

#6

**AGREEMENT  
BETWEEN  
CITY OF WATERBURY, BOARD OF EDUCATION  
AND  
ABBOTT TERRACE HEALTH CENTER, INC.  
FOR -  
TRANSITION SERVICES - SPECIAL EDUCATION**

**THIS AGREEMENT**, effective on the date signed by the Mayor (the "effective date") is by and between the City of Waterbury, the Board of Education, acting herein by Neil M. O'Leary, Mayor of the City of Waterbury, Chase Building, 236 Grand Street, Waterbury, Connecticut, 06702, duly authorized, hereinafter referred to as the "City" or the "Board" and Abbott Terrace Health Center, Inc. a federally recognized 501(c) (3) not-for-profit, duly registered domestic corporation, located at 44 Abbott Terrace, Waterbury, Connecticut 06702, hereinafter referred to as the "Contractor".

**WHEREAS**, the City desires to provide a transition program for students with disabilities which includes training in problem solving skills, independent living skills, job skills and social skills in a work environment;

**WHEREAS**, the Contractor has agreed to partner with the City to provide transition services to include a prevocational and employment training program at the Contractor's facility; and

**WHEREAS**, the City and the Contractor have established guidelines for the operation of the program at the Contractor's facility.

**NOW THEREFORE**, it is mutually agreed as follows:

**1. Scope of Services**

The Contractor shall provide transition services, at the Contractors site, to a selected number of students with disabilities as selected by the City. The Contractor will provide such transition services to include instruction, prevocational and employment training, community experiences and, if appropriate, acquisition of daily living skills and functional vocational training as set forth in the attached Schedule A and as more specifically set forth in the child's individual I.E.P. The City will be responsible for the planning, implementing, evaluating and reviewing the transition program of each student. The Contractor and the City shall be responsible for the development and implementation of the employment training program.

Contractor will provide the students and City staff with an orientation of its facility, employees, and an explanation of its procedures and policies. In addition the Contractor will review the program responsibilities with City staff and students and be available throughout the day to supervise the implementation of the program. The student participants and the transition training program are further described as follows:

- A. Community Based Training (CBT) Students shall receive transition services up to two (2) days per week, for no more than one and one-half (1.5) hours per day, and no more than a total of three (3) hours per week. In addition to the Contractor's staff, the City will provide supervising school staff members (teachers and/or paraprofessionals), on site, as needed and determined by the City and the student's individual I.E.P. The City will be responsible for the planning, implementing, evaluating and reviewing the prevocational program of each student selected by the City. The City will provide transportation for each child attending said program.
- B. Individual Work Experience (IWE) Students shall receive transition training services for up to (3) days per week, for no more than three quarters (.75) of an hour to one (1) hour per day, for a total of two and one half (2.5) to three (3) hours per week. IWE students will be supervised by Contractor's staff or by a paraprofessional, if required by the student's individual education plan. The Contractor Staff will evaluate the student's employment training. The IWE teacher will check in weekly with the contractor's staff at the facility. The Contractor and the City have responsibility for the development and implementation of the employment training program. The City will provide transportation for each child attending said program.
- C. Single Student Interns shall receive transition training services for up to two (2) to eight (8) hours per week. Single Student Interns will be supervised by Contractor's Staff or by a paraprofessional only as determined by the Individual Student's Individual Education Plan. The Contractor and Waterbury staff will evaluate the student's employment training. The transition coordinator or her representative will check in weekly with the Contractor's staff at the facility. The Contractor and the City have responsibility for the development and implementation of the employment training program. The City will provide transportation for each child attending said program.

2. **Payment**

There shall be no compensation paid by the City to the Contractor, or to the City by the Contractor. The parties agree that the student's transition training is part of their educational program and as such the Students shall not be paid by either the City or the Contractor.

3. **Term**

The term of this Agreement shall be for the school years February 1, 2017 to August 31, 2017 or any part thereof.

4. **Representation Regarding Qualification**

The Contractor represents that its employees are licensed, if applicable, to perform the scope of work set forth in this Agreement. The Contractor further represents that its employees have the requisite skill, expertise and knowledge necessary to perform the scope of work required under the terms of this Agreement. If the Contractor is a

corporation, it shall provide a corporate resolution authorizing this Agreement and the signatory thereof.

- A. **Representations regarding Criminal Violations.** The Contractor represents and warrants that it and its employees who are involved with City students in the transition program have no history of violations of the laws or regulations of the State of Connecticut pertaining to public health, have not been convicted of a crime, are not listed on the DCF Registry and have no criminal investigation pending. The Contractor further warrants and represents that it has conducted a records check of each individual and has found no such violation.

5. **Confidentiality**

The Contractor shall strictly adhere to all State and Federal Statutes, rules, policies, regulations, codes of participant protection and confidentiality, administrative directives of the State of Connecticut Board of Education and State Department of Education, as well as any policies, ordinances, rules and regulations established by the City of Waterbury regarding confidentiality of student records. If applicable, all information furnished by the City or gathered by the Contractor shall be used solely for the purposes of providing services under this agreement.

- A. Contractor acknowledges that in the course of providing services under this Agreement, it may come into the possession of education records or information of City of Waterbury students as defined in and governed by Family Educational Rights and Privacy Act ("FERPA", 20 U.S.C. §1232g) and related regulations (34 C.F.R. § 99) and shall comply with the requirements of said statutes and regulations and shall hold said information in the strictest of confidence, and agrees to use information obtained from the City only for the purposes provided in this Agreement. Without the prior written consent of the student's parent or guardian, as required by FERPA, the Contractor has no authority to make disclosures of any information obtained in the course of performing this agreement.

6. **Debarment**

The Contractor hereby certifies that it and its principals are not debarred or suspended from doing business as required by Executive Orders 12549 and shall provide to the City of Waterbury a signed certificate regarding debarment and suspension.

7. **Indemnification**

- A. The Contractor shall indemnify, defend and hold harmless the City, the City's Board of Education and their agents, officials and employees from and against all claims, suits, damages, losses, judgments, damages, costs and expenses including attorney's fees arising out of or resulting from the Contractor's negligence or intentional act. The Contractor shall not be responsible if said claims result solely from the actions or negligence of the City and the Board and their officers, agents or employees.

B. Any insurance protection required by this Agreement, or otherwise provided by the Contractor, shall not in any way limit the responsibility to indemnify, keep and save harmless and defend the City as provided here.

8. **Contractor's Liability Insurance**

The Contractor shall provide all the insurance required under this section and said insurance has been approved by the City prior to the commencement of this agreement. Insurance shall be provided by insurers, satisfactory to the City and authorized to do business in the State of Connecticut, an "A-" Best's Rating and at least a Class V3 or better financial size category as shown in the most current A.M. Best Company ratings. The Contractor shall secure and maintain, for the duration of this Agreement, including any amendments hereto, with the City and the Board of Education being named as an additional insured party, the following minimum liability insurance coverage at no cost to the City.

A. **General Liability Insurance** coverage with limits of:

\$1,000,000.00 per Occurrence

\$2,000,000.00 General Aggregate

\$2,000,000.00 Products/completed operations Aggregate

B. **Worker's Compensation** Statutory limits within the State of Connecticut.

Employer Liability (EL):

\$500,000.00 EL Each Accident

\$500,000.00 EL Disease Each Employee

\$500,000.00 EL Disease Policy Limit

C. **Certificates of Insurance**

Contractor's General Liability Insurance policies/Certificates of Insurance shall be endorsed to add the City and its Board of Education as additional insured and provide a waiver of subrogation on all lines of coverage except Workers Compensation. The insurance afforded the additional insured shall be primary and non-contributory insurance and the coverage and limits provided under Contractor's policies shall not be reduced or prorated by the existence of any other insurance applicable to any loss the additional insured may have suffered. At the time Contractor executes this Contract, it shall furnish to the City, subject to City approval, certificate(s) of insurance including an Additional Insured Endorsement, and a Waiver of Subrogation Endorsement verifying the above coverages, and a 30-day notice of cancellation prior to the cancellation of any insurance. **The Certificates of Insurance must read: "The City of Waterbury and its Board of Education are listed as additional insured on a primary and non-contributory basis on all policies except Workers Compensation. All policies shall include a Waiver of subrogation."**

Such certificate(s) shall be subject to certification by the City's Risk Manager. The Contractor shall provide replacement and/or renewal certificates at least thirty (30) days prior to the expiration of the policy (ies). Said certificates shall contain

a provision that coverage afforded under the policies shall not be cancelled or reduced for any reasons unless written notice of no less than thirty (30) days has been mailed to:

City of Waterbury  
Attn: Education Dept.-Robert Brenker, 3rd Floor  
236 Grand Street  
Waterbury, CT 06702

Upon request, the Contractor shall deliver to the City a copy of its insurance policies and endorsements and riders.

**D. Failure to Maintain Insurance**

In the event the Contractor fails to maintain the minimum required coverage as set forth herein, the City may terminate this Agreement immediately upon information of no insurance coverage.

**9. Discriminatory Practices**

In performing this Agreement, the Contractor shall not discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, sex, age, religious creed, disability, national origin or ancestry, marital status, family status, prior psychiatric treatment, health care, military status or source of income or because of a handicap that is unrelated to the employee's or the applicant's ability to perform the duties of a particular job or position. Subcontracts with each subcontractor shall contain a provision requiring non-discrimination in employment as herein specified. This covenant is required pursuant to §93.04 of the Code of Ordinances of the City and any breach thereof may be regarded as a material breach of this Agreement. Said provisions with subcontractors shall require conformity and compliance with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements.

The Contractor shall admit any eligible child and shall not discriminate against any child regardless of race, religion, color, ancestry, natural origin, sex, handicap or disability.

**A. Equal Opportunity.**

In its execution of the performance of this Agreement, the Contractor shall not discriminate and shall comply with applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, national origin or citizenship status, age or handicap. The Contractor agrees to comply with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements and will require the same of all subcontractors.

10. **Assignability.**

The Contractor shall not assign any interest in this Agreement, and shall not transfer any interest in the same (whether by assignment or novation) without the prior written approval of the City.

11. **Interest of City Official**

No member of the governing body of the City, and no other officer, employee, or agent of the City who exercises any functions or responsibilities in connection with the carrying out of this Agreement, shall have any personal interest, direct or indirect, in this Agreement.

12. **Prohibition Against Gratuities and Kickbacks**

No person shall offer, give, or agree to give any current or former public official, employee or member of a board or commission, or for such current or former public official, employee or member of a board or commission to solicit, demand, accept or agree to accept from another person a gratuity or an offer of employment in connection with any: decision; approval; disapproval; recommendation; preparation of any part of a program requirement or a requisition; influencing the content of any specification or procurement standard; or rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application, request for ruling, determination, claim or controversy, or other particular matter pertaining to any program requirement or a contract or purchase order, or to any solicitation or proposal therefore.

No person shall make any payment, gratuity, or offer of employment as an inducement for the award of a subcontract or order, by or on behalf of a subcontractor, the prime contractor or higher tier subcontractor or any person associated therewith, under contract or purchase order to the City.

The value of anything transferred or received in violation of the provisions of this Chapter or regulations promulgated hereunder by any person subject to this Chapter may be recovered by the City.

13. **Prohibition Against Contingency Fees**

The Contractor hereby represents that it has not retained anyone to solicit or secure a contract with the City upon an agreement or understanding for a commission, percentage, brokerage or contingency fee.

14. **City of Waterbury's Ethics Code Ordinance**

The Contractor hereby acknowledges receipt of the City of Waterbury's Ordinance regarding Ethics and Conflicts of Interest and has familiarized itself with said Code.

15. **Entire Agreement.**

This Agreement shall constitute the complete and exclusive statement of the contract between the parties as it relates to this transaction and supersedes all previous agreements and understandings, whether written or oral, relating to such subject matter. Any amendment to this Agreement must be in writing and agreed to by the City and the Contractor.

16. **Independent Contractor Relationship.**

The relationship between the City and the Contractor is that of independent contractor. No agent, employee, or servant of the Contractor shall be deemed to be an employee, agent or servant of the City. The Contractor shall be solely and entirely responsible for its acts and the acts of its agents, employees, servants and subcontractors during the performance of this Agreement.

Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the City, the Contractor or any employee, or agent of the Contractor. Both parties acknowledge that the Contractor and its employees are not employees of the City for federal or state tax purposes.

As the Contractor and its employees are not employees of the City, the Contractor is responsible for paying all required state and federal taxes for its employees. In particular:

- A. The City will not withhold FICA (Social Security) for the Contractor.
- B. The City will not make state or federal unemployment insurance contributions on behalf of the Contractor or its employees or agents.
- C. The City will not withhold state or federal income tax from payment to the Contractor or its employees or agents.
- D. The City will not make disability insurance contributions on behalf of the Contractor or its employees or agents.
- E. The City will not obtain workers' compensation insurance on behalf of the Contractor or its employees or agents.

17. **Severability.**

Whenever possible, each provision of this Agreement shall be interpreted in such a manner as to be effective and valid under applicable law. If any provision of this Agreement, however, is held to be prohibited or invalid under applicable law, such provision shall be deemed restated to reflect the original intentions of the parties, as nearly as possible in accordance with applicable law.

18. **Termination**

Either Party may terminate this agreement at any time upon a 30 day written notice to the other Party.

19. **Non-Appropriation.**

The Contractor acknowledges that the City is a municipal corporation and that the City's obligation to make payments under this Agreement is contingent upon the appropriation by the City's Board of Aldermen of funds sufficient for such purposes, for each budget

year in which this Agreement is in effect. If sufficient funds to provide for the payment(s) hereunder are not appropriated, the City may terminate this Agreement upon notice in writing to the Contractor.

20. **Governing Laws.**

This Agreement, its terms and conditions and any claims arising therefrom shall be governed by the laws of the State of Connecticut.

**IN WITNESS WHEREOF**, the parties have hereunto set their hands and seals the day and year first written below.

**WITNESS:**

**CITY OF WATERBURY**

\_\_\_\_\_

By: \_\_\_\_\_  
Neil M. O'Leary  
Mayor, City of Waterbury

\_\_\_\_\_  
Print name

Date: \_\_\_\_\_

**WITNESS:**

**CONTRACTOR:  
ABBOTT TERRACE HEALTH  
CENTER, INC**

\_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Print Name and Title

Date: \_\_\_\_\_



**SCHEDULE A**  
**SCOPE OF SERVICES AND TASK LIST**

The Contractor shall provide the following transition services to students designated by the City. Each student may receive all or some instruction with regard to the transition services listed below.

