENT.
5. UNDERGROUND CONDUITS TO BE SCH. 40 PVC, WITH 24" MINIMUM BURIAL AND TRANSITION TO STEEL NOT LESS THAN 24" BEFORE EMERGENCE.



PLAN REFERENCE

EXISTING SITE INFORMATION FROM PLAN ENTITLED "TOPOGRAPHIC SURVEY PREPARED FOR CITY OF BRISTOL CHIPPEN HILL MIDDLE SCHOOL, 551 PEACERDALE STREET & JAMES P. CASEY ROAD, BRISTOL, CT" SCALE 1" = 20', MARCH, 2022, BY ALFRED BENESCH & CO, 120 HEBRON AVENUE - 2ND FLOOR, GLASTONBURY, CT 06033

Prepared by:

 Alfred Benesch & Company
 120 Hebron Avenue
 Glastonbury, Connecticut 06033
 860-633-8341

Prepared for:
CITY OF BRISTOL
BRISTOL PUBLIC SCHOOLS
 129 CHURCH STREET
 BRISTOL, CT

CHIPPEN HILL MIDDLE SCHOOL FUEL STORAGE TANK REPLACEMENT

551 PEACERDALE STREET
BRISTOL, CT

DATE:	REVISION:

PROJECT NO.: 70617.06
 SCALE: AS SHOWN
 DATE: 08.28.2023

DRAWN BY: LWF
 CHECKED BY: RCS

Electrical Conduit Plan

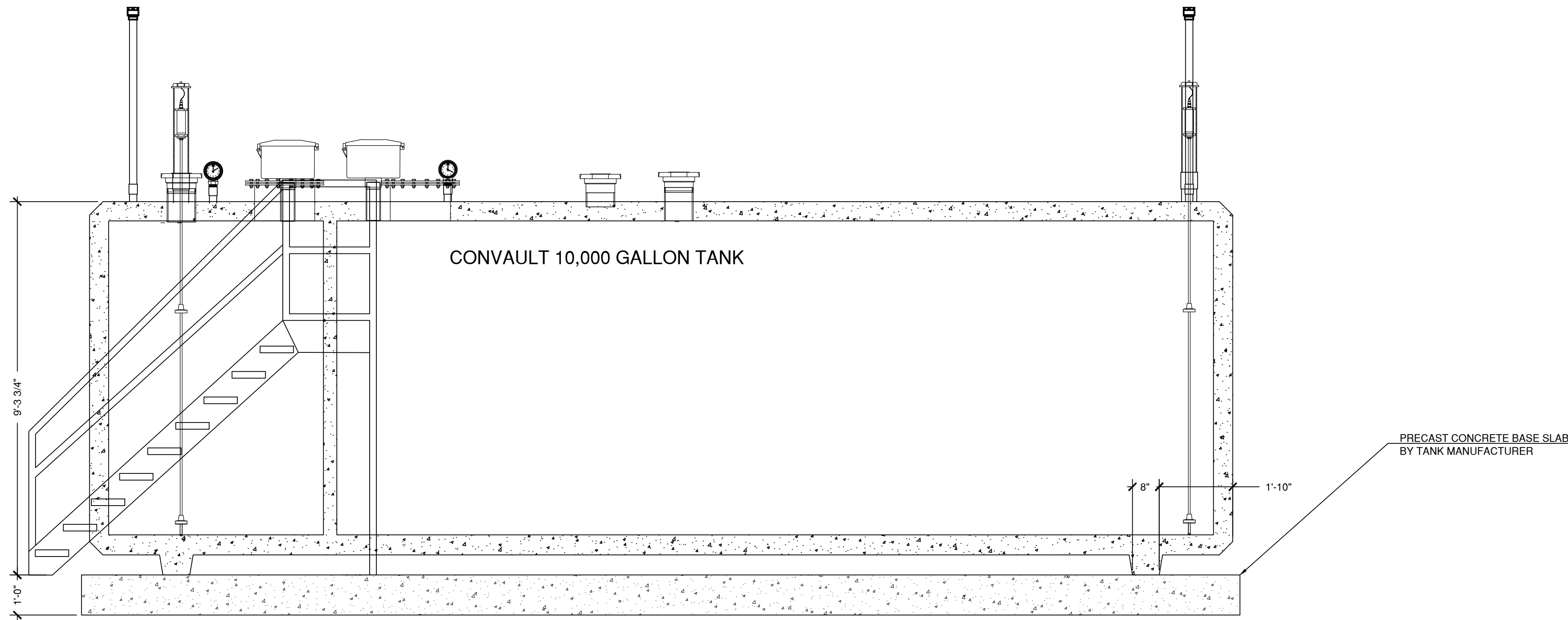
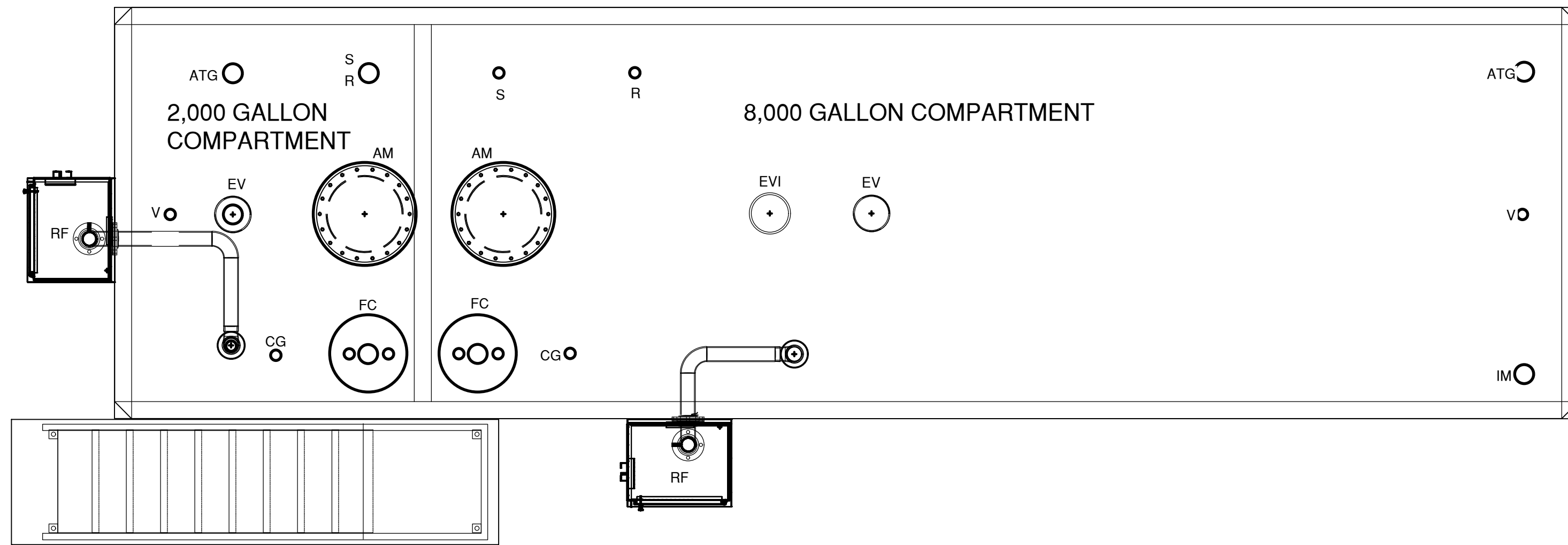
DRAWING NO.:
UT-2

**CHIPPENS HILL MIDDLE
 SCHOOL FUEL STORAGE
 TANK REPLACEMENT**
 BRISTOL, CT
 551 PEACERDALE STREET

DATE:	REVISION:

PROJECT NO.: 70617.06 DRAWN BY: LWF
 SCALE: AS SHOWN CHECKED BY: RCS
 DATE: 08.28.2023

UST Details



1 CONVAULT 10,000 GALLON A/G COMPARTMENT TANK
 SCALE: N.T.S.

LEGEND

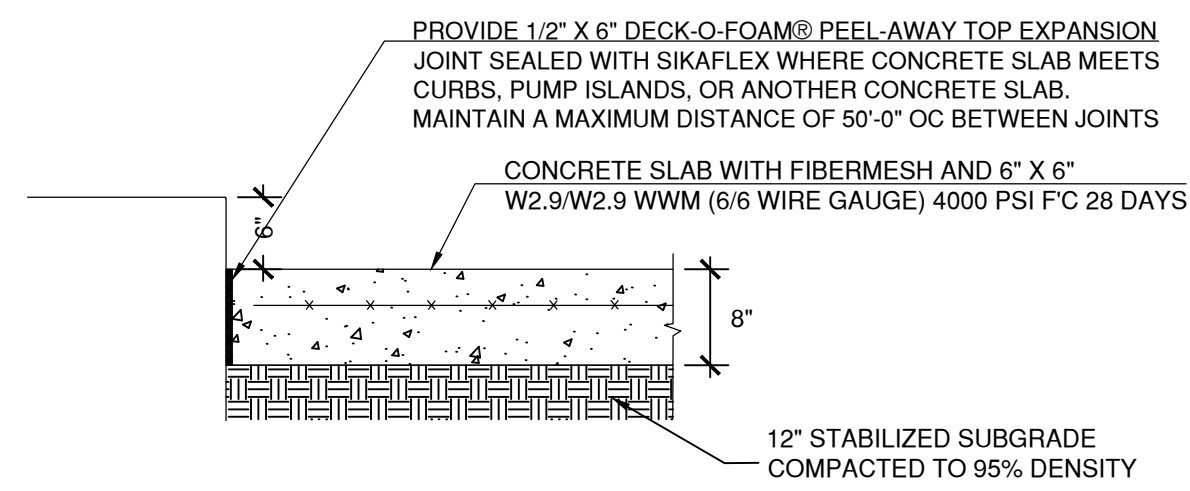
AUTOMATIC TANK GAUGE	ATG
EMERGENCY VENT	EV
EMERGENCY VENT INTERSTITIAL	EVI
SUCTION PORT	S
RETURN PORT	R
VENT RISER	V
CLOCK GAUGE	CG
TANK TOP FILL CONTAINMENT	FC
REMOTE FILL CONTAINMENT	RF
INTERSTITIAL MONITOR	IM
ACCESS MANWAY	AM

NOTES
 DRAWINGS ARE SCHEMATIC IN NATURE. IT IS THE CONTRACTOR'S RESPONSIBILITY TO COORDINATE ACTUAL CONFIGURATION OF PORTS AND ACCESS MANWAYS. LAYOUT OF TANK TOP PIPING IS ALSO THE RESPONSIBILITY OF THE CONTRACTOR.

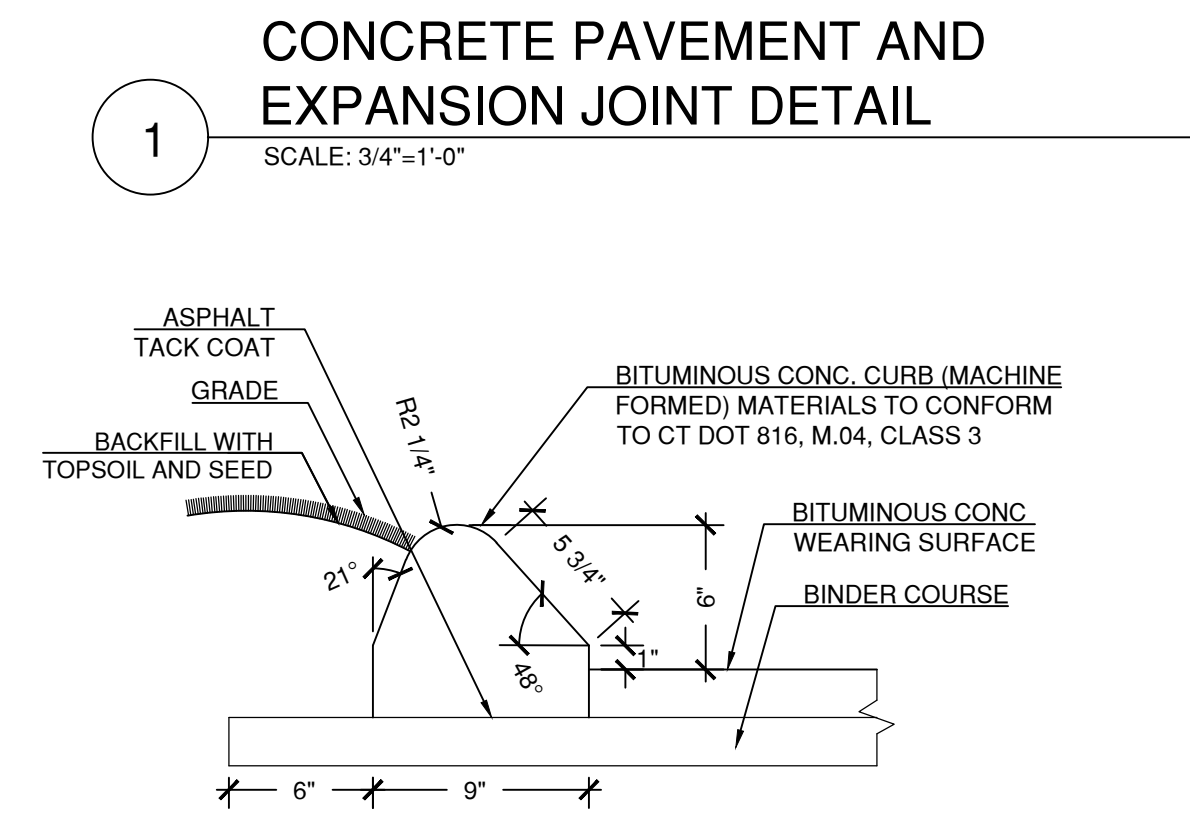
CHIPPENS HILL MIDDLE SCHOOL FUEL STORAGE TANK REPLACEMENT
 BRISTOL, CT
 551 PEACERDALE STREET

DATE:	REVISION:

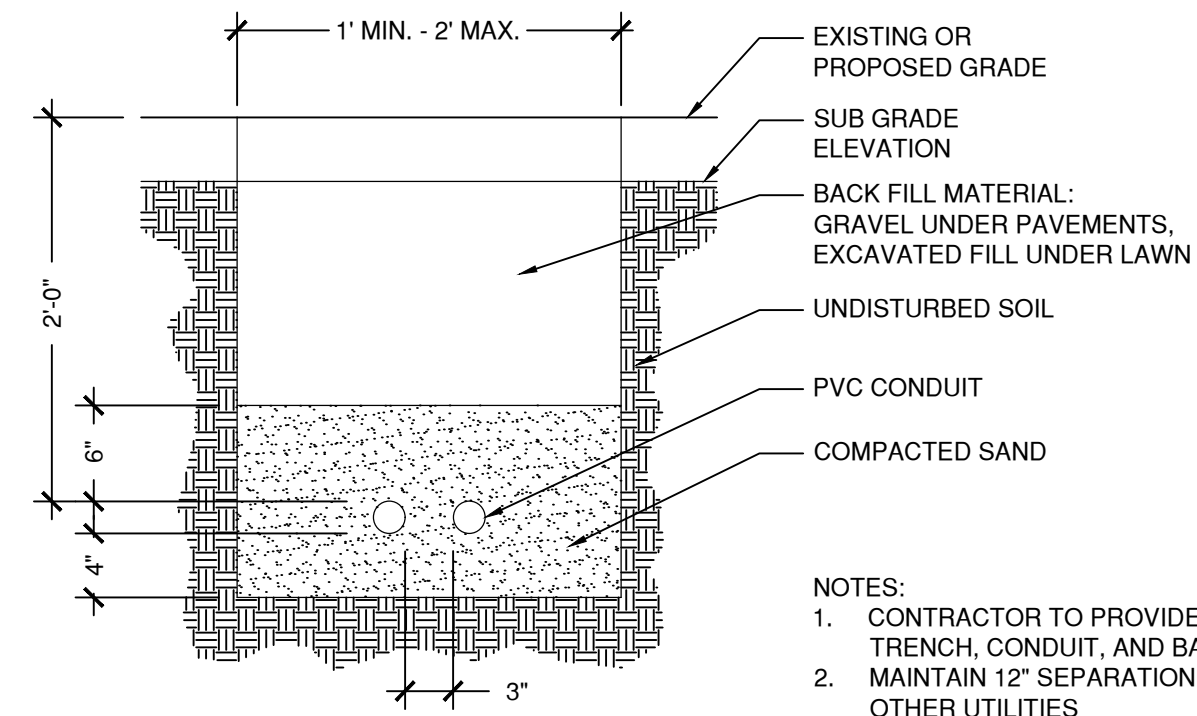
UST Details



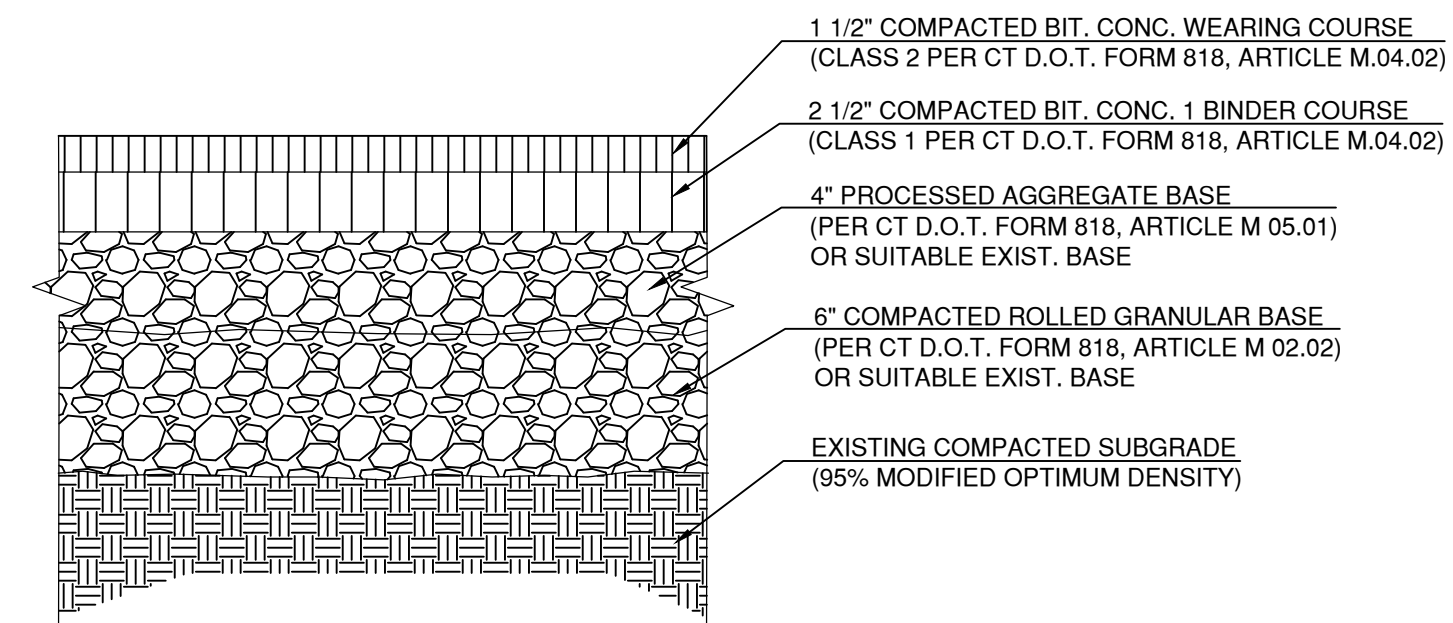
1 CONCRETE PAVEMENT AND EXPANSION JOINT DETAIL
 SCALE: 3/4"=1'-0"



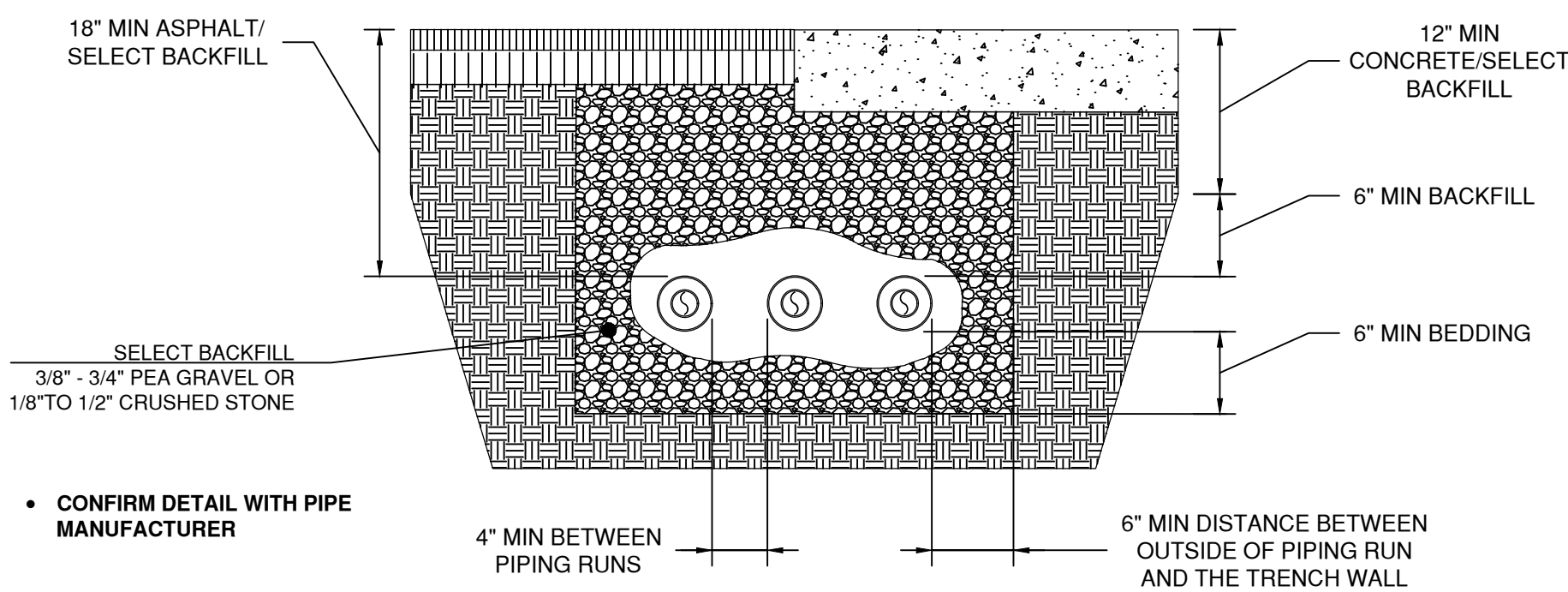
2 6" BIT. CONC. LIP CURB
 SCALE: 1/5" = 1'-0"



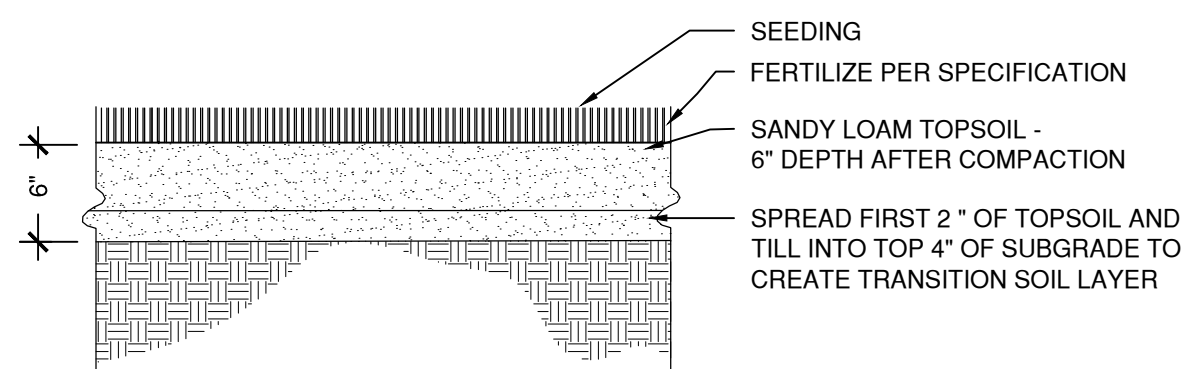
4 ELECTRICAL TRENCH DETAIL
 SCALE: 1"=1'-0"



5 BITUMINOUS CONC. PAVEMENT (VEHICULAR)
 SCALE: 1 1/2" = 1'-0"



3 OPW FLEXWORKS PIPING TRENCH DETAIL
 SCALE: 1" = 1'-0"



6 TOPSOIL/LAWN
 SCALE: 1" = 1'-0"

LAWN SEED MIX:
 33.3% KENTUCKY BLUEGRASS
 33.3% CHEWINGS RED FESCUE
 33.3% PERENNIAL RYEGRASS
 (SUBMIT SEED MIX FOR APPROVAL)

TOPSOIL:
 TOPSOIL SHALL BE PER ASTM D 5268 WITH A PH RANGE OF 5.5 - 7, MINIMUM 6% ORGANIC MATERIAL CONTENT, FREE OF STONES 1" OR LARGER AND OTHER EXTRANEIOUS MATERIALS HARMFUL TO PLANT GROWTH AND FREE OF FOREIGN MATERIAL SUCH AS BROKEN GLASS, TRASH, ROOTS, ETC.

NOTE: CONTRACTOR IS RESPONSIBLE FOR THE PROTECTION AND WATERING OF GRASS UNTIL FINAL ACCEPTANCE.



Connecticut Department of Administrative Services
Office of School Construction Grants
Public School Construction Cost Database

[Home](#) [Help](#)

Grant Application Phase Cost Estimate

State Project #	<input type="text" value="EstNum000300"/>				
LEA	<input type="text" value="Bristol Public Schools"/>				
School Name	<input type="text" value="Chippens Hill Middle School"/>				
Project Type	<input type="text"/>				
Square Footage of Construction	<input type="text" value="23,522"/>				
Grades	<input type="text" value="G1"/>				
Enrollment Projections	<input type="text"/>				
Reimbursement Rate	<input type="text"/>		Cost/Square Feet		Ineligible
Project Cost	<input type="text" value="\$424,591.00"/>	of Project Costs	<input type="text" value="\$18.05"/>		Project Ineligible Costs <input type="text" value="\$0.00"/>
All Soft Cost	<input type="text" value="\$223,081.00"/>				Ineligible Soft Costs <input type="text" value="\$0.00"/>
Construction Cost	<input type="text" value="\$201,510.00"/>	of Construction Cost	<input type="text" value="\$8.57"/>		Ineligible Construction Costs <input type="text" value="\$0.00"/>
Eligible Construction Costs	<input type="text" value="\$201,510.00"/>	of Eligible Costs	<input type="text" value="\$8.57"/>		
Consultants	<input type="text" value="\$47,900.00"/>	FF&E	<input type="text" value="\$0.00"/>	Fees	<input type="text" value="\$2,265.00"/>
				Contingencies	<input type="text" value="\$15,174.00"/>
				Acquisition	<input type="text" value="\$0.00"/>

Construction Cost		Cost	Ineligibles
A. SUBSTRUCTURE	A10. Foundations	<input type="text" value="11295.00"/>	<input type="text" value="0.00"/>
	A20. Basements	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
B. SHELL	B10. Super Structure	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
	B20. Exterior Enclosures	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
	B30. Roofing	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
C. INTERIORS	C10. Interior Construction	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
	C20. Stairs	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
	C30. Interior Finishes	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
D. SERVICES	D10. Conveying	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
	D20. Plumbing	<input type="text" value="27850.00"/>	<input type="text" value="0.00"/>
	D30. HVAC	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
	D40. Fire Protection	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
	D50. Electrical	<input type="text" value="31960.00"/>	<input type="text" value="0.00"/>
E. EQUIPMENT & FURNISHINGS	E10. Equipment	<input type="text" value="113880.00"/>	<input type="text" value="0.00"/>
	E20. Furnishings	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
F. SPECIAL CONSTRUCTION AND DEMOLITION	F10. Special Construction	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
	F20. Selective Building Demolition	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
	F30. Abatement	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
X. GENERAL CONDITIONS, OFFICE OVERHEAD, & PROFIT	X10. General Conditions	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
	X20. Overhead & Profit	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
Z. ALLOWANCES	Z10. Design Contingency	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
	Z20. Inflation (Escalation) Allowance	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
	Z30. Construction Contingency	<input type="text" value="16525.00"/>	<input type="text" value="0.00"/>

Soft Cost		Cost	Ineligibles
G. SITEWORK (beyond 5 ft from Building)	G1010. Site Clearing	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>

	G1020. Site Demolition & Relocation	17775.00	0.00
	G1030. Site Earthwork	66425.00	0.00
	G1040. Hazardous Waste Remediation	3500.00	0.00
	G2010 Roadways	0.00	0.00
	G2020. Parking	32513.00	0.00
	G2030. Pedestrian Paving	0.00	0.00
	G2040. Site Development	0.00	0.00
	G2045. Athletic Fields	0.00	0.00
	G2050. Landscaping	4185.00	0.00
	G3010. Water Supply	0.00	0.00
	G3020. Sanitary Sewer	0.00	0.00
	G3030. Storm Sewer	0.00	0.00
	G3040. Heating Distribution	0.00	0.00
	G3050. Cooling Distribution	0.00	0.00
	G3060. Fuel Distribution	0.00	0.00
	G3090. Other Site Mechanical Utilities	0.00	0.00
	G4010. Electrical Distribution	9500.00	0.00
	G4020. Site Lighting	0.00	0.00
	G4030. Site Communications & Security	0.00	0.00
	G4090. Other Site Electrical Utilities	0.00	0.00
	G9010. Service & Pedestrian	0.00	0.00
	G9020. Bleachers, Concession Stands, etc.	0.00	0.00
	G9090. Other Site Systems	0.00	0.00
Y.SITE GENERAL CONDITIONS, OFFICE OVERHEAD, PROFIT, & ALLOWANCES	Y1010. Site General Conditions	6153.00	0.00
	Y2010. Site Overhead & Profit	0.00	0.00
	Y3010. Site Design Contingency	0.00	0.00
	Y4010. Site Inflation (Escalation) Allowance	0.00	0.00
	Y5010. Trade Contractor Bond Costs	0.00	0.00
	Y3020. Site Construction Contingency	17691.00	0.00
R. CONSULTANTS	R1010. Architect/Engineer	29200.00	0.00
	R2010. Environmental	5622.00	0.00
	R3010. Commissioning	0.00	0.00
	R4010. Geotechnical	5578.00	0.00
	R5010. Cost Estimator	0.00	0.00
	R6010. Owners Rep	7500.00	0.00
	R7010. CM Pre-Construction	0.00	0.00
	R8010. FF&E Coordinator	0.00	0.00
	R9010. Legal	0.00	0.00
S. FF&E	S1010. FF&E	0.00	0.00
	S2010. Technology	0.00	0.00
	S3010. Playground Equipment	0.00	0.00
	S4010. Playground Surfacing	0.00	0.00
	S5010. Moving	0.00	0.00
T. FEES	T1010. District Bonding Fees	0.00	0.00
	T2010. Insurance Cost	0.00	0.00
	T3010. Town Staff Cost	0.00	0.00
	T4010. Town Permit Fees	0.00	0.00
	T5010. State Permit Fees	0.00	0.00
	T6010. Testing/Inspection Fees	2265.00	0.00
	T7010. Printing & Mailing	0.00	0.00
	T8010. Other Costs	0.00	0.00
U. CONTINGENCIES	U1010. Owner Contingency	15174.00	0.00

W. ACQUISITION COSTS W

W1010. Land/Building Purchase	0.00	0.00
W2010. Swing Space/Portables	0.00	0.00
W3010. Site Remediation	0.00	0.00
W4010. Appraisals	0.00	0.00
W5010. Land Survey	0.00	0.00
W6010. Other Acquisition Costs	0.00	0.00

Save and Continue

Save and Exit

Signoff and Submit



PROJECT MANUAL & SPECIFICATIONS

**Heating Oil/Generator
Fuel Tank Replacement
CHIPPENS MIDDLE SCHOOL**

551 Peacedale Street
Bristol, CT

State Project No. 017-0089 CV/OT

**Volume I of I
Divisions 00 - 33**

**Issued for Bid
Sept. 15, 2023**

ALFRED BENESCH & CO.
120 Hebron Avenue, Second Floor
Glastonbury, CT 06033

SIGNATURE PAGE FOR REQUEST FOR REVIEW OF FINAL PLANS

FOR THE TOWN OR REGIONAL BOARD OF EDUCATION

Chairperson's Name (Type or Print)

Signature

Date

Local
FOR THE SCHOOL BUILDING COMMITTEE

Chairperson's Name (Type or Print)

Signature

Date

CERTIFICATIONS OF LOCAL APPROVAL

Local Building Official's Name

Signature

Date

Local Fire Marshal's Name

Signature

Date

Local Health Official's Name

Signature

Date

Local Federal 504 Official's Name

Signature

Date

TECHNICAL SPECIFICATIONS

Reference Specifications

Unless otherwise specified herein, work shall conform to the requirements of the State of Connecticut Department of Transportation “Standard Specifications for Roads, Bridges and Incidental Construction, Form 818, 2023 with latest Supplemental Specifications.

Contents

- 00 3132 – Geotechnical Report
- 01 5713 – Temporary Erosion and Sedimentation Controls
- 02 4123 – Site Demolition
- 03 3200 – Site Cast-In-Place Concrete
- 23 1313 – Petroleum Equipment
- 26 0519 – Low-Voltage Electrical Power Conductors and Cables
- 26 0526 – Grounding and Bonding for Electrical Systems
- 26 0533.13 – Conduit for Electrical Systems
- 26 0533.16 – Boxes for Electrical Systems
- 26 0553 – Identification for Electrical Systems
- 31 2310 – Earthwork
- 31 2313 - Preparation of Subgrade and Fine Grade
- 31 2316 – Excavation for Utilities
- 32 1216 – Bituminous Concrete Paving
- 32 1313 – Concrete Paving
- 32 1623 – Curbing
- 32 1723 – Pavement Markings
- 32 3113 – Chain Link Fence and Gates
- 32 3300 – Bollards
- 32 9200 – Turf and Grass
- 33 5610 – Fuel Storage Tank Demolition
- 33 5613 – Above Ground Fuel Storage Tanks

SECTION 00 3132
GEOTECHNICAL REPORT

LIMITED SUBSURFACE INVESTIGATION – UST AREA

CHIPPENS HILL MIDDLE SCHOOL

551 PEACEDALE STREET

BRISTOL, CONNECTICUT

SUBMITTED TO:

MR. RYAN SCRITTORALE

BENESCH

120 HEBRON AVENUE

GLASTONBURY, CT 06033

PREPARED BY:

TM

ENVIRONMENTAL CONSULTING, LLC

10 Roser Drive, Glastonbury, Connecticut 06033

(860) 989-7235

August 3, 2022

Project No. 2022-014

TM

ENVIRONMENTAL CONSULTING, LLC

August 3, 2022
Project No. 2022-014

Mr. Ryan Scrittorale, P.E.
Benesch
120 Hebron Avenue
Glastonbury, CT 06033

RE: **Limited Subsurface Soil Investigation –UST Area**
Property: Chippens Hill Middle School, 551 Peacedale Street, Bristol, Connecticut

Dear Mr. Scrittorale,

TM Environmental Consulting, LLC (TM Environmental) has completed a limited subsurface soil investigation at the Chippens Hill Middle School located at 551 Peacedale Street in Bristol, Connecticut (hereinafter, the “Site”). A Site Locus Plan is provided as Figure 1. The purpose of this limited subsurface soil investigation was to evaluate soil conditions around two underground storage tanks (USTs) prior to their planned removal. The two USTs include a 10,000-gallon fuel oil UST and a 550-gallon diesel fuel UST. Both of the USTs are located on the south side of the Site building as shown in Figure 2.

Limited Subsurface Soil Investigation

Prior to commencing drilling activities, the proposed areas of investigation were marked-out and Call-Before-You-Dig was contacted to ensure that any utilities present within the area of the work are identified.

The utility markout identified several underground utilities within close proximity to the 550-gallon diesel fuel UST. The natural gas line was identified in close proximity to the western side of this UST. In addition, an electrical transformer is located just to the northeast. A water line, associated with a nearby fire hydrant had not been marked out by the Bristol Water Department.

A site meeting with Benesch prior to commencement of the soil boring activities was held to discuss the planned boring locations. It was decided at that time that no soil borings would be performed around the 550-gallon diesel fuel UST due to the presence of the underground utilities. Soil borings around the 10,000-gallon fuel oil UST would be limited to the western, eastern and southern sides of the tank. A soil boring would not be performed on the northern side of the tank as the location of the fuel lines between the tank and the building were unknown.

Soil Boring Investigation, Sample Collection & Analysis

TM Environmental contracted with Complete Environmental Services (CES) to complete three (3) soil borings at the location of the 10,000-gallon fuel oil UST. The soil boring investigation was completed on July 11, 2022. Soil borings SB-1, SB-2 and SB-3 were completed on the western, eastern and southern sides of the 10,000-gallon fuel oil UST, as shown on Figure 3.

Soil borings were completed by CES utilizing a Geoprobe Model 7822 DT track-mounted drill rig. Continuous soil samples were collected using a 5-foot sampling tube to a depth of 15 feet at each soil boring location. Upon retrieval, all soil samples were visually inspected, classified,

logged, and screened for volatile organic compounds (VOCs) with a photoionization detector (PID). No VOCs were detected by the PID in any of the samples collected from the three soil boring locations.

Soils at each of the soil borings consisted of fine to medium sands with a trace amount of fine gravel. These soils were present throughout the 15-foot sampling depth. No odors indicative of a petroleum release was identified within any of the soil samples. The groundwater table was observed at a depth of approximately 14 to 14.5 feet below grade.

TM Environmental selected one soil sample from each of the soil borings for laboratory analyses. Based on the absence of any visual impacts and absence of any volatile vapors within the soils (PID screening results), soil samples were collected from just above the groundwater table, 12-14 below grade. The rationale behind the selection of this sample depth is that any release from the UST would migrate downward to the groundwater table and move in the direction of the groundwater flow. Based on local topography, groundwater flow is anticipated to be towards the south.

The three soil samples were submitted to Complete Environmental Testing (CET), a Connecticut-certified analytical laboratory, for the analysis of extractable total petroleum hydrocarbons (ETPH) utilizing the Connecticut Department of Public Health methodology.

Laboratory Results

The laboratory results did not identify any detectable concentrations of ETPH within the three soil samples submitted for analyses.

A copy of the laboratory report is provided as Attachment A.

Findings and Conclusions

A limited subsurface soil investigation was completed within the location of the 10,000-gallon fuel oil UST located to the south of the Chippens Hill Middle School building. The investigation included the completion of three soil borings along the western, eastern and southern sides of the UST. Sampling was not performed on the northern side of the tank as the location of the fuel lines between the tank and the school building were unknown. A planned investigation around the 550-gallon diesel fuel UST, which stores fuel for the emergency generator, was not performed due to the presence of underground utilities in close proximity to this tank.

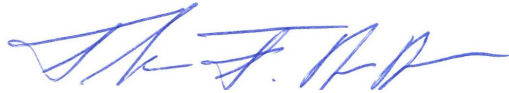
Sampling performed around the 10,000-gallon fuel oil UST did not identify any evidence of a release. No petroleum staining or odors were noted within the soil samples collected along the western, eastern or southern sides of the UST. Laboratory results of the three soil samples submitted for ETPH analyses did not identify any detectable concentrations of petroleum hydrocarbons.

During the subsurface investigation, groundwater was identified at a depth of 14 to 14.5 feet below grade. Groundwater is not anticipated to be encountered during the planned removal of the 10,000-gallon fuel oil UST.

Based on the results of this investigation, TM Environmental does not anticipate that petroleum impacted soils will be encountered during the UST Closure activities; however, soils directly beneath the UST could not be evaluated at this time. During the UST Closure, additional soil sampling should be conducted in accordance with the Connecticut Department of Energy and

Environmental Protection's (CTDEEP) Sampling and Analytical Methods for Underground Storage Tank Closure guidelines. If you have any questions or require additional information, please do not hesitate to contact me at (860) 989-7235.

Sincerely,
TM Environmental Consulting, LLC



Thomas F. McMorrow PE, LEP
Principal/Senior Engineer

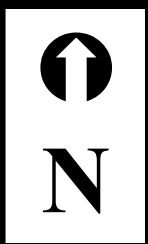
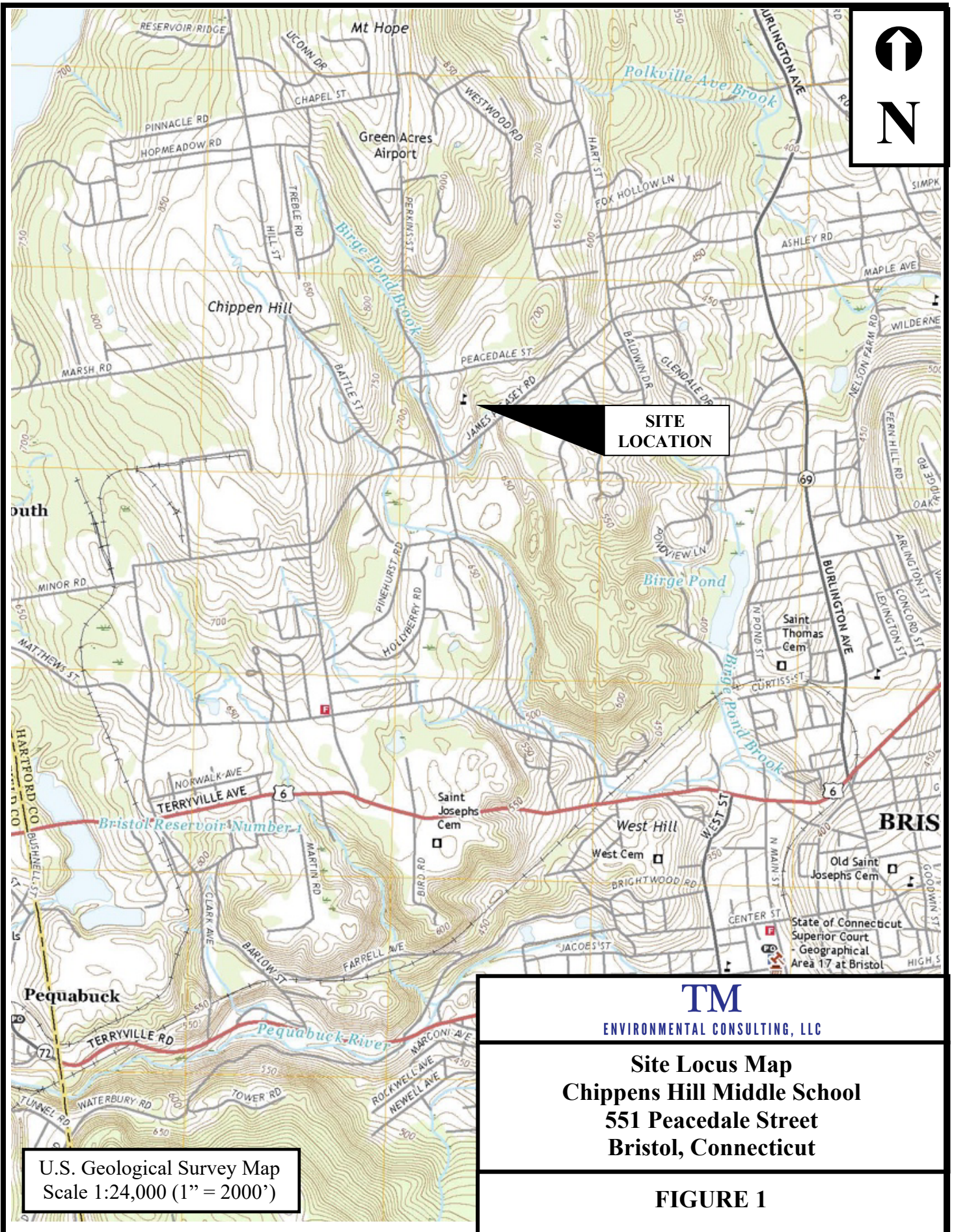
Attachments:

Figure 1 Site Topographic Map
Figure 2 Site Plan
Figure 3 Sample Location Plan

Laboratory Analytical Report

Soil Boring Logs

FIGURES



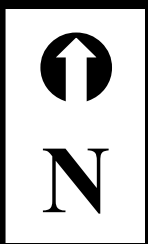
**SITE
LOCATION**

U.S. Geological Survey Map
Scale 1:24,000 (1" = 2000')

TM
ENVIRONMENTAL CONSULTING, LLC

**Site Locus Map
Chippens Hill Middle School
551 Peacedale Street
Bristol, Connecticut**

FIGURE 1



**SITE
LOCATION**

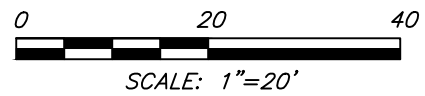
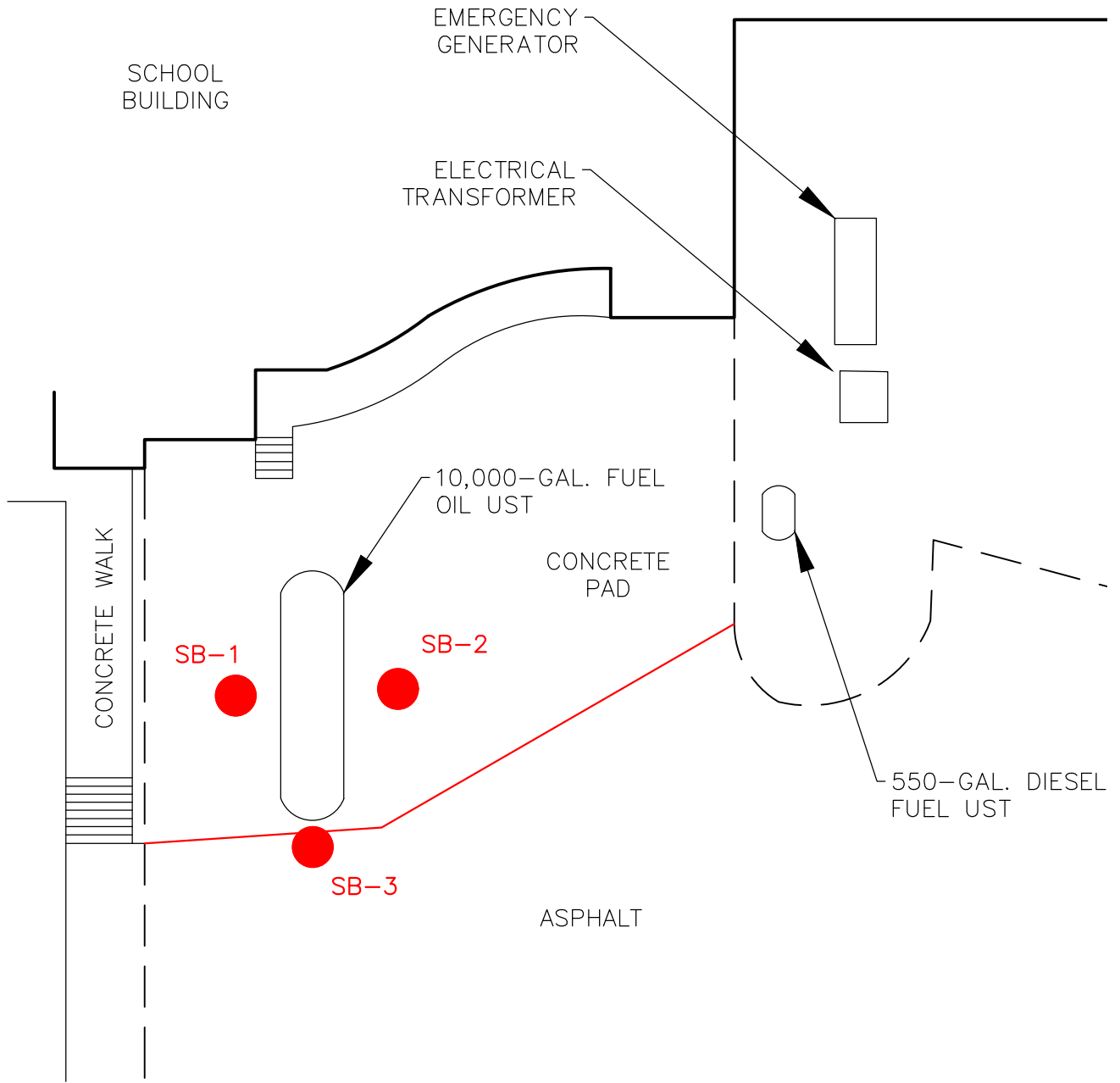
550-Gal. Diesel
UST

10,000-Gal. Fuel
Oil UST


TM
ENVIRONMENTAL CONSULTING, LLC

Site Plan
Chippens Hill Middle School
551 Peacedale Street
Bristol, Connecticut

FIGURE 2



SOURCE: BENESCH
 CONSTRUCTION DRAWING

 ENVIRONMENTAL CONSULTING, LLC 10 ROSER DRIVE, GLASTONBURY, CONNECTICUT (860) 989-7235				SAMPLE LOCATION PLAN		
				CHIPPENS HILL MIDDLE SCHOOL 551 PEACEDALE STREET BRISTOL, CONNECTICUT		
	DRAWN	CHECKED	APPROVED	SCALE	PROJECT NO.	DRAWING NUMBER
BY	T.F.M.			1" = 20'	2021-014	FIGURE 3
DATE	08/01/22					

LABORATORY DATA REPORT



Client: Mr. Thomas McMorro
TM Environmental Consulting, LLC
10 Roser Drive
Glastonbury, CT 06033

Analytical Report

CET# 2070272

Report Date: July 18, 2022
Project: Benesch-Bristol, Bristol
Project Number: 2022-014

Connecticut Laboratory Certificate: PH 0116
Massachusetts Laboratory Certificate: M-CT903
Rhode Island Laboratory Certificate: 199



New York NELAP Accreditation: 11982
Pennsylvania Laboratory Certificate: 68-02927

CET # : 2070272

Project: Benesch-Bristol, Bristol

Project Number: 2022-014

SAMPLE SUMMARY

The sample(s) were received at 5.0°C.

This report contains analytical data associated with following samples only.

Sample ID	Laboratory ID	Matrix	Collection Date/Time	Receipt Date
SB-1	2070272-01	Soil	7/11/2022 9:00	07/12/2022
SB-2	2070272-02	Soil	7/11/2022 9:30	07/12/2022
SB-3	2070272-03	Soil	7/11/2022 10:00	07/12/2022

Analyte: Percent Solids [SM 2540 G]

Analyst: KOR

Matrix: Soil

Laboratory ID	Client Sample ID	Result	RL	Units	Dilution	Batch	Prepared	Date/Time Analyzed	Notes
2070272-01	SB-1	91	1.0	%	1	B2G1802	07/18/2022	07/18/2022 12:00	
2070272-02	SB-2	92	1.0	%	1	B2G1802	07/18/2022	07/18/2022 12:00	
2070272-03	SB-3	91	1.0	%	1	B2G1802	07/18/2022	07/18/2022 12:00	

Client Sample ID SB-1

Lab ID: 2070272-01

Conn. Extractable TPH

Analyst: PDS

Method: CT-ETPH

Matrix: Soil

Analyte	Result (mg/kg dry)	RL (mg/kg dry)	Dilution	Prep Method	Batch	Prepared	Date/Time Analyzed	Notes
ETPH	ND	54	1	EPA 3550C	B2G1534	07/15/2022	07/16/2022 06:44	
<i>Surrogate: Octacosane</i>	<i>97.7 %</i>	<i>50 - 150</i>			B2G1534	07/15/2022	07/16/2022 06:44	

CET # : 2070272

Project: Benesch-Bristol, Bristol

Project Number: 2022-014

Client Sample ID SB-2

Lab ID: 2070272-02

Conn. Extractable TPH

Analyst: PDS

Method: CT-ETPH

Matrix: Soil

Analyte	Result (mg/kg dry)	RL (mg/kg dry)	Dilution	Prep Method	Batch	Prepared	Date/Time Analyzed	Notes
ETPH	ND	54	1	EPA 3550C	B2G1534	07/15/2022	07/16/2022 07:05	
<i>Surrogate: Octacosane</i>	<i>114 %</i>		<i>50 - 150</i>		B2G1534	07/15/2022	07/16/2022 07:05	

Client Sample ID SB-3

Lab ID: 2070272-03

Conn. Extractable TPH

Analyst: PDS

Method: CT-ETPH

Matrix: Soil

Analyte	Result (mg/kg dry)	RL (mg/kg dry)	Dilution	Prep Method	Batch	Prepared	Date/Time Analyzed	Notes
ETPH	ND	55	1	EPA 3550C	B2G1534	07/15/2022	07/16/2022 07:27	
<i>Surrogate: Octacosane</i>	<i>109 %</i>		<i>50 - 150</i>		B2G1534	07/15/2022	07/16/2022 07:27	

CET # : 2070272

Project: Benesch-Bristol, Bristol

Project Number: 2022-014

QUALITY CONTROL SECTION


Batch B2G1534 - CT-ETPH

Analyte	Result (mg/kg)	RL (mg/kg)	Spike Level	Source Result	% Rec	% Rec Limits	RPD	RPD Limit	Notes
Blank (B2G1534-BLK1)					Prepared: 7/15/2022 Analyzed: 7/15/2022				
ETPH	ND	50							
<i>Surrogate: Octacosane</i>					97.2	50 - 150			
LCS (B2G1534-BS1)					Prepared: 7/15/2022 Analyzed: 7/15/2022				
ETPH	1560	50	1,500.000		104	60 - 120			
<i>Surrogate: Octacosane</i>					98.8	50 - 150			

All questions related to this report should be directed to David Ditta, Timothy Fusco, or Robert Blake at 203-377-9984.

Sincerely,

This technical report was reviewed by Timothy Fusco



David Ditta
Laboratory Director

Project Manager

This report shall not be reproduced except in full, without the written approval of the laboratory

Report Comments:

Sample Result Flags:

- E- The result is estimated, above the calibration range.
- H- The surrogate recovery is above the control limits.
- L- The surrogate recovery is below the control limits.
- B- The compound was detected in the laboratory blank.
- P- The Relative Percent Difference (RPD) of dual column analyses exceeds 40%.
- D- The RPD between the sample and the sample duplicate is high. Sample Homogeneity may be a problem.
- + - The Surrogate was diluted out.
- *C1- The Continuing Calibration did not meet method specifications and was biased low for this analyte. Increased uncertainty is associated with the reported value which is likely to be biased low.
- *C2- The Continuing Calibration did not meet method specifications and was biased high for this analyte. Increased uncertainty is associated with the reported value which is likely to be biased high.
- *F1- The Laboratory Control Sample recovery is outside of control limits. Reported value for this analyte is likely to be biased on the low side.
- *F2- The Laboratory Control Sample recovery is outside of control limits. Reported value for this analyte is likely to be biased on the high side.
- *I- Analyte exceeds method limits from second source standard in Initial Calibration Verification (ICV). No directional bias.

All results met standard operating procedures unless indicated by a data qualifier next to a sample result, or a narration in the QC report.

For Percent Solids, if any of the following prep methods (3050B, 3540C, 3545A, 3550C, 5035 and 9013A) were used for samples pertaining to this report, the percent solids procedure is within that prep method.

Complete Environmental Testing is only responsible for the certified testing and is not directly responsible for the integrity of the sample before laboratory receipt.

ND is None Detected at or above the specified reporting limit

Reporting Limit (RL) is the limit of detection for an analyte after any adjustment made for dilution or percent moisture.

All analyses were performed in house unless a Reference Laboratory is listed.

Samples will be disposed of 30 days after the report date.



80 Lupes Drive
Stratford, CT 06615

Tel: (203) 377-9984
Fax: (203) 377-9952
email: cet1@cetlabs.com

Quality Control Definitions and Abbreviations

Internal Standard (IS)	An Analyte added to each sample or sample extract. An internal standard is used to monitor retention time, calculate relative response, and quantify analytes of interest.
Surrogate Recovery	The % recovery for non-target organic compounds that are spiked into all samples. Used to determine method performance.
Continuing Calibration Batch	An analytical standard analyzed with each set of samples to verify initial calibration of the system. Samples that are analyzed together with the same method, sequence and lot of reagents within the same time period.
ND	Not detected at or above the specified reporting limit.
RL	RL is the limit of detection for an analyte after any adjustment made for dilution or percent moisture.
Dilution	Multiplier added to detection levels (MDL) and/or sample results due to interferences and/or high concentration of target compounds.
Duplicate Result	Result from the duplicate analysis of a sample. Amount of analyte found in a sample.
Spike Level	Amount of analyte added to a sample
Matrix Spike Result	Amount of analyte found including amount that was spiked.
Matrix Spike Dup	Amount of analyte found in duplicate spikes including amount that was spike.
Matrix Spike % Recovery	% Recovery of spiked amount in sample.
Matrix Spike Dup % Recovery	% Recovery of spiked duplicate amount in sample.
RPD	Relative percent difference between Matrix Spike and Matrix Spike Duplicate.
Blank	Method Blank that has been taken through all steps of the analysis.
LCS % Recovery	Laboratory Control Sample percent recovery. The amount of analyte recovered from a fortified sample.
Recovery Limits	A range within which specified measurements results must fall to be compliant.
CC	Calibration Verification

Flags:

- H- Recovery is above the control limits
- L- Recovery is below the control limits
- B- Compound detected in the Blank
- P- RPD of dual column results exceeds 40%
- #- Sample result too high for accurate spike recovery.



Connecticut Laboratory Certification PH0116
Massachusetts Laboratory Certification M-CT903
Pennsylvania NELAP Accreditation 68-02927

New York NELAP Accreditation 11982
Rhode Island Certification 199



REASONABLE CONFIDENCE PROTOCOL LABORATORY ANALYSIS QA/QC CERTIFICATION FORM

Laboratory Name: Complete Environmental Testing, Inc.

Client: TM Environmental Consulting, LLC

Project Location: Benesch-Bristol, Bristol

Project Number: 2022-014

Laboratory Sample ID(s):

Sample Date(s):

2070272-01 thru 2070272-03

07/11/2022

List RCP Methods Used:

CET #: 2070272

CT-ETPH

1	For each analytical method referenced in this laboratory report package, were all specified QA/QC performance criteria followed, including the requirement to explain any criteria falling outside of acceptable guidelines, as specified in the CTDEP method-specific Reasonable Confidence Protocol documents?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1A	Were the method specified preservation and holding time requirements met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1B	VPH and EPH Methods only: Was the VPH and EPH method conducted without significant modifications (see Section 11.3 of respective RCP methods)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
2	Were all samples received by the laboratory in a condition consistent with that described on the associated chain-of-custody document(s)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3	Were samples received at an appropriate temperature (< 6 degrees C.)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4	Were all QA/QC performance criteria specified in the CT DEP Reasonable Confidence Protocol documents achieved?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5a	a) Were reporting limits specified or referenced on the chain-of-custody?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5b	b) Were these reporting limits met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6	For each analytical method referenced in this laboratory report package, were results reported for all constituents identified in the method-specific analyte lists presented in the Reasonable Confidence Protocol documents?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7	Are project specific matrix spikes and laboratory duplicates included with this data set?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Notes: For all questions to which the response was "No" (with the exception of question #7), additional information must be provided in an attached narrative. If the answer to question #1, #1A, or #1B is "No", the data package does not meet the requirements for "Reasonable Confidence."

This form may not be altered and all questions must be answered.

I, the undersigned, attest under the pains and penalties of perjury that, to the best of my knowledge and belief and based upon my personal inquiry of those responsible for providing the information contained in this analytical report, such information is accurate and complete.

Authorized Signature:

Position: Laboratory Director

Printed Name: David Ditta

Date: 07/18/2022

Name of Laboratory: Complete Environmental Testing, Inc.

This certification form is to be used for RCP methods only.

RCP Case Narrative

7- Project specific QC was not requested by the client.

QC Batch/Sequence Report

Batch	Sequence	CET ID	Sample ID	Specific Method	Matrix	Collection Date
B2G1534		2070272-01	SB-1	CT-ETPH	Soil	07/11/2022
B2G1534		2070272-02	SB-2	CT-ETPH	Soil	07/11/2022
B2G1534		2070272-03	SB-3	CT-ETPH	Soil	07/11/2022



COMPLETE ENVIRONMENTAL TESTING, INC.

CHAIN OF CUSTODY

Volatile Soils Only:

Date and Time in Freezer
 Client:
 CET:

80 Lupes Drive Stratford, CT 06615		Tel: (203) 377-9984 Fax: (203) 377-9952 e-mail: cetservices@cetlabs.com e-mail: bottleorders@cetlabs.com		Matrix A=Air S=Soil W=Water DW=Drinking Water C=Cassette Solid Wipe Other (Specify)		Turnaround Time ** (check one)														Metals		Additional Analysis										TOTAL # OF CONT.	NOTE #				
Sample ID/Sample Depths (include Units for any sample depths provided)		Collection Date/Time																																			
SB-1		7/11/22 9:00		S																																	
SB-2		↓ 9:30		S																																	
SB-3		↓ 10:00		S																																	

PRESERVATIVE (Cl-HCl, N-HNO₃, S-H₂SO₄, Na-NaOH, C=Cool, O-Other)
 CONTAINER TYPE (P-Plastic, G-Glass, V-Vial, O-Other)
 Soil VOCs Only (M=MeOH B=Sodium Bisulfate W=Water F=Empty Vial E=Encore)

RELINQUISHED BY: [Signature] DATE/TIME: 7/12/22 08:40 RECEIVED BY: [Signature]
 RELINQUISHED BY: [Signature] DATE/TIME: 7/12/22 15:20 RECEIVED BY: [Signature] 07/12/22 15:20
 RELINQUISHED BY: DATE/TIME RECEIVED BY:

NOTES:

Client / Reporting Information
 Company Name: TM Environmental Consulting, LLC
 Address: 10 Rorer Dr.
 City: Glastonbury State: CT Zip: 06033
 Report To: T. McMorrow E-mail: tmcorrow@tm-environmental.com
 Phone #: 860-989-7235 Fax #:

Project Information
 Project: Benext-Bristol PO #:
 Location: Bristol, CT Project #: 2022-014
 CET Quote # Collector(s): [Signature]
 QA/QC Std Site Specific (MS/MSD) * RCP Pkg * DQAW *
 Data Report PDF EDD - Specify Format Other
 RSR Reporting Limits (check one) GA GB SWP Other
 Laboratory Certification Needed (check one) CT NY RI MA PA
 Temp Upon Receipt: 5 °C Evidence of Cooling: [Signature] N
 PAGE 1 OF 1

SOIL BORING LOGS

TM ENVIRONMENTAL CONSULTING, LLC	GEOPROBE TEST BORING REPORT
PROJECT: <u>2022-014</u>	BORING NO. <u>SB-3</u>
LOCATION: <u>Chippens Hill Middle School, Bristol, CT</u>	PAGE 1 OF <u>1</u>
DRILLING CO: <u>Complete Environmental Services</u>	DATE STARTED: <u>7/11/22</u>
EQUIPMENT: <u>Geoprobe 7822 DT</u>	DATE FINISHED: <u>7/11/22</u>
DRILLED BY: _____	SURFACE ELEVATION: <u>Not Determined</u>
INSPECTED BY: <u>T. McMorrow</u>	
GROUNDWATER OBSERVATIONS	
NOT ENCOUNTERED: <u>X</u>	
DEPTH _____ STABILIZATION TIME _____	
	ROD SAMPLER CORE TYPE: Geoprobe Macro-core BAR SIZE ID: 1" 2" N/A PENETRATION: 60" 60"

SAMPLE DATA							
DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/RECOV (in./in.)	HNU (ppm) Lamp 10.2 eV.
0.0	0.0-3" 3"-15"			Asphalt Sand: Brown Fine to Medium Sand, trace fine gravel, dry, no odor.			ND
5.0							ND
10.0				Sand: Brown Fine to Medium Sand, trace fine gravel, dry, no odor.			ND
15.0			14.0'	Sand: Brown Fine to Medium Sand, trace fine gravel, dry, no odor. End of Boring = 15'			ND

GENERAL REMARKS: Sample SB-3 collected from 12-14' for laboratory analyses

END OF SECTION

SECTION 01 5713

TEMPORARY EROSION AND SEDIMENTATION CONTROLS

PART 1 GENERAL

1.1 SUMMARY

A. Section Includes:

1. Installation of temporary erosion and sedimentation control measures
2. Maintenance of temporary erosion and sedimentation control measures.
3. Monitoring of site condition and installation of supplemental temporary erosion and sedimentation control measures.
4. Sediment removal and disposal
5. Temporary seeding or other surface stabilization measures.
6. Removal of temporary erosion and sedimentation control measures.
7. Monitoring, documentation, and recordkeeping.
8. Installation of permanent erosion control materials.
9. Final cleanup.

B. Erosion and sediment control techniques include, but are in no way limited to, silt fence, hay bales, drainage structure inserts/filters, mulching with hay/straw, netting/matting, grassing, stone dikes/berms/check-dams, compost blankets and berms, barriers, diversions, traps, basins, and appurtenances which will ensure that erosion and sediment pollution will be either eliminated or maintained within acceptable limits.

C. The measures specified herein are the minimum requirements which Contractor shall comply to control erosion and siltation throughout execution of the work. Contractor shall provide additional work if necessary to control erosion and siltation throughout the duration of the construction as conditions dictate, or as directed by Engineer.

D. Contractor shall coordinate work between all Contractors, sections, and trades required for the proper completion of the work.

E. Contractor is responsible for all health and safety.

1.2 SUBMITTALS

A. Submit material specifications and shop drawings for all materials furnished under this Section.

B. Prior to the start of the construction, submit schedule for the construction of required stormwater detention basins, temporary and permanent erosion and sedimentation control measures, clearing and grubbing, grading, structures at watercourses, construction, and paving.

- C. During construction, submit to Engineer schedule changes that affect timing of construction.
- D. Submit copies of all inspection and maintenance report forms.

1.3 REFERENCES

- A. Reference herein to any technical society, organization, group or regulation are made in accordance with the following abbreviations and, unless otherwise noted or specified, all work under this Section shall conform to the latest edition as applicable.
- B. Regulations of Connecticut State Agencies (RCSA)
 - 1. 22a-315-10 through 19, Soil and Water Conservation
- C. Connecticut Department of Energy and Environmental Protection (DEEP)
 - 1. Connecticut Guidelines for Soil Erosion and Sediment Control, DEEP Bulletin 34, State of Connecticut Council on Soil and Water Conservation, 2002.
- D. State of Connecticut Department of Transportation (ConnDOT)
 - 1. Standard Specifications for Roads, Bridges, Facilities and Incidental Construction, Form 817, 2016 and any supplements.