1. Custodial and Maintenance tasks in the Dining Rooms
2. Laundry Room and clothing tasks
3. Proper newspaper delivery from the Recreation Office to other offices in the contractor's facility.
4. Any other appropriate transition service/activity as designated by the City and the Contractor.

**AGREEMENT  
BETWEEN  
CITY OF WATERBURY, BOARD OF EDUCATION  
AND  
BELLE ACADEMY OF COSMETOLOGY, LLC  
FOR  
TRANSITION SERVICES –SPECIAL EDUCATION**

**THIS AGREEMENT**, effective on the date signed by the Mayor (the "effective date") is by and between the City of Waterbury, the Board of Education, acting herein by Neil M. O'Leary, Mayor of the City of Waterbury, Chase Building, 236 Grand Street, Waterbury, Connecticut, 06702, duly authorized, hereinafter referred to as the "City" or the "Board" and Belle Academy of Cosmetology, LLC, a duly registered domestic limited liability company, located at 27A South Commons Road, Waterbury, Connecticut 06704, hereinafter referred to as the "Contractor".

**WHEREAS**, the City desires to provide a transition program for students with disabilities which includes training in problem solving skills, independent living skills, job skills and social skills in a work environment;

**WHEREAS**, the Contractor has agreed to partner with the City to provide transition services to include a prevocational and employment training program at the Contractor's facility; and

**WHEREAS**, the City and the Contractor have established guidelines for the operation of the program at the Contractor's facility.

**NOW THEREFORE**, it is mutually agreed as follows:

**1. Scope of Services**

The Contractor shall provide transition services, at the Contractors site, to a selected number of students with disabilities as selected by the City. The Contractor will provide such transition services to include instruction, prevocational and job shadowing experiences and, if appropriate, acquisition of daily living skills and functional vocational training as set forth in the attached Schedule A and as more specifically set forth in the child's individual I.E.P. The City will be responsible for the planning, implementing, evaluating and reviewing the transition program of each student. The Contractor and the City shall be responsible for the development and implementation of the employment training program.

Contractor will provide the students and City staff with an orientation of its facility, employees, and an explanation of its procedures and policies. In addition the Contractor will review the program responsibilities with City staff and students and be available throughout the day to supervise the implementation of the program. The student participants and the transition training program are further described as follows:

A. Job Shadowing/ Observation and Job Training. Students shall receive job shadowing/observation and job training transition services for up to (3) days per week, for up to two (2) hours per day, for a total maximum amount of three sessions. Job shadowing/training students will be supervised by Contractor's staff or by a paraprofessional, if required by the student's individual education plan. The Contractor Staff and City will evaluate the student's job shadowing observation and job training transition training. The Transition Coordinator will check in at the commencement and at the completion of the student's job shadowing/training with the contractor's staff at the facility. The Contractor and the City have responsibility for the development and implementation of the job shadowing, observation and training program. The City will provide transportation for each child attending said program.

2. **Payment**

There shall be no compensation paid by the City to the Contractor, or to the City by the Contractor. The parties agree that the student's transition training is part of their educational program and as such the Students shall not be paid by either the City or the Contractor.

3. **Term**

The term of this Agreement shall be for the school years February 1, 2017 to August 31, 2017 or any part thereof.

4. **Representation Regarding Qualification**

The Contractor represents that its employees are licensed, if applicable, to perform the scope of work set forth in this Agreement. The Contractor further represents that its employees have the requisite skill, expertise and knowledge necessary to perform the scope of work required under the terms of this Agreement. If the Contractor is a corporation, it shall provide a corporate resolution authorizing this Agreement and the signatory thereof.

A. **Representations regarding Criminal Violations.** The Contractor represents and warrants that it and its employees who are involved with City students in the transition program have no history of violations of the laws or regulations of the State of Connecticut pertaining to public health, have not been convicted of a crime, are not listed on the DCF Registry and have no criminal investigation pending. The Contractor further warrants and represents that it has conducted a records check of each individual and has found no such violation.

5. **Confidentiality**

The Contractor shall strictly adhere to all State and Federal Statutes, rules, policies, regulations, codes of participant protection and confidentiality, administrative directives of the State of Connecticut Board of Education and State Department of Education, as well as any policies, ordinances, rules and regulations established by the City of

Waterbury regarding confidentiality of student records. If applicable, all information furnished by the City or gathered by the Contractor shall be used solely for the purposes of providing services under this agreement.

- A. Contractor acknowledges that in the course of providing services under this Agreement, it may come into the possession of education records or information of City of Waterbury students as defined in and governed by Family Educational Rights and Privacy Act ("FERPA", 20 U.S.C. §1232g) and related regulations (34 C.F.R. § 99) and shall comply with the requirements of said statutes and regulations and shall hold said information in the strictest of confidence, and agrees to use information obtained from the City only for the purposes provided in this Agreement. Without the prior written consent of the student's parent or guardian, as required by FERPA, the Contractor has no authority to make disclosures of any information obtained in the course of performing this agreement.

6. **Debarment**

The Contractor hereby certifies that it and its principals are not debarred or suspended from doing business as required by Executive Orders 12549 and shall provide to the City of Waterbury a signed certificate regarding debarment and suspension.

7. **Indemnification**

A. The Contractor shall indemnify, defend and hold harmless the City, the City's Board of Education and their agents, officials and employees from and against all claims, suits, damages, losses, judgments, damages, costs and expenses including attorney's fees arising out of or resulting from the Contractor's negligence or intentional act. The Contractor shall not be responsible if said claims result solely from the actions or negligence of the City and the Board and their officers, agents or employees.

B. Any insurance protection required by this Agreement, or otherwise provided by the Contractor, shall not in any way limit the responsibility to indemnify, keep and save harmless and defend the City as provided here.

8. **Contractor's Liability Insurance**

The Contractor shall provide all the insurance required under this section and said insurance has been approved by the City prior to the commencement of this agreement. Insurance shall be provided by insurers, satisfactory to the City and authorized to do business in the State of Connecticut, an "A-" Best's Rating and at least a Class V3 or better financial size category as shown in the most current A.M. Best Company ratings. The Contractor shall secure and maintain, for the duration of this Agreement, including any amendments hereto, with the City and the Board of Education being named as an additional insured party, the following minimum liability insurance coverage at no cost to the City.

- A. **General Liability Insurance** coverage with limits of:  
\$1,000,000.00 per Occurrence

\$2,000,000.00 General Aggregate  
\$2,000,000.00 Products/completed operations Aggregate

**B. Worker's Compensation** Statutory limits within the State of Connecticut.  
Employer Liability (EL):

\$500,000.00 EL Each Accident  
\$500,000.00 EL Disease Each Employee  
\$500,000.00 EL Disease Policy Limit

**C. Certificates of Insurance**

Contractor's General Liability Insurance policies/Certificates of Insurance shall be endorsed to add the City and its Board of Education as additional insured and provide a waiver of subrogation on all lines of coverage except Workers Compensation. The insurance afforded the additional insured shall be primary and non-contributory insurance and the coverage and limits provided under Contractor's policies shall not be reduced or prorated by the existence of any other insurance applicable to any loss the additional insured may have suffered. At the time Contractor executes this Contract, it shall furnish to the City, subject to City approval, certificate(s) of insurance including an Additional Insured Endorsement, and a Waiver of Subrogation Endorsement verifying the above coverages, and a 30-day notice of cancellation prior to the cancellation of any insurance. **The Certificates of Insurance must read: "The City of Waterbury and its Board of Education are listed as additional insured on a primary and non-contributory basis on all policies except Workers Compensation. All policies shall include a Waiver of subrogation."**

Such certificate(s) shall be subject to certification by the City's Risk Manager. The Contractor shall provide replacement and/or renewal certificates at least thirty (30) days prior to the expiration of the policy (ies). Said certificates shall contain a provision that coverage afforded under the policies shall not be cancelled or reduced for any reasons unless written notice of no less than thirty (30) days has been mailed to:

City of Waterbury  
Attn: Education Dept.-Robert Brenker, 3rd Floor  
236 Grand Street  
Waterbury, CT 06702

Upon request, the Contractor shall deliver to the City a copy of its insurance policies and endorsements and riders.

**D. Failure to Maintain Insurance**

In the event the Contractor fails to maintain the minimum required coverage as set forth herein, the City may terminate this Agreement immediately upon information of no insurance coverage.

9. **Discriminatory Practices**

In performing this Agreement, the Contractor shall not discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, sex, age, religious creed, disability, national origin or ancestry, marital status, family status, prior psychiatric treatment, health care, military status or source of income or because of a handicap that is unrelated to the employee's or the applicant's ability to perform the duties of a particular job or position. Subcontracts with each subcontractor shall contain a provision requiring non-discrimination in employment as herein specified. This covenant is required pursuant to §93.04 of the Code of Ordinances of the City and any breach thereof may be regarded as a material breach of this Agreement. Said provisions with subcontractors shall require conformity and compliance with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements.

The Contractor shall admit any eligible child and shall not discriminate against any child regardless of race, religion, color, ancestry, natural origin, sex, handicap or disability.

A. **Equal Opportunity.**

In its execution of the performance of this Agreement, the Contractor shall not discriminate and shall comply with applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, national origin or citizenship status, age or handicap. The Contractor agrees to comply with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity and will require the same of all subcontractors.

10. **Assignability.**

The Contractor shall not assign any interest in this Agreement, and shall not transfer any interest in the same (whether by assignment or novation) without the prior written approval of the City.

11. **Interest of City Official**

No member of the governing body of the City, and no other officer, employee, or agent of the City who exercises any functions or responsibilities in connection with the carrying out of this Agreement, shall have any personal interest, direct or indirect, in this Agreement.

12. **Prohibition Against Gratuities and Kickbacks**

No person shall offer, give, or agree to give any current or former public official, employee or member of a board or commission, or for such current or former public official, employee or member of a board or commission to solicit, demand, accept or agree to accept from another person a gratuity or an offer of employment in connection with any: decision; approval; disapproval; recommendation; preparation of any part of a program requirement or a requisition; influencing the content of any specification or procurement standard; or rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application, request for ruling, determination,

claim or controversy, or other particular matter pertaining to any program requirement or a contract or purchase order, or to any solicitation or proposal therefore.

No person shall make any payment, gratuity, or offer of employment as an inducement for the award of a subcontract or order, by or on behalf of a subcontractor, the prime contractor or higher tier subcontractor or any person associated therewith, under contract or purchase order to the City.

The value of anything transferred or received in violation of the provisions of this Chapter or regulations promulgated hereunder by any person subject to this Chapter may be recovered by the City.

13. **Prohibition Against Contingency Fees**

The Contractor hereby represents that it has not retained anyone to solicit or secure a contract with the City upon an agreement or understanding for a commission, percentage, brokerage or contingency fee.

14. **City of Waterbury's Ethics Code Ordinance**

The Contractor hereby acknowledges receipt of the City of Waterbury's Ordinance regarding Ethics and Conflicts of Interest and has familiarized itself with said Code.

15. **Entire Agreement.**

This Agreement shall constitute the complete and exclusive statement of the contract between the parties as it relates to this transaction and supersedes all previous agreements and understandings, whether written or oral, relating to such subject matter. Any amendment to this Agreement must be in writing and agreed to by the City and the Contractor.

16. **Independent Contractor Relationship.**

The relationship between the City and the Contractor is that of independent contractor. No agent, employee, or servant of the Contractor shall be deemed to be an employee, agent or servant of the City. The Contractor shall be solely and entirely responsible for its acts and the acts of its agents, employees, servants and subcontractors during the performance of this Agreement.

Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the City, the Contractor or any employee, or agent of the Contractor. Both parties acknowledge that the Contractor and its employees are not employees of the City for federal or state tax purposes.

As the Contractor and its employees are not employees of the City, the Contractor is responsible for paying all required state and federal taxes for its employees. In particular:

A. The City will not withhold FICA (Social Security) for the Contractor.

- B. The City will not make state or federal unemployment insurance contributions on behalf of the Contractor or its employees or agents.
- C. The City will not withhold state or federal income tax from payment to the Contractor or its employees or agents.
- D. The City will not make disability insurance contributions on behalf of the Contractor or its employees or agents.
- E. The City will not obtain workers' compensation insurance on behalf of the Contractor or its employees or agents.

17. Severability.

Whenever possible, each provision of this Agreement shall be interpreted in such a manner as to be effective and valid under applicable law. If any provision of this Agreement, however, is held to be prohibited or invalid under applicable law, such provision shall be deemed restated to reflect the original intentions of the parties, as nearly as possible in accordance with applicable law.

18. Termination

Either Party may terminate this agreement at any time upon a 30 day written notice to the other Party.

19. Non-Appropriation

The Contractor acknowledges that the City is a municipal corporation and that the City's obligation to make payments under this Agreement is contingent upon the appropriation by the City's Board of Aldermen of funds sufficient for such purposes, for each budget year in which this Agreement is in effect. If sufficient funds to provide for the payment(s) hereunder are not appropriated, the City may terminate this Agreement upon notice in writing to the Contractor.

20. Governing Laws.

This Agreement, its terms and conditions and any claims arising therefrom shall be governed by the laws of the State of Connecticut.

[Signature page follows.]



IN WITNESS WHEREOF, the parties have hereunto set their hands and seals the day and year first written below.

WITNESS:

CITY OF WATERBURY

\_\_\_\_\_

By: \_\_\_\_\_

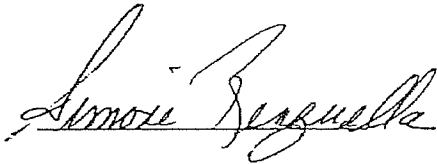
Neil M. O'Leary  
Mayor, City of Waterbury

\_\_\_\_\_  
Print name

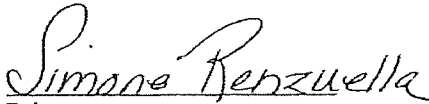
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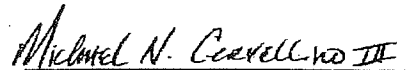
WITNESS:

CONTRACTOR:  
BELLE ACADEMY OF  
COSMETOLOGY, LLC



By: 

  
Print name

  
Print Name and Title

Date: 3/22/2017

**SCHEDULE A**  
**SCOPE OF SERVICES AND TASK LIST**

The Contractor shall provide the following transition services to students designated by the City. Each student may receive all or some instruction with regard to the transition services listed below.

1. Learn mechanics of different jobs involving nails and hairdressing.
2. Receive training on job tasks from Contractor's staff.
3. Practice and perform appropriate job tasks.
4. Staff to explain coursework and job requirements for possible employment available at the Contractor's facility.
5. Any other appropriate transition service/activity as designated by the City and the contractor.

**AGREEMENT  
BETWEEN  
CITY OF WATERBURY, BOARD OF EDUCATION  
AND  
BRASS CITY CHARTER SCHOOL, INC.  
FOR  
TRANSITION SERVICES - SPECIAL EDUCATION**

**THIS AGREEMENT**, effective on the date signed by the Mayor (the "effective date") is by and between the City of Waterbury, the Board of Education, acting herein by Neil M. O'Leary, Mayor of the City of Waterbury, Chase Building, 236 Grand Street, Waterbury, Connecticut, 06702, duly authorized, hereinafter referred to as the "City" or the "Board" and Brass City Charter School, Inc. a federally recognized 501(c) (3) not-for-profit, duly registered domestic corporation, located at 212 Chestnut Avenue, Waterbury, Connecticut 06710, hereinafter referred to as the "Contractor".

**WHEREAS**, the City desires to provide a transition program for students with disabilities which includes training in problem solving skills, independent living skills, job skills and social skills in a work environment;

**WHEREAS**, the Contractor has agreed to partner with the City to provide transition services to include a prevocational and employment training program at the Contractor's facility; and

**WHEREAS**, the City and the Contractor have established guidelines for the operation of the program at the Contractor's facility.

**NOW THEREFORE**, it is mutually agreed as follows:

**1. Scope of Services**

The Contractor shall provide transition services, at the Contractors site, to a selected number of students with disabilities as selected by the City. The Contractor will provide such transition services to include instruction, prevocational and employment training, community experiences and, if appropriate, acquisition of daily living skills and functional vocational training as set forth in the attached Schedule A and as more specifically set forth in the child's individual I.E.P. The City will be responsible for the planning, implementing, evaluating and reviewing the transition program of each student. The Contractor and the City shall be responsible for the development and implementation of the employment training program.

Contractor will provide the students and City staff with an orientation of its facility, employees, and an explanation of its procedures and policies. In addition the Contractor will review the program responsibilities with City staff and students and be available throughout the day to supervise the implementation of the program. The student participants and the transition training program are further described as follows:

- A. Community Based Training (CBT) Students shall receive transition services up to two (2) days per week, for no more than one and one-half (1.5) hours per day, and no more than a total of three (3) hours per week. In addition to the Contractor's staff, the City will provide supervising school staff members (teachers and/or paraprofessionals), on site, as needed and determined by the City and the student's individual I.E.P. The City will be responsible for the planning, implementing, evaluating and reviewing the prevocational program of each student selected by the City. The City will provide transportation for each child attending said program.
- B. Individual Work Experience (IWE) Students shall receive transition training services for up to (3) days per week, for no more than three quarters (.75) of an hour to one (1) hour per day, for a total of two and one half (2.5) to three (3) hours per week. IWE students will be supervised by Contractor's staff or by a paraprofessional, if required by the student's individual education plan. The Contractor Staff will evaluate the student's employment training. The IWE teacher will check in weekly with the contractor's staff at the facility. The Contractor and the City have responsibility for the development and implementation of the employment training program. The City will provide transportation for each child attending said program.
- C. Single Student Interns shall receive transition training services for up to two (2) to eight (8) hours per week. Single Student Interns will be supervised by Contractor's Staff or by a paraprofessional only as determined by the Individual Student's Individual Education Plan. The Contractor and Waterbury staff will evaluate the student's employment training. The transition coordinator or her representative will check in weekly with the Contractor's staff at the facility. The Contractor and the City have responsibility for the development and implementation of the employment training program. The City will provide transportation for each child attending said program.

2. **Payment**

There shall be no compensation paid by the City to the Contractor, or to the City by the Contractor. The parties agree that the student's transition training is part of their educational program and as such the Students shall not be paid by either the City or the Contractor.

3. **Term**

The term of this Agreement shall be for the school years February 1, 2017 to August 31, 2017 or any part thereof.

4. **Representation Regarding Qualification**

The Contractor represents that its employees are licensed, if applicable, to perform the scope of work set forth in this Agreement. The Contractor further represents that its employees have the requisite skill, expertise and knowledge necessary to perform the scope of work required under the terms of this Agreement. If the Contractor is a

corporation, it shall provide a corporate resolution authorizing this Agreement and the signatory thereof.

**A. Representations regarding Criminal Violations.** The Contractor represents and warrants that it and its employees who are involved with City students in the transition program have no history of violations of the laws or regulations of the State of Connecticut pertaining to public health, have not been convicted of a crime, are not listed on the DCF Registry and have no criminal investigation pending. The Contractor further warrants and represents that it has conducted a records check of each individual and has found no such violation.

**5. Confidentiality**

The Contractor shall strictly adhere to all State and Federal Statutes, rules, policies, regulations, codes of participant protection and confidentiality, administrative directives of the State of Connecticut Board of Education and State Department of Education, as well as any policies, ordinances, rules and regulations established by the City of Waterbury regarding confidentiality of student records. If applicable, all information furnished by the City or gathered by the Contractor shall be used solely for the purposes of providing services under this agreement.

**A.** Contractor acknowledges that in the course of providing services under this Agreement, it may come into the possession of education records or information of City of Waterbury students as defined in and governed by Family Educational Rights and Privacy Act ("FERPA", 20 U.S.C. §1232g) and related regulations (34 C.F.R. § 99) and shall comply with the requirements of said statutes and regulations and shall hold said information in the strictest of confidence, and agrees to use information obtained from the City only for the purposes provided in this Agreement. Without the prior written consent of the student's parent or guardian, as required by FERPA, the Contractor has no authority to make disclosures of any information obtained in the course of performing this agreement.

**6. Debarment**

The Contractor hereby certifies that it and its principals are not debarred or suspended from doing business as required by Executive Orders 12549 and shall provide to the City of Waterbury a signed certificate regarding debarment and suspension.

**7. Indemnification**

**A.** The Contractor shall indemnify, defend and hold harmless the City, the City's Board of Education and their agents, officials and employees from and against all claims, suits, damages, losses, judgments, damages, costs and expenses including attorney's fees arising out of or resulting from the Contractors negligence or intentional act. The Contractor shall not be responsible if said claims result solely from the actions or negligence of the City and the Board and their officers, agents or employees.

B. Any insurance protection required by this Agreement, or otherwise provided by the Contractor, shall not in any way limit the responsibility to indemnify, keep and save harmless and defend the City as provided here.

8. **Contractor's Liability Insurance**

The Contractor shall provide all the insurance required under this section and said insurance has been approved by the City prior to the commencement of this agreement. Insurance shall be provided by insurers, satisfactory to the City and authorized to do business in the State of Connecticut, an "A-" Best's Rating and at least a Class V3 or better financial size category as shown in the most current A.M. Best Company ratings. The Contractor shall secure and maintain, for the duration of this Agreement, including any amendments hereto, with the City and the Board of Education being named as an additional insured party, the following minimum liability insurance coverage at no cost to the City.

A. **General Liability Insurance** coverage with limits of:

\$1,000,000.00 per Occurrence  
\$2,000,000.00 General Aggregate  
\$2,000,000.00 Products/completed operations Aggregate

B. **Worker's Compensation** Statutory limits within the State of Connecticut.

Employer Liability (EL):

\$500,000.00 EL Each Accident  
\$500,000.00 EL Disease Each Employee  
\$500,000.00 EL Disease Policy Limit

C. **Certificates of Insurance**

Contractor's General Liability Insurance policies/Certificates of Insurance shall be endorsed to add the City and its Board of Education as additional insured and provide a waiver of subrogation on all lines of coverage except Workers Compensation. The insurance afforded the additional insured shall be primary and non-contributory insurance and the coverage and limits provided under Contractor's policies shall not be reduced or prorated by the existence of any other insurance applicable to any loss the additional insured may have suffered. At the time Contractor executes this Contract, it shall furnish to the City, subject to City approval, certificate(s) of insurance including an Additional Insured Endorsement, and a Waiver of Subrogation Endorsement verifying the above coverages, and a 30-day notice of cancellation prior to the cancellation of any insurance. **The Certificates of Insurance must read: "The City of Waterbury and its Board of Education are listed as additional insured on a primary and non-contributory basis on all policies except Workers Compensation. All policies shall include a Waiver of subrogation."**

Such certificate(s) shall be subject to certification by the City's Risk Manager. The Contractor shall provide replacement and/or renewal certificates at least thirty (30) days prior to the expiration of the policy (ies). Said certificates shall contain

a provision that coverage afforded under the policies shall not be cancelled or reduced for any reasons unless written notice of no less than thirty (30) days has been mailed to:

City of Waterbury  
Attn: Education Dept.-Robert Brenker, 3rd Floor  
236 Grand Street  
Waterbury, CT 06702

Upon request, the Contractor shall deliver to the City a copy of its insurance policies and endorsements and riders.

**D. Failure to Maintain Insurance**

In the event the Contractor fails to maintain the minimum required coverage as set forth herein, the City may terminate this Agreement immediately upon information of no insurance coverage.

**9. Discriminatory Practices**

In performing this Agreement, the Contractor shall not discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, sex, age, religious creed, disability, national origin or ancestry, marital status, family status, prior psychiatric treatment, health care, military status or source of income or because of a handicap that is unrelated to the employee's or the applicant's ability to perform the duties of a particular job or position. Subcontracts with each subcontractor shall contain a provision requiring non-discrimination in employment as herein specified. This covenant is required pursuant to §93.04 of the Code of Ordinances of the City and any breach thereof may be regarded as a material breach of this Agreement. Said provisions with subcontractors shall require conformity and compliance with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements.

The Contractor shall admit any eligible child and shall not discriminate against any child regardless of race, religion, color, ancestry, natural origin, sex, handicap or disability.

**A. Equal Opportunity.**

In its execution of the performance of this Agreement, the Contractor shall not discriminate and shall comply with applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, national origin or citizenship status, age or handicap. The Contractor agrees to comply with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements and will require the same of all subcontractors.

10. **Assignability.**

The Contractor shall not assign any interest in this Agreement, and shall not transfer any interest in the same (whether by assignment or novation) without the prior written approval of the City.

11. **Interest of City Official**

No member of the governing body of the City, and no other officer, employee, or agent of the City who exercises any functions or responsibilities in connection with the carrying out of this Agreement, shall have any personal interest, direct or indirect, in this Agreement.

12. **Prohibition Against Gratuities and Kickbacks**

No person shall offer, give, or agree to give any current or former public official, employee or member of a board or commission, or for such current or former public official, employee or member of a board or commission to solicit, demand, accept or agree to accept from another person a gratuity or an offer of employment in connection with any: decision; approval; disapproval; recommendation; preparation of any part of a program requirement or a requisition; influencing the content of any specification or procurement standard; or rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application, request for ruling, determination, claim or controversy, or other particular matter pertaining to any program requirement or a contract or purchase order, or to any solicitation or proposal therefore.

No person shall make any payment, gratuity, or offer of employment as an inducement for the award of a subcontract or order, by or on behalf of a subcontractor, the prime contractor or higher tier subcontractor or any person associated therewith, under contract or purchase order to the City.

The value of anything transferred or received in violation of the provisions of this Chapter or regulations promulgated hereunder by any person subject to this Chapter may be recovered by the City.

13. **Prohibition Against Contingency Fees**

The Contractor hereby represents that it has not retained anyone to solicit or secure a contract with the City upon an agreement or understanding for a commission, percentage, brokerage or contingency fee.

14. **City of Waterbury's Ethics Code Ordinance**

The Contractor hereby acknowledges receipt of the City of Waterbury's Ordinance regarding Ethics and Conflicts of Interest and has familiarized itself with said Code.

15. **Entire Agreement.**

This Agreement shall constitute the complete and exclusive statement of the contract between the parties as it relates to this transaction and supersedes all previous agreements and understandings, whether written or oral, relating to such subject matter. Any



amendment to this Agreement must be in writing and agreed to by the City and the Contractor.

**16. Independent Contractor Relationship.**

The relationship between the City and the Contractor is that of independent contractor. No agent, employee, or servant of the Contractor shall be deemed to be an employee, agent or servant of the City. The Contractor shall be solely and entirely responsible for its acts and the acts of its agents, employees, servants and subcontractors during the performance of this Agreement.

Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the City, the Contractor or any employee, or agent of the Contractor. Both parties acknowledge that the Contractor and its employees are not employees of the City for federal or state tax purposes.

As the Contractor and its employees are not employees of the City, the Contractor is responsible for paying all required state and federal taxes for its employees. In particular:

- A. The City will not withhold FICA (Social Security) for the Contractor.
- B. The City will not make state or federal unemployment insurance contributions on behalf of the Contractor or its employees or agents.
- C. The City will not withhold state or federal income tax from payment to the Contractor or its employees or agents.
- D. The City will not make disability insurance contributions on behalf of the Contractor or its employees or agents.
- E. The City will not obtain workers' compensation insurance on behalf of the Contractor or its employees or agents.

**17. Severability.**

Whenever possible, each provision of this Agreement shall be interpreted in such a manner as to be effective and valid under applicable law. If any provision of this Agreement, however, is held to be prohibited or invalid under applicable law, such provision shall be deemed restated to reflect the original intentions of the parties, as nearly as possible in accordance with applicable law.

**18. Termination**

Either Party may terminate this agreement at any time upon a 30 day written notice to the other Party.

**19. Non-Appropriation.**

The Contractor acknowledges that the City is a municipal corporation and that the City's obligation to make payments under this Agreement is contingent upon the appropriation

by the City's Board of Aldermen of funds sufficient for such purposes, for each budget year in which this Agreement is in effect. If sufficient funds to provide for the payment(s) hereunder are not appropriated, the City may terminate this Agreement upon notice in writing to the Contractor.

**20. Governing Laws.**

This Agreement, its terms and conditions and any claims arising therefrom shall be governed by the laws of the State of Connecticut.