1.4 PERMIT CONDITIONS

- A. Contractor and Subcontractors are bound to comply with any project-related permits obtained by Owner or Engineer for the work of the project. Such permits will affect performance of the work, and Contractor and Subcontractors are bound to comply with requirements of such permit and representations contained in permit application as though Contractor and Subcontractor were the Permittee/permit-holder. Requirements and conditions set forth in Owner or Engineer-obtained project-related permits and permit applications shall be binding on Contractor just as any Specification would be.

1.5 QUALITY CONTROL

- A. Contractor shall be responsible for the timely installation and maintenance of all sedimentation control devices necessary to prevent the erosion of soil or movement of sediment from construction activities to off-site areas via surface runoff or underground drainage systems. Measures in addition to those shown on the Drawings necessary to prevent the movement of sediment off site shall be installed, maintained, removed, and cleaned up at the expense of Contractor.
- B. Where additional erosion and sedimentation control measures are required beyond what is indicated on the Drawings or herein, comply with applicable sections of the Connecticut Guidelines for Soil Erosion and Sediment Control, DEEP Bulletin 34, State of Connecticut Council on Soil and Water Conservation, 2002.
- C. If applicable, comply with applicable provisions of the Connecticut Department of Energy and Environmental Protection (DEEP) General Permit for the Discharge of Stormwater and Dewatering Wastewaters from Construction Activities, (DEEP-WPED-GP-015), latest revision thereof. Conditions of such General Permit, other conditions of

approval or authorizations, and associated Stormwater Pollution Control Plan (SWPCP) shall become part of the Contract Documents.

- D. Engineer has the authority to order immediate, additional, temporary control measures to prevent contamination of adjacent streams or other watercourses, or other areas of water impoundment and damage by erosion.
- E. If Engineer observes construction procedures and operations that jeopardize erosion control provisions, Engineer will notify Contractor. If such construction procedures and operations are not corrected promptly, Engineer may suspend the performance of any or all construction until corrections have been made, and such suspension shall not be the basis of any claim by Contractor for additional compensation, nor for an extension of time to complete the Work.
- F. Should construction materials be washed away or otherwise rendered ineffective in the opinion of Engineer during the progression of the Work, Contractor shall replace the installations at no additional cost to the Owner.

1.6 COORDINATION WITH PERMANENT EROSION CONTROL PROVISIONS

- A. Coordinate temporary erosion and sedimentation control measures with permanent erosion control features to the extent practical to ensure economical, effective and continuous erosion control throughout construction and post-construction periods.

PART 2 PRODUCTS

2.1 HAY BALES

- A. Hay bales shall be made of cut hay with forty (40) pounds minimum weight and 120 pounds maximum weight. Bales shall be free of rotten or degraded hay, significant splits or voids. Hay bales shall be held together with a minimum of two bands made of either wire or heavy twine.
- B. Stakes to anchor the bales shall be a minimum of 36 inches long and made of hardwood with a minimum dimension of 1½-inch by 1½-inch normal size. Metal stakes may be used instead of wooden stakes. Metal stakes shall be round, “U,” “T,” “L,” or “C” shaped with a minimum weight of 0.5 pounds per foot.
- C. Replace individual hay bales upon loss of 30% of original mass or volume, whichever is less.

2.2 SILT FENCE

- A. Woven Polypropylene geotextile having a minimum weight of 3.1 ounces per square yard conforming to the following:

1. Mechanical and Physical Properties of Silt Fence Geotextile

Mechanical Properties	Test Method	Unit	Minimum Average Roll Value
Weight	ASTM D 3776	oz/yd ²	5.6
Grab Tensile Strength	ASTM D 4632	Pounds	60

Grab Elongation (Max percent)	ASTM D 4632	Percent (%)	15–30
Trapezoidal Tear	ASTM D 4533	Pounds	30
Puncture	ASTM D 4833	Pounds	30
Mullen Burst	ASTM D 3786	psi	150–200
Permittivity	ASTM D 4491	Sec ⁻¹	0.15
Flow Rate	ASTM D 4491	gal/min/ft ²	15–20
Apparent Opening Size	ASTM D 4751	(U.S. Sieve)	30–35
UV Resistance (at 500 hours)	ASTM D 4355	% strength retained	70

- B. Silt fence shall be constructed of a minimum thirty-six (36) inch wide continuous woven geotextile. The material shall have a high sediment filtration capacity, high slurry flow and minimum clogging characteristics. Edges of the fabric shall be finished to prevent the outer fibers from pulling away from the geotextile. Geotextile shall be free of defects or flaws that significantly affect its physical and/or filtering properties.
- C. Fabric shall be securely fastened to stakes a minimum of 42 inches long and made of hardwood with a minimum dimension of 1½ inch by 1½ inch normal size such that a 6 to 8 inch length of fabric is unattached at the bottom for anchorage in soil. Metal stakes may be used instead of wooden stakes. Metal stakes shall be round, “U,” “T,” “L,” or “C” shaped with a minimum weight of 0.5 pounds per foot. Stakes shall be spaced not greater than ten feet apart. When required, wire or another type of support shall be constructed between the geotextile fabric and the posts to improve the load carrying capacity of the silt fence.

2.3 CATCH BASIN INSERT

- A. Manufactured “bag type” catch basin insert of woven polypropylene geotextile with integral lifting loops or straps conforming to the following:

1. Mechanical and Physical Properties of Catch Basin Insert

Mechanical Properties	Test Method	Unit	Minimum Average Roll Value
Grab Tensile Strength	ASTM D 4632	Pounds	315
Grab Elongation (Max percent)	ASTM D 4632	Percent (%)	30
Trapezoidal Tear	ASTM D 4533	Pounds	40x50 (min)
Puncture	ASTM D 4833	Pounds	135 (min)
Mullen Burst	ASTM D 3786	psi	420 (min)
Permittivity	ASTM D 4491	gal/min/sq ft	0.7
Flow Rate	ASTM D 4491	gal/min/ft ²	50-200
Apparent Opening Size	ASTM D 4751	(U.S. Sieve)	20-40
UV Resistance (at 500 hours)	ASTM D 4355	% strength retained	80 (min)

Note: Catch basin inserts for catch basins with curb openings shall be equipped with integral curb deflector.

2.4 STRAW MULCH

- A. Straw mulch shall be comprised of threshold straw of oats, wheat, barely, or rye that is free from noxious weeds, mold or other objectionable material. Straw mulch shall contain at least 50 percent by weight of material to be 10-in or longer. Straw shall be in an air-dry condition and suitable for placement with blower equipment. Straw mulch shall be utilized on all newly graded areas with slopes exceeding 5% to protect areas against washouts and erosion unless other erosion control measures are provided.

2.5 FILTER BERM COMPOST

- A. Where establishing vegetation is not planned, compost shall be a decomposed, weed free organic matter source derived from agricultural, food, or industrial residuals; biosolids (treated sewage sludge); yard trimmings; or source-separated or mixed solid waste. Compost shall possess a moisture content of 30 to 60% and a organic matter content of 25 to 100%. The maximum particle length shall be 6", and 100% passing a 3", 90 to 100% passing a 1", 70% to 100% passing a 3/4", and 30% to 75% passing a 1/4" screen. However, no more than 50% passing a 1/4" screen in high rainfall/flow rate situations.
- B. Where establishing vegetation is planned, compost shall be use a well decomposed, stable, weed free organic matter source derived from agricultural, food, or industrial residuals; biosolids (treated sewage sludge); yard trimmings; or source-separated or mixed solid waste. Compost shall possess a moisture content of 30 to 60%, a pH of 6.0 to 8.5 and an organic matter content of 25 to 65%. The maximum particle length shall be 6", and 100% passing a 3", 90 to 100% passing a 1", 70% to 100% passing a 3/4", and 30% to 75% passing a 1/4" screen. However, no more than 60% passing a 1/4" in high rainfall/flow rate situations. It shall contain no substances toxic to plants, shall possess no objectionable odors, and shall not resemble the raw material from which it was derived.

2.6 COMPOST SOIL BLANKET

- A. Compost soil blankets may be utilized on slopes of up to 2:1.
- B. Slightly scarify slopes and remove large clods, rocks, stumps, roots larger than 2 inches in diameter and debris on slopes, where vegetation is to be established. This soil preparation step may be eliminated where approved by the Landscape Architect/Designer, or where seeding or planting isn't planned. Track (compact) slope using a bulldozer before applying compost.
- C. Apply compost at the following rates:

Compost Application Rates

Annual Rainfall/Flow Rate	Total Precipitation & Rainfall Erosivity Index	Application Rate for Slopes to be Vegetated (Note 1)	Application Rate for Slopes not being Unvegetated
Low	1"-25" & 20-90	1/2"-3/4"	1"-1 1/2"
Average	26"-50" & 91-200	3/4"-1"	1 1/2"-2"
High	51" and above, & 201 and above	1"-2"	2"-4"

- D. Lower application rates indicated for slopes to be vegetated should only be used in conjunction with seeding, and for compost blankets applied during the prescribed planting season for the particular region.
- E. Compost shall be uniformly applied using an approved spreader unit, including bulldozers, side discharge manure spreaders, etc. Track (compact) the compost layer using a bulldozer or other appropriate equipment. (This step may be eliminated where impractical or where deemed unnecessary by the Landscape Architect/Designer.) Alternatively, apply compost using a pneumatic (blower) unit, or other unit that propels the product directly at the soil surface, thereby preventing water from moving between the soil-compost interface. Thorough watering may be used to improve settling of the compost. Apply compost layer approximately 3 feet (90 cm) over the top of the slope, or overlap it into existing vegetation.
- F. On highly unstable soils, use compost in conjunction with appropriate structural measures.
- G. Dry or hydraulic seeding may be completed following compost application, as required, or during the compost application itself, where a pneumatic unit is used to apply the compost.

2.7 STONE CHECK DAM

- A. Stone shall be graded as follows:

Gradation of Stone for Check Dam (ConnDOT M.01.01 Grading No. 3)

Sieve	Percent Passing by Weight
2 1/2"	100
2"	90–100
1 1/2"	35–70
1	0–15
1/2"	0–5

Stone shall be sound, tough, durable, angular, not subject to disintegration, on exposure to water, or weathering, be chemically stable and shall be suitable in all other respects for the purpose intended.

- B. Geotextile may be used under the stone to provide a stable foundation and to facilitate removal of the stone.

2.8 EROSION CONTROL SEED MIXTURE

Erosion Control Seed

Species (Note 1)	Application Rate, Pounds Per Acre	Application rate, Pounds Per 1,000 sf	Optimum Seed Depth, inches (Note 2)	Optimum Seeding Dates (Note 3)
Annual ryegrass <i>Lolium multiflorum</i>	40	1.00	0.5	3/1–6/15 and 8/1–10/15
Perennial ryegrass <i>Lolium perenne</i>	40	1.00	0.5	3/15–7/1 and 8/1–10/15
Winter Rye <i>Secale cereale</i>	120	3.00	1.00	4/5–7/1 and 8/15–10/15

Oats Avena sativa	86	2	1	3/1–6/15 and 8/1–9/15
Winter Wheat Triticum aestivum	120	3	1	4/15–7/1 and 8/15–10/15
Millet Echinochloa crusgalli	20	.5	1	5/15–7/15
Sudangrass Sorghum sudanese	30	.7	1	5/15–8/1
Buckwheat Fagopyrum esculentum	15	.4	1	4/1–9/15
Weeping lovegrass Eragrostis curbula	5	.2	.25	6/1–7/1
ConnDOT All Purpose Mix	150	3.4	.5	3/1–6/15 and 8/1–10/15

Notes:

1 – Listed species may be used in combinations to obtain a broader time spectrum. If used in combinations, reduce each species planting rate by 20% of that listed

2 – Seed at twice the indicated depth for sandy soils.

3 – May be planted throughout summer if soil moisture is adequate or can be irrigated. Fall seeding may be extended 15 days in the coastal towns

2.9 EROSION CONTROL MATTING

- A. Temporary Erosion Control Blanket shall be 1) Curlex® Excelsior Blanket, as manufactured by American Excelsior Company, 2) ERO-MAT® V75S(FD), as manufactured by Verdyol Plant Research, Ltd., or 3) Landlok® S2 RD, as manufactured by SI® Geosolutions, or 4) approved equal.
- B. Degradable Erosion Control Fabric Netting shall be Landlok® 407 GR, as manufactured by 1) SI® Geosolutions, or 2) GeoJute® as manufactured by Belton Industries, Inc., or 3) BioNet® S150BN™ Double Net Straw Blanket, as manufactured by North American Green, or 4) approved equal.
- C. Long-Term and Non-degradable Turf Reinforcement Mats shall be 1) Pyramat®, as manufactured by SI® Geosolutions, or 2) Recyclex® Turf Reinforcement Matting, as manufactured by American Excelsior Company, or 3) Vmax3 C350™, as manufactured by North American Green, or 4) approved equal.
- D. Erosion control matting shall be secured with staples or an alternative attachment device such as geotextile pins or plastic pegs as recommended by the manufacturer. The Contractor shall submit a sample of the alternative attachment device for the Engineer's approval prior to installation.

PART 3 EXECUTION

3.1 GENERAL

- A. Install erosion and sedimentation control measures as shown on the Drawings prior to any site disturbance.
- B. No work shall be started until erosion control schedules and installation have been accepted by Engineer.
- C. Engineer has the authority to control the surface area of each material exposed by construction operations and to direct Contractor to immediately provide permanent or temporary pollution control measures to prevent contamination of adjacent watercourses or other areas of water impoundment. Every effort shall be made by Contractor to prevent erosion on the site and abutting properties or areas.
- D. Contractor shall construct all permanent erosion and sediment control features at the earliest practical time as outlined in the accepted schedule. Temporary erosion and sediment control measures shall be used to correct conditions that develop during construction, which were unforeseen, but are needed prior to installation of permanent control features, or that are needed temporarily to control erosion or sedimentation which develops during construction operations.
- E. Contractor shall limit as necessary the surface area of the earth material exposed to sufficiently maintain and protect the slopes to prevent pollution. Where erosion is likely to be a problem, clearing and grubbing operations shall be scheduled and performed so that grading operations and permanent erosion and sediment control features can follow immediately thereafter, if conditions permit; otherwise, temporary control measures will be required between successive construction stages.
- F. Erosion control measures shall be maintained by Contractor, and he shall remove such installations only upon completion of the work and the site is stabilized or when authorized to do so by Engineer.
- G. Contractor shall operate all equipment and perform all construction operations so as to minimize pollution. Contractor shall cease any of his operations, which will increase pollution during rainstorms.
- H. Failure by Contractor to control erosion, pollution, and siltation shall be cause for the Engineer to employ outside assistance to provide the necessary corrective measures. The cost of such assistance, including engineering costs, will be charged to Contractor and appropriate deductions made to Contractor's payment.

3.2 HAY BALES

- A. Hay bales shall be positioned as indicated on the Drawings and/or as necessary to prevent off site movement of sediment produced by, or as a result of, construction activities, or as direct by the Engineer.
- B. Hay bales shall be utilized on all catch basins and drainage facilities on the Project Site to prevent the entry of sediments or other debris. Maintain such protection throughout execution of the work until such drainage facilities have been abandoned/removed.
- C. Bales shall be placed lengthwise with ends of adjacent bales tightly abutting one another to form a continuous barrier. Bales shall be entrenched to a depth of 4 inches and backfilled, with the backfill placed toward the potential source of runoff and sediment. All bales shall be installed so that bindings are oriented around the sides

rather than along the tops and bottoms. Each bale shall be anchored with a minimum of two stakes, driving the first stake in each bale towards the previously laid bale to drive the bales together. Stakes must be driven a minimum of 18 inches into the ground. Loose hay shall be inserted between bales as required to prevent water from escaping between the bales.

3.3 GEOTEXTILE SILT FENCE

- A. Install a filter fabric silt fence prior to construction and remove after full surface restoration has been achieved. Install silt fence as indicated on the Drawings and/or as necessary to prevent off site movement of sediment produced by, or as a result of, construction activities.
- B. Install as follows:
 - 1. Hand shovel excavate a small trench a minimum of six inches wide by six inches deep on the upslope side of the desired fence line location.
 - 2. Unroll the siltation fence system, position the post in the back of the trench (downhill side), and hammer the post at least 12 inches into the original ground.
 - 3. Fabric rolls shall be spliced at posts. The fabric shall be overlapped six inches, folded over and securely fastened to posts.
 - 4. Lay the bottom 6 inches of the fabric into the trench to prevent undermining by storm water run-off.
 - 5. Backfill the trench and compact. Compaction is necessary to prevent the run-off from eroding the backfill.
 - 6. For slope and swale installations, extend the ends of the trench sufficiently up slope such that the bottom end of the fence will be higher than the top of the lowest portion of the fence.

3.4 CATCH BASIN INLET SEDIMENT CONTROL

- A. Install catch basin inlet sediment control devices in each exiting catch basin as long as it remains in use in accordance with manufacturer's guidelines at the locations shown on the Drawings.
- B. A catch basin sediment filter shall be installed and changed/cleaned per the manufacturer's recommendations, or as directed by the Engineer, during construction.
- C. New catch basins shall have a filter installed immediately upon completion of construction. In addition, a hay bale, or similar, barrier shall be installed around the new basin and maintained in place until binder is placed or disturbed areas draining to it are stabilized.
- D. Catch basins with curb openings shall have filter fabric covering the opening and the edges of the fabric shall be secured. A filter boom shall also be placed over the opening.

3.5 TEMPORARY SEDIMENT BASINS

- A. Temporary sedimentation basins shall be employed as required during construction. Sedimentation shall be periodically removed from the basins and from behind erosion and sedimentation control devices. The Contractor shall direct all possible site runoff to the temporary sedimentation basins.
- B. The temporary sedimentation basins shall be maintained from the start of construction until construction of the permanent detention basins is completed and perimeter areas are stabilized.

3.6 TEMPORARY MULCHING

- A. Apply temporary mulch to areas where rough grading has been completed but final grading is not anticipated to begin within 30 calendar days of the completion of rough grading or where final grading has been completed but seeding is not anticipated for 20 days.
 - 1. Straw/Hay Mulch
 - Exposure Period: 6 months
 - Application Method: By hand or machine
 - Application Rate: 110 lbs/1,000 square feet.
 - 2. Bark Chips/Shredded Bark
 - Exposure Period: Less than one year
 - Application Method: By hand or machine
 - Application Rate: 6 cubic yards /1,000 square feet.

3.7 TEMPORARY EROSION CONTROL MATS

- A. Erosion control mats shall be furnished, installed, maintained, and later removed in ditches or swales, on embankment slopes, and excavation slopes at the locations shown on the Drawings in accordance with the manufacturer's recommendations.
- B. All areas shall be smooth graded and compacted. Remove all rocks, dirt clods, vegetation and other obstructions that may cause damage to the mats.
- C. Unroll mats parallel to the direction of water flow and lay flat against the ground. Overlap roll ends 1–2 feet with upslope mat on the top to prevent uplift of mat end by water flow. Overlay adjacent edges of mat by six inches. Extend mat 2–3 feet above the crest of steep slopes and anchor by excavating a 6-inch-deep trench, and secure end of mat in trench, backfill and compact. Secure mat to the ground using staples or pins furnished by manufacturer of mat.
- D. When no longer required, as determined by the Engineer, temporary erosion control mats shall become the property of the Contractor and be removed and properly disposed.
- E. Ground disturbances, including holes and depressions caused by the installation and removal of the temporary erosion control blanket shall be backfilled and repaired.

3.8 INSPECTIONS AND MAINTENANCE

- A. Contractor is responsible to maintain the sediment and erosion control features at all times throughout the project duration and until the completion certification and approval has been issued.
- B. Regular erosion and sediment control system inspections shall be conducted by Contractor throughout the project duration. At a minimum, Contractor shall conduct daily inspections and maintain erosion control systems in good operating condition. Report the results of the inspection and the recommended maintenance and/or repair requirements to Engineer.
- C. Additional inspections may be required and/or directed prior to, or immediately following, a storm event >0.1 inches. Repairs shall be made as necessary.
- D. In the event that the sedimentation and erosion control measures employed by Contractor prove to be inadequate as determined by the Engineer, Contractor shall adjust operations to the extent necessary to prevent erosion and sediment transport.
- E. Surface water shall be pumped to maintain excavations free of water. Comply with applicable requirements of the Connecticut Department of Environmental Protection, specifically those requirements related to the management of stormwater and dewatering wastewaters associated with construction activities.
- F. Hay bales and/or silt fences.
 - 1. Remove accumulated sediment once it builds up to one-half of the height of the bale or fabric.
 - 2. Replace damaged or degraded bales as necessary or when directed by the Engineer.
 - 3. Replace damaged fabric, or patch with a 2-ft minimum overlap. Overlaps may only be made at fence posts.
 - 4. Make other repairs as necessary to ensure that the bales/fence is filtering all runoff.
- G. Erosion Control Mats shall be inspected at least once a week. Areas where the mat has become dislodged from the soil surface or become torn shall be re-graded and re-seeded as necessary and the mat re-installed. When repetitive failures occur at the same location review conditions and modify erosion control measures to reduce failure rate. Temporary erosion control blanket damaged during the progress of work or resulting from the Contractor's vehicles, equipment, or operations shall be repaired or replaced at the expense of the Contractor.
- H. Clean catch basin inlet sediment control devices in accordance with manufacturer's guidelines.
- I. Any catch basins that collect sediment as a result of Contractor's work shall be thoroughly cleaned out by Contractor.

END OF SECTION

SECTION 02 4123

SITE DEMOLITION

PART 1 GENERAL

1.1 SUMMARY

- A. Section includes:
 - 1. General Site Demolition.
 - 2. Demolition of site structures, retaining walls, signage, light standards, foundations and appurtenances, pavement, curbing, and similar site improvements.
 - 3. Filling of voids and excavations resulting from site demolition.
- B. Contractor shall coordinate work between all Contractors, sections, and trades required for the proper completion of the work.
- C. Contractor is responsible for all health and safety.
- D. All work within the State Right of Way is to adhere to CTDOT Standards and Specifications.

1.2 REFERENCES

- A. Reference herein to any technical society, organization, group or regulation are made in accordance with the following abbreviations and, unless otherwise noted or specified, all work under this Section shall conform to the latest edition as applicable.
- B. Code of Federal Regulations (CFR).
 - 1. 29 CFR 1926, Safety and Health Regulations for Construction.
- C. State of Connecticut.
 - 1. Construction and Demolition Waste Management regulations Title22a, Chapter 446d Sec. 22a-208x.

1.3 DEFINITIONS

- A. Demolition: Any operation including the dismantling or wrecking of a structure, assembly, appurtenance, or any portion thereof, including major and minor components, parts, and systems. Demolition shall be inclusive of the removal, handing, processing, segregation, loading, and proper off-site disposition of materials. Demolition shall be interpreted as complete and total removal unless otherwise indicated. The term Remove shall be synonymous with Demolition.
- B. Bulky Waste: Land clearing debris and non-contaminated or hazardous waste material resulting directly from demolition activities other than Clean Fill, including such materials as tree stumps, tree tops, concrete, wood, brick, plaster, roofing materials, wallboard, metals, carpeting, insulation, furniture, and furnishings. Bulky Waste shall include Construction and Demolition Debris and Construction and Demolition Waste.

1.4 SAFETY

- A. Conduct the work of this Section in conformance with applicable regulations, including those relating to warning signs, excavation safety, sheeting, shoring, and stabilization.
- B. Provide and maintain barricades, signs, lights, etc., required for the protection of personnel, materials and property. Temporary barricades, etc. shall conform all applicable codes and regulations, and shall be lighted at night with lanterns, flares and reflectorized paint as required for safety. Adapt barricades, signs, lights, etc. to evolving site conditions throughout the progress of the work.
- C. Provide other safety devices as required, including adaptation of such safety devices to changing site conditions, to prevent unauthorized entry to construction areas and open excavations. Provide warning signs and other temporary construction safety devices necessary for proper completion of the work in compliance with applicable safety regulations.
- D. Contractor shall properly design and furnish all labor, materials, equipment, and tools necessary to construct permanent or temporary excavation support systems, including, but not necessarily limited to, sheet piling, trench shields, trench boxes, timber trench shoring, pneumatic/hydraulic shoring, steel sheeting or sheeting using other materials, sloping, and benching.
- E. Any time an excavation is to remain open, at a minimum, provide full enclosure with safety barriers and fencing, warning signs, and additional safety control measures as appropriate for the condition.

1.5 QUALITY ASSURANCE

- A. Use adequate numbers of skilled workmen who are trained and experienced in the necessary crafts and who are completely familiar with the specified requirements and methods required for proper performance of the work in this Section. Use equipment of adequate size, capacity and quantity to accomplish the work of this Section in a timely manner.
- B. Utility Mark-out
 - 1. Prior to commencing work, comply with utility mark-out requirements of the Call Before You Dig (CBYD) system (811).
 - 2. Verify the location of all subsurface utilities marked through the CBYD System.
 - 3. Not all subsurface facilities or structures will be identified through the CBYD System. Confirm the location of other subsurface utilities and other subsurface facilities or structures prior to commencing work. Field-mark utilities as required.
- C. Utility Coordination
 - 1. Inform all utility owners of the necessity of test pit work. Provide reasonable advance notice to allow for coordination.
 - 2. Coordinate the excavation of all test pits with the respective utility owners having facilities in the vicinity of the test pit location.

3. If so desired by the respective utility owners, all or part of the work under this Section may be accomplished by their crews and/or supervised by them.

1.6 REGULATORY REQUIREMENTS

- A. Comply with all applicable federal, state, and local safety and health requirements regarding all aspects of the work. Do not proceed until all permits or other approvals are secured.
- B. Contractor is bound to comply with any project-related permits or approval obtained by Owner, including all requirements of such permit and representations contained in permit application as though Contractor were the permittee. Requirements and conditions set forth in Owner-obtained project-related permits and permit applications shall be binding on Contractor just as any Specification would be.
- C. Do not close or obstruct roadways, sidewalks, hydrants, or other infrastructure without permits or authorization from local municipal authorities or other authorities having jurisdiction.

PART 2 PRODUCTS – NOT USED

PART 3 EXECUTION

3.1 IDENTIFICATION OF EXISTING FEATURES

- A. Prior to commencing construction activities, Contractor shall identify and delineate those areas or specific improvements that are not to be disturbed. Areas or specific improvements within the Limits of Work/Contract Limits and general work areas which are not to be disturbed shall be clearly marked or fenced. Monuments and markers shall be protected before construction operations commence. Contractor's personnel shall be knowledgeable of the purpose for marking and/or protecting designated areas, specific improvements, monuments, and markers at the Project Site.

3.2 PROTECTION OF EXISTING FEATURES

- A. General
 1. All areas or specific improvements, including but not limited to vegetation, utilities, poles, wires, fences, curbs, monuments/property-line markers, and other structures, which must be preserved in place without being temporarily or permanently relocated shall be carefully supported and otherwise protected from damage by Contractor.
 2. As excavation/demolition work approaches underground structures, digging by machinery shall be discontinued and the excavation shall be done by means of hand tools.
- B. Pavements
 1. On paved surfaces to remain, Contractor shall not use or operate heavy equipment, other power-operated equipment, or store tools, equipment, or materials which may mar, cut, or otherwise damage such surfaces. If there is no alternative to the operation of heavy equipment, other power-operated equipment,

or storage of tools, equipment, or materials on paved surfaces to remain, Contractor shall take all measures necessary to protect such surfaces.

2. All surfaces, which have been damaged by Contractor's operations, shall be restored to a condition at least equal to that in which they were found immediately prior to the beginning of construction operations. Such restoration shall meet the approval of Engineer and may include repair or complete replacement at Contractor's expense.

C. Planted Areas

1. All planted areas, including lawn/turf areas and landscaped areas, which have been damaged by Contractor's operations, shall be restored to a condition at least equal to that in which they were found immediately prior to the beginning of construction operations.

D. Utilities

1. Locate and identify existing utilities that are to remain and protect them from damage. Provide protection as required such as marking, blocking, bracing, stabilizing, supporting, and retaining.
2. For utility termination, removal, or abandonment, refer to Section 02 4113 – Utility Demolition and Abandonment.
3. Before excavating near any utility, notify the utility owner, coordinate protective work, and comply with the utility owners' requirements.
4. All utility services shall be supported by suitable means so that the services shall not fail when tamping and settling occurs.
5. Where known utilities are encountered, notify Engineer and document location and type of utility before proceeding with work in such area.
6. When uncharted or incorrectly charted utilities are encountered, stop work and notify Engineer. Cooperate with the utility owners in maintaining their utilities in operation prior to resuming work.

- E. Retaining Structures: Provide bracing, shoring, sheeting, sheet piling, underpinning or other retaining structures necessary to guard against any movement or settlement of existing or new construction, utility systems, paving, or other improvements. Contractor assumes responsibility for the strength and adequacy of retaining structures, and for the safety and support of construction, utilities or paving, and for any movement, settlement or damage thereto.

3.3 SITE DEMOLITION

- A. Conduct site demolition as shown on the Drawings.
- B. Conduct site demolition operations in a manner that will prevent damage to adjacent structures, utilities, pavements and other facilities to remain.
- C. Remove from the site and properly dispose of all materials resulting from site demolition operations.

3.4 DUST CONTROL

- A. Implement fugitive dust suppression to prevent unacceptable levels of dust resulting from site demolition operations or other activities required by the Contract Documents. It shall be the Contractor's responsibility to supervise fugitive dust control measures and to monitor airborne particulate matter. Comply with applicable provisions of Section 01 5714 – Temporary Dust Control.

3.5 REPLACEMENT

- A. In case of damage, Contractor shall notify the appropriate party so that proper steps may be taken to repair any and all damage done. When the Owner does not wish to make the repairs themselves, all damage shall be repaired by Contractor, or, if not promptly done by him, Engineer may have the repairs made at the expense of Contractor.
- B. Contractor shall patch, repair and/or replace all adjacent materials and surfaces damaged through the prosecution of work at no expense to Owner. All repair and replacement work shall match the existing in-kind. Final acceptance of said work shall be at the sole judgment of Owner.

END OF SECTION

SECTION 03 3200

SITE CAST-IN-PLACE CONCRETE

PART 1 GENERAL

1.1 SUMMARY

- A. Section includes
 - 1. Site cast-in-place concrete, including but not necessarily limited to, sidewalks, ramps, driveways, curbing, pads, bases, retaining walls, and thrust blocks.
 - 2. All facilities, labor, materials, tools, equipment, appliances, transportation, supervision, and related work necessary to complete the Work shown on the Drawings and as specified herein.
- B. Contractor shall coordinate work between all Contractors, sections, and trades required for the proper completion of the work.
- C. Contractor is responsible for all health and safety.

1.2 REFERENCES

- A. Reference herein to any technical society, organization, group or regulation are made in accordance with the following abbreviations and, unless otherwise noted or specified, all work under this Section shall conform to the latest edition as applicable.
- B. Code of Federal Regulations (CFR).
 - 1. 29 CFR 1926, Safety and Health Regulations for Construction.
- C. ASTM International (ASTM)
 - 1. ASTM A615 – Standard Specification for Deformed and Plain Carbon-Steel Bars for Concrete Reinforcement.
 - 2. ASTM A706 – Standard Specification for Low-Alloy Steel Deformed and Plain Bars for Concrete Reinforcement
 - 3. ASTM A767 – Standard Specification for Zinc-Coated (Galvanized) Steel Bars for Concrete Reinforcement
 - 4. ASTM A775 – Standard Specification for Epoxy-Coated Steel Reinforcing Bars.
 - 5. ASTM A996 – Standard Specification for Rail-Steel and Axle-Steel Deformed Bars or Concrete Reinforcement.
 - 6. ASTM A1064 – Standard Specification for Carbon-Steel Wire and Welded Wire Reinforcement, Plain and Deformed, for Concrete.
 - 7. ASTM C29 – Standard Test Method for Bulk Density (“Unit Weight”) and Voids in Aggregate

8. ASTM C31 – Standard Practice for Making and Curing Concrete Test Specimens in the Field.
9. ASTM C33 – Standard Specification for Concrete Aggregates.
10. ASTM C39 – Standard Test Method for Compressive Strength of Cylindrical Concrete Specimens.
11. ASTM C42 – Standard Test Method for Obtaining and Testing Drilled Cores and Sawed Beams of Concrete.
12. ASTM C70 – Standard Test Method for Surface Moisture in Fine Aggregate.
13. ASTM C94 – Standard Specification for Ready-Mixed Concrete.
14. ASTM C117 – Standard Test Method for Materials Finer than 75-um (No. 200) Sieve in Mineral Aggregates by Washing.
15. ASTM C127 – Standard Test Method for Density, Relative Density (Specific Gravity), and Absorption of Coarse Aggregate.
16. ASTM C128 – Standard Test Method for Density, Relative Density (Specific Gravity), and Absorption of Fine Aggregate.
17. ASTM C136 – Standard Test Method for Sieve Analysis of Fine and Coarse Aggregates.
18. ASTM C138 – Standard Test Method for Density (“Unit Weight”), Yield, and Air Content (Gravimetric) of Concrete.
19. ASTM C143 – Standard Test Method for Slump of Hydraulic-Cement Concrete.
20. ASTM C150 – Standard Specification for Portland Cement.
21. ASTM C156 – Standard Test Method for Water Retention by Concrete Curing Materials.
22. ASTM C171 – Standard Specification for Sheet Materials for Curing Concrete.
23. ASTM C172 – Standard Practice for Sampling Freshly Mixed Concrete.
24. ASTM C173 – Standard Test Method for Air Content of Freshly Mixed Concrete by the Volumetric Method.
25. ASTM C192 – Standard Practice for Making and Curing Concrete Test Specimens in the Laboratory.
26. ASTM C231 – Standard Test Method for Air Content of Freshly Mixed Concrete by the Pressure Method.
27. ASTM C233 – Standard Test Method for Air-Entraining Admixtures for Concrete.
28. ASTM C260 – Standard Specification for Air-Entraining Admixtures for Concrete.
29. ASTM C309 – Standard Specification for Liquid Membrane-Forming Compounds for Curing Concrete.

30. ASTM C311 – Standard Methods of Sampling and Testing Fly Ash and Natural Pozzolans for Use as a Mineral Admixture in Portland Cement Concrete.
31. ASTM C387 – Standard Specification for Packaged, Dry, Combined Materials for Mortar and Concrete.
32. ASTM C494 – Standard Specification for Chemical Admixtures for Concrete.
33. ASTM C566 – Standard Test Method for Total Evaporable Moisture Content of Aggregate by Drying.
34. ASTM C595 – Standard Specification for Blended Hydraulic Cements.
35. ASTM A 615 – Standard Specification for Deformed and Plain Carbon-Steel Bars for Concrete Reinforcement.
36. ASTM C618 – Standard Specification for Coal Fly Ash and Raw or Calcined Natural Pozzolan for Use in Concrete.
37. ASTM C685 – Standard Specification for Concrete Made by Volumetric Batching and Continuous Mixing.
38. ASTM C171 – Standard Specification for Sheet Materials for Curing Concrete.
39. ASTM C803 – Standard Test Method for Penetration Resistance of Hardened Concrete.
40. ASTM C920 – Standard Specification for Elastomeric Joint Sealants.
41. ASTM C979 – Standard Specification for Pigments for Integrally Colored Concrete.
42. ASTM C989 – Ground Granulated Blast-Furnace Slag for Use in Concrete Mortars.
43. ASTM C1064 – Standard Test Method for Temperature of Freshly Mixed Hydraulic-Cement Concrete.
44. ASTM A1078 – Standard Specification for Epoxy-Coated Steel Dowels for Concrete Pavement.
45. ASTM D1751 – Standard Specification for Preformed Expansion Joint Filler for Concrete Paving and Structural Construction (Nonextruding and Resilient Bituminous Types).
46. ASTM D1752 – Standard Specification for Preformed Sponge Rubber Cork and Recycled PVC Expansion Joint Fillers for Concrete Paving and Structural Construction.
47. ASTM D2628 – Standard Specification for Preformed Polychloroprene Elastomeric Joint Seals for Concrete Pavements.
48. ASTM D4397 – Standard Specification for Polyethylene Sheeting for Construction, Industrial, and Agricultural Applications.
49. ASTM D5249 – Standard Specification for Backer Material for Use with Cold- and Hot-Applied Joint Sealants in Portland-Cement Concrete and Asphalt Joints.
50. ASTM D5893 – Standard Specification for Cold Applied, Single Component, Chemically Curing Silicone Joint Sealant for Portland Cement Concrete Pavements.

51. ASTM E329 – Standard Specification for Agencies Engaged in the Testing and/or Inspection of Materials Used in Construction.

D. Concrete Reinforcing Steel Institute (CRSI).

1. CRSI Manual of Standard Practice, latest edition.

E. State of Connecticut

1. 2016 Connecticut State Building Code, including all Amendments, Supplements, and Errata.

F. American Concrete Institute (ACI)

1. ACI 224R – Control of Cracking on Concrete Structures.

2. ACI 224.3R – Joints in Concrete Construction.

3. ACI 301 – Specifications for Structural Concrete.

4. ACI 302.1R – Guide for Concrete Floor or Slab Construction.

5. ACI 304R – Guide for Measuring, Mixing, Transporting, and Placing Concrete.

6. ACI 305R – Guide to Hot Weather Concreting.

7. ACI 306R – Guide to Cold Weather Concreting.

8. ACI 308R – Guide to Curing Concrete.

G. American Welding Society (AWS).

1. AWS A5.1/A5.1M (2004; Errata 2004) Carbon Steel Electrodes for Shielded Metal Arc Welding.

2. AWS D1.4/D1.4M (2005; Errata 2005) Structural Welding Code – Reinforcing Steel.

1.3 SUBMITTALS

A. Sampling and Testing Laboratory – Submit name and qualifications of commercial sampling and testing laboratory for Engineer’s approval. Submit applicable documentation of credentials, licenses, etc.

B. Testing Agency – Submit name and qualifications of third-party in-field quality control Testing Agency for Engineer’s approval. Submit applicable documentation of credentials, licenses, etc.

C. For each type of specially furnished concrete provide a description of methods and the sequence of placement.

D. Manufacturer’s catalog data for the following items shall include printed instructions for admixtures, bonding agents, epoxy-resin adhesive binders, waterstops, and liquid chemical hardeners:

1. Concrete Aggregates.

2. Portland Cement.
3. Ready-Mix Concrete.
4. Form Facing Materials.
5. Reinforcement Materials.
6. Joint Materials.
7. Water-Vapor Barrier Subgrade Cover.
8. Bonding Materials.
9. Finish Materials.
10. Concrete Curing Materials.
11. Form release agent.
12. Concrete coloring additive.
13. Elastomeric joint sealant.
14. Preformed joint filler

E. Submit samples of the following:

1. Preformed joint filler.
2. Manufacturer's color charts showing full range of colors available.
3. Cured samples of elastomeric joint sealants in the color(s) selected.

F. Design Data

1. Mix Design data for each class of Ready-Mix Concrete shall be submitted at least 15 calendar days prior to start of specified work.
2. Mix Design data for each type of integrally-colored concrete mix called-for shall be submitted at least 15 calendar days prior to start of specified work.

G. Test Reports

1. Submit test reports for all testing conducted under this Section.

H. Certificates

1. Submit certificates for the following:
 - a. Concrete Design Mixes.
 - b. Concrete Aggregates.

- c. Welding Procedures. Welding Procedures shall be in accordance with AWS D1.4/D1.4M. Certificates for Welder Qualifications shall be in accordance with the paragraph entitled, "Qualifications for Welding Work," of this section.
 - d. Mill certificates for Steel Bar.
 - 2. Certificates for concrete shall contain project name, title/number, date, name of Contractor, name of concrete testing service, source of concrete aggregates, material manufacturer, brand name of manufactured materials, material name, values as specified for each material, and test results.
- I. Manufacturer's Instructions
 - 1. Installation instructions shall indicate the manufacturer's recommended method and sequence of installation for the following items:
 - a. Admixtures
 - b. Bonding Materials
 - c. Waterstops
 - d. Liquid Chemical Hardener
- J. Joint Plan
 - 1. Prior to initiation of concrete flatwork, submit proposed Construction Joint plan to Engineer for review and approval. Coordinate such plan with the joint patterns depicted on the Drawings.
- K. Delivery Tickets: Ready-mixed concrete manufacturer shall provide delivery tickets with each load of concrete delivered to the Project Site. Delivery tickets shall provide the following information:
 - 1. Project name printed on ticket.
 - 2. Name of producer, identification of plant.
 - 3. Date and time of day.
 - 4. Type of material.
 - 5. Cubic yards of material loaded into truck.
 - 6. Project number, purchase order number, name of Contractor (if Contractor other than producer).
 - 7. Truck number for specific identification of truck.
 - 8. Individual aggregate, cement, water weights (masses) and any admixtures shall be printed on plant tickets.
 - 9. Water/cement ratio.
 - 10. Additional water allowance in gallons based on water/cement ratio for mix.

1.4 QUALITY ASSURANCE

- A. Dimensions, locations, and details of equipment pads, anchors, supports, and similar features indicated on the Drawings are approximate. Manufacturer's approved shop drawings of equipment to be supported, anchored, or contained thereby shall be consulted for exact location, size and details.
- B. Obtain each specified material from same source and maintain high degree of consistency in workmanship throughout Project.
- C. Use adequate numbers of skilled workmen who are trained and experienced in the necessary crafts and who are completely familiar with the specified requirements and methods required for proper performance of the work in this Section. Use equipment of adequate size, capacity and quantity to accomplish the work of this Section in a timely manner.
- D. Welder qualifications: Welder qualifications shall be verified in accordance with AWS D1.4/D1.4M or under an equivalent qualification test approved in advance. Welders shall be permitted to do only the type of welding for which each is specifically qualified.
- E. Concrete testing: Concrete testing shall be performed by an approved Testing Agency/Testing Laboratory experienced in sampling and testing of concrete. Testing Agency/Testing Laboratory shall meet the requirements of ASTM E329.

1.5 MOCKUPS

- A. Where mockups are called-for, comply with the following:
 - 1. At location on the Project Site selected by Engineer, place and finish 100 square foot mockup section for examination. Mockup to be constructed by the installer who will actually perform the work for the Project.
 - 2. For accurate color, the quantity of concrete mixed to produce the sample should not be less than 3 cubic yards (or not less than 1/3 the capacity of the mixing drum on the ready-mix truck) and should always be in full cubic yard increments. Excess material shall be discarded according to local regulations.
 - 3. For colored concrete, record the amount of integral colorant, dray colorant, or chemical stain needed per square foot of application to establish coverage rates for the work.
 - 4. Construct mockup using processes and techniques intended for use on permanent work, including curing procedures. Include samples of control construction, and expansion joints in sample panels.
 - 5. Retain samples of cements, sands, aggregates and color additives used in mockup for comparison with materials used in remaining work.
 - 6. Accepted mockup provides visual standard for all work.
 - 7. Mockup shall remain through completion of work for use as a quality standard for finished work.
 - 8. Provide suitable protections to preclude damage to mockup.

9. Remove mockup when directed.

1.6 TESTING

- A. Owner will retain a testing entity to perform observation and testing of the work under this Section. The testing entity's presence does not constitute supervision or direction of Contractor's work. Neither the presence of the testing entity nor any observations and testing performed by him, nor any notice or failure to give notice shall excuse Contractor from conformance with these Specifications or from defects discovered in his work.
- B. Testing shall include sampling and testing concrete materials proposed for use in the work and testing the design mix for each class of concrete.
- C. Tests will be required to determine whether the concrete being produced complies with the standard of quality and strength as specified.
- D. Additional Tests: Additional testing of in-place concrete shall be conducted when test results indicate that specified concrete strengths and other characteristics have not been attained. Additional testing shall consist of cored cylinders to determine adequacy of concrete or other non-destructive testing methods that may be approved by Engineer. Contractor shall pay for all such additional testing. Any holes made shall be patched by the Contractor at their expense.
- E. Testing Standards
 - 1. Sampling: ASTM C172. Collect samples of fresh concrete to perform tests specified.
 - 2. Concrete aggregate materials proposed for use in the work shall be sampled and tested in accordance with ASTM C33.
 - 3. Portland Cement shall be sampled and tested in accordance with ASTM C150.
 - 4. Slump Tests: ASTM C143. Take concrete samples during concrete placement. The maximum slump may be increased as specified with the addition of an approved admixture provided that the water-cement ratio is not exceeded.
 - a. Frequency: Perform tests at commencement of concrete placement, when test cylinders are made, and for each batch (minimum) or every 20 cubic yards (maximum) of concrete unless otherwise specified or called-for.
 - 5. Air Content: ASTM C231 (primary method) or ASTM C173 (secondary method).
 - a. Frequency: Test air-entrained concrete for air content at the same frequency as specified for slump tests.
 - 6. Temperature Tests: ASTM C1064.
 - a. Frequency: Test the concrete delivered and the concrete in the forms. Perform tests in hot or cold weather conditions (below 50 degrees F and above 80 degrees F) for each batch (minimum) or every 20 cubic yards (maximum) of concrete, unless otherwise specified or called-for, until the specified temperature is obtained, and whenever test cylinders and slump tests are made.

7. Compressive Strength Tests: ASTM C39. Make five test cylinders for each set of tests in accordance with ASTM C31. Take precautions to prevent evaporation and loss of water from the specimen. Test two cylinders at 7 days, two cylinders at 28 days, and hold one cylinder in reserve.
 - a. Frequency: Samples for strength tests of each mix design (class) of concrete placed each day shall be taken not less than once a day, nor less than once for each 150 cubic yards of concrete, nor less than once for each 5,000 square feet of surface area for slabs (including walks and sidewalks) or walls.
 - b. Standard: Each strength test result must be the average of two cylinders from the same concrete sample tested at 28 days. If the average of any three consecutive strength test results is less than $f'c$ or if any strength test result falls below $f'c$ by more than 450 psi, take a minimum of three cored cylinder samples from the in-place work represented by the low test cylinder results and test. Concrete represented by core test is considered structurally adequate if the average of three cores is equal to at least 85 percent of $f'c$ and if no single core is less than 75 percent of $f'c$. Retest locations represented by erratic core strengths. Remove concrete not meeting strength criteria and provide new acceptable concrete. Repair core holes with nonshrink grout. Match color and finish of adjacent concrete
 8. Cored cylinders: ASTM C42.
 9. Penetration: ASTM C803.
- F. Concrete Replacement: Failure of any test or to follow proper installation procedures will require that the concrete be removed and properly replaced at the Contractor's expense.

1.7 DELIVERY, STORAGE AND HANDLING

- A. Schedule delivery of concrete to provide consistent mix times from batching until discharge. Mix times shall meet manufacturers' written recommendations.
- B. Packaged materials shall be delivered to the project site in their original, unopened package or container bearing label clearly identifying manufacturer's name, brand name, material, weight or volume, and other pertinent information. Packaged materials shall be stored in their original, unbroken package or container in a weather-tight and dry place until ready for use in the work.
- C. Unpackaged aggregates shall be stored to avoid excessive segregation, contamination with other materials or other size aggregates, or freezing.
- D. Reinforcement and other metal items shall be protected from corrosion and shall be kept free from ice, grease, and other coatings that would destroy or reduce bond.
- E. Colored Admixture: Comply with manufacturer's instructions. Deliver colored admixtures in original, unopened packaging. Store in dry condition.

1.8 PROJECT CONDITIONS

- A. Pre-Job Conference

1. One week prior to placement of concrete, Contractor shall coordinate and host a coordination meeting to discuss concrete application schedule, materials, and methods.

B. Environmental Requirements

1. Avoid placing concrete if rain, snow, or frost is forecast within 24-hours.
2. Protect fresh concrete from rain, moisture, and freezing.
3. Schedule placement to minimize exposure to wind and hot sun before curing materials are applied.

PART 2 PRODUCTS

2.1 PORTLAND CEMENT

- A. Cement: ASTM C 150. One brand and type of cement shall be used for formed concrete having exposed-to-view finished surfaces.
- B. Unless otherwise specified, cement shall be Type IA.

2.2 READY-MIX CONCRETE

- A. Ready Mix Concrete: Portland Cement Concrete, air-entrained, ASTM C94.
 1. Compressive Strength:
 - a. Unless otherwise indicated, minimum compressive strength at 28 days shall be 4,000 psi minimum.
 - b. Sidewalks, stairs and landings, pedestrian and vehicle ramps, and curbing: Minimum compressive strength at 28 days shall be 4,500 psi minimum.
 2. Water/cement ratio: Maximum 0.45.
 3. Air content by volume: 6 percent \pm 1 percent, ASTM C231 (primary method) or ASTM C173 (secondary method).
 4. Slump: no less than 2 inches, not greater than 4 inches, ASTM C143.
 5. Standard Color: Natural grey.
 6. Colored Concrete: See the Article "Integral Colorant" herein if applicable.

B. Aggregate

1. Coarse aggregate: ASTM C33. Broken stone or gravel consisting of clean durable fragments of uniform quality throughout. It shall be free from soft, disintegrated pieces, mud, dirt, organic or other injurious material. Coarse aggregate of a size retained on a 1-inch square opening sieve shall not contain more than 8% of flat or elongated pieces, whose longest dimension exceeds five times their maximum thickness.
2. Fine aggregate: ASTM C33. Sand consisting of clean, hard, durable, uncoated particles of quartz or other rock, free from lumps of clay, soft or flaky material, loam, organic or other

injurious material. Fine aggregate shall contain not more than 3% of material finer than a #200 sieve, ASTM C117.

C. Water: Potable quality.

D. Admixtures

1. Concrete shall contain a water reducing agent, ASTM C494, to minimize cement and water content of the concrete mix at the specified slump.
2. Air-Entraining Admixtures: ASTM C260.
3. Pozzolan: Fly ash or other pozzolans used as admixtures shall conform to ASTM C618, Class C or Class F with 4 percent maximum loss on ignition. Pozzolan may be used to replace a maximum of 15 percent (15 %) of cement by weight.
4. No calcium chloride or admixtures containing calcium chloride shall be added to the concrete. No admixtures other than those specified shall be used in the concrete without the specific written permission of Engineer in each case.

2.3 FORMS

- A. Forms shall be substantially built and adequately braced so as to withstand the liquid weight of concrete without deforming. All linings, studding, walling and bracing shall be such as to prevent bulging, spreading, or loss of true alignment while pouring and displacement of concrete while setting.
- B. All edge forms for sidewalk pavements, curbs and gutters shall be of sufficient rigidity and adequately braced to accurately maintain line and grade. Form work shall be designed so that sections may be fastened together to prevent vertical or horizontal movement of ends.
- C. Forms for curved sections shall be so constructed and placed that the finish surface of walls and edge of sidewalks, curbs and gutters will not deviated appreciably from the arc of the curve.
- D. Exposed vertical and horizontal edges of the concrete in structures shall be chamfered as indicated on the Drawings by the placing of moldings in the forms.
- E. Forms for Exposed Finish: Plywood, metal, metal-framed plywood faced, or other acceptable panel materials. Form work materials shall produce a smooth, continuous, straight, and level surface.
 1. Plywood shall be APA A-A, A-B or A-C, Class 1, Exterior Grade. Thickness shall be as required to prevent movement or deformation but shall not be less than 5/8" thick.
- F. Forms for Non-Exposed Finish: Plywood, metal, metal-framed plywood faced, or other acceptable panel materials. Form work materials shall produce a generally smooth, continuous, straight, and level surface. Grain patterns or similar imperfections are acceptable. Lumber shall be dressed on at least two edges and one side.
 1. Plywood shall be at least B-B, Class 1, Exterior Grade. Thickness shall be as required to prevent movement or deformation but shall not be less than 5/8" thick.

- G. Cylindrical Forms: Sonotube Fibre Forms, wax-impregnated strippable forms or ABS or PVC plastic reusable forms.
- H. Form Ties: Provide prefabricated, adjustable length galvanized steel snap-off ties, with brackets, cones, corner locks and other accessories as necessary.
- I. Form Release Agent: Commercial formulation compounds that will not bond with, stain or adversely affect concrete.

2.4 REINFORCEMENT MATERIALS

- A. Reinforcing Bars: ASTM A 615, Grade 60 unless otherwise indicated.
- B. Galvanized Reinforcing Bars: ASTM A 767, Class II with galvanizing before fabrication.
- C. Weldable Reinforcing Bars: ASTM A 706, Grade 60 unless otherwise indicated. Maximum carbon content shall be 0.55 percent.
- D. Epoxy-Coated Reinforcing Bars: ASTM A 775, Grade 60 unless otherwise indicated.
- E. Steel Wire: ASTM A 82, 16 gauge or heavier black annealed wire.
 - 1. Ties for epoxy-coated bars shall be vinyl-coated or epoxy-coated.
 - 2. Ties for zinc-coated bars shall be zinc-coated.
- F. Welded Wire Reinforcement (WWR)
 - 1. Sidewalks: Plain wire, ASTM A1064 as indicated on the Drawings.
 - 2. Concrete Pavement: Plain wire, ASTM A1064 as indicated on the Drawings.
- G. Supports for Reinforcement
 - 1. Supports shall include bolsters, chairs, spacers, and other devices necessary for proper spacing, supporting, and fastening reinforcing bars and wire reinforcement in-place. Conform with CRSI Manual of Standard Practice for corrosion-resistant, plastic-protected wire, epoxy-coated, or stainless-steel supports.
 - 2. For exposed-to-view concrete surfaces and where support legs are in contact with forms, provide supports with plastic protection (CRSI, Class 1) or stainless steel protection (CRSI, Class 2).
- H. Dowel Bars: Plain (smooth) high-chrome steel bar, ASTM A615 Grade 60 with full-length plastic sleeve as a combined unit, dimensions as indicated on the Drawings.
 - 1. Where epoxy-coated dowels are called for: ASTM A1078.
- I. Bar/Dowel Adhesive: Two component (1:1 ratio), 100% solids, high modulus, moisture-insensitive structural epoxy gel designed specifically for bonding bars, dowels, and bolts in concrete.

2.5 JOINT MATERIALS

- A. Preformed Joint Filler Strips

1. Where no joint sealant is called-for: Nonextruding and resilient bituminous type conforming to ASTM D 1751, 1/2 inch thick, one piece for the full depth and width of the joint.
2. Where joint sealant is called-for: Nonextruding and resilient nonbituminous type conforming to ASTM D 1752, Type I (sponge rubber) or Type II (cork), 1/2 inch thick, allowance for sealant at top and extending for the full depth and width of the joint.

B. Joint Sealant Compound, ASTM C920

1. Self-Leveling (Type SL; Grade "P")
 - a. Cold-applied and self-leveling, Type S or Type M elastomeric polymer sealant.
2. Gun-Grade (Non-Sage; Grade "NS")
 - a. One-component (Type S) high-performance moisture-curing polyurethane sealant specifically formulated for bonding to masonry and concrete.
3. Traffic Bound areas: T sealant.
4. Non-Traffic Bound areas: NT sealant.
5. Color: As approved by Engineer.
6. Backer material: ASTM D5249, closed cell.

2.6 DETECTABLE WARNING PANEL

- A. Surface-mount, UV-stabilized, polymer composite panel as indicated on the Drawings. Fasteners, adhesives, and sealants per manufacturer's requirements. Panel shall comply with Connecticut Building Code/ADA Guidelines.
 1. Color: As approved by Engineer.
- B. Duralast Detectable Warning Plate with Black Asphaltic Coating, Product Number 00700570 as manufactured by East Jordan Iron Works, 301 Spring Street, East Jordan, MI or approved equal.

2.7 CONCRETE BONDING MATERIALS

- A. Aqueous-phase, film-forming, nonoxidizing, freeze and thaw-resistant compound suitable for brush or spray application conforming to ASTM C 932.
- B. Epoxy-Resin Adhesive Binder: Two-component, penetrating high solids, epoxy-based primer/bond coat, 100% solids, moisture-tolerant, ASTM C-881, Types I, II, and V, Grade-2, Class C and AASHTO M-235.

2.8 CONCRETE CURING MATERIALS

- A. Curing shall be by moist curing (preferred) or by use of curing compound. Sodium Silicate curing compounds shall be used where required by the weather, approved construction schedules and construction that is not adaptable to damp curing.

- B. Curing compound shall be a resin-base, white pigmented compound, ASTM C309, Type 2.
- C. Curing compounds shall contain a fugitive dye or when hot weather conditions dictate, a fugitive heat reflecting pigment.
- D. Moisture-Retaining Cover:
 - 1. Waterproof paper, ASTM C 171, regular or white.
 - 2. Polyethylene sheeting, ASTM C 171.
 - 3. Polyethylene-coated burlap consisting of a laminate of burlap and a white opaque polyethylene film permanently bonded to the burlap. Burlap: ASTM C 171, Class 3. Polyethylene film: ASTM C 171.
 - 4. When tested for water retention in accordance with ASTM C 156, weight of water lost 72 hours after application of moisture retaining covering material shall not exceed 0.039 gram per square centimeter of the mortar specimen surface.
- E. Water: Potable Quality.
- F. Membrane-Forming Curing Compound
 - 1. Liquid type, ASTM C 309, Type 1, clear, Type 2, white, pigmented.

2.9 BOND BREAKER

- A. Asphalt felt conforming to ASTM D2626, Type I or 6-mil polyethylene sheeting, ASTM D4397.

2.10 SEALER

- A. Consolideck® Saltguard® silane/siloxane water repellent and chloride screen as manufactured by Prosoco, Inc., 3741 Greenway Circle, Lawrence, KS 66046, or approved equal.

2.11 COLORED CONCRETE

- A. Integral Colorant
 - 1. Colored, water-reducing admixture containing no calcium chloride with coloring agents that are limeproof and ultra-violet resistant. Admixture shall conform to the requirements of ACI 303.1, ASTM C979 and ASTM C494 and shall be dispensed at the batch plant.
 - 2. Curing and Sealing Compound: ASTM C309. Clear, non-yellowing, solvent-borne, membrane-forming with low-gloss finish.
 - 3. Compound shall be of same manufacturer as colored admixture, for use with integrally colored concrete.
- B. Dry Colorants

1. Pigmented Mineral Dry-Shake Color Hardener: ASTM C 979, factory-packaged dry combination of Portland cement, graded quartz aggregate, non-fading finely-ground mineral oxide coloring pigments, and plasticizing admixture.
2. Pigmented-Powder Release Agent: Factory-packaged, nonfading finely-ground, streak free, colored powder that facilitates release of stamps and texture rollers from colored concrete and imparts a secondary accent color.

C. Stains

1. Reactive Chemical Concrete Stain: Reactive, water-based solution of metallic salts which react with calcium hydroxide in cured concrete substrates to produce permanent variegated or translucent color effects. Zero VOC content.

D. Colors

1. Cement: Color shall be white.
2. Sand: Color shall be locally available natural sand.
3. Aggregate concrete producer's standard aggregate complying with specifications.
4. Color of admixture, dry colorant, or stain: As indicated on the Drawings or selected by Engineer.

2.12 STAMPED AND TEXTURED CONCRETE

- A. Furnish tools and stamping equipment as recommended by the stamping system manufacturer and as approved by Engineer. Use stamping equipment and materials from a single manufacturer throughout the entire project.
- B. Stamp Mats: Semi-rigid polyurethane mats with projected texture and ridged underside capable of imprinting texture and joint patterns to plastic concrete.
 1. Pattern: As indicated on the Drawings.
- C. Stencils: Moisture-resistant paper stencils, designed for use on plastic concrete.
 1. Pattern: As indicated on the Drawings.
- D. Texture Rollers: Manually controlled, abrasion-resistant polyurethane rollers capable of imprinting texture on plastic concrete.
 1. Pattern: As indicated on the Drawings.
- E. Accessory Stamp Tools: Aluminum detailing tools capable of imprinting joints and dressing stamped joints of plastic concrete.

PART 3 EXECUTION

3.1 GENERAL

- A. Verify site conditions before proceeding with the work. Field check the accuracy of the Drawings and inspect structures, utilities, and other site features prior to start of work and notify Engineer in writing, of any hazardous conditions and/or discrepancies.

- B. Provide construction techniques in accordance with applicable provisions of ACI 224R, ACI 224.3R, and ACI 302.1R-04.
- C. Engineer shall be notified of concrete placement sufficiently in advance of start of operation to allow their representative to complete preliminary inspection of the Work, including subgrade, forms, and reinforcing steel, if used.
- D. Adjacent work, etc., shall be protected from stain and damage during entire operation. Damaged and stained areas shall be replaced or repaired to equal their original conditions at the contractor's expense. No concrete walks shall be poured after 12 noon unless a guard is visibly stationed nearby to prevent graffiti. Contractor shall be responsible for replacing any graffiti if he fails to provide adequate protection.
- E. Concrete surface shall be protected from traffic or damage until surfaces have hardened sufficiently. If necessary, 1/2-inch thick plywood sheets shall be used to protect exposed surfaces.
- F. Retempering of concrete is not permitted.
- G. Contractor is responsible for the protection and resetting of all existing utility covers/castings to finish grade; as well as, setting all new utility covers/castings to finish grade prior to placement of concrete. The repair of any settlement, or protrusion above finish grade, shall be the responsibility of Contractor at no additional cost to Owner.

3.2 PREPARATION OF SUBGRADE

- A. Compact and bring area to required subgrade elevation in accordance with Section 31 2310 – Earthwork. Provide for final fine grading, and compaction of areas as required to form a firm, uniform, accurate and unyielding subgrade at required elevations and to required lines.
- B. Existing subgrade material, which will not readily compact as required, shall be removed and replaced with satisfactory materials in accordance with Section 31 2310 – Earthwork.
- C. Subgrade of areas to receive concrete shall be recompacted as required to bring the top 8 inches of material, immediately below the base course, to a compaction at optimum moisture content of at least 95 percent (95%) of maximum density, as determined by ASTM D1557. Subgrade compaction shall extend for a distance of at least 1 foot beyond pavement edge.
- D. Materials shall not be stored or stockpiled on subgrade.
- E. Disposal of debris and other material excavated under this section, and material unsuitable for, or in excess of requirements for, completing work of this section shall be disposed of off-site.
- F. Prepared subgrade shall be inspected and approved by Engineer Representative before installation of the gravel base course. Disturbance to subgrade caused by inspection procedures shall be repaired under this Section of the Specification.

3.3 AGGREGATE BASE COURSE

- A. Prepare aggregate base course for concrete in accordance with Section 31 2310 – Earthwork and as shown on the Drawings.
- B. Width of base course shall be greater than or equal to the width of concrete surface, if continuous lateral support is provided during rolling. The width of base course shall extend at least 2 x base thickness beyond the edge of the course above, if it is not so supported.
- C. Aggregate shall be applied in lifts less than or equal to 6 inches thick, compacted measure. Each lift shall be separately compacted to specified density.
 - 1. Material shall be placed adjacent to wall, manhole, catch basin, and other structures only after they have been set to required grade and level.
 - 2. The base shall be wetted and rolled or tamped after the spreading of each lift.
 - 3. Rolling shall begin at the sides and progress to the center of crowned areas, and shall begin on the low side and progress toward the high side of sloped areas. Rolling shall continue until material does not creep or wave ahead of roller wheels.
 - 4. Surface irregularities, which exceed 1/2-inch, as measured by means of a 10-foot long straightedge, shall be replaced and properly re-compacted.
- D. Density: Base course shall be compacted at optimum moisture content to not less than 95 percent of maximum density as determined by ASTM D1557.
- E. Subgrade and base course shall be kept clean and uncontaminated. Less select materials shall not be permitted to become mixed with gravel. Materials spilled outside pavement lines shall be removed and the area repaired.
- F. Portions of subgrade, or of construction above, which become contaminated, softened, or dislodged by the passing of traffic, or otherwise injured, shall be cleaned, replaced, or otherwise repaired to conform to the requirements of this specification before proceeding with the next operation.

3.4 FORMS

- A. Forms shall be securely staked, braced and held firmly to the required line and grade and shall be sufficiently tight to prevent leakage of mortar. All forms shall be cleaned and oiled or wetted before concrete is placed against them.
- B. Assemble formwork to permit easy stripping and dismantling without damaging concrete.
- C. Complete and approve formwork. Remove debris and foreign material from interior of forms before start of concrete placing.
- D. Set edge forms or bulkheads and intermediate screed strips for slabs to obtain indicated elevations and contours in finished slab surface and must be strong enough to support vibrating bridge screeds or roller pipe screeds if nature of specified slab finish requires use of such equipment. Align concrete surface to elevation of screed strips by use of strike-off templates or approved compacting-type screeds.

- E. The maximum cross slope for sidewalks shall be 2.0 percent, sloped towards the gutter. Verify formwork prior to concrete placement. Make corrections as required and bring discrepancies to attention of Engineer.

3.5 JOINTS

- A. Locate joints as located on the Drawings, as shown on Engineer-approved joint plan. Conform with applicable sections of ACI 224.3R.
- B. Construction Joints: Effected at the end of a pour, lift, or at the end of a day's concrete placement. This type of joint is a plane surface between two distinct sections of concrete.
 - 1. Construction Joints shall be ½ inch wide and full-depth of slab.
 - 2. Joint filler: Unless otherwise specified, Construction Joints shall be constructed with joint filler. Joint filler shall extend the full depth of the slab and shall extend the full length of the joint. Use of multiple pieces of joint material of lesser dimensions to make up required depth and width of joint will not be permitted.
 - 3. Where joints are to receive filler, recess joint filler 1/4-inch below finish surface or as otherwise indicated on the Drawings.
 - 4. Where called-for on the Drawings, install dowels at Construction Joints.
- C. Isolation Joints: Installed at intersections of structures on any type including but not limited to buildings, walks with steps, pre-cast concrete curb, light foundations, walls, pads, slabs at footings, or other structures. Isolation Joints shall not be required where concrete flatwork abuts granite curbing.
 - 1. Isolation Joints shall be ½ inch wide.
 - 2. Joint Filler: All Isolation Joints shall be constructed with joint filler. Joint filler shall extend the full depth of the slab and shall extend the full length of the joint. Use of multiple pieces of joint material of lesser dimensions to make up required depth and width of joint will not be permitted.
 - 3. Where joints are to receive filler, recess joint filler 1/4-inch below finish surface or as otherwise indicated on the Drawings.
- D. Control/Contraction Joints: Installed to form a weakened plane in a concrete member to provide a reduction in member thickness for the purpose of controlling shrinkage stresses to that specific area. Control/Contraction Joints shall be synonymous with "Dummy Joints."
 - 1. Control/Contraction Joints shall be tooled or saw-cut.
 - a. Tooled joints: Tool-form joint into the concrete 1 inch in depth, but in no case less than 25 percent of slab depth. Joint width shall be 1/4-inch. Each side of tooled joint shall be dressed to match final overall slab finish. Joint shall be made after concrete is finished and when the surface is stiff enough to support the weight of workmen without damage to the slab, but before the slab has achieved its final set.

- 1) Where tooled joints are to receive joint sealant, provide 1/2-inch wide tooled joint and install backer rod material to create 1/4-inch recess below finished surface.
- b. Saw-cut joints: Saw-cut joint into concrete 1 inch in depth, but in no case less than 25 percent of slab depth. Joint width shall be 1/8-inch. Cut joint using rotary saw within 4 to 12 hours after the concrete has been finished.

3.6 STEEL REINFORCEMENT

- A. Install steel reinforcement as shown on the Drawings.
 1. Welded Wire Reinforcement: Where WWR is called-for, install material in the upper 30 to 40 percent (30%–40%) of the overall slab thickness, or at the nearest depth below top of slab as required to achieve a minimum of 2-inches of cover.
- B. Before being placed in position, reinforcing for reinforced concrete shall be thoroughly cleaned of loose mill and rust scale, dirt, ice, and other foreign material, which may reduce the bond between the concrete and reinforcing. Where there is a delay in placing concrete after reinforcement is in place, bars shall be re-inspected and cleaned when necessary.
- C. Any bar showing cracks after bending shall be discarded.
- D. Minimum Cover: 2 inches, except where concrete is cast against and permanently exposed to earth minimum cover shall be 3 inches.
- E. For slab-type construction, welded wire reinforcement and reinforcing bars shall be elevated off the base material by use of supports as specified herein. Adjacent sheets of welded wire reinforcing shall lap 6 inches.
- F. Joints
 1. Construction Joints: Reinforcement shall not continue through construction joints. Allow for 2-inches of cover at end of slab. Where called-for on the Drawings, install pins at Construction Joints per detail.
 2. Isolation Joints/Expansion Joints: Allow for 2-inches of cover at end of slab.
 3. Control/Contraction Joints: Cut at least one-half of reinforcement at joints.
- G. Reinforcing shall be securely wired in the position called for, and shall be maintained in that position until concrete is placed and compacted.

3.7 PLACEMENT

- A. Before placing concrete, forms and the space to be occupied by the concrete shall be thoroughly cleaned, and reinforcing steel and embedded metal shall be free from dirt, oil, mill scale, loose rust, paint, and other material which might tend to reduce bond.
- B. Existing concrete, earth, forms, and other water-permeable material against which new concrete is to be placed and shall be thoroughly damp when concrete is placed. There shall be no free water on the surface.

- C. Concrete shall arrive at the job site in a timely manner so that no additional water will be required to produce the desired slump. When conditions develop that require the addition of water to produce the desired slump, permission of the Engineer must be obtained. The concrete shall be transported from the mixer to its place of deposit by a method that will prevent segregation or loss of material.
- D. Concrete, which has set, or partially set, before placement shall not be employed.
- E. Existing concrete, earth, and other water-permeable material against which new concrete is to be placed shall be thoroughly damp when concrete is placed. There shall be no free water on surface.
- F. Concrete shall be thoroughly spaded and tamped to secure a solid and homogeneous mass, thoroughly worked around reinforcement and into corners of forms.
- G. When joining fresh concrete to concrete which has attained full set, the latter shall be cleaned of foreign matter, and mortar scum and laitance shall be removed by chipping and washing. Clean, roughened base surface shall be saturated with water, but shall have no free water on surface. A coat of 1:1 cement-sand grout, approximately 1/8-inch thick shall be well scrubbed into thoroughly dampened concrete base. New concrete shall be placed immediately, before grout has dried or set.

3.8 STAMPED OR TEXTURED CONCRETE

- A. Construct concrete as recommended by the stamping system manufacturer. Apply pigmented release agent to tools and forms in accordance with the stamping system manufacturer's specifications. Place concrete and screed to the specified grade. Float the surface and evenly apply dry shake color hardener according to manufacturer's specifications.
- B. Imprint the surface of the plastic concrete with the forms to obtain the specified pattern. The pigmented release agent will serve as the curing agent. Do not clean the surface until adequate curing has been obtained, as recommended by the stamping system manufacturer.
- C. Saw cut all joints one-quarter inch wide and one-inch-deep, following the joint patterns illustrated in the typical sections, or as directed by the Engineer. Seal all joints, including expansion joints and sawed joints, with color-matched joint sealant, as recommended by the stamping system manufacturer. Apply two coats of low-lustre, matte finish clear surface sealer to the finished decorative concrete as recommended by the stamping system manufacturer.
- D. Take steps to avoid the contamination of adjacent surfaces while placing and finishing colored, stamped concrete; clean all surfaces that do get contaminated. Areas that were not properly protected and/or cannot be cleaned to the satisfaction of the Engineer must be removed and replaced. All costs associated with this removal and replacement will be borne by the Contractor.

3.9 FINISHING

- A. Concrete flatwork surfaces shall be screened off and finished true to line and grade, and free of hollows and bumps. Surface shall be dense, smooth, and at exact level and slope required.

1. Finished concrete surface for concrete subbase shall be woodfloated to a slightly rough surface. Surface shall not deviate more than 1/4-inch in 10 feet.
 2. Finished concrete surface for concrete pavement, walks, and pads shall be wood-floated and steel troweled to a smooth surface. Surface shall not deviate more than 1/8-inch in 10 feet.
- B. Unless otherwise indicated, horizontal surfaces of concrete surfaces, which will be exposed, shall be given a light broomed finish, with direction of grooves in concrete surface perpendicular to length of concrete band, slab or pad. After concrete has set sufficiently to prevent coarse aggregate from being torn from the surface, but before it has completely set, brooms shall be drawn across it to produce a pattern of small parallel grooves. Broomed surface shall be uniform, with no smooth, unduly rough or porous spots, or other irregularities. Coarse aggregate shall not be dislodged by the brooming operation.
- C. Immediately following finishing operations, arises at edges and both sides of expansion joints shall be rounded to a ¼ inch radius. Control joints to be tooled shall be scored into slab surface with scoring tool. Adjacent edges of control joint shall be same time be finished to a ¼ inch radius.
- D. Where finishing is performed before the end of the curing period, concrete shall not be permitted to dry out, and shall be kept continuously moist from time of placing until end of curing period, or until curing membrane is applied.

3.10 CURING

- A. Cure in accordance with ACI 308R.
- B. Concrete shall be kept continuously damp from time of placement until the end of the specified curing period.
- C. Water shall not be applied to curing concrete within 24 hours after initial placement. Any water shall be applied only to maintain damp conditions. Do not add water during floating and troweling operations.
- D. Between finishing operations, the surface shall be protected from rapid drying by covering with a material specified herein. Surface shall be damp when the covering is placed over it, and shall be kept damp by means of fine-spray of water, applied as often as necessary to prevent drying after the initial 24-hour cure period.
- E. Concrete surfaces shall be cured by completely covering them with curing paper or an application of a curing compound.
1. Concrete cured using waterproof paper shall be completely covered with paper with seams lapped and sealed with tape. Concrete surface shall not be allowed to become moistened between 24 and 36 hours after placing concrete. During curing period surface shall be checked frequently, and sprayed with water as often as necessary to prevent drying, but not earlier than 24 hours after placing concrete.
 2. If concrete is cured with a curing compound, the compound shall be applied at a rate of 200 square feet per gallon, in two applications perpendicular to each other.

3. Curing period shall be seven days minimum. Full-strength shall be considered after 28 days.
- F. Only if additional protection is required, the surface should remain uncovered for at least 4 days, after which time new and unwrinkled non-staining reinforced waterproof Kraft curing paper may be used.
- G. Integrally Colored Concrete: Cure using a curing compound specific for integrally colored concrete according to manufacturer's instructions using manufacturer's recommended application techniques. Apply curing and sealing compound at consistent time for each pour to maintain close color consistency.

3.11 COLD WEATHER CONCRETING

- A. Comply with ACI 306R Guide to Cold Weather Concreting.
- B. Materials for concrete shall be heated for concrete, which is mixed, placed or cured when the mean daily temperature is below 40 degrees F or is expected to fall below 40 degrees F within 72 hours. The concrete, after placement, shall be protected by covering, heat, or both.
- C. Details of handling and protecting concrete during freezing weather shall be subject to the approval of Engineer.

3.12 HOT WEATHER CONCRETING

- A. Comply with ACI 305R: Guide to Hot Weather Concreting.
- B. Concrete just placed shall be protected from the direct rays of the sun and the forms and reinforcement just prior to placement shall be sprinkled with cold water. Every effort shall be made to minimize delays that will result in excessive mixing of the concrete after arrival on the job.
- C. During periods of excessively hot weather (95°F, or above), ingredients in the concrete shall be cooled insofar as possible and cold mixing water shall be used to maintain the temperature of the concrete at permissible levels all in accordance with the provisions of ACI 305R. Any concrete with a temperature below 95°F, when ready for placement, will not be acceptable, and will be rejected.
- D. Temperature records shall be maintained throughout the period of hot weather giving air temperature, general weather conditions (calm, windy, clear, cloudy, etc.) and relative humidity. Records shall include checks on temperature of concrete as delivered and after placing in forms. Data should be correlated with the progress of the Work so that conditions surrounding the construction of any part of the structure can be ascertained.

3.13 PROTECTION

- A. Concrete surface shall be protected from traffic or damage until surfaces have hardened sufficiently. If necessary, ½ inch thick plywood sheets shall be used to protect the exposed surface.

3.14 CLEAN UP

- A. Remove all debris, residuals, and materials at the conclusion of the work. Dispose of all materials in accordance with applicable waste management regulations.

END OF SECTION

SECTION 23 1313
PETROLEUM EQUIPMENT

PART 1 GENERAL

1.1 SUMMARY

- A. Section includes:
 - 1. Above ground concrete tank for heating oil/generator fuel
 - 2. Piping from aboveground tank to generator and boiler room.
 - 3. All required site prep, trenching, and installation of tank and piping.
 - 4. All ancillary work required to complete above.
- B. Contractor shall coordinate work between all Subcontractors, sections, and trades required for the proper completion of the work.
- C. Contractor is responsible for all health and safety.
- D. All work within the State Right of Way is to adhere to MassDOT Standards and Specifications.

1.2 REFERENCES

- A. Reference herein to any technical society, organization, group or regulation are made in accordance with the following abbreviations and, unless otherwise noted or specified, all work under this Section shall conform to the latest edition as applicable.
- B. State of Connecticut.
 - 1. Connecticut Standard Specifications for Roads, Bridges and Incidental Construction, 2019.
 - 2. Wherever reference is made to the DOT Specifications, it shall mean the Connecticut Standard Specifications for Roads, Bridges and Incidental Construction, 2019
 - 3. 2022 Connecticut State Building Code.
 - 4. Connecticut Department of Energy and Environmental Protection (CT DEEP) "Regulations of Connecticut State Agencies, Underground Storage Tank Regulations, Sections 22a-449(d)-1, and Sections 22a-449(d) 101-113"
 - 5. Connecticut State Fire Safety and Prevention Codes
 - 6. NFPA 70 National Electrical Code 2021
- C. National Fire Protection Agency (NFPA)
 - 1. NFPA 1: Fire Code – 2021 Edition

2. NFPA 30: Flammable and Combustible Liquids Code
 3. NFPA 31: Standard for the Installation of Oil-Burning Equipment
 4. NFPA 10: Standard for Potable Fire Extinguishers
- D. Petroleum Equipment Institute Guidelines "Recommended Practices for Installation of Aboveground Storage Systems" (RP200)
 - E. All Equipment Manufacturer's Installation Instructions.
 - F. City of Bristol Codes and Regulations
 - G. Code of Federal Regulations (CFR)
 1. 29 CFR 1926, Safety and Health Regulations for Construction

1.3 QUALITY ASSURANCE

- A. Use adequate numbers of skilled workmen who are trained and experienced in the necessary crafts and who are completely familiar with the specified requirements and methods required for proper performance of the work in this Section. Use equipment of adequate size, capacity and quantity to accomplish the work of this Section in a timely manner.
- B. Contractor shall furnish one technical expert, who shall be fully knowledgeable about all equipment operations and application techniques, to oversee the work of this Section.
- C. Contractor must use personnel certified by all equipment manufacturers as qualified to perform the required scope of work.

1.4 SUBMITTALS

- A. Contractor to submit copies of proof of qualifications for all personnel who will be engaging in performance of related work for the Petroleum Equipment Installations.
- B. Product submittals for the products listed in the Key Equipment list, to be provided by the contractor, included in the documents.
- C. Contractor to supply a binder at the end of the project which shall include completed and signed copies of all manufacturers installation checklists, test results and warranty documentation as well as tank charts and all operating and maintenance manuals provided by the respective manufacturers.

PART 2 PRODUCTS

2.1 KEY EQUIPMENT LIST

A. General

1. A key equipment list has been provided within the contract documents listing all products and manufacturers to be provided by the Owner and the Contractor. Contractor is to supply those products designated for the Petroleum Equipment that is specified to be provided by Contractor. Any substitutions require approval by Engineer and Owner.

PART 3 EXECUTION

3.1 GENERAL

- A. All equipment installations is to be performed per the Manufacturers installation guidelines and manuals by certified licensed installers as required by the Manufacturer.

END OF SECTION

**SECTION 260519 - LOW-VOLTAGE ELECTRICAL POWER CONDUCTORS AND
CABLES****PART 1 GENERAL****1.1 SECTION INCLUDES**

- A Single conductor building wire.
- B Metal-clad cable.
- C Wiring connectors.
- D Electrical tape.
- E Heat shrink tubing.
- F Oxide inhibiting compound.
- G Wire pulling lubricant.
- H Cable ties.
- I Firestop sleeves.

1.2 RELATED REQUIREMENTS

- A Section 078400 - Firestopping.
- B Section 260526 - Grounding and Bonding for Electrical Systems: Additional requirements for grounding conductors and grounding connectors.

1.3 REFERENCE STANDARDS

- A ASTM B3 - Standard Specification for Soft or Annealed Copper Wire 2013 (Reapproved 2018).
- B ASTM B8 - Standard Specification for Concentric-Lay-Stranded Copper Conductors, Hard, Medium-Hard, or Soft 2011 (Reapproved 2017).
- C ASTM B33 - Standard Specification for Tin-Coated Soft or Annealed Copper Wire for Electrical Purposes 2010, with Editorial Revision (2020).
- D ASTM B787/B787M - Standard Specification for 19 Wire Combination Unilay-Stranded Copper Conductors for Subsequent Insulation 2004 (Reapproved 2020).
- E ASTM B800 - Standard Specification for 8000 Series Aluminum Alloy Wire for Electrical Purposes - Annealed and Intermediate Tempers 2005 (Reapproved 2021).
- F ASTM B801 - Standard Specification for Concentric-Lay-Stranded Conductors of 8000 Series Aluminum Alloy Wire for Subsequent Covering of Insulation 2018.

- G ASTM D3005 - Standard Specification for Low-Temperature Resistant Vinyl Chloride Plastic Pressure-Sensitive Electrical Insulating Tape 2017.
- H NECA 1 - Standard for Good Workmanship in Electrical Construction 2015.
- I NECA 104 - Recommended Practice for Installing Aluminum Building Wire and Cable 2012.
- J NECA 120 - Standard for Installing Armored Cable (AC) and Metal-Clad Cable (MC) 2012.
- K NEMA WC 70 - Power Cables Rated 2000 Volts or Less for the Distribution of Electrical Energy 2021.
- L NETA ATS - Acceptance Testing Specifications for Electrical Power Equipment and Systems 2017.
- M NFPA 70 - National Electrical Code Most Recent Edition Adopted by Authority Having Jurisdiction, Including All Applicable Amendments and Supplements.
- N UL 44 - Thermoset-Insulated Wires and Cables Current Edition, Including All Revisions.
- O UL 83 - Thermoplastic-Insulated Wires and Cables Current Edition, Including All Revisions.
- P UL 486A-486B - Wire Connectors Current Edition, Including All Revisions.
- Q UL 486C - Splicing Wire Connectors Current Edition, Including All Revisions.
- R UL 510 - Polyvinyl Chloride, Polyethylene, and Rubber Insulating Tape Current Edition, Including All Revisions.
- S UL 1569 - Metal-Clad Cables Current Edition, Including All Revisions.

1.4 ADMINISTRATIVE REQUIREMENTS

- A Coordination:
 1. Coordinate sizes of raceways, boxes, and equipment enclosures installed under other sections with the actual conductors to be installed, including adjustments for conductor sizes increased for voltage drop.
 2. Coordinate with electrical equipment installed under other sections to provide terminations suitable for use with the conductors to be installed.
 3. Notify Architect of any conflicts with or deviations from Contract Documents. Obtain direction before proceeding with work.

1.5 SUBMITTALS

- A Product Data: Provide manufacturer's standard catalog pages and data sheets for conductors and cables, including detailed information on materials, construction, ratings, listings, and available sizes, configurations, and stranding.

1.6 QUALITY ASSURANCE

- A Comply with requirements of NFPA 70.

1.7 DELIVERY, STORAGE, AND HANDLING

- A Receive, inspect, handle, and store conductors and cables in accordance with manufacturer's instructions.

1.8 FIELD CONDITIONS

- A Do not install or otherwise handle thermoplastic-insulated conductors at temperatures lower than 14 degrees F (-10 degrees C), unless otherwise permitted by manufacturer's instructions. When installation below this temperature is unavoidable, notify Architect and obtain direction before proceeding with work.

PART 2 PRODUCTS**2.1 CONDUCTOR AND CABLE APPLICATIONS**

- A Do not use conductors and cables for applications other than as permitted by NFPA 70 and product listing.
- B Provide single conductor building wire installed in suitable raceway unless otherwise indicated, permitted, or required.
- C Nonmetallic-sheathed cable is not permitted.
- D Service entrance cable is not permitted.
- E Armored cable is not permitted.
- F Metal-clad cable is permitted for most applications, with the exception being where MC cable could be exposed to damage or installed in a damp, wet or corrosive location.
- G Manufactured wiring systems are not permitted.

2.2 CONDUCTOR AND CABLE GENERAL REQUIREMENTS

- A Provide products that comply with requirements of NFPA 70.
- B Provide products listed, classified, and labeled as suitable for the purpose intended.
- C Provide new conductors and cables manufactured not more than one year prior to installation.
- D Unless specifically indicated to be excluded, provide all required conduit, boxes, wiring, connectors, etc. as required for a complete operating system.
- E Comply with NEMA WC 70.

- F Thermoplastic-Insulated Conductors and Cables: Listed and labeled as complying with UL 83.
- G Thermoset-Insulated Conductors and Cables: Listed and labeled as complying with UL 44.
- H Conductors for Grounding and Bonding: Also comply with Section 260526.
- I Conductor Material:
 - 1. Provide copper conductors except where aluminum conductors are specifically indicated. Substitution of aluminum conductors for copper is not permitted. Conductor sizes indicated are based on copper unless specifically indicated as aluminum. Conductors designated with the abbreviation "AL" indicate aluminum.
 - 2. Copper Conductors: Soft drawn annealed, 98 percent conductivity, uncoated copper conductors complying with ASTM B3, ASTM B8, or ASTM B787/B787M unless otherwise indicated.
 - 3. Aluminum Conductors (only where specifically indicated or permitted for substitution): AA-8000 series aluminum alloy conductors recognized by ASTM B800 and compact stranded in accordance with ASTM B801 unless otherwise indicated.
- J Minimum Conductor Size:
 - 1. Branch Circuits: 12 AWG.
 - a. Exceptions:
 - 1) 20 A, 120 V circuits longer than 75 feet (23 m): 10 AWG, for voltage drop.
 - 2) 20 A, 120 V circuits longer than 150 feet (46 m): 8 AWG, for voltage drop.
 - 3) 20 A, 277 V circuits longer than 150 feet (46 m): 10 AWG, for voltage drop.
 - 2. Control Circuits: 14 AWG.
- K Where conductor size is not indicated, size to comply with NFPA 70 but not less than applicable minimum size requirements specified.
- L Conductor Color Coding:
 - 1. Color code conductors as indicated unless otherwise required by the authority having jurisdiction. Maintain consistent color coding throughout project.
 - 2. Color Coding Method: Integrally colored insulation.
 - 3. Color Code:
 - a. 480Y/277 V, 3 Phase, 4 Wire System:
 - 1) Phase A: Brown.
 - 2) Phase B: Orange.
 - 3) Phase C: Yellow.

- 4) Neutral/Grounded: White with Gray Strip or Solid Gray.
- b. 208Y/120 V, 3 Phase, 4 Wire System:
 - 1) Phase A: Black.
 - 2) Phase B: Red.
 - 3) Phase C: Blue.
 - 4) Neutral/Grounded: White with Gray Strip or Solid Gray.
- c. Equipment Ground, All Systems: Green.
- d. Isolated Ground, All Systems: Green with White stripe.
- e. Travelers for 3-Way and 4-Way Switching: Pink.
- f. For modifications or additions to existing wiring systems, comply with existing color code when existing code complies with NFPA 70 and is approved by the authority having jurisdiction.
- g. For control circuits, comply with manufacturer's recommended color code.

2.3 SINGLE CONDUCTOR BUILDING WIRE

A Manufacturers:

1. Copper Building Wire:

- a. Cerro Wire LLC: www.cerrowire.com/#sle.
- b. Encore Wire Corporation: www.encorewire.com/#sle.
- c. General Cable Technologies Corporation: www.generalcable.com/#sle.
- d. Service Wire Co: www.servicewire.com/#sle.
- e. Southwire Company: www.southwire.com/#sle.

B Description: Single conductor insulated wire.

C Conductor Stranding:

1. Feeders and Branch Circuits: Stranded.

D Insulation Voltage Rating: 600 V.

E Insulation:

1. Copper Building Wire: Type THHN/THWN or THHN/THWN-2, except as indicated below.
 - a. Installed Underground: Type XHHW-2.
 - b. Fixture Wiring Within Luminaires: Type THHN-2 for luminaires with labeled maximum temperature of 90 degrees C; Approved suitable type for luminaires with labeled maximum temperature greater than 90 degrees C.

2.4 METAL-CLAD CABLE

A Manufacturers:

1. AFC Cable Systems Inc: www.afcweb.com/#sle.

2. Encore Wire Corporation: www.encorewire.com/#sle.
 3. Service Wire Co: www.servicewire.com/#sle.
 4. Southwire Company: www.southwire.com/#sle.
- B Description: NFPA 70, Type MC cable listed and labeled as complying with UL 1569, and listed for use in classified firestop systems to be used.
- C Conductor Stranding:
1. Size 10 AWG and Smaller: Solid.
 2. Size 8 AWG and Larger: Stranded.
- D Insulation Voltage Rating: 600 V.
- E Insulation: Type THHN.
- F Provide oversized neutral conductors for electric discharge lighting, fluorescent lighting and all non-linear loads , or where indicated or required.
- G Grounding: Full-size integral equipment grounding conductor.
1. Provide additional isolated/insulated grounding conductor where indicated or required.
- H Armor: Steel, interlocked tape.
- I Provide PVC jacket applied over cable armor where indicated or required for environment of installed location.

2.5 WIRING CONNECTORS

- A Description: Wiring connectors appropriate for the application, suitable for use with the conductors to be connected, and listed as complying with UL 486A-486B or UL 486C as applicable.
- B Connectors for Grounding and Bonding: Comply with Section 260526.
- C Wiring Connectors for Terminations:
1. Provide terminal lugs for connecting conductors to equipment furnished with terminations designed for terminal lugs.
 2. Terminations of conductors/connector materials of an incompatible nature shall be assembled with a pin style adapters that are die compressed on the conductor ends. Provide Burndy #AYP, AYPO Hyplug compression type

2.6 ACCESSORIES

- A Electrical Tape:

1. Vinyl Color Coding Electrical Tape: Integrally colored to match color code indicated; listed as complying with UL 510; minimum thickness of 7 mil (0.18 mm); resistant to abrasion, corrosion, and sunlight; suitable for continuous temperature environment up to 221 degrees F (105 degrees C).
 2. Vinyl Insulating Electrical Tape: Complying with ASTM D3005 and listed as complying with UL 510; minimum thickness of 7 mil (0.18 mm); resistant to abrasion, corrosion, and sunlight; conformable for application down to 0 degrees F (-18 degrees C) and suitable for continuous temperature environment up to 221 degrees F (105 degrees C).
- B Oxide Inhibiting Compound: Listed; suitable for use with the conductors or cables to be installed.
- C Wire Pulling Lubricant: Listed; suitable for use with the conductors or cables to be installed and suitable for use at the installation temperature.
- D Cable Ties: Material and tensile strength rating suitable for application.

PART 3 EXECUTION

3.1 EXAMINATION

- A Verify that interior of building has been protected from weather.
- B Verify that work likely to damage wire and cable has been completed.
- C Verify that raceways, boxes, and equipment enclosures are installed and are properly sized to accommodate conductors and cables in accordance with NFPA 70.
- D Verify that field measurements are as indicated.
- E Verify that conditions are satisfactory for installation prior to starting work.

3.2 PREPARATION

- A Clean raceways thoroughly to remove foreign materials before installing conductors and cables.
- B Provide oxide inhibitor for all feeder conductor terminations. The exposed conductor shall be wire brushed before applying the oxide inhibitor compound and terminating the conductor. Oxide inhibitor shall be compatible with both copper and aluminum.

3.3 INSTALLATION

- A Circuiting Requirements:
1. Unless dimensioned, circuit routing indicated is diagrammatic.
 2. When circuit destination is indicated without specific routing, determine exact routing required.

3. Arrange circuiting to minimize splices.
 4. Include circuit lengths required to install connected devices within 10 ft (3.0 m) of location indicated.
 5. Maintain separation of Class 1, Class 2, and Class 3 remote-control, signaling, and power-limited circuits in accordance with NFPA 70.
 6. Maintain separation of wiring for emergency systems in accordance with NFPA 70.
 7. Circuiting Adjustments: Unless otherwise indicated, when branch circuits are indicated as separate, combining them together in a single raceway is not permitted.
 8. Common Neutrals: Unless otherwise indicated, sharing of neutral/grounded conductors among up to three single phase branch circuits of different phases installed in the same raceway is not permitted. Provide dedicated neutral/grounded conductor for each individual branch circuit.
- B Install products in accordance with manufacturer's instructions.
- C Perform work in accordance with NECA 1 (general workmanship).
- D Install aluminum conductors in accordance with NECA 104.
- E Install metal-clad cable (Type MC) in accordance with NECA 120. Support every 6' maximum. All cables shall be installed parallel or perpendicular to walls, structural members, or intersections of vertical planes. Cables shall not be interwoven through open web steel joists and shall not be suspended by the ceiling grid and tiles. Refer to "Typical Raceway & Cable Support Mounting Detail" in drawing set for additional installation requirements and information.
- F Installation in Raceway:
1. Tape ends of conductors and cables to prevent infiltration of moisture and other contaminants.
 2. Pull all conductors and cables together into raceway at same time.
 3. Do not damage conductors and cables or exceed manufacturer's recommended maximum pulling tension and sidewall pressure.
 4. Use suitable wire pulling lubricant where necessary, except when lubricant is not recommended by the manufacturer.
- G Paralleled Conductors: Install conductors of the same length and terminate in the same manner.
- H Secure and support conductors and cables in accordance with NFPA 70 using suitable supports and methods approved by the authority having jurisdiction. Provide independent support from building structure. Do not provide support from raceways, piping, ductwork, or other systems.
- I Terminate cables using suitable fittings.

1. Metal-Clad Cable (Type MC):
 - a. Use listed fittings.
 - b. Cut cable armor only using specialized tools to prevent damaging conductors or insulation. Do not use hacksaw or wire cutters to cut armor.
- J Install conductors with a minimum of 12 inches (300 mm) of slack at each outlet.
- K Neatly train and bundle conductors inside boxes, wireways, panelboards and other equipment enclosures.
- L Group or otherwise identify neutral/grounded conductors with associated ungrounded conductors inside enclosures in accordance with NFPA 70.
- M Make wiring connections using specified wiring connectors.
 1. Make splices and taps only in accessible boxes. Do not pull splices into raceways or make splices in conduit bodies or wiring gutters.
 2. Remove appropriate amount of conductor insulation for making connections without cutting, nicking or damaging conductors.
 3. Do not remove conductor strands to facilitate insertion into connector.
 4. Clean contact surfaces on conductors and connectors to suitable remove corrosion, oxides, and other contaminates. Do not use wire brush on plated connector surfaces.
 5. Connections for Aluminum Conductors: Fill connectors with oxide inhibiting compound where not pre-filled by manufacturer.
- N Insulate splices and taps that are made with uninsulated connectors using methods suitable for the application, with insulation and mechanical strength at least equivalent to unspliced conductors.
- O Insulate ends of spare conductors using vinyl insulating electrical tape.
- P Install firestopping to preserve fire resistance rating of partitions and other elements, using materials and methods specified in Section 078400.
- Q Unless specifically indicated to be excluded, provide final connections to all equipment and devices, including those furnished by others, as required for a complete operating system.
- R Splices as indicated below:
 1. Solid conductor splices for #10 or smaller wires shall be made with wire nuts. Stranded wire conductor splices for #10 or smaller wires shall be crimp-type equivalent to 3M Scotchlok.
 2. Splices, cable taps, and terminals for #8 and larger wires shall be made with UL-approved compression connectors equivalent to T & B "Color Keyed" compression "C" taps applied with special tools according to manufacturer's recommendations. Bolted pressure connectors of bronze or copper construction as made by Burndy, #BIPC Series, or other acceptable equivalent.

3. All splices made with Class 1 or 2 wiring that is located in an outdoor, wet, damp, or refrigerate environment shall utilize encapsulated gel filled crimp type suitable for wiring ranging from 18 to 30 gauge. Provide Scotchlok or approved equal.

3.4 FIELD QUALITY CONTROL

- A Inspect and test in accordance with NETA ATS, except Section 4.
- B Perform inspections and tests listed in NETA ATS, Section 7.3.2. The insulation resistance test is required for all conductors. The resistance test for parallel conductors listed as optional is not required.
 1. Disconnect surge protective devices (SPDs) prior to performing any high potential testing. Replace SPDs damaged by performing high potential testing with SPDs connected.
- C Correct deficiencies and replace damaged or defective conductors and cables.

A. END OF SECTION

SECTION 260526 - GROUNDING AND BONDING FOR ELECTRICAL SYSTEMS**PART 1 GENERAL****1.1 SECTION INCLUDES**

- A Grounding and bonding requirements.
- B Conductors for grounding and bonding.
- C Connectors for grounding and bonding.
- D Ground bars.
- E Ground rod electrodes.

1.2 RELATED REQUIREMENTS

- A Section 260519 - Low-Voltage Electrical Power Conductors and Cables: Additional requirements for conductors for grounding and bonding, including conductor color coding.
 - 1. Includes oxide inhibiting compound.
- B Section 260553 - Identification for Electrical Systems: Identification products and requirements.

1.3 REFERENCE STANDARDS

- A IEEE 81 - IEEE Guide for Measuring Earth Resistivity, Ground Impedance, and Earth Surface Potentials of a Grounding System 2012.
- B NECA 1 - Standard for Good Workmanship in Electrical Construction 2015.
- C NEMA GR 1 - Grounding Rod Electrodes and Grounding Rod Electrode Couplings 2017.
- D NETA ATS - Acceptance Testing Specifications for Electrical Power Equipment and Systems 2017.
- E NFPA 70 - National Electrical Code Most Recent Edition Adopted by Authority Having Jurisdiction, Including All Applicable Amendments and Supplements.
- F UL 467 - Grounding and Bonding Equipment Current Edition, Including All Revisions.

1.4 ADMINISTRATIVE REQUIREMENTS

- A Coordination:

1. Verify exact locations of underground metal water service pipe entrances to building.
 2. Notify Architect of any conflicts with or deviations from Contract Documents. Obtain direction before proceeding with work.
- B Sequencing:
1. Do not install ground rod electrodes until final backfill and compaction is complete.

1.5 SUBMITTALS

- A Product Data: Provide manufacturer's standard catalog pages and data sheets for grounding and bonding system components.
- B Shop Drawings:
1. Indicate proposed arrangement for signal reference grids. Include locations of items to be bonded and methods of connection.
- C Field quality control test reports.

1.6 QUALITY ASSURANCE

- A Comply with requirements of NFPA 70.

1.7 DELIVERY, STORAGE, AND HANDLING

- A Receive, inspect, handle, and store products in accordance with manufacturer's instructions.

PART 2 PRODUCTS

2.1 GROUNDING AND BONDING REQUIREMENTS

- A Existing Work: Where existing grounding and bonding system components are indicated to be reused, they may be reused only where they are free from corrosion, integrity and continuity are verified, and where acceptable to the authority having jurisdiction.
- B Do not use products for applications other than as permitted by NFPA 70 and product listing.
- C Unless specifically indicated to be excluded, provide all required components, conductors, connectors, conduit, boxes, fittings, supports, accessories, etc. as necessary for a complete grounding and bonding system.
- D Where conductor size is not indicated, size to comply with NFPA 70 but not less than applicable minimum size requirements specified.

E Grounding System Resistance:

1. Achieve specified grounding system resistance under normally dry conditions unless otherwise approved by Architect. Precipitation within the previous 48 hours does not constitute normally dry conditions.
2. Grounding Electrode System: Not greater than 25 ohms to ground, when tested according to IEEE 81 using "fall-of-potential" method.

F Grounding Electrode System:

1. Provide connection to required and supplemental grounding electrodes indicated to form grounding electrode system.
 - a. Provide continuous grounding electrode conductors without splice or joint.
 - b. Install grounding electrode conductors in raceway where exposed to physical damage. Bond grounding electrode conductor to metallic raceways at each end with bonding jumper.
2. Metal Underground Water Pipe(s):
 - a. Provide connection to underground metal domestic and fire protection (where present) water service pipe(s) that are in direct contact with earth for at least 10 feet (3.0 m) at an accessible location not more than 5 feet (1.5 m) from the point of entrance to the building.
 - b. Provide bonding jumper(s) around insulating joints/pipes as required to make pipe electrically continuous.
 - c. Provide bonding jumper around water meter of sufficient length to permit removal of meter without disconnecting jumper.
3. Metal In-Ground Support Structure:
 - a. Provide connection to metal in-ground support structure that is in direct contact with earth in accordance with NFPA 70.
4. Ground Ring:
 - a. Provide a ground ring encircling the building or structure consisting of bare copper conductor not less than 2 AWG in direct contact with earth, installed at a depth of not less than 30 inches (750 mm).
 - b. Where location is not indicated, locate ground ring conductor at least 24 inches (600 mm) outside building perimeter foundation.
 - c. Provide connection from ground ring conductor to:
 - 1) Ground rod electrodes located not more than 10' apart.
5. Ground Rod Electrode(s):
 - a. Provide three electrodes in an equilateral triangle configuration unless otherwise indicated or required.
 - b. Space electrodes not less than 10 feet (3.0 m) from each other and any other ground electrode.

- c. Where location is not indicated, locate electrode(s) at least 5 feet (1.5 m) outside building perimeter foundation as near as possible to electrical service entrance; where possible, locate in softscape (uncovered) area.
 6. Provide additional ground electrode(s) as required to achieve specified grounding electrode system resistance.
 7. Ground Bar: Provide ground bar, separate from service equipment enclosure, for common connection point of grounding electrode system bonding jumpers as permitted in NFPA 70. Connect grounding electrode conductor provided for service-supplied system grounding to this ground bar.
 - a. Ground Bar Size: 1/4 by 2 by 12 inches (6 by 50 by 300 mm) unless otherwise indicated or required.
 - b. Ground Bar Mounting Height: 18 inches (450 mm) above finished floor unless otherwise indicated.
- G Service-Supplied System Grounding:
1. For each service disconnect, provide grounding electrode conductor to connect neutral (grounded) service conductor to grounding electrode system. Unless otherwise indicated, make connection at neutral (grounded) bus in service disconnect enclosure.
 2. For each service disconnect, provide main bonding jumper to connect neutral (grounded) bus to equipment ground bus where not factory-installed. Do not make any other connections between neutral (grounded) conductors and ground on load side of service disconnect.
- H Separately Derived System Grounding:
1. Separately derived systems include, but are not limited to:
 - a. Transformers (except autotransformers such as buck-boost transformers).
 - b. Uninterruptible power supplies (UPS), when configured as separately derived systems.
 - c. Generators, when neutral is switched in the transfer switch.
 2. Provide grounding electrode conductor to connect derived system grounded conductor to nearest effectively grounded metal building frame. Unless otherwise indicated, make connection at neutral (grounded) bus in source enclosure.
 3. Provide bonding jumper to connect derived system grounded conductor to nearest metal building frame and nearest metal water piping in the area served by the derived system, where not already used as a grounding electrode for the derived system. Make connection at same location as grounding electrode conductor connection.
 4. Provide system bonding jumper to connect system grounded conductor to equipment ground bus. Make connection at same location as grounding electrode conductor connection. Do not make any other connections between neutral (grounded) conductors and ground on load side of separately derived system disconnect.

5. Where the source and first disconnecting means are in separate enclosures, provide supply-side bonding jumper between source and first disconnecting means.

I Bonding and Equipment Grounding:

1. Provide bonding for equipment grounding conductors, equipment ground busses, metallic equipment enclosures, metallic raceways and boxes, device grounding terminals, and other normally non-current-carrying conductive materials enclosing electrical conductors/equipment or likely to become energized as indicated and in accordance with NFPA 70.
2. Provide insulated equipment grounding conductor in each feeder and branch circuit raceway. Do not use raceways as sole equipment grounding conductor.
3. Where circuit conductor sizes are increased for voltage drop, increase size of equipment grounding conductor proportionally in accordance with NFPA 70.
4. Unless otherwise indicated, connect wiring device grounding terminal to branch circuit equipment grounding conductor and to outlet box with bonding jumper.
5. Terminate branch circuit equipment grounding conductors on solidly bonded equipment ground bus only. Do not terminate on neutral (grounded) or isolated/insulated ground bus.
6. Provide bonding jumper across expansion or expansion/deflection fittings provided to accommodate conduit movement.
7. Provide bonding for interior metal piping systems in accordance with NFPA 70. This includes, but is not limited to:
 - a. Metal water piping where not already effectively bonded to metal underground water pipe used as grounding electrode.
 - b. Metal gas piping.
8. Provide bonding for interior metal air ducts.
9. Provide bonding for metal building frame.
10. Provide bonding for metal siding not effectively bonded through attachment to metal building frame.

J Isolated Ground System:

1. Where isolated ground receptacles or other isolated ground connections are indicated, provide separate isolated/insulated equipment grounding conductors.
2. Connect isolated/insulated equipment grounding conductors only to separate isolated/insulated equipment ground busses.
3. Connect the isolated/insulated equipment grounding conductors to the solidly bonded equipment ground bus only at the service disconnect or separately

derived system disconnect. Do not make any other connections between isolated ground system and normal equipment ground system on the load side of this connection.

K Communications Systems Grounding and Bonding:

1. Provide intersystem bonding termination at service equipment or metering equipment enclosure and at disconnecting means for any additional buildings or structures in accordance with NFPA 70.
2. Provide bonding jumper in raceway from intersystem bonding termination to each communications room or backboard and provide ground bar for termination.
 - a. Bonding Jumper Size: 6 AWG, unless otherwise indicated or required.
 - b. Raceway Size: 3/4 inch (21 mm) trade size unless otherwise indicated or required.
 - c. Ground Bar Size: 1/4 by 2 by 12 inches (6 by 50 by 300 mm) unless otherwise indicated or required.
 - d. Ground Bar Mounting Height: 18 inches (450 mm) above finished floor unless otherwise indicated.

L Cable Tray Systems: Also comply with Section 260536.

2.2 GROUNDING AND BONDING COMPONENTS

A General Requirements:

1. Provide products listed, classified, and labeled as suitable for the purpose intended.
2. Provide products listed and labeled as complying with UL 467 where applicable.

B Conductors for Grounding and Bonding, in Addition to Requirements of Section 260526:

1. Use insulated copper conductors unless otherwise indicated.
 - a. Exceptions:
 - 1) Use bare copper conductors where installed underground in direct contact with earth.
 - 2) Use bare copper conductors where directly encased in concrete (not in raceway).

C Connectors for Grounding and Bonding:

1. Description: Connectors appropriate for the application and suitable for the conductors and items to be connected; listed and labeled as complying with UL 467.
2. Unless otherwise indicated, use exothermic welded connections for underground, concealed and other inaccessible connections.

3. Unless otherwise indicated, use mechanical connectors, compression connectors, or exothermic welded connections for accessible connections.
 - a. Exceptions:
 - 1) Use exothermic welded connections for connections to metal building frame.
 4. Manufacturers - Mechanical and Compression Connectors:
 - a. Advanced Lightning Technology (ALT): www.altfab.com/#sle.
 - b. Burndy LLC: www.burndy.com/#sle.
 - c. Harger Lightning & Grounding: www.harger.com/#sle.
 - d. Thomas & Betts Corporation: www.tnb.com/#sle.
 5. Manufacturers - Exothermic Welded Connections:
 - a. Burndy LLC: www.burndy.com/#sle.
 - b. Cadweld, a brand of Erico International Corporation: www.erico.com/#sle.
 - c. thermOweld, subsidiary of Continental Industries; division of Burndy LLC: www.thermoweld.com/#sle.
- D Ground Bars:
1. Description: Copper rectangular ground bars with mounting brackets and insulators.
 2. Size: 24" unless otherwise indicated or required.
 3. Holes for Connections: As indicated or as required for connections to be made.
 4. Manufacturers:
 - a. Advanced Lightning Technology (ALT): www.altfab.com/#sle.
 - b. Erico International Corporation: www.erico.com/#sle.
 - c. Harger Lightning & Grounding: www.harger.com/#sle.
 - d. thermOweld, subsidiary of Continental Industries; division of Burndy LLC: www.thermoweld.com/#sle.
- E Ground Rod Electrodes:
1. Comply with NEMA GR 1.
 2. Material: Copper-bonded (copper-clad) steel.
 3. Size: 3/4 inch (19 mm) diameter by 10 feet (3.0 m) length, unless otherwise indicated.
 4. Where rod lengths of greater than 10 feet (3.0 m) are indicated or otherwise required, sectionalized ground rods may be used.
 5. Manufacturers:
 - a. Advanced Lightning Technology (ALT): www.altfab.com/#sle.
 - b. Erico International Corporation: www.erico.com/#sle.

- c. Galvan Industries, Inc: www.galvanelectrical.com/#sle.
 - d. Harger Lightning & Grounding: www.harger.com/#sle.
- F Oxide Inhibiting Compound: Comply with Section 260519.

PART 3 EXECUTION

3.1 EXAMINATION

- A Verify that work likely to damage grounding and bonding system components has been completed.
- B Verify that field measurements are as indicated.
- C Verify that conditions are satisfactory for installation prior to starting work.

3.2 INSTALLATION

- A Install products in accordance with manufacturer's instructions.
- B Perform work in accordance with NECA 1 (general workmanship).
- C Ground Rod Electrodes: Unless otherwise indicated, install ground rod electrodes vertically. Where encountered rock prohibits vertical installation, install at 45 degree angle or bury horizontally in trench at least 30 inches (750 mm) deep in accordance with NFPA 70 or provide ground plates.
- D Make grounding and bonding connections using specified connectors.
 - 1. Remove appropriate amount of conductor insulation for making connections without cutting, nicking or damaging conductors. Do not remove conductor strands to facilitate insertion into connector.
 - 2. Remove nonconductive paint, enamel, or similar coating at threads, contact points, and contact surfaces.
 - 3. Exothermic Welds: Make connections using molds and weld material suitable for the items to be connected in accordance with manufacturer's recommendations.
 - 4. Mechanical Connectors: Secure connections according to manufacturer's recommended torque settings.
 - 5. Compression Connectors: Secure connections using manufacturer's recommended tools and dies.
- E Identify grounding and bonding system components in accordance with Section 260553.

3.3 FIELD QUALITY CONTROL

- A Inspect and test in accordance with NETA ATS except Section 4.

- B Perform inspections and tests listed in NETA ATS, Section 7.13.
- C Perform ground electrode resistance tests under normally dry conditions. Precipitation within the previous 48 hours does not constitute normally dry conditions.
- D Investigate and correct deficiencies where measured ground resistances do not comply with specified requirements.
- E Submit detailed reports indicating inspection and testing results and corrective actions taken.

A. END OF SECTION

SECTION 260533.16 - BOXES FOR ELECTRICAL SYSTEMS**PART 1 GENERAL****1.1 SECTION INCLUDES**

- A Outlet and device boxes up to 100 cubic inches (1,650 cu cm), including those used as junction and pull boxes.
- B Cabinets and enclosures, including junction and pull boxes larger than 100 cubic inches (1,650 cu cm).
- C Floor boxes.
- D Accessories.

1.2 RELATED REQUIREMENTS

- A Section 083100 - Access Doors and Panels: Panels for maintaining access to concealed boxes.
- B Section 260529 - Hangers and Supports for Electrical Systems.
- C Section 260533.13 - Conduit for Electrical Systems:
 - 1. Conduit bodies and other fittings.
 - 2. Additional requirements for locating boxes to limit conduit length and/or number of bends between pulling points.
- D Section 260553 - Identification for Electrical Systems: Identification products and requirements.
- E Section 262726 - Wiring Devices:
 - 1. Wall plates.
 - 2. Floor box service fittings.
 - 3. Additional requirements for locating boxes for wiring devices.

1.3 REFERENCE STANDARDS

- A NECA 1 - Standard for Good Workmanship in Electrical Construction 2015.
- B NECA 130 - Standard for Installing and Maintaining Wiring Devices 2010.
- C NEMA FB 1 - Fittings, Cast Metal Boxes, and Conduit Bodies for Conduit, Electrical Metallic Tubing, and Cable 2014.
- D NEMA OS 1 - Sheet-Steel Outlet Boxes, Device Boxes, Covers, and Box Supports 2013.

- E NEMA 250 - Enclosures for Electrical Equipment (1000 Volts Maximum) 2020.
- F NFPA 70 - National Electrical Code Most Recent Edition Adopted by Authority Having Jurisdiction, Including All Applicable Amendments and Supplements.
- G UL 50 - Enclosures for Electrical Equipment, Non-Environmental Considerations Current Edition, Including All Revisions.
- H UL 50E - Enclosures for Electrical Equipment, Environmental Considerations Current Edition, Including All Revisions.
- I UL 508A - Industrial Control Panels Current Edition, Including All Revisions.
- J UL 514A - Metallic Outlet Boxes Current Edition, Including All Revisions.

1.4 ADMINISTRATIVE REQUIREMENTS

A Coordination:

1. Coordinate the work with other trades to avoid placement of ductwork, piping, equipment, or other potential obstructions within the dedicated equipment spaces and working clearances for electrical equipment required by NFPA 70.
2. Coordinate arrangement of electrical equipment with the dimensions and clearance requirements of the actual equipment to be installed.
3. Coordinate minimum sizes of boxes with the actual installed arrangement of conductors, clamps, support fittings, and devices, calculated according to NFPA 70.
4. Coordinate minimum sizes of pull boxes with the actual installed arrangement of connected conduits, calculated according to NFPA 70.
5. Coordinate the placement of boxes with millwork, furniture, devices, equipment, etc. installed under other sections or by others.
6. Coordinate the work with other trades to preserve insulation integrity.
7. Coordinate the work with other trades to provide walls suitable for installation of flush-mounted boxes where indicated.
8. Notify Architect of any conflicts with or deviations from Contract Documents. Obtain direction before proceeding with work.

1.5 SUBMITTALS

- A Product Data: Provide manufacturer's standard catalog pages and data sheets for cabinets and enclosures, boxes for hazardous (classified) locations, floor boxes, and underground boxes/enclosures.
- B Maintenance Materials: Furnish the following for Owner's use in maintenance of project.
 1. Keys for Lockable Enclosures: Two of each different key.

1.6 QUALITY ASSURANCE

- A Comply with requirements of NFPA 70.

1.7 DELIVERY, STORAGE, AND HANDLING

- A Receive, inspect, handle, and store products in accordance with manufacturer's instructions.

PART 2 PRODUCTS**2.1 BOXES**

- A General Requirements:

1. Do not use boxes and associated accessories for applications other than as permitted by NFPA 70 and product listing.
2. Provide all boxes, fittings, supports, and accessories required for a complete raceway system and to accommodate devices and equipment to be installed.
3. Provide products listed, classified, and labeled as suitable for the purpose intended.
4. Where box size is not indicated, size to comply with NFPA 70 but not less than applicable minimum size requirements specified.
5. Provide grounding terminals within boxes where equipment grounding conductors terminate.
6. Boxes required for NEMA 3R classifications shall be fabricated of cast aluminum with a neoprene gasketed cover and stainless steel cover screws for a dust tight, raintight and watertight rating. Boxes shall have external mounting lugs. Provide weatherproof hubs for all conduit penetrations of the box that will maintain the NEMA 3R classification.
7. Switch or receptacle outlet boxes or fixture outlet boxes where conduit is exposed shall be Crouse-Hinds Type FD or equivalent, with covers to fit devices used.

- B Outlet and Device Boxes Up to 100 cubic inches (1,650 cu cm), Including Those Used as Junction and Pull Boxes:

1. Use sheet-steel boxes for dry locations unless otherwise indicated or required.
2. Use cast iron boxes or cast aluminum boxes for damp or wet locations unless otherwise indicated or required; furnish with compatible weatherproof gasketed covers.
3. Use suitable concrete type boxes where flush-mounted in concrete.
4. Use suitable masonry type boxes where flush-mounted in masonry walls.

SECTION 260533.16 - BOXES FOR ELECTRICAL SYSTEMS**PART 1 GENERAL****1.1 SECTION INCLUDES**

- A Outlet and device boxes up to 100 cubic inches (1,650 cu cm), including those used as junction and pull boxes.
- B Cabinets and enclosures, including junction and pull boxes larger than 100 cubic inches (1,650 cu cm).
- C Floor boxes.
- D Accessories.

1.2 RELATED REQUIREMENTS

- A Section 083100 - Access Doors and Panels: Panels for maintaining access to concealed boxes.
- B Section 260529 - Hangers and Supports for Electrical Systems.
- C Section 260533.13 - Conduit for Electrical Systems:
 - 1. Conduit bodies and other fittings.
 - 2. Additional requirements for locating boxes to limit conduit length and/or number of bends between pulling points.
- D Section 260553 - Identification for Electrical Systems: Identification products and requirements.
- E Section 262726 - Wiring Devices:
 - 1. Wall plates.
 - 2. Floor box service fittings.
 - 3. Additional requirements for locating boxes for wiring devices.

1.3 REFERENCE STANDARDS

- A NECA 1 - Standard for Good Workmanship in Electrical Construction 2015.
- B NECA 130 - Standard for Installing and Maintaining Wiring Devices 2010.
- C NEMA FB 1 - Fittings, Cast Metal Boxes, and Conduit Bodies for Conduit, Electrical Metallic Tubing, and Cable 2014.
- D NEMA OS 1 - Sheet-Steel Outlet Boxes, Device Boxes, Covers, and Box Supports 2013.

- E NEMA 250 - Enclosures for Electrical Equipment (1000 Volts Maximum) 2020.
- F NFPA 70 - National Electrical Code Most Recent Edition Adopted by Authority Having Jurisdiction, Including All Applicable Amendments and Supplements.
- G UL 50 - Enclosures for Electrical Equipment, Non-Environmental Considerations Current Edition, Including All Revisions.
- H UL 50E - Enclosures for Electrical Equipment, Environmental Considerations Current Edition, Including All Revisions.
- I UL 508A - Industrial Control Panels Current Edition, Including All Revisions.
- J UL 514A - Metallic Outlet Boxes Current Edition, Including All Revisions.

1.4 ADMINISTRATIVE REQUIREMENTS

A Coordination:

1. Coordinate the work with other trades to avoid placement of ductwork, piping, equipment, or other potential obstructions within the dedicated equipment spaces and working clearances for electrical equipment required by NFPA 70.
2. Coordinate arrangement of electrical equipment with the dimensions and clearance requirements of the actual equipment to be installed.
3. Coordinate minimum sizes of boxes with the actual installed arrangement of conductors, clamps, support fittings, and devices, calculated according to NFPA 70.
4. Coordinate minimum sizes of pull boxes with the actual installed arrangement of connected conduits, calculated according to NFPA 70.
5. Coordinate the placement of boxes with millwork, furniture, devices, equipment, etc. installed under other sections or by others.
6. Coordinate the work with other trades to preserve insulation integrity.
7. Coordinate the work with other trades to provide walls suitable for installation of flush-mounted boxes where indicated.
8. Notify Architect of any conflicts with or deviations from Contract Documents. Obtain direction before proceeding with work.

1.5 SUBMITTALS

- A Product Data: Provide manufacturer's standard catalog pages and data sheets for cabinets and enclosures, boxes for hazardous (classified) locations, floor boxes, and underground boxes/enclosures.
- B Maintenance Materials: Furnish the following for Owner's use in maintenance of project.
 1. Keys for Lockable Enclosures: Two of each different key.

1.6 QUALITY ASSURANCE

- A Comply with requirements of NFPA 70.

1.7 DELIVERY, STORAGE, AND HANDLING

- A Receive, inspect, handle, and store products in accordance with manufacturer's instructions.

PART 2 PRODUCTS**2.1 BOXES**

- A General Requirements:

1. Do not use boxes and associated accessories for applications other than as permitted by NFPA 70 and product listing.
2. Provide all boxes, fittings, supports, and accessories required for a complete raceway system and to accommodate devices and equipment to be installed.
3. Provide products listed, classified, and labeled as suitable for the purpose intended.
4. Where box size is not indicated, size to comply with NFPA 70 but not less than applicable minimum size requirements specified.
5. Provide grounding terminals within boxes where equipment grounding conductors terminate.
6. Boxes required for NEMA 3R classifications shall be fabricated of cast aluminum with a neoprene gasketed cover and stainless steel cover screws for a dust tight, raintight and watertight rating. Boxes shall have external mounting lugs. Provide weatherproof hubs for all conduit penetrations of the box that will maintain the NEMA 3R classification.
7. Switch or receptacle outlet boxes or fixture outlet boxes where conduit is exposed shall be Crouse-Hinds Type FD or equivalent, with covers to fit devices used.

- B Outlet and Device Boxes Up to 100 cubic inches (1,650 cu cm), Including Those Used as Junction and Pull Boxes:

1. Use sheet-steel boxes for dry locations unless otherwise indicated or required.
2. Use cast iron boxes or cast aluminum boxes for damp or wet locations unless otherwise indicated or required; furnish with compatible weatherproof gasketed covers.
3. Use suitable concrete type boxes where flush-mounted in concrete.
4. Use suitable masonry type boxes where flush-mounted in masonry walls.

5. Use raised covers suitable for the type of wall construction and device configuration where required.
 6. Use shallow boxes where required by the type of wall construction.
 7. Do not use "through-wall" boxes designed for access from both sides of wall.
 8. Sheet-Steel Boxes: Comply with NEMA OS 1, and list and label as complying with UL 514A.
 9. Cast Metal Boxes: Comply with NEMA FB 1, and list and label as complying with UL 514A; furnish with threaded hubs.
 10. Boxes for Supporting Luminaires and Ceiling Fans: Listed as suitable for the type and weight of load to be supported; furnished with fixture stud to accommodate mounting of luminaire where required.
 11. Boxes for Ganged Devices: Use multigang boxes of single-piece construction. Do not use field-connected gangable boxes unless specifically indicated or permitted.
 12. Minimum Box Size, Unless Otherwise Indicated:
 - a. Wiring Devices (Other Than Communications Systems Outlets): 4 inch square by 1-1/2 inch deep (100 by 38 mm) trade size.
 - b. Communications Systems Outlets: 4 inch square by 2-1/8 inch (100 by 54 mm) trade size.
 - c. Ceiling Outlets: 4 inch octagonal or square by 1-1/2 inch deep (100 by 38 mm) trade size.
 13. Wall Plates: Comply with Section 262726.
 14. Junction and outlet boxes, where exposed to the weather and wet locations, shall be threaded hub-type and provided with watertight screw-on covers and gaskets. Floor outlets shall be adjustable type and waterproofed where required.
 15. Manufacturers:
 - a. Hubbell Incorporated; Bell Products: www.hubbell-rtb.com/#sle.
 - b. Hubbell Incorporated; RACO Products: www.hubbell-rtb.com/#sle.
 - c. O-Z/Gedney, a brand of Emerson Electric Co: www.emerson.com/#sle.
 - d. Thomas & Betts Corporation: www.tnb.com/#sle.
- C Cabinets and Enclosures, Including Junction and Pull Boxes Larger Than 100 cubic inches (1,650 cu cm):
1. Comply with NEMA 250, and list and label as complying with UL 50 and UL 50E, or UL 508A.
 2. NEMA 250 Environment Type, Unless Otherwise Indicated:
 - a. Indoor Clean, Dry Locations: Type 1, painted steel.
 - b. Outdoor Locations: Type 3R, painted steel.
 3. Junction and Pull Boxes Larger Than 100 cubic inches (1,650 cu cm):

- a. Provide screw-cover or hinged-cover enclosures unless otherwise indicated.
 - b. Boxes 4 square feet and Larger: Provide hinged-cover enclosures.
 4. Cabinets and Hinged-Cover Enclosures, Other Than Junction and Pull Boxes:
 - a. Provide lockable hinged covers, all locks keyed alike unless otherwise indicated.
 5. Finish for Painted Steel Enclosures: Manufacturer's standard grey unless otherwise indicated.
 6. Manufacturers:
 - a. Hoffman, a brand of Pentair Technical Products
: www.hoffmanonline.com/#sle.
 - b. Hubbell Incorporated; Wiegmann Products: www.hubbell-wiegmann.com/#sle.
 - c. Barber Electric Manufacturing Co.
- D Floor Boxes:
1. Description: Floor boxes compatible with floor box service fittings provided in accordance with Section 262726; with partitions to separate multiple services; furnished with all components, adapters, and trims required for complete installation.
 2. Use cast iron floor boxes within slab on grade.
 3. Use cast iron floor boxes within slab above grade.
 4. Metallic Floor Boxes: Fully adjustable (with integral means for leveling adjustment prior to and after concrete pour).
 5. Manufacturer: Same as manufacturer of floor box service fittings.

2.2 ACCESSORIES

- A Flashing Panels for Exterior Wall Penetrations: Premanufactured components and accessories as required to preserve integrity of building envelope; suitable for boxes and facade materials to be installed.

PART 3 EXECUTION

3.1 EXAMINATION

- A Verify that field measurements are as indicated.
- B Verify that mounting surfaces are ready to receive boxes.
- C Verify that conditions are satisfactory for installation prior to starting work.

3.2 INSTALLATION

- A Install products in accordance with manufacturer's instructions.
- B Install boxes in accordance with NECA 1 (general workmanship) and, where applicable, NECA 130, including mounting heights specified in those standards where mounting heights are not indicated.
- C Arrange equipment to provide minimum clearances in accordance with manufacturer's instructions and NFPA 70.
- D Provide separate boxes for emergency power and normal power systems.
- E Unless otherwise indicated, provide separate boxes for line voltage and low voltage systems.
- F Flush-mount boxes in finished areas unless specifically indicated to be surface-mounted.
- G Unless otherwise indicated, boxes may be surface-mounted where exposed conduits are indicated or permitted.
- H Box Locations:
 - 1. Locate boxes to be accessible. Provide access panels in accordance with Section 083100 as required where approved by the Architect.
 - 2. Unless dimensioned, box locations indicated are approximate.
 - 3. Locate boxes as required for devices installed under other sections or by others.
 - a. Switches, Receptacles, and Other Wiring Devices: Comply with Section 262726.
 - b. Communications Systems Outlets: Comply with Section 271000.
 - 4. Locate boxes so that wall plates do not span different building finishes.
 - 5. Locate boxes so that wall plates do not cross masonry joints.
 - 6. Unless otherwise indicated, where multiple outlet boxes are installed at the same location at different mounting heights, install along a common vertical center line.
 - 7. Do not install flush-mounted boxes on opposite sides of walls back-to-back. Provide minimum 6 inches (150 mm) horizontal separation unless otherwise indicated.
 - 8. Fire Resistance Rated Walls: Install flush-mounted boxes such that the required fire resistance will not be reduced.
 - a. Do not install flush-mounted boxes on opposite sides of walls back-to-back; provide minimum 24 inches (610 mm) separation where wall is constructed with individual noncommunicating stud cavities or protect both boxes with listed putty pads.
 - b. Do not install flush-mounted boxes with area larger than 16 square inches (0.0103 sq m) or such that the total aggregate area of openings exceeds

100 square inches (0.0645 sq m) for any 100 square feet (9.29 sq m) of wall area.

9. Locate junction and pull boxes as indicated, as required to facilitate installation of conductors, and to limit conduit length and/or number of bends between pulling points in accordance with Section 260533.13.
 10. Locate junction and pull boxes in the following areas, unless otherwise indicated or approved by the Architect:
 - a. Concealed above accessible suspended ceilings. Locate boxes not more than 24" above ceiling
 - b. Within joists in areas with no ceiling.
 - c. Electrical rooms.
 - d. Mechanical equipment rooms.
- I Box Supports:
1. Secure and support boxes in accordance with NFPA 70 and Section 260529 using suitable supports and methods approved by the authority having jurisdiction.
 2. Provide independent support from building structure except for cast metal boxes (other than boxes used for fixture support) supported by threaded conduit connections in accordance with NFPA 70. Do not provide support from piping, ductwork, or other systems.
- J Install boxes plumb and level.
- K Flush-Mounted Boxes:
1. Install boxes in noncombustible materials such as concrete, tile, gypsum, plaster, etc. so that front edge of box or associated raised cover is not set back from finished surface more than 1/4 inch (6 mm) or does not project beyond finished surface.
 2. Install boxes in combustible materials such as wood so that front edge of box or associated raised cover is flush with finished surface.
 3. Repair rough openings around boxes in noncombustible materials such as concrete, tile, gypsum, plaster, etc. so that there are no gaps or open spaces greater than 1/8 inch (3 mm) at the edge of the box.
- L Install boxes as required to preserve insulation integrity.
- M Metallic Floor Boxes: Install box level at the proper elevation to be flush with finished floor.
1. In-floor junction boxes shall be installed in conformance with the manufacturer's guidelines and/or the following:
 - a. After the floor is poured, adjust height of the flanged ring to match the level of the finished floor (including any floor covering material).
 - b. Grout around the flanged ring using a concrete sealant to effectively prohibit the entrance of water into the floor box underneath the coverplate.
 - c. Install the factory provided gasket into the flanged ring.

- d. Install the coverplate and fasten using the screws provided, tightening to 10 in.-lbs.
 - e. After wiring is pulled in install the pedestal box assembly or conduit transition using silicone sealant on the threaded joint.
- N Install permanent barrier between ganged wiring devices when voltage between adjacent devices exceeds 300 V.
- O Install firestopping to preserve fire resistance rating of partitions and other elements, using materials and methods specified in Section 078400.
- P Close unused box openings.
- Q Install blank wall plates on junction boxes and on outlet boxes with no devices or equipment installed or designated for future use.
- R Provide grounding and bonding in accordance with Section 260526.
- S Identify boxes in accordance with Section 260553.

3.3 CLEANING

- A Clean interior of boxes to remove dirt, debris, plaster and other foreign material.

3.4 PROTECTION

- A Immediately after installation, protect boxes from entry of moisture and foreign material until ready for installation of conductors.

A. END OF SECTION

SECTION 260553 - IDENTIFICATION FOR ELECTRICAL SYSTEMS**PART 1 GENERAL****1.1 SECTION INCLUDES**

- A Electrical identification requirements. B
- Identification nameplates and labels. C
- Wire and cable markers.
- D Voltage markers.
- E Underground warning tape.
- F Floor marking tape.
- G Warning signs and labels.

1.2 RELATED REQUIREMENTS

- A Section 099113 - Exterior Painting.
- B Section 099123 - Interior Painting.
- C Section 260519 - Low-Voltage Electrical Power Conductors and Cables: Color coding for power conductors and cables 600 V and less; vinyl color coding electrical tape.

1.3 REFERENCE STANDARDS

- A NFPA 70 - National Electrical Code Most Recent Edition Adopted by Authority Having Jurisdiction, Including All Applicable Amendments and Supplements.
- B NFPA 70E - Standard for Electrical Safety in the Workplace 2021.
- C UL 969 - Marking and Labeling Systems Current Edition, Including All Revisions.

1.4 ADMINISTRATIVE REQUIREMENTS

- A Coordination:
 - 1. Verify final designations for equipment, systems, and components to be identified prior to fabrication of identification products.
- B Sequencing:
 - 1. Do not conceal items to be identified, in locations such as above suspended ceilings, until identification products have been installed.

2. Do not install identification products until final surface finishes and painting are complete.

1.5 SUBMITTALS

- A Product Data: Provide manufacturer's standard catalog pages and data sheets for each product.
- B Shop Drawings: Provide schedule of items to be identified indicating proposed designations, materials, legends, and formats.
- C Labeling Machine for Div 27 Products
- D Samples:
 1. Identification Nameplates: One of each type and color specified.
 2. Warning Signs and Labels: One of each type and legend specified.

1.6 QUALITY ASSURANCE

- A Comply with requirements of NFPA 70.

1.7 FIELD CONDITIONS

- A Do not install adhesive products when ambient temperature is lower than recommended by manufacturer.

PART 2 PRODUCTS

2.1 IDENTIFICATION REQUIREMENTS

- A Existing Work: Unless specifically excluded, identify existing elements to remain that are not already identified in accordance with specified requirements.
- B Identification for Equipment:
 1. Use identification nameplate to identify each piece of electrical distribution and control equipment and associated sections, compartments, and components.
 - a. Switchgear:
 - 1) Identify ampere rating.
 - 2) Identify voltage and phase.
 - 3) Identify power source and circuit number. Include location when not within sight of equipment.
 - 4) Use identification nameplate to identify main and tie devices.
 - 5) Use identification nameplate to identify load(s) served for each branch device. Do not identify spares and spaces.
 - b. Switchboards:
 - 1) Identify ampere rating.