**IN WITNESS WHEREOF**, the parties have hereunto set their hands and seals the day and year first written below.

**WITNESS:**

**CITY OF WATERBURY**

\_\_\_\_\_

By: \_\_\_\_\_

Neil M. O'Leary  
Mayor, City of Waterbury

\_\_\_\_\_  
Print name

Date: \_\_\_\_\_

**WITNESS:**

**CONTRACTOR:  
BRASS CITY CHARTER SCHOOL,  
INC.**

\_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Print Name and Title

Date: \_\_\_\_\_

**SCHEDULE A**  
**SCOPE OF SERVICES AND TASK LIST**

**The Contractor shall provide the following transition services to students designated by the City. Each student may receive all or some instruction with regard to the transition services listed below.**

1. Food preparation and custodial tasks in the Kitchen.
2. Maintenance and custodial work in the BCC School Building.
3. Any other appropriate service as designated by the City and the Contractor.

**AGREEMENT  
BETWEEN  
CITY OF WATERBURY, BOARD OF EDUCATION  
AND  
CHILDREN'S COMMUNITY SCHOOL, INC.  
FOR  
TRANSITION SERVICES - SPECIAL EDUCATION**

**THIS AGREEMENT**, effective on the date signed by the Mayor (the "effective date") is by and between the City of Waterbury, the Board of Education, acting herein by Neil M. O'Leary, Mayor of the City of Waterbury, Chase Building, 236 Grand Street, Waterbury, Connecticut, 06702, duly authorized, hereinafter referred to as the "City" or the "Board" and Children's Community School, Inc. a federally recognized 501(c) (3) not-for-profit, duly registered domestic corporation, located at 31 Wolcott Street, Waterbury, Connecticut 06702, hereinafter referred to as the "Contractor".

**WHEREAS**, the City desires to provide a transition program for students with disabilities which includes training in problem solving skills, independent living skills, job skills and social skills in a work environment;

**WHEREAS**, the Contractor has agreed to partner with the City to provide transitional services to include a prevocational and employment training program at the Contractor's facility; and

**WHEREAS**, the City and the Contractor have established guidelines for the operation of the program at the Contractor's facility.

**NOW THEREFORE**, it is mutually agreed as follows:

**1. Scope of Services**

The Contractor shall provide transitional services, at the Contractors site, to a selected number of students with disabilities as selected by the City. The Contractor will provide such transition services to include instruction, prevocational and employment training, community experiences and, if appropriate, acquisition of daily living skills and functional vocational training as set forth in the attached Schedule A and as more specifically set forth in the child's individual I.E.P. The City will be responsible for the planning, implementing, evaluating and reviewing the transitional program of each student. The Contractor and the City shall be responsible for the development and implementation of the employment training program.

Contractor will provide the students and City staff with an orientation of its facility, employees, and an explanation of its procedures and policies. In addition the Contractor will review the program responsibilities with City staff and students and be available throughout the day to supervise the implementation of the program. The student participants and the transitional training program are further described as follows:

- A. Community Based Training (CBT) Students shall receive transitional services up to two (2) days per week, for no more than one and one-half (1.5) hours per day, and no more than a total of three (3) hours per week. In addition to the Contractor's staff, the City will provide supervising school staff members (teachers and/or paraprofessionals), on site, as needed and determined by the City and the student's individual I.E.P. The City will be responsible for the planning, implementing, evaluating and reviewing the prevocational program of each student selected by the City. The City will provide transportation for each child attending said program.
- B. Individual Work Experience (IWE) Students shall receive transitional training services for up to (3) days per week, for no more than three quarters (.75) of an hour to one (1) hour per day, for a total of two and one half (2.5) to three (3) hours per week. IWE students will be supervised by Contractor's staff or by a paraprofessional, if required by the student's individual education plan. The Contractor Staff will evaluate the student's employment training. The IWE teacher will check in weekly with the contractor's staff at the facility. The Contractor and the City have responsibility for the development and implementation of the employment training program. The City will provide transportation for each child attending said program.
- C. Single Student Interns shall receive transitional training services for up to two (2) to eight (8) hours per week. Single Student Interns will be supervised by Contractor's Staff or by a paraprofessional only as determined by the Individual Student's Individual Education Plan. The Contractor and Waterbury staff will evaluate the student's employment training. The transition coordinator or her representative will check in weekly with the Contractor's staff at the facility. The Contractor and the City have responsibility for the development and implementation of the employment training program. The City will provide transportation for each child attending said program.

2. **Payment**

There shall be no compensation paid by the City to the Contractor, or to the City by the Contractor. The parties agree that the student's transitional training is part of their educational program and as such the Students shall not be paid by either the City or the Contractor.

3. **Term**

The term of this Agreement shall be for the school years February 1, 2017 to August 31, 2017 or any part thereof.

4. **Representation Regarding Qualification**

The Contractor represents that its employees are licensed, if applicable, to perform the scope of work set forth in this Agreement. The Contractor further represents that its employees have the requisite skill, expertise and knowledge necessary to perform the scope of work required under the terms of this Agreement. If the Contractor is a

corporation, it shall provide a corporate resolution authorizing this Agreement and the signatory thereof.

- A. **Representations regarding Criminal Violations.** The Contractor represents and warrants that it and its employees who are involved with City students in the transitional program have no history of violations of the laws or regulations of the State of Connecticut pertaining to public health, have not been convicted of a crime, are not listed on the DCF Registry and have no criminal investigation pending. The Contractor further warrants and represents that it has conducted a records check of each individual and has found no such violation.

5. **Confidentiality**

The Contractor shall strictly adhere to all State and Federal Statutes, rules, policies, regulations, codes of participant protection and confidentiality, administrative directives of the State of Connecticut Board of Education and State Department of Education, as well as any policies, ordinances, rules and regulations established by the City of Waterbury regarding confidentiality of student records. If applicable, all information furnished by the City or gathered by the Contractor shall be used solely for the purposes of providing services under this agreement.

- A. Contractor acknowledges that in the course of providing services under this Agreement, it may come into the possession of education records or information of City of Waterbury students as defined in and governed by Family Educational Rights and Privacy Act ("FERPA", 20 U.S.C. §1232g) and related regulations (34 C.F.R. § 99) and shall comply with the requirements of said statutes and regulations and shall hold said information in the strictest of confidence, and agrees to use information obtained from the City only for the purposes provided in this Agreement. Without the prior written consent of the student's parent or guardian, as required by FERPA, the Contractor has no authority to make disclosures of any information obtained in the course of performing this agreement.

6. **Debarment**

The Contractor hereby certifies that it and its principals are not debarred or suspended from doing business as required by Executive Orders 12549 and shall provide to the City of Waterbury a signed certificate regarding debarment and suspension.

7. **Indemnification**

- A. The Contractor shall indemnify, defend and hold harmless the City, the City's Board of Education and their agents, officials and employees from and against all claims, suits, damages, losses, judgments, damages, costs and expenses including attorney's fees arising out of or resulting from the Contractor's negligence or intentional act. The Contractor shall not be responsible if said claims result solely from the actions or negligence of the City and the Board and their officers, agents or employees.

B. Any insurance protection required by this Agreement, or otherwise provided by the Contractor, shall not in any way limit the responsibility to indemnify, keep and save harmless and defend the City as provided here.

8. **Contractor's Liability Insurance**

The Contractor shall provide all the insurance required under this section and said insurance has been approved by the City prior to the commencement of this agreement., Insurance shall be provided by insurers, satisfactory to the City and authorized to do business in the State of Connecticut, an "A-" Best's Rating and at least a Class V3 or better financial size category as shown in the most current A.M. Best Company ratings. The Contractor shall secure and maintain, for the duration of this Agreement, including any amendments hereto, with the City and the Board of Education being named as an additional insured party, the following minimum liability insurance coverage at no cost to the City.

A. **General Liability Insurance** coverage with limits of:

\$1,000,000.00 per Occurrence

\$2,000,000.00 General Aggregate

\$2,000,000.00 Products/completed operations Aggregate

B. **Worker's Compensation** Statutory limits within the State of Connecticut.

Employer Liability (EL):

\$500,000.00 EL Each Accident

\$500,000.00 EL Disease Each Employee

\$500,000.00 EL Disease Policy Limit

C. **Certificates of Insurance**

Contractor's General Liability Insurance policies/Certificates of Insurance shall be endorsed to add the City and its Board of Education as additional insured and provide a waiver of subrogation on all lines of coverage except Workers Compensation. The insurance afforded the additional insured shall be primary and non-contributory insurance and the coverage and limits provided under Contractor's policies shall not be reduced or prorated by the existence of any other insurance applicable to any loss the additional insured may have suffered. At the time Contractor executes this Contract, it shall furnish to the City, subject to City approval, certificate(s) of insurance including an Additional Insured Endorsement, and a Waiver of Subrogation Endorsement verifying the above coverages, and a 30-day notice of cancellation prior to the cancellation of any insurance. The Certificates of Insurance must read: "The City of Waterbury and its Board of Education are listed as additional insured on a primary and non-contributory basis on all policies except Workers Compensation. All policies shall include a Waiver of subrogation."

Such certificate(s) shall be subject to certification by the City's Risk Manager. The Contractor shall provide replacement and/or renewal certificates at least thirty (30) days prior to the expiration of the policy (ies). Said certificates shall contain

a provision that coverage afforded under the policies shall not be cancelled or reduced for any reasons unless written notice of no less than thirty (30) days has been mailed to:

City of Waterbury  
Attn: Education Dept.-Robert Brenker, 3rd Floor  
236 Grand Street  
Waterbury, CT 06702

Upon request, the Contractor shall deliver to the City a copy of its insurance policies and endorsements and riders.

**D. Failure to Maintain Insurance**

In the event the Contractor fails to maintain the minimum required coverage as set forth herein, the City may terminate this Agreement immediately upon information of no insurance coverage.

**9. Discriminatory Practices**

In performing this Agreement, the Contractor shall not discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, sex, age, religious creed, disability, national origin or ancestry, marital status, family status, prior psychiatric treatment, health care, military status or source of income or because of a handicap that is unrelated to the employee's or the applicant's ability to perform the duties of a particular job or position. Subcontracts with each subcontractor shall contain a provision requiring non-discrimination in employment as herein specified. This covenant is required pursuant to §93.04 of the Code of Ordinances of the City and any breach thereof may be regarded as a material breach of this Agreement. Said provisions with subcontractors shall require conformity and compliance with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements.

The Contractor shall admit any eligible child and shall not discriminate against any child regardless of race, religion, color, ancestry, natural origin, sex, handicap or disability.

**A. Equal Opportunity.**

In its execution of the performance of this Agreement, the Contractor shall not discriminate and shall comply with applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, national origin or citizenship status, age or handicap. The Contractor agrees to comply with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and

**10. Assignability.**

The Contractor shall not assign any interest in this Agreement, and shall not transfer any interest in the same (whether by assignment or novation) without the prior written approval of the City.



11. Interest of City Official

No member of the governing body of the City, and no other officer, employee, or agent of the City who exercises any functions or responsibilities in connection with the carrying out of this Agreement, shall have any personal interest, direct or indirect, in this Agreement.

12. Prohibition Against Gratuities and Kickbacks

No person shall offer, give, or agree to give any current or former public official, employee or member of a board or commission, or for such current or former public official, employee or member of a board or commission to solicit, demand, accept or agree to accept from another person a gratuity or an offer of employment in connection with any: decision; approval; disapproval; recommendation; preparation of any part of a program requirement or a requisition; influencing the content of any specification or procurement standard; or rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application, request for ruling, determination, claim or controversy, or other particular matter pertaining to any program requirement or a contract or purchase order, or to any solicitation or proposal therefore.

No person shall make any payment, gratuity, or offer of employment as an inducement for the award of a subcontract or order, by or on behalf of a subcontractor, the prime contractor or higher tier subcontractor or any person associated therewith, under contract or purchase order to the City.

The value of anything transferred or received in violation of the provisions of this Chapter or regulations promulgated hereunder by any person subject to this Chapter may be recovered by the City.

13. Prohibition Against Contingency Fees

The Contractor hereby represents that it has not retained anyone to solicit or secure a contract with the City upon an agreement or understanding for a commission, percentage, brokerage or contingency fee.

14. City of Waterbury's Ethics Code Ordinance

The Contractor hereby acknowledges receipt of the City of Waterbury's Ordinance regarding Ethics and Conflicts of Interest and has familiarized itself with said Code.

15. Entire Agreement.

This Agreement shall constitute the complete and exclusive statement of the contract between the parties as it relates to this transaction and supersedes all previous agreements and understandings, whether written or oral, relating to such subject matter. Any amendment to this Agreement must be in writing and agreed to by the City and the Contractor.

16. **Independent Contractor Relationship.**

The relationship between the City and the Contractor is that of independent contractor. No agent, employee, or servant of the Contractor shall be deemed to be an employee, agent or servant of the City. The Contractor shall be solely and entirely responsible for its acts and the acts of its agents, employees, servants and subcontractors during the performance of this Agreement.

Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the City, the Contractor or any employee, or agent of the Contractor. Both parties acknowledge that the Contractor and its employees are not employees of the City for federal or state tax purposes.

As the Contractor and its employees are not employees of the City, the Contractor is responsible for paying all required state and federal taxes for its employees. In particular:

- A. The City will not withhold FICA (Social Security) for the Contractor.
- B. The City will not make state or federal unemployment insurance contributions on behalf of the Contractor or its employees or agents.
- C. The City will not withhold state or federal income tax from payment to the Contractor or its employees or agents.
- D. The City will not make disability insurance contributions on behalf of the Contractor or its employees or agents.
- E. The City will not obtain workers' compensation insurance on behalf of the Contractor or its employees or agents.

17. **Severability.**

Whenever possible, each provision of this Agreement shall be interpreted in such a manner as to be effective and valid under applicable law. If any provision of this Agreement, however, is held to be prohibited or invalid under applicable law, such provision shall be deemed restated to reflect the original intentions of the parties, as nearly as possible in accordance with applicable law.

18. **Termination**

Either Party may terminate this agreement at any time upon a 30 day written notice to the other Party.

19. **Non-Appropriation.**

The Contractor acknowledges that the City is a municipal corporation and that the City's obligation to make payments under this Agreement is contingent upon the appropriation by the City's Board of Aldermen of funds sufficient for such purposes, for each budget year in which this Agreement is in effect. If sufficient funds to provide for the

payment(s) hereunder are not appropriated, the City may terminate this Agreement upon notice in writing to the Contractor.