- 2) Identify voltage and phase.
 - 3) Identify power source and circuit number. Include location when not within sight of equipment.
 - 4) Use identification nameplate to identify main overcurrent protective device.
 - 5) Use identification nameplate to identify load(s) served for each branch device. Do not identify spares and spaces.
- c. Motor Control Centers:
- 1) Identify ampere rating.
 - 2) Identify voltage and phase.
 - 3) Identify power source and circuit number. Include location when not within sight of equipment.
 - 4) Use identification nameplate to identify main overcurrent protective device.
 - 5) Use identification nameplate to identify load(s) served for each branch device. Do not identify spares and spaces.
- d. Panelboards:
- 1) Identify ampere rating.
 - 2) Identify voltage and phase.
 - 3) Identify power source and circuit number. Include location when not within sight of equipment.
 - 4) Identify main overcurrent protective device. Use identification label for panelboards with a door. For power distribution panelboards without a door, use identification nameplate.
 - 5) Use typewritten circuit directory to identify load(s) served for panelboards with a door. Identify spares and spaces using pencil.
 - 6) For power panelboards without a door, use identification nameplate to identify load(s) served for each branch device. Do not identify spares and spaces.
- e. Transformers:
- 1) Identify kVA rating.
 - 2) Identify voltage and phase for primary and secondary.
 - 3) Identify power source and circuit number. Include location when not within sight of equipment.
 - 4) Identify load(s) served. Include location when not within sight of equipment.
- f. Enclosed switches, circuit breakers, and motor controllers:
- 1) Identify voltage and phase.
 - 2) Identify power source and circuit number. Include location when not within sight of equipment.
 - 3) Identify load(s) served. Include location when not within sight of equipment.
- g. Time Switches:
- 1) Identify load(s) served and associated circuits controlled. Include location.
- h. Transfer Switches:
- 1) Identify voltage and phase.

- 2) Identify power source and circuit number for both normal power source and standby power source. Include location when not within sight of equipment.
 - 3) Identify load(s) served. Include location when not within sight of equipment.
 - 4) Identify short circuit current rating based on the specific overcurrent protective device type and settings protecting the transfer switch.
2. Service Equipment:
 - a. Use identification nameplate to identify each service disconnecting means.
 - b. For buildings or structures supplied by more than one service, or any combination of branch circuits, feeders, and services, use identification nameplate or means of identification acceptable to authority having jurisdiction at each service disconnecting means to identify all other services, feeders, and branch circuits supplying that building or structure. Verify format and descriptions with authority having jurisdiction.
 3. Emergency System Equipment:
 - a. Use identification nameplate or voltage marker to identify emergency system equipment in accordance with NFPA 70.
 - b. Use identification nameplate at each piece of service equipment to identify type and location of on-site emergency power sources.
 4. Use voltage marker to identify highest voltage present for each piece of electrical equipment.
 5. Use identification label to identify overcurrent protective devices for branch circuits serving fire alarm circuits. Identify with text "FIRE ALARM CIRCUIT".
 6. Available Fault Current Documentation: Use identification label to identify the available fault current and date calculations were performed at locations requiring documentation by NFPA 70 including but not limited to the following.
 - a. Service equipment.
 - b. Industrial control panels.
 - c. Motor control centers.
 - d. Elevator control panels.
 - e. Industrial machinery.
 7. Arc Flash Hazard Warning Labels: Use warning labels to identify arc flash hazards for electrical equipment, such as switchboards, panelboards, industrial control panels, meter socket enclosures, and motor control centers that are likely to require examination, adjustment, servicing, or maintenance while energized.
 - a. Minimum Size: 3.5 by 5 inches (89 mm by 127 mm).
 - b. Legend: Include orange header that reads "WARNING", followed by the word message "Arc Flash and Shock Hazard; Appropriate PPE Required; Do not operate controls or open covers without appropriate personal protection equipment; Failure to comply may result in injury or death; Refer to NFPA 70E for minimum PPE requirements" or approved equivalent.

- c. Service Equipment: Include the following information in accordance with NFPA 70.
 - 1) Nominal system voltage.
 - 2) Available fault current.
 - 3) Clearing time of service overcurrent protective device(s).
 - 4) Date label applied.
 8. Use warning signs to identify electrical hazards for entrances to all rooms and other guarded locations that contain exposed live parts operating at 600 V nominal or less with the word message "DANGER; Electrical hazard; Authorized personnel only" or approved equivalent.
 9. Use warning labels, identification nameplates, or identification labels to identify electrical hazards for equipment where multiple power sources are present with the word message "DANGER; Hazardous voltage; Multiple power sources may be present; Disconnect all electric power including remote disconnects before servicing" or approved equivalent.
- C Identification for Conductors and Cables:
1. Color Coding for Power Conductors 600 V and Less: Comply with Section 260519.
 2. Identification for Communications Conductors and Cables: Comply with Section 271000.
 3. Use identification nameplate or identification label to identify color code for ungrounded and grounded power conductors inside door or enclosure at each piece of feeder or branch-circuit distribution equipment when premises has feeders or branch circuits served by more than one nominal voltage system.
 4. Use wire and cable markers to identify circuit number or other designation indicated for power, control, and instrumentation conductors and cables at the following locations:
 - a. At each source and load connection.
 - b. Within boxes when more than one circuit is present.
 - c. Within equipment enclosures when conductors and cables enter or leave the enclosure.
 5. Use wire and cable markers to identify connected grounding electrode system components for grounding electrode conductors.
 6. Use underground warning tape to identify direct buried cables.
- D Identification for Raceways:
1. Use voltage markers to identify highest voltage present for accessible conduits at maximum intervals of 20 feet (6.1 m).
 2. Use voltage markers or color-coded bands to identify systems other than normal power system for accessible conduits at maximum intervals of 20 feet (6.1 m).
 - a. Color-Coded Bands: Use vinyl color coding electrical tape to mark bands 3 inches (76 mm) wide.

- 1) Color Code:
 - (a) Emergency Power System: Red.
 - (b) Fire Alarm System: Red.
 - 2) Vinyl Color Coding Electrical Tape: Comply with Section 260519.
- E Identification for Boxes:
1. Use voltage markers to identify highest voltage present.
 2. Use voltage markers or color coded boxes to identify systems other than normal power system.
 - a. Color-Coded Boxes: Field-painted in accordance with Section 099123 and 099113 per the same color code used for raceways.
- F Identification for Devices:
1. Wiring Device and Wallplate Finishes: Comply with Section 262726.
 2. Use identification label to identify fire alarm system devices.
 - a. For devices concealed above suspended ceilings, provide additional identification on ceiling tile below device location.
 3. Use identification label to identify serving branch circuit for all receptacles.
 - a. For receptacles in public areas or in areas as directed by Architect, provide identification on inside surface of wallplate.
 4. Use identification label or engraved wallplate to identify load controlled for wall-mounted control devices controlling loads that are not visible from the control location and for multiple wall-mounted control devices installed at one location.
 5. Use identification label to identify receptacles protected by upstream GFI protection, where permitted.
- G Identification for Luminaires:
1. Use permanent red dot on luminaire frame to identify luminaires connected to emergency power system.

2.2 IDENTIFICATION NAMEPLATES AND LABELS

- A Identification Nameplates:
1. Manufacturers:
 - a. Seton Identification Products: www.seton.com/#sle.
 - b. Brady.
 2. Materials:
 - a. Indoor Clean, Dry Locations: Use plastic nameplates.
 - b. Outdoor Locations: Use plastic, stainless steel, or aluminum nameplates suitable for exterior use.

3. Plastic Nameplates: Two-layer or three-layer laminated acrylic or electrically non-conductive phenolic with beveled edges; minimum thickness of 1/16 inch (1.6 mm); engraved text.
 4. Stainless Steel Nameplates: Minimum thickness of 1/32 inch (0.8 mm); engraved or laser-etched text.
 5. Aluminum Nameplates: Anodized; minimum thickness of 1/32 inch (0.8 mm); engraved or laser-etched text.
 6. Mounting Holes for Mechanical Fasteners: Two, centered on sides for sizes up to 1 inch (25 mm) high; Four, located at corners for larger sizes.
- B Identification Labels:
1. Manufacturers:
 - a. Brady Corporation: www.bradyid.com/#sle.
 - b. Panduit Corp: www.panduit.com/#sle.
 2. Materials: Use self-adhesive laminated plastic labels; UV, chemical, water, heat, and abrasion resistant.
 3. Text: Use factory pre-printed or machine-printed text. Do not use handwritten text unless otherwise indicated.
- C Format for Equipment Identification:
1. Minimum Size: 1 inch (25 mm) by 2.5 inches (64 mm).
 2. Legend:
 - a. System designation where applicable:
 - 1) Emergency Power System: Identify with text "EMERGENCY".
 - 2) Fire Alarm System: Identify with text "FIRE ALARM".
 - b. Equipment designation or other approved description.
 3. Text: All capitalized unless otherwise indicated.
 4. Minimum Text Height:
 - a. System Designation: 1 inch (25 mm).
 - b. Equipment Designation: 1/2 inch (13 mm).
 5. Color:
 - a. Normal Power System: White text on black background.
 - b. Emergency Power System: white text on orange background.
 - c. Fire Alarm System: White text on red background.
- D Format for General Information and Operating Instructions:
1. Minimum Size: 1 inch (25 mm) by 2.5 inches (64 mm).
 2. Legend: Include information or instructions indicated or as required for proper and safe operation and maintenance.
 3. Text: All capitalized unless otherwise indicated.

4. Minimum Text Height: 1/4 inch (6 mm).
 5. Color: Black text on white background unless otherwise indicated.
 - a. Exceptions:
 - 1) Provide white text on red background for general information or operational instructions for emergency systems.
 - 2) Provide white text on red background for general information or operational instructions for fire alarm systems.
- E Format for Caution and Warning Messages:
1. Minimum Size: 2 inches (51 mm) by 4 inches (100 mm).
 2. Legend: Include information or instructions indicated or as required for proper and safe operation and maintenance.
 3. Text: All capitalized unless otherwise indicated.
 4. Minimum Text Height: 1/2 inch (13 mm).
 5. Color: Black text on yellow background unless otherwise indicated.
- F Format for Receptacle Identification:
1. Minimum Size: 3/8 inch (10 mm) by 1.5 inches (38 mm).
 2. Legend: Power source and circuit number or other designation indicated.
 - a. Include voltage and phase for other than 120 V, single phase circuits.
 3. Text: All capitalized unless otherwise indicated.
 4. Minimum Text Height: 3/16 inch (5 mm).
 5. Color: Black text on clear background.
- G Format for Control Device Identification:
1. Minimum Size: 3/8 inch (10 mm) by 1.5 inches (38 mm).
 2. Legend: Load controlled or other designation indicated.
 3. Text: All capitalized unless otherwise indicated.
 4. Minimum Text Height: 3/16 inch (5 mm).
 5. Color: Black text on clear background.
- H Format for Fire Alarm Device Identification:
1. Minimum Size: 3/8 inch (10 mm) by 1.5 inches (38 mm).
 2. Legend: Designation indicated and device zone or address.
 3. Text: All capitalized unless otherwise indicated.

4. Minimum Text Height: 3/16 inch (5 mm).
5. Color: Red text on white background.

2.3 WIRE AND CABLE MARKERS

- A Manufacturers:
1. Brady Corporation: www.bradyid.com/#sle.
 2. Panduit Corp: www.panduit.com/#sle.
- B Markers for Conductors and Cables: Use wrap-around self-adhesive vinyl self-laminating or plastic sleeve type markers suitable for the conductor or cable to be identified.
- C Markers for Conductor and Cable Bundles: Use plastic marker tags secured by nylon cable ties.
- D Legend: Power source and circuit number or other designation indicated.
- E Text: Use factory pre-printed or machine-printed text, all capitalized unless otherwise indicated.
- F Minimum Text Height: 1/8 inch (3 mm).
- G Color: Black text on white background unless otherwise indicated.

2.4 VOLTAGE MARKERS

- A Manufacturers:
1. Brady Corporation: www.bradyid.com/#sle.
 2. Seton Identification Products: www.seton.com/#sle.
- B Markers for Conduits: Use factory pre-printed self-adhesive vinyl type markers.
- C Markers for Boxes and Equipment Enclosures: Use factory pre-printed self-adhesive vinyl or self-adhesive vinyl cloth type markers.
- D Minimum Size:
1. Markers for Equipment: 1 1/8 by 4 1/2 inches (29 by 110 mm).
 2. Markers for Conduits: As recommended by manufacturer for conduit size to be identified.
 3. Markers for Pull Boxes: 1 1/8 by 4 1/2 inches (29 by 110 mm).
 4. Markers for Junction Boxes: 1/2 by 2 1/4 inches (13 by 57 mm).
- E Legend:

1. Markers for Voltage Identification: Highest voltage present.
 2. Markers for System Identification:
 - a. Emergency Power System: Text "EMERGENCY".
- F Color: Black text on orange background unless otherwise indicated.

2.5 UNDERGROUND WARNING TAPE

- A Manufacturers:
1. Brady Corporation: www.bradyid.com/#sle.
 2. Seton Identification Products: www.seton.com/#sle.
 3. Allen Systems, Houston, Texas.
- B Materials: Use foil-backed detectable type polyethylene tape suitable for direct burial, unless otherwise indicated.
- C Foil-backed Detectable Type Tape: 3 inches (76 mm) wide to 18" wide depending upon depth, with minimum thickness of 5 mil (0.1 mm), unless otherwise required for proper detection.
- D Legend: Type of service, continuously repeated over full length of tape.
- E Color:
1. Tape for Buried Power Lines: Black text on red background.
 2. Tape for Buried Communication, Alarm, and Signal Lines: Black text on orange background.

2.6 FLOOR MARKING TAPE

- A Manufacturers:
1. Brady Corporation: www.bradyid.com/#sle.
 2. Seton Identification Products: www.seton.com/#sle.
- B Floor Marking Tape for Equipment Working Clearance Identification: Self-adhesive vinyl or polyester tape with overlamine, 3 inches (76 mm) wide, with alternating black and white stripes.

2.7 WARNING SIGNS AND LABELS

- A Manufacturers:
1. Seton Identification Products: www.seton.com/#sle.
- B Comply with ANSI Z535.2 or ANSI Z535.4 as applicable.

C Warning Signs:

1. Materials:
 - a. Indoor Dry, Clean Locations: Use factory pre-printed rigid aluminum signs.
 - b. Outdoor Locations: Use factory pre-printed rigid aluminum signs.
2. Rigid Signs: Provide four mounting holes at corners for mechanical fasteners.
3. Minimum Size: 10 by 14 inches (254 by 356 mm) unless otherwise indicated.
4. Text shall be "DANGER - HIGH VOLTAGE - AUTHORIZED PERSONNEL ONLY"

D Warning Labels:

1. Materials: Use factory pre-printed or machine-printed self-adhesive vinyl labels; UV, chemical, water, heat, and abrasion resistant; produced using materials recognized to UL 969.
 - a. Do not use labels designed to be completed using handwritten text.
2. Machine-Printed Labels: Use thermal transfer process printing machines and accessories recommended by label manufacturer.
3. Minimum Size: 2 by 4 inches (51 mm by 102 mm) unless otherwise indicated.

PART 3 EXECUTION**3.1 PREPARATION**

- A Clean surfaces to receive adhesive products according to manufacturer's instructions.

3.2 INSTALLATION

- A Install products in accordance with manufacturer's instructions.
- B Install identification products to be plainly visible for examination, adjustment, servicing, and maintenance. Unless otherwise indicated, locate products as follows:
1. Surface-Mounted Equipment: Enclosure front.
 2. Flush-Mounted Equipment: Enclosure front.
 3. Free-Standing Equipment: Enclosure front; also enclosure rear for equipment with rear access.
 4. Elevated Equipment: Legible from the floor or working platform.
 5. Branch Devices: Adjacent to device.
 6. Interior Components: Legible from the point of access.

7. Conduits: Legible from the floor.
 8. Boxes: Outside face of cover.
 9. Conductors and Cables: Legible from the point of access.
 10. Devices: Outside face of cover.
- C Install identification products centered, level, and parallel with lines of item being identified.
- D Secure nameplates to exterior surfaces of enclosures using stainless steel screws and to interior surfaces using self-adhesive backing or epoxy cement.
1. Do not use adhesives on exterior surfaces except where substrate cannot be penetrated.
- E Install self-adhesive labels and markers to achieve maximum adhesion, with no bubbles or wrinkles and edges properly sealed.
- F Install underground warning tape above buried lines with one tape per trench at 6" below grade up to 18" depending upon depth inch(es) (152.4 to 457.2 mm) below finished grade.
- G Secure rigid signs using stainless steel screws.
- H Mark all handwritten text, where permitted, to be neat and legible.
- I Provide and Install floor tape as directed by Owner

3.3 FIELD QUALITY CONTROL

- A Replace self-adhesive labels and markers that exhibit bubbles, wrinkles, curling or other signs of improper adhesion.

A. END OF SECTION

SECTION 31 2310

EARTHWORK

PART 1 GENERAL

1.1 SUMMARY

A. Section includes:

1. Preparation and grading subgrades for slabs-on-grade, walks, pavements, and landscaping.
2. Excavating and backfilling for structures.
3. Excavation and backfilling for underground utilities and associated appurtenances.
4. Excavation, backfill and compaction for the demolition/removal of subsurface utilities and improvements.
5. Earth retention systems.

B. Contractor shall coordinate work between all Subcontractors, sections, and trades required for the proper completion of the work.

C. Contractor is responsible for all health and safety.

1.2 GENERAL

A. Contractor is advised that lines and grades, as shown on the Drawings, are subject to change. Although it is intended to adhere to what is shown on Drawings, Engineer reserves the right to make changes in lines and grades of utilities or other subsurface construction when such changes may be necessary or advantageous.

B. In open trenching on public roadways, Contractor shall be governed by the conditions, restrictions and regulations made by the local or state authority as applicable. All such regulations shall be in addition to those set down in the Specifications.

1.3 EXCAVATION CLASSIFICATIONS

A. Excavation - Excavation shall be unclassified and no consideration will be given to the nature of the materials. Excavation shall comprise and include the satisfactory removal and disposal of all materials encountered regardless of the nature of the materials and shall be understood to include but not limited to earth, fill, boulders, foundations, pavements, curbs, piping, cobbles, stones, footings, bricks, concrete, previously abandoned drainage structures and utility structures abandoned and not removed by the utility and debris.

B. Common Excavation - Excavation of all materials that can be excavated, moved, loaded, transported, and unloaded using heavy equipment or that can be excavated and dumped into place or loaded onto hauling equipment by excavation equipment (shovel, bucket, backhoe, dragline, or clam shell) or moved with dozer-type equipment, appropriate to the material type, character, and nature of the materials. The presence of isolated boulders or rock fragments larger than 1 cubic yard is not in itself sufficient cause to change the classification of the surrounding material. All Common Excavation shall be included in the Base Bid.

- C. Rock Excavation - Rock Excavation as defined herein. The excavation and removal of isolated boulders or rock fragments larger than 1 cubic yard encountered in materials otherwise conforming to the definition of Common Excavation shall be classified as rock excavation. The presence of isolated boulders or rock fragments larger than 1 cubic yard is not in itself sufficient cause to change the classification of the surrounding material.

1.4 REFERENCES

- A. Reference herein to any technical society, organization, group or regulation are made in accordance with the following abbreviations and, unless otherwise noted or specified, all work under this Section shall conform to the latest edition as applicable.
- B. State of Connecticut Department of Transportation (ConnDOT)
 - 1. Standard Specifications for Roads, Bridges, Facilities and Incidental Construction, Form 817, 2016 and any supplements.
- C. Code of Federal Regulations (CFR)
 - 1. 29 CFR 1926, Safety and Health Regulations for Construction
- D. American Concrete Institute (ACI)
 - 1. ACI 229R-99 - Controlled Low-Strength Materials (CLSM).
- E. American Association of State Highway and Transportation Officials (AASHTO)
 - 1. AASHTO Method T 90 - Determining the Plastic Limit and Plasticity Index of Soils.
 - 2. AASHTO T104 - Standard Method of Test for Soundness of Aggregate by Use of Sodium Sulfate or Magnesium Sulfate.
 - 3. AASHTO Method T146 - Standard Method of Test for Wet Preparation of Disturbed Soil Samples for Test.
- F. ASTM International (ASTM).
 - 1. ASTM D422 - Standard Test Method for Particle-Size Analysis of Soils.
 - 2. ASTM D1556 - Standard Test Method for Density and Unit Weight of Soil in Place by the Sand-Cone Method.
 - 3. ASTM D1557 - Standard Test Methods for Laboratory Compaction Characteristics of Soil Using Modified Effort (56,000 ft-lbf/ft³(2,700 kN-m/m³)).
 - 4. ASTM D2487 - Standard Classification of Soils for Engineering Purposes (Unified Soil Classification System).
 - 5. ASTM D2922 - Standard Test Methods for Density of Soil and Soil-Aggregate in Place by Nuclear Methods (Shallow Depth).
 - 6. ASTM D3017 - Standard Test Method for Water Content of Soil and Rock in Place by Nuclear Methods (Shallow Depth).

7. ASTM D6938 - Standard Test Method for In-Place Density and Water Content of Soil and Soil-Aggregate by Nuclear Methods (Shallow Depth).

1.5 DEFINITIONS

- A. Backfill: Soil material or flowable concrete used to fill an excavation.
- B. Bedding Course: Layer placed over the excavated sub-grade in a trench before laying pipe.
- C. Benching: A method of limiting cave-in potential by excavating the sides of an excavation to form one or a series of horizontal levels or steps, usually with vertical or near-vertical surfaces between levels.
- D. Borrow: Satisfactory soil imported from off-site for use as fill or backfill.
- E. Clearing: Clearing shall consist in the felling, cutting up, and satisfactory disposal of trees and other vegetation designated for removal in accordance with these specifications.
- F. Drainage Course: Layer supporting basement grade used to minimize capillary flow of pore water.
- G. Earth Retention Systems: Any structural system, such as sheeting and bracing or cofferdams, designed to retain in-situ soils in place and prevent the collapse of the sides of an excavation in order to protect employees and adjacent structures.
- H. Excavation: Any man-made cut, cavity, trench, or depression in an earth surface, formed by earth removal.
 1. Additional Excavation: Excavation beyond required dimensions or below subgrade elevations that is requested and/or directed by Engineer. Additional Excavation and replacement material will be paid for according to Contract provisions for changes in the Work.
 2. Bulk Excavation: Excavations more than 10 feet in width and pits more than 30 feet in either length or width.
 3. Unauthorized Excavation: Excavation below the elevations specified on the plans, beyond the limits indicated on the plans, or where no dimensions are indicated, beyond depths, elevations, and dimensions reasonably necessary for construction of the work without the request and/or direction of the Engineer. Unauthorized excavation, as well as any remedial work directed by Engineer, or if applicable Geotechnical Engineer, shall be without additional compensation.
- I. Fill: Soil materials used to raise existing grades.
- J. Finished Grade: The proposed final elevations shown on the Drawings or called for in the Specifications.
- K. Geotechnical Engineer: A qualified and licensed entity designated for the project as the authority on the assessment, design, and oversight of soil and/or rock conditions and construction affected by such conditions.

- L. Geotechnical Testing Agency: An independent testing agency employed by Owner, or by Contractor is called-for, and qualified according to ASTM E 329 to conduct soil materials and rock-definition testing, as documented according to ASTM D 3740 and ASTM E 548.
- M. Grubbing: Grubbing shall consist of the removal of roots 1 ½ inch and larger, organic matter and debris, and stumps having a diameter of three inches or larger, to a depth of at least 18 inches below the surface and or subgrade; whichever is lower, and the disposal thereof.
- N. Protective System: A method of protecting employees from cave-ins, from material that could fall or roll from an excavation face or into an excavation, or from the collapse of adjacent structures. Protective systems include earth retention systems, sloping and benching systems, shield systems, and other systems that provide the necessary protection.
- O. Regular Excavation: Removal and disposal of any and all material above subgrade elevation, except solid rock and undercut excavation, located within the limits of construction.
- P. Rock: Solid ledges, bedded deposits, unstratified masses and conglomerations of material so firmly cemented as to possess the characteristics of solid rock which cannot be removed without systematic drilling or hoe ramming. All boulders containing a volume of more than one (1) cubic yard shall be considered rock.
- Q. Rock Excavation: Removal and satisfactory disposal of Rock, which, in the opinion of Engineer, cannot be excavated except by drilling, wedging, jack hammering or hoe ramming or the excavation of boulders or rock fragments containing a volume of more than one (1) cubic yard. The presence of isolated boulders or rock fragments larger than 1 cubic yard is not in itself sufficient cause to change the classification of the surrounding material.
- R. Licensed Professional Engineer: A person who is licensed as a professional engineer in the state where the work is to be performed. However, a professional engineer, registered in any state is deemed to be a "registered professional engineer" within the meaning of this standard when approving designs for "manufactured protective systems" or "tabulated data" to be used in interstate commerce.
- S. Satisfactory Materials: Earth material that meets the classification, use, and/or gradation requirements herein that does not contain limestone, shale, clay, ash, slag, friable material, organic or vegetative materials, topsoil, wood, trash, broken concrete, masonry rubble, trash, refuse, or frozen materials.
- T. Shield System: A structure that is designed to withstand the forces imposed on it by a cave-in and thereby protects employees within the structure. Shields can be permanent structures or can be designed to be portable and moved along as work progresses. Additionally, shields can be either pre-manufactured or job-built in accordance with 29 CFR 1926.652(c)(3) or (c)(4). Shields used in trenches are usually referred to as "trench boxes" or "trench shields."
- U. Sloping: A method of protecting employees from cave-ins by excavating to form sides of an excavation that are inclined away from the excavation so as to prevent cave-ins. The angle of incline required to prevent a cave-in varies with differences in such factors as the soil type, environmental conditions of exposure, and application of surcharge loads.
- V. Structures: Buildings, footings, foundations, retaining walls, slabs, tanks, curbs, mechanical and electrical appurtenances, or other man-made stationary features constructed above or below the ground surface.

- W. Sub-grade: Surface or elevation remaining after completing excavation, or top surface of a fill or backfill immediately below drainage fill.
- X. Surplus Material: Excavated acceptable material that cannot be utilized elsewhere on the site as backfill or embankment fill, or as otherwise directed by the Engineer.
- Y. Temporary Dewatering System: A system to lower and control water to maintain stable, undisturbed subgrades at the lowest excavation levels. Dewatering shall be provided for all pipelines, structures and for all other miscellaneous excavations.
- Z. Testing Laboratory: A qualified entity engaged to perform specific laboratory tests.
- AA. Testing Agency: A qualified entity engaged to collect samples, perform specific in-field tests, and/or inspections. The Testing Laboratory may provide the services of the Testing Agency.
- BB. Trench: A narrow excavation (in relation to its length) made below the surface of the ground. In general, the depth is greater than the width, but the width of a trench (measured at the bottom) is not greater than 15 feet.
- CC. Unacceptable Material: Soil material that contains organic silt, peat, vegetation, wood or roots, stones or rock fragments over six (6) inches in diameter or exceeding 40 percent by weight of the backfill material, porous biodegradable matter, loose or soft fill, construction debris, or refuse, or material which cannot be compacted to the specified or indicated density.

1.6 SUBMITTALS

- A. Testing Laboratory - Submit name and qualifications of commercial testing laboratory for Engineer's approval. Submit applicable documentation of credentials, licenses, etc.
- B. Testing Agency - Submit name and qualifications of third-party in-field quality control Testing Agency for Engineer's approval. Submit applicable documentation of credentials, licenses, etc.
- C. Site Characterization of Off-Site Borrow Sources: The following information shall be submitted to Engineer for review at least two weeks prior to use of an off-site borrow source:
 - 1. Location and name of the borrow source site.
 - 2. Owner and contact information for the borrow source site.
 - 3. Present and past usage of the source site and materials.
 - 4. Any previously existing report(s) associated with an assessment of the source site as relates to the presence of oils, hazardous materials, or other organic and non-organic constituents which may be considered contaminants.
 - 5. Location within the site from which the material will be obtained.
- D. Chemical Testing Data: For each type/classification of earth material proposed and each source of earth material proposed: Submit a letter signed by an authorized representative of material supplier stating that such proposed material is free of oils, hazardous materials, or other organic and non-organic constituents which may be considered contaminants.
- E. Material Testing Data: Provide results for all proposed bedding, fill, aggregates, and backfill. Submit complete laboratory reports.

1. Gradation analysis.
 2. Soil classification and Moisture-Dry Density Curve.
 3. Loss on Abrasion.
 4. Soundness.
- F. Samples: 50-pound sample of each type of off-site bedding, fill, aggregates, and backfill that are proposed for use at the Project Site in an air-tight container for the testing laboratory, a minimum of two weeks prior to delivery of such material to the site. Use of these proposed materials by Contractor prior to testing and approval or rejection shall be at Contractor's risk.
- G. Product Data
1. Plastic warning tape.
 2. Separation fabric, filter fabric, geogrids, or similar geotextiles.
- H. Field Testing Results
1. Compaction test results keyed to date and specific location of testing. Provide Engineer with copies of testing reports within 24 hours of field test.

1.7 SAFETY

- A. Contractor shall conduct all excavation activities in conformance with applicable regulations, including those relating to warning signs, excavation safety, sheeting, shoring, and stabilization.
- B. Contractor shall provide and maintain barricades, signs, lights, etc., required for the protection of personnel, materials and property. Temporary barricades, etc. shall conform all applicable codes and regulations, and shall be lighted at night with lanterns, flares and reflectorized paint as required for safety. Adapt barricades, signs, lights, etc. to evolving site conditions throughout the progress of the work.
- C. Provide other safety devices as required, including adaptation of such safety devices to changing site conditions, to prevent unauthorized entry to construction areas and open excavations. Provide warning signs and other temporary construction safety devices necessary for proper completion of the work in compliance with applicable safety regulations.
- D. Contractor shall properly design and furnish all labor, materials, equipment, and tools necessary to construct permanent or temporary excavation support systems, including, but not necessarily limited to, sheet piling, trench shields, trench boxes, timber trench shoring, pneumatic/hydraulic shoring, steel sheeting or sheeting using other materials, sloping, and benching.
- E. Any time an excavation is to remain open, at a minimum, provide full enclosure with safety barriers and fencing, warning signs, and additional safety control measures as appropriate for the condition.

1.8 QUALITY ASSURANCE

- A. Use adequate numbers of skilled workmen who are trained and experienced in the necessary crafts and who are completely familiar with the specified requirements and methods required

for proper performance of the work in this Section. Use equipment of adequate size, capacity and quantity to accomplish the work of this Section in a timely manner.

B. Utility Mark-out

1. Prior to commencing work, comply with utility mark-out requirements of the Call-Before-You-Dig System (1-800-922-4455).
2. Verify the location of all subsurface utilities marked through the Call-Before-You-Dig System.
3. Not all subsurface facilities or structures will be identified through the Call-Before-You-Dig System. Confirm the location of other subsurface utilities and other subsurface facilities or structures prior to commencing work. Field-mark utilities as required.

C. Codes and Standards: Perform the work of this Section in accordance with all applicable codes, standards, and the requirements of authorities having jurisdiction.

D. Engineer reserves the right to perform all in-field testing specified in this Section and reserves the right to determine the suitability of all materials to be used for fills and reject any fill not meeting the specifications.

E. Field Density testing and subgrade observation shall be performed by the designated entity

F. Weather Limitations:

1. Material excavated when frozen or when air temperature is less than 32 degrees Fahrenheit (32 F) shall not be used as fill or backfill until material completely thaws.
2. Material excavated during inclement weather shall not be used as fill or backfill until after material drains and dries sufficiently for proper compaction.

1.9 TESTING

A. The Owner will retain a testing entity to perform sampling and testing of the work under this Section during construction. The testing entity's presence does not constitute supervision or direction of Contractor's work. Neither the presence of the testing entity nor any observations and testing performed by him, nor any notice or failure to give notice shall excuse Contractor from conformance with these Specifications or from defects discovered in his work. Contractor shall remain responsible for all pre-construction sapling and testing.

B. Borrow and Fill: Contractor shall provide testing as defined below.

1. Gradation analysis for each type of borrow and on-site fill materials by ASTM D422.
2. Soil classification (ASTM D2487) and Moisture-Dry Density Curve (Proctor Test-Modified) by ASTM D1557 for all proposed fill and backfill materials at the frequency specified below:
 - a. For suitable soil materials removed during Trench Excavation, perform one test for every 1,000 cubic yards of similar soil type. Similarity of soil types will be as determined by the Engineer.

- b. For borrow materials, perform tests from each proposed source, at a rate of one test for every 1,000 cubic yards of soil type. Similarity of soil types will be as determined by the Engineer.
 3. Loss on Abrasion: Where called-for, AASHTO Method T 96.
 4. Soundness: Where called-for, AASHTO Method T 104.
- C. Compaction Testing: Owner will conduct compaction testing (i.e. ASTM D2922 and ASTM D3017 or ASTM D1556) at the frequency indicated below.
1. Trench: 1 test per lift, every 1,000 square feet or 200 feet of trench.
 2. Embankment: 1 test per lift, every 1,000 square feet.
 3. Additional compaction testing may be required when there is evidence of a change in the quality of moisture control or the effectiveness of compaction.
 4. If all compaction test results within the initial 25% of the total anticipated number of tests indicate compacted field densities equal to or greater than 95% of maximum dry density at optimum moisture content, Engineer may reduce frequency of compaction testing. In no case will the frequency be reduced to less than one test for every 500 cubic yards of material backfilled.
 5. Contractor is cautioned that compaction testing by nuclear methods may not be effective where trenches are so narrow that trench walls impact the attenuation of the gamma radiation or where oversize particles (i.e. large cobbles or coarse gravels) are present. In these cases, other field density testing methods may be required.
 6. If testing indicates that compacted subgrade, backfill, or fill are below specified density, additional compaction and/or replacement of material shall be provided at no expense to Owner.
- D. Chemical Testing: Prior to delivery of any earth material to the Project Site, Contractor shall conduct chemical testing to demonstrate that such material is free of oils, hazardous materials, or other organic and non-organic constituents which may be considered contaminants.

1.10 EXCAVATED MATERIAL

- A. Placement
1. Excavated material shall be so placed as not to interfere with travel or movement on existing streets, driveways, sidewalks or other areas designated to remain undisturbed. Excavated material shall not be deposited on private property without the written consent of the property owner(s) and approval of Engineer.
 2. No excavated material shall be stored on top of installed pipe or other construction. Contractor shall consider surcharge loads when stockpiling excavated material adjacent to trenches, and take any measure required to prevent cave-in, including but not limited to, trench support systems and/or stockpiling excavated material remote from trench.
- B. Suitable excavated material may be used for Common Fill or Backfill on other parts of the Work, if specifically approved by Engineer.

- C. Material excavated from private property shall belong to the property Owner, or his representative, and shall be disposed of by the Contractor, as required by said Owner or his representative. If the Contractor fails to promptly remove such surplus material, Engineer may have the same done and charge the cost thereof as money paid to the Contractor.
- D. Contractor shall be responsible for the proper disposal of all unsuitable excavated materials. Engineer shall determine what is suitable or unsuitable material where questions arise. Generally, unsuitable material shall include, but not be limited to, pavement (bituminous and concrete), large boulders, pipe, conduit and metal.
- E. Contractor shall submit to Engineer, for approval, the location(s) to be utilized during the Contract period for waste material disposal. This approval must occur before any export of waste material from the project site. Any change in the disposal site during construction shall be submitted for approval.

1.11 SHEETING, SHORING AND BRACING

- A. Provide earth retention systems as required by federal, state and local regulations. Shoring and bracing of trenches and other excavations shall be in accordance with the latest OSHA Standards and Interpretations, and to all other applicable codes, rules and regulations of federal, state and local authorities.

1.12 DRAINAGE

- A. At all times during construction, Contractor shall temporarily provide, place and maintain ample means and devices with which to remove promptly, and dispose of properly, all water entering trenches and other excavations, or water that may flow along or across the site of the Work, and keep said excavations dry until the structures, pipes, and appurtenances to be built therein have been completed to such extent that they will not be damaged. At the conclusion of the work, Contractor shall remove such temporary means and devices.
- B. All groundwater which may be found in the trenches and foundation excavations, and any water which may get into them from any cause whatsoever, shall be pumped or bailed out, so that the trench shall be dry during pipe laying and backfilling and during the placement of concrete.
- C. All water pumped or drained from the Work shall be managed in accordance with applicable discharge permits, without undue interference with other work or damage to pavements, other surfaces, or property.

1.13 COORDINATION

- A. Prior to commencing earthwork operations, meet with representatives of governing authorities, Engineer, testing entity, and other pertinent entities.
 - 1. Review earthwork procedures and responsibilities including Contractor's schedule of operations, scheduling observation and testing procedures and requirements.
 - 2. Notify participants at least three (3) working days prior to convening conference. Record discussions and agreements and furnish copies to each participant.
 - 3. Contractor shall at all times so conduct his work as to insure the least possible inconvenience to the general public and the residents in the vicinity of the work. Fire hydrants on or adjacent to the work shall be kept accessible to firefighting equipment at all

times. Temporary provisions shall be made by Contractor to ensure the proper functioning of all gutters, sewer inlets, drainage ditches, and irrigation ditches, which shall not be obstructed except as approved by Engineer.

- B. Benchmark/Monument Protection: Protect and maintain benchmarks, monuments or other established reference points and property corners. If disturbed or destroyed, replace at no cost to Owner.
- C. Provide five (5) days advance notice to Engineer and testing entity for any proposed earthwork operation requiring observation and/or testing.

PART 2 PRODUCTS

2.1 SOIL MATERIALS

- A. All materials used in the work of this Section shall be Satisfactory Material, and any material that does not meet this classification shall be considered an Unsatisfactory Material and shall not be used.
- B. Unsatisfactory Soils: Soil materials not meeting the requirements for Satisfactory Soils.
 - 1. Unsatisfactory soils also include satisfactory soils not maintained within two (2) percent of optimum moisture content at time of compaction.

2.2 COMMON FILL/ORDINARY BORROW

- A. Earth materials classified by ASTM D 2487 as GW, GP, GM, GP-GM, GW-GM, GP-GC, SW, SP, and SM that are free of clay.
- B. Common Fill material is subject to the approval of Engineer and may be either material removed from excavations or borrow from off site. It shall have physical properties such that it can be readily spread and after it has been placed and properly compacted, it will form a dense, stable fill.
- C. Common Fill shall be graded as follows:

Gradation of Common Fill

Sieve	Percent Passing by Weight
6"	100
3.5 "	50-100
3/4"	50-90
No. 4	25-55
No. 200	0-20

- 1. Less than twenty (20) percent of material by weight passing the No. 4 sieve shall pass the No. 200 sieve.
- 2. Common Fill shall not be used at locations where use of select fill is indicated.

2.3 COMMON FILL/ORDINARY BORROW

- A. Satisfactory Material that is well-graded meeting ASTM D 2487 classification group GW, GP, GM, SW, SP, and SM. No particle shall exceed 6-inches in size and no greater than 10% by weight of the material shall pass the No. 100 sieve and no greater than 5% by weight of the material shall pass the No. 200 sieve.
- B. Common Fill is subject to the approval of Engineer and may be either material removed from on-site excavations or borrow pits or imported from off-site, approved sources. It shall have physical properties such that it can be readily spread and after it has been placed and properly compacted, it will form a dense, stable fill.

2.4 BANK RUN GRAVEL

- A. Granular material, well graded from fine to coarse, obtained from approved natural deposits and unprocessed, except for the removal of unacceptable material and stones larger than the maximum size permitted.
- B. Bank Run Gravel shall be graded as follows:

Gradation of Bank Run Gravel (ConnDOT Grading "C")

Sieve	Percent Passing by Weight
1 1/2"	100
3/4"	45-80
1/4"	25-60
No. 10	15-45
No. 40	5-25
No. 100	0-10
No. 200	0-5

2.5 GRANULAR FILL

- A. Broken or crushed stone, gravel, or a mixture thereof.
- B. Broken or crushed stone
 - 1. The product resulting from the artificial crushing of rocks, boulders or large cobblestones, substantially all faces of which have resulted from the crushing operation. Broken or crushed stone shall consist of sound, tough, durable stone, reasonably free from soft, thin, elongated, laminated, friable, micaceous or disintegrated pieces.
- C. Bank or crushed gravel
 - 1. Sound, tough, durable particles of crushed or uncrushed gravel, free from soft, thin, elongated or laminated pieces and vegetable or other deleterious substances. Crushed gravel shall be the manufactured product resulting from the deliberate mechanical crushing of gravel with at least 50% of the gravel retained on the No. 4 sieve having at least one fractured face.
- D. Granular Fill shall be graded as follows:

Gradation of Granular Fill (ConnDOT Grading “A”)

Sieve	Percent Passing by Weight
3 1/2”	100
1 1/2”	55-100
1/4”	25-60
No. 10	15-45
No. 40	5-25
No. 100	0-10
No. 200	0-5

E. Reclaimed material shall not be considered acceptable for use as granular fill.

2.6 SCREENED GRAVEL AND CRUSHED STONE

A. Screened gravel, well graded in size from 3/8 inch to 3/4 inch. The gravel shall consist of clean, hard, and durable particles or fragments. Crushed rock of suitable size and grading may be used instead of screened gravel.

B. Screened Gravel shall be graded as follows:

Gradation of Screened Gravel (ConnDOT Gradation No. 6)

Sieve	Percent Passing by Weight
1”	100
3/4”	90-100
1/2”	20-55
3/8”	0-15
No. 4	0-5

2.7 SUBBASE

A. Bank or Crushed Gravel

1. Sound, tough, durable particles of crushed or uncrushed gravel, free from soft, thin, elongated or laminated pieces. It shall be hard and durable enough to resist weathering, traffic abrasion and crushing.
2. Bank or crushed gravel for subbase shall be graded as follows:

Gradation of Bank or Crushed Gravel Subbase (ConnDOT Gradation “B”)

Sieve	Percent Passing by Weight
5”	100
3 1/2”	90-100
1 1/2”	55-95
1/4”	25-60
No. 10	15-45
No. 40	5-25

No. 100	0-10
No. 200	0-5

B. Crusher-Run Stone

1. Sound, tough, durable broken stone. It shall be reasonably free from soft, thin, elongated, laminated, friable, micaceous or disintegrated pieces.
2. Loss on Abrasion: The crusher-run stone shall show a loss on abrasion of not more than fifty percent using AASHTO Method T 96.
3. Crusher-run stone shall for subbase shall be graded as follows:

Gradation of Crusher Run Stone Subbase (ConnDOT Gradation "A")

Sieve	Percent Passing by Weight
3 1/2"	100
1 1/2"	55-100
1/4"	25-60
No. 10	15-45
No. 40	5-25
No. 100	0-10
No. 200	0-5

2.8 PROCESSED AGGREGATE BASE

- A. Coarse aggregates and fine aggregates shall be combined and mixed by approved methods so that the resulting material shall conform to the following gradation:

Gradation of Processed Aggregate Base

Sieve	Percent Passing by Weight
2 1/2"	100
2"	95-100
3/4"	50-75
1/4"	25-45
No. 40	5-20
No. 100	2-12

- B. Coarse Aggregate: Either gravel, broken stone or a combination thereof. When tested by means of the Los Angeles Machine, using AASHTO Method T 96, the coarse aggregate shall not have a loss of more than 50%.

1. If gravel is used for the coarse aggregate, it shall consist of sound, tough, durable particles of crushed or uncrushed gravel or a mixture thereof, free from soft, thin, elongated or laminated pieces, lumps of clay, loam and vegetable or other deleterious substances.
 2. If broken stone is used for the coarse aggregate, it shall consist of sound, tough, durable fragments of rock of uniform quality throughout. It shall be free from soft disintegrated pieces, mud, dirt, organic or other injurious material.
 3. Soundness for Gravel and Broken Stone: When tested by magnesium sulfate solution for soundness using AASHTO Method T 104, the coarse aggregate shall show a loss of not more than 15% at the end of 5 cycles.
- C. Fine Aggregate: Natural sand, stone sand, screenings or any combination thereof. The fine aggregate shall be limited to material 95% of which passes a No. 4 (4.75 -mm) sieve having square openings and not more than 8% of which passes a No. 200 (75- μ m) sieve. The material shall be free from clay, loam and deleterious materials.
1. Plasticity: When natural sand is used, the fine aggregate shall conform to the following:
 - a. When the fraction of the dry sample passing the No. 100 mesh sieve is 4% or less by weight (mass), no plastic limit test will be made.
 - b. When the fraction of the dry sample passing the No. 100 mesh sieve is greater than 4% and not greater than 8% by weight (mass), that fraction shall not have sufficient plasticity to permit the performing of the plastic limit test using AASHTO Method T 90.
 - c. When the fraction of the dry sample passing the No. 100 mesh sieve is greater than 8% by weight (mass), the sample will be washed; and the additional material passing the No. 100 mesh sieve shall be determined by AASHTO Method T 146, except that the No. 100 mesh sieve will be substituted for the No. 40 mesh sieve where the latter is specified in AASHTO Method T 146. The combined materials that passed the No. 100 mesh sieve shall not have sufficient plasticity to permit the performing of the plastic limit test using AASHTO Method T 90.
 2. Plasticity: When screenings or any combination of screenings and natural sand or any combination of stone sand and natural sand are used, the following requirements shall apply:
 - a. When the fraction of the dry sample passing the No. 100 mesh sieve is 6% or less by weight (mass), no plastic limit test will be made.
 - b. When the fraction of the dry sample passing the No. 100 mesh sieve is greater than 6% and not greater than 10% by mass, that fraction shall not have sufficient plasticity to permit the performing of the plastic limit test, using AASHTO Method T 90.
 - c. When the fraction of the dry sample passing the No. 100 mesh sieve is greater than 10% by weight (mass), the sample shall be washed; and additional material passing the No. 100 mesh sieve shall be determined by AASHTO Method T 146, except that the No. 100 mesh sieve shall be substituted for the No. 40 mesh sieve where the latter is specified in AASHTO Method T 146. The combined materials

that have passed the No. 100 mesh sieve shall not have sufficient plasticity to permit the performing of the plastic limit test using AASHTO Method T 90.

2.9 BEDDING

- A. Slabs on grade
 - 1. Granular Fill unless otherwise indicated.

2.10 SAND

- A. Sand shall consist of clean, hard, durable, uncoated particles of quartz or other rock. It shall not contain more than 3% of material finer than a #200 sieve.
- B. Organic Impurities: Fine aggregate subjected to the colorimetric test shall not produce a color darker than Gardner Color Standard No. 11, using AASHTO T 21. If the fine aggregate fails to meet this requirement, the provisions of AASHTO M 6, Section 5.2, will govern.
- C. Sand shall be uniformly graded as follows:

Gradation of Sand

Sieve	Percent Passing by Weight
3/8"	100
No. 4	95-100
No. 8	80-100
No. 16	50-85
No. 30	25-60
No. 50	10-30
No. 100	2-10

- D. The above gradation represents the extreme limits which shall determine suitability for use from all sources of supply. The gradation from any one source shall be reasonably uniform and not subject to the extreme percentages of gradation specified above. For the purpose of determining the degree of uniformity, a fineness modulus determination will be made upon representative samples from any source. Fine aggregate from any one source having a variation in fineness modulus greater than 0.20 either way from the fineness modulus of the representative sample will be rejected.

2.11 FLOWABLE CONCRETE FILL/BACKFILL (FLOWFILL)

- A. Cementitious material, ACI 229R, comprised of cement, aggregates, fly ash, water, and admixtures, capable of being poured or pumped, self-leveling, self-curing to specified strengths.
- B. Excavatable flowfill: Concrete strength shall be liquid enough to flow, be self-leveling and excavatable by hand methods. Unless otherwise specified, excavatable flowfill shall have a minimum 28 day compressive strength of 30 psi, and shall not exceed 100 psi.
- C. Non-excavatable flowable: Concrete strength shall be liquid enough to flow and be self-leveling and excavatable by machine equipment. Unless otherwise specified, non-excavatable flowfill shall have a minimum 28-day compressive strength of 125 psi, and shall not exceed 200 psi.

2.12 DETECTABLE WARNING TAPE

- A. Acid and alkali-resistant polyethylene film warning tape manufactured for marking and identifying underground utilities, minimum 6 inches wide and 4 mils thick, continuously inscribed with a description of utility, with metallic core encased in a protective jacket for corrosion protection, detectable by metal detector when tape is buried up to 30 inches deep; colored as follows:
 - 1. Red: Electric power lines, electric power conduits and other electric power facilities.
 - 2. Yellow: Gas, oil petroleum products, steam, compressed air, compressed gas and all other hazardous materials.
 - 3. Blue: Water.
 - 4. Orange: Communication lines or cables, including but not limited to telephone, fire signals, cable television, and electronic controls.
 - 5. Green: Storm drainage and sanitary sewer systems, including force mains and other non-hazardous materials.
 - 6. Brown: Chilled Water and Other.

PART 3 EXECUTION

3.1 PREPARATION

- A. Notify "Call-Before-You-Dig" to request a utility mark-out for the Project Site prior to any earth disturbance. Provide written confirmation to Engineer that such mark-out has been completed.
- B. Verify site conditions before proceeding with demolition work. Field check the accuracy of the Drawings and inspect structures, utilities, and other site features prior to start of work and notify Engineer in writing, of any discrepancies or hazardous conditions.
- C. Take precautions for preventing injuries to persons or damage to property in or about the work. Protect structures, utilities, sidewalks, pavements and other improvements from damage caused by settlement, lateral movement, undermining, washout and other hazards created by earthwork operations.
- D. Protect sub-grades and foundation soils against freezing temperatures or frost. Provide protective insulating materials as necessary.
- E. Provide erosion-control measures to prevent erosion or displacement of soils and discharge of soil-bearing water runoff or airborne dust to adjacent properties and walkways.
- F. When excavations are to be made in paved surfaces, the pavement shall be removed so as to provide a clean uniform edge with a minimum disturbance of remaining pavement. Saw cutting the pavement to provide a clean, uniform edge shall unless otherwise indicated.
- G. If pavement is removed in large pieces, it shall not be mixed with other excavated material, but shall be disposed of away from the site of the Work before the remainder of the excavation is made.

3.2 CLEARING AND GRUBBING

- A. Clear, grub, remove, and dispose of all vegetation and debris within the limits of construction, as designated on the plans or as required by Engineer. Contractor shall remove only those trees and shrubs absolutely necessary to allow for the construction. The work shall also include the preservation from injury or defacement of all vegetation or object designated to remain.

3.3 PROTECTION OF EXISTING FEATURES

A. General

1. Protect all existing improvements from damage unless those improvements are specifically designated for permanent removal, relocation, or temporary removal and replacement.
2. As excavation approaches underground structures, digging by machinery shall be discontinued and the excavation shall be done by means of hand tools.
3. Pavements: On paved surfaces to remain, do not use or operate tractors, bulldozers, or other power operated equipment, the treads or wheels of which are so shaped as to cut or otherwise damage such surfaces. All surfaces, which have been damaged by Contractor's operations, shall be restored to a condition at least equal to that in which they were found immediately prior to the beginning of operations. Suitable materials and methods shall be used for such restoration.

B. Utilities

1. Existing utilities remaining in service, including those remaining in service until after relocation, and relocated utilities shall be protected from damage. Before excavating near any existing utilities, notify the utility owner, coordinate protective work and comply with the utility owners' requirements. Coordinate with respective utility owners/operators as required.
2. Safeguard and protect from damage or movement any existing services, utilities, and utility structures uncovered or encountered which are to remain in service.
3. All utility services shall be supported by suitable means so that the services shall not fail when tamping and settling occurs.
4. Where known utilities are encountered, notify Engineer and document location and type of utility before proceeding with work in such area.
5. When uncharted or incorrectly charted piping or utilities are encountered during excavation, stop work and notify Engineer immediately. Cooperate with the utility owners in maintaining their utilities in operation prior to resuming work.

- C. Retaining Structures: Provide bracing, shoring, sheeting, sheet piling, underpinning or other retaining structures necessary to guard against any movement or settlement of existing or new construction, utility systems, paving, or other improvements. Assume responsibility for the strength and adequacy of retaining structures, and for the safety and support of construction, utilities or paving, and for any movement, settlement or damage thereto. Retain the services of a licensed engineer as required to design bracing, shoring, sheeting, sheet piling, underpinning or other retaining structures.

D. Replacement and Relocation

1. In case of damage, Contractor shall notify the appropriate party so that proper steps may be taken to repair any and all damage done. When the Owner does not wish to make the repairs themselves, all damage shall be repaired by Contractor, or, if not promptly done by him, Engineer may have the repairs made at the expense of Contractor.
2. If certain existing structures are encountered that in the opinion of Engineer require temporary or permanent relocation or removal, Engineer may order in writing that Contractor undertake all or part of such work or to assist the Owner in performing such work. For such occurrences, Contractor shall be compensated as applicable, as extra work.
3. In removing existing structures, Contractor shall use care to avoid damage to the material, and Engineer shall include for payment only those new materials, which, in his judgment, are necessary to replace those unavoidably damaged.
4. The structures to which the provisions of the preceding two paragraphs shall apply include structures which (1) are not indicated on the Drawings or otherwise provided for, (2) encroach upon or are encountered near and substantially parallel to the edge of the excavation, and (3) in the opinion of Engineer will impede progress to such an extent that satisfactory construction cannot proceed until they have been changed in location, removed (to be later restored), or replaced. (See Item 3.19, "Sub Surface Obstructions" also).

3.4 DEWATERING

- A. Comply with all applicable permit requirements.
- B. Prevent surface water and ground water from entering excavations, from ponding on prepared subgrade and from flooding Project site and surrounding area.
- C. Protect sub-grades from softening, undermining, washout and damage by rain or water accumulation.
 1. Reroute surface water runoff away from excavated areas. Do not allow water to accumulate in excavations. Do not use excavated trenches as temporary drainage ditches.
 2. Install de-watering system to keep subgrades dry and convey ground water away from excavations.

3.5 EXCAVATION

- A. Dust Control: During the progress of the Work, Contractor shall conduct his operations and maintain the area of his activities in order to minimize the creation and dispersion of dust. Refer to Section 01 5714- Temporary Dust Control.
- B. Excavate to the exact elevations shown on the plans, or as directed by Engineer. Where no dimensions are indicated, make excavations in such manner, and to such depths, elevations, and dimensions, that will give suitable room for construction of the work indicated on the Drawings. As applicable for utility installations, comply with trench limits shown on the Drawings.
- C. Furnish and place all sheeting, bracing, and supports, and render the bottom of the excavation firm and dry, and in all respects, acceptable for construction of the work.
- D. If Contractor excavates below the elevations specified on the plans, beyond the limits indicated on the plans, or where no dimensions are indicated, beyond depths, elevations, and dimensions reasonably necessary for construction of the work, Contractor shall bring the excavation back

to the proper elevation and/or dimension by backfilling with Suitable Material that is approved by Engineer in accordance with the backfilling provisions specified herein. Engineer, or if applicable Geotechnical Engineer, shall have sole authority in determining the specific composition of such Suitable Material.

1. Any increase in cost resulting from Unauthorized Excavation, including but not necessarily limited to backfilling, haul-off, increasing the size of footings or foundations, testing, schedule impact, or administrative impact shall be at Contractor's sole expense.
- E. If utilities are to be laid in new embankments, or other new fill areas which are more than 12 inches deep below the invert of the pipe, the fill material shall be placed and properly compacted to final grade or to a height of at least 3 feet above the top elevation of the pipe, whichever is the lesser, before laying pipe. Particular care shall be taken to ensure maximum consolidation of material under the pipe location. The pipe trench shall then be excavated as though in undisturbed material.

3.6 TRENCH EXCAVATION

- A. In general, trenches shall be excavated to such depth as will provide a cover depth as indicated on the Drawings from finished grade to the top of the pipe barrel. Deeper trenches shall be provided where necessary on account of the conformation of the ground and to permit the alignment of the pipe without undue deflection of joints.
- B. Trenches shall be excavated by hand or machinery to the width and depth indicated on the Drawings and specified herein. Depth shall account for thickness of the pipe and thickness of bedding. All loose materials shall be removed from the bottom of the trench so that the bottom of the trench will be in an undisturbed condition.
- C. If in the opinion of Engineer, the material at or below the depth to which excavation for structures and pipes would normally be carried is unsuitable for foundation, it shall be removed to such widths and depths as directed and replaced with suitable material.
- D. Trench widths shall be 3 feet greater than the nominal inside diameter of pipe for such diameters of 36 inches or less. For diameters greater than 36 inches, the width shall be 4 feet greater than nominal inside diameter. Trench excavation for manholes, catch basins, drop inlets, etc. shall be two (2) feet outside the neat lines of the foundations. These limits may be adjusted for field conditions at the direction of Engineer.
- E. Bedding for pipe and utility structures will be as detailed on the Drawings.

3.7 APPROVAL OF SUBGRADE

- A. Notify Engineer, and Geotechnical Engineer if applicable, when excavations have reached required subgrade elevation.
- B. If Engineer and, if applicable, Geotechnical Engineer determines that Unacceptable Material is present, continue excavation of such Unacceptable Material and replace with approved Satisfactory Materials as directed. The replacement of Unacceptable Material with Satisfactory Materials will be paid for as a change in the work according to applicable provisions of the contract.
- C. Protect subgrade from disturbance at all times. Reconstruct sub-grades damaged by freezing temperatures, frost, rain, accumulated water or construction activities, as directed by Engineer.

Excavation and replacement with structural fill of any disturbed or softened materials resulting from inadequate preparation, inadequate dewatering, or inadequate protection, shall be at Contractor's sole expense.

3.8 TUNNELING

- A. In general, excavation shall be made in open cut from the surface and Contractor shall not be allowed to do any tunneling without obtaining permission from Engineer, and then only according to methods approved by him, and at no additional cost to the Owner. This permission will only be given where a line is to be laid to a point behind the curb, across a paved street, or where, in the opinion of the Engineer, it is necessary to tunnel short sections on account of proximity of adjacent walls, utilities, structures, to avoid important roots of trees or large masses of roots, or to ensure against root damage endangering the life of trees near the pipeline location. Such excavations then can be made in alternate sections of open cut and tunnel, the length of the tunnel sections to be specified by Engineer. These tunnel sections shall be cut underneath to a wedge with its edge horizontally across the pipe, and backfilled tightly by ramm ing and tamping from each end.

3.9 FILL AND BACKFILL

- A. Fill: Contractor shall remove loam and topsoil, loose vegetable matter, stumps, large roots, etc., from areas upon which embankments will be built or material will be placed as fill to adjust subgrade prior to final grading. The subgrade shall be prepared by forking, furrowing, or plowing such that the first layer of the new material placed thereon, will be well bonded to it.
- B. Backfill: Common Fill material may be used as backfill when indicated on the Drawings or when authorized by Engineer (or as applicable Geotechnical Engineer) if Contractor can achieve required minimum dry density after compaction. Backfilling shall be done as promptly as is consistent with non-injury to pipe or structures, but no backfilling shall be done before Engineer (or as applicable Geotechnical Engineer) gives permission.
- C. Frozen material shall not be placed in any fill or backfill, nor shall any fill or backfill be placed upon frozen material. Previously frozen material shall be removed, or shall be otherwise treated as required, before new fill or backfill is placed.
- D. After the subgrade has been prepared, fill material shall be placed thereon and built up in successive layers not exceeding twelve (12) inches before compaction until it has reached the required elevation.
 - 1. When gravel fill or other material is used for foundation of structures, it shall be spread in layers of uniform thickness not exceeding six (6) inches before compaction.
- E. Upon completion of filling and backfilling, all surplus material shall be removed and surfaces to remain which are affected in any way by the work restored to the condition in which they were before ground was broken. All surplus materials shall become the property of Contractor. If Contractor fails to promptly remove such surplus materials, Engineer may have the same done and charge all associated costs to Contractor, including deduction from payments due.

3.10 BACKFILLING UTILITIES

- A. As soon as practical after utility has been placed into bedding and joints properly made, backfilling shall begin, and shall continue without delay.

- B. Placement of bedding over pipe prior to placement of backfill shall be as indicated on the Drawings. Hand-place bedding at the sides of the pipe and to the limits indicated on the Drawings over the pipe. Bedding placed over pipe shall be in 6-inch layers, leveled along the length and width of the trench and thoroughly compacted with approved tampers.
- C. Install warning tape as indicated on the Drawings unless otherwise specified by the utility owner/operator.

3.11 BACKFILLING AT STRUCTURES

- A. No backfill shall be deposited against concrete until the concrete has obtained sufficient strength to withstand the earth pressure placed upon it and in no case less than seven days, nor before carrying out and satisfactorily completing the tests for watertight structures specified elsewhere.
- B. Prior to placing backfill, subgrade shall be thoroughly compacted. Soft or loose material evident during compaction shall be removed and replaced with Granular Fill.
- C. Fill placed around arches, rigid frames, box culverts and piers shall be deposited on both sides of the structure to approximately the same elevation at the same time. Each layer of backfill shall be spread to a thickness not exceeding 6 inches deep after compaction and shall be thoroughly compacted by the use of power rollers or other motorized vehicular equipment, by tamping with mechanical rammers or vibrators, or by pneumatic tampers. Any equipment not principally manufactured for compaction purposes or which is not in proper working order in all respects shall not be used within the area described above.
- D. Bring backfill to sub-grade elevations. Slope backfill at exterior of building to drain water away from building.

3.12 COMPACTION

- A. Each layer of fill or backfill material shall be compacted by the use of compaction equipment consisting of rollers, compactors or a combination thereof. Earth-moving and other equipment not specifically manufactured for compaction purposes will not be considered as compaction equipment. At such points as cannot be reached by mobile mechanical equipment, or where such equipment is not permitted, the materials shall be thoroughly compacted by the use of suitable power-driven tampers.
- B. Previously placed or new materials shall be moistened by sprinkling, if required, to ensure proper bond and compaction. No compacting shall be done when the material is too wet, from either rain or application of water, to compact it properly. At such times the work shall be suspended until the previously placed and new materials have dried out sufficiently to permit proper compaction, or such other precautions shall be taken as may be necessary to obtain proper compaction.
- C. Special attention shall be given to compaction in places close to walls where motorized vehicular compaction equipment cannot reach. Within 3 feet of the back face of walls and within a greater distance at angle points of walls, each layer of backfill shall be compacted by mechanical rammers, vibrators or pneumatic tampers.
- D. Each layer of fill or backfill shall be compacted at optimum moisture content. No subsequent layer shall be placed until the specified compaction is obtained for the previous layer.

- E. Compaction Density: Compaction density shall be expressed as a percentage of maximum dry density at optimum moisture content according to ASTM D 1557 Method C. Density indicated is minimum required.
1. Under structures, building slabs, and steps: 95 %
 2. At building foundations: 95 %
 3. Utilities, below pipe centerline: 95%
 4. Utilities below unpaved surface, above pipe centerline: 92%
 5. Utilities below paved surface, above pipe centerline: 95%
 6. Embankments: 92%
 7. Landscaped areas: 90 %.
 8. Natural grass athletic fields and similar recreational fields: 93%

3.13 SUBSURFACE OBSTRUCTIONS

- A. As a general rule, sub-surface obstructions encountered along the route of the pipeline shall be considered as follows:
1. Crossing Obstruction: All pipes, conduits, wires, etc. of whatever nature whose centerline lies at an angle of 20 degrees or greater to the centerline of the pipe being installed shall be considered as crossing obstructions and shall be protected, or repaired or replaced if damaged, or relocated, all at no additional cost to the Owner.
 2. Interfering Obstructions: All pipes, conduits, wires, etc. of whatever nature whose centerline lies at an angle of less than 20 degrees, but more than 5 degrees to the centerline of the pipe being installed, shall be considered as interfering obstructions. Costs for supporting such obstructions in place during installation of the new pipe shall be paid for by the Owner. Costs for supporting interfering obstructions shall not be construed to include any costs for excavation. Repairing or replacing damaged interfering obstructions, or relocation shall be accomplished at no additional cost to the Owner.
 3. Parallel Obstructions: All pipes, conduits, wires, etc. of whatever nature whose centerline lies at an angle of 5 degrees or less, or is truly parallel and less than 0.5 feet offset from outside the normal trench limits, as specified in Subarticle 3.5 B. of this Section, of the pipe being installed, shall be considered parallel obstructions. Costs for supporting such obstructions in place during installation of the new pipe, including excavation, may be paid for by the Owner, or Owner may elect to pay for the cost of replacing such obstructions. Should Owner first elect to pay the cost of supporting the obstruction and then elect to pay the cost of replacing the obstruction, approved costs for supporting the obstruction, including excavation, incurred prior to electing replacement costs shall also be paid. After Owner elects to pay replacement costs, only replacement costs will be paid for all additional work in the vicinity of the parallel obstruction.
 4. Angle measurement between centerline of obstructing pipe, conduit, wire, etc. and centerline of the pipe being installed shall be taken from between the horizontal projection of the centerlines at ground surface. Parallel offset distance between centerline of obstructing pipe, conduit, wire, etc. and the outside of normal trench limits of the pipe

being installed shall be taken from between the horizontal projection of the centerlines and outside trench limit at ground surface.

END OF SECTION

SECTION 312316

EXCAVATION FOR UTILITIES

PART 1 GENERAL

1.1 SUMMARY

- A. Section Includes
 - 1. Excavation, backfill and compaction for the installation of utilities.
- B. Contractor shall coordinate work between all Subcontractors, sections, and trades required for the proper completion of the work.

1.2 GENERAL

- A. Contractor shall make all excavations for utility structures and trenches as required for installation of the various facilities. The locations of utilities are shown on the Drawings.
- B. Contractor is advised that lines and grades, as shown on the plans, are subject to change. Although it is intended to adhere to what is shown on plans, Engineer reserves the right to make changes in lines and grades of pipe and locations of manholes when such changes may be necessary or advantageous.
- C. Trench excavation, sheeting, and bracing shall be carried out in such a manner as to eliminate any possibility of undermining or disturbing the foundations of any existing structure or any work previously completed under this Contract, or as specified herein.
- D. Contractor shall backfill all excavations as necessary, as indicated on the Drawings and as specified herein.
- E. In open trenching on local roadways, Contractor shall be governed by the conditions, restrictions and regulations made by the local or state authority as applicable. All such regulations shall be in addition to those set down in the specifications.

1.3 EXCAVATION CLASSIFICATIONS

- A. Excavation - Excavation shall be unclassified and no consideration will be given to the nature of the materials. Excavation shall comprise and include the satisfactory removal and disposal of all materials encountered regardless of the nature of the materials and shall be understood to include but not limited to earth, fill, foundations, pavements, curbs, piping, railroad track and ties, cobblestones, footings, bricks, concrete, previously abandoned drainage structures and utility structures abandoned and not removed by the utility and debris.
- B. Rock Excavation - Rock shall be defined for payment purposes as stone or hard shale in original ledge, boulders over two (2) cubic yards in volume in open areas and one (1) cubic yard in volume in trenches, and masonry or concrete that cannot be broken or removed by normal job equipment (power shovels, scoops, or bulldozers with ripper attachment) without the use of explosives or drills. The classification does not include materials that can be removed by means other than drilling and blasting or drilling and wedging but which, for reasons of economy in excavating, the Contractor prefers to remove by drilling and blasting. The word "trenches" shall mean excavation having vertical sides the depths of which exceed

the width, made for drain, sewer, water, and gas pipes; electric and steam conduits; and the like.

1.4 REFERENCES

- A. Code of Federal Regulations (CFR)
 - 1. 29 CFR 1926, Safety and Health Regulations for Construction.
- B. State of Connecticut Department of Transportation (ConnDOT)
 - 1. Standard Specifications for Roads, Bridges and Incidental Construction, Form 817, 2016.
- C. ASTM International (ASTM)
 - 1. ASTM D698 - Test Method for Laboratory Compaction Characteristics of Soil Using Standard Effort (12,400 ft-lbf/ft³ [600 kN-m/m³]).
 - 2. ASTM D1556 - Standard Test Method for Density and Unit Weight of Soil in Place by the Sand-Cone Method.
 - 3. ASTM D1557-02e1 Standard Test Methods for Laboratory Compaction Characteristics of Soil Using Modified Effort (56,000 ft-lbf/ft³(2,700 kN-m/m³)).
 - 4. ASTM D2487 - Standard Classification of Soils for Engineering Purposes (Unified Soil Classification System).
 - 5. ASTM D2922 - Standard Test Methods for Density of Soil and Soil-Aggregate in Place by Nuclear Methods (Shallow Depth).
 - 6. ASTM D3017 - Standard Test Method for Water Content of Soil and Rock in Place by Nuclear Methods (Shallow Depth).

1.5 DEFINITIONS

- A. Benching - A method of protecting employees from cave-ins by excavating the sides of an excavation to form one or a series of horizontal levels or steps, usually with vertical or near-vertical surfaces between levels.
- B. Earth Retention Systems - Any structural system, such as sheeting and bracing or cofferdams, designed to retain in-situ soils in place and prevent the collapse of the sides of an excavation in order to protect employees and adjacent structures.
- C. Excavation - Any man-made cut, cavity, trench, or depression in an earth surface, formed by earth removal.
- D. Protective System - A method of protecting employees from cave-ins, from material that could fall or roll from an excavation face or into an excavation, or from the collapse of adjacent structures. Protective systems include earth retention systems, sloping and benching systems, shield systems, and other systems that provide the necessary protection.
- E. Registered Professional Engineer - A person who is registered as a professional engineer in the state where the work is to be performed. However, a professional engineer, registered in any state is deemed to be a "registered professional engineer" within the meaning of this standard when approving designs for "manufactured protective systems" or "tabulated data" to be used in interstate commerce.

- F. Shield System - A structure that is designed to withstand the forces imposed on it by a cave-in and thereby protects employees within the structure. Shields can be permanent structures or can be designed to be portable and moved along as work progresses. Additionally, shields can be either pre-manufactured or job-built in accordance with 29 CFR 1926.652(c)(3) or (c)(4). Shields used in trenches are usually referred to as "trench boxes" or "trench shields."
- G. Sloping - A method of protecting employees from cave-ins by excavating to form sides of an excavation that are inclined away from the excavation so as to prevent cave-ins. The angle of incline required to prevent a cave-in varies with differences in such factors as the soil type, environmental conditions of exposure, and application of surcharge loads.
- H. Trench - A narrow excavation (in relation to its length) made below the surface of the ground. In general, the depth is greater than the width, but the width of a trench (measured at the bottom) is not greater than 15 feet (4.6 m).
- I. Unacceptable Material - Soil material that contains organic silt, peat, vegetation, wood or roots, stones or rock fragments over 6 inches in diameter or exceeding 40 percent by weight of the backfill material, porous biodegradable matter, loose or soft fill, construction debris, or refuse, or material which cannot be compacted to the specified or indicated density.
- J. Surplus Material - Excavated acceptable material that cannot be utilized elsewhere on the site as backfill or embankment fill, or as otherwise directed by the Engineer.

1.6 DESCRIPTION OF THE WORK

- A. Contractor shall make excavations in such manner, and to such widths, as will give suitable room for installation of utilities, laying and joining pipe, but complying with the trench limits shown on the drawings; shall furnish and place all sheeting, bracing, and supports; and shall render the bottom of the excavation firm and dry, and in all respects, acceptable.
- B. In no case, except as provided for in the paragraph titled "Trench Limits", shall the earth be plowed, scraped, or dug by machinery so near to the finished grade as to result in disturbance of material below said grade. The last of the material to be excavated shall be removed with pick and shovel just before placing pipe, masonry, or other structures.
- C. All excavations, except as otherwise specified or permitted, shall be open cut. The extent of excavation open at any one time will be controlled by Engineer. Contractor shall not have more than fifty (50) feet of trench open at any one time at each location during daylight hours or twenty (20) feet at night, unless otherwise approved. Excavation geometry should conform to OSHA Regulations contained in 29 CFR, Part 1926, dated October 1989, or the latest revision thereof.
- D. No tunneling will be permitted, except as provided elsewhere in these specifications.

1.7 SAFETY REQUIREMENTS

- A. Contractor shall conduct all excavation activities in conformance with applicable regulations, including those relating to excavation safety, sheeting, shoring, and stabilization.
- B. Contractor shall provide and maintain barricades, signs, lights, etc., required for the protection of personnel, materials and property. Temporary barricades, etc. shall conform all applicable codes and regulations, and shall be lighted at night with lanterns, flares and reflectorized paint as required for safety. Adapt barricades, signs, lights, etc. to evolving site conditions throughout the progress of the work.

- C. Provide other safety devices as required, including adaptation of such safety devices to changing site conditions, to prevent unauthorized entry to construction areas and open excavations. Provide warning signs and other temporary construction safety devices necessary for proper completion of the work in compliance with applicable safety regulations.

1.8 QUALITY CONTROL

- A. Use adequate numbers of skilled workmen who are trained and experienced in the necessary crafts and who are completely familiar with the specified requirements and methods required for proper performance of the work in this Section. Use equipment of adequate size, capacity and quantity to accomplish the work of this Section in a timely manner.
- B. Engineer reserves the right to perform all in-field testing specified in this Section and reserves the right to determine the suitability of all materials to be used for fills and reject any fill not meeting the specifications.
- C. All excavation, filling and compacting operations shall be monitored by the designated entity.
- D. Field Density testing and subgrade observation shall be performed by the designated entity
- E. Weather Limitations:
 - 1. Material excavated when frozen or when air temperature is less than 32 degrees Fahrenheit (32° F) shall not be used as fill or backfill until material completely thaws.
 - 2. Material excavated during inclement weather shall not be used as fill or backfill until after material drains and dries sufficiently for proper compaction.

1.9 PROTECTION OF EXISTING UTILITIES

- A. Existing utilities remaining in service, including those remaining in service until after relocation, and relocated utilities shall be protected from damage. Before excavating near any existing utilities, notify the utility owner, coordinate protective work and comply with the utility owners' requirements. Safeguard and protect from damage or movement any existing services, utilities and utility structures uncovered or encountered which are to remain in service.
 - 1. Where known utilities are encountered, notify Engineer and document location and type of utility before proceeding with work in such area.
 - 2. When uncharted or incorrectly charted piping or utilities are encountered during excavation, stop work and notify Engineer immediately. Cooperate with the utility owners in maintaining their utilities in operation prior to resuming work.
- B. Retaining Structures: Provide bracing, shoring, sheeting, sheet piling, underpinning or other retaining structures necessary to guard against any movement or settlement of existing or new construction, utilities, paving, light standards, piping or conduit. Assume responsibility for the strength and adequacy of retaining structures, and for the safety and support of construction, utilities or paving, and for any movement, settlement or damage thereto.

1.10 SEPARATION OF SURFACE MATERIALS

- A. When excavations are to be made in paved surfaces, the pavement shall be removed so as to provide a clean uniform edge with a minimum disturbance of remaining pavement. Saw cutting the pavement to provide a clean, uniform edge shall normally be required, unless otherwise approved in the Contract.
- B. If pavement is removed in large pieces, it shall not be mixed with other excavated material, but shall be disposed of away from the site of the Work before the remainder of the excavation is made.
- C. The attention of the Contractor is directed to the specifications for replacing pavement.

1.11 EXCAVATED MATERIAL

- A. Excavated material shall be so placed as not to interfere with travel or movement on existing streets, driveways, sidewalks or other areas designated to remain undisturbed. Excavated material shall not be deposited on private property until written consent of the owner, or owners thereof, has been filed Engineer.
- B. It is expressly understood that no excavated materials shall be removed from the site of the Work or disposed of by Contractor, except as directed or approved by Engineer, or as noted below.
- C. Suitable excavated material may be used for common fill or backfill on other parts of the Work, if specifically approved by Engineer.
- D. Upon completion of the backfilling, the streets or property shall be cleaned, surplus material removed and the surfaces restored to the condition in which it was before ground was broken. All materials left over in public roadways shall become the property of the Contractor. If the Contractor fails to promptly remove such surplus material, Engineer may have the same done, and charge the cost thereof as money paid to the Contractor.
- E. Material excavated from private property shall belong to the property Owner, or his representative, and shall be disposed of by the Contractor, as required by said Owner or his representative. If the Contractor fails to promptly remove such surplus material, Engineer may have the same done and charge the cost thereof as money paid to the Contractor.
- F. Contractor shall be responsible for the proper disposal of all unsuitable excavated materials. Engineer shall determine what is suitable or unsuitable material where questions arise. Generally, unsuitable material shall include, but not be limited to, pavement (bituminous and concrete), large boulders, pipe, conduit and metal.
- G. Contractor shall submit to Engineer, for approval, the location(s) to be utilized during the Contract period for waste material disposal. This approval must occur before any export of waste material from the project site. Any change in the disposal site during construction shall be submitted for approval.

1.12 SHEETING, SHORING AND BRACING

- A. Provide earth retention systems as required by federal, state and local regulations. Shoring and bracing of trenches and other excavations shall be in accordance with the latest OSHA Standards and Interpretations, and to all other applicable codes, rules and regulations of federal, state and local authorities.

1.13 DRAINAGE

- A. At all times during construction, Contractor shall temporarily provide, place and maintain ample means and devices with which to remove promptly, and dispose of properly, all water entering trenches and other excavations, or water that may flow along or across the site of the Work, and keep said excavations dry until the structures, pipes, and appurtenances to be built therein have been completed to such extent that they will not be damaged. At the conclusion of the work, Contractor shall remove such temporary means and devices.
- B. Every precaution necessary to obtain watertight construction of all joints in pipe must be taken. The same precaution must be taken for all connections with hand holes, manholes and "Y" branches, extensions of laterals and construction of drop connections.
- C. All groundwater which may be found in the trenches, and any water which may get into them from any cause whatsoever, shall be pumped or bailed out, so that the trench shall be dry during pipe laying and backfilling and during the placement of concrete.
- D. All water pumped or drained from the Work shall be filtered in a Dewatering Settling Basin prior to discharge to existing storm drains, or to ground, and in a manner satisfactory to Engineer, without undue interference with other work or damage to pavements, other surfaces, or property.

1.14 SUBMITTALS

- A. Submit to Engineer, material specifications for all earthen materials furnished under this Section.
- B. If requested by Engineer, submit representative samples of earthen materials furnished under this Section.

PART 2 PRODUCTS

2.1 SOIL MATERIALS

- A. Satisfactory fill materials shall include materials classified by ASTM D 2487 as GW, GP, GM, GP-GM, GW-GM, GC, GP-GC, SW, and SP.
- B. Satisfactory fill materials shall not contain shale, clay, slag, friable material, trash, refuse, vegetation, roots, frozen materials, or stones over 6 inches in diameter. Organic matter shall not exceed minor quantities and shall be well distributed.
 - 1. Materials for grading comprise stones less than eight (8) inches, except for fill material for pavements and railroads which comprise stones less than three (3) inches in any dimension.
- C. Excavated surface and/or pavement materials such as gravel or trap rock that are salvaged may be used as a sub-grade material. In no case shall salvaged materials be substituted for required gravel base.

2.2 COMMON FILL/ORDINARY BORROW

- A. Common Fill material is subject to the approval of Engineer and may be either material removed from excavations or borrow from off site. Material shall be mineral soil substantially free from organic materials, topsoil, wood, trash, and other objectionable materials which may be compressible or which cannot be properly compacted. It shall have physical properties such that it can be readily spread and compacted during filling.

1. Common Fill shall not contain rocks or lumps larger than six (6) inches in largest dimension, and not more than 15 percent of the rocks or lumps shall be larger than 2-½ inches in largest dimension. It shall not contain granite blocks, broken concrete, masonry rubble, or other similar materials.
2. Common Fill material, whether from excavations or from borrow, shall be of such nature that after it has been placed and properly compacted, it will make a dense, stable fill. Percent of material by weight passing Number 200 sieve shall not exceed twenty percent (20%).
3. Common Fill shall not be used at locations where use of select fill is indicated.

2.3 BANK RUN GRAVEL

- A. Granular material, well graded from fine to coarse, obtained from approved natural deposits and unprocessed, except for the removal of unacceptable material and stones larger than the maximum size permitted.
- B. Bank Run Gravel shall be graded as follows:

Gradation of Bank Run Gravel (ConnDOT Grading “C”)

Sieve	Percent Passing by Weight
1 ½”	100
¾”	45-80
¼”	25-60
No. 10	15-45
No. 40	5-25
No. 100	0-10
No. 200	0-5

2.4 GRANULAR FILL

- A. Broken or crushed stone, gravel, reclaimed miscellaneous aggregate or a mixture thereof.
 1. Broken or crushed stone shall be the product resulting from the artificial crushing of rocks, boulders or large cobblestones, substantially all faces of which have resulted from the crushing operation. Broken or crushed stone shall consist of sound, tough, durable stone, reasonably free from soft, thin, elongated, laminated, friable, micaceous or disintegrated pieces, mud, dirt or other deleterious material and shall be sized as indicated in this Article.
 2. Bank or crushed gravel shall consist of sound, tough, durable particles of crushed or uncrushed gravel, free from soft, thin, elongated or laminated pieces and vegetable or other deleterious substances. It shall be sized to ConnDOT Grading “A” as indicated in this Article and the requirements for plasticity and resistance to abrasion indicated herein. Crushed gravel shall be the manufactured product resulting from the deliberate

mechanical crushing of gravel with at least 50% of the gravel retained on the No. 4 (4.75-millimeter) sieve having at least one fractured face.

3. Granular Fill shall be graded as follows:

Gradation of Granular Fill (ConnDOT Grading "A")

Sieve	Percent Passing by Weight
3 ½"	100
1 ½"	55-100
1/4"	25-60
No. 10	15-45
No. 40	5-25
No. 100	0-10
No. 200	0-5

2.5 SCREENED GRAVEL AND CRUSHED STONE

- A. Screened gravel, well graded in size from 3/8 inch to 3/4 inch. The gravel shall consist of clean, hard, and durable particles or fragments, free from dirt, vegetable, or other objectionable matter. Crushed rock of suitable size and grading may be used instead of screened gravel.
- B. Screened Gravel shall be graded as follows:

Gradation of Screened Gravel (ConnDOT Gradation No. 6)

Sieve	Percent Passing by Weight
1"	100
3/4"	90-100
1/2"	20-55
3/8"	0-15
No. 4	0-5

2.6 SAND

- A. Sand shall consist of clean, hard, durable, uncoated particles of quartz or other rock, free from lumps of clay, soft or flaky material, loam, organic or other injurious material. In no case shall sand containing lumps of frozen material be Used. It shall not contain more than 3% of material finer than a #200 (75 µm) sieve, using AASHTO T 11.

- B. Organic Impurities: Fine aggregate subjected to the colorimetric test shall not produce a color darker than Gardner Color Standard No. 11, using AASHTO T 21. If the fine aggregate fails to meet this requirement, the provisions of AASHTO M 6, Section 5.2, will govern.
- C. Gradation: Fine aggregate shall be uniformly graded from coarse to fine and shall meet the following gradation requirements.

Gradation of Sand

Sieve	Percent Passing by Weight
3/8"	100
No. 4	95-100
No. 8	80-100
No. 16	50-85
No. 30	25-60
No. 50	10-30
No. 100	2-10

- D. The above gradation represents the extreme limits which shall determine suitability for use from all sources of supply. The gradation from any one source shall be reasonably uniform and not subject to the extreme percentages of gradation specified above. For the purpose of determining the degree of uniformity, a fineness modulus determination will be made upon representative samples from any source. Fine aggregate from any one source having a variation in fineness modulus greater than 0.20 either way from the fineness modulus of the representative sample will be rejected.

2.7 PROCESSED AGGREGATE

- A. Coarse and fine aggregates shall be combined and mixed by approved methods to produce Processed Aggregate.
- B. Processed Aggregate shall meet the following gradation requirements.

Gradation of Processed Aggregate

Sieve	Percent Passing by Weight
2 1/2"	100
2"	95-100
3/4"	50-75
1/4"	25-45

No. 40	5-20
No. 100	2-12

- C. Coarse Aggregate: Coarse aggregate shall be either gravel, broken stone or reclaimed miscellaneous aggregate containing no more than 2% by weight (mass) of asphalt cement, at the option of the Contractor. When tested by means of the Los Angeles Machine, using AASHTO Method T 96, the coarse aggregate shall not have a loss of more than 50%.
1. If gravel is used for the coarse aggregate, it shall consist of sound, tough, durable particles of crushed or uncrushed gravel or a mixture thereof, free from soft, thin, elongated or laminated pieces, lumps of clay, loam and vegetable or other deleterious substances.
 2. If broken stone is used for the coarse aggregate, it shall consist of sound, tough, durable fragments of rock of uniform quality throughout. It shall be free from soft disintegrated pieces, mud, dirt, organic or other injurious material.
 3. If the reclaimed miscellaneous aggregate is used for the coarse aggregate, it shall consist of sound, tough, durable fragments of uniform quality throughout. It shall be free from soft disintegrated pieces, mud, dirt, glass, organic or other injurious material.
 4. Soundness for Gravel, Broken Stone and Reclaimed Miscellaneous Aggregate: When tested by magnesium sulfate solution for soundness using AASHTO Method T 104, the coarse aggregate shall show a loss of not more than 15% at the end of 5 cycles.
- D. Fine Aggregate: The fine aggregate shall be natural sand, stone sand, screenings or any combination thereof. The fine aggregate shall be limited to material 95% of which passes a No. 4 (4.75-mm) sieve having square openings and not more than 8% of which passes a No. 200 (75-µm) sieve. The material shall be free from clay, loam and deleterious materials.
1. Plasticity: When natural sand is used, the fine aggregate shall conform to the requirements of Article M.02.06-2.
 2. Plasticity: When screenings or any combination of screenings and natural sand or any combination of stone sand and natural sand are used, the following requirements shall apply:
 - a. When the fraction of the dry sample passing the No. 100 (150-µm) mesh sieve is 6% or less by weight (mass), no plastic limit test will be made.
 - b. When the fraction of the dry sample passing the No. 100 (150-µm) mesh sieve is greater than 6% and not greater than 10% by mass, that fraction shall not have sufficient plasticity to permit the performing of the plastic limit test, using AASHTO Method T 90.
 - c. When the fraction of the dry sample passing the No. 100 (150-µm) mesh sieve is greater than 10% by weight (mass), the sample shall be washed; and additional material passing the No. 100 (150-µm) mesh sieve shall be determined by AASHTO Method T 146, except that the No. 100 (150-µm) mesh sieve shall be substituted for the No. 40 (425-µm) mesh sieve where the latter is specified in AASHTO Method T 146. The combined materials that have passed the No. 100 (150-µm) mesh sieve shall not have sufficient plasticity to permit the performing of the plastic limit test using AASHTO Method T 90.

PART 3 EXECUTION

3.1 GENERAL

- A. Contractor is required to call "Call Before You Dig" (telephone number 1-800-922-4455), to have all existing underground utilities identified in the field prior to commencing work.

3.2 STRUCTURE EXCAVATION

- A. Contractor shall excavate to the exact elevations shown on the plans, or as directed by Engineer. If the Contractor excavates below the elevations specified on the plans, he shall bring the excavation back to the proper elevation (except as hereinafter noted) by backfilling with granular fill, free of organic matter, and tamping to provide a compact base, as specified in the backfill specification. The backfill material must be approved by Engineer before being placed. Any increase in cost resulting from backfilling, or increasing the size of the footings or foundations, because of over-excavation in depth, unless the over-excavation is at the direction of Engineer, shall be borne by the Contractor. Excavation and replacement with structural fill of any disturbed or softened materials below the bottom of footing, resulting from inadequate preparation, dewatering, or protection of the bearing surface, shall be at the Contractor's expense.

3.3 TRENCH EXCAVATION

- A. In general, trenches shall be excavated to such depth as will provide a cover depth as indicated on the drawings from finished grade to the top of the pipe barrel. Deeper trenches shall be provided where necessary on account of the conformation of the ground and to permit the alignment of the pipe without undue deflection of joints.
- B. Trenches shall be excavated by hand or machinery to the width and depth indicated on the drawings and specified herein under "Trench Limits". All loose materials shall be removed from the bottom of the trench so that the bottom of the trench will be in an undisturbed condition.
- C. Particular care shall be taken that no stone 6 inches or larger in any diameter, protrudes more than 3 inches from the bottom or side of the trench.
- D. Suitable bell holes shall be made in the trench at joints as required.

3.4 TRENCH EXCAVATION IN FILL

- A. If pipe is to be laid in new embankments, or other new fill areas which are more than 12 inches deep below the invert of the pipe, the fill material shall be placed and properly compacted to final grade or to a height of at least 3 feet above the top elevation of the pipe, whichever is the lesser, before laying pipe. Particular care shall be taken to ensure maximum consolidation of material under the pipe location. The pipe trench then shall be excavated as though in undisturbed material.

3.5 TRENCH LIMITS

- A. Trenches shall be excavated to the required depths, adding, however, to such depths the thickness of the pipe and, where applicable, the thickness of the stone bedding. If in the opinion of Engineer, the material at or below the depth to which excavation for structures and pipes would normally be carried is unsuitable for foundation, it shall be removed to such widths and depths as directed and replaced with suitable material. Such work shall be paid for under appropriate items. The width of the trench at the bottom shall always be wide

enough to make the joints properly. When, in the option of Engineer, it is necessary to lay a concrete foundation, the excavation shall be made 1/4 O.D. or (6" min.) deeper, or as ordered by Engineer.

- B. Trench widths shall be 3 feet greater than the nominal inside diameter of pipe for such diameters of 36 inches or less. For diameters greater than 36 inches, the width shall be 4 feet greater than nominal inside diameter. Trench excavation for manholes, catch basins, drop inlets, etc. shall be two (2) feet outside the neat lines of the foundations. These limits may be adjusted for field conditions at the direction of Engineer.
- C. In earth excavation, in Sections where stone backfill is excluded, the bottom of the trench shall be shaped so as to conform to the outside of the pipe, particular care being taken to recess the bottom of the trench in such a manner as to relieve the bell of all load.
- D. Where the bottom of the trench, by mistake of the Contractor, has been taken out to a greater depth than specified above, it shall be refilled to the proper grade, using screened gravel or crushed stone. This additional material shall be placed by the Contractor with no additional compensation allowed. Refilling with earth to bring the bottom of the trench to the proper grade will not be permitted.
- E. Contractor shall at all times exercise care not to excavate outside the trench limiting lines indicated above, unless otherwise authorized by Engineer.
- F. Bedding for pipe and utility structures will be as detailed on the drawings.

3.6 UTILITY EXCAVATION NEAR EXISTING STRUCTURES

- A. Attention is directed to the fact that there are water pipes, storm drains, and other indicated utilities in certain locations. The location, type and number of utilities is based upon record plan information provided by Engineer. Some utility information is based upon field survey. The completeness or accuracy of the information given is not guaranteed.
- B. All water, or other utility conduits, shall be located on the ground by the applicable utility company with pipe finding equipment well ahead of the Work at all times. All such locations shall be plainly marked by coded paint symbols on pavement or by marked stakes in the ground. Such locations shall be established at least 2,000 ft. in advance of all trench excavation. All such location work shall be coordinated between utility companies by the Contractor to the satisfaction of Engineer at no extra cost. Once utility lines have been marked, it will be the responsibility of the Contractor to maintain the markings until he completes his work in that area.
- C. As the excavation approaches pipes, conduits, or other underground structures, digging by machinery shall be discontinued and the excavation shall be done by means of hand tools, as directed. Such manual excavation, where incidental to normal trenching excavation, shall be done to the satisfaction of Engineer at no extra cost.

3.7 PROTECTION OF EXISTING STRUCTURES

- A. All existing pipes, poles, wires, fences, curbs, property-line markers, and other structures which, in the opinion of Engineer, must be preserved in place without being temporarily or permanently relocated, shall be carefully supported and protected from damage by the Contractor, and in case of damage, the Contractor shall notify the appropriate party so that proper steps may be taken to repair any and all damage done. When the Owner does not wish to make the repairs themselves, all damage shall be repaired by the Contractor, or, if

not promptly done by him, Engineer may have the repairs made at the expense of the Contractor.

- B. All utility services shall be supported by suitable means so that the services shall not fail when tamping and settling occurs. No separate item is provided for service supports and the Contractor must cover it in the price bid for utility construction.

3.8 RELOCATION AND REPLACEMENT OF EXISTING STRUCTURES

- A. Whenever the Contractor encounters certain existing structures as described below, and is so ordered in writing, he shall do the whole, or such portions of, work as he may be directed, to change the location, or remove and later restore, or replace such structures, or to assist the Owner thereof in so doing. For all such work, the Contractor shall be paid under such items of work, as may be applicable, otherwise as extra work.
- B. In removing existing structures, the Contractor shall use care to avoid damage to the material, and Engineer shall include for payment only those new materials, which, in his judgment, are necessary to replace those unavoidably damaged.
- C. The structures to which the provisions of the preceding two paragraphs shall apply include structures which (1) are not indicated on the drawings or otherwise provided for, (2) encroach upon or are encountered near and substantially parallel to the edge of the excavation, and (3) in the opinion of Engineer will impede progress to such an extent that satisfactory construction cannot proceed until they have been changed in location, removed (to be later restored), or replaced. (See Item 3.19, "Sub-Surface Obstructions" also).

3.9 CARE AND RESTORATION OF PROPERTY

- A. Excavating machinery and cranes shall be operated with care to prevent damage to adjacent structures, trees, fences, etc.
- B. On paved surfaces to remain, the Contractor shall not use or operate tractors, bulldozers, or other power-operated equipment, the treads or wheels of which are so shaped as to cut or otherwise damage such surfaces. All surfaces, which have been damaged by the Contractor's operations, shall be restored to a condition at least equal to that in which they were found immediately prior to the beginning of operations. Suitable materials and methods shall be used for such restoration.
- C. The restoration of existing property or structures shall be done as promptly as practicable and shall not be left until the end of the construction period.

3.10 MISCELLANEOUS EXCAVATION

- A. If Engineer orders excavation for work not indicated on the drawings or in the Specification, Contractor shall be paid for the Work performed as extra work. This Section of the Specifications does not include the additional excavation involved if Engineer lowers a sewer line below the grade as shown on the set of drawings issued to the bidders.

3.11 DUST CONTROL

- A. During the progress of the Work, Contractor shall conduct his operations and maintain the area of his activities in order to minimize the creation and dispersion of dust. If Engineer decides that it is necessary to use calcium chloride, or approved equal, for more effective dust control, the Contractor shall furnish the material, load, deliver, and spread it as directed. In addition, site work may require the use of a street sweeper to minimize dust tracked off-

site by construction equipment. If Engineer decides that it is necessary to use a street sweeper, the Contractor shall furnish the street sweeper and provide for an operator at no cost to the Owner.

- B. Refer to Section 015714- Temporary Dust Control.

3.12 BACKFILLING FOR UTILITIES – GENERAL

- A. In general, or unless other material is indicated on the drawings or elsewhere specified, material used for backfilling trenches and excavations beyond building limits and around utility structures shall be common fill. Backfilling shall be done as promptly as is consistent with non-injury to the pipe or structures, but no backfilling shall be done before Engineer gives permission. Where the trench is in a paved area, or an area to be paved, backfill shall be bank-run gravel as shown on the drawings.
- B. Backfill material shall be free from cinders, ashes, refuse, boulders, rocks, or stones greater than 3" in any dimension, unsuitable organic material or other material which, in the opinion of Engineer, is unsuitable.
- C. Frozen material shall not be placed in the backfill, nor shall backfill be placed upon frozen material. Previously frozen material shall be removed, or shall be otherwise treated as required, before new backfill is placed.
- D. Common Fill material may be used as backfill, when authorized by Engineer, if the Contractor can achieve a minimum dry density after compaction of 95 percent of the maximum dry density as determined in accordance with ASTM D1557-02.
- E. In landscaped areas, the minimum dry density after compaction shall be 90 percent, unless otherwise detailed or specified.

3.13 BACKFILLING UTILITIES AROUND STRUCTURES

- A. No backfill shall be deposited against concrete until the concrete has obtained sufficient strength to withstand the earth pressure placed upon it and in no case less than seven days, nor before carrying out and satisfactorily completing the tests for watertight structures specified elsewhere. Compaction of backfill against concrete structures shall not be carried out by motorized equipment closer to the structure than the depth of the structure below grade.
- B. Where pipe is connected to the structure, the backfilling procedure shall be carried out as specified in "Backfilling in Open Trench".

3.14 BACKFILLING IN OPEN TRENCH BEYOND BUILDING LIMITS

- A. As soon as practical after the pipe has been placed in accordance with the appropriate sections and the pipe joints have been properly made, the backfilling shall begin, and shall continue without delay. If a screened gravel or concrete envelope is not used, the selected material*, free from large lumps and stones having any dimension greater than 2-inches, shall be placed simultaneously on both sides of the pipe, so that there will be no tendency to displace the pipe alignment. In placing the material, care shall be taken that stones do not strike the pipe.
- B. The backfill at the sides of the pipe and up to the top of the pipe, shall be hand-placed and thoroughly compacted using approved hand-operated tampers.

- C. The backfill up to a level of 1-foot above the top of the pipe* shall be placed in 6-inch layers, leveled along the length and width of the trench and thoroughly compacted with approved tampers.
- D. Backfill placement and compaction for utility trenches inside the building limits shall be in accordance with 3.19 of this Section.
- E. Install warning tape twelve (12) inches to twenty-four (24) inches above crown in all proposed underground utilities outside building limits following the standard color system below.
 - 1. Green - Storm drainage and sanitary sewer systems, including force mains and other non-hazardous materials.
 - 2. Blue - Water.
 - 3. Red - Electric power lines, electric power conduits and other electric power facilities.
 - 4. Orange - Communication lines or cables, including but not limited to telephone, fire signals, cable television, and electronic controls.
 - 5. Yellow - Gas, oil petroleum products, steam, compressed air, compressed gas and all other hazardous materials.
 - 6. Brown – Chilled Water and Other.

3.15 SUBSURFACE OBSTRUCTIONS

- A. As a general rule, sub-surface obstructions encountered along the route of the pipeline shall be considered as follows:
 - 1. Crossing Obstruction: All pipes, conduits, wires, etc. of whatever nature whose centerline lies at an angle of 20 degrees or greater to the centerline of the pipe being installed shall be considered as crossing obstructions and shall be protected, or repaired or replaced if damaged, or relocated, all at no additional cost to the Owner.
 - 2. Interfering Obstructions: All pipes, conduits, wires, etc. of whatever nature whose centerline lies at an angle of less than 20 degrees, but more than 5 degrees to the centerline of the pipe being installed, shall be considered as interfering obstructions. Costs for supporting such obstructions in place during installation of the new pipe shall be paid for by the Owner. Costs for supporting interfering obstructions shall not be construed to include any costs for excavation. Repairing or replacing damaged interfering obstructions, or relocation shall be accomplished at no additional cost to the Owner.
 - 3. Parallel Obstructions: All pipes, conduits, wires, etc. of whatever nature whose centerline lies at an angle of 5 degrees or less, or is truly parallel and less than 0.5 feet offset from outside the normal trench limits, as specified in Subarticle 3.5 B. of this Section, of the pipe being installed, shall be considered parallel obstructions. Costs for supporting such obstructions in place during installation of the new pipe, including excavation, may be paid for by the Owner, or Owner may elect to pay for the cost of replacing such obstructions. Should Owner first elect to pay the cost of supporting the obstruction and then elect to pay the cost of replacing the obstruction, approved costs for supporting the obstruction, including excavation, incurred prior to electing replacement

costs shall also be paid. After Owner elects to pay replacement costs, only replacement costs will be paid for all additional work in the vicinity of the parallel obstruction.

4. Angle measurement between centerline of obstructing pipe, conduit, wire, etc. and centerline of the pipe being installed shall be taken from between the horizontal projection of the centerlines at ground surface. Parallel offset distance between centerline of obstructing pipe, conduit, wire, etc. and the outside of normal trench limits of the pipe being installed shall be taken from between the horizontal projection of the centerlines and outside trench limit at ground surface.

END OF SECTION

SECTION 32 1216

BITUMINOUS CONCRETE PAVEMENT

PART 1 GENERAL

1.1 SUMMARY

A. Section includes:

1. Bituminous concrete paving for streets, driveways, and parking areas.
2. Installation of bituminous concrete overlays over existing pavement, including surface preparation, truing and leveling pavement, tack coating and all other associated items and operations necessary and required to complete the installation.

1.2 REFERENCES

- A. Reference herein to any technical society, organization, group or regulation are made in accordance with the following abbreviations and, unless otherwise noted or specified, all work under this Section shall conform to the latest edition as applicable.
- B. Code of Federal Regulations (CFR).
 1. 29 CFR 1926, Safety and Health Regulations for Construction.
- C. State of Connecticut Department of Transportation (ConnDOT).
 1. Standard Specifications for Roads, Bridges and Incidental Construction, Form 818, 2021 and any supplements.
- D. American Association of State High and Transportation Officials (AASHTO).
 1. AASHTO M-17 - Standard Specification for Mineral Filler for Bituminous Paving Mixtures.
 2. AASHTO M 82, Cutback Asphalt (Medium-Curing Type) .
 3. AASHTO M-208 - Standard Method of Test for Unconfined Compressive Strength of Cohesive Soil-ASTM Designation D 2166.
 4. AASHTO M-320 - Standard Specification for Performance-Graded Asphalt Binder.
 5. AASHTO R-26 - Standard Recommended Practice for Certifying Suppliers of Performance-Graded Asphalt Binders.
 6. AASHTO R-29 - Standard Practice for Grading or Verifying the Performance Grade of an Asphalt Binder.
 7. AASHTO T-27 - Sieve Analysis of Fine and Course Aggregates.
 8. AASHTO T-84 - Specific Gravity and Absorption of Fine Aggregates.

9. AASHTO T-85 - Specific Gravity and Absorption of Coarse Aggregates.
 10. AASHTO T-96 - Standard Method of Test for Resistance to Degradation of small-Size Coarse Aggregate by Abrasion and Impact in the Los Angeles Machine.
 11. AASHTO T 104 Standard Method of Test for Soundness of Aggregate by Use of Sodium Sulfate or Magnesium Sulfate.
 12. AASHTO T-209 - Maximum Specific Gravity and Density of Bituminous Paving Mixtures.
 13. AASHTO T-245 - Standard Method of Test for Resistance to Plastic Flow of Bituminous Mixtures Using Marshall Apparatus.
- E. American Society for Testing and Materials (ASTM)
1. ASTM D1188 - Standard Test Method for Bulk Specific Gravity and Density of Compacted Bituminous Mixtures Using Coated Samples.
 2. ASTM D2726 - Standard Test Method for Bulk Specific Gravity and Density of Non-Absorptive Compacted Bituminous Mixtures.

1.3 SPECIFICATIONS

- A. All work performed under this Section shall conform to the Standard Specifications for Roads, Bridges and Incidental Construction, Form 816, 2004, Supplemental Section 4.06 – Bituminous Concrete (Revised 3/17/14). This Specification is hereby incorporated into this Section by reference.

1.4 TESTING

- A. Owner will retain a testing entity to perform observation and testing of the work under this Section. The testing entity's presence does not constitute supervision or direction of Contractor's work. Neither the presence of the testing entity nor any observations and testing performed by him, nor any notice or failure to give notice shall excuse Contractor from conformance with these Specifications or from defects discovered in his work.

PART 2 PRODUCTS

2.1 GENERAL

- A. All work performed under this Section shall conform to the Standard Specifications for Roads, Bridges and Incidental Construction, Form 817.

PART 3 EXECUTION

3.1 GENERAL

- A. Contractor shall install all pavements as specified in the location and to the grades as shown on the Drawings and/or approved by Engineer. Materials, methods of construction, and type and thickness of pavement courses shall be as shown on the Details of the Drawings and as specified herein.

- B. Owner and its representatives shall have access to all parts of the Work under construction at all times.

3.2 SPECIFICATIONS

- A. Execute the work of this Section in accordance with the Standard Specifications for Roads, Bridges and Incidental Construction, Form 817.

END OF SECTION

SECTION 32 1313
CONCRETE PAVING

PART 1 GENERAL

1.1 SECTION INCLUDES

- A. Provide all labor, equipment, materials and perform all operations necessary to complete the work of this section as indicated within the drawings and specified herein which shall include but is not limited to the following:
 - 1. Concrete sidewalks
 - 2. Concrete pads
- B. Contractor is responsible for all health and safety.

1.2 RELATED SECTIONS

- A. Section 31 2313 Subgrade Preparation: for preparation of the sub base.
- B. Section 03 3000 Cast-in-place Concrete: for related specifications.

1.3 SUBMITTALS

- A. Submit the following under provisions of Section 01 3300—Submittal Procedures:
 - 1. Provide samples, manufacturer's product data, test reports, and material certifications as specified Section 03 3000 Cast-in-place Concrete.
 - 2. Provide "Material Certificates" signed by material producer and Contractor, certifying that each material item complies with or exceeds specified requirements.

1.4 CONSTRUCTION OF A SAMPLE PANEL

- A. Construct a sample panel for the following in areas designated by the Engineer.
 - 1. Concrete sidewalk: Full width and a length not less than ten (10) feet demonstrating jointing and finish.
 - 2. All sample panels shall be complete and in place. If the original sample panel is not approved, the Contractor shall provide additional sample panels as required, at no additional cost to the Owner, until an approved sample panel is obtained.
 - a. The approved sample panel shall become the standard for the entire job.
 - b. The sample panel may be constructed at a location that will become part of the work.

- c. Demolish and remove, from site, any and all rejected sample panels at no additional cost to the owner.
3. The quality of workmanship must be approved by the Engineer before permanent construction is started. Obtain Engineer's acceptance of sample panel before proceeding with the final work.

PART 2 PRODUCTS

2.1 MATERIALS

- A. Comply with the requirements of the applicable Section 03 30 00 Cast-in-place Concrete for concrete materials, admixtures, bonding materials, curing materials, and other specified items.
- B. Single Source: All work of this Section shall be produced by a single manufacturer, unless otherwise approved by the Architect. Concrete shall be batched from the same facility.

2.2 REINFORCEMENT MATERIALS

- A. Reinforcing Bars: Deformed epoxy coated steel bars, ASTM A615, Grade 60.
- B. Welded Wire Mesh: Welded plain cold-drawn steel wire fabric, ASTM A185.
 1. 6" x 6" x 10/10 W.W.M. in flat sheets only, no rolls will be allowed.
- C. Bar supports, metal accessories and other devices necessary for proper assembly of concrete reinforcing shall be of standardized factory-made wire bar supports. Wire for tying shall be 18-gauge black annealed wire conforming to ASTM Specification A82.

2.3 EXPANSION JOINT MATERIAL

- A. Compressible filler: Provide asphalt impregnated preformed expansion joint filler which shall be non-extruding, resilient and shall conform to AASHTO M213 requirements for premolded rigid cane fiber board impregnated throughout with asphaltic compound.
 1. The Contractor shall provide certificate that the asphalt cement content is at least 35% by weight of the filler.
 2. All expansion joints shall be a minimum of ½" thick and full depth of slab thickness.
- B. Joint sealer: For use at expansion joints shall meet Federal Specification TT-S-00230C, Type II, Class A, and shall be a sealing compound, synthetic, rubber case, single component, chemically curing material.

2.4 FORM MATERIALS

- A. The contractor shall utilize steel, wood, or other suitable material of size and strength to resist movement during concrete placement and to retain horizontal and vertical alignment until removal.

1. Use straight forms, free of distortion and defects.
 2. Use flexible spring steel forms or laminated boards to form radius bends as required.
- B. Coat forms with a non-staining form release agent that will not discolor or deface surface of concrete.

2.5 ADMIXTURES

- A. Liquid-Membrane forming and Sealing Curing Compound: Comply with ASTM C309, Type I, Class A unless other type acceptable to the Engineer.

2.6 CONCRETE MIX, DESIGN AND TESTING

- A. Comply with requirements of applicable Section 03 30 00 Cast-in-place Concrete for concrete mix design, sampling and testing, and quality control and as herein specified.
1. Obtain strength of 4,000 psi at twenty-eight (28) days.

PART 3 EXECUTION

3.1 EXAMINATION

- A. Inspect all surfaces and verify that they are in proper condition to receive the work of this Section.
- B. Beginning of installation means acceptance of existing project conditions.

3.2 SURFACE PREPARATION

- A. Remove loose material from compacted sub-base surface immediately before placing concrete.
- B. Proof-roll prepared sub-base surface to check for unstable areas and need for additional compaction. Do not begin paving work until such conditions have been corrected and are ready to receive paving.

3.3 FORM CONSTRUCTION

- A. Set forms to required grades and lines braced and secured. Install forms to allow continuous progress of work and so that forms can remain in place at least twenty-four (24) hours after concrete placement.
- B. Check completed formwork for grade and alignment to following tolerances:
1. Top of forms not more than $\frac{1}{8}$ inch in ten (10) feet.
 2. Vertical face on longitudinal axis, not more than $\frac{1}{4}$ inch in ten (10) feet.
- C. Clean forms after each use and coat with form release agent as required to ensure separation from concrete without damage.

3.4 REINFORCEMENT

- A. Locate, place and support reinforcement as specified in the applicable Section 03 30 00 Cast-in-place Concrete and as indicated within the drawings.
- B. Provide number four (4) rebar perpendicular to support bars two (2) inches from expansion joint or slab edge at each end.
- C. Keep welded wire fabric clean and free from rust. Place individual sheet or strips flat and free from distortion. Remove bends or kinks in individual wires before the sheet is laid in the pavement.
- D. Place welded wire fabric in sheets or strips at depth shown. Lap sheet six (6) inches and tie firmly together by wire or clips spaced not more than four (4) feet apart.
- E. Provide sand plates at twenty-four (24) inches on-center to support welded wire mesh. Locate one (1) bar two (2) inches from expansion joint or slab edge at each end.

3.5 EXPANSION JOINTS

- A. General: Construct expansion joints true to line with face perpendicular to surface of concrete. If joints are not installed and constructed as indicated within the drawings and specified herein the Engineer shall instruct the Contractor to remove and dispose those areas identified as non-compliant. The Contractor shall repair, replace or install new concrete in those areas identified at no additional cost to the owner.
- B. Verify location of expansion joints as indicated within the drawings and their relationship to other work.
- C. Where expansion joints are not shown, the Contractor shall provide expansion joints a minimum twenty (20) feet on center in any direction and where concrete abuts all vertical surfaces and/or fixed construction including but not limited to; buildings, structures, walls, stairs, light poles and curbs.
- D. Provide premolded joint filler for expansion joints abutting curbs, catch basins, manholes, inlets, structures, walks, and all other fixed objects, unless otherwise indicated.
 - 1. Deliver materials in manufacturer's original containers, clearly labeled with manufacturer's name and address and product identification.
 - 2. Store materials in original containers protected from direct contact with the ground and from the elements.
 - 3. Store materials above ground on framework or blocking and cover with protective waterproofing covering. Provide for adequate air circulation throughout material stacks.
 - 4. Extend joint fillers full width and depth of joint, top of joint filler flush with finished concrete surface.

5. Furnish joint fillers in one-piece lengths for full width being placed wherever possible. Where more than one (1) length is required, lace or clip joint filler sections together.
6. Protect top edge of joint filler during concrete placement with a metal cap or other temporary material. Remove protection after concrete has been placed on both sides of joint.

3.6 CONTRACTION AND CONSTRUCTION JOINTS

- A. General: Construct contraction and construction joints true to line with face perpendicular to surface of concrete. If joints are not installed and constructed as indicated within the drawings and specified herein the Engineer shall instruct the Contractor to remove and dispose those areas identified as non-compliant. The Contractor shall repair, replace or install new concrete in those areas identified at no additional cost to the owner.
- B. Contraction Joints: Provide contraction joints, sectioning concrete into areas as shown on drawings to a depth equal to at least $\frac{1}{3}$ concrete thickness and as follows:
 1. Form joints in fresh concrete by grooving top portion with a recommended cutting tool and finishing edges with a joiner.
- C. Construction Joints: Place construction joints at end of placements and at expansion joints.

3.7 CONCRETE PLACEMENT

- A. General: Comply with the applicable requirements of Section 03 30 00 Cast-in-place Concrete for mixing and placing concrete, and as herein specified.
- B. Do not place concrete until sub-base and forms have been checked for line and grade. Moisten sub-base if required to provide a uniform dampened condition at time concrete is placed. Do not place concrete around manholes or other structures until they are at required finish elevation and alignment.
- C. Place concrete by methods that prevent segregation of mix. Consolidate concrete along face of forms and adjacent to transverse joints with internal vibrator. Keep vibrator away from joint assemblies, reinforcement, or side forms. Use only square-faced shovels for hand spreading and consolidation. Consolidate with care to prevent dislocation of reinforcing, dowels, and joint devices.
- D. Deposit and spread concrete in a continuous operation between transverse joints as far as possible. If interrupted for more than hour, place a construction joint.
- E. Do not place concrete on a soft, muddy or frozen base course. Do not permit workmen to walk in the concrete with boots or shoes covered with earth or other foreign substances.
- F. Place lower layer of concrete followed promptly by the welded wire fabric and then place the upper layer of concrete. Remove any portions of the bottom layer of concrete which have been

placed more than fifteen (15) minutes without being covered with top layer and replace with freshly mixed concrete.

- G. Consolidate concrete thoroughly by tamping, spading and vibrating to eliminate honeycombing and voids. Space carefully to avoid dislocation of reinforcing materials, dowels and joints installing devices.

3.8 CONCRETE FINISHING

- A. After striking-off and consolidating concrete, smooth surface by screeding and floating. Use hand methods only where mechanical floating is not possible. Adjust floating to produce uniform texture.
- B. After floating, test surface for trueness with a ten (10) foot straightedge. Distribute concrete as required to remove surface irregularities, and refloat repaired areas to provide a continuous smooth finish.
- C. Work edges of slabs and formed joints with an edging tool, and round to one half-inch radius or as indicated within the drawings.
 - 1. Eliminate tool marks on concrete surface.
- D. After completion of floating and when excess moisture or surface sheen has disappeared, complete trowelling and finish surface as follows:
 - 1. Broom finish by drawing a broom across concrete surface perpendicular to line of traffic.
 - a. On inclined slab surfaces, provide a coarse, non-slip finish by scoring surface with a stiff-bristled broom, perpendicular to line of traffic.
- E. Do not remove forms for twenty-four (24) hours after concrete has been placed. After form removal, clean ends of joints and joint-up any minor honeycombed areas.
 - 1. Remove and replace areas of sections with major defects, as directed by the Engineer.

3.9 CURING

- A. Protect and cure finished concrete paving in compliance with applicable requirements of Section 03 30 00 Cast-in-place Concrete. Use membrane-forming curing and sealing compound or approved moist-curing methods.

3.10 REPAIRS AND PROTECTIONS

- A. Repair or replace broken or defective concrete, as directed by the Engineer.
- B. Drill test cores where directed by the Engineer when necessary to determine magnitude of cracks or defective areas. Fill drilled core holes in satisfactory pavement areas with Portland Cement concrete bonded to pavement with epoxy adhesive.

- C. Protect concrete from damage until acceptance of work. Exclude traffic from pavement for at least fourteen (14) days after placement. When construction traffic is permitted, maintain pavement as clean as possible by removing surface stains and spillage of materials as they occur.
- D. Sweep concrete pavement and wash free of stains, discoloration, dirt, and other foreign material one (1) week prior to substantial completion.

END OF SECTION

SECTION 32 1623

CURBING

PART 1 GENERAL

1.1 SUMMARY

- A. Section includes:
 - 1. Precast concrete curb.
 - 2. Cast-in-place concrete curb.
 - 3. Bituminous concrete lip curb.
- B. Work shall also include all associated items and operations necessary and required to complete the installations, including, but not limited to, surface preparation, finishing and cleanup.
- C. Contractor shall coordinate work between all Subcontractors, sections, and trades required for the proper completion of the work.
- D. Contractor is responsible for all health and safety.

1.2 REFERENCES

- A. Reference herein to any technical society, organization, group or regulation are made in accordance with the following abbreviations and, unless otherwise noted or specified, all work under this Section shall conform to the latest edition as applicable.
- B. United States Code of Federal Regulations (CFR)
 - 1. 29 CFR 1926, Safety and Health Regulations for Construction.
- C. State of Connecticut Department of Transportation (ConnDOT)
 - 1. Standard Specifications for Roads, Bridges, Facilities and Incidental Construction, Form 818, 2021 and any supplements.
- D. ASTM International (ASTM).
 - 1. ASTM C33 – Standard Specification for Concrete Aggregates.
 - 2. ASTM C94 – Standard Specification for Ready-Mixed Concrete.
 - 3. ASTM C150 – Standard Specification for Portland Cement.
 - 4. ASTM D235 – Standard Specification for Mineral Spirits (Petroleum Spirits).
 - 5. ASTM C207 – Standard Specification for Hydrated Lime for Masonry Purposes

6. ASTM C260 – Standard Specification for Air-Entraining Admixtures for Concrete.
 7. ASTM C309 – Standard Specification for Liquid Membrane - Forming Compounds for Curbing Concrete.
 8. ASTM C494 – Standard Specification for Chemical Admixtures for Concrete.
 9. ASTM C989 – Standard Specification for Ground Granulated Blast-Furnace Slag for Use in Concrete and Mortars.
 10. ASTM D1751 – Standard Specification for Preformed Expansion Joint Filler for Concrete Paving and Structural Construction (Nonextruding and Resilient Bituminous Types).
 11. ASTM D1752 – Standard Specification for Preformed Sponge Rubber Cork and Recycled PVC Expansion Joint Fillers for Concrete Paving and Structural Construction
 12. American Concrete Institute (ACI)
 13. ACI 304 – Recommended Practice for Measuring, Mixing, Transporting and Placing Concrete.
- E. American Association of State High and Transportation Officials (AASHTO)
1. AASHTO M 6 – Standard Specification for Fine Aggregate for Portland Cement Concrete.
 2. AASHTO M 85 – Standard Specification for Portland Cement (Chemical and Physical).
 3. AASHTO M 133 – Standard Specification for Preservatives and Pressure Treatment Processes for Timber.
 4. AASHTO M 213 – Standard Specification for Preformed Expansion Joint Filler for Concrete (Bituminous Type).
 5. AASHTO M 233 – Standard Specification for Boiled Linseed Oil Mixture for Treatment of Portland Cement Concrete.
 6. AASHTO M 240 – Standard Specification for Blended Hydraulic Cement.
 7. AASHTO T11 – Standard Method of Test for Materials Finer Than 75-um (No. 200) Sieve in Mineral Aggregates by Washing.
 8. AASHTO T21 – Standard Method of Test for Organic Impurities in Fine Aggregate for Concrete.

1.3 SUBMITTALS

- A. Submit Shop Drawings, manufacturer’s literature, material certificates or other data indicating compliance with these Specifications.
- B. Precast Curbing: Submit for approval, data indicating size, shape and dimensions, finish and setting method.

- C. Precast Curbing: Submit representative test specimens of the cured concrete used in precast units showing a compressive strength of 4,000 pounds prior to shipping any units.
- D. Submit testing data for concrete as required by Section 03 3200 – Site Cast-in-Place Concrete.

1.4 DELIVERY, STORAGE AND HANDLING

- A. Precast concrete curb units shall be delivered to the job adequately protected from damage during transit.
- B. Curbing shall be protected against staining, chipping, and other damage. Cracked, badly chipped, or stained units will be rejected and shall not be employed in the Work.

PART 2 PRODUCTS

2.1 PRECAST CONCRETE CURB

- A. Concrete for precast concrete curbing shall have a minimum compressive strength of 4,000 psi at 28 days, and shall contain 5 to 7 percent entrained air.
- B. Precast concrete curb shall be treated with a protective coating of Linseed Anti-Spalling Compound. Boiled linseed oil mixture shall conform to AASHTO M 233 and shall be composed of 50 percent (50 %) double boiled linseed oil and 50 percent (50%) petroleum spirits, ASTM D235, by volume.
- C. Finish and Color: Precast curb units shall be rub-finished in the following manner:
 - 1. After the concrete has properly hardened, the exposed surfaces shall be rubbed with a No. 16 carborundum stone or an abrasive of approved equal in a manner to fully remove cement enamel finish and expose a durable sand grain finish satisfactory to Engineer. No cement shall be used in the rubbing process.
 - 2. The finish of these units shall be uniform and shall conform to those of adjacent work in their final position.
- D. Precast concrete curb sections shall be furnished with sockets in each end to receive dowels to maintain the horizontal and vertical alignment of the curb. The dowel socket shall be $\frac{11}{16}$ inch by $2\frac{1}{2}$ inches.
- E. Dowels: Steel, $\frac{5}{8}$ inch by 4 inch with minimum yield strength of 36,000 psi. Dowels shall be supplied by the curb manufacturer.

2.2 CAST-IN-PLACE CONCRETE CURB

- A. Concrete and reinforcement for cast-in-place concrete curbs shall be as specified in Section 03 3200 – Site-Cast-in-Place Concrete.

2.3 BITUMINOUS CONCRETE LIP CURBING

- A. Bituminous concrete for curbing shall be as specified in Section 32 1216 – Bituminous Pavement.

2.4 CEMENT MORTAR

A. Mortar shall be composed of one part Portland Cement, ASTM C150, and two parts, by volume, of surface dry fine aggregate. Hydrated lime, ASTM C207, in an amount not to exceed 4 pounds of lime to each bag of Portland Cement, may be added at the option of Engineer. Cement and hydrated lime shall conform to the following requirements:

1. Portland cement: Types I, II or IS.
 - a. Cement having a temperature exceeding 160°F (71°C) at the time of delivery to the mixer shall not be used in the concrete.
 - b. Types I, II, and III portland cement shall conform to the requirements of AASHTO M 85.
 - c. Type IS, Portland blast-furnace slag cement and Type IP, portland-pozzolan cement shall conform to the requirements of AASHTO M 240. The use of other approved cementitious material as a partial replacement for Type IS or Type IP cement will not be permitted.
 - d. Type I and Type III portland cement shall be used only when required or expressly permitted by Contract or Engineer.
2. Hydrated lime: ASTM C6.
3. Fine aggregate: Fine aggregate shall be sand consisting of clean, hard, durable, uncoated particles of quartz or other rock, free from lumps of clay, soft or flaky material, loam, organic or other injurious material. In no case shall sand containing lumps of frozen material be used.
 - a. Fine aggregate shall contain not more than 3% of material finer than a No. 200 (75 µm) sieve, using AASHTO T 11.
 - b. Organic Impurities: Fine aggregate subjected to the colorimetric test shall not produce a color darker than Gardner Color Standard No. 11, using AASHTO T 21. If the fine aggregate fails to meet this requirement, the provisions of AASHTO M 6, Section 5.2, will govern.
 - c. Gradation: For laying stone or precast units, fine aggregate shall be uniformly graded from coarse to fine and shall meet the following gradation requirements:

Aggregate Gradation (Cement Mortar for Laying Stone or Precast Units)

Sieve	Percent Passing
$\frac{3}{8}$ "	100
No. 4	95–100
No. 8	80–100
No. 16	50–85
No. 30	25–60

No. 50	10-30
No. 100	2-10

- d. Gradation: For pointing stone or precast units, fine aggregate shall be uniformly graded from coarse to fine and shall meet the following gradation requirements:

Aggregate Gradation (Cement Mortar for Pointing Stone or Precast Units)

Sieve	Percent Passing
No. 8	100
No. 50	10-40
No. 100	0-10

4. Water: Potable quality.

2.5 JOINT FILLER

- A. Preformed expansion joint filler or wood joint filler as indicated on the plans.
- B. Preformed expansion joint filler shall be the bituminous cellular type and shall conform to the requirements of AASHTO M213.
- C. Boards for wood joint filler shall be planed on two sides and shall be either redwood, cypress or white pine. Redwood and cypress boards shall be of sound heartwood. White pine boards shall be of sound sapwood.
1. Occasional small, sound knots and medium surface checks will be permitted provided the board is free of any defects that will impair its usefulness for the purpose intended. The joint filler may be composed of more than one length of board in the length of the joint, but no board of a length less than 6 feet may be used; and the separate boards shall be held securely to form a straight joint. Boards composed of pieces that are jointed and glued shall be considered as one board.
 2. Dimensions shall be as specified or shown on the plans; and tolerances of plus $\frac{1}{16}$ -inch thickness, plus $\frac{1}{8}$ -inch depth and plus $\frac{1}{4}$ -inch length will be permitted.
 3. All wood joint filler boards shall be given a preservative treatment by brushing with a creosote oil conforming to AASHTO M133. After treatment, the boards shall be stacked in piles, each layer separated from the next by spacers at least $\frac{1}{4}$ inch thick; and the boards shall not be used until 24 hours after treatment.

2.6 TRANSITION SECTIONS

- A. Horizontal transition sections shall be provided at all locations where curb sections change (i.e., vertical to sloped). Vertical transition sections shall also be provided for precast curb sections at handicapped ramps to create a smooth transition with a doweled joint. Vertical transition sections for stone curb shall be made as shown on the Drawings.

PART 3 EXECUTION

3.1 GENERAL

- A. Trenching, excavation, backfilling, and compaction shall be completed in accordance with Section 31 2310 – Earthwork, except as modified within this Section.
- B. Cement Mortar Bedding, if required, shall be placed as indicated in details in accordance with Section 03 3200 – Site Cast-In-Place Concrete.

3.2 PRECAST CONCRETE CURB

- A. Precast units delivered to the site shall be inspected for damage, unloaded and placed along excavated trench or other designated location with the minimum amount of handling.
 - 1. Materials shall be handled in such a manner as to insure delivery to trench in a sound and undamaged condition.
 - 2. All individual pieces of curbed curbing shall be marked to correspond to the radius and location where curbing is to be set.
- B. Excavation shall be made in accordance with details on the plans and shall extend 6 inches below and behind finished curb sections.
 - 1. Screened gravel base shall be compacted to a firm, even surface.
- C. Installation of precast concrete curb shall be completed within the prepared trench such that each section is doweled to the next continuously and conforming to the line, grade, and cross-section shown on the plans, unless otherwise directed by Engineer. Installation shall be completed in such a manner as to prevent damage to the precast units.
- D. After the curb is set, trench shall be backfilled immediately with approved material. The first layer to be 4 inches in depth, thoroughly rammed, the other layers to be not more than 6 inches in depth and thoroughly rammed until the trench is filled. Care is to be taken not to affect the line or grade of the curb during this procedure.
- E. All curb joints shall be filled with caulking compound (color-cement mortar grey). One joint every 50 feet shall be left clean of caulk to allow for expansion.

3.3 CAST-IN-PLACE CONCRETE CURB

- A. General Requirements: Concrete curb shall be constructed of concrete and shall be cast-in-place on the prepared subbase in accordance with the dimensions and details line and grade shown on the Drawings. Curbing shall be constructed using conventional forms and in segments separated by construction joints and expansion joints as specified herein. This item shall consist of concrete curbing constructed or as ordered and in conformity with these specifications.
- B. Forms: Forms shall be metal or acceptable planed and matched lumber, straight and free from warp or other irregularities that will adversely affect the installation. Forms shall conform to the curb cross-section shown on the Drawings and shall be carefully set to line and grade and

thoroughly braced and secured in place so that there will be no displacement during placement of the concrete. All forms shall be thoroughly cleaned prior to reuse.

- C. Placing of Concrete: Prior to placement of the concrete, the subgrade shall be moistened and the contact surfaces of the forms shall be given a light coating of oil that will not discolor the concrete. Concrete shall then be placed in the form as near to its final position as practicable, struck off with a template, spaded to prevent “rock-pockets” or “honey combing” adjacent to the forms and finished to a smooth even surface. The concrete may be compacted by mechanical vibrators if approved by Engineer. Placing by slip form methods shall be approved by Engineer.
- D. Expansion Joints: Vertical expansion joints shall be located approximately every seventy-five (75) feet and shall be so arranged that they shall match expansion joints in any adjacent concrete pavements and sidewalks. Unless directed otherwise, expansion joints shall also be installed at the PC and PT of all radius curb. Expansion joints shall be constructed vertical, plumb, and at right angles to the face of the curb.
 - 1. Prior to concreting, all exposed surfaces of the wood filler shall be given a light brush coating of form oil.
 - 2. They shall be one-half (½) inch in width and formed with premolded bituminous joint filler cut to conform to the cross-section of the curb/curb gutter.
- E. Construction Joints: Vertical construction joints shall be located approximately every fifteen (15) feet being equally spaced between expansion joints. The length of these curb/curb gutter segments may be varied slightly for closures but in no case shall they be less than eight (8) feet. Construction joints shall be vertical, plumb and at right angles to the face of the curb and shall be formed by approved method that will provide complete separation of the curb segments during the placing of the concrete. If curb is formed by slip form methods, the joints shall be sawed as soon as practicable after the concrete has set to preclude raveling during the sawing and before any shrinkage cracking occurs in the concrete.
- F. Finishing: Forms shall be left in place for twenty-four (24) hours or until the concrete has sufficiently hardened as determined by Engineer so that they can be removed without injury to the curb. Upon removal of the forms, the exposed faces of the curb/curb gutter shall be immediately rubbed to a uniform surface. Rubbing shall be performed by experienced and competent concrete finishers. No plastering will be permitted.

3.4 BITUMINOUS CONCRETE LIP CURB

A. General Requirements

- 1. Bituminous curbing shall be constructed by the use of an approved self-propelled extruding curb machine equipped with a material hopper, distributing screw and curb forming device capable of placing the bituminous mixture to the required lines, grades and proper curb cross-section. Prior to the placement of any curb, Contractor shall submit a detail of the cross-section of the curb mold that he proposes to use to Engineer for approval.

B. Surface Preparation

1. When curbing is to be placed on existing bituminous pavements, concrete pavements or newly laid bituminous pavements which have been in place more than twenty-four (24) hours, the surface on which the curb is to be placed shall be swept and cleaned, thoroughly dried, and immediately prior to placement of the curb, the surface to be occupied by the curb shall be given an application of tack coat material.
2. Prevent spread of tack coat material beyond the area to be occupied by the curb.
3. Recently placed bituminous concrete pavement, which have been placed less than twenty-four (24) hours prior to placement of the curb need only be thoroughly swept and cleaned.

C. Placing and Compaction

1. The hot bituminous mixture shall be placed in the hopper of the curb paver without segregation and extruded through the mold form to provide the proper compaction and surface texture.
2. The curb paver shall be properly supported and weighted during operation along the edge of the pavement and shall be guided along string or chalk lines to maintain the proper alignment and level of the completed curb.
3. Any portions of the completed curb, which are not satisfactorily compacted, or show signs of sagging, cracking, or distortion, or do not conform to the required lines, grades or cross-section for any reason, and which cannot be satisfactorily repaired during construction, shall be removed and replaced at no additional cost to the Owner.

D. Joints

1. Bituminous curb construction shall be a continuous operation in one direction only, to eliminate joints. Excessive joints will be cause for rejection of entire length of installation.
2. When the placing of the curb is discontinued for a length of time that permits the mixture to become chilled, the curb shall be cut in a true vertical plane and the exposed end painted with a thin uniform coat of hot asphalt cement just prior to placing the fresh curb mixture against the previously constructed curb to insure a continuous bond. Joints that are not smooth and uniform, exhibit distortion, or are patched will be rejected.

END OF SECTION

SECTION 32 1723
PAVEMENT MARKINGS

PART 1 GENERAL

1.1 SUMMARY

- A. Section includes:
 - 1. Painted pavement markings, including but not limited to center lines, lane lines and shoulder lines, stop bars, crosswalks, parking stalls, lane arrows, legends, markings within gore areas, and painting of paved islands or medians.
 - 2. Maintaining access for vehicular and pedestrian traffic as required for other construction activities. Utilize flagmen, barricades, warning signs, and warning lights as required.
- B. Contractor shall coordinate work between all Subcontractors, sections, and trades required for the proper completion of the work.
- C. Contractor is responsible for all health and safety.

1.2 SUBMITTALS

- A. Submit material specifications and shop drawings for all materials furnished under this Section.
- B. Submit material certificates signed by the material producer and Contractor, certifying that materials comply with these Specifications.

1.3 REFERENCES

- A. Reference herein to any technical society, organization, group or regulation are made in accordance with the following abbreviations and, unless otherwise noted or specified, all work under this Section shall conform to the latest edition as applicable.
- B. State of Connecticut Department of Transportation (ConnDOT)
 - 1. Standard Specifications for Roads, Bridges and Incidental Construction, Form 818, 2021 and any supplements.
- C. Code of Federal Regulations (CFR)
 - 1. 29 CFR 1926, Safety and Health Regulations for Construction
- D. ASTM International (ASTM)
 - 1. ASTM C501 - Standard Test Method for Relative Resistance to Wear of Unglazed Ceramic Tile by the Taber Abraser.
 - 2. ASTM D211 - Standard Specification for Chrome Yellow and Chrome Orange Pigments.
 - 3. ASTM D476 - Standard Classification for Dry Pigmentary Titanium Dioxide Products.