20. Governing Laws.

This Agreement, its terms and conditions and any claims arising therefrom shall be governed by the laws of the State of Connecticut.

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals the day and year first written below.

WITNESS:

CITY OF WATERBURY

\_\_\_\_\_

By: \_\_\_\_\_

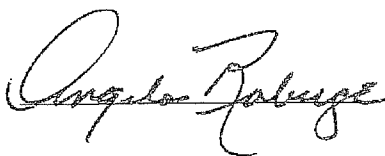
Neil M. O'Leary  
Mayor, City of Waterbury

\_\_\_\_\_  
Print name

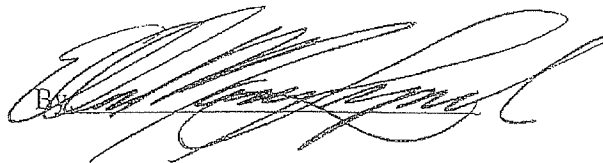
Date: \_\_\_\_\_

WITNESS:

CONTRACTOR:  
CHILDREN'S COMMUNITY SCHOOL,  
INC.



  
Print name

By: 

ELLEN MARY LYNCH  
Print Name and Title EXECUTIVE DIRECTOR

Date: 2/28/2017

## SCHEDULE A SCOPE OF SERVICES AND TASK LIST

The Contractor shall provide the following transition services to students designated by the City. Each Student may receive all or some instruction with regard to the transition services listed below.

**Kitchen Job Tasks- Contractor shall instruct the student assigned to kitchen job tasks in the following tasks:**

1. Using soap, wash hands in the hand washing sink, dry hands with paper towels and put on gloves.
2. Meeting with contractor's staff for job tasks and instructions
3. Asking staff for classroom index cards which will contain the classroom number and how many students are in the class. Students arrange index cards on tables according to classrooms.
4. Gathering and placing milk crates/trays from back tables with corresponding index cards.
5. Obtaining supplies from back shelves (plates, napkins, etc.).
6. Counting out correct number of items into each crate/tray.
7. Going to the cooler and counting out correct number of milk and juices into each crate/tray.
8. Counting out correct number of hot or cold breakfast items into each crate/tray.
9. Counting items with staff to insure correct number of items are in crates.
10. Picking up crates (groups of 2 with staff as needed) by students who walk out of the kitchen and deliver the crates to the appropriate classes.
11. Exhibiting proper etiquette upon arrival at classrooms (i.e. knocking on doors and entering rooms, greeting teacher and waiting for a response to enter).
12. Entering the classroom, students greet teacher and students appropriately (Hello or Good Morning)
13. Placing trays on desk or table as requested by the teacher, unpacking items from crate and arranging them on table upon request.
14. Leaving the room and return to the kitchen for more deliveries.
15. Cleaning up kitchen by students upon completion of deliveries.
16. Wiping down tables, sweeping floor, and wiping down counter tops, refrigerators, cabinets, and shelves.
17. Washing, drying, and putting away, dishes, pots, pans and kitchen items.
18. Returning to classrooms (if needed) to get crates/trays.
19. Cleaning crates/trays and replacing them on tables.
20. Setting up chairs and tables, restocking supplies (i.e. straws, napkins, spoons, forks)
21. Breaking down boxes and walk outside to place in dumpster upon completion of work, students sit at tables and review performance with staff and plan for next visit

**Contractor shall instruct Students assigned to maintenance in the CCS School Building in the proper methods and procedures for following tasks:**

Students report to main entrance of the building. Students proceed up to the second floor bathroom to pick up cleaning supplies

1. Wearing gloves.
2. Sweeping all hallways and stairwells.
3. Reporting to all classrooms to pick up and empty trash and when needed, to vacuum rugs and mats where appropriate.
4. Dusting lockers and washing and cleaning of all accessible windows and mirrors.

**Contractor shall instruct Students assigned to maintenance on the CCS Grounds in the proper methods and procedures for the following Maintenance Job Tasks:**

Contractor shall instruct the students to report to the main entrance of the building, walk around back of school building to get to the playscape located on church property, open playscape gate and walk to shed. There they will be instructed to obtain the following items when necessary:

1. Rakes, shovels or brooms and put on gloves.
2. Rake up wood shavings around playscape, pick the wood chips up with the shovel and put them back in the play scape,
3. Sweep up leaves and debris around playscape area and school yard.
4. When needed, pull weeds and remove debris from garden area.
5. Students, when needed, pull weeds and remove debris in the front garden area
6. Pick up loose trash from school yard.
7. Return tools to shed upon leaving.

**Contractor shall instruct Students assisting teachers in preschool rooms in the following Preschool Teacher's Assistant Job Tasks:**

1. Assisting assigned student(s) on teacher planned skills reinforcement exercises.
2. Assisting teacher/classroom aide during indoor whole group lessons/play.
3. Assisting the teacher/classroom aide in monitoring outdoor play activities on the playground.
4. Assisting the pre-k students during snack time.
5. Assisting the teacher and /aide with transitioning students to and from the bathroom.
6. Assist in the maintaining, disinfecting, and organizing of classroom equipment.

**Any other appropriate service as designated by the City and the Contractor**

**AGREEMENT  
BETWEEN  
CITY OF WATERBURY, BOARD OF EDUCATION  
AND  
LOEHMANN -BLASIUS CHEVROLET, INC.  
FOR  
TRANSITION SERVICES - SPECIAL EDUCATION**

**THIS AGREEMENT**, effective on the date signed by the Mayor (the "effective date") is by and between the City of Waterbury, the Board of Education, acting herein by Neil M. O'Leary, Mayor of the City of Waterbury, Chase Building, 236 Grand Street, Waterbury, Connecticut, 06702, duly authorized, hereinafter referred to as the "City" or the "Board" and Loehmann - Blasius Chevrolet, Inc., duly registered domestic corporation, located at 1-84 at Scott Road, Waterbury, Connecticut 06723, hereinafter referred to as the "Contractor".

**WHEREAS**, the City desires to provide a transition program for students with disabilities which includes training in problem solving skills, independent living skills, job skills and social skills in a work environment;

**WHEREAS**, the Contractor has agreed to partner with the City to provide a prevocational and employment training program at the Contractor's facility; and

**WHEREAS**, the City and the Contractor have established guidelines for the operation of the program at the Contractor's facility.

**NOW THEREFORE**, it is mutually agreed as follows:

**1. Scope of Services.**

The Contractor shall provide transitional services, at the Contractors site, to a selected number of students with disabilities selected by City. The Contractor will provide such transition services to include instruction, prevocational and employment training, community experiences and, if appropriate, acquisition of daily living skills and functional vocational training as set forth in the attached Schedule A and as more specifically set forth in the child's individual I.E.P. The City will be responsible for the planning, implementing, evaluating and reviewing the transitional program of each student. The Contractor and the City shall be responsible for the development and implementation of the employment training program.

Contractor will provide the students and City staff with an orientation of its facility, employees, and an explanation of its procedures and policies. In addition the Contractor will review the program responsibilities with City staff and students and be available throughout the day to supervise the implementation of the program. The student participants and the transitional training program are further described as follows:

- A. Individual Work Experience (IWE), Behavior Disorder Learning Center (BDLC) and State Street Students shall receive transitional training services for up to (3) days per week, for no more than three quarters (.75) of an hour to one (1) hour per day, for a total of two and one half (2.5) to three (3) hours per week. IWE students will be supervised by Contractor's staff or by a paraprofessional, if required by the student's individual education plan. The Contractor Staff will evaluate the student's employment training. The IWE teacher will check in weekly with the contractor's staff at the facility. The Contractor and the City have responsibility for the development and implementation of the employment training program. The City will provide transportation for each child attending said program.
- B. Single Student Interns shall receive transitional training services for up to two (2) to eight (8) hours per week. Single Student Interns will be supervised by Contractor's Staff or by a paraprofessional only as determined by the Individual Student's Individual Education Plan. The Contractor and Waterbury staff will evaluate the student's employment training. The transition coordinator or her representative will check in weekly with the Contractor's staff at the facility. The Contractor and the City have responsibility for the development and implementation of the employment training program. The City will provide transportation for each child attending said program.

2. **Payment.**

There shall be no compensation paid by the City to the Contractor, or to the City by the Contractor. The parties agree that the student's transitional training is part of their educational program and as such the Students shall not be paid by either the City or the Contractor.

3. **Term**

The term of this Agreement shall be for the school years March 1, 2017 to August 31, 2017 or any part thereof.

4. **Representation Regarding Qualification.**

The Contractor represents that its employees are licensed, if applicable, to perform the scope of work set forth in this Agreement. The Contractor further represents that its employees have the requisite skill, expertise and knowledge necessary to perform the scope of work required under the terms of this Agreement. If the Contractor is a corporation, it shall provide a corporate resolution authorizing this Agreement and the signatory thereof.

- A. **Representations regarding Criminal Violations.** The Contractor represents and warrants that it and its employees who are involved with City students in the transitional program have no history of violations of the laws or regulations of the

State of Connecticut pertaining to public health, have not been convicted of a crime, are not listed on the DCF Registry and have no criminal investigation pending. The Contractor further warrants and represents that it has conducted a records check of each individual and has found no such violation.

5. **Confidentiality.**

The Contractor shall strictly adhere to all State and Federal Statutes, rules, policies, regulations, codes of participant protection and confidentiality, administrative directives of the State of Connecticut Board of Education and State Department of Education, as well as any policies, ordinances, rules and regulations established by the City of Waterbury regarding confidentiality of student records. If applicable, all information furnished by the City or gathered by the Contractor shall be used solely for the purposes of providing services under this agreement.

A. Contractor acknowledges that in the course of providing services under this Agreement, it may come into the possession of education records or information of City of Waterbury students as defined in and governed by Family Educational Rights and Privacy Act ("FERPA", 20 U.S.C. §1232g) and related regulations (34 C.F.R. § 99) and shall comply with the requirements of said statutes and regulations and shall hold said information in the strictest of confidence, and agrees to use information obtained from the City only for the purposes provided in this Agreement. Without the prior written consent of the student's parent or guardian, as required by FERPA, the Contractor has no authority to make disclosures of any information obtained in the course of performing this agreement.

6. **Indemnification.**

A. The Contractor shall indemnify, defend and hold harmless the City, the City's Board of Education and their agents, officials and employees from and against all claims, suits, damages, losses, judgments, damages, costs and expenses including attorney's fees arising out of or resulting from the Contractors negligence or intentional act. The Contractor shall not be responsible if said claims result solely from the actions or negligence of the City and the Board and their officers, agents or employees.

B. Any insurance protection required by this Agreement, or otherwise provided by the Contractor, shall not in any way limit the responsibility to indemnify, keep and save harmless and defend the City as provided here.

7. **Contractor's Liability Insurance.**

The Contractor shall provide all the insurance required under this section and said insurance has been approved by the City prior to the commencement of this agreement., Insurance shall be provided by insurers, satisfactory to the City and authorized to do business in the State of Connecticut, an "A-" Best's Rating and at least a Class V3 or better financial size category as shown in the most current A.M. Best Company ratings. The Contractor shall secure and maintain, for the duration of this Agreement, including any amendments hereto, with the City and the Board of Education being named as an



additional insured party, the following minimum liability insurance coverage at no cost to the City.

A. **General Liability Insurance** coverage with limits of:

\$1,000,000.00 per Occurrence

\$2,000,000.00 General Aggregate

\$2,000,000.00 Products/completed operations Aggregate

B. **Worker's Compensation** Statutory limits within the State of Connecticut.

Employer Liability (EL):

\$500,000.00 EL Each Accident

\$500,000.00 EL Disease Each Employee

\$500,000.00 EL Disease Policy Limit

C. **Certificates of Insurance.**

Contractor's General Liability Insurance policies/Certificates of Insurance shall be endorsed to add the City and its Board of Education as additional insured and provide a waiver of subrogation on all lines of coverage except Workers Compensation. The insurance afforded the additional insured shall be primary and non-contributory insurance and the coverage and limits provided under Contractor's policies shall not be reduced or prorated by the existence of any other insurance applicable to any loss the additional insured may have suffered. At the time Contractor executes this Contract, it shall furnish to the City, subject to City approval, certificate(s) of insurance including an Additional Insured Endorsement, and a Waiver of Subrogation Endorsement verifying the above coverages, and a 30-day notice of cancellation prior to the cancellation of any insurance. **The Certificates of Insurance must read: "The City of Waterbury and its Board of Education are listed as additional insured on a primary and non-contributory basis on all policies except Workers Compensation. All policies shall include a Waiver of subrogation."**

Such certificate(s) shall be subject to certification by the City's Risk Manager. The Contractor shall provide replacement and/or renewal certificates at least thirty (30) days prior to the expiration of the policy (ies). Said certificates shall contain a provision that coverage afforded under the policies shall not be cancelled or reduced for any reasons unless written notice of no less than thirty (30) days has been mailed to:

City of Waterbury  
Attn: Education Dept.-Robert Brenker, 3rd Floor  
236 Grand Street  
Waterbury, CT 06702

Upon request, the Contractor shall deliver to the City a copy of its insurance policies and endorsements and riders.

**D. Failure to Maintain Insurance.**

In the event the Contractor fails to maintain the minimum required coverage as set forth herein, the City may terminate this Agreement immediately upon information of no insurance coverage.

**8. Discriminatory Practices.**

In performing this Agreement, the Contractor shall not discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, sex, age, religious creed, disability, national origin or ancestry, marital status, family status, prior psychiatric treatment, health care, military status or source of income or because of a handicap that is unrelated to the employee's or the applicant's ability to perform the duties of a particular job or position. Subcontracts with each subcontractor shall contain a provision requiring non-discrimination in employment as herein specified. This covenant is required pursuant to §93.04 of the Code of Ordinances of the City and any breach thereof may be regarded as a material breach of this Agreement. Said provisions with subcontractors shall require conformity and compliance with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements.

The Contractor shall admit any eligible child and shall not discriminate against any child regardless of race, religion, color, ancestry, natural origin, sex, handicap or disability.

**A. Equal Opportunity.**

In its execution of the performance of this Agreement, the Contractor shall not discriminate and shall comply with applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, national origin or citizenship status, age or handicap. The Contractor agrees to comply with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and

**9. Assignability.**

The Contractor shall not assign any interest in this Agreement, and shall not transfer any interest in the same (whether by assignment or novation) without the prior written approval of the City.