4. ASTM D562 - Standard Test Method for Consistency of Paints Measuring Krebs Unit (KU) Viscosity Using a Stormer-Type Viscometer.
 5. ASTM D605 - Standard Specification for Magnesium Silicate Pigment (Talc).
 6. ASTM D638 - Standard Test Method for Tensile Properties of Plastics.
 7. ASTM D695 - Standard Test Method for Compressive Properties of Rigid Plastics.
 8. ASTM D711 - Standard Test Method for No-Pick-Up Time of Traffic Paint.
 9. ASTM D869 - Standard Test Method for Evaluating Degree of Settling of Paint.
 10. ASTM D1475 - Standard Test Method for Density of Liquid Coatings, Inks, and Related Products.
 11. ASTM D1763 - Standard Specification for Epoxy Resins.
 12. ASTM D2240 - Standard Test Method for Rubber Property- Durometer Hardness.
 13. ASTM D2486 - Standard Test Methods for Scrub Resistance of Wall Paints.
 14. ASTM D4060 - Standard Test Method for Abrasion Resistance of Organic Coatings by the Taber Abraser.
 15. ASTM D4505 - Standard Specification for Preformed Retroreflective Pavement Marking Tape for Extended Service Life.
 16. ASTM E303 - Standard Test Method for Measuring Surface Frictional Properties Using the British Pendulum Tester.
 17. ASTM G153 - Standard Practice for Operating Enclosed Carbon Arc Light Apparatus for Exposure of Nonmetallic Materials.
- E. American Association of State High and Transportation Officials (AASHTO)
1. AASHTO M 247 - Standard Specification for Glass Beads Used in Traffic Paints.
- F. American Concrete Institute
1. ACI 503R - Use of Epoxy Compounds with Concrete.
- G. United States General Services Administration, Federal Specifications.
1. Federal Specification TT-P-1952D - Paint, Traffic and Air Field Marking, Water Emulsion Base.
- H. United States General Services Administration, Federal Standards.
1. Federal Standard No. 595 - Colors Used in Government Procurement.

1.4 QUALITY ASSURANCE

- A. Use adequate numbers of skilled workmen who are trained and experienced in the necessary crafts and who are completely familiar with the specified requirements and methods required for proper performance of the work in this Section. Use equipment of adequate size, capacity and quantity to accomplish the work of this Section in a timely manner.
- B. Contractor shall furnish one technical expert, who shall be fully knowledgeable about all equipment operations and application techniques, to oversee the work of this Section.

PART 2 PRODUCTS

2.1 WATERBORNE PAVEMENT MARKING PAINT

A. General

- 1. White and yellow fast-drying waterborne pavement marking paint, low VOC, ready-mixed, one component, 100 percent acrylic, Federal Specification TT-P-1952D.
- 2. Paint shall be capable of being applied with paint striping equipment at ambient temperatures.
- 3. Weight per gallon shall not be less than 12.5 pounds/gallon when tested in accordance with ASTM D 1475.
- 4. Colors: ASTM D211 and per Federal Standard No. 595.

B. Manufacture

- 1. Paint shall be formulated and manufactured from first-grade raw materials and shall be free from defects and imperfections that might adversely affect the serviceability of the finished product. The materials shall not exhibit settling or jelling after storage in the sealed containers as received that will affect the performance of the products. The paint shall provide the proper anchorage, refraction and reflection for the finished glass spheres when applied as specified.

C. Composition

- 1. Composition of the paint shall be at the discretion of the manufacturer, provided that the finished product meets the requirements of any applicable Federal, State or Local regulations for products of this type and the requirements as follows:
 - a. Paint shall not contain more than 0.06% lead.
 - b. Total nonvolatile shall not be less than 70% by weight (mass).
 - c. Pigment shall be 45-55% by weight (mass).
 - d. Resin solids shall be composed of 100% acrylic emulsion polymer.
 - e. Volatile organic compounds shall not exceed 150 grams/liter, excluding water.
 - f. Closed-cup flash point shall not be less than 100°F (38°C), and weight per gallon shall not be less than 12.5 pounds/gallon when tested in accordance with ASTM D 1475.

D. Viscosity

1. Consistency of the paint shall not be less than 80, nor more than 90 Kneb units when tested in accordance with ASTM D562. The paint shall have good spraying characteristics when the material is heated to application temperature of 130°F to 145°F.

E. Flexibility

1. Paint shall not show cracking or flaking when subjected to the TT-P-1952D flexibility test in which the panels used shall be tin plates that are 3 inches x 5 inches in area and 35 - 31 U.S. Gauge in thickness. The tin panels shall be lightly buffed with steel wool and thoroughly cleaned with solvent before being used for tests.

F. Dry Opacity

1. Both white and yellow paints shall have a minimum contrast ratio of 0.96. Contrast ratio shall be determined by applying a wet film thickness of 0.005 inches (127 microns) to a standard hiding power chart. After drying, the black and white reflectance values shall be determined using a suitable reflectometer and the contrast ratio determined.

G. Bleeding

1. Paints shall have a minimum bleeding ratio of 0.97 when tested in accordance with FS TT-P-1952D.

H. Abrasion Resistance

1. No less than 210 liters of sand shall be required to remove paint film when tested in accordance with TT-P-1952D.

I. Color

1. Yellow: FS 595, No. 13538, latest issue.
2. White: No darker or yellower than FS 595, No. 17778, latest issue, when the material is placed in a type EH weatherometer for a period of 500 hours and weathered according to ASTM G153.
3. Color determination shall be made without beads, after a minimum of 24 hours. If not a visual match, the diffuse day color of the paint shall conform to the CIE Chromaticity coordinate limits as follows:

Paint CIE Chromaticity Coordinate Limits

	x	Y	x	y	x	y	x	y	Brightness
White	0.305	0.295	0.360	0.360	0.388	0.377	0.280	0.310	84.0 Min

Yellow	0.485	0.455	0.506	0.452	0.484	0.428	0.477	0.438	50.0 Min
--------	-------	-------	-------	-------	-------	-------	-------	-------	----------

- 4. Paint shall not discolor in sunlight and shall maintain colorfastness throughout its life, approximately two years.

J. Glass Bead Adhesion

- 1. Paint with glass beads conforming to M.07.30, applied at the rate of 6.0 pounds/gallon of paint, shall require not less than 150 liters of sand to remove paint film and glass beads.

K. Scrub Resistance

- 1. Paint shall pass 300 cycles minimum when tested in accordance with ASTM D2486.

L. Drying time

- 1. Reflectorized line shall dry to no pick up in 15 minutes or less as tested by ASTM D711 when applied at the ratio provided for specified glass spheres to paint (the paint at 15+ 1 mil (381 millimeters + 25 millimeters) wet film thickness equivalent to 100-115 square foot/gallon and the glass spheres at the equivalent rate of 6.0 pounds/gallon.

2.2 HOT-APPLIED WATERBORNE PAVEMENT MARKING PAINT

A. General

- 1. White and yellow fast-drying waterborne pavement marking paint, low VOC, ready-mixed, one component, 100 percent acrylic, Federal Specification TT-P-1952D.
- 2. Paint shall be capable of being applied with paint striping equipment at an application temperature of 130°F to 145°F.
- 3. Color: ASTM D211 and per Federal Standard No. 595.
- 4. Glass Beads: AASHTO M 247, Type 1.

B. Manufacture

- 1. Paint shall be formulated and manufactured from first-grade raw materials and shall be free from defects and imperfections that might adversely affect the serviceability of the finished product. The materials shall not exhibit settling or jellying after storage in the sealed containers as received that will affect the performance of the products. The paint shall provide the proper anchorage, refraction and reflection for the finished glass spheres when applied as specified.

C. Composition

- 1. Composition of the paint shall be at the discretion of the manufacturer, provided that the finished product meets the requirements of any applicable Federal, State or Local regulations for products of this type and the requirements as follows:

- a. Paint shall not contain more than 0.06% lead.
- b. Total nonvolatile shall not be less than 76% by weight (mass).
- c. Pigment shall be 58-63% by weight (mass).
- d. Resin solids shall be composed of 100% acrylic emulsion polymer.
- e. Volatile organic compounds shall not exceed 150 grams/liter, excluding water.
- f. Closed-cup flash point shall not be less than 100°F, and weight per gallon shall not be less than 12.5 pounds/gallon when tested in accordance with ASTM D 1475.

D. Viscosity

1. Consistency of the paint shall not be less than 80, nor more than 90 Kreb units when tested in accordance with ASTM D562. The paint shall have good spraying characteristics when the material is heated to application temperature of 130°F to 145°F.

E. Flexibility

1. Paint shall not show cracking or flaking when subjected to the TT-P-1952D flexibility test in which the panels used shall be tin plates that are 3 inches x 5 inches (76 millimeters x 127 millimeters) in area and 35 - 31 U.S. Gauge in thickness. The tin panels shall be lightly buffed with steel wool and thoroughly cleaned with solvent before being used for tests.

F. Dry Opacity

1. Both white and yellow paints shall have a minimum contrast ratio of 0.96. Contrast ratio shall be determined by applying a wet film thickness of 0.005 inches (127 microns) to a standard hiding power chart. After drying, the black and white reflectance values shall be determined using a suitable reflectometer and the contrast ratio determined.

G. Bleeding

1. Paints shall have a minimum bleeding ratio of 0.97 when tested in accordance with FS TT-P- 1952D.

H. Abrasion Resistance

1. No less than 210 liters of sand shall be required to remove paint film when tested in accordance with TT-P-1952D.

I. Color

1. Yellow: FS 595, No. 13538, latest issue.
2. White: No darker or yellower than FS 595, No. 17778, latest issue, when the material is placed in a type EH weatherometer for a period of 500 hours and weathered according to ASTM G153.

3. If not a visual match, the diffuse day color of the paint shall conform to the CIE Chromaticity coordinate limits as follows:

Paint CIE Chromaticity Coordinate Limits

	x	Y	x	y	x	y	x	y	Brightness
White	0.305	0.295	0.360	0.360	0.388	0.377	0.280	0.310	84.0 Min
Yellow	0.485	0.455	0.506	0.452	0.484	0.428	0.477	0.438	50.0 Min

4. Paint shall not discolor in sunlight and shall maintain colorfastness throughout its life, approximately two years. Color determination shall be made without beads, after a minimum of 24 hours.

J. Glass Bead Adhesion

1. Paint with glass beads shall require not less than 150 liters of sand to remove paint film and glass beads.

K. Scrub Resistance

1. Paint shall pass 300 cycles minimum when tested in accordance with ASTM D2486.

L. Drying time

1. ReflectORIZED line shall dry to no pick up in 120 seconds or less when applied at the ratio provided for specified glass spheres to paint (the paint at 15+ 1 mil (381 millimeters + 25 millimeters) wet film thickness equivalent to 100-115 square foot/gallon (2.45-2.82 square meters/liter) and the glass spheres at the equivalent rate of 6.0 pounds/gallon (0.72 kilograms/liter). The paint shall be applied with equipment so as to have the paint at a temperature of 130°F to 145°F (54°C to 63°C) at the spray gun.

2.3 GLASS BEADS

- A. Beads shall be transparent, clean, colorless glass, smooth and spherically shaped, free of milkiness, pits, or excessive air bubbles.

B. Quality Assurance Control

1. Beads shall be segregated into maximum lots of 2,500 pounds (1125 kilograms) and lot numbers shall be stamped onto each lot. Each lot shall be tested for gradation, rounds and embedment coating.

- C. Gradation - The glass spheres shall meet the following gradation requirements:

Glass sphere gradation (ConnDOT Grading "A")

Sieve Size	% Passing
20 (850 um)	100
30 (600 um)	80-95
50 (300 um)	9-42
80 (180 um)	0-10

Glass sphere gradation (ConnDOT Grading "B")

Sieve Size	% Retained
10 (2.0 mm)	0
12 (1.7 mm)	0-5
14 (1.4 mm)	5-20
16 (1.18 mm)	40-80
18 (1.0 mm)	10-40
20 (850 um)	0-5
Pan	0-2

- D. Roundness: Glass beads shall have a minimum of 80% rounds per screen for two highest sieve quantities and no more than 3% angular particles per screen for Grading "B". The remaining sieve fractions shall typically be no less than 75% rounds.
- E. Refractive Index: Glass beads shall have a refractive index of 1.50 to 1.52.

PART 3 EXECUTION

3.1 GENERAL

- A. Pavement markings shall be applied in accordance with the details shown on the plans and the control points established by the Contractor and approved by the Engineer.
- B. No paint shall be applied to new bituminous pavement until the top course has cured at least one week minimum.
- C. Pavement areas to be painted shall be dry and sufficiently cleaned of sand and road debris so as to provide an acceptable bond between the paint and the pavement.
- D. All painting shall be performed in a neat and workmanlike manner. The lines shall be sharp and clear with no feathered edging or fogging and precautions shall be taken to prevent tracking by tires of the striping equipment. Paint shall be applied as shown on the Drawings with no unsightly deviations.
- E. Contractor shall protect the buildings, walks, pavement, curbing, trees, shrubs, mulch, etc. from over-spray of paint and damage by his operations.
- F. Operations shall be conducted only when the road surface temperature is at least 40°F or as allowed by Engineer. They shall be discontinued during periods of rain, and shall not continue until Engineer determines that the pavement surface is dry enough to achieve adhesion.
- G. After application, paint shall be protected from crossing vehicles using traffic cones or other acceptable method for a time at least equivalent to the drying or curing time of the paint.
- H. The material shall be applied to the pavement by equipment used specifically for the application of pavement markings and shall be of a standard commercial manufacturer.
- I. Contractor shall provide survey control for layout of pavement markings by utilizing his own surveyor or hiring a registered land surveyor. The cost of this survey control shall be included in other items of work.

3.2 WATERBORNE PAVEMENT MARKINGS

- A. Painted legend, arrows, and markings includes paint installed with a hand striping machine such as: stop bars, crosswalks, parking stalls, lane arrows, legends, markings within gore areas, and painting of paved islands or medians.
- B. Painted pavement markings and hot applied painted pavement markings include paint installed with a truck-mounted painting machine such as center lines, lane lines and shoulder lines.
- C. Waterborne Paint, Ambient Temperature
 - 1. Apply paint at a rate of 100 to 115 square feet per gallon, with glass beads applied at a rate of 6 pounds per gallon of paint for painted pavement markings and painted legend, arrows, and markings
- D. Waterborne Paint, Hot-Applied

1. Hot-applied paint shall be applied at a temperature of 130°F to 145°F at the spray gun.
2. Apply paint at a rate of 8 pounds per gallon of paint for hot-applied painted pavement markings.

END OF SECTION

SECTION 32 3113

CHAIN LINK FENCES AND GATES

PART 1 GENERAL

1.1 SUMMARY

- A. Section includes
 - 1. Furnishing and installing woven wire fencing systems of the type and height specified and supported by metal posts erected where indicated on the Drawings and as specified herein, including fence and gates.
- B. Contractor shall coordinate work between all Subcontractors, sections, and trades required for the proper completion of the work.
- C. Contractor is responsible for all health and safety.

1.2 REFERENCES

- A. Reference herein to any technical society, organization, group or regulation are made in accordance with the following abbreviations and, unless otherwise noted or specified, all work under this Section shall conform to the latest edition as applicable.
- B. Code of Federal Regulations (CFR).
 - 1. 29 CFR 1926, Safety and Health Regulations for Construction.
- C. ASTM International (ASTM).
 - 1. ASTM A90 – Standard Test Method for Weight (Mass) of Coating on Iron or Steel Articles with Zinc or Zinc Alloy.
 - 2. ASTM A123 – Zinc (Hot Dip Galvanized) Coatings on Iron and Steel Products.
 - 3. ASTM A153 – Standard Specification for Zinc Coating (Hot Dip) on Iron and Steel Hardware.
 - 4. ASTM A307 – Standard Specification for Carbon Steel Bolts, Studs, and Threaded Rod 60,000 PSI Tensile Strength.
 - 5. ASTM A392 – Standard Specification for Zinc-Coated Steel Chain-Link Fence Fabric.
 - 6. ASTM A428 – Standard Test Method for Weight (Mass) of Coating on Aluminum-Coated Iron or Steel Articles.
 - 7. ASTM A491 – Standard Specification for Aluminum Coated Steel Chain Link Fence Fabric.
 - 8. ASTM A780 – Standard Specification for Repair of Damaged and Uncoated Areas of Hot-Dip Galvanized Coatings.

9. ASTM A817 – Standard Specification for Metallic-Coated Steel Wire for Chain Link Fence Fabric and Marcellled Tension Wire.
10. ASTM A824 – Standard Specification Metallic-Coated Steel Marcellled Tension Wire for Use with Chain Link Fence.
11. ASTM B211 – Standard Specification for Aluminum and Aluminum-Alloy Bar, Rod and Wire.
12. ASTM C94 – Standard Specification for Ready-Mixed Concrete.
13. ASTM F552 – Standard Terminology Relating to Chain Link Fencing.
14. ASTM F567 – Standard Practice for Installation of Chain Link Fence.
15. ASTM F626 – Standard Specification for Fence Fittings.
16. ASTM F668 – Specification for Polymer Coated Chain Link Fence Fabric.
17. ASTM F900 – Standard Specification for Industrial and Commercial Swing Gates.
18. ASTM F934 – Specification for Standard Colors for Polymer-Coated Chain Link.
19. ASTM F1043 – Strength and Protective Coatings on Metal Industrial Chain Link Fence Framework.
20. ASTM F1083 – Standard Specification for Pipe, Steel, Hot-Dipped Zinc-Coated (Galvanized) Welded, for Fence Structures.
21. ASTM F1183 – Standard Specification for Aluminum Alloy Chain Link Fence Fabric.
22. ASTM F1664 – Standard Specification for Poly(Vinyl Chloride) (PVC) and Other Conforming Organic Polymer-Coated Steel Tension Wire Used with Chain-Link Fence.

D. Chain Link Fence Manufacturer’s Institute

1. Chain Link Fence Manufacturer’s Institute Product Manual, latest revision.

1.3 SYSTEM DESCRIPTION

A. Temporary Construction Fence:

1. Fence Height: 8 feet.
2. Mesh Size: 2 inches.
3. Mesh Gage: 12
4. Gates: Height of gates shall match that of fence. Width of gates shall be as shown on the Drawings.
5. Anchored post or driven posts where indicated. No top or bottom rails required.
6. Panelized/modular units where indicated. Two stabilizers per panel.

B. Chain Link Fence:

1. Fence Height: Varies, refer to the Drawings.
2. Mesh Size: 2 inches.
3. Mesh Gage: 9, measured prior to application of any coating.
4. Gates: Height of gates shall match that of fence. Type and size of gates shall be as shown on the Drawings.
5. Top and bottom rails between posts unless otherwise indicated.

1.4 SUBMITTALS

- A. Shop drawings showing the plan layout, spacing of components, post foundation dimensions, hardware anchorage, gates and a schedule of components.
- B. Product Data: For each type of product indicated. Include construction details, material descriptions, dimensions of individual components and profiles, and finishes for chain-link fences and gates.
 1. Fence and gate posts, rails, and fittings.
 2. Chain-link fabric, fabric coatings, reinforcements, and attachments.
 3. Accessories: Privacy slats.
 4. Gates, locking mechanisms and hardware.
 5. Gate operators, including operating instructions.
 6. Motors (if applicable): Show nameplate data, ratings, characteristics, and mounting arrangements.
- C. Shop Drawings: Include plans, elevations, sections, details, and attachments to other work. Show accessories, hardware, gate operation, and operational clearances.
 1. Gate Operator (if applicable): Show locations and details for installing operator components, switches, and controls. Indicate motor size, electrical characteristics, drive arrangement, mounting, and grounding provisions.
 2. Wiring Diagrams (if applicable): For power, signal, and control wiring.
- D. Samples for Initial Selection: For components with factory-applied color finishes.
- E. Samples for Verification: Prepared on Samples of size indicated below:
 1. Polymer-Coated Components: In 6-inch lengths for components and on full-sized units for accessories.
- F. Delegated-Design Submittal: For chain-link fences and gate framework indicated to comply with performance requirements and design criteria, including analysis data signed and sealed by the qualified professional engineer responsible for their preparation.

1.5 INFORMATIONAL SUBMITTALS

- A. Qualification Data: For qualified factory-authorized service representative.
- B. Product Certificates: For each type of chain-link fence system and gate, from manufacturer.
- C. Product Test Reports: For framing strength, ASTM F1043.
- D. Field quality-control reports.
- E. Warranty: Sample of special warranty.

1.6 CLOSEOUT SUBMITTALS

- A. Operation and Maintenance Data: For the following to include in emergency, operation, and maintenance manuals:
 - 1. Polymer finishes.
 - 2. Gate hardware.
 - 3. Gate operator.

1.7 QUALITY ASSURANCE

- A. Use adequate numbers of skilled workmen who are thoroughly trained and experienced in the necessary crafts and who are completely familiar with the specified requirements and the methods needed for proper performance of the work of this Section.
- B. Supply material in accordance with Chain Link Fence Manufacturer's Institute Product Manual and this Specification.
- C. Perform installation in accordance with ASTM F567.
- D. Maintain all facilities installed under this Section in proper and safe condition throughout the progress of the work.

1.8 PROJECT CONDITIONS

- A. Field Measurements: Verify layout information for chain-link fences and gates shown on Drawings in relation to existing improvements and/or proposed construction. Verify dimensions by field measurements. Notify Engineer of any dimensional discrepancies prior to proceeding with the work. Coordinate with Engineer regarding any adjustment or modification.

1.9 DELIVERY, STORAGE AND HANDLING

- A. Deliver fence fabric and accessories in packed cartons or firmly tied rolls.
- B. Packages shall be labeled with the manufacturer's name.
- C. Store fence fabric and accessories in a secure and dry place.

1.10 WARRANTY

- A. Special Warranty: Manufacturer’s standard form in which Installer agrees to repair or replace components of chain-link fences and gates that fail in materials or workmanship within specified warranty period.
 - 1. Failures include, but are not limited to, the following:
 - a. Faulty operation of gate operators and controls.
 - b. Deterioration of metals, metal finishes, and other materials beyond normal weathering.
 - c. Deterioration of coatings beyond normal weathering.
- B. Warranty Period: Five years from date of Substantial Completion.

PART 2 PRODUCTS

2.1 GENERAL

- A. All posts and rails shall be straight, true to section and of sufficient length for proper installation.
- B. Unless otherwise specified, hardware and accessories shall conform to the requirements of ASTM F626 and ASTM A123 or ASTM A153 as applicable for zinc-coating.

2.2 POSTS AND RAILS

- A. Extruded steel tube, ASTM F1083 or rolled/welded tube, ASTM F1043, minimal yield strength 50,000 pounds per square inch (psi), hot dipped galvanized.
 - 1. Extruded steel tube: Average zinc coating of 2.0 ounces per square foot (oz/ft²) interior/exterior, ASTM F1083.
 - 2. Rolled/welded tube: External zinc coating 1.0 oz/ft² with a clear polymeric overcoat, Type D interior 90% zinc-rich coating having a minimum thickness of 0.30 mils.
- B. Post size per Table 1.

Table 1 – Post and Rail Sizes

Item	Fence Height	Outside Diameter, Inches	F1083 Schedule 40 weight lb/ft	F1043-IC WT-40 weight lb/ft
Line Posts	up to 8 ft.	2.375	3.65	3.12
	8 to 12 ft.	2.875	5.79	4.64
Terminal Posts	up to 8 ft.	2.875	5.79	4.64
	8 to 12 ft.	4.000	9.11	6.56
Rails		1.660	2.27	1.84

- C. Truss rod shall be 3/8-inch zinc-coated steel with adjustable turnbuckles or truss tightener.

2.3 CHAIN-LINK FENCE FABRIC

- A. General: Provide fabric in one-piece heights measured between top and bottom of outer edge of selvage knuckle or twist. Comply with CLFMI Product Manual and with requirements indicated below:
1. Fabric Height: As indicated on Drawings.
 2. Mesh Size: 2 inches.
 3. Selvage: Knuckled at both selvages (KK).
 4. Wire Fabric
 - a. Zinc-Coated Steel Fabric, 9-gauge, ASTM A817, hot-dip galvanized, ASTM A392 Class 2 – 2.0 oz/ft², coated after weaving (GAW).
 - 1) Coat selvage ends of fabric that is metallic coated before the weaving process with manufacturer's standard clear protective coating.
 - b. Polymer-Coated Steel Fabric: ASTM F668, 9-gauge core wire, 0.3 oz/ft² zinc-coated with Class 2b (thermally fused and bonded) PVC coating.
 - 1) Color: Black, ASTM F934.

2.4 TENSION WIRE

- A. Match coating type to that of the chain link fabric.
1. Metallic-coated steel wire: Marcellled (spiraled or crimped), 7 gage, (0.177 inches) diameter, ASTM A824, zinc-coated, ASTM A817 Class 5 – 2.0 oz/ft².
 2. Polymer-coated steel wire: Marcellled (spiraled or crimped) 7 gage, (0.177 inches) diameter (before coating), ASTM F1664.
 - a. Color: Black, ASTM F934.

2.5 HARDWARE AND FITTINGS

- A. Tension and Brace Bands: Galvanized pressed steel complying with ASTM F626, minimum steel thickness of 12 gauge (0.105 in.), minimum width of ¾ in. and minimum zinc coating of 1.20 oz/ft². Secure bands with 5/16 in. hot-dip galvanized steel carriage bolts.
- B. Terminal Post Caps, Line Post Loop Caps, Rail and Brace Ends, Boulevard Clamps, and Rail Sleeves: In compliance to ASTM F626, pressed steel galvanized after fabrication having a minimum zinc coating of 1.20 oz/ft².
1. Rail sleeves shall not be less than 6 inches long.
- C. Truss Rod Assembly: In compliance with ASTM F626, 3/8 in. diameter steel truss rod with a pressed steel tightener, minimum zinc coating of 1.2 oz/ft², assembly capable of withstanding a tension of 2,000 lbs.

- D. Tension Bars: In compliance with ASTM F626. Galvanized steel one-piece length 2 in. less than the fabric height, minimum cross section of $\frac{3}{16}$ in. by $\frac{3}{4}$ in. and minimum zinc coating of 1.2 oz./ft².
- E. Miscellaneous hardware, including but not limited to nuts, bolts, washers, clips, bands, rail ends, brackets, and straps shall be provided as required, hot-dip galvanized steel, ASTM F626.
- F. Brace bands shall be formed from flat or beveled steel and shall have a minimum thickness after galvanizing of 0.108 inches and a minimum width of $\frac{3}{4}$ inch.
- G. Polymer-Coated Fittings: ASTM F626, PVC or polyolefin coating, minimum thickness 0.006 in., fused and adhered to the zinc-coated fittings. Color to match fence system.

2.6 TIE WIRE AND HOG RINGS

- A. Tie Wire and Hog Rings: Galvanized minimum zinc coating 1.20 oz/ft², 9-gauge (0.148 in) steel wire, ASTM F626.
- B. Polymer coated materials shall match the coating, class and color to that of the chain link fabric.

2.7 FASTENERS

- A. All fasteners shall be hot-dip galvanized, ASTM F2329.
- B. Bolts: Steel, ASTM A307, Grade A min, Hex.
- C. Nuts: Steel, ASTM A563, Grade A min, Hex.
- D. Washers: Steel, round, ASTM F844.
- E. Polymer Coated Color Fittings: In compliance with ASTM F626, PVC or polyolefin coating minimum thickness 0.006 in. fused and adhered to the zinc-coated fittings. Color to match fence system.

2.8 MODULAR OR PANELIZED CHAIN LINK FENCE

- A. Free-standing fence panels, minimum ten (10) foot panels of the height specified.
- B. Fabric as specified.
- C. Welded tubular steel frame.
- D. Stands: Four-sided welded tubular steel frame with center bar and tubular sleeves.

2.9 GATES

- A. Gate Construction: ASTM F900. Corners welded or assembled with special malleable or pressed-steel fittings and rivets or bolts to provide rigid connections.
- B. Pipe and Tubing: Zinc-Coated Steel: Comply with ASTM F1043 and ASTM F1083; protective coating and finish to match fence framing.
- C. Posts (Hing Posts): Round tubular steel.

1. Up to 4-foot fencing: 2⁷/₈-inch OD Pipe.
2. Over 4-foot to 6-foot fencing: 4-inch OD Pipe.
3. Over 6-foot to 12-foot fencing: 6.625-inch OD Pipe.

D. Frames and Bracing: Round tubular steel.

1. Framing:
 - a. 2.375 inch OD Pipe
 - b. Gate Leaves: Configured with intermediate members and diagonal truss rods or tubular members as necessary to provide rigid construction, free from sag or twist. When width of gate leaf exceeds 10 feet, install mid-distance vertical tubing of the same size and weight as frame members. When either horizontal or vertical bracing is not required, provide truss rods as cross-bracing to prevent sag or twist.
 - c. Horizontal bid bracing shall be used on all gates.

E. Wire Fencing Fabric: Fabric shall match that of fence, attached securely to frame at intervals not exceeding 15 inches.

F. Hardware:

1. Latches, hinges, stops, keepers and other hardware items shall be furnished as required for proper operation. These elements may not be shown on the Drawings, but shall be supplied and installed as required for a complete gate system.
2. Hinges: 360-degree inward and outward swing. Set screw shall be installed drilled into the steel post to lock each hinge to the gate post and prevent rotation. No-lift-off type. Box type hinges are not acceptable.
3. Latches: permitting operation from both sides of gate with provision for padlocking accessible from both sides of gate.
4. Double gates and single gates with leaf width 4 feet and greater shall be equipped with a minimum ½" drop bar and gate hold-backs.
5. Latches, hinges, stops, keepers and other hardware items shall be furnished as required for proper operation.

2.10 PRIVACY SLATS (IF APPLICABLE)

- A. Material: PVC, UV-light stabilized, flame resistant, four ply, not less than 0.023 inch (0.58 mm) thick; sized to fit mesh specified for direction indicated.
- B. Material: Redwood, 5/16 inch (7.9 mm) thick, sized to fit mesh specified for direction indicated.
- C. Color: As selected by Owner.

2.11 CONCRETE

- A. Concrete shall conform to ASTM C94; or pre-packaged concrete mix, ASTM C387. Minimum 28-day compressive strength of 3,000 psi. No air entrainment.

2.12 GROUT AND ANCHORING CEMENT

- A. Nonshrink, Nonmetallic Grout: Premixed, factory-packaged, non-staining, noncorrosive, nongaseous grout complying with ASTM C1107. Provide grout, recommended in writing by manufacturer, for exterior applications.
- B. Erosion-Resistant Anchoring Cement: Factory-packaged, non-shrink, non-staining, hydraulic-controlled expansion cement formulation for mixing with potable water at Project site to create pourable anchoring, patching, and grouting compound. Provide formulation that is resistant to erosion from water exposure without needing protection by a sealer or waterproof coating and that is recommended in writing by manufacturer, for exterior applications.

PART 3 EXECUTION

3.1 GENERAL

- A. Install fence with properly trained crew as shown on the drawings in accordance with ASTM F567.
- B. Install all nuts for tension bands and hardware bolts on the side of the fence opposite the fabric.
- C. The temporary chain link fence shall be removed at the conclusion of the work.

3.2 EXAMINATION

- A. Examine areas and conditions, with Installer present, for compliance with requirements for a verified survey of property lines and legal boundaries, site clearing, earthwork, pavement work, and other conditions affecting performance of the Work.
 - 1. Do not begin installation before final grading is completed unless otherwise permitted by Architect.
- B. Proceed with installation only after unsatisfactory conditions have been corrected.

3.3 PREPARATION

- A. Stake locations of fence lines, gates, and terminal posts. Do not exceed intervals of 500 feet or line of sight between stakes. Indicate locations of utilities, lawn sprinkler system, underground structures, benchmarks, and property monuments.

3.4 INSTALLATION, GENERAL

- A. Install chain-link fencing to comply with ASTM F567 and more stringent requirements indicated.
 - 1. Install fencing on established boundary lines inside property line.

3.5 CHAIN-LINK FENCE INSTALLATION

- A. Post Excavation: Drill or hand-excavate holes for posts to diameters and spacings indicated, in firm, undisturbed soil.
- B. Post Setting: Set posts in concrete at indicated spacing into firm, undisturbed soil.
 - 1. Verify that posts are set plumb, aligned, and at correct height and spacing, and hold in position during setting with concrete or mechanical devices.
 - 2. Concrete post footings shall have a plan diameter 12 inches greater than the post diameter. Holes shall be clean and free of loose soil and debris. Concrete shall be placed continuously in one operation and tamped or vibrated for consolidation. Tops of the concrete footings shall be crowned to shed water.
 - 3. Gate post/footings shall be installed a minimum of 42 inches below grade.
 - 4. All corner, end posts, and gate posts shall be braced.
 - a. Brace each gate and corner post to adjacent line post with horizontal center brace rail and diagonal truss rods. Install brace rail one bay from end and gate posts.
 - b. Corner and terminal posts are to be braced horizontally and diagonally. The braces are to extend over one adjacent panel. Changes in line of 30 degrees or more shall be considered as corners.
 - c. Braces and truss rods shall be securely fastened to posts with appropriate hardware.
 - d. Pull posts with two braces shall be provided for all heights where changes in horizontal or vertical alignment of ten (10) degrees or more occur.
 - 5. Concrete Fill: Place concrete around posts to dimensions indicated and vibrate or tamp for consolidation. Protect aboveground portion of posts from concrete splatter.
 - a. Concealed Concrete: Top 3 inches below grade as indicated on Drawings to allow covering with surface material.
 - b. Posts Set into Concrete in Sleeves: Use steel pipe sleeves preset and anchored into concrete for installing posts. After posts have been inserted into sleeves, fill annular space between post and sleeve with non-shrink, nonmetallic grout, mixed and placed to comply with anchoring material manufacturer's written instructions, and finished sloped to drain water away from post.
 - c. Posts Set into Voids in Concrete: Form or core drill holes not less than 5 inches deep and $\frac{3}{4}$ inch larger than OD of post. Clean holes of loose material, insert posts, and fill annular space between post and concrete with non-shrink, nonmetallic grout, mixed and placed to comply with anchoring material manufacturer's written instructions, and finished sloped to drain water away from post.
- C. Terminal Posts: Locate terminal end, corner, and gate posts per ASTM F567 and terminal pull posts at changes in horizontal or vertical alignment of 15 degrees or more.
- D. Line Posts: Space line posts uniformly as indicated on the Drawings. Unless indicated otherwise, spacing shall be 8 feet on-center.

- E. Post Bracing and Intermediate Rails: Install according to ASTM F567, maintaining plumb position and alignment of fencing. Diagonally brace terminal posts to adjacent line posts with truss rods and turnbuckles. Install braces at end and gate posts and at both sides of corner and pull posts.
 - 1. horizontal braces at midheight of fabric 72 inches or higher, on fences with top rail and at two-third fabric height on fences without top rail. Install so posts are plumb when diagonal rod is under proper tension.
- F. Tension Wire: Install according to ASTM F567, maintaining plumb position and alignment of fencing. Pull wire taut, without sags. Fasten fabric to tension wire with 0.120-inch-diameter hog rings of same material and finish as fabric wire, spaced a maximum of 24 inches on-center. Install tension wire in locations indicated before stretching fabric. Provide horizontal tension wire at the following locations:
 - 1. Extended along top and bottom of fence fabric. Install top tension wire through post cap loops. Install bottom tension wire within 6 inches (152 mm) of bottom of fabric and tie to each post with not less than same diameter and type of wire.
- G. Top Rail: Install according to ASTM F567, maintaining plumb position and alignment of fencing. Run rail continuously through line post caps, bending to radius for curved runs and terminating into rail end attached to posts or post caps fabricated to receive rail at terminal posts. Provide expansion couplings as recommended in writing by fencing manufacturer.
- H. Intermediate and Bottom Rails: Install and secure to posts with fittings.
- I. Chain-Link Fabric: Apply fabric to outside of enclosing framework. Leave 1 inch between finish grade or surface and bottom selvage unless otherwise indicated. Pull fabric taut and tie to posts, rails, and tension wires. Anchor to framework so fabric remains under tension after pulling force is released.
- J. Tension or Stretcher Bars: Thread through fabric and secure to end, corner, pull, and gate posts with tension bands spaced not more than 15 inches on-center.
- K. Tie Wires: Use wire of proper length to firmly secure fabric to line posts and rails. Attach wire at one end to chain-link fabric, wrap wire around post a minimum of 180 degrees, and attach other end to chain-link fabric per ASTM F626. Bend ends of wire to minimize hazard to individuals and clothing.
 - 1. Maximum Spacing: Tie fabric to line posts at 12 inches on-center and to braces at 24 inches on-center.
- L. Fasteners: Install nuts for tension bands and carriage bolts on the side of the fence opposite the fabric side.
- M. Privacy Slats: Install slats in direction indicated, securely locked in place.
 - 1. Diagonally, for privacy factor of 80 to 85.
- N. Fabric:
 - 1. Do not install fabric until concrete post footings have cured seven (7) days. Provide fabric of the height specified. Install fabric on the public side of the fence, with bottom no greater

than 2 inches above the ground surface. Fabric shall be pulled taut to prevent sagging and provide a uniform smooth appearance. Fasten fabric to line posts at intervals not exceeding 15 inches with ties as specified.

2. Install tension wire in one continuous length between pull posts, weaved through fence fabric at top. Tension wire shall be applied to provide a wire without visible sag between posts. Fasten fabric to tension wire at intervals not exceeding 24 inches with ties or hog rings as specified.
3. Where it is not practicable to conform the fence to general contour of the ground, as at ditches, channels, etc., the opening beneath the fence shall be enclosed with chain link fabric and sufficiently braced to preclude access, but not to restrict the flow of water.

3.6 GATE INSTALLATION

- A. Install gates according to manufacturer's written instructions, level, plumb, and secure for full opening without interference. Attach fabric as for fencing. Attach hardware using tamper-resistant or concealed means. Install ground-set items in concrete for anchorage. Adjust hardware for smooth operation and lubricate where necessary.
- B. Provide swing gates at the locations and dimensions shown on the Drawings. Do not install gates until concrete post footings have cured seven (7) days.
- C. Gates shall be installed plumb, level, and secure, with full opening without interference. Hardware shall be installed and adjusted for smooth operation and lubricated where necessary.
- D. Provide concrete center drop to footing depth and suitable drop rod sleeve at center of double gate openings.

3.7 GATE OPERATOR INSTALLATION (IF APPLICABLE)

- A. General: Install gate operators according to manufacturer's written instructions, aligned and true to fence line and grade.
- B. Excavation for Support Posts Pedestals Equipment Bases/Pads: Hand-excavate holes for bases/pads, in firm, undisturbed soil to dimensions and depths and at locations as required by gate-operator component manufacturer's written instructions and as indicated.

3.8 GROUNDING AND BONDING

- A. Fence Grounding: Install at maximum intervals of 1,500 feet except as follows:
- B. Fences within 100 feet of buildings, structures, walkways, and roadways: Ground at maximum intervals of 750 feet.
 1. Gates and Other Fence Openings: Ground fence on each side of opening.
 2. Bond metal gates to gate posts.
 3. Coordinate subparagraph below with Drawings in projects where intentional discontinuities are provided in metal fencing conductivity to localize lightning effects to the vicinity of strikes. See Evaluations.

4. Bond across openings, with and without gates, except openings indicated as intentional fence discontinuities. Use No. 2 AWG wire and bury it at least 18 inches below finished grade.
- C. Protection at Crossings of Overhead Electrical Power Lines: Ground fence at location of crossing and at a maximum distance of 150 feet on each side of crossing.
- D. Plans and details on Electrical Drawings and requirements in Division 26 Sections may revise or illustrate application of requirement below or may require grounding that exceeds minimum requirements in IEEE C2. Fences enclosing electrical substations are often bonded to a station grounding mat.
- E. Fences Enclosing Electrical Power Distribution Equipment: Ground as required by IEEE C2 unless otherwise indicated.
- F. Grounding Method: At each grounding location, drive a grounding rod vertically until the top is 6 inches below finished grade. Connect rod to fence with No. 6 AWG conductor. Connect conductor to each fence component at the grounding location, including the following:
 1. Make grounding connections to each barbed wire strand with wire-to-wire connectors designed for this purpose.
 2. Make grounding connections to each barbed tape coil with connectors designed for this purpose.
- G. Bonding Method for Gates: Connect bonding jumper between gate post and gate frame.
- H. Connections: Make connections to minimize possibility of galvanic action or electrolysis. Select connectors, connection hardware, conductors, and connection methods so metals in direct contact will be galvanically compatible.
 1. Use electroplated or hot-tin-coated materials to ensure high conductivity and to make contact points closer in order of galvanic series.
 2. Make connections with clean, bare metal at points of contact.
 3. Make aluminum-to-steel connections with stainless-steel separators and mechanical clamps.
 4. Make aluminum-to-galvanized-steel connections with tin-plated copper jumpers and mechanical clamps.
 5. Coat and seal connections having dissimilar metals with inert material to prevent future penetration of moisture to contact surfaces.
- I. Bonding to Lightning Protection System: If fence terminates at lightning-protected building or structure, ground the fence and bond the fence grounding conductor to lightning protection down conductor or lightning protection grounding conductor complying with NFPA 780.

3.9 FIELD QUALITY CONTROL

- A. Grounding-Resistance Testing: Engage a qualified testing agency to perform tests and inspections.
 - 1. Grounding-Resistance Tests: Subject completed grounding system to a megger test at each grounding location. Measure grounding resistance no fewer than two full days after last trace of precipitation, without soil having been moistened by any means other than natural drainage or seepage and without chemical treatment or other artificial means of reducing natural grounding resistance. Perform tests by two-point method according to IEEE 81.
 - 2. Excessive Grounding Resistance: If resistance to grounding exceeds specified value, notify Architect promptly. Include recommendations for reducing grounding resistance and a proposal to accomplish recommended work.
 - 3. Report: Prepare test reports certified by a testing agency of grounding resistance at each test location. Include observations of weather and other phenomena that may affect test results.

3.10 ADJUSTING

- A. Gates: Adjust gates to operate smoothly, easily, and quietly, free of binding, warp, excessive deflection, distortion, nonalignment, misplacement, disruption, or malfunction, throughout entire operational range. Confirm that latches and locks engage accurately and securely without forcing or binding.
- B. Lubricate hardware and other moving parts.

3.11 DEMONSTRATION

- A. Engage a factory-authorized service representative to train Owner's personnel to adjust, operate, and maintain chain-link fences and gates.

END OF SECTION

SECTION 33 56 10
FUEL STORAGE TANK DEMOLITION
BASED ON DFD MASTER SPECIFICATION DATED 10/1/12

P A R T 1 - G E N E R A L

SCOPE

Provide all work needed for removal and closure of underground fuel storage tanks as required in these specifications and on the drawings. Work shall be completed in compliance with applicable local, state, and federal rules and regulations governing tank removals and the handling, transport, and disposal of sludge and liquid wastes, tanks and associated piping, and other waste materials.

Part I - General

- Summary of Work Included
 - Related Work Covered Elsewhere
 - References
- Quality Assurance
 - Protection of Existing Work and Facilities
 - Provisions for Future Work
 - Construction Limits
- Notification/ Permits
- Closure Assessment Plan
- Discontinuation of Utility Services
- Tank Information
- Closure Documentation

Part II - Materials

- Equipment
- Barricades and Warning Devices
- Controlled Backfill
- Owner Furnished Materials
- Items for Storage/Reuse

Part III - Execution

- General
- Protection of Tank Site
- Utility Lines
- Site Demolition
- Storage of Salvaged Materials
- Mechanical and Electrical Components
- Tank Preparation/Purging/Bottom Wastes
- Tank Removal/Cleaning/Disposal
- Site Assessment
- Contaminated Site
- Disposal of Contaminated Soil
- Backfilling
- Site Restoration

SUMMARY OF WORK INCLUDED

The scope of work includes but is not limited to:

Notification of state and local authorities; development of Closure Assessment and Site Safety Plans; site demolition; other pre-closure activities.

Preparing tank(s) for removal and purging tank(s) of flammable vapors.

Cleaning tank(s) and proper handling and disposal of contaminated tank wastes and sludge.

- Removal and safe disposal of the underground fuel storage tank(s) and associated piping.
- Performing assessment of tank site(s); sampling and testing soil and groundwater for possible contamination.
- Backfilling and restoring tank site(s).
- Preparing Closure Assessment Report(s) within 30 days of the date of tank removal, documenting all actions taken by the contractor and lab test results.

RELATED WORK COVERED ELSEWHERE

Other related work:

- Erosion Control: Section 01 5713.
- Bituminous Concrete Paving Section 32 1216
- Site Cast-in-Place Concrete Section 03 3200

REFERENCES

Applicable provisions of Division 1 shall govern work of this section.

Work shall conform to procedures and practices in the following regulatory guidelines and industry standards:

- Connecticut Department of Energy and Environmental Protection (CT DEEP) "Regulations of Connecticut State Agencies, Underground Storage Tank Regulations, Sections 22a-449(d)-1, and Sections 22a-449(d) 101-113"
- NFPA 327, "Standard Procedures for Cleaning & Safeguarding Small Tanks".
- API 1604, "Removal and Disposal of Used Underground Petroleum Storage Tanks".
- API 2015, "Safe Entry and Cleaning of Petroleum Storage Tanks".
- National Institute for Occupational Safety and Health, "Criteria for a Recommended Standard.- Working in Confined Space".
- Department of Commerce, "Tank Owners Guide for Underground Storage Tanks".
- DNR Publication SW-130, "Leaking Underground Storage Tank (LUST) Analytical Guidance".
- DNR Publication SW-175, "Site Assessments for Underground Storage Tanks - Technical Guidance".

QUALITY ASSURANCE

Comply with applicable rules, regulations, codes, and ordinances of local, state, and federal Authorities and regulations of public utility companies having jurisdiction over the work.

Only qualified persons licensed by the State of Connecticut shall perform tank removal, tank cleaning, and site assessments.

Obtain and pay for necessary permits, licenses and certificates required.

Obtain and pay for necessary permits and certificates required and give proper notices for and during performance of site demolition and tank removal work.

Comply with local Fire Department requirements.

State and local code requirements shall control the handling, storage, transportation, and disposal of solid wastes, contaminated soils and excavation water, tank scrap materials, hazardous or non-hazardous tank bottom wastes, and other demolition materials.

PROTECTION OF EXISTING WORK AND FACILITIES

Tank location(s) shown on site plan is approximate. Make such explorations and probes as necessary to locate tank and ascertain any required protection measures that shall be used before proceeding with site demolition and removal of underground tank(s).

Verify the locations of, and protect, any signs, paved surfaces, buildings, structures, sidewalks, landscaping, streetlights, hydrants, data transmission, utilities, and all other such facilities and improvements that may be encountered or interfered with during the progress of the work, both inside and outside the construction limits .

Take all measures necessary to safeguard all existing work and facilities which are outside the limits of the work or items which are within the construction limits but are intended to remain.

Provide and maintain adequate catch platforms, warning lights, barricades, guards, weather protection, dust protection, fences, planking, bracing, shoring, piling, signs, and other items required for proper protection of work.

Provide protection for workmen, public, adjacent construction, and occupants of existing building(s).

Burning of debris on property not permitted.

Provide adequate fire protection.

Explosives shall not be used.

Provide protection for adjacent private property.

Proper erosion control practices shall be employed to minimize surface runoff to adjacent properties, nearby streams, or other surface waters. Erosion control shall comply with the Connecticut Guidelines for Soil Erosion and Sediment Control as Amended.

Be responsible for any public sidewalk, curb, gutter or street paving damaged by any operation under this contract, and be responsible for the repair of all damage in compliance with local municipality rules and regulations at no additional expense to the Owners.

Make repairs or provide new replacement of all damage which is not part of the work on project site or to adjacent property to Architect/Engineer or Owner's satisfaction.

PROVISIONS FOR FUTURE WORK

The Contractor shall coordinate his work and site access requirements to the site with the owner's Project Representative and user agency prior to start of work to avoid conflicts with other site activities or future work.

CONSTRUCTION LIMITS

The work of this Section shall be confined to the Construction Limits as indicated on the drawings. In the absence of such a designation on the drawings, the work shall be confined to the minimum area reasonably necessary to undertake the work as determined by the Engineer. All areas disturbed by the site demolition, excavation, and tank removal work, plus such additional areas as are disturbed by construction related activities including construction access and storage shall be considered the "Construction Area."

NOTIFICATION/ PERMITS

Notify in writing the local fire department chief/marshal, the Connecticut Department of Energy and Environmental Protection (CTDEEP), and the Project Engineer of closure schedule at least 15-30 days prior to removal of tank. File a Notification of Scheduled Permanent Closure of Underground Storage Tanks with CTDEEP at least 30 days prior to removal. Obtain permits, coordinate with local fire officials, and comply with local ordinances governing tank closures.

CLOSURE ASSESSMENT PLAN

Develop a written Closure Assessment and Site Safety Plan, including proposed field assessment procedures, tank cleaning and disposal procedures, contaminated liquid waste and sludge management, wastewater handling and disposal procedures, and a contingency plan for managing contaminated soils and excavation water. Wash water from tank cleaning shall be kept separate from contaminated liquid and sludge waste to minimize waste disposal costs. Plan shall be available for reference at the site during tank removal and assessment activities.

DISCONTINUATION OF UTILITY SERVICES

Disconnecting and restore any utility services that may interfere with tank removal.

Notify companies and local authorities owning poles, conduit, wires or pipes running to the building or structure. Take out all required permits and pay all required fees related to this work.

Existing service piping and utilities, including but not limited to:

- Sewer, water and gas.
- Electrical service
- Telephone, fire alarm system, data, and intercommunications.

TANK INFORMATION

A site location map and a plan of each tank site is attached, showing approximate location of buildings, site development, property lines, size and construction of tanks, etc.

CLOSURE DOCUMENTATION

Complete a Department of Commerce "Underground Petroleum Tank Inventory", form SBD-7437, and submit to the Department of Commerce at the address shown on the form. Send an additional copy to the State Project Representative.

Tank removals must be properly documented. Documentation shall conform to the minimum requirements listed in WI Admin. Code COM 10, Appendix B.

Department of Commerce "Checklist For Underground Tank Closure", form SBD-8951, shall be completed for each tank removal and submitted to the Department of Commerce at the address shown on the form. Send an additional copy to the Project Engineer. Preferably, this form should be completed by an environmental consultant, Department of Commerce or DNR agent, local fire chief, or other neutral third party.

Prepare a Closure Assessment Report, documenting all tank removal and site assessment activities, analysis results, and other documentation within 30 days of the removal date. Copies of the report should be sent to the following:

- Owners Project Representative
- Fire Marshal, City of Bristol
- State Owner Agency (as directed by Project Representative)

PART II - MATERIALS**EQUIPMENT**

Use Contractor's normal equipment for demolition and tank removal which meets all safety requirements imposed on such equipment and provides adequate safeguards against ignition of flammable vapors.

BARRICADES AND WARNING DEVICES

Provide traffic barricades and warning devices in accordance with governing codes and regulations and the Manual of Uniform Traffic Control Devices (MUTCD).

Provide protective barrier fencing in chain link fence sections together with all supports and braces necessary to provide an adequate safety barrier to unattended excavations.

Provide all necessary warning signing as required by OSHA, these specifications, or as shown on the drawings.

CONTROLLED BACKFILL

Provide sand or pit-run sand/gravel, graded from 1 inch maximum downward through the particle range. Not more than 5% of material passing #4 sieve shall pass number 200 sieve.

OWNER FURNISHED MATERIALS

N/A

ITEMS FOR STORAGE/ REUSE

N/A

PART III - EXECUTION**GENERAL**

All work shall be in accordance with these specifications and all applicable codes, laws, and ordinances. Accomplish all work required by drawings, including work specifically related to work notes.

The contractor shall meet with the Owner's Project Representative, and Engineer at a preconstruction meeting to review site conditions, the Closure Assessment Plan, procedures for handling wastes, site access and control, administrative procedures, and work schedule.

Do not interrupt or change existing traffic patterns or delivery services without prior approval from the Project Representative. When interruption is required, coordinate schedule with the Owner agency to minimize disruptions. Unless specifically stated, all work involved in interrupting or changing existing services is to be done during normal working hours.

Remove all items requiring salvage unless designated "To be removed by Owner".

Where indicated to be turned over to Owner, deliver to location on property where designated by Owner. Exercise care to insure that all items specified or designated on drawings for reuse are carefully removed and stored until they can be reinstalled by trades reusing same.

Coordinate activities to permit access by Owner and other trades required for the work, enabling them to complete work which is assigned to them.

PROTECTION OF TANK SITE

Provide and maintain fencing around the site and provide protective barricades, signs, warning lights, and/or other equipment necessary to keep the tank site safe under all circumstances as shown on the plan or determined necessary by the Project Representative.

No excavation shall be left unattended without adequate protection.

Protect existing vegetation outside excavation area from unnecessary damage. Provide protection barrier fencing as needed for all landscape features and structures not noted for removal.

Maintain and protect services and utilities that must remain in operation.

Furnish and install any shoring and underpinning needed to protect the excavation or nearby structures.

Protect paving, sidewalks, curbs, gutters, and landscaping that will remain in place.

Provide appropriate erosion control measures and keep streets, walks and all other adjacent paved areas clean and swept clear of dirt, mud and debris that are deposited as a result of this operation.

UTILITY LINES

Contractor shall verify presence of existing site utilities and contact local diggers hotline for specific line locations if needed.

Shut off, cut and cap utility services to each tank(s) to be removed in accordance with the requirements of the utility.

Notify and coordinate shutdown with user agency.

SITE DEMOLITION

Demolish and remove all structures within the construction limits including platforms, steps, retaining walls, fences, slabs on grade and all paved surfaces such as walks, drives, and parking areas that interfere with removal of underground tanks. Remove completely all trees and stumps indicated on the plan to be removed.

Remove electrical system, tank related appurtenances, and other site improvements as required for tank removal.

Remove below grade items encountered such as slabs or foundations which interfere with tank removal.

Saw cut bituminous and concrete pavement around area of excavation to provide a smooth straight edge for repair.

Conduct demolition work with minimum interference of roads, streets, driveways, sidewalks and other facilities including adjacent building or structures and their occupants.

Do not close or obstruct traffic on streets, nor close sidewalks, alleys, or driveways without proper city permit. Do not store materials in streets or walks.

Properly barricade all streets, sidewalks, alleys, parking lots, or driveways which are not separated from the work activities by adequate distances to the satisfaction of the engineer.

Carry out vehicle loading as necessary within the project boundaries or as defined or indicated on the drawings, but not in locations that block vehicular traffic on the streets or pedestrian traffic on adjacent public walks.

Immediately and completely remove by scraping, sweeping, shoveling or other such method (except flushing), any demolition debris reaching a public or private roadway, parking lot, sidewalk, or other paved area and which constitutes a hazard to traffic or which may be further scattered by traffic. Any accumulations not requiring immediate attention shall be completely removed at least once at the end of each work day.

No blasting or burning will be permitted on the site(s)

Install temporary shores, struts or bracing where necessary to guard against movement, settlement or collapse of any surrounding buildings or structures designated to remain, and be responsible for repairing any damage related to this activity.

Be liable for movement, settlement, or collapse of any surrounding construction.

Completely demolish buildings and other such structures as shown on plans and remove from site. Use such methods as required to complete work within limitations of governing regulations.

Break up and remove concrete foundations and slabs-on-grade, unless otherwise shown to remain.

Inert demolition materials may be deposited in bottom of excavation prior to placement of backfill. Demolition materials not suitable for backfill are the property of the contractor unless indicated otherwise, and shall be removed from the site and properly disposed.

Backfill which contains rock, boulders, concrete, paving, masonry, other inorganic materials shall be buried under following conditions: None shall be closer than 10 feet of any structure or buried utility. When buried under paving or other surfaced areas, bury 2 foot below subgrade elevation and provide controlled fill over to subgrade elevation.

Break rubble down, not to exceed 1/2 cu. ft. in size, place in parallel layers not exceeding 12 inches with all voids filled and compacted. Provide a minimum of 6 inches compacted earth fill between each layer.

Demolition debris not containing hazardous materials may be treated as a solid waste and shall be removed from the site properly disposed. Facilities for recycle, disposal, or landfill shall be approved by the Project Representative prior to removal from the site.

STORAGE OF SALVAGE MATERIALS

The Contractor shall be responsible for the safe storage of all salvage materials until turned over to the Owner or reinstalled. Store salvaged materials where directed by Owner and/or where indicated on drawings until turned over to owner or accepted by the Owner following reinstallation.

MECHANICAL AND ELECTRICAL COMPONENTS

Remove and/or demolish all plumbing, mechanical and electrical components not requiring salvage or reuse.

Cut fire alarm systems and other electrical systems in such a manner as to insure continued operation of the Owner's systems.

Disconnect services to equipment at unions, flanges, valves, or fittings wherever possible.

Take all necessary precautions while dismantling piping containing gas, gasoline, oil or other explosive or injurious fluids. Store such piping outdoors until vapors are removed.

TANK PREPARATION/PURGING/WASTE DISPOSAL

Drain product piping into tank. Any remaining product at least two inches above tank bottom or accumulated water level, whichever is higher, is considered reusable and shall be removed by the contractor using explosion proof pumping equipment and recycled.

Excavate to top of tank. Remove fill pipe or other fixtures. Vent should be left intact until tank is purged. Plug all other tank openings.

Topsoil shall be stockpiled for reuse in site restoration. Other non-contaminated soil may be saved for backfill if acceptable. Non-acceptable materials must be removed from the site and properly disposed. Contaminated soil shall be handled and disposed in accordance with the Contractor's Contingency Plan and as specified.

Appropriate precautions must be taken to prevent ignition of flammable vapors. Purge the tank of flammable vapors while in ground and before performing any other work on the tank using one of the methods described in API Recommended Practice 1604. Vent vapors from the tank at a minimum height of twelve feet above grade or three feet above adjacent roof lines.

Vapor concentration of tank atmosphere and excavation area should be tested using a properly calibrated combustible gas indicator. Concentrations should be less than 10% of the lower explosive limit of the tank contents before removal of tank bottom wastes or removal of the tank from the ground. Persons performing vapor testing must be completely familiar with the use of the gas indicator instrument and interpretation of its readings.

The remaining tank bottom wastes shall be removed from the tank and properly disposed in accordance with the contractor's Waste Management Plan. Wastes may be classified as either hazardous or non-hazardous depending upon the flammable characteristics of the tank contents. Contractor shall determine if waste materials are hazardous and handle accordingly. Liquid and sludge wastes classified as hazardous must be handled, transported and disposed in accordance with DNR hazardous waste regulations.

Document the chain of custody and disposal method used. The owner agency will arrange for an EPA Hazardous Waste Generator ID Number, if needed.

TANK REMOVAL/CLEANING/DISPOSAL

After the tank has been freed of vapors, and before it is removed, plug or cap all holes, leaving a 1/8 inch vent hole at the highest point in the tank.

Excavate around the tank to uncover it for removal. Contaminated soil shall be stockpiled on-site in a location designated by the property owner in accordance with the Contractor's Contingency Plan.

Remove tank from excavation and place it on a level surface, and block to prevent movement. Use screwed plugs to plug any corrosion holes in the tank shell.

The tank must be thoroughly cleaned of any remaining sludge or other residues before transport from the site. Tank washwater or other non-hazardous wastes should be collected separately and properly disposed in accordance with the contractor's Waste Management Plan. The tank becomes the property of the Contractor and should be cut up on site and sold as scrap or properly disposed as solid waste.

Document the chain of custody and tank disposal method used. Tanks removed from the site should be properly labeled and transported in accordance with local, state, and federal regulations.

SITE ASSESSMENT

Soil sample collection and analysis procedures shall be completed in accordance with the contractors Field Procedures Plan. Samples must be collected by persons who are familiar with the plan and who are certified by the State of Connecticut to perform site assessments, or are working under the supervision of a certified person.

Field instruments including photoionization detectors (PID's), flame ionization detectors (FID's), and portable gas chromatographs (GC's) may be used for field screening of soil samples and to choose samples for lab testing, by a certified lab. Field instruments shall be used in accordance with DNR approved techniques, WI Admin. Code COM 10, Appendix B.

Soil samples shall be taken following recommended procedures in the DNR publication, "Site Assessments for Underground Tanks" and in the WI Admin. Code, COM 10 Appendix B, and submitted to a DNR certified lab for appropriate analysis per DNR requirements. Up to Three soil samples and lab tests shall be included in the base bid for each tank, including heating oil tanks less than 4,000 gals. If additional samples and lab tests are needed, they will be paid as an extra based on actual costs.

If groundwater is found within the tank excavation, a sample of groundwater must also be properly collected and submitted to lab for appropriate analysis. The cost of groundwater testing will be paid as an extra based on actual costs.

CONTAMINATED SITE

If obvious contamination exists, the contractor shall **immediately** notify the Project Representative. If free product, heavily saturated soils, or other conditions dictate that a remedial investigation and extensive corrective actions will be needed for clean closure, the soil sampling and lab testing may not be completed, and the excavation shall be protected by backfilling filling with clean soil or providing a temporary barricade as directed by the Project Representative.

The Base Bid will be adjusted for the addition or reduction in scope of work resulting from a contaminated site, including the omission of soil samples and lab tests, the omission of backfill, and/or the addition of a temporary barricade.

If the contamination is judged as minimal based on observations and field screening, the Project Engineer may direct the contractor to proceed with over-excavation, up to a maximum of 30 cubic yards, to achieve a clean closure. Excavation

and stockpiling of contaminated soils may be governed by OSHA "Hazardous Waste Operations and Emergency Response Standard 1910.12".

Contaminated soil from over-excavation shall be combined with that from tank removal and stockpiled on site in a location designated by the property owner. Stock pile shall be placed on an impervious surface and covered with an impervious membrane securely fastened in place. Contaminated excavation water shall be handled and disposed in accordance with the Contractor's Contingency Plan.

DISPOSAL OF CONTAMINATED SOIL

Responsibility for disposal of contaminated soil may be assigned to the Contractor. If directed by the Project Representative, Contractor shall collect samples from stockpiled soils following DNR recommended procedures, submit samples to lab for appropriate lab analysis, and prepare and submit to DNR an "Application To Treat Or Dispose of Petroleum Contaminated Soils", Form 4400-120. After receiving DNR approval, the contaminated soil shall be removed from the site, and properly transported and disposed.

Costs related to authorized over-excavation, including additional excavation and resulting additional backfill, additional sampling and testing, permitting for disposal, and transport and disposal of contaminated soil and excavation water will be paid as an extra based on actual documented costs.

BACKFILLING

Following tank removal, excavations in non paved areas shall be backfilled with satisfactory soil materials consisting of broken concrete, clean excavation materials, or borrow fill provided by the Contractor. Borrow fill may not contain broken concrete or stones greater than 2 inch in diameter and must be free from debris, trash, frozen materials, roots and other organic matter.

Excavations under roads, parking lots, sidewalks, or other paved areas shall be backfilled with materials meeting the specification for controlled backfill materials.

Prior to placement of fill materials, ensure that areas to be filled are free of standing water, frost, frozen materials, trash and debris.

Completely fill below grade areas and voids resulting from demolition of structures and tank removal.

Place fill materials in uniform horizontal layers not exceeding 12" in loose depth. Machine compact each layer at optimum moisture content of fill material to a density equal to original adjacent ground, unless subsequent excavation for new work is required.

After fill placement and compaction grade surface to meet adjacent contours and to provide flow to surface drainage structures.

SITE RESTORATION/CLEANUP

Surface restoration in tank excavation area shall consist of the placement of least four inches of top soil in non-paved areas and crushed gravel base course in paved areas. Crushed gravel must be mechanically compacted to eight inches depth. Finish grades must conform with surrounding area.

The Contractor is responsible for repairing all site damage outside the tank excavation area as directed by the Project Representative. All debris and excess materials shall be removed from the site, and waste storage areas shall be properly cleaned up and restored. Site utility systems disconnected for tank removal must be completely restored.

If directed by the Project Representative, contractor shall provide repairs to bituminous concrete pavement, concrete walks, sod, seeding, or other site finishes within the tank excavation area. Site finishes shall match existing. Costs for optional site finishes will be paid as an extra based on actual documented costs.

END OF SECTION

SECTION 33 56 13
ABOVE GROUND FUEL STORAGE TANKS
BASED ON DFD MASTER SPECIFICATION DATED 10/01/2012

PART I - GENERAL

SCOPE

The work under this section shall consist of providing all materials, labor, equipment, and supervision necessary to install 1 10,000 gallon double-walled aboveground petroleum storage tank with appropriate openings and appurtenances to meet the needs of the system required in these specifications and on the drawings. The finished product of the work shall comply with all applicable administrative regulatory codes. Included are the following topics:

PART 1 - GENERAL

- Scope
- Related Work
- Reference
- Reference Standards
- Quality Assurance
- Protection of Existing Work and Facilities
- Provisions for Future Work
- Construction Limits
- Notification/Permits
- Shop Drawings
- Operation and Maintenance Data
- Record Drawings

PART 2 - MATERIALS

- General
- State-Furnished Materials
- Aboveground Tanks
- Foundation Slab
- Dispensers and Pumps
- Piping and Fittings
- Leak Monitoring System
- Automatic Tank Gauging System
- Power Cutoff Switch
- Overfill Protection
- Emergency Equipment
- Collision Protection

PART 3 - EXECUTION

- General
- Barricades and Warning Devices
- Site Demolition
- Installation
- Testing and Guarantee
- Site Restoration
- Construction Verification Items
- Functional Performance Testing
- Agency Training

RELATED WORK

Division 03 3200 - Concrete

Division 26 – Electrical

Division 31 2310 – Earthwork

REFERENCE

Applicable provisions of Division 1 shall govern work of this section.

REFERENCE STANDARDS

Work shall conform to procedures and practices in the following regulatory guidelines and industry standards:

Connecticut Department of Energy and Environmental Protection (CT DEEP) "Regulations of Connecticut State Agencies, Underground Storage Tank Regulations, Sections 22a-449(d)-1, and Sections 22a-449(d) 101-113"

National Fire Protection Association, NFPA 30, "Flammable and Combustible Liquids Code".

National Fire Protection Association, NFPA 30A, "Automotive and Marine Service Station Code".

National Fire Protection Association, NFPA 31, "Standard for the Installation of Oil-Burning Equipment".

Underwriters Laboratories, Inc., UL Standard 142, "Standard for Steel Aboveground Tanks for Flammable and Combustible Liquids".

Underwriters Laboratories, Inc., UL Standard 2085, "Standard for Insulated Secondary Containment Aboveground Tanks for Flammable and Combustible Liquids".

QUALITY ASSURANCE

Comply with applicable rules, regulations, codes, and ordinances of local, State, and Federal authorities and regulations of public utility companies having jurisdiction over the work.

Only qualified persons licensed by the State of Connecticut shall perform tank testing and installation.

Obtain and pay for necessary permits, licenses and certificates required.

Obtain and pay for necessary permits and certificates required and give proper notices for and during performance of site demolition and tank installation work.

Comply with local Fire Department requirements.

PROTECTION OF EXISTING WORK AND FACILITIES

Verify the locations of, and protect, any signs, paved surfaces, buildings, structures, sidewalks, landscaping, streetlights, hydrants, data transmission, utilities, and all other such facilities and improvements that may be encountered or interfered with during the progress of the work, both inside and outside the construction limits.

Take all measures necessary to safeguard all existing work and facilities which are outside the limits of the work or items which are within the construction limits but are intended to remain.

Provide and maintain adequate catch platforms, warning lights, barricades, guards, weather protection, dust protection, fences, planking, bracing, shoring, piling, signs, and other items required for proper protection of work.

Provide protection for workmen, public, adjacent construction, and occupants of existing building(s).

Burning of debris on property not permitted.

Provide adequate fire protection.

Explosives shall not be used.

Provide protection for adjacent private property.

Proper erosion control practices shall be employed to minimize surface runoff to adjacent properties, nearby streams, or other surface waters. Erosion control shall comply with the Connecticut Guidelines for Soil Erosion and Sediment Control as Amended.

Be responsible for any public sidewalk, curb, gutter or street paving damaged by any operation under this contract, and be responsible for the repair of all damage in compliance with local municipality rules and regulations at no additional expense to the State.

Make repairs or provide new replacement of all damage which is not part of the work on project site or to adjacent property to Architect/Engineer or user agency's satisfaction.

PROVISIONS FOR FUTURE WORK

The Contractor shall coordinate his work and site access requirements to the site with the owner's Project Representative and user agency prior to start of work to avoid conflicts with other site activities or future work.

Coordinate work and access to the site with the work and access requirements of all other Contractors prior to the start of work -- especially when such work will connect to, or be connected to, other work.

CONSTRUCTION LIMITS

The work of this Section shall be confined to the Construction Limits as indicated on the drawings. In the absence of such a designation on the drawings, the work shall be confined to the minimum area reasonably necessary to undertake the work as determined by the Engineer. All areas disturbed by the site demolition, excavation, and tank removal work, plus such additional areas as are disturbed by construction related activities including construction access and storage shall be considered the "Construction Area."

NOTIFICATION/ PERMITS

Notify in writing the local fire department chief/marshal, the Connecticut Department of Energy and Environmental Protection (CTDEEP), and the Project Engineer of closure schedule at least 15-30 days prior to removal of tank. Obtain permits, coordinate with local fire officials, and comply with local ordinances governing aboveground tank installations.

SHOP DRAWINGS

Submit manufacturer's pre-production (shop) drawings showing details of construction and materials for aboveground tank systems to the Engineer for approval prior to the start of installation.

OPERATION AND MAINTENANCE DATA

All operations and maintenance data shall comply with the submission and content requirements specified under section GENERAL REQUIREMENTS.

In addition to the general content specified under GENERAL REQUIREMENTS, supply the following additional documentation:

1. Completed Manufacturer's installation checklist(s)
2. Warrantee documents for tank and piping.
3. Test results.

PART II - MATERIALS**GENERAL**

Conform all materials to the size and type shown on the plans or as called for in the specifications and to applicable Laws, Codes, and Ordinances.

All products and materials are to be new, undamaged, clean, and in good condition. Existing products and materials are not to be reused unless specifically indicated.

Be responsible for the safe storage and handling of all materials utilized in the work -- including any materials furnished by the owner. Store all materials in areas designated by the Construction Representative in cooperation with the user agency. Store and/or handle materials so as to not adversely affect traffic, drainage, fire protection, or public safety. Inconveniences to the general public from the storage and handling of materials shall be kept to a minimum.

Perform all work in accordance with any applicable manufacturer's instructions.

STATE-FURNISHED MATERIALS

N/A

ABOVEGROUND TANKS

ConVault concrete encased steel tank or approved equal.

The aboveground tank system shall include:

- Equipment as delineated in the plan set.

The dimensions of the tank shall not vary from those specified in the plan set without prior approval of the Engineer.

CONCRETE VAULTED TANKS:

Primary tank shall be constructed of a minimum 10 gauge carbon steel approved per UL Standard 142 and shall meet NFPA 30 requirements. The size of the tank shall be 10,000 gallons. Tanks shall have a 30-year manufacturer's warranty.

Concrete encasement shall be 6 inches thick with a minimum design strength of 3,000 pounds per square inch (psi). The concrete design shall include the following for long-term durability: air entrainment, water-reducing admixture, fibermesh reinforcement, and steel mesh reinforcement. Concrete placement shall be monolithic, and placement methods shall ensure the absence of voids beneath the steel tank. The steel tank shall be prestressed by air pressure at 5 psi during concrete encasement to provide long-term crack resistance.

Fire resistance: The tank system shall be designed and tested to provide 2-hour fire protection for the primary tank. No steel members shall penetrate the walls or floor of the concrete encasement to assure isolation from pool fire heat. The fire resistance of the tank shall be tested in accordance with the procedure established in U.L. 2085 at a certified fire testing facility.

Corrosion protection: The tank construction shall include insulation equivalent to 0.25 inches of polystyrene to protect against corrosion by isolating the steel tank from the concrete.

Secondary containment with leak monitoring: The tank system shall include an impervious barrier of polyethylene to contain leaks from the primary tank. A leak detection access tube shall be located between the inner tank and secondary barrier. In the event of leak, a positive space shall be available to permit leaked fluid to flow to the detection tube.

Spill/overflow containment: The tank system shall include a minimum 7-gallon spill/overflow container surrounding the fill pipe. The fill pipe shall be recessed into the container so that it is the lowest opening on the tank. The spill/overflow container shall include a normally closed valve to release spilled product into the main tank. The fill pipe shall be equipped with a lockable cover.

The exterior of the concrete tank vaults shall be coated with a white epoxy exterior coating on the top and sides to resist weather and reflect sunlight. The tanks shall be labeled in accordance with COM 10.35.

FOUNDATION SLAB

The tanks shall be installed on a precast concrete slab provided by the tank manufacturer or cast in place by the contractor in accordance with a design provided by the tank manufacturer, and appropriately sized for the dimensions of the tank, as shown in the drawings. The foundation slab shall be cast or placed on a prepared subsurface in the location shown on the drawings.

PIPING AND FITTINGS

Piping, valves, and fittings shall comply with Chapter 3 of NFPA 30.

All aboveground piping shall be of steel and coated to inhibit corrosion.

All underground piping shall be as shown in the drawings. All pipes shall be sloped toward the tank to prevent air pockets.

LEAK MONITORING SYSTEM

The supplied unit shall detect the presence of hydrocarbons in the interstitial space of the aboveground storage tank and any appurtenant double wall piping.

A system monitoring unit shall be installed to provide a leak detection access tube located in the interstitial space between the inner tank and the secondary barrier. In the event of a leak from the primary tank, the leaked fuel will flow to the detection tube and be detected by an electronic liquid petro-sensor installed within the tube. The petro-sensor probe shall be connected to the tank monitoring panel to provide a warning signal in the event the sensor probe detects leaked product within the secondary containment interstitial space. The unit shall be capable of performing a test of overall system operation and integrity.

AUTOMATIC TANK GAUGING SYSTEM

The monitoring system shall include an automatic tank gauge for measuring and recording product inventory for each tank from the panel location. The monitoring panel shall have a printer, and be programmed to provide a daily inventory of tank product volume. The gauging system shall include liquid level sensing equipment that measures product level to a resolution of 0.001 inches. The monitoring panel shall also be configured to monitor the petro-sensor probe within the interstitial space of the secondary containment for each tank. The system must also be capable of measuring water level on the bottom of the tank to the nearest 1/8 inch. The monitoring system shall be as manufactured by Veeder Root, or approved equal (as approved by the Engineer).

OVERFILL PROTECTION

Overflow protection shall be provided by the following methods:

- (a.) A direct reading level gauge on the tank, visible from the fill pipe access; and
- (b.) A 95% valve installed in the fill line which reacts to high levels of product in the tank by closing off the fill line to prevent further product introduction.

EMERGENCY EQUIPMENT

Provide a fire extinguisher with a 20BC rating for each tank. Extinguishers shall be installed in the locations indicated on the drawings. Extinguishers shall be installed in a manner that will protect them from adverse weather conditions and will maintain the extinguishers in good working condition.

COLLISION PROTECTION

The tanks shall be surrounded by collision protection devices on the sides which are exposed to vehicular traffic. Collision protection shall be provided through the use of precast concrete barriers. Construction and placement of the precast concrete barriers must meet all specifications as detailed herein and as shown on the drawings. Final configuration of collision protection shall be subject to plan review by the local tank inspector and/or the Project Engineer.

Precast concrete barriers shall:

- (a.) extend a minimum of 36 inches above finished grade;
- (b.) be set into the concrete slab a minimum of 36 inches; and
- (c.) shall be spaced at intervals as shown on the drawings.

PART III - EXECUTION**GENERAL**

The tank system including appurtenances shall be installed in strict accordance with the manufacturer's recommendations and applicable fire and environmental codes. State and local permits shall be obtained prior to installation.

INSTALLATION

The tank system including appurtenances shall be installed in strict accordance with the manufacturer's recommendations and applicable fire and environmental codes. State and local permits shall be obtained prior to installation.

Tanks and systems shall be installed by certified installers in accordance with CTDEEP regulations.

TANKS:

Tanks shall be installed in accordance with the requirements for aggregate storage capacity at the site, setbacks, vehicle collision protection, labeling, and all other installation requirements not indicated in the contract documents but required by law.

Tanks shall be installed on a reinforced concrete base slab designed to support the fully loaded tank. Protective concrete barriers shall be installed on sides exposed to vehicular traffic. Location of protective concrete barriers shall be in accordance with State and local codes. Paint protective concrete barriers to match tank color.

Tanks shall be marked on all sides with warning signs: (***“FLAMMABLE” or “COMBUSTIBLE”, as appropriate for the intended contents***), product identification, and other signs as required by the applicable codes.

PIPING AND FITTINGS:

All underground piping shall be buried a minimum of 24 inches beneath finished grade as shown on the design drawings.

Underground piping shall be installed as shown in the construction drawings, free from sudden changes in elevation. Large stones and rocks shall be removed and shall not come in contact with the pipe. Backfill shall be free of sharp stones and large chunks of materials which could stress the pipe during backfill operations.

Upon completion of their installation, the pipelines shall be pressure tested per statutory requirements.

ELECTRICAL:

Electrical work shall be in accordance with applicable codes and shall be rated for hazardous area as required. Electrical system for dispenser pumps shall include an emergency shutoff switch located per code requirements.

Tanks shall be electrically grounded in accordance with NFPA 78 and as shown on the drawings. Refer to Division 26 - Electrical.

The tank system installations shall be inspected and approved by the system supplier or its certified contractor. The system supplier shall submit a comprehensive checklist of quality and safety items critical to the system and verify that the installation has been performed in accordance with these standards applicable fire and environmental codes.

State and local permit applications shall be completed using the correct forms. **System installation shall not start before obtaining the required State and local permits and approvals.**

TESTING AND GUARANTEE

Test all newly installed equipment for compliance with requirements of local, state, and federal regulations and to determine that the system is operating properly.

Upon completion of the installation work, submit to the Construction Representative a submittal packet which includes an as-built drawing and copies of all state and local government required paperwork and plan reviews, as well as manufacturers descriptions and specifications for all components of the system that were installed as part of the contract. In addition, provide a copy of the start-up test for the automatic tank gauge and monitoring panel.

Furnish the local fire department with a copy of a location drawing which includes a description of the updated aboveground storage tank and fuel dispensing system.

SITE RESTORATION

Unless otherwise specified or noted on the drawings, fully and completely restore the surface of all disturbed areas to a like condition of the surface prior to the work. Sawcut all pavements to straight and neat lines and repair with like materials to the full depth of the pavement as existed prior to the work. Topsoil, fertilize, seed, and mulch (or sod) all disturbed landscaped areas with a minimum of four (4) inches of topsoil, fertilizer, seed, and mulch (or sod), or provide for the restoration of other landscaping materials as necessary.

Level off all waste disposal areas and clean up all areas used for the storage of materials or the temporary deposit of excavated earth. Remove all surplus material, tools and equipment.

Burning is not permitted.

CONSTRUCTION VERIFICATION

Contractor is responsible for utilizing the construction verification checklists supplied under specification Section 33 08 00 in accordance with the procedures defined for construction verification in Section 01 91 01 or 01 91 02.

AGENCY TRAINING

All training provided for agency shall comply with the format, general content requirements and submission guidelines specified under Section 01 91 01 or 01 91 02.

Contractor to provide factory authorized representative and/or field personnel knowledgeable with the operations, maintenance and troubleshooting of the system and/or components defined within this section for a minimum period of one hour. Training session must also include instructions on leak detection and record keeping as required by the CTDEEP. Guidance must also be given as to how to respond in the event the monitoring panel indicates a leak in the system.

END OF SECTION

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Fashion Design	Art	9-12 BAIMS	0.5
Course Description:			
<p>Fashion Design is intended to introduce students to the basics of fashion design. This course is designed to provide students insight on the history of fashion and its place in the modern world and to help them understand terms and concepts related to fashion. Topics covered will include: Theories & functions of clothing, brief history of fashion, Consumer demands and fashion, Fashion change and consumer acceptance, raw materials for fashion, International fashion centers and designers, product and design development, introduction to apparel production and accessory designing.</p>			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
		<p>Meaningfully contribute to a global society EMPATHY</p> <ul style="list-style-type: none"> • Demonstrating understanding of others perspectives and needs • Listen with an open mind to understand others' situations • Understand the concept of community as a means for supporting others in need <p>GLOBAL AWARENESS</p> <ul style="list-style-type: none"> • Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts • Understand other nations and cultures including the use of non-English language <p>Demonstrate Academic Knowledge and Skills CONTENT MASTERY</p> <ul style="list-style-type: none"> • Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum <p>CRITICAL THINKING AND PROBLEM SOLVING</p> <ul style="list-style-type: none"> • Collect, assess and analyze relevant information • Reason effectively. Use systems thinking • Make sound judgments and decisions. Identify, define and solve authentic problems and essential questions. • Reflect critically on learning experience, processes and solutions • Transfer knowledge to other situations 	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to Completed Equity Audit	

Standard Matrix

District Learning Expectations and Standards	Intro to Fashion and Design	Fashion Illustration	Fibers and Textiles	Fashion Construction	Careers in Fashion	A Fashion Line/Selling the Fashion
Creating						
VA:Cr1.1 Investigate, Plan, Make		x	x	x		
VA:Cr2.1 Organize and develop artistic ideas and work		x	x	x		x
VA:Cr3.1 Refine and complete artistic work.		x		x		
Presenting						
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.		x	x			x
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.						x
VA:Pr6.1 Convey meaning through the presentation of artistic work.			x			
Responding						
VA:Re7.1 Perceive and analyze artistic work.	x					
VA:Re8.1 Interpret intent and meaning in artistic work.	x				x	
VA:Re9.1 Apply criteria to evaluate artistic work.						
Connecting						
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.						
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	x				x	

Unit Links

Fashion Illustration	4
Fibers and Textiles	6
Fashion Construction	8
Careers in Fashion	10
A Fashion Line/ Selling the Fashion	11

Unit Title:

Intro to Fashion and Design

Relevant Standards: Bold indicates priority

- **VA:Cn11.1** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- **VA:Re.7.2.Ia** Analyze how one’s understanding of the world is affected by experiencing visual imagery.
- **VA: Re7.1** Perceive and analyze artistic work.
- **VA:Cn11.1.HSI** Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- **Va: Re8.1** Interpret intent and meaning in artistic work.

Essential Question(s):

- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Enduring Understanding(s):

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Demonstration of Learning:

Collection of design renderings, history of design timeline, material selection study guides, wardrobe analysis creations.

Pacing for Unit

5 Classes

Family Overview (link below)	Integration of Technology:
	Digital integration on Ipad/laptop, CAD software and digital cameras
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> • Deconstruction • Garment • Couture • High Fashion • Texture • Relaxed Rendering • Pret-a-Porter • Principles of Design 	<ul style="list-style-type: none"> • Copies of the Lesson Fashion Design: Definition & Types • Images of different types of clothing, including haute couture and pret-a-porter • Measuring tapes • Access to technology and the internet • Fashion magazines
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations.	<ul style="list-style-type: none"> • Sheer handwork • All runway production work • Must know how to sew
Connections to Prior Units:	Connections to Future Units:
	Historical Contexts and References Design Timeline Progression
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.1 Offer ways of customizing the display of information</p> <p>Language and Symbols 2.5 Illustrate through multiple media</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest 7.1 Optimize individual choice and autonomy</p> <p>Sustaining Effort and Persistence 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> - Provide student choice of creativity and presentation
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:

<p>9-12.2</p> <ul style="list-style-type: none"> actively listen to others present information and ideas respond to simple questions <p>9-12.3</p> <ul style="list-style-type: none"> Use academic and domain specific vocabulary Integrate graphics or multimedia, when useful <p>9-12.5</p> <ul style="list-style-type: none"> Conduct short individual or shared research projects to answer a question 	<ul style="list-style-type: none"> Utilize the four steps of art criticism and art vocabulary to evaluate fashion designs and drawings in class discussions. Examine a variety of fashion designs and drawings in different styles and subjects. Identify specific cultural symbolism and subject matter. Apply knowledge of the elements and principles of design when creating fashion compositions. Recognize how the principles of design are used to organize the elements of art. Record ideas and information in a sketchbook for finished fashion designs. Examine how other world cultures communicate ideas and/or utilize symbols in their fashion. Use common fashion design terminology to communicate my design ideas. Make decisions on which historical fashion designs will influence your original design. Utilize a variety of drawing media and tools safely and maintain a neat work area.
--	---

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<p>Fashion History Timeline</p> <p>Renderings and Outline Of New Creations Based off of the Principles of Design</p>	<p>Students will</p> <ul style="list-style-type: none"> learn how fashion has progressed throughout the years and what elements in each time period influenced the fashion of that day. Students will understand how to create loose renderings of textured clothing, shoes and accessories to show fashion design and a clear understanding of the principles of design. 	<p>Does the student show clear understanding of the fashion history timeline?</p> <p>Does the student show evidence of learning how to utilize the principles of design in a work of art?</p>	<p>Materials:</p> <p>Chromebook Handouts Paper Drawing Materials Magazines Drawing Mannequins (12)</p>

Unit Title:
<h1>Fashion Illustration</h1>
Relevant Standards: Bold indicates priority
<ul style="list-style-type: none"> VA:Cr1.1 Generate and conceptualize artistic ideas and work

- **VA:Cr2.1** Organize and develop artistic ideas and work
- **VA:Cr3.1** Refine and complete artistic work
- **VA:Pr4.1** Select, analyze, and interpret artistic work for presentation

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? ● What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? ● How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? ● How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? 	<ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● People evaluate art based on various criteria. ● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Demonstration of Learning:	Pacing for Unit
Portfolio of themed fashion renderings, collage of designs, fabrics and accessory examples, defined figure drawing finals.	8 Classes
Family Overview (link below)	Integration of Technology:
	Digital integration on Ipad/laptop, CAD software and digital cameras
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> ● Croquis (Figure) Drawing ● Fabric/Garment Drawing ● Principles of Design ● Silhouette ● Embroidery ● Texture ● Muslin ● Handicraft ● Stitching 	<ul style="list-style-type: none"> ● Fabrics/Textiles ● Clothing examples ● Measuring tapes ● Access to technology and the internet ● Fashion magazines ● Notions

Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations		<ul style="list-style-type: none"> • Sheer handwork • All runway production work • Must know how to sew • Must be good at drawing 	
Connections to Prior Units:		Connections to Future Units:	
Historical Contexts and References Design Timeline Progression		Knowledge of fabrics and textiles, constructing fashion using plans and sewing techniques	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Perception 1.1 Offer ways of customizing the display of information</p> <p>Language and Symbols 2.5 Illustrate through multiple media</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest 7.1 Optimize individual choice and autonomy</p> <p>Sustaining Effort and Persistence 8.3 - Foster Collaboration and community</p>		<ul style="list-style-type: none"> - Provide student choice of creativity and presentation 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<p>9-12.2</p> <ul style="list-style-type: none"> • actively listen to others • present information and ideas • respond to simple questions <p>9-12.3</p> <ul style="list-style-type: none"> • Use academic and domain specific vocabulary • Integrate graphics or multimedia, when useful <p>9-12.5</p> <ul style="list-style-type: none"> • Conduct short individual or shared research projects to answer a question 		<ul style="list-style-type: none"> • Utilize the four steps of art criticism and art vocabulary to evaluate fashion designs and drawings in class discussions. • Create gesture drawings of the human figure that express a pose and/or movement. • Apply knowledge of the elements and principles of design when creating fashion compositions. • Use common fashion design terminology to communicate my design ideas. • Record ideas and information in a sketchbook for finished fashion designs. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Themed Fashion Illustration Line Up	<p>Students Will:</p> <ul style="list-style-type: none"> • learn how to illustrate created fashions using learned technique and models/mannequins. • understand the necessity behind 	Does the student show a clear understanding of the fashion illustration drawing style?	<p>Materials:</p> <p>Sketchbooks Texture Example Wks Illustrator Markers Drawing Mannequins (12)</p>

Collage Style Fashion Illustration with Texture	<ul style="list-style-type: none"> creating a fashion line. explore collage in fashion design to create more real world ideas of how to incorporate the principles of design into fashion. 	Does the student demonstrate knowledge of incorporating texture into fashion designs to show a realistic image?	Drawing Pencils Drafting Paper

Unit Title:

Fibers and Textiles

Relevant Standards: Bold indicates priority

- **VA:Cr1.1** Generate and conceptualize artistic ideas and work
- **VA:Cr2.1** Organize and develop artistic ideas and work
- **VA:PR4.1** Select, analyze and interpret artistic work for presentation
- **VA:Pr6.1** Convey meaning through the presentation of artistic work.

Essential Question(s):

- What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Enduring Understanding(s):

- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Demonstration of Learning:

Fabric swatch/textiles book, small garment and accessory builds, fabric advertisement brochure or poster.

Pacing for Unit

8 Classes

Family Overview (link below)	Integration of Technology:
	Digital integration on Ipad/laptop, CAD software and digital cameras
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Fabric Sample Textiles Garment Principles of Design Swatch Collage Texture Fiber Embroidery	<ul style="list-style-type: none"> • Fabrics/Textiles • Clothing examples • Measuring tapes • Access to technology and the internet • Fashion magazines • Notions
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations	<ul style="list-style-type: none"> • Sheer handwork • All runway production work • Must know how to sew • Must be good at drawing
Connections to Prior Units:	Connections to Future Units:
Fashion illustration techniques and knowledge of fashion history	Constructing fashion design ideas and collage building
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Perception 1.1 Offer ways of customizing the display of information Language and Symbols 2.5 Illustrate through multiple media Physical Action 4.1 - Vary the methods for response and navigation. Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition Recruiting Interest 7.1 Optimize individual choice and autonomy Sustaining Effort and Persistence 8.3 - Foster Collaboration and community	<ul style="list-style-type: none"> - Provide student choice of creativity and presentation
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.2 <ul style="list-style-type: none"> • actively listen to others • present information and ideas • respond to simple questions 	<ul style="list-style-type: none"> • Use common fashion design terminology to communicate my design ideas. • I can demonstrate fashion, apparel and textile design skills.

9-12.3 <ul style="list-style-type: none"> Use academic and domain specific vocabulary Integrate graphics or multimedia, when useful 9-12.5 <ul style="list-style-type: none"> Conduct short individual or shared research projects to answer a question 		<ul style="list-style-type: none"> I can describe the characteristics of fibers and how to care for items of clothing. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Fabric swatch boards/ textile sample books. Garment and accessories styles and features display board. Fiber advertising promotion brochure or poster	Student will: <ul style="list-style-type: none"> learn how to design swatch boards and sample books through exploration and demonstration. discover how to sew and put together collage style fabrics and parts of garments and accessories to create feature boards. craft advertisements and learn how to piece color schemes, textures and styles to show appealing designs. 	Does the student show evidence of learning garment styles and features? Does the student have a clear understanding of putting together fabrics to create design styles and other appealing designs?	Materials: Fabrics and Textiles Display Board Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Scissors Cardboard Iron (4) Iron Boards (4)

Unit Title:	
<h1>Fashion Construction</h1>	
Relevant Standards: Bold indicates priority	
<ul style="list-style-type: none"> VA: Cr1.1 Generate and conceptualize artistic ideas and work. VA: Cr2.1 Organize and develop artistic ideas and work. VA: Cr3.1 Refine and complete artistic work. VA: Cr1.1.HSI Use multiple approaches to begin creative endeavors. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? What role does persistence play in revising, refining, and developing work? How do artists 	<ul style="list-style-type: none"> Creativity and innovative thinking are essential life skills that can be developed. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. People evaluate art based on various criteria.

<p>grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? • How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? 	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Hand stitched accessories and small outfit samples, pattern builds with final creations, small costume build using large fabric clips.</p>	<p>15 Classes</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
	<p>Digital integration on Ipad/laptop, CAD software and digital cameras</p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Fabric Neckline A-line Pant Wraparound Pleating Waistline Stitching Texture Weft Flare Embroidery Garment Principles of Design</p>	<p>Materials: Fabrics and Textiles Display Board Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Scissors Cardboard Iron (4)</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations</p>	<ul style="list-style-type: none"> • Sheer handwork • All runway production work • Must know how to sew • Must be good at drawing
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>Fashion illustration techniques, textiles and fabrics, knowledge of fashion history</p>	<p>Knowledge of fabrics and textiles, constructing fashion using plans and sewing techniques</p>
<p>Differentiation through Universal Design for Learning</p>	

UDL Indicator		Teacher Actions:	
<p>Perception 1.1 Offer ways of customizing the display of information</p> <p>Language and Symbols 2.5 Illustrate through multiple media</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest 7.1 Optimize individual choice and autonomy</p> <p>Sustaining Effort and Persistence 8.3 - Foster Collaboration and community</p>		<ul style="list-style-type: none"> - Provide student choice of creativity and presentation 	
Supporting Multilingual/English Learners			
Related <u>CELP standards:</u>		Learning Targets:	
<p>9-12.2</p> <ul style="list-style-type: none"> • actively listen to others • present information and ideas • respond to simple questions <p>9-12.3</p> <ul style="list-style-type: none"> • Use academic and domain specific vocabulary • Integrate graphics or multimedia, when useful <p>9-12.5</p> <ul style="list-style-type: none"> • Conduct short individual or shared research projects to answer a question 		<ul style="list-style-type: none"> • Utilize the four steps of art criticism and art vocabulary to evaluate fashion designs and drawings in class discussions. • Create a flat pattern design to communicate my design ideas. • Use common fashion design terminology to communicate my design ideas. • Record ideas and information in a sketchbook for finished fashion designs. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<p>Adding embroidery to an original piece</p> <p>Create a sewn design from a pattern</p> <p>Repurpose material to create a fashion piece</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn hand stitching techniques • learn how to use patterns or flats to sew an accessory • explore recycle/repurposing to create original designs 	<p>Does the student show a clear understanding of sewing fundamentals?</p> <p>Does the student possess skills to create and utilize patterns for accessory making?</p> <p>Does the student show evidence of learning the importance and benefits of recycling and repurposing material?</p>	<p>Materials:</p> <p>Fabrics and Textiles Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Paper Mat Board Glue</p>

Unit Title:

Careers in Fashion

Relevant Standards: Bold indicates priority

- **VA:Cn11.1** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- **VA:Cn11.1.HSI** Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- **Va: Re8.1** Interpret intent and meaning in artistic work.
- **VA:Cn11.1.IIa** Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
- **VA:Cn11.1.IIIa** Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Essential Question(s):

- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Enduring Understanding(s):

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Demonstration of Learning:

Portfolio building, branding write up, fashion industry career

Pacing for Unit

6 Classes

Family Overview (link below)**Integration of Technology:**

Digital integration on Ipad/laptop, CAD software and digital cameras

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> ● Garment ● Deconstruction ● Couture ● High Fashion ● Color Scheme ● Relaxed Rendering ● Pret-a-Porter ● Principles of Design 	Materials: Fabrics and Textiles Display Board Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Scissors Cardboard
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations	<ul style="list-style-type: none"> ● Sheer handwork ● All runway production work ● Must know how to sew ● Must be good at drawing
Connections to Prior Units:	Connections to Future Units:
Constructing garments, fashion illustration techniques, textiles and fabrics, knowledge of fashion design history	Branding a fashion line, careers in fashion design
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Perception 1.1 Offer ways of customizing the display of information Language and Symbols 2.5 Illustrate through multiple media Physical Action 4.1 - Vary the methods for response and navigation. Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition Recruiting Interest 7.1 Optimize individual choice and autonomy Sustaining Effort and Persistence 8.3 - Foster Collaboration and community	<ul style="list-style-type: none"> - Provide student choice of creativity and presentation
Supporting Multilingual/English Learners	
Related CELP standards :	Learning Targets:
9-12.2 <ul style="list-style-type: none"> ● actively listen to others ● present information and ideas ● respond to simple questions 9-12.3 <ul style="list-style-type: none"> ● Use academic and domain specific vocabulary 	<ul style="list-style-type: none"> ● Examine a variety of fashion designs and drawings in different styles and subjects. ● Identify specific cultural symbolism and subject matter. ● Use common fashion design terminology to communicate my design ideas.

<ul style="list-style-type: none"> Integrate graphics or multimedia, when useful 9-12.5 Conduct short individual or shared research projects to answer a question 		<ul style="list-style-type: none"> Recognize how a variety of issues influence artists and their fashion designs. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<p>Create presentation: education and requirements, different careers in the fashion industry, fashion various designers</p> <p>Create a fashion career brand through advertisement write up</p> <p>Complete design portfolio</p>	<p>Students will:</p> <ul style="list-style-type: none"> show evidence of learning by compiling fashion design elements into a presentation demonstrate a self branding through written presentation complete final portfolio 	<p>Does the student have a clear understanding of how to present fashion design elements and ideas through presentation?</p> <p>Does the student show evidence of learning in how to create a brand for themselves?</p>	<p>Materials:</p> <p>Mac Lab Chipboard Illustrator Markers</p> <p>Drawing Pencils and Erasers Fibers and Textiles Glue Sticks</p>

Unit Title:	
<h1>A Fashion Line/ Selling the Fashion</h1>	
Relevant Standards: Bold indicates priority	
<ul style="list-style-type: none"> Va:Cr2.2 Organize and develop artistic ideas and work. Va:Pr4.1 Select, analyze and interpret artistic work for presentation. Va:Pr5.1 Develop and refine artistic techniques and work for presentation. VA:Pr.4.1.HSII Analyze, select, and critique personal artwork for a collection or portfolio presentation. VA:Pr5.1.HSI Analyze and evaluate the reasons and ways an exhibition is presented. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? 	<ul style="list-style-type: none"> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and

<ul style="list-style-type: none"> How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? 	<p>political experiences resulting in the cultivating of appreciation and understanding.</p> <ul style="list-style-type: none"> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
Demonstration of Learning:	Pacing for Unit
Plan a fashion show, create a themed fashion storyboard, build a 3-D fashion prototype	11 Classes
Family Overview (link below)	Integration of Technology:
	Digital integration on Ipad/laptop, CAD software and digital cameras
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> Garment Deconstruction Couture High Fashion Color Scheme Relaxed Rendering Pret-a-Porter Principles of Design 	Materials: Fabrics and Textiles Display Board Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Scissors Cardboard
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations	<ul style="list-style-type: none"> Sheer handwork All runway production work Must know how to sew Must be good at drawing
Connections to Prior Units:	Connections to Future Units:
Constructing garments, fashion illustration techniques, textiles and fabrics, branding yourself	
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Perception 1.1 Offer ways of customizing the display of information Language and Symbols 2.5 Illustrate through multiple media Physical Action	<ul style="list-style-type: none"> Provide student choice of creativity and presentation

<p>4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication</p> <p>5.1 Use multiple media for communication</p> <p>5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest</p> <p>7.1 Optimize individual choice and autonomy</p> <p>Sustaining Effort and Persistence</p> <p>8.3 - Foster Collaboration and community</p>			
<p>Supporting Multilingual/English Learners</p>			
<p>Related CELP standards:</p>		<p>Learning Targets:</p>	
<p>9-12.2</p> <ul style="list-style-type: none"> actively listen to others present information and ideas respond to simple questions <p>9-12.3</p> <ul style="list-style-type: none"> Use academic and domain specific vocabulary Integrate graphics or multimedia, when useful <p>9-12.5</p> <ul style="list-style-type: none"> Conduct short individual or shared research projects to answer a question 		<ul style="list-style-type: none"> Use common fashion design terminology to communicate my design ideas. Record ideas and information in a sketchbook for finished fashion designs. I can analyze how culture, family, society, institutions and peers influence clothing choices I can apply fashion design knowledge, skills and processes to meet worldly design needs. I can demonstrate design, construction document reading, and space planning skills required for fashion design. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<p>Create a fashion show:</p> <p>-Draw fashion collections</p> <p>-For each piece created in the fashion line, create a fashion storyboard for each design (fabrics and textiles, models, hair, makeup)</p> <p>-Create a prototype for one design in the fashion line</p> <p>-Environment for the fashion show (music, runway layout)</p>	<p>Students will:</p> <ul style="list-style-type: none"> learn how to design show worthy fashions, including outfits and accessories work in small or large group and bring ideas together to create appeal understand how to put together working parts of a show explore show building including environment and atmospheric elements. 	<p>Did the student show a clear understanding of how to build and perform a fashion show?</p> <p>Did the student work well together in a group?</p> <p>Did the student show evidence of learning to research and build a pieces and parts of a fashion show?</p>	<p>Materials:</p> <p>Fabrics and Textiles Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Paper Scissors Cardboard Iron (4) Ironing Boards (4)</p>

--	--	--	--

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Computer Software Applications	Business	9-12	0.5

Course Description:

Computer skills are essential in today's world. In this course, students get hands-on practice to produce professionally formatted documents, spreadsheets and presentations needed in their future careers or personal lives. A parallel focus is placed on reinforcing and improving keyboarding proficiency through business-related activities. A variety of software packages including Microsoft Office Suite (Word, Excel, and PowerPoint), Google Apps (Docs, Sheets, and Slides), and other web-based softwares will be utilized in this course. This is a course designed for students in grades 9 and 10, however this course will benefit students in all grades looking to broaden their computer software skills.

Aligned Core Resources:

Computer/Software:

- Typing.com - Legacy Lessons
- Google Apps including GMAIL, Drive, Docs, Sheets, Slides
- Microsoft Products including Windows Operating System, Word, Excel, PowerPoint
- Online Desktop Publishing Software

Textbooks:

- TBD Based on Current Technology

Connection to the *BPS Vision of the Graduate*


Computer Software Applications will connect to the BPS Vision of the Graduate by ensuring students can **EFFECTIVELY COMMUNICATE IN A GLOBAL SOCIETY** specifically with communications and technology literacy and information literacy. Students will be able to type efficiently and use Google Apps and Microsoft Office products effectively. Students will also **DEMONSTRATE ACADEMIC KNOWLEDGE AND SKILLS** through their ability to master the content knowledge through project-based learning.

Additional Course Information:

Knowledge/Skill Dependent courses/prerequisites

Link to *Completed Equity Audit*

No Prerequisites

 [CSA Equity Curriculum Review 2023](#)

Standard Matrix

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
ISTE 1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	X					
AdvanceCTE ITPB01.09.01 Employ sound technical writing skills including keyboarding and handwriting.	X					
AdvanceCTE ESS04 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career		X	X	X	X	X

cluster to access, manage, integrate, and create information.						
AdvanceCTE ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.		X	X	X	X	X

Unit Links

- [Keyboarding](#)
- [Computer & Internet Basics](#)
- [Word Processing](#)
- [Spreadsheets](#)
- [Presentations](#)
- [Desktop Publishing](#)

Unit Title:	
Keyboarding	
Relevant Standards: Bold indicates priority	
<p>ISTE Standards 1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. AdvanceCTE ITPB01.09.01 Employ sound technical writing skills including keyboarding and handwriting.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • What are the benefits of learning to type with proper technique? • How are accurate keyboarding skills significant in relation to business and industry careers? • Why are correct keyboarding skills important in relation to productivity and accuracy? • What is the significance to ergonomics while in front of a computer? 	<ul style="list-style-type: none"> • Fingers need to be placed on the home row • Proper keyboard posture is necessary to reduce injury and improve overall keyboarding skill • Learn to touch type correctly • Eyes on screen or copy/book, not on the keyboard.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students will demonstrate their learning by their continuous improvement in words per minute (WPM) and accuracy. • Students will demonstrate their learning by consistently being in the proper posture for typing. 	42 Classes - ongoing
Family Overview (link below)	Integration of Technology:
CSA: Unit 1 - Keyboarding 2023	<i>Typing.com - students will use this website to complete their typing lessons and practice their keyboarding skills</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Touch type, Alphabetic keys, Numeric keys, Numeric keypad, QWERTY keyboard, Home Row, Posture, Technique, Accuracy, Speed, GWAM (Gross Words A Minute), WPM (Words Per Minute), Error, NumLock, Symbols, Shortcuts, Keyboard	Keyboard Tests (to assist in the memorization of where keys are located, which will help students to improve their keyboarding throughout the semester)
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Students will be required to use typing throughout their lives for writing papers, typing resumes, conducting research, and more. • Typing is an essential skill for being college and career ready. 	<ul style="list-style-type: none"> • Students do not need to know how to type because of cell phones and speech-to-text. • Speech-to-text is excellent when alone, but if working in a class or cubicle, using speech-to-text may not always be an option.

	<ul style="list-style-type: none"> Students can type papers from their phones - while this is true, it is important that students know how to type on a keyboard as they will not be able to do all of their work - school, personal, or career from their phone. 		
Connections to Prior Units:	Connections to Future Units:		
N/A	Students will be required to type throughout their future units in GMAIL, Google Docs, Microsoft Word, Google Sheets, Microsoft Excel, Google Slides, and Microsoft PowerPoint.		
Differentiation through Universal Design for Learning			
UDL Indicator	Teacher Actions:		
7.2 Optimize relevance, value, and authenticity 8.1 Heighten salience of goals and objectives	<ul style="list-style-type: none"> 7.2 Teachers will allow students to set reasonable SMART Goals for improving their keyboarding skills. 7.2 Teachers will provide students with the opportunity to self-reflect on their progress. 8.1 Encourage the division of long-term goals into short-term objectives 		
Supporting Multilingual/English Learners			
Related CELP standards:	Learning Targets:		
<ul style="list-style-type: none"> 9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text. 9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing. 	<ul style="list-style-type: none"> I can demonstrate proper typing techniques. I can develop speed with accuracy by the correct touch type. I can demonstrate my current abilities in keyboarding. 		
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> I can demonstrate my current abilities in keyboarding. 	Students will complete the assessments to demonstrate current knowledge in order to provide feedback and goals for the semester for improvement.	Typing.com - 1 Minute Timed Test Blank Keyboard Test Typing Technique Rubric
2	<ul style="list-style-type: none"> I can demonstrate proper typing techniques. 	Students will practice proper ergonomics including sitting up straight, feet flat on the floor, fingers curved, and wrists slightly raised off the keyboard. Rubric to be used for	GCF LEARN - Creating a Safe Workspace

		assessment throughout the semester for ongoing feedback.	
3-42 (ongoing)	<ul style="list-style-type: none"> I can develop speed with accuracy by applying the correct touch type. 	<p>Students will complete the assigned lesson(s) with proper typing techniques. Students will complete a 1-Minute Timed Writing to demonstrate their current speed and accuracy. Students will complete a keyboard quiz to demonstrate their knowledge of the keyboard.</p>	<p>Typing.com Beginner Lessons Typing.com Intermediate Lessons Typing.com Advanced Lessons Keyboard Quizzes Typing.com Timed Writings</p>

Unit Title:	
Computer & Internet Basics	
Relevant Standards: Bold indicates priority	
<p>Advance CTE ESS04 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information. ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • What types of hardware, software, and communication technologies could be used at home, school, or work? • How do you care for a computer? • How can an operating system and file management system facilitate computer productivity? • What skills are necessary to efficiently and effectively navigate and use the Internet? 	<ul style="list-style-type: none"> • Difference between input and output • Different operating systems and how they differ • Various browsers • Understand parts of an email and how to send a professional email • Evaluate Internet resources for reliability and validity • Navigate a Windows Computer • Navigate the Internet • AI Technology has various uses.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students can effectively navigate on their Windows computers. • Students can participate in class discussions about how computers can be used at home, school, and work. • Students can efficiently and effectively navigate the Internet. • Students can create a digital organization system using folders. • Students can write a professional email. Students to describe the benefits and disadvantages of Artificial Intelligence(AI). 	5 Classes
Family Overview (link below)	Integration of Technology:
CSA: Unit 2 - Computer and Internet Basics 2023	Students will be using the computers to demonstrate the ability to navigate on a Windows computer, use Google Chrome, and use GMAIL.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Artificial Intelligence (AI), Attachment, Backup, browser,, Cloud Storage, Computer, Copyright, Digital Literacy, Download, Drive, Email, Fair Use Laws, File, File folder, laHard Drive, Hardware, Hyperlink, Input Devices,	N/A

Internet Safety, Malware, Network, Online Help, Operating Systems, Output Devices, Password, Program / Application, Search Engine, Software Upload, URL, USB Port, Virus Scan, Email Signature, CC, BCC, Auto-Reply			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
N/A		<ul style="list-style-type: none"> All information online is accurate. Use of the internet is always safe. AI technology is always accurate. 	
Connections to Prior Units:		Connections to Future Units:	
In order to effectively use a computer, students need to know how to type and effectively use a mouse/keyboard.		<ul style="list-style-type: none"> In order to effectively use various programs on the computer and use the internet, students must know the basics of the internet and the computer. Students believe they already know how to use the computer if they have used the internet, cellphone, or laptop. Students do not understand the difference between programs and applications. 	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
7.2 Optimize relevance, value, and authenticity 9.1 Increase mastery-oriented feedback		<ul style="list-style-type: none"> 7.2 Vary activities to ensure relevancy to student's lives now and in the future 7.2 Design activities that are authentic and have real-world application 9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> 9-12.2 An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems. 		<ul style="list-style-type: none"> I can explain how computers are used in the modern world. I can navigate the computer operating system. I can effectively use files and folders. I can choose the appropriate applications for anticipated tasks. I can responsibly use the internet I can explain the importance of digital literacy. I can compose a professional email. I can define AI and explain the pros and cons of using Artificial Intelligence. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> I can explain how computers are used in the modern world. I can navigate the computer operating 	Students can participate in a class discussion about the use of computers.	Google Drive TBD based on current technology

	<p>system.</p> <ul style="list-style-type: none"> • I can effectively use files and folders. 	<p>Students can demonstrate how to navigate around their computer.</p> <p>Students can create folders on their Google Drive in order to organize their files.</p>	
2	<ul style="list-style-type: none"> • I can responsibly use the Internet. • I can explain the importance of digital literacy. 	<p>Students can participate in a class discussion about the various uses of the Internet.</p> <p>Students can create a one-pager to share with elementary school children about how to be safe online.</p>	<p>Google Slides Google Classroom Google Chrome TBD based on current technology</p>
3	<ul style="list-style-type: none"> • I can define Artificial Intelligence (AI) and explain the pros and cons of using Artificial Intelligence. 	<p>Students can participate in a class debate about the pros and cons of using AI.</p>	<p>TBD based on current technology</p>
4	<ul style="list-style-type: none"> • I can choose the appropriate applications for anticipated tasks. 	<p>Students can participate in an Internet Scavenger Hunt to determine how computers work, select appropriate applications for various tasks, and demonstrate their effective use of the Internet.</p>	<p>Google Chrome Google Docs - Internet Scavenger Hunt Google Classroom TBD based on current technology</p>
5	<ul style="list-style-type: none"> • I can compose a professional email. 	<p>Students can identify the various parts of an email.</p> <p>Students can compose a professional email to their teacher.</p>	<p>GMAIL Rubric for evaluating the rubric. TBD based on current technology</p>

Unit Title:	
Word Processing	
Relevant Standards: Bold indicates priority	
<p>ESS05 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information</p> <p>ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How is Google Docs used in creating and composing content? • How is Microsoft Word used in creating and composing content? • How are Google Docs and Microsoft Word similar and different? • Why do individuals need to be able to create and format a document? 	<ul style="list-style-type: none"> • Google Docs and Microsoft Word have varying similarities and differences. • Google Docs is great for personal use and educational use. • Microsoft Word is a great tool when working in a career, in college, or for personal use. • The ability to create and format a document is an essential life skill.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students will demonstrate their learning by completing a variety of assignments using both Microsoft Word and Google Docs. • All assignments will be evaluated for accuracy and by rubric. 	12 Classes
Family Overview (link below)	Integration of Technology:
CSA: Unit 3 - Word Processing 2023	Students will use Google Docs and Microsoft Word to create and compose documents.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Alignment, Business Letters, Chart, Citations, Columns, Cover Page, Dialog Box and Launcher, Find and Replace, Header, Font, Footer, Format Painter, Format pictures, Formatting Texts, Hanging Indents, Header, Horizontal Centering, Italics, Letterhead, Line spacing, Margins, Memo, Menu Commands, Numbering, Page Border, Page Breaks, Page Numbering, Page Orientation, Paragraph and Page Formatting, Paragraph Indents, Ribbon Groups, Format Tabs, Ruler, Section Breaks, Shapes, Shortcuts, Special Characters, Spell Check, Strikethrough, Subscript, Superscript, Symbols, Table, Tabs, Templates, Textbox, Thesaurus, Vertical Centering, Works Cited, WrapText (pictures/textboxes)	N/A

Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Students will need to be able to use Google Docs throughout high school to complete tasks in various courses and beyond high school.		<ul style="list-style-type: none"> • Students believe that Microsoft Word and Google Docs are the same. • Students believe that Google Docs is used exclusively in all industries. • Students believe they are already proficient in Google Docs. 	
Connections to Prior Units:		Connections to Future Units:	
Students will need to know how to navigate a computer, navigate the Internet, and know how to type.		Word Processing unit connects to future units in that students will be learning Google Sheets and Google Slides which have similar menu bars and toolbars to Google Docs. Additionally, students will be learning Microsoft Excel and Microsoft PowerPoint which have similarities to Microsoft Word.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
7.2 Optimize relevance, value, and authenticity 9.1 Increase mastery-oriented feedback		<ul style="list-style-type: none"> • 7.2 Vary activities to ensure relevancy to student's lives now and in the future • 7.2 Design activities that are authentic and have real-world application • 9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> • 9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text. • 9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing. 		<ul style="list-style-type: none"> • I can explain how Google Docs and Microsoft Word can be effectively used in both visual and written communication across a variety of domains. • I can create documents using word processing software. • I can format a document using columns tabs, line spacing, text formatting options. • I can create and format tables and charts in documents. • I can insert and edit images, shapes, videos. • I can format a research paper using a proper formatting including line spacing, headers/footers, text options, cover page, citations, footnotes, and bibliography. • I can proofread, correct, and revise documents. • I can discuss the similarities and differences between Microsoft Word and Google Docs. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> • I can explain how Google Docs and 	Students will understand	Google Docs

	Microsoft Word can be effectively used in both visual and written communication across a variety of domains.	the importance and benefits of using Google Doc and Microsoft Word Students will be able to identify key concepts in the Google Docs Interface.	Microsoft Word TBD based on current technology
2-11	<ul style="list-style-type: none"> ● I can create documents using word processing software. ● I can format a document using columns tabs, line spacing, text formatting options. ● I can create and format tables and charts in documents. ● I can insert and edit images, shapes, videos. ● I can format a research paper using a proper formatting including line spacing, headers/footers, text options, cover page, citations, footnotes, and bibliography. ● I can proofread, correct, and revise documents. 	Students will be able to effectively create, format, and edit documents in Google Docs and Microsoft Word.	TBD based on current technology
12	<ul style="list-style-type: none"> ● I can discuss the similarities and differences between Microsoft Word and Google Docs. 	Students will be able to discuss similarities and differences between Microsoft Word and Google Docs. Students will be able to explain when it is best to use Google Docs vs. Microsoft Word.	TBD based on Current Technology. Venn Diagram

Unit Title:	
Spreadsheets	
Relevant Standards: Bold indicates priority	
<p>ESS05 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information</p> <p>ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • What are some of the techniques used to enhance your ability to create worksheets and charts? • How can becoming a successful Excel user make you more successful? • How can I use spreadsheet software to manipulate and analyze data? 	<ul style="list-style-type: none"> • Google Sheets and Microsoft Excel have varying similarities and differences. • Google Sheets is great for personal use and education use. • Microsoft Excel is a great tool when working in a career, in college, or for personal use. • Microsoft Excel and Google Sheets are powerful tools for collecting, calculating, analyzing, and presenting data.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students will demonstrate their learning by completing a variety of assignments using both Microsoft Excel and Google Sheets. • All assignments will be evaluated for accuracy and by rubric. 	12 Classes
Family Overview (link below)	Integration of Technology:
CSA: Unit 4 - Spreadsheets 2023	Students will use Google Sheets and Microsoft Excel to create and manipulate spreadsheets.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Absolute Reference, Cell Alignment, Average Function, Basic mathematical operations, Borders, Cell Address, Cell Formatting, Chart, Chart Elements, Chart Type, Columns, Conditional Formatting, Drag - N - Drop, Fill, Find and Replace, Formulas, Freeze Panes, Functions, Gridlines, Headings, Merge and Center, Number formats, Page Breaks, Page Scaling, Print Preview, Print Area, Ranges, Relative Reference, Row formatting, Sheet Tabs, Sort, Split Cells, Workbook, Worksheet Views, Worksheets, Wrap Text	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

<ul style="list-style-type: none"> • Students can use Microsoft Excel or Google Sheets for their math class to do calculations. • Students can use Microsoft Excel or Google Sheets in their personal finance classes. 		<ul style="list-style-type: none"> • Students believe Google Sheets is the only spreadsheet software. 	
Connections to Prior Units:		Connections to Future Units:	
Students will need to know how to navigate a computer, navigate the Internet, and know how to type. Students have previously learned the general toolbars in Microsoft Word and Google Docs, which will translate into Microsoft Excel and Google Sheets		Spreadsheets unit connects to future units in that students will be learning Google Slides which have similar menu bars and toolbars to Google Sheets. Additionally, students will be learning Microsoft PowerPoint which have similarities to Microsoft PowerPoint.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<ul style="list-style-type: none"> • 7.2 Optimize relevance, value, and authenticity • 9.1 Increase mastery-oriented feedback 		<ul style="list-style-type: none"> • 7.2 Vary activities to ensure relevancy to student's lives now and in the future • 7.2 Design activities that are authentic and have real-world application • 9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> • 9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text. • 9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing. 		<ul style="list-style-type: none"> • I can explain how Google Sheets and Microsoft Excel can be effectively used to report, analyze, and present data. • I can input data into a spreadsheet using columns and rows. • I can format a spreadsheet using font format options, cell alignment, number formatting, and borders. • I can effectively use various formulas in spreadsheets including AutoSum, MAX, MIN, AVERAGE, addition, subtraction, multiplication, division, and multi-math formulas. • I can present data using the appropriate chart. • I can insert and format tables, pictures, and hyperlinks. • I can appropriately format the page layout and print set-up including page size, page breaks, print area, page orientation, margins, headers/footers, and printing gridlines. • I can explain how Microsoft Excel can be effectively used in communication. • I can discuss the differences between Google Sheets and Microsoft Excel. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

1	<ul style="list-style-type: none"> ● I can explain how Google Sheets and Microsoft Excel can be effectively used to report, analyze, and present data. 	<p>Students will understand the importance and benefits of using Google Sheets.</p> <p>Students will be able to identify key concepts in the Google Sheets Interface.</p>	<p>Teacher Slideshow TBD based on current technology</p>
2-11	<ul style="list-style-type: none"> ● I can input data into a spreadsheet using columns and rows. ● I can format a spreadsheet using font format options, cell alignment, number formatting, and borders. ● I can effectively use various formulas in spreadsheets including AutoSum, MAX, MIN, AVERAGE, addition, subtraction, multiplication, division, and multi-math formulas. ● I can present data using the appropriate chart. ● I can insert and format tables, pictures, and hyperlinks. ● I can appropriately format the page layout and print set-up including page size, page breaks, print area, page orientation, margins, headers/footers, and printing gridlines. 	<p>Students will be able to effectively create, format, and edit spreadsheets in Google Sheets and Microsoft Excel.</p>	<p>TBD based on current technology</p>
12	<ul style="list-style-type: none"> ● I can explain how Microsoft Excel can be effectively used in communication. ● I can discuss the differences between Google Sheets and Microsoft Excel. 	<p>Students will be able to discuss similarities and differences between Microsoft Excel and Google Sheets.</p> <p>Students will be able to explain when it is best to use Google Sheets vs. Microsoft Excel.</p>	<p>Venn Diagram TBD based on current technology</p>

Unit Title:	
Presentations	
Relevant Standards: Bold indicates priority	
<p>ESS05 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information</p> <p>ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How is Microsoft PowerPoint used in creating presentations and other content? • How is Google Slides used in creating presentations and other content? • How are Microsoft PowerPoint and Google Slides similar and different? • How can being proficient in slideshow software benefit individuals? 	<ul style="list-style-type: none"> • Google Slides and Microsoft PowerPoint have varying similarities and differences. • Google Slides is great for personal use and education use. • Microsoft Powerpoint is a great tool when working in a career or in college. • The ability to create a professional slideshow is essential for college and career.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students will demonstrate their learning by completing a variety of assignments using both Microsoft PowerPoint and Google Slides. • All assignments will be evaluated for accuracy and by rubric. 	7 Classes
Family Overview (link below)	Integration of Technology:
CSA: Unit 5 - Presentations - 2023	Students will use Google Slides and Microsoft PowerPoint to create and develop engaging presentations.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Alignment, Animations, Audio, Background Style, Drag - N - Drop, New Slide, Notes Pages, Outline Pane, Slide Number, Slide Layout, Slide Master, Slide Orientation, Slide Sorter, Slide Transitions, Slides Pane, Theme, Title Slide, Video, Speaker Notes	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Students will be able to use the information taught in this unit to create engaging presentations for all of their courses throughout high school.	<ul style="list-style-type: none"> • Students believe that Microsoft PowerPoint and Google Slides are the same. • Students believe they are already proficient in Google Slides.

Connections to Prior Units:		Connections to Future Units:	
<ul style="list-style-type: none"> • Students will need to know how to navigate a computer, navigate the Internet, and know how to type. • Students have previously learned the general toolbars in Microsoft Word/Excel and Google Docs/Sheets, which will translate into Microsoft PowerPoint and Google Slides 		N/A	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<ul style="list-style-type: none"> • 7.2 Optimize relevance, value, and authenticity • 9.1 Increase mastery-oriented feedback • 		<ul style="list-style-type: none"> • 7.2 Vary activities to ensure relevancy to student's lives now and in the future • 7.2 Design activities that are authentic and have real-world application • 9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> • 9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text. • 9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing. 		<ul style="list-style-type: none"> • I can explain how Google Slides and Microsoft PowerPoint can be effectively used in communication. • I can develop engaging, professional presentations based on audience and purpose. • I can choose suitable animations and transitions for presentations. • I can insert and format shapes, images, videos, and audio files. • I can choose and format an appropriate theme for presentations. • I can insert hyperlinks to outside web pages and slides within the slidedeck. • I can explain how Microsoft PowerPoint can be effectively used in communication. • I can discuss the differences between Google Slides and Microsoft PowerPoint. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> • I can explain how Google Slides and Microsoft PowerPoint can be effectively used in communication. 	<p>Students will understand the importance and benefits of using Google Slides and Microsoft PowerPoint..</p> <p>Students will be able to identify key concepts in the Google Slides Interface.</p>	<p>Teacher Slideshow</p> <p>TBD based on current technology</p>

2-6	<ul style="list-style-type: none"> ● I can develop engaging, professional presentations based on audience and purpose. ● I can choose suitable animations and transitions for presentations. ● I can insert and format shapes, images, videos, and audio files. ● I can choose and format an appropriate theme for presentations. ● I can insert hyperlinks to outside web pages and slides within the slidedeck. 	Students will be able to effectively create, format, and edit presentations in Google Slides and Microsoft PowerPoint.	TBD based on current technology
7	<ul style="list-style-type: none"> ● I can explain how Microsoft PowerPoint can be effectively used in communication. ● I can discuss the differences between Google Slides and Microsoft PowerPoint. 	Students will be able to discuss similarities and differences between Microsoft PowerPoint and Google Slides. Students will be able to explain when it is best to use Google Slides vs. Microsoft PowerPoint.	Venn Diagram TBD based on current technology

Unit Title:	
Desktop Publishing	
Relevant Standards: Bold indicates priority	
<p>ESS05 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information</p> <p>ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How can visually appropriate communications help convey your message? • Which type of visual representation is appropriate for the audience? • What are the key principles of design that impact layout and the formatting of a design? • What ethical considerations should be taken into account when selecting images and graphics to use? • What emerging trends and technologies are available and to utilize now and in the future? 	<ul style="list-style-type: none"> • Using visually appropriate communications is important to effectively convey a message. • As a creator of content, it is imperative to know your audience in order to choose the appropriate design elements. • Creators need to consider color, typography, layout, and graphics. • Fair use laws and copyright laws must be considered when choosing images and graphics. • Technology is always changing and creators need to keep informed of the new and upcoming platforms available to them.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students will demonstrate their learning by completing a variety of assignments using presentation software. • All assignments will be evaluated for accuracy and by rubric. 	6 Classes
Family Overview (link below)	Integration of Technology:
CSA: Unit 6 - Desktop Publishing - 2023	Students will use a variety of web-based software programs for desktop publishing.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Layout, Graphics, Typography, Color, Alignment, Proximity, Balance, Contrast, Resolution, Dots per Inch (DPI), Pixels per Inch (PPI), bleed lines, copyright, fair use laws, creative commons, export, converting files, print layout, printing, objects	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Students will be able to use the information taught in this unit to create visually appropriate communications	<ul style="list-style-type: none"> • Desktop publishing is the same as word processing. • You can freely use any images you find online.

to help convey a message to a specific audience in future clubs, sports, and classes.			
Connections to Prior Units:		Connections to Future Units:	
<ul style="list-style-type: none"> Students will need to know how to navigate a computer, navigate the Internet, and know how to type. Students will have had experience inserting images, pictures, and graphs into various files. 		N/A	
Differentiation through <i>Universal Design for Learning</i>			
UDL Indicator		Teacher Actions:	
<ul style="list-style-type: none"> 7.2 Optimize relevance, value, and authenticity 9.1 Increase mastery-oriented feedback 		<ul style="list-style-type: none"> 7.2 Vary activities to ensure relevancy to student's lives now and in the future 7.2 Design activities that are authentic and have real-world application 9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative 	
Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>		Learning Targets:	
<ul style="list-style-type: none"> 9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text. 9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing. 		<ul style="list-style-type: none"> I can utilize desktop publishing software to create and design various documents, logos, flyers, newsletters, charts, reports. I can apply design principles such as balance, alignment, typography, color to create a visually appealing and professional publication. I can evaluate the visual appeal based on the audience. I can apply the appropriate file formats for different publications. I can select the appropriate image resolution and quality based on the final product. I can consider fair use and copyright laws in choosing my images and designs. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-6	<ul style="list-style-type: none"> I can utilize desktop publishing software to create and design various documents, logos, flyers, newsletters, charts, reports. I can apply design principles such as balance, alignment, typography, color to create a visually appealing and professional publication. I can evaluate the visual appeal based on the audience. 	Students can showcase their ability to design various publications considering the purpose, audience, and available technology.	TBD based on current technology

	<ul style="list-style-type: none">• I can apply the appropriate file formats for different publications.• I can select the appropriate image resolution and quality based on the final product.• I can consider fair use and copyright laws in choosing my images and designs.		
--	--	--	--

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Foundations of Health Science	CTE	9-10	0.5

Course Description:

An introduction to the various pathways (Diagnostic, Therapeutic, Health Informatics, Support Services, Biotechnology Research and Development) in the field of Allied Health. Students will learn the basic structure and function of selected body systems and will practice medical skills associated with selected body systems. Students will learn medical abbreviations, and basic medical terminologies (prefix, suffix, and word roots) associated with selected body systems. Particular focus will be placed on vital signs, and skills associated with medical assisting, CNA and nursing. Students will also learn basic communication skills and demonstrate competency in dealing with patients with a variety of backgrounds regardless of sexual orientation, religious, ethnic and racial status. This course embeds multiple hands-on (CPR training, Stop The Bleed) and virtual lab experiences (Blood Typing) to enhance their knowledge and class experience. Students will be expected to demonstrate competency in the skills that are taught.

Aligned Core Resources:

Connection to the *BPS Vision of the Graduate*

HEALTH LITERACY
 Obtain, interpret and understand basic health information and services and use such information and services in ways that enhance health
 Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
 Understand basic public health and safety issues

**Additional Course Information:
 Knowledge/Skill Dependent courses/prerequisites**

Link to *Completed Equity Audit*

Standard Matrix

Common Career Technical Core Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
HL 1.1: Utilize knowledge of human structure and function to conduct health care roles. <ul style="list-style-type: none"> Describe the basic structures and functions of cells, tissues, organs and systems as they relate to homeostasis. Compare relationships among cells, tissues, organs and systems. Explain body planes, directional terms, quadrants and cavities. Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies and care rehabilitation. 			X		
HL 3.6: Utilize emergency procedures and protocols. <ul style="list-style-type: none"> Interpret the evacuation plan for the health care setting. Construct an emergency plan for a health care setting in response to a natural disaster or other emergency. Follow the facility procedure when a fire is discovered. 					X

<p>HL 4.1: Describe team member participation.</p> <ul style="list-style-type: none"> ● Communicate verbally and nonverbally with team colleagues to assure a best result for the client. ● Collaborate with others to formulate team objectives. ● Identify responsible actions of team members to complete assigned tasks in a timely and effective manner. ● Recognize the importance of active listening to other team members. ● Exercise leadership skills as appropriate. ● Respect and value the expertise and contributions of all team members. ● Recognize the importance of working collaboratively with persons from diverse backgrounds to accomplish a common goal. ● Apply corrective action to an acknowledged conflict situation. ● Exhibit a strong sense of team identity and commitment to purpose 	X				
<p>HL 5.1: Describe legal implications affecting health care workers.</p> <ul style="list-style-type: none"> ● Analyze legal responsibilities, limitations and implications of actions. ● Use problem-solving techniques when confronted with legal dilemmas or issues. ● Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence. ● Identify and comply with policies and requirements for documentation and record keeping. ● Identify and comply with established risk management criteria and procedures. ● Evaluate if an incident is reportable. ● Identify and comply with non-discriminatory laws. ● Identify and comply with institutional policy and procedures 				X	
<p>HL 5.2: Describe legal practices employed by health care workers.</p> <ul style="list-style-type: none"> ● Perform duties according to regulations, policies, laws and legislated rights of clients. ● Manage clients' rights according to the Patients' Bill of Rights. ● Manage confidentiality according to Health Information Portability Access Act (HIPAA). ● Employ practices that adhere to licensure, certification, registration and legislated scope of practice. ● Apply the doctrine of informed consent. ● Evaluate technological threats to confidentiality. ● Employ mandated standards for workplace safety, i.e., OSHA, CDC, CLIA. ● Apply mandated standards for harassment, labor and employment laws. 				X	
<p>HL 6.3: Explain cultural, social and ethnic diversity as it applies to health care delivery.</p> <ul style="list-style-type: none"> ● Discuss the impact of religions and cultures on those giving and receiving health care with an understanding of past and present events. ● Demonstrate respect of individual cultural, social and ethnic diversity within the healthcare environment. 		X			

Unit Links
Unit 1: Professional Skills Unit 2: Cultural, Social, and Ethnic Diversity Unit 3: Basic Anatomy and Physiology/Basic Medical Terminology Unit 4: Vital Signs Unit 5: First Aid

Unit Title:	
Unit 1: Professional Skills	
Relevant Standards: Bold indicates priority	
HL 4.1: Describe team member participation.	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> Why is teamwork important in a healthcare setting? What are ten (10) characteristics of a healthcare team member? What are four (4) barriers to communication? What is the impact of a healthcare professional's personal appearance on patient experience? What is the importance of non verbal communication and what is its impact on positive patient outcomes? 	Communication is the process of exchanging messages among team members in a healthcare setting. Accurate communication is therefore vital. Healthcare professionals must communicate effectively and appropriately with other health care workers, patients and clients and their families, students, visitors, administrators, and business contacts.
Demonstration of Learning:	Pacing for Unit
Projects, Constructed Written Response,	5
Family Overview (link below)	Integration of Technology:
5 Health Science Career Pathways Personal Qualities of Healthcare Workers	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Professionalism, responsibility, team player, teamwork, communication, cultural diversity, autocratic, democratic, tact, nonverbal communication,	

parliamentary procedure, personal hygiene, phone etiquette, medical terminology, discretion			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Connections to Prior Units:		Connections to Future Units:	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension		<ul style="list-style-type: none"> ● Build contexts to prior knowledge. ● Accentuate important information and how it relates to the learning goal. ● Apply learning to new context. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> ● An EL can make accurate use of standard English to communicate in grade appropriate speech and writing. ● An EL can create clear and coherent grade-appropriate speech and text. 		<ul style="list-style-type: none"> ● I can develop a profile of an effective team member. ● I can demonstrate effective oral and written communication skills. ● I can develop a dress code for a healthcare setting of my choice. ● I can explain the importance of non-verbal communication and its impact on positive patient outcomes. ● I can write scenarios demonstrating poor and good telephone etiquette. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> ● I can demonstrate effective oral and written communication skills 	<ul style="list-style-type: none"> ● I can define communication and its role in the healthcare industry and identify communication barriers. ● I can describe the results of communication barriers. ● I can distinguish between oral and written communication. ● I can apply the elements of communication using the sender-receiver model. ● I can apply active 	

		listening skills using reflection techniques.	
2	<ul style="list-style-type: none"> I can develop a profile of an effective team member 	<ul style="list-style-type: none"> I can describe the characteristics of an effective team member and review team roles in a healthcare setting. I can demonstrate characteristics of an effective team member by using collaboration skills. 	
3	<ul style="list-style-type: none"> I can develop a dress code for a healthcare setting of my choice. 	<ul style="list-style-type: none"> I can identify the professional dress code for a healthcare professional. I can research professional dress codes for area medical establishments. I can <i>develop a dress code for a healthcare setting of my choice.</i> 	
4	<ul style="list-style-type: none"> I can explain the importance of non-verbal communication and its impact on positive patient outcomes. 	<ul style="list-style-type: none"> I can identify examples of verbal and nonverbal communication. I can interpret verbal and nonverbal behaviors to augment communication within scope of practice. I can explain the importance of non-verbal communication and its impact on patient experience in healthcare. 	
5	<ul style="list-style-type: none"> I can write scenarios demonstrating poor and good telephone etiquette. 	<ul style="list-style-type: none"> I can identify characteristics of a professional and an unprofessional telephone communication. I can use proper telephone etiquette during telephone role play scenarios. I can write scenarios demonstrating poor and good telephone etiquette. 	