**10. Interest of City Officials.**

No member of the governing body of the City, and no other officer, employee, or agent of the City who exercises any functions or responsibilities in connection with the carrying out of this Agreement, shall have any personal interest, direct or indirect, in this Agreement.

**11. Prohibition Against Gratuities and Kickbacks.**

No person shall offer, give, or agree to give any current or former public official, employee or member of a board or commission, or for such current or former public official, employee or member of a board or commission to solicit, demand, accept or agree to accept from another person a gratuity or an offer of employment in connection

with any: decision; approval; disapproval; recommendation; preparation of any part of a program requirement or a requisition; influencing the content of any specification or procurement standard; or rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application, request for ruling, determination, claim or controversy, or other particular matter pertaining to any program requirement or a contract or purchase order, or to any solicitation or proposal therefore.

No person shall make any payment, gratuity, or offer of employment as an inducement for the award of a subcontract or order, by or on behalf of a subcontractor, the prime contractor or higher tier subcontractor or any person associated therewith, under contract or purchase order to the City.

The value of anything transferred or received in violation of the provisions of this Chapter or regulations promulgated hereunder by any person subject to this Chapter may be recovered by the City.

**12. Prohibition Against Contingency Fees.**

The Contractor hereby represents that it has not retained anyone to solicit or secure a contract with the City upon an agreement or understanding for a commission, percentage, brokerage or contingency fee.

**13. City of Waterbury's Ethics Code Ordinance.**

The Contractor hereby acknowledges receipt of the City of Waterbury's Ordinance regarding Ethics and Conflicts of Interest and has familiarized itself with said Code.

**14. Entire Agreement.**

This Agreement shall constitute the complete and exclusive statement of the contract between the parties as it relates to this transaction and supersedes all previous agreements and understandings, whether written or oral, relating to such subject matter. Any amendment to this Agreement must be in writing and agreed to by the City and the Contractor.

**15. Independent Contractor Relationship.**

The relationship between the City and the Contractor is that of independent contractor. No agent, employee, or servant of the Contractor shall be deemed to be an employee, agent or servant of the City. The Contractor shall be solely and entirely responsible for its acts and the acts of its agents, employees, servants and subcontractors during the performance of this Agreement.

Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the City, the Contractor or any employee, or agent of the Contractor. Both parties acknowledge that the Contractor and its employees are not employees of the City for federal or state tax purposes.

As the Contractor and its employees are not employees of the City, the Contractor is responsible for paying all required state and federal taxes.

16. **Severability.**

Whenever possible, each provision of this Agreement shall be interpreted in such a manner as to be effective and valid under applicable law. If any provision of this Agreement, however, is held to be prohibited or invalid under applicable law, such provision shall be deemed restated to reflect the original intentions of the parties, as nearly as possible in accordance with applicable law.

17. **Termination.**

Either Party may terminate this agreement at any time upon a 30 day written notice to the other Party.

18. **Non-Appropriation.**

The Contractor acknowledges that the City is a municipal corporation and that the City's obligation to make payments, if any, under this Agreement is contingent upon the appropriation by the City's Board of Aldermen of funds sufficient for such purposes, for each budget year in which this Agreement is in effect. If sufficient funds to provide for the payment(s) hereunder are not appropriated, the City may terminate this Agreement upon notice in writing to the Contractor.

19. **Governing Laws.**

This Agreement, its terms and conditions and any claims arising therefrom shall be governed by the laws of the State of Connecticut.

[Signature page follows.]

**IN WITNESS WHEREOF**, the parties have hereunto set their hands and seals the day and year first written below.

**WITNESS:**

**CITY OF WATERBURY**

\_\_\_\_\_

By: \_\_\_\_\_  
Neil M. O'Leary  
Mayor, City of Waterbury

\_\_\_\_\_  
Print name

Date: \_\_\_\_\_

**WITNESS:**

**CONTRACTOR:**  
**LOEHMANN-BLASIUS CHEVROLET,**  
**INC.**

\_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Print Name and Title

Date: \_\_\_\_\_

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cadillac - transition site crt16-336\bc draft #2 2.17.17.docm

**SCHEDULE A**  
**SCOPE OF SERVICES AND TASK LIST**

The Contractor shall provide the following transition services to students designated by the City. Each student may receive all or some instruction with regard to the transition services listed below.

1. Instruction on proper washing and detailing of automobiles in the maintenance garage.
2. Instruction of other tasks within the maintenance garage if appropriate.
3. Any other appropriate transition service/activity as designated by the City and the Contractor.

**AGREEMENT  
BETWEEN  
CITY OF WATERBURY, BOARD OF EDUCATION  
AND  
MT. OLIVE A.M.E. ZION SENIOR CITIZENS CENTER, INC.  
FOR  
TRANSITION SERVICES - SPECIAL EDUCATION**

**THIS AGREEMENT**, effective on the date signed by the Mayor (the "effective date") is by and between the City of Waterbury, the Board of Education, acting herein by Neil M. O'Leary, Mayor of the City of Waterbury, Chase Building, 236 Grand Street, Waterbury, Connecticut, 06702, duly authorized, hereinafter referred to as the "City" or the "Board" and the MT. Olive A.M.E. Zion Senior Citizens Center, Inc., a federally recognized 501(c) (3) not-for-profit, duly registered domestic corporation, located at 82 Pearl Street, Waterbury, Connecticut 06704, hereinafter referred to as the "Contractor".

**WHEREAS**, the City desires to provide a transition program for students with disabilities which includes training in problem solving skills, independent living skills, job skills and social skills in a work environment;

**WHEREAS**, the Contractor has agreed to partner with the City to provide transition services to include a prevocational and employment training program at the Contractor's facility; and

**WHEREAS**, the City and the Contractor have established guidelines for the operation of the program at the Contractor's facility.

**NOW THEREFORE**, it is mutually agreed as follows:

**1. Scope of Services**

The Contractor shall provide transition services, at the Contractor's site, to a selected number of students with disabilities as selected by the City. The Contractor will provide such transition services to include instruction, prevocational and employment training, community experiences and, if appropriate, acquisition of daily living skills and functional vocational training as set forth in the attached Schedule A and as more specifically set forth in the child's individual I.E.P. The City will be responsible for the planning, implementing, evaluating and reviewing the transition program of each student. The Contractor and the City shall be responsible for the development and implementation of the employment training program.

Contractor will provide the students and City staff with an orientation of its facility, employees, and an explanation of its procedures and policies. In addition the Contractor will review the program responsibilities with City staff and students and be available throughout the day to supervise the implementation of the program. The student participants and the transition training program are further described as follows:

- A. Community Based Training (CBT) Students shall receive transition services up to two (2) days per week, for no more than one and one-half (1.5) hours per day, and no more than a total of three (3) hours per week. In addition to the Contractor's staff, the City will provide supervising school staff members (teachers and/or paraprofessionals), on site, as needed and determined by the City and the student's individual I.E.P. The City will be responsible for the planning, implementing, evaluating and reviewing the prevocational program of each student selected by the City. The City will provide transportation for each child attending said program.
- B. Individual Work Experience (IWE) Students shall receive transition training services for up to (3) days per week, for no more than three quarters (.75) of an hour to one (1) hour per day, for a total of two and one half (2.5) to three (3) hours per week. IWE students will be supervised by Contractor's staff or by a paraprofessional, if required by the student's individual education plan. The Contractor Staff will evaluate the student's employment training. The IWE teacher will check in weekly with the contractor's staff at the facility. The Contractor and the City have responsibility for the development and implementation of the employment training program. The City will provide transportation for each child attending said program.
- C. Single Student Interns shall receive transition training services for up to two (2) to eight (8) hours per week. Single Student Interns will be supervised by Contractor's Staff or by a paraprofessional only as determined by the Individual Student's Individual Education Plan. The Contractor and Waterbury staff will evaluate the student's employment training. The transition coordinator or her representative will check in weekly with the Contractor's staff at the facility. The Contractor and the City have responsibility for the development and implementation of the employment training program. The City will provide transportation for each child attending said program.

2. **Payment**

There shall be no compensation paid by the City to the Contractor, or to the City by the Contractor. The parties agree that the student's transition training is part of their educational program and as such the Students shall not be paid by either the City or the Contactor.

3. **Term**

The term of this Agreement shall be for the school years February 1, 2017 to August 31, 2017 or any part thereof.

4. **Representation Regarding Qualification**

The Contractor represents that its employees are licensed, if applicable, to perform the scope of work set forth in this Agreement. The Contractor further represents that its employees have the requisite skill, expertise and knowledge necessary to perform the scope of work required under the terms of this Agreement. If the Contractor is a



corporation, it shall provide a corporate resolution authorizing this Agreement and the signatory thereof.

- A. **Representations regarding Criminal Violations.** The Contractor represents and warrants that it and its employees who are involved with City students in the transition program have no history of violations of the laws or regulations of the State of Connecticut pertaining to public health, have not been convicted of a crime, are not listed on the DCF Registry and have no criminal investigation pending. The Contractor further warrants and represents that it has conducted a records check of each individual and has found no such violation.

5. **Confidentiality**

The Contractor shall strictly adhere to all State and Federal Statutes, rules, policies, regulations, codes of participant protection and confidentiality, administrative directives of the State of Connecticut Board of Education and State Department of Education, as well as any policies, ordinances, rules and regulations established by the City of Waterbury regarding confidentiality of student records. If applicable, all information furnished by the City or gathered by the Contractor shall be used solely for the purposes of providing services under this agreement.

- A. Contractor acknowledges that in the course of providing services under this Agreement, it may come into the possession of education records or information of City of Waterbury students as defined in and governed by Family Educational Rights and Privacy Act ("FERPA", 20 U.S.C. §1232g) and related regulations (34 C.F.R. § 99) and shall comply with the requirements of said statutes and regulations and shall hold said information in the strictest of confidence, and agrees to use information obtained from the City only for the purposes provided in this Agreement. Without the prior written consent of the student's parent or guardian, as required by FERPA, the Contractor has no authority to make disclosures of any information obtained in the course of performing this agreement.

6. **Debarment**

The Contractor hereby certifies that it and its principals are not debarred or suspended from doing business as required by Executive Orders 12549 and shall provide to the City of Waterbury a signed certificate regarding debarment and suspension.

7. **Indemnification**

- A. The Contractor shall indemnify, defend and hold harmless the City, the City's Board of Education and their agents, officials and employees from and against all claims, suits, damages, losses, judgments, damages, costs and expenses including attorney's fees arising out of or resulting from the Contractor's negligence or intentional act. The Contractor shall not be responsible if said claims result solely from the actions or negligence of the City and the Board and their officers, agents or employees.

B. Any insurance protection required by this Agreement, or otherwise provided by the Contractor, shall not in any way limit the responsibility to indemnify, keep and save harmless and defend the City as provided here.

8. **Contractor's Liability Insurance**

The Contractor shall provide all the insurance required under this section and said insurance has been approved by the City prior to the commencement of this agreement. Insurance shall be provided by insurers, satisfactory to the City and authorized to do business in the State of Connecticut, an "A-" Best's Rating and at least a Class V3 or better financial size category as shown in the most current A.M. Best Company ratings. The Contractor shall secure and maintain, for the duration of this Agreement, including any amendments hereto, with the City and the Board of Education being named as an additional insured party, the following minimum liability insurance coverage at no cost to the City.

A. **General Liability Insurance** coverage with limits of:

\$1,000,000.00 per Occurrence

\$2,000,000.00 General Aggregate

\$2,000,000.00 Products/completed operations Aggregate

B. **Worker's Compensation** Statutory limits within the State of Connecticut.

Employer Liability (EL):

\$500,000.00 EL Each Accident

\$500,000.00 EL Disease Each Employee

\$500,000.00 EL Disease Policy Limit

C. **Certificates of Insurance**

Contractor's General Liability Insurance policies/Certificates of Insurance shall be endorsed to add the City and its Board of Education as additional insured and provide a waiver of subrogation on all lines of coverage except Workers Compensation. The insurance afforded the additional insured shall be primary and non-contributory insurance and the coverage and limits provided under Contractor's policies shall not be reduced or prorated by the existence of any other insurance applicable to any loss the additional insured may have suffered. At the time Contractor executes this Contract, it shall furnish to the City, subject to City approval, certificate(s) of insurance including an Additional Insured Endorsement, and a Waiver of Subrogation Endorsement verifying the above coverages, and a 30-day notice of cancellation prior to the cancellation of any insurance. **The Certificates of Insurance must read: "The City of Waterbury and its Board of Education are listed as additional insured on a primary and non-contributory basis on all policies except Workers Compensation. All policies shall include a Waiver of subrogation."**

Such certificate(s) shall be subject to certification by the City's Risk Manager. The Contractor shall provide replacement and/or renewal certificates at least thirty (30) days prior to the expiration of the policy (ies). Said certificates shall contain

a provision that coverage afforded under the policies shall not be cancelled or reduced for any reasons unless written notice of no less than thirty (30) days has been mailed to:

City of Waterbury  
Attn: Education Dept.-Robert Brenker, 3rd Floor  
236 Grand Street  
Waterbury, CT 06702

Upon request, the Contractor shall deliver to the City a copy of its insurance policies and endorsements and riders.

**D. Failure to Maintain Insurance**

In the event the Contractor fails to maintain the minimum required coverage as set forth herein, the City may terminate this Agreement immediately upon information of no insurance coverage.

**9. Discriminatory Practices**

In performing this Agreement, the Contractor shall not discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, sex, age, religious creed, disability, national origin or ancestry, marital status, family status, prior psychiatric treatment, health care, military status or source of income or because of a handicap that is unrelated to the employee's or the applicant's ability to perform the duties of a particular job or position. Subcontracts with each subcontractor shall contain a provision requiring non-discrimination in employment as herein specified. This covenant is required pursuant to §93.04 of the Code of Ordinances of the City and any breach thereof may be regarded as a material breach of this Agreement. Said provisions with subcontractors shall require conformity and compliance with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements.

The Contractor shall admit any eligible child and shall not discriminate against any child regardless of race, religion, color, ancestry, natural origin, sex, handicap or disability.