Unit Title:	
Unit 2: Cultural, Social, and Ethnic Diversity	
Relevant Standards: Bold indicates priority	
HL 6.3: Explain cultural, social and ethnic diversity as it applies to health care delivery	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How can healthcare professionals avoid stereotyping? • What are ways to respect cultural diversity and the unique personal characteristics of patients? • How does your zip code affect health outcomes? • How does racial, gender, religious bias affect health outcomes? • Why is it important for a healthcare worker to stay focused on the patient and avoid judgment? 	<p>Behaviors, tone, cultural beliefs, cultural respect, and customs influences health communication and positive patient outcomes.</p> <p>Respectful and empathetic treatment for all patients also positively impacts patient outcome.</p>
Demonstration of Learning:	Pacing for Unit
Projects, Constructed Written Response,	3-4
Family Overview (link below)	Integration of Technology:
https://www.wolframalpha.com/	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Acculturation, cultural assimilation, cultural diversity, extended family, nuclear family, personal space, spirituality, sensitivity, bias, culture, agnostic, atheist, polytheist, monotheist, ethnicity, patriarchal, stereotyping, race, matriarchal, diversity, transcultural care	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Connections to Prior Units:	Connections to Future Units:
Differentiation through Universal Design for Learning	

UDL Indicator		Teacher Actions:	
Executive Functions		<ul style="list-style-type: none"> ● Guide appropriate goal setting. ● Support planning and strategy development ● Embed prompts to “stop and think” before acting as well as adequate space. ● Provide guides for breaking long-term goals into reachable short-term objectives. ● Facilitate managing information and resources. 	
Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>		Learning Targets:	
<ul style="list-style-type: none"> ● An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence. ● An EL can conduct research and evaluate and communicate findings to answer questions or solve problems. 		<ul style="list-style-type: none"> ● I can list four basic characteristics of culture. ● I can differentiate between culture, ethnicity and race. ● I can provide an example of how healthcare professionals can avoid each: bias, prejudice, stereotyping. ● I can list five ways healthcare providers can show respect for cultural diversity. ● I can predict potential areas of concern, and suggest an action plan or guidelines to address the diversity in the location. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> ● I can list four basic characteristics of culture. ● I can differentiate culture, ethnicity and race. 	<ul style="list-style-type: none"> ● I can define culture, cultural diversity, ethnicity, race. ● I can list basic characteristics of culture. ● I can identify differences among culture, ethnicity, and race. 	
2	<ul style="list-style-type: none"> ● I can provide an example of how healthcare professionals can avoid each: bias, prejudice, stereotyping. 	<ul style="list-style-type: none"> ● I can define bias, prejudice, and stereotyping. ● I can recognize the effects of bias, prejudice, and stereotyping on healthcare. 	
3	<ul style="list-style-type: none"> ● I can list five ways healthcare providers can show respect for cultural diversity. 	<ul style="list-style-type: none"> ● I can investigate the impact of cultural, social, and ethnic diversity on positive patient outcomes. ● I can demonstrate 	Reflect Activity: Diversity Scenarios

		respectful and empathetic treatment for all patients being aware of cultural diversity.	
4	<ul style="list-style-type: none"> • I can research major ethnic groups in the United States, predict potential areas of concern, and suggest an action plan or guidelines to address the diversity in the location. 	<ul style="list-style-type: none"> • I can identify major ethnic groups in the United States. • I can research the demographics of a location and determine the cultural diversity of the area. • I can predict potential areas of concern, and suggest an action plan or guidelines to address the diversity in the location. 	

Unit Title:	
Unit 3: Basic Anatomy and Physiology/Basic Medical Terminology	
Relevant Standards: Bold indicates priority	
HL 1.1:Utilize knowledge of human structure and function to conduct health care roles.	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How does understanding anatomy and physiology give healthcare workers an advantage? • Why are anatomy and physiology essential concepts to understand for healthcare professionals? • What are the six levels of body structures? • How do our body's systems work together? • Why are body directions useful in the study of human anatomy? 	Anatomy and physiology are essential concepts to understand for healthcare professionals. Anatomy and physiology provides healthcare professionals with knowledge of each system and helps in the assessment, evaluation, and diagnosis of patients' health conditions.
Demonstration of Learning:	Pacing for Unit
Projects, Constructed Written Response, Online interactive activity, STROOP Test, Ishihara Test	15
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>General terms Anatomy, physiology, pathology, diagnosis, prognosis, treatment, planes of the body, directional terms, body cavities</p> <p>Nervous system Autonomic nervous system, central nervous system, cerebrum, hypothalamus, medulla oblongata, nerves, midbrain, pons, peripheral nervous system</p> <p>Special senses Aqueous humor, vitreous humor, lacrimal gland, lens, Organ of Corti, retina, sclera, auditory canal, cornea, iris, cochlea,</p> <p>Circulatory system Aortic valve, arteries, blood, capillaries, erythrocytes, left and right atrium, left and right ventricle, pulmonary veins and arteries, septum, systole, diastole, Leukocytes, thrombocytes</p> <p>Respiratory system Alveoli, bronchi, cilia, epiglottis, larynx, lungs, pharynx, lungs, pleura, trachea,</p>	<p>https://www.purposegames.com/game/Y2lz5muXet2</p> <p>https://www.purposegames.com/worksheet/simple-ear-diagram</p> <p>https://www.purposegames.com/game/18562ac0fb</p> <p>https://www.purposegames.com/game/172be0640c</p> <p>https://www.purposegames.com/game/respiratory-system-labeling-game</p> <p>https://www.purposegames.com/game/urinary-system-diagram-game</p> <p>https://www.purposegames.com/game/b1859153d3</p> <p>https://www.purposegames.com/game/Mjw9n4CNbax</p> <p>https://www.purposegames.com/game/8-hpe-female-r</p>

<p>Urinary system Bladder, glomerulus, kidneys, nephrons, ureters, urethra, urine</p> <p>Digestive System Alimentary canal, anus, colon, duodenum, esophagus, gallbladder, ileum, jejunum, large intestine, liver, pancreas, peristalsis, rectum, stomach, tongue,</p> <p>Reproductive system Cowper’s glands, endometrium, epididymis, fallopian tubes, fertilization, ovaries, penis, prostate, testes, scrotum, urethra, uterus, vulva, vagina, vas deferens, vasectomy</p>		<p>reproductive-system</p>	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Connections to Prior Units:		Connections to Future Units:	
Differentiation through <i>Universal Design for Learning</i>			
UDL Indicator		Teacher Actions:	
Executive Functions		<ul style="list-style-type: none"> Facilitate managing information and resources. Provide graphic organizers and templates for data collection and organizing information. Provide checklists and guides for note-taking. 	
Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>		Learning Targets:	
<ul style="list-style-type: none"> An EL can speak and write about grade-appropriate complex literary and informational texts and topics. 		<ul style="list-style-type: none"> I can list the six levels of body organization. I can define the various components of structural organization. I can organize the levels of the body’s structure. I can list and explain the function of each type of tissue. I can name and define the twelve organ systems of the body. I can label a diagram of major components of each system. I can state the function of each system. I can label a diagram of the main body cavities, planes, and directional terms of the body. I can label the nine abdominal regions of the body. I can describe at least two diseases of each body system. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

1-2	<ul style="list-style-type: none"> • I can list the six levels of body organization. • I can define the various components of structural organization. • I can organize the levels of the body's structure. 	<ul style="list-style-type: none"> • I can identify the six levels of body organization. • I can identify and define the various components of structural organization. • I can organize the levels of the body's structure. 	
3	<ul style="list-style-type: none"> • I can list and explain the function of each type of tissue. 	<ul style="list-style-type: none"> • I can identify the different types of tissue. • I can explain the function of each type of tissue. 	
4-10	<ul style="list-style-type: none"> • I can name and define the twelve organ systems of the body. • I can label a diagram of major components of each system. • I can state the function of each system. 	<ul style="list-style-type: none"> • I can identify and name the major organ systems of the body. • I can identify the major organs in the major organ systems of the body. • I can label a diagram of the major organs in each of the systems in the body. • I can state the function of each system of the body. 	
11	<ul style="list-style-type: none"> • I can label a diagram of the main body cavities, planes, and directional terms of the body. • I can label the nine abdominal regions of the body. 	<ul style="list-style-type: none"> • I can identify the main body cavities, planes, regions and directional terms of the body. • I can label and name the main body cavities, planes, regions, and directional terms of the body. 	
12-15	<ul style="list-style-type: none"> • I can describe at least two diseases of each body system. 	<ul style="list-style-type: none"> • I can identify at least two diseases of each body system. • I can investigate at least two diseases of each body system to determine the causes, signs and symptoms, and treatment. 	

Unit Title:	
Unit 4: Vital Signs	
Relevant Standards: Bold indicates priority	
HL-DIA 5.1: Perform specific procedures to create diagnostic results. HL-DIA 5.2: Document diagnostic results	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • What are the five main vital signs? • What can happen if vital signs are not assessed correctly? • What are the normal ranges for oral, axillary, and rectal temperature, pulse, respirations, and systolic and diastolic pressure? • What are the three parts of a stethoscope? • What is a pulse deficit? • What is pulse pressure? 	Vital signs are external indications of what is going on inside the body and measure patients essential physiological functions. Healthcare providers must understand the different types of physiological processes that can affect patients' measures and how to interpret each measurement.
Demonstration of Learning:	Pacing for Unit
Performance, constructed response.	15
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Pulse, apical pulse, apnea, arrhythmia, blood pressure, temperature, pain, fever, homeostasis, vital signs, hypertension, , wheezing, pulse oximeter, respirations, stethoscope, tachycardia, bradycardia, pain, pyrexia, rales, stethoscope, sphygmomanometer, cyanotic, carotid, brachial, radial, femoral, popliteal, dorsalis pedis, posterior tibial, normal range study, pulse deficit, pulse pressure	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Connections to Prior Units:	Connections to Future Units:
Differentiation through <i>Universal Design for Learning</i>	

UDL Indicator		Teacher Actions:	
Comprehension		<ul style="list-style-type: none"> • Give explicit prompts for each step in a sequential process • Provide options for organizational methods and approaches (tables and algorithms for processing mathematical operations) • Provide interactive models that guide exploration and new understandings • Introduce graduated scaffolds that support information processing strategies • “Chunk” information into smaller elements • Progressively release information (e.g., sequential highlighting) • Remove unnecessary distractions unless they are essential to the instructional goal. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> • An EL can create clear and coherent grade-appropriate speech and text. • An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 		<ul style="list-style-type: none"> • I can identify normal and abnormal values of oral, axillary, and rectal temperature, pulse, respirations, and systolic and diastolic pressure in an adult patient. • I can locate the eight (8) main arterial sites on the body where pulse is taken. • I can state the normal range of pulse of a child, and infant. • I can calculate a pulse deficit and pulse pressure. • I can calculate a pulse deficit and pulse pressure. • I can list the five main vital signs and accurately measure and record <ul style="list-style-type: none"> ○ Pulse ○ Temperature ○ Blood Pressure ○ Respirations ○ Pain assessment 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> • I can identify normal and abnormal values of oral, axillary, and rectal temperature, pulse, respirations, and systolic and diastolic pressure in an adult patient. 	<ul style="list-style-type: none"> • I can identify normal and abnormal ranges of oral, axillary, and rectal temperature, pulse, respirations, and systolic and diastolic pressure in an adult patient. • I can explain the importance of reporting out of range assessments. • I can analyze collected 	

		vital signs and determine the normal and abnormal values.	
2	<ul style="list-style-type: none"> • I can locate the eight (8) main arterial sites on the body where pulse is taken. 	<ul style="list-style-type: none"> • I can identify the common pulse sites. • I can locate and palpate arterial sites to accurately assess a pulse. 	
3	<ul style="list-style-type: none"> • I can state the normal range of pulse of a child, and infant. 	<ul style="list-style-type: none"> • I can differentiate obtaining a pulse in a child and infant. • I can demonstrate the techniques associated with obtaining a pulse of a child and infant. • I can analyze the pulse of a child and infant and determine the normal and abnormal values. 	
4	<ul style="list-style-type: none"> • I can calculate a pulse deficit and pulse pressure. 	<ul style="list-style-type: none"> • I can define a pulse deficit. • I can define a pulse pressure. • I can explain the difference between a pulse deficit and pulse pressure. • I can explain the formula used to obtain a pulse deficit. • I can explain the formula used to obtain a pulse pressure. • I can calculate a pulse deficit. • I can calculate a pulse pressure. 	
5	<ul style="list-style-type: none"> • I can list the five main vital signs and accurately measure and record <ul style="list-style-type: none"> ○ Pulse ○ Temperature ○ Blood Pressure ○ Respirations ○ Pain assessment 	<ul style="list-style-type: none"> • I can identify the components of the main vital signs. • I can describe the methods for assessing blood pressure, to obtain a pulse, temperature, blood pressure, respirations, and pain assessment. • I can defend the need for obtaining and recording an accurate 	

		<p>set of vital signs.</p> <ul style="list-style-type: none">• I can demonstrate the skills associated with obtaining pulse, temperature, blood pressure, and pain assessment.	
--	--	--	--

Unit Title:	
Unit 5: First Aid	
Relevant Standards: Bold indicates priority	
HL 3.6: Utilize emergency procedures and protocols.	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> Why is basic life support important? What is the difference between a heart attack and cardiac arrest? 	Healthcare providers must learn the Chain of Survival and Basic Life Support so they can act quickly and correctly in an emergency situation involving cardiac arrest.
Demonstration of Learning:	Pacing for Unit
Performance, constructed response.	15
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
automated external defibrillation (AED), arrhythmia, abrasion, amputation, avulsion bandage, basic life support (BLS), burn, cardiac arrest, cardiopulmonary resuscitation (CPR), cerebral vascular accident, convulsion, chest compression, chain of survival, diabetic coma, diaphoresis, heart attack, hemorrhage, hypothermia, hemostatic dressing, fracture, frostbite, myocardial infarction, return of spontaneous circulation (ROSC), rescue breathing, open wound, closed wound, tourniquet, rules of nine	American Heart Association videos and literature
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Connections to Prior Units:	Connections to Future Units:
Unit 3: Basic Anatomy and Physiology/Basic Medical Terminology (Circulatory System)	
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
Comprehension	<ul style="list-style-type: none"> Guide information processing and visualization

	<ul style="list-style-type: none"> ● Give explicit prompts for each step in a sequential process ● Provide interactive models that guide exploration and new understandings ● Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) ● Pre-teach critical prerequisite concepts through demonstration or models ● Bridge concepts with relevant analogies and metaphors
--	---

Supporting Multilingual/English Learners

Related CELP standards:

Learning Targets:

- An EL can create clear and coherent grade-appropriate speech and text.
- An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

- I can demonstrate the proper use and care of the lab equipment such as adult and infant CPR mannequins, bag valve mask device, and an AED.
- I can create emergency scenarios that require basic life support care for a victim of cardiac arrest and a victim of heart attack.
- I can perform a heimlich maneuver for an adult, child, and infant.
- I can accurately perform an entire sequence of CPR for an adult, child, and infant.
- I can accurately perform an entire sequence of CPR for an adult, child, and infant.
- I can treat closed and open wounds.
- I can treat minor and major wounds.
- I can provide first aid for a burn victim until medical help arrives.
- I can demonstrate the proper application of a sling for the upper extremities.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> ● I can demonstrate the proper use and care of the lab equipment such as adult and infant CPR mannequins, bag valve mask device, and an AED. 	<ul style="list-style-type: none"> ● I can identify the equipment used in an emergency situation that requires basic life support care. ● I can demonstrate the proper use and care of equipment (CPR mannequins, bag valve mask device, AED) used in an emergency requiring basic life support care. 	
2	<ul style="list-style-type: none"> ● I can create emergency scenarios that require basic life support care for a 	<ul style="list-style-type: none"> ● I can create emergency scenarios that require 	

	victim of cardiac arrest and a victim of heart attack.	<p>emergency care and basic life support care.</p> <ul style="list-style-type: none"> ● I can list the actions required to demonstrate basic understanding of emergency situations requiring BLS care. 	
3	<ul style="list-style-type: none"> ● I can perform a heimlich maneuver for an adult, child, and infant. 	<ul style="list-style-type: none"> ● I can describe first aid for foreign objects in the air passage for an adult and child. ● I can describe first aid for foreign objects in the air passage for an infant. ● I can demonstrate the proper position for abdominal thrusts to relieve a foreign object causing obstruction in the air passage in an adult. ● I can demonstrate the proper position for back slaps and chest thrusts to relieve a foreign object causing obstruction in the air passage in an infant. 	
4-11	<ul style="list-style-type: none"> ● I can accurately perform an entire sequence of CPR for an adult, child, and infant. 	<ul style="list-style-type: none"> ● I can explain the basic steps in CPR. ● I can explain how CPR and defibrillation help cardiac arrest victims. ● I can show how to check for responsiveness in an adult, child, and infant to correctly determine the need for cardiopulmonary resuscitation (CPR). ● I can demonstrate how to perform an entire CPR sequence for a victim of cardiac arrest (adult, child, infant). 	
12	<ul style="list-style-type: none"> ● I can treat closed and open wounds. 	<ul style="list-style-type: none"> ● I can differentiate between closed and open wounds. ● I can identify types of 	

		<p>open wounds.</p> <ul style="list-style-type: none"> • I can perform the correct procedures for treating closed and open wounds. 	
13	<ul style="list-style-type: none"> • I can treat minor and major wounds. 	<ul style="list-style-type: none"> • I can differentiate between minor and major wounds. • I can classify minor and major wounds from provided descriptions of wounds . • I can perform the correct procedures for treating minor and major wounds. 	
14	<ul style="list-style-type: none"> • I can provide first aid for a burn victim until medical help arrives. 	<ul style="list-style-type: none"> • I can define a burn. • I can identify types of burns. • I can classify burns as first, second, or third degree. • I can demonstrate how to treat a burn until medical help arrives. 	
15	<ul style="list-style-type: none"> • I can demonstrate the proper application of a sling for the upper extremities. 	<ul style="list-style-type: none"> • I can state the reasons for splinting. • I can describe complications of splinting. • I can list general rules for splinting the upper extremities. • I can demonstrate the proper application of a sling for the upper extremities. 	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Rising Educators II	CTE: Education Concentration-Teaching and Training Pathways	10-12	0.5

Course Description:

This is the second course in the Rising Educators series. Throughout the semester, students learn about the essential elements to a positive classroom environment, the role of evidence-based practice in yielding expected student outcomes, and the modes in which curriculum is used in generating teacher lesson plans. Student learning is anchored in fieldwork and observational experiences, where they observe instruction, link observations to their conceptual learning, and apply in their work with students.

Aligned Core Resources:

- Slide decks from Educators Rising
- Education Week Periodical

Connection to the [BPS Vision of the Graduate](#)

- GLOBAL AWARENESS**
- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- SOCIAL AND CROSS-CULTURAL SKILLS**
- Know when it is appropriate to listen and when to speak
 - Conduct themselves in a respectable, professional manner
 - Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
 - Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- COMMUNICATION**
- Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
 - Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
 - Use communication for a range of purposes

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

Link to [Completed Equity Audit](#)

Rising Educators I

Standard Matrix

[National Education Association Standards](#)

Standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
STANDARD I: Understanding the Profession Rising educators learn about the		x			

profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.					
STANDARD II: Learning About Students Rising educators learn about themselves and their students for the purpose of building relationships and supporting student development.	X	X			
STANDARD III: Building Content Knowledge Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.				X	
STANDARD IV: Engaging in Responsive Planning Rising educators learn how to respond to students' needs through thoughtful planning.		X	X		
STANDARD V: Implementing Instruction Rising educators learn effective instructional strategies to engage students and promote learning.		X	X	X	X
STANDARD VI: Using Assessments and Data Rising educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.					
STANDARD VII: Engaging in Reflective Practice Rising educators learn how reflective practice enables them to advance student learning and grow professionally.					

Unit Links

[The Classroom Environment](#)
[Evidence-based Practice and Field Work](#)
[Engagement](#)
[Curriculum and Planning](#)
[Application of Learning](#)

Unit Title:	
The Classroom Environment	
Relevant Standards: Bold indicates priority	
<p>National Education Association Standards:</p> <ul style="list-style-type: none"> • Standard II-Learning about Students <p>Common Core Standards:</p> <ul style="list-style-type: none"> • RI1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • RI,11-12.7:Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem. • W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How does teacher decision making on thoughtful classroom set up impact student learning? • How can teachers employ successful strategies to facilitate maximum student learning for social emotional and academic development? 	Teachers must make appropriate decisions about the classroom environment to ensure maximum success for students' social emotional and academic development.
Demonstration of Learning:	Pacing for Unit
Projects, Quiz, written responses	
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Critical thinking; Social emotional learning; Instruction; Routine; Motivation; Values based management; Student learner centered; Community centered; Knowledge centered; Assessment centered	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

<ul style="list-style-type: none"> ● Psychology ● Sociology 	Teachers always employ thoughtful evidence based strategies when making decisions about how the classroom environment is structured.		
Connections to Prior Units:		Connections to Future Units:	
Ed Rising I- Classroom Setups		The classroom environment sets the stage for effective engagement strategies.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension: Activate or supply background knowledge		<ul style="list-style-type: none"> ● Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> ● An EL can create clear and coherent grade-appropriate speech and text. ● An EL can adapt language choices to purpose, task, and audience when speaking and writing. 		<ul style="list-style-type: none"> ● I can <u>identify and discuss</u> aspects of classroom set up and structure that affect the culture of a classroom. ● I can <u>articulate</u> the importance of addressing physical and social aspects of the learning environment. ● I can <u>explain</u> how my designed classroom layout creates a safe and inclusive environment for all students. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can identify aspects of classroom set up and structure that affect the culture of a classroom through observation from classroom walkthroughs	<ul style="list-style-type: none"> ● I can identify the essential elements in classroom structure. ● I can describe how the classroom structure impacts the culture of the class. ● I can critique aspects of classroom setup from walkthroughs and provide a rationale for my critique related to the essential elements. 	Teachers/classrooms cooperation for student walkthroughs
2	I can reflect on the effectiveness of past classroom environment decisions in elementary school and connect those experiences to the essential elements of a classroom.	<ul style="list-style-type: none"> ● I can discuss my elementary and middle school classroom environment experience with my peers. ● I can connect the essential elements to those experiences. ● I can define how certain 	Peer groups, poster paper

		<p>elements (in my experience) were effective with evidence. I can define how certain elements (in my experience) were ineffective with evidence.</p>	
3-4	<p>I can identify and articulate the importance of values based management.</p>	<ul style="list-style-type: none"> ● I can understand the tenets of values-based classroom management. ● I can explain how the tenets of a values-based management system supports a positive learning environment. ● I can apply the tenets of values-based classroom management to thoughtful and effective classroom management by creating their own values based management classroom plan. 	<p>Slides</p>
5-6	<p>I can deeply articulate the 4 types of learning environments and provide examples of each.</p>	<ul style="list-style-type: none"> ● I can name the 4 types of learning environments. ● I can explain how each of the 4 types of learning environments impacts students and learning outcomes. <ul style="list-style-type: none"> ○ student/learner centered, ○ knowledge centered, ○ community centered, ○ assessment centered 	<p>Slides, internet access</p>

Unit Title:	
Evidence-based Practice and Field Work	
Relevant Standards: Bold indicates priority	
<p>National Education Association Standards:</p> <ul style="list-style-type: none"> ● STANDARD I: Understanding the Profession ● STANDARD II: Learning About Students ● STANDARD V: Implementing Instruction ● STANDARD IV: Engaging in Responsive Planning <p>Common Core Standards:</p> <ul style="list-style-type: none"> ● RI.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● RI.11-12.7: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem. ● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● Why is evidence based practice essential for effective education? ● How can teachers identify and use evidence based practice? 	Evidence based practice supports effective instructional pedagogical decisions and instructional strategies for effective learning.
Demonstration of Learning:	Pacing for Unit
Students will be able to not only critically identify evidence based practice from research but also from direct observation from peers and instructors	
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Qualitative data; Quantitative data; Evidence based practice; Field work; Observation; Research; Outcomes;	

Emerging practice; Pedagogy; Objective; Subjective; Differentiation; Scaffolding; Feedback; IEP; 504			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
<ul style="list-style-type: none"> • Connections to science classes/scientific methodology • Connections to Ed Rising I • Curriculum topics EDCI 1100 		Many teachers and students believe the curriculum is the selected textbook.	
Connections to Prior Units:		Connections to Future Units:	
Ed Rising I-What is a curriculum?			
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension		<ul style="list-style-type: none"> • Activate or supply background knowledge • Build connections to prior understandings and experiences. • Highlight patterns, critical features, big ideas, and relationships • Accentuate important information and how it relates to the learning goal. • Apply learning to new contexts. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
An EL can analyze and critique the arguments of others orally and in writing.		<ul style="list-style-type: none"> • I can analyze collected quantitative and qualitative data to determine if it accurately and objectively represents the viewed instruction. • I can explain the connection between using evidence based practice and student learning outcomes. • I can elaborate on a missed opportunity during my field work and share how an evidence based practice would have improved student outcomes. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> • I can generate objective qualitative and quantitative observations of teaching. 	<ul style="list-style-type: none"> • I can distinguish between qualitative and quantitative data. • I can distinguish between objective and subjective observations. • I can create examples of high quality objective qualitative and quantitative data for a scenario. • I can generate quantitative and 	Teaching videos

		<p>qualitative data while observing instruction.</p> <ul style="list-style-type: none"> ● I can analyze collected quantitative and qualitative data to determine if it accurately and objectively represents the viewed instruction. 	
2-3	<ul style="list-style-type: none"> ● I can describe evidence based best practices for student success 	<ul style="list-style-type: none"> ● I can describe the meaning of evidence-based practice. ● I can research some evidence based instructional practices and name them. ● I can explain the connection between using evidence based practice and student learning outcomes. 	Evidence-based teaching practices
4-5	<ul style="list-style-type: none"> ● I can make pedagogical decisions using evidence based data. 	<ul style="list-style-type: none"> ● I can define pedagogical decision-making. ● I can create a lesson that incorporates evidence based practices. ● I can consider how to measure the impact of evidence based practices in action. ● I can explain the expected student impact from the use of these evidence based practices. 	
6	<ul style="list-style-type: none"> ● I can use an IEP and 504 document to prepare lessons that meet learners' individual needs. 	<ul style="list-style-type: none"> ● I can differentiate between an IEP and 504. ● I can explain how IEP's and 504's are used for exceptional learners. ● I can articulate needs that can be met through use of an IEP and 504 documents. ● I can plan instruction to meet the needs of exceptional learners. 	Ed rising slides Sample IEP and 504 documents for review
7	<ul style="list-style-type: none"> ● I can be professional in a variety of education related situations. 	<ul style="list-style-type: none"> ● I can define professionalism. 	Case studies

		<ul style="list-style-type: none"> ● I can explain the importance of being professional in an educational setting. ● I can behave professionally in a variety of educational situations. 	
8	<ul style="list-style-type: none"> ● I can identify evidence based practices within fieldwork experiences and describe the associated student impact. 	<ul style="list-style-type: none"> ● I can conduct myself in a professional manner during fieldwork opportunities. ● I can identify evidence based practices during my field work experience. ● I can explain the student benefit for each of the evidence-based practices observed during my fieldwork. ● I can elaborate on a missed opportunity during my field work and share how an evidence based practice would have improved student outcomes. 	Fieldwork placements

Unit Title:	
Engagement	
Relevant Standards: Bold indicates priority	
<u>National Education Association Standards:</u> <ul style="list-style-type: none"> ● STANDARD IV: Engaging in Responsive Planning ● STANDARD V: Implementing Instruction <u>Common Core Standards:</u> <ul style="list-style-type: none"> ● RI1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● RI,11-12.7:Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem. ● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Essential Question(s):	Enduring Understanding(s):
What are effective engagement strategies teachers can use and how do they impact student learning?	There are a variety of engagement strategies and effective educators use strategies in planning and instruction in order to increase student learning. .
Demonstration of Learning:	Pacing for Unit
	2 weeks (4-5 block class periods)
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Affective Engagement; Behavioral Engagement; Cognitive Engagement; Teacher Centered ; Student Centered; Critical Engagement; Questioning	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	All teachers use all strategies in each lesson.

Connections to Prior Units:		Connections to Future Units:	
This will continue to build on prior units of classroom set up, classroom management, and inclusive learning environments.		Students will continue to look for engagement strategies being implemented by their host educator in fieldwork experiences. Students will also be able to try out select strategies in their lesson assignments and presentations to fieldwork students.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Executive Functions		<ul style="list-style-type: none"> ● Provide graphic organizers and templates for data collection and organizing information ● Embed prompts for categorizing and systematizing ● Provide checklists and guides for note-taking 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
An EL can adapt language choices to purpose, task, and audience when speaking and writing.		<ul style="list-style-type: none"> ● In my presentation, I can use information from at least two reputable educational resources. ● In my presentation, I can use a clear description of the assigned strategy using my own words. ● In my presentation I can describe two ways to use the strategy in the classroom. ● I can present my selected engagement strategies to a small group. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> ● I can articulate what engagement strategies are and how they impact the classroom learning environment and student learning. 	<ul style="list-style-type: none"> ● I can explain the purpose of using engagement strategies. ● I can identify engagement strategies in action. ● I can explain the impact of engagement strategies on the classroom environment. ● I can connect the use of engagement strategies to improved student performance. 	Student Engagement 101 Slide Deck
2	<ul style="list-style-type: none"> ● I can gather information on a specific engagement strategy from a variety of reliable sources and summarize my findings into a clear presentation for classmates. 	<ul style="list-style-type: none"> ● In my presentation, I can use information from at least two reputable educational resources. ● In my presentation, I can use a clear description 	Nine Strategies for Promoting Student Engagement (4 part series) By: Larry Ferrlazzo (Education Week)

		<p>of the assigned strategy using my own words.</p> <ul style="list-style-type: none"> ● In my presentation I can describe two ways to use the strategy in the classroom. 	
3	<ul style="list-style-type: none"> ● I can effectively explain and demonstrate a specific engagement strategy to a small group of peers. ● I can describe at least two engagement strategies that I learned about from peer presentations. 	<ul style="list-style-type: none"> ● I can present my selected engagement strategies to a small group. ● I can record information regarding new engagement strategies presented by my peers. ● I can internalize newly learned engagement strategies, so I can explain and or plan for their use with students. 	Exit Ticket: Which strategy do you think you are most likely to use? Least likely to use? Explain your thinking.
4	<ul style="list-style-type: none"> ● I can observe and record evidence of engagement strategies being used in my fieldwork classroom. ● I can assess the effectiveness of the strategies seen based on student behavior and participation in the lesson. 	<ul style="list-style-type: none"> ● I can conduct myself in a professional manner during fieldwork opportunities. ● I can identify the use of engagement strategies during my field work experience. ● I can explain the student benefit for each of the engagement practices observed during my fieldwork. ● I can evaluate the effectiveness of an engagement strategy observed during my field work and explain how it impacted student outcomes. 	5 domains of teacher practice

Unit Title:	
Curriculum and Planning	
Relevant Standards: Bold indicates priority	
<u>National Education Association Standards</u> <ul style="list-style-type: none"> ● STANDARD III: Building Content Knowledge ● STANDARD V: Implementing Instruction <u>Common Core Standards</u> <ul style="list-style-type: none"> ● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences ● SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 	
Essential Question(s):	Enduring Understanding(s):
	Understanding the numerous components of curriculum design is critical to an educator's effectiveness.
Demonstration of Learning:	Pacing for Unit
Presentation of Lesson Plan Fieldwork Journal Entries Small group and Fishbowl Discussions	Approx 2.5 weeks (8 block periods)
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Questioning Techniques ; Assessment ; Standards	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

Students will be able to connect to various disciplines as they create lesson plans and learning activities in a variety of subject areas.		That just having something for students to do is enough of a plan to have.	
Connections to Prior Units:		Connections to Future Units:	
Ties in classroom structure, behavior management, engagement strategies and inclusive learning environments to the instruction of content and skills.		This will serve as a foundation for the next and final unit where students will need to reference curriculum components in order to write lessons that would target grade level standards.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension-Highlight patterns, critical features, big ideas, and relationships		<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features ● Highlight previously learned skills that can be used to solve unfamiliar problems 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		<ul style="list-style-type: none"> ● I can research various models of curriculum design. ● I can describe the elements of curriculum design and how they are represented in at least one model of curriculum design. ● I can use the elements of a curricular document to generate a daily lesson plan (using a specific template). ● In my presentation, I will ensure my peers understand how the curriculum expectations are aligned to the lesson. ● I can productively contribute to a discussion regarding evidence of the 5 domains of teaching I have observed. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> ● I can explain the key elements of a curriculum, and explain how different curricular models incorporate those elements. 	<ul style="list-style-type: none"> ● I can define a curriculum. ● I can explain the key elements of curriculum design. ● I can research various models of curriculum 	Universal Design Framework Curriculum Article 1 Curriculum Article 2 Meanings of Curriculum

		<p>design.</p> <ul style="list-style-type: none"> ● I can describe the elements of curriculum design and how they are represented in at least one model of curriculum design. 	
2	<ul style="list-style-type: none"> ● I can read and interpret a selected curriculum document and generate a daily lesson plan that incorporates key components of the selected curriculum model. 	<ul style="list-style-type: none"> ● I can compare models of curriculum. ● I can select and define a curricular model that resonates with my style. ● I can use the elements of a curricular document to generate a daily lesson plan (using a specific template). 	
3	<ul style="list-style-type: none"> ● I can develop a daily lesson plan that meets the demands of the curriculum. 	<ul style="list-style-type: none"> ● I can present the curriculum aligned lesson to my peers. ● In my presentation, I will ensure my peers understand how the curriculum expectations are aligned to the lesson. ● I can elicit peer feedback to strengthen the connection of my lesson and the curriculum. ● I can use peer feedback to revise my lesson plan to improve alignment to the provided curricular document. 	
4	<ul style="list-style-type: none"> ● I can observe and record evidence of curriculum components being used in my fieldwork classroom. 	<ul style="list-style-type: none"> ● I can conduct myself in a professional manner during fieldwork opportunities. ● I can observe instruction. ● I can identify the connections between instruction and the curriculum document. ● I can explain the relationship between expected student outcomes from the curriculum and the observed instruction. 	<p>☰ 5 domains of teacher...</p>

5	<ul style="list-style-type: none"> • I can use evidence to assess my progress towards my fieldwork based SMART goal and revise if necessary. 	<ul style="list-style-type: none"> • I can review my SMART goal. • I can use experiences from fieldwork as evidence of the 5 domains of teaching. • I can productively contribute to a discussion regarding evidence of the 5 domains of teaching I have observed. 	Checklist/Evidence collection by peer partner of fishbowl contributions.
---	---	---	--

Unit Title:	
Application of Learning	
Relevant Standards: Bold indicates priority	
<u>National Education Association Standards:</u> <ul style="list-style-type: none"> ● STANDARD V: Implementing Instruction <u>Common Core Standards:</u> <ul style="list-style-type: none"> ● W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences ● SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ● SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. 	
Essential Question(s):	Enduring Understanding(s):
How do educators create and deliver well thought out lessons or learning activities?	Thoughtful and purposeful planning, using effective engagement and instruction strategies ,lead to meaningful learning experiences for students.
Demonstration of Learning:	Pacing for Unit
Final Fieldwork Reflection 5 Domains of Effective Teaching Analysis Welcome Back Packet Final Project	3-4 weeks (10 block class periods)
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Students will be able to connect to various disciplines as they create lesson plans and learning activities in a variety of subject areas.	Timing of learning activities, how many components must be thought out in order to have an effective lesson.
Connections to Prior Units:	Connections to Future Units:

<p>This unit allows students to apply and utilize their learning through their fieldwork experience and class activities.</p> <p>This unit also allows students to demonstrate their cumulative learning from Rising Educators 1 and 2.</p>		<p>This will be the end of the course.</p>	
<p>Differentiation through Universal Design for Learning</p>			
<p>UDL Indicator</p>		<p>Teacher Actions:</p>	
<p>Comprehension: Highlight patterns, critical features, big ideas, and relationships</p>		<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features ● Highlight previously learned skills that can be used to solve unfamiliar problems 	
<p>Supporting Multilingual/English Learners</p>			
<p>Related CELP standards:</p>		<p>Learning Targets:</p>	
<p>An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>		<ul style="list-style-type: none"> ● I can identify how specific strategies support curricular implementation and record the connections in my journal. ● I can use observational evidence to construct a reflection paper on the ways in which teachers plan for and support the 5 domains. ● I can reflect on my contribution to the classroom community during the fieldwork experience. ● I can create a welcome packet to showcase how the 5 domains of teaching transfer to the student perspective of school. 	
<p>Lesson Sequence</p>	<p>Learning Target</p>	<p>Success Criteria/ Assessment</p>	<p>Resources</p>
<p>1</p>	<ul style="list-style-type: none"> ● I can maintain a field work journal that shows evidence of curriculum components being used in my fieldwork classroom. ● I can utilize the strategies and practices used in class during my fieldwork experience when directly working with students. 	<ul style="list-style-type: none"> ● I can organize a field work journal to collect evidence of curriculum implementation during observations. ● I can record curricular observations in my fieldwork journal regularly. ● I can identify how specific strategies support curricular implementation and 	<p>Fieldwork Journal Entry 5 domains of teacher practice</p>

		<p>record the connections in my journal.</p> <ul style="list-style-type: none"> ● I can select and use strategies observed with students during my fieldwork experience. 	
2	<ul style="list-style-type: none"> ● I can design and implement an effective learning activity using the engagement, management, and curriculum strategies I have learned with students in my fieldwork experience. 	<ul style="list-style-type: none"> ● I can design a learning activity that meets the curricular criteria. ● I can implement a learning activity to ensure student engagement through the use of targeted strategies. ● I can reflect on the implementation of the learning activity, so I can improve my future practice. 	Host Teacher Rubric
3	<ul style="list-style-type: none"> ● I can organize observations from my field work into the 5 domains of teaching. ● I can assess my contributions to the fieldwork classroom community and articulate how this experience will impact my future work. 	<ul style="list-style-type: none"> ● I can code my fieldwork journal for evidence of the 5 domains of learning. ● I can organize the observations into the 5 domains. ● I can use observational evidence to construct a reflection paper on the ways in which teachers plan for and support the 5 domains. ● I can reflect on my contribution to the classroom community during the fieldwork experience. 	Fieldwork/ End of Course Reflection
4 (Optional)	<p><i>Optional:</i></p> <ul style="list-style-type: none"> ● I can design a <i>Welcome Back</i> packet that synthesizes my learning throughout the scope of the course. 	<ul style="list-style-type: none"> ● I can define the importance of the 5 domains of teaching. ● I can share how the 5 domains of teaching show up in the classroom. ● I can help students understand the strategic moves teachers make to support the 5 domains of teaching. ● I can create a welcome packet to showcase 	Rising Educators II Final Exam Project

		how the 5 domains of teaching transfer to the student perspective of school.	
--	--	--	--

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
EDCI 1100 UConn: If You Love It, Teach It	CTE: Education Concentration-Teaching and Training Pathways	11-12	1.0

Course Description:

This college level UConn course explores the profession of teaching and the role passion for learning and for teaching plays in creating inclusive and engaging classrooms where all children are welcome and given the opportunity to learn. Students will learn about the evolution of the teaching profession over time and work to connect their strengths and passions to the important work teachers do! This course includes 20 hours of required internship time where students are working in district classrooms alongside experienced and passionate teachers!

Aligned Core Resources:

- Syllabus from Uconn
- Text: Educational Foundations

Connection to the [BPS Vision of the Graduate](#)

- GLOBAL AWARENESS
- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- SOCIAL AND CROSS-CULTURAL SKILLS
- Know when it is appropriate to listen and when to speak
 - Conduct themselves in a respectable, professional manner
 - Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
 - Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- COMMUNICATION
- Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
 - Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
 - Use communication for a range of purposes

Additional Course Information: Knowledge/Skill Dependent courses/prerequisites

Link to [Completed Equity Audit](#)

Standard Matrix

[National Education Association Standards](#)

Standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
STANDARD I: Understanding the Profession Rising educators learn about the profession to explore	X	X	X				

career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.							
STANDARD II: Learning About Students Rising educators learn about themselves and their students for the purpose of building relationships and supporting student development.	X	X		X			
STANDARD III: Building Content Knowledge Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.							X
STANDARD IV: Engaging in Responsive Planning Rising educators learn how to respond to students' needs through thoughtful planning.				X		X	X
STANDARD V: Implementing Instruction Rising educators learn effective instructional strategies to engage students and promote learning.					X	X	X
STANDARD VI: Using Assessments and Data Rising educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.							X
STANDARD VII: Engaging in Reflective Practice Rising educators learn how reflective practice enables them to advance student learning and grow professionally.	X	X	X	X	X	X	X

Unit Links

[I. Passion, Teaching and Learning](#)

[II. Education Then and Now](#)

[III. Issues In Education](#)

[IV. Relationships and Voice in Education](#)

[V. Passions and Pedagogy](#)

[VI. Planning and Reflecting](#)

[VII: Putting It All Together](#)



Unit Title:	
I. Passion, Teaching and Learning	
Relevant Standards: Bold indicates priority	
<p>National Education Association Standards:</p> <ul style="list-style-type: none"> ● STANDARD I: Understanding the Profession ● Standard II-Learning about Students ● STANDARD VII: Engaging in Reflective Practice <p>Common Core Standards:</p> <ul style="list-style-type: none"> ● RI1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● RI,11-12.7: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem. ● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● How does passion impact teacher effectiveness? ● How do your skills and passions connect to the teaching profession? 	The skill to teach is cultivated by various processes including learning, observing, practicing, and experience, and most importantly, passion- for teaching and for learning.
Demonstration of Learning:	Pacing for Unit
Active discussion, assessments, readings, journaling	4 weeks
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Passion Pedagogy Craft Teaching Learning	

Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
		<p>Effective teachers need only to be skilled in their content area to be successful.</p> <p>Teaching is easy- “If one cannot do, teach”.</p>	
Connections to Prior Units:		Connections to Future Units:	
		<p>Passion for teaching and learning theme can be traced into all aspects of the teaching profession</p>	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension: Activate or supply background knowledge		<ul style="list-style-type: none"> Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> An EL can create clear and coherent grade-appropriate speech and text. An EL can adapt language choices to purpose, task, and audience when speaking and writing. 		<ul style="list-style-type: none"> I can reflect and articulate my own individuality and passions and connect those to a future career in teaching I can explain how passion impacts the quality of teacher and student interactions I can identify current thought on the purpose of schooling and formulate opinions on what the future of schooling should be I can differentiate between the meaning of teaching and learning and then find connections I can exemplify why teaching is both an art and a craft 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> I can reflect and articulate my own individuality and passions and connect those to a future career in teaching. 	<ul style="list-style-type: none"> I can create a visual frame that exemplifies and articulates my individuality and passions. I can use that frame to guide my thinking for future lessons. I can use that frame to help my peers better understand me. I can share how my frame will impact me and my students. 	<p>My Frame project and discussion:</p> <p><input type="checkbox"/> Your Frame</p>

2	<ul style="list-style-type: none"> • I can differentiate between the meaning of teaching and learning and then find connections • I can define what it means to be an effective teacher • I can explain how passion impacts the quality of teacher and student interactions • I can exemplify why teaching is both an art and a craft. 	<ul style="list-style-type: none"> • I can use readings and videos to understand the difference between teaching and learning. • I can identify how teaching and learning are connected. • I can use my own educational journey to write an autobiography of my learning experiences and how they have shaped my thinking. • I can formulate an argument for or against the popular saying: “Those that cannot do, teach”. • I can find examples from the teaching profession that exemplify why teaching isn’t just relaying content, but an art and a craft by interviewing teachers and drawing conclusions based on their responses. • I can connect my own passions experiences individuality to visualize myself as a future educator through journaling 	<ul style="list-style-type: none"> Autobiography of a l... Educator Interviews ... <p>Taylor Mali: What teachers make TED Talk</p>
3-4	<ul style="list-style-type: none"> • I can identify current thoughts on the purpose of schooling and formulate opinions on what the future of schooling should be. 	<ul style="list-style-type: none"> • I can use the Allegory of the Cave to debate the purpose of education in the form of a persuasive essay • I can use readings and internet resources to articulate the purpose of school historically to how it has changed and should be changed in the future according to my own opinions • I can create a presentation that highlights how the purpose of education is both similar and different in different cultures. 	<p>PLATO The Allegory of the Cave</p> <ul style="list-style-type: none"> Plato’s Allegory of th... <p>Current educational publications that highlight the evolution of thinking for the purpose of schooling over the ages and across cultures, including: ‘The Objective of Education Is Learning, Not Teaching’ - Knowledge at Wharton</p> <p>Access to internet for research</p>

Unit Title:	
II. Education Then and Now	
Relevant Standards: Bold indicates priority	
<p>National Education Association Standards:</p> <ul style="list-style-type: none"> ● STANDARD I: Understanding the Profession ● STANDARD II: Learning About Students ● STANDARD VII: Engaging in Reflective Practice <p>Common Core Standards:</p> <ul style="list-style-type: none"> ● RI.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● RI.11-12.7: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem. ● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● How does a deep understanding of the history of education help guide future educational thinking? ● How can an understanding of marginalized groups inform instructional decisions? 	Educational thinking has evolved over time and must continue to change to meet the needs of a dynamic and ever changing society
Demonstration of Learning:	Pacing for Unit
Students will show a deep understanding of the changes that occurred in education through time, identify what drove those changes and argue the direction education must go moving forward using evidence, reflection, and data. Students will complete periodic unit assessments in the form of formal written assessments, journals, discussions.	8 weeks (separated by periodic assessments)
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology


	(beyond core resources):
Compulsory education Profession Foundation Multiculturalism Marginalization	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Connections to Rising Educators units • Connections to advisory work 	Students believe schools have changed little over time or will change going forward, that things have always been the way they are and will continue to be.
Connections to Prior Units:	Connections to Future Units:
Passion and education	Foundation for educational philosophy Preparation for field work Preparation for differentiated planning and classroom setup
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
	<ul style="list-style-type: none"> • Activate or supply background knowledge • Build connections to prior understandings and experiences. • Highlight patterns, critical features, big ideas, and relationships • Accentuate important information and how it relates to the learning goal. • Apply learning to new contexts.
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
An EL can analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> • I can differentiate between school and education by providing examples and context • I can discuss the origin and evolution of the teaching occupation and build a case that it is a profession • I can articulate the importance of educational foundations and provide examples • I can connect my own passions to educational foundations • I can define multiculturalism and discuss how this informs educational endeavors • I can explain what a curriculum is and where it originates and why • I can articulate the role of the teacher in both curriculum writing and delivery • I can identify the major categories of marginalized groups and discuss the implications this has on

		<p>education</p> <ul style="list-style-type: none"> ● I can construct a strong argument as to the future of education and curriculum based on where we have been historically and where we should go in the future. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-2	<ul style="list-style-type: none"> ● I can differentiate between school and education by providing examples and context. ● I can discuss the origin and evolution of the teaching occupation and build a case that it is a profession. 	<ul style="list-style-type: none"> ● I can define both education and schooling and differentiate using several characteristics and using real world examples. ● I can create a visual representation of how teachers have changed through the years and why or why it isn't a profession in my opinion using evidence. 	<p>Readings- Educational Foundations</p> <p>PBS Online: Only A Teacher: Teaching Timeline</p>
3-5	<ul style="list-style-type: none"> ● I can use examples to articulate what is meant by the foundations of education. 	<ul style="list-style-type: none"> ● I can summarize the foundational tenets for the past, present, and future of education and how they have and will shape educational policy. 	<p>Standard I Defining Foundations of Education</p> <p>Foundations of Education text</p>
6	<ul style="list-style-type: none"> ● I can connect my own passions to educational foundations. 	<ul style="list-style-type: none"> ● I can choose a major tenant of the foundations of education and link my passions through journal entry and discussion. 	
7-9	<ul style="list-style-type: none"> ● I can define multiculturalism and discuss how this informs educational endeavors. 	<ul style="list-style-type: none"> ● I can articulate what is meant by multiculturalism by differentiating between the types of diversity. ● I can discuss how education responds to multiculturalism in meeting the needs of all students through case studies and landmark court cases. 	<p>The Importance of Diversity & Multicultural Awareness in Education</p> <p>Educational Foundations readings</p> <p>Foundations of Education text</p> <p>Case studies/court cases</p>
10-11	<ul style="list-style-type: none"> ● I can explain what a curriculum is and where it originates and why. ● I can articulate the role of the teacher in both curriculum writing and delivery. 	<ul style="list-style-type: none"> ● I can identify the components of curriculum documents and discuss the role 	<p>From 1871 to 2021: A Short History of Education in the United States News SUNY Buffalo State</p>

		<p>state and national standards have on local curriculum.</p> <ul style="list-style-type: none"> ● I can discuss the different perspectives that history can have and the implication this has on standards based curriculum design through discussion, and completion of written assessments. 	<p>University</p> <p>☰ PHILOSOPHICAL FO...</p> <p>Readings from Foundations of Education and/or Educational Foundations</p>
12-14	<ul style="list-style-type: none"> ● I can identify the major categories of marginalized groups and discuss the implications this has on curriculum and education. ● I can identify the local and global implications of lack of education for marginalized groups and propose solutions to address the issue. 	<ul style="list-style-type: none"> ● I can define the major categories of marginalized groups ● I can discuss the educational decisions that need to be taken into account to serve the needs of marginalized groups through completion of case study and/or scenario based activities. ● I can predict the impact that the current and worsening teacher shortage will have on all children, but in particular those that are in marginalized groups and propose viable solutions. 	<p>Marginalized Groups</p> <p>Readings from Educational Foundations</p> <p>Case study in Native Americans and education The Education of American Indian Students</p> <p>☰ Underserved groups ...</p>

Unit Title:	
III. Issues In Education	
Relevant Standards: Bold indicates priority	
<u>National Education Association Standards:</u> <ul style="list-style-type: none"> ● STANDARD I: Understanding the Profession ● STANDARD VII: Engaging in Reflective Practice <u>Common Core Standards:</u> <ul style="list-style-type: none"> ● RI1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● RI,11-12.7: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem. ● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 	
Essential Question(s):	Enduring Understanding(s):
<p>How do current issues in education impact educational decision making?</p> <p>How can I connect my passions to solving an educational issue?</p> <p>How has my understanding of education shaped my own educational philosophy?</p>	<p>Educational issues have been and remain a challenge for educational progress, but with innovative thinking and passion, they can be resolved.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will choose an educational issue and format a well thought out APA style research paper that will count as their mid term grade. Students will share their findings in either a small or large group setting to educate each other and find connections and solutions.</p>	<p>8 weeks</p>
Family Overview (link below)	Integration of Technology:
	<p><i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i></p>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

APA format Thesis Citation Qualitative data Quantitative data			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Rising Educators curriculum		Issues in education do not impact me Individual actions cannot make a difference in addressing educational issues	
Connections to Prior Units:		Connections to Future Units:	
This will continue to build on prior units of classroom set up, classroom management, and inclusive learning environments.		Students will continue to look for engagement strategies being implemented by their host educator in fieldwork experiences. Students will also be able to try out select strategies in their lesson assignments and presentations to fieldwork students.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Executive Functions		<ul style="list-style-type: none"> • Provide graphic organizers and templates for data collection and organizing information • Embed prompts for categorizing and systematizing • Provide checklists and guides for note-taking and paper formatting • Provide one to one feedback on paper progress 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
An EL can adapt language choices to purpose, task, and audience when speaking and writing.		<ul style="list-style-type: none"> • I can use APA format to write a well thought out research paper • I can use my own educational experiences to craft an individualized educational philosophy. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> • I can use my own educational experiences to craft an individualized educational philosophy 	<ul style="list-style-type: none"> • I can create an individualized, thoughtful and reflective educational philosophy using the guidelines provided. 	Writing a Teaching Philosophy

2	<ul style="list-style-type: none">• I can use APA format to write a well thought out research paper	<ul style="list-style-type: none">• I can complete each task as it relates to the whole to complete my APA style research paper that spotlights an educational issue,	 Midterm research pa...
---	---	---	--

Unit Title:	
IV. Relationships and Voice in Education	
Relevant Standards: Bold indicates priority	
<u>National Education Association Standards</u> <ul style="list-style-type: none"> ● STANDARD II: Learning about Students ● Standard IV: Engaging in Responsive Planning ● STANDARD VII: Engaging in Reflective Practice <u>Common Core Standards</u> <ul style="list-style-type: none"> ● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences ● SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 	
Essential Question(s):	Enduring Understanding(s):
How do teachers form trusting relationships with their students?	Forming and keeping relationships with students is essential to successful teaching and learning.
How does using student and teacher voice impact the educational process?	Teachers and students have a voice and must use it as active participants in the educational process
Demonstration of Learning:	Pacing for Unit
Students will provide evidence through discussion, writing and project completion that both student and teacher voices are essential to forming and fostering trusting relationships that result in successful education.	2 weeks
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Teacher voice Student voice	

Pedagogy			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Rising Ed II, psychology, child and family classes		Teacher-student relationships just happen with minimal effort or work	
Connections to Prior Units:		Connections to Future Units:	
Passion, educational issues, curriculum		This will serve as a foundation for the next unit where students will need to reference pedagogical skills and curriculum components in order to write lessons that would target grade level standards.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension-Highlight patterns, critical features, big ideas, and relationships		<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features ● Highlight previously learned skills that can be used to solve unfamiliar problems 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		<ul style="list-style-type: none"> ● I can justify the need for teacher-student relationships for successful learning ● I can articulate how teachers can initiate, foster, and maintain trusting relationships with students ● I can define and explain the importance of teacher and student voice. ● I can reflect on my own use or experience with a student or teacher voice. ● I can interpret data to determine areas of need in education to connect to relationships and set the foundation for the student/teacher voice. ● I can defend the use of teacher and student voices for scenarios where teacher and student voices would be necessary for educational success. ● I can predict how relationships and voice connect to the delivery of curriculum through thoughtful pedagogy. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

1	<ul style="list-style-type: none"> ● I can justify the need for teacher-student relationships for successful learning ● I can articulate how teachers can initiate, foster, and maintain trusting relationships with students through creation of a thoughtful infographic. 	<ul style="list-style-type: none"> ● I can use various resources to show understanding of the importance of trusting teacher/student relationships through discussion, reflection and creation of an infographic. 	<ul style="list-style-type: none"> ☰ Teacher and Student ... <p>Infographic design templates</p>
2-3	<ul style="list-style-type: none"> ● I can define and explain the importance of teacher and student voice. ● I can interpret data to determine the need for relationships and teacher/student voice. ● I can reflect on my own use or experience with a student or teacher voice. ● I can defend the use of teacher and student voices for scenarios where teacher and student voices. 	<ul style="list-style-type: none"> ● I can interpret data and have thoughtful discourse with peers to determine areas of need in education to connect to relationships and set the foundation for student/teacher voice. ● I can accurately define teacher and student voice, reflect on my personal experience with it and show ability to use both teacher and student voices in various scenarios. ● I can determine ways to elevate student and teacher-voice through writing. 	<ul style="list-style-type: none"> ☰ Do students and fami... <p>Education Gallup Historical Trends.</p> <ul style="list-style-type: none"> ☰ elevating student voi... <p>Educational Foundations reading:</p> <ul style="list-style-type: none"> ☰ Speaking in a Critical ...
4	<ul style="list-style-type: none"> ● I connect teacher and student voice to discussions of relationships, multiculturalism, curriculum and passion. 	<ul style="list-style-type: none"> ● I can conduct a quantitative and qualitative survey that determines how teacher and student voice are impacting multiculturalism, student need, curriculum, and passion. 	<p>Google forms to conduct surveys to teachers and staff</p>
5	<ul style="list-style-type: none"> ● I can connect observations and experiences from fieldwork to discussions of relationships curriculum, passion, and voice 	<ul style="list-style-type: none"> ● I can connect observations and experiences from fieldwork to discussions of curriculum, passion, and voice through thoughtful and complete journal entry 	<p>Journal entry and reflection</p> <p>Formal unit assessment</p>

Unit Title:	
V. Passions and Pedagogy	
Relevant Standards: Bold indicates priority	
<u>National Education Association Standards:</u> <ul style="list-style-type: none"> ● STANDARD V: Implementing Instruction ● STANDARD VII: Engaging in Reflective Practice <u>Common Core Standards:</u> <ul style="list-style-type: none"> ● W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences ● SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ● SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. 	
Essential Question(s):	Enduring Understanding(s):
How do educators create and deliver well thought out lessons or learning activities using best practices that incorporate both student and teacher voice as well as foster relationships?	Thoughtful and purposeful planning, using effective engagement and instruction strategies ,lead to meaningful learning experiences for students.
Demonstration of Learning:	Pacing for Unit
Ability to identify best practices for delivering instruction from various disciplines that incorporates teacher and student voice and fosters relationships	4 weeks
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Glossary of Pedagogical Terms - Center for Teaching and Learning	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Psychology Biology	Pedagogical decisions are based on teachers own belief and ideas and are done in isolation

Connections to Prior Units:		Connections to Future Units:	
		Students will apply pedagogical decision making to lesson planning	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension: Highlight patterns, critical features, big ideas, and relationships		<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features ● Highlight previously learned skills that can be used to solve unfamiliar problems 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.		<ul style="list-style-type: none"> ● I can define and apply pedagogical terminology to real world contexts ● I can justify the importance of appropriate and individualized pedagogical decisions ● I can connect best pedagogical practices to individualized student needs incorporating teacher passion ● I can identify pedagogical practices that promote equity ● I can identify and apply the 5 domains of teaching document to both classroom and fieldwork experiences 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-2	<ul style="list-style-type: none"> ● I can define and apply pedagogical terminology to real world contexts ● I can connect terminology to fieldwork placements 	<ul style="list-style-type: none"> ● I can define and apply pedagogical terminology to real world contexts success on assessment and connect terminology to observations and experiences in fieldwork placement through journaling and peer discussions. 	Glossary of Pedagogical Terms - Center for Teaching and Learning Readings from Foundations of Education Flash cards project
3	<ul style="list-style-type: none"> ● I can identify the role of assessment and discuss the various types used in 	<ul style="list-style-type: none"> ● I can identify the role of assessment and discuss 	

	appropriate settings	the various types used in appropriate settings by completing a graphic organizer	
4	<ul style="list-style-type: none"> I can discuss issues with assessment and individualized student need and propose solutions 	<ul style="list-style-type: none"> I can discuss issues with assessment and individualized student need and propose solutions using readings I can show mastery in assessment strategies using scenarios 	Readings from: <ul style="list-style-type: none"> Grading for Equity Educational Foundations: Part 5 Test Better, Teach Better
5	<ul style="list-style-type: none"> I can identify and apply the 5 domains of teaching document to both classroom and fieldwork experiences 	<ul style="list-style-type: none"> I can identify and apply the 5 domains of teaching document to both classroom and fieldwork experiences by providing evidence 	5 domains of teaching document

VI. Planning and Reflecting

Relevant Standards: Bold indicates priority

National Education Association Standards:

- **STANDARD IV: Engaging in Responsive Planning**
- **STANDARD V: Implementing Instruction**
- **STANDARD VII: Engaging in Reflective Practice**

Common Core Standards:

- **W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences**
- **SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
- SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Question(s):

How do teachers plan effective lessons that reach all learners ?

How does reflection improve planning and future instruction?

Enduring Understanding(s):

Thoughtful and purposeful, using effective engagement and instruction strategies ,lead to meaningful learning experiences for students

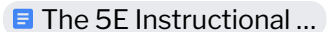
Reflection leads to educator growth and success

Demonstration of Learning:

Pacing for Unit

Ability to plan using best practices for delivering instruction from various disciplines that incorporates teacher and student voice and fosters relationships	3-4 weeks Students will be spending a large segment of class hours at internships
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Anticipate; Active learning; Assessment; Learning targets; Outcomes; Bloom's taxonomy; Enduring ideas; Instructional resources; Essential questions; 5 E; Reflection	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Students will be able to connect to various disciplines as they create lesson plans and learning activities in a variety of subject areas.	Teachers just know what they need to teach or can "wing it"
Connections to Prior Units:	Connections to Future Units:
This unit allows students to apply and utilize their learning through their fieldwork experience and class activities. This unit also allows students to demonstrate their cumulative learning from Rising Educators 1 and 2.	
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
Comprehension: Highlight patterns, critical features, big ideas, and relationships	<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features ● Highlight previously learned skills that can be used to solve unfamiliar problems
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i>	Learning Targets:
An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> ● I can use lesson plan templates to create effective lessons

		<ul style="list-style-type: none"> I can justify how specific strategies support curricular implementation and record the connections in my journal. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	
1	<ul style="list-style-type: none"> I can plan a lesson and then engage in thoughtful discourse and reflection as to the different ways the same lesson can be taught I can debate the pros and cons of planning decisions using a scenario based approach 	<ul style="list-style-type: none"> I can plan a lesson and then engage in thoughtful discourse as to the different ways the same lesson can be taught through discussion and writing assessment I can debate the pros and cons of planning decisions using a scenario based approach through writing assessment 	<p>How did you teach it? Activity</p> <p>Readings on effective and efficient lesson planning</p> <p>Access to TPT and other websites that offer lesson plan ideas</p>
2	<ul style="list-style-type: none"> I can maintain a field work journal that shows evidence of curriculum components being used in my fieldwork classroom. I can utilize the strategies and practices used in class during my fieldwork experience when directly working with students. 	<ul style="list-style-type: none"> I can maintain a field work journal that shows evidence of curriculum components being used in my fieldwork classroom. I can utilize the strategies and practices used in class during my fieldwork experience when directly working with students and communicate them effectively during class discussions I can organize a field work journal to collect evidence of curriculum implementation during observations. I can record curricular observations in my fieldwork journal regularly. I can identify how specific strategies support curricular implementation and record the connections in my journal. I can select and use strategies observed with students during my fieldwork experience. 	

3	I can identify and describe the components of a 5E model of planning	I can identify and describe the components of a 5E model of planning by collaborating with peers to make instructional decisions using components of this model	
3	<ul style="list-style-type: none"> • I can create an authentic lesson plan using lesson plan templates that exemplifies my understanding of standard, pedagogical skill, and passion. • I can articulate ANTICIPATED student outcomes from my authentic lesson plan 	<ul style="list-style-type: none"> • I can design a learning activity that meets the curricular criteria. • I can implement a learning activity to ensure student engagement through the use of targeted strategies. • I can reflect on the implementation of the learning activity, so I can improve my future practice. 	Lesson plan template
4	I can articulate the importance of reflection in teaching	I can articulate the importance of reflection in teaching through discussion and writing assessment	Foundations in Education readings The Ultimate Guide to Reflective Practice in Teaching
5	<ul style="list-style-type: none"> • I can organize observations from my field work into the 5 domains of teaching. • I can assess my contributions to the fieldwork classroom community and articulate how this experience will impact my future work. 	<ul style="list-style-type: none"> • I can code my fieldwork journal for evidence of the 5 domains of learning. • I can organize the observations into the 5 domains. • I can use observational evidence to construct a reflection paper on the ways in which teachers plan for and support the 5 domains. • I can reflect on my contribution to the classroom community during the fieldwork experience. 	5 domains of teaching document

VII: Putting It All Together

Relevant Standards: **Bold indicates priority**

National Education Association Standards:

- **STANDARD III: Building Content Knowledge**
- **STANDARD V: Implementing Instruction**
- **STANDARD VI: Using Assessments and Data**
- **STANDARD VII: Engaging in Reflective Practice**

Common Core Standards:

- **W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences**
- **SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
- SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Question(s):

How do educators create and deliver well thought out lessons or learning activities using best practices that incorporate both student and teacher voice as well as foster relationships?

Enduring Understanding(s):

Thoughtful and purposeful planning, using effective engagement and instruction strategies ,lead to meaningful learning experiences for students.

Demonstration of Learning:

Ability to identify and use best practices for delivering instruction from various disciplines that incorporates teacher and student voice and fosters relationships

Pacing for Unit

3-4 weeks

Family Overview (link below)

Integration of Technology:

Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning

Unit-specific Vocabulary:

Portfolio
Micro teach

Aligned Unit Materials, Resources, and Technology (beyond core resources):

Opportunities for Interdisciplinary Connections:

Students will be able to connect to various disciplines as they create lesson plans and learning activities in a variety of subject areas.

Anticipated misconceptions:

Timing of learning activities, how many components must be thought out in order to have an effective lesson.

Connections to Prior Units:		Connections to Future Units:	
<p>This unit allows students to apply and utilize their learning through their fieldwork experience and class activities.</p> <p>This unit also allows students to demonstrate their cumulative learning from Rising Educators 1 and 2.</p>		<p>This will be the end of the course.</p>	
Differentiation through <i>Universal Design for Learning</i>			
UDL Indicator		Teacher Actions:	
<p>Comprehension: Highlight patterns, critical features, big ideas, and relationships</p>		<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features ● Highlight previously learned skills that can be used to solve unfamiliar problems 	
Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>		Learning Targets:	
<p>An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>		<ul style="list-style-type: none"> ● I can design and implement an effective learning activity using the engagement, management, and curriculum strategies I have learned with students in my fieldwork experience that highlight my passion. ● I can organize observations from my field work into the 5 domains of teaching. ● I can assess my contributions to the fieldwork classroom community and articulate how this experience will impact my future work. ● I can create a summative portfolio that highlights my strengths a future educator 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	
1	<ul style="list-style-type: none"> ● I can design and implement an effective learning activity using the engagement, management, and curriculum strategies I have learned with students in my fieldwork experience that highlight my passion. 	<ul style="list-style-type: none"> ● I can design a learning activity that meets the curricular criteria. ● I can implement a learning activity to ensure student engagement through the use of targeted strategies. ● I can reflect on the 	<ul style="list-style-type: none"> ● Learning activity micro teach

		implementation of the learning activity, so I can improve my future practice.	
3	<ul style="list-style-type: none"> • I can organize observations from my field work into the 5 domains of teaching. • I can assess my contributions to the fieldwork classroom community and articulate how this experience will impact my future work. 	<ul style="list-style-type: none"> • I can code my fieldwork journal for evidence of the 5 domains of learning. • I can organize the observations into the 5 domains. • I can use observational evidence to construct a reflection paper on the ways in which teachers plan for and support the 5 domains. • I can reflect on my contribution to the classroom community during the fieldwork experience. 	
4	<ul style="list-style-type: none"> • I can create a summative portfolio that highlights my strengths and passion as future educator 	<ul style="list-style-type: none"> • I can decide which materials best represent my skills and strengths as an educator. • I can create material of my choice that will create a comprehensive portfolio of my skills and strengths. • I can organize and manage the details of creating a well designed portfolio. 	