**A. Equal Opportunity.**

In its execution of the performance of this Agreement, the Contractor shall not discriminate and shall comply with applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, national origin or citizenship status, age or handicap. The Contractor agrees to comply with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and

**10. Assignability.**

The Contractor shall not assign any interest in this Agreement, and shall not transfer any interest in the same (whether by assignment or novation) without the prior written approval of the City.

**11. Interest of City Official**

No member of the governing body of the City, and no other officer, employee, or agent of the City who exercises any functions or responsibilities in connection with the carrying out of this Agreement, shall have any personal interest, direct or indirect, in this Agreement.

**12. Prohibition Against Gratuities and Kickbacks**

No person shall offer, give, or agree to give any current or former public official, employee or member of a board or commission, or for such current or former public official, employee or member of a board or commission to solicit, demand, accept or agree to accept from another person a gratuity or an offer of employment in connection with any: decision; approval; disapproval; recommendation; preparation of any part of a program requirement or a requisition; influencing the content of any specification or procurement standard; or rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application, request for ruling, determination, claim or controversy, or other particular matter pertaining to any program requirement or a contract or purchase order, or to any solicitation or proposal therefore.

No person shall make any payment, gratuity, or offer of employment as an inducement for the award of a subcontract or order, by or on behalf of a subcontractor, the prime contractor or higher tier subcontractor or any person associated therewith, under contract or purchase order to the City.

The value of anything transferred or received in violation of the provisions of this Chapter or regulations promulgated hereunder by any person subject to this Chapter may be recovered by the City.

**13. Prohibition Against Contingency Fees**

The Contractor hereby represents that it has not retained anyone to solicit or secure a contract with the City upon an agreement or understanding for a commission, percentage, brokerage or contingency fee.

**14. City of Waterbury's Ethics Code Ordinance**

The Contractor hereby acknowledges receipt of the City of Waterbury's Ordinance regarding Ethics and Conflicts of Interest and has familiarized itself with said Code.

**15. Entire Agreement.**

This Agreement shall constitute the complete and exclusive statement of the contract between the parties as it relates to this transaction and supersedes all previous agreements and understandings, whether written or oral, relating to such subject matter. Any

amendment to this Agreement must be in writing and agreed to by the City and the Contractor.

**16. Independent Contractor Relationship.**

The relationship between the City and the Contractor is that of independent contractor. No agent, employee, or servant of the Contractor shall be deemed to be an employee, agent or servant of the City. The Contractor shall be solely and entirely responsible for its acts and the acts of its agents, employees, servants and subcontractors during the performance of this Agreement.

Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the City, the Contractor or any employee, or agent of the Contractor. Both parties acknowledge that the Contractor and its employees are not employees of the City for federal or state tax purposes.

As the Contractor and its employees are not employees of the City, the Contractor is responsible for paying all required state and federal taxes for its employees. In particular:

- A. The City will not withhold FICA (Social Security) for the Contractor.
- B. The City will not make state or federal unemployment insurance contributions on behalf of the Contractor or its employees or agents.
- C. The City will not withhold state or federal income tax from payment to the Contractor or its employees or agents.
- D. The City will not make disability insurance contributions on behalf of the Contractor or its employees or agents.
- E. The City will not obtain workers' compensation insurance on behalf of the Contractor or its employees or agents.

**17. Severability.**

Whenever possible, each provision of this Agreement shall be interpreted in such a manner as to be effective and valid under applicable law. If any provision of this Agreement, however, is held to be prohibited or invalid under applicable law, such provision shall be deemed restated to reflect the original intentions of the parties, as nearly as possible in accordance with applicable law.

**18. Termination**

Either Party may terminate this agreement at any time upon a 30 day written notice to the other Party.

**19. Non-Appropriation.**

The Contractor acknowledges that the City is a municipal corporation and that the City's obligation to make payments under this Agreement is contingent upon the appropriation

by the City's Board of Aldermen of funds sufficient for such purposes, for each budget year in which this Agreement is in effect. If sufficient funds to provide for the payment(s) hereunder are not appropriated, the City may terminate this Agreement upon notice in writing to the Contractor.

**20. Governing Laws.**

This Agreement, its terms and conditions and any claims arising therefrom shall be governed by the laws of the State of Connecticut.

**IN WITNESS WHEREOF**, the parties have hereunto set their hands and seals the day and year first written below.

**WITNESS:**

**CITY OF WATERBURY**

\_\_\_\_\_

By: \_\_\_\_\_  
Neil M. O'Leary  
Mayor, City of Waterbury

\_\_\_\_\_  
Print name

Date: \_\_\_\_\_

**WITNESS:**

**CONTRACTOR:  
MT. OLIVE A.M.E. SENIOR  
CITIZENS CENTER, INC.**

\_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Print Name and Title

Date: \_\_\_\_\_

**SCHEDULE A**  
**SCOPE OF SERVICES AND TASK LIST**

**The Contractor shall provide the following transition services to students designated by the City. Each student may receive all or some instruction with regard to the transition services listed below.**

1. Staff and resident assistance with activities such as crafts, bingo and Wii exercising.
2. Custodial services and Food Preparation.
3. Proper cleaning and organizing of the sewing room.
4. Clerical assistance with staff filing and mailings.
5. Any other appropriate services as designated by the City and the Contractor.

**AGREEMENT  
BETWEEN  
CITY OF WATERBURY, BOARD OF EDUCATION  
AND  
THE HISPANIC COALITION OF GREATER WATERBURY, INC.  
FOR  
TRANSITION SERVICES - SPECIAL EDUCATION**

**THIS AGREEMENT**, effective on the date signed by the Mayor (the "effective date") is by and between the City of Waterbury, the Board of Education, acting herein by Neil M. O'Leary, Mayor of the City of Waterbury, Chase Building, 236 Grand Street, Waterbury, Connecticut, 06702, duly authorized, hereinafter referred to as the "City" or the "Board" and The Hispanic Coalition of Greater Waterbury, Inc. a federally recognized 501(c) (3) not-for-profit, duly registered domestic corporation, located at 135 East Liberty Street, Waterbury, Connecticut 06706, hereinafter referred to as the "Contractor".

**WHEREAS**, the City desires to provide a transition program for students with disabilities which includes training in problem solving skills, independent living skills, job skills and social skills in a work environment;

**WHEREAS**, the Contractor has agreed to partner with the City to provide transition services to include a prevocational and employment training program at the Contractor's facility; and

**WHEREAS**, the City and the Contractor have established guidelines for the operation of the program at the Contractor's facility.

**NOW THEREFORE**, it is mutually agreed as follows:

**1.     Scope of Services**

The Contractor shall provide transition services, at the Contractors site, to a selected number of students with disabilities as selected by the City. The Contractor will provide such transition services to include instruction, prevocational and employment training, community experiences and, if appropriate, acquisition of daily living skills and functional vocational training as set forth in the attached Schedule A and as more specifically set forth in the child's individual I.E.P. The City will be responsible for the planning, implementing, evaluating and reviewing the transition program of each student. The Contractor and the City shall be responsible for the development and implementation of the employment training program.

Contractor will provide the students and City staff with an orientation of its facility, employees, and an explanation of its procedures and policies. In addition the Contractor will review the program responsibilities with City staff and students and be available throughout the day to supervise the implementation of the program. The student participants and the transition training program are further described as follows:



- A. Community Based Training (CBT) Students shall receive transition services up to two (2) days per week, for no more than one and one-half (1.5) hours per day, and no more than a total of three (3) hours per week. In addition to the Contractor's staff, the City will provide supervising school staff members (teachers and/or paraprofessionals), on site, as needed and determined by the City and the student's individual I.E.P. The City will be responsible for the planning, implementing, evaluating and reviewing the prevocational program of each student selected by the City. The City will provide transportation for each child attending said program.
- B. Individual Work Experience (IWE) Students shall receive transition training services for up to (3) days per week, for no more than three quarters (.75) of an hour to one (1) hour per day, for a total of two and one half (2.5) to three (3) hours per week. IWE students will be supervised by Contractor's staff or by a paraprofessional, if required by the student's individual education plan. The Contractor Staff will evaluate the student's employment training. The IWE teacher will check in weekly with the contractor's staff at the facility. The Contractor and the City have responsibility for the development and implementation of the employment training program. The City will provide transportation for each child attending said program.
- C. Single Student Interns shall receive transition training services for up to two (2) to eight (8) hours per week. Single Student Interns will be supervised by Contractor's Staff or by a paraprofessional only as determined by the Individual Student's Individual Education Plan. The Contractor and Waterbury staff will evaluate the student's employment training. The transition coordinator or her representative will check in weekly with the Contractor's staff at the facility. The Contractor and the City have responsibility for the development and implementation of the employment training program. The City will provide transportation for each child attending said program.

2. **Payment**

There shall be no compensation paid by the City to the Contractor, or to the City by the Contractor. The parties agree that the student's transition training is part of their educational program and as such the Students shall not be paid by either the City or the Contractor.

3. **Term**

The term of this Agreement shall be for the school years February 1, 2017 to August 31, 2017 or any part thereof.

4. **Representation Regarding Qualification**

The Contractor represents that its employees are licensed, if applicable, to perform the scope of work set forth in this Agreement. The Contractor further represents that its employees have the requisite skill, expertise and knowledge necessary to perform the scope of work required under the terms of this Agreement. If the Contractor is a

corporation, it shall provide a corporate resolution authorizing this Agreement and the signatory thereof.

- A. **Representations regarding Criminal Violations.** The Contractor represents and warrants that it and its employees who are involved with City students in the transition program have no history of violations of the laws or regulations of the State of Connecticut pertaining to public health, have not been convicted of a crime, are not listed on the DCF Registry and have no criminal investigation pending. The Contractor further warrants and represents that it has conducted a records check of each individual and has found no such violation.

5. **Confidentiality**

The Contractor shall strictly adhere to all State and Federal Statutes, rules, policies, regulations, codes of participant protection and confidentiality, administrative directives of the State of Connecticut Board of Education and State Department of Education, as well as any policies, ordinances, rules and regulations established by the City of Waterbury regarding confidentiality of student records. If applicable, all information furnished by the City or gathered by the Contractor shall be used solely for the purposes of providing services under this agreement.

- A. Contractor acknowledges that in the course of providing services under this Agreement, it may come into the possession of education records or information of City of Waterbury students as defined in and governed by Family Educational Rights and Privacy Act ("FERPA", 20 U.S.C. §1232g) and related regulations (34 C.F.R. § 99) and shall comply with the requirements of said statutes and regulations and shall hold said information in the strictest of confidence, and agrees to use information obtained from the City only for the purposes provided in this Agreement. Without the prior written consent of the student's parent or guardian, as required by FERPA, the Contractor has no authority to make disclosures of any information obtained in the course of performing this agreement.

6. **Debarment**

The Contractor hereby certifies that it and its principals are not debarred or suspended from doing business as required by Executive Orders 12549 and shall provide to the City of Waterbury a signed certificate regarding debarment and suspension.

7. **Indemnification**

- A. The Contractor shall indemnify, defend and hold harmless the City, the City's Board of Education and their agents, officials and employees from and against all claims, suits, damages, losses, judgments, damages, costs and expenses including attorney's fees arising out of or resulting from the Contractor's negligence or intentional act. The Contractor shall not be responsible if said claims result solely from the actions or negligence of the City and the Board and their officers, agents or employees.

B. Any insurance protection required by this Agreement, or otherwise provided by the Contractor, shall not in any way limit the responsibility to indemnify, keep and save harmless and defend the City as provided here.

8. **Contractor's Liability Insurance**

The Contractor shall provide all the insurance required under this section and said insurance has been approved by the City prior to the commencement of this agreement. Insurance shall be provided by insurers, satisfactory to the City and authorized to do business in the State of Connecticut, an "A-" Best's Rating and at least a Class V3 or better financial size category as shown in the most current A.M. Best Company ratings. The Contractor shall secure and maintain, for the duration of this Agreement, including any amendments hereto, with the City and the Board of Education being named as an additional insured party, the following minimum liability insurance coverage at no cost to the City.

A. **General Liability Insurance** coverage with limits of:

\$1,000,000.00 per Occurrence  
\$2,000,000.00 General Aggregate  
\$2,000,000.00 Products/completed operations Aggregate

B. **Worker's Compensation** Statutory limits within the State of Connecticut.

Employer Liability (EL):

\$500,000.00 EL Each Accident  
\$500,000.00 EL Disease Each Employee  
\$500,000.00 EL Disease Policy Limit

C. **Certificates of Insurance**

Contractor's General Liability Insurance policies/Certificates of Insurance shall be endorsed to add the City and its Board of Education as additional insured and provide a waiver of subrogation on all lines of coverage except Workers Compensation. The insurance afforded the additional insured shall be primary and non-contributory insurance and the coverage and limits provided under Contractor's policies shall not be reduced or prorated by the existence of any other insurance applicable to any loss the additional insured may have suffered. At the time Contractor executes this Contract, it shall furnish to the City, subject to City approval, certificate(s) of insurance including an Additional Insured Endorsement, and a Waiver of Subrogation Endorsement verifying the above coverages, and a 30-day notice of cancellation prior to the cancellation of any insurance. **The Certificates of Insurance must read: "The City of Waterbury and its Board of Education are listed as additional insured on a primary and non-contributory basis on all policies except Workers Compensation. All policies shall include a Waiver of subrogation."**

Such certificate(s) shall be subject to certification by the City's Risk Manager. The Contractor shall provide replacement and/or renewal certificates at least thirty (30) days prior to the expiration of the policy (ies). Said certificates shall contain

a provision that coverage afforded under the policies shall not be cancelled or reduced for any reasons unless written notice of no less than thirty (30) days has been mailed to:

City of Waterbury  
Attn: Education Dept.-Robert Brenker, 3rd Floor  
236 Grand Street  
Waterbury, CT 06702

Upon request, the Contractor shall deliver to the City a copy of its insurance policies and endorsements and riders.

**D. Failure to Maintain Insurance**

In the event the Contractor fails to maintain the minimum required coverage as set forth herein, the City may terminate this Agreement immediately upon information of no insurance coverage.

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In performing this Agreement, the Contractor shall not discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, sex, age, religious creed, disability, national origin or ancestry, marital status, family status, prior psychiatric treatment, health care, military status or source of income or because of a handicap that is unrelated to the employee's or the applicant's ability to perform the duties of a particular job or position. Subcontracts with each subcontractor shall contain a provision requiring non-discrimination in employment as herein specified. This covenant is required pursuant to §93.04 of the Code of Ordinances of the City and any breach thereof may be regarded as a material breach of this Agreement. Said provisions with subcontractors shall require conformity and compliance with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements.

The Contractor shall admit any eligible child and shall not discriminate against any child regardless of race, religion, color, ancestry, natural origin, sex, handicap or disability.

**A. Equal Opportunity.**

In its execution of the performance of this Agreement, the Contractor shall not discriminate and shall comply with applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, national origin or citizenship status, age or handicap. The Contractor agrees to comply with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements and will require the same of all subcontractors.

10. Assignability.

The Contractor shall not assign any interest in this Agreement, and shall not transfer any interest in the same (whether by assignment or novation) without the prior written approval of the City.

11. Interest of City Official

No member of the governing body of the City, and no other officer, employee, or agent of the City who exercises any functions or responsibilities in connection with the carrying out of this Agreement, shall have any personal interest, direct or indirect, in this Agreement.

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No person shall make any payment, gratuity, or offer of employment as an inducement for the award of a subcontract or order, by or on behalf of a subcontractor, the prime contractor or higher tier subcontractor or any person associated therewith, under contract or purchase order to the City.

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amendment to this Agreement must be in writing and agreed to by the City and the Contractor.

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Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the City, the Contractor or any employee, or agent of the Contractor. Both parties acknowledge that the Contractor and its employees are not employees of the City for federal or state tax purposes.

As the Contractor and its employees are not employees of the City, the Contractor is responsible for paying all required state and federal taxes for its employees. In particular:

- A. The City will not withhold FICA (Social Security) for the Contractor.
- B. The City will not make state or federal unemployment insurance contributions on behalf of the Contractor or its employees or agents.
- C. The City will not withhold state or federal income tax from payment to the Contractor or its employees or agents.
- D. The City will not make disability insurance contributions on behalf of the Contractor or its employees or agents.
- E. The City will not obtain workers' compensation insurance on behalf of the Contractor or its employees or agents.

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Either Party may terminate this agreement at any time upon a 30 day written notice to the other Party.

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The Contractor acknowledges that the City is a municipal corporation and that the City's obligation to make payments under this Agreement is contingent upon the appropriation

by the City's Board of Aldermen of funds sufficient for such purposes, for each budget year in which this Agreement is in effect. If sufficient funds to provide for the payment(s) hereunder are not appropriated, the City may terminate this Agreement upon notice in writing to the Contractor.

20. Governing Laws.

This Agreement, its terms and conditions and any claims arising therefrom shall be governed by the laws of the State of Connecticut.

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals the day and year first written below.

WITNESS:

CITY OF WATERBURY

\_\_\_\_\_

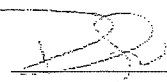
By: \_\_\_\_\_  
Neil M. O'Leary  
Mayor, City of Waterbury

\_\_\_\_\_  
Print name

Date: \_\_\_\_\_

WITNESS:

CONTRACTOR:  
THE HISPANIC COALITION OF  
GREATER WATERBURY, INC.

  
\_\_\_\_\_

Rosemary Sparks.  
Print name

By: Victor Lopez Jr.

Victor Lopez Jr.  
Print Name and Title

Date: March 13, 2017

**SCHEDULE A**  
**SCOPE OF SERVICES AND TASK LIST**

The Contractor shall provide the following transition services to students designated by the City. Each student may receive all or some instruction with regard to the transition services listed below.

1. Food preparation and proper cleaning techniques in the La Casa Bienvenida Senior Center.
2. Assist residents and staff with games, crafts, and reading.
3. Office tasks including copying, stuffing envelopes and other clerical duties.
4. Any other appropriate service as designated by the City and the Contractor



#7

Revised 07/17/13

**REQUEST FOR FIELD TRIP**

ALL FIELD TRIP FORMS MUST BE FAXED (203-574-8010) OR EMAILED TO THE  
SCHOOL'S INSTRUCTIONAL LEADERSHIP DIRECTOR.  
ALL FIELD TRIPS REQUEST MUST INCLUDE THE APPROPRIATE COVER SHEET

- ☒ OUT OF STATE – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP
- ☐ IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

*This request must be approved prior to collecting or committing any funds such as down payments or making definite arrangements.*

Date Submitted: Thursday, March 2, 2017Name of Travel Agency (if applicable): NA

1) Requested by: Luanne Rosin-Capolupo John F Kennedy High School 11/12<sup>th</sup>

Name of Staff Member School Grade level/Subject

2) How many students? 503) Name of destination: United Nations4) City/State of destination: New York, New York

5) Departure: Friday April 21, 2017 7:15am

Day Date Time

6) Return: Friday April 21, 2017 7:00pm

Day Date Time

7) Is school in session during this field trip? Yes

8) What unit in the curriculum does this field trip support?

This unit of study involves the aftermath of WWII. Countries all come together under the auspices of the United Nations

9) What are the Common Core State Standards this field trip supports?

**D2.His.1.9-12**-Evaluating historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**D2.His.2.9-12**-Analyzing change and continuity in historical eras.

10) What are the guiding questions from the curriculum this field trip will answer?

**D2.His.3.9-12**-How does understanding history shape our future?

RECEIVED  
MAR 16 2017

11) What expected performances will be taught by this field trip?

Students will understand the function of the United Nations and the services it provides to countries all over the world.

12) How will you assess the learning that results from this field trip?

Assignment attached.

13) Explain what educational value this field trip offers the students:

Students will be able to see firsthand how the United Nations functions as a whole.

14) Transportation: Type/name of Approved PUC Carrier

Land Jet

15) Name(s) and phone number(s) of person(s) responsible for organizing this trip:

Name	Phone Number	Name	Phone Number
1. Luanne Rosin-Capolupo	(203) 558-2430	4	
2. Lawrence Feola		5.	
3		6	

16) Name(s) of person(s) supervising students. **NOTE: One (1) chaperone for every ten (10) students.**

Teacher(s) as chaperones: Luanne Rosin-Capolupo, Lawrence Feola

Aides(s) as chaperones: Maria DeJesus

Parent(s) as chaperones: Nancy Feola, Joel Sierra

17) How is this trip financed: (If it's fund raising activities, list the fund raising activities. If it's a grant, give title and number of the grant, student contributions, etc.)

Student contributions

18) What is the approximate cost per pupil for this trip?

\$60

19) Is any student excluded from attending this trip? Yes ☐ No ☒ yes, explain why:

20) What is the approximate cost all chaperones?

0

21) How many substitutes are necessary?  (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Luanne Rosin-Capolupo	US History III	4.	
2. Lawrence Feola	US History III	5.	
3.		6.	

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip

Yes ☒ No ☐ Margaret Owens 3-2-17  
Signature of School Nurse Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medial needs have been made Yes ☒ No ☐

[Signature] 3/6/17  
Signature of School Principal Date

**CENTRAL OFFICE RESPONSE**

24) This field trip request has been reviewed and approved at the Superintendent's level ☒

This field trip request has been reviewed and **is not** approved ☐

PLA 3-6-17  
Signature of Superintendent/Designee/ILD Date

25) This field trip request required Board of Education action for out of state **or** overnight field trip was approved/denied by the Board of Education during its meeting of \_\_\_\_\_

\_\_\_\_\_  
Signature of BOE/Designee Date

**A copy of this request, when approved, will be returned to the School Principal.**

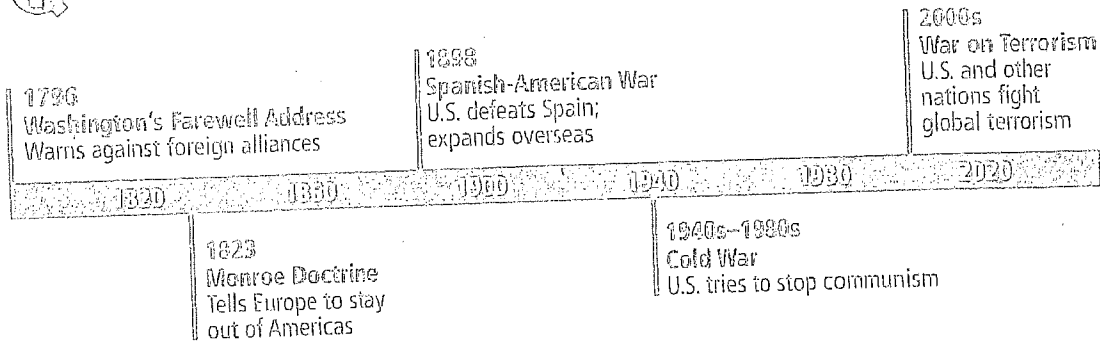
Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## American Issues Journal

### America and the World



Essential Question: What is America's role in the world?



#### I. WARMUP

As he left office in 1796, George Washington warned the nation against foreign alliances. For many years, the U.S. did try to avoid involving itself in the affairs of other nations. However, much has changed since the late 1700s, and the U.S. has played an active role in more and more world affairs as the timeline on this page shows.

Have you ever been in a position where you were the strongest or most able member of a team or group? Because of your status, perhaps you helped the group by using your strength or ability in some way such as scoring a winning point or proposing a plan.

1. Use the graphic below to show what happened.

SITUATION	MY ROLE	WHAT I DID
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. How do you think the other members of the group might feel about your role?

---



---



---

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## American Issues Journal

*America and the World (continued)*

3. Should it be your responsibility to help others because of your status?

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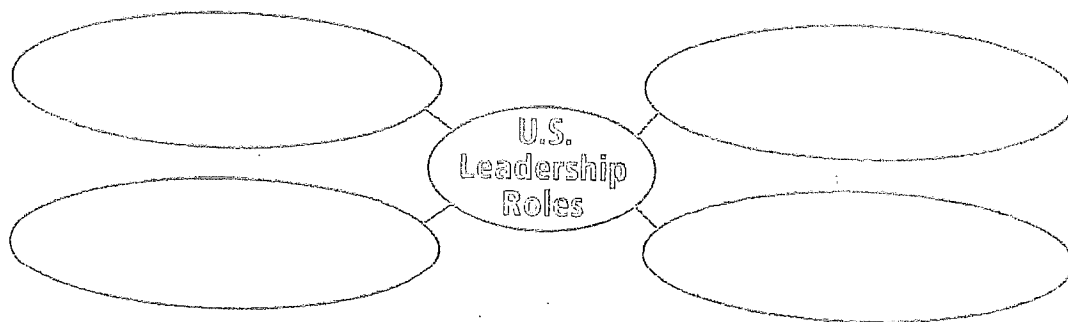
### II. EXPLORATION

Now that you have explored roles you might play as the strongest member in a group, consider the roles the U.S., as a superpower, plays in the world.

#### A. War on Terrorism

The United States has for many years been one of the most powerful nations in the world. It is also one of the wealthiest. What are some leadership roles you think a nation such as the U.S. should play in the world? For example, should the United States try to settle international disputes?

Show your ideas by filling in the concept web below.



#### B. Find Out

1. Read the end of Section 3 in the chapter "Into the New Century." What did Americans learn about terrorism?

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2. Read the speech on terrorism by President George W. Bush in the section of your textbook entitled Documents of Our Nation. Summarize his main point about the U.S. role in world affairs.

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Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## American Issues Journal

*America and the World (continued)*

3. Read Section 4 in the chapter "Into the New Century." Why did the U.S. invade Afghanistan and Iraq?

Afghanistan	Iraq

C. What do you think?

Should the U.S. get involved in the affairs of other nations?

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You may wish to explore this issue further online. Go to:

### Internet Research Activity

Transfer Your Knowledge  
For: WebQuest Web Code: neh-8902

### III. ESSAY

Bring together what you have read in your textbook with the information you have gathered online about this American issue. On a separate sheet of paper, answer the essential question: What is America's role in the world?

#8

## REQUEST FOR FIELD TRIP

Revised 07/17/13

ALL FIELD TRIP FORMS MUST BE FAXED (203-574-8010) OR EMAILED TO THE  
SCHOOL'S INSTRUCTIONAL LEADERSHIP DIRECTOR.  
ALL FIELD TRIPS REQUEST MUST INCLUDE THE APPROPRIATE COVER SHEET

- ☒ OUT OF STATE – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP  
☐ IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

*This request must be approved prior to collecting or committing any funds such as down payments or making definite arrangements.*

Date Submitted: 2/24/17 Name of Travel Agency (if applicable): \_\_\_\_\_

1) Requested by: Crystal Velez John F Kennedy 12/Physics/WISE Club  
Name of Staff Member School Grade level/Subject

2) How many students? 100 90

3) Name of destination: Museum of Science/ Eataly

4) City/State of destination: Boston, MA

5) Departure: Wednesday 05/17/17 7:30AM  
Day Date Time

6) Return: Wednesday 05/17/17 7:30PM  
Day Date Time

7) Is school in session during this field trip? Yes

8) What unit in the curriculum does this field trip support? \_\_\_\_\_

The Field Trip Covers content across multiple units in the curriculum. It will supplement past, current and future instruction allowing students to see concepts in action in a way not possible in our laboratories. Particularly many concepts covering Newtonian Mechanics. The Italian field trip also offers a unique opportunity to teach and learn across the curriculum (Physics, & Italian). Students will understand the concept of cultural transfer and the impact the Italian culture has had in Boston.

9) What are the Common Core State Standards this field trip supports?

CCSS.ELA-LITERACY.WHST.11-12.2

Content Standard 5: Connecting with other Disciplines (5.11-12)

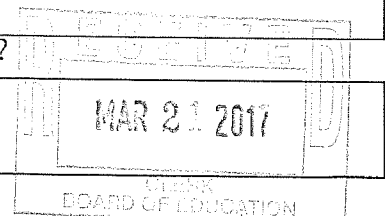
Content Standard 8: Comparison among Cultures (8.11-12)

CCSS.MATH.CONTENT.HSA.CED.A.2

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales

10) What are the guiding questions from the curriculum this field trip will answer?

How do Newton's Laws predict the motion of most objects?  
How can we integrate culture, science, & world languages?



11) What expected performances will be taught by this field trip?

Students will be able to provide a narration of real world Phenomena and how they can be explained by physics. Students will collect data and create graphs of scientific principles presented in the "Science In the Park" Exhibit. Students will be able to use new and recycled vocabulary, as well as more complicated linguistic structures, to describe their field trip in the target language, and to discuss the Italian-American cultural transference and interdependence.

12) How will you assess the learning that results from this field trip?

Students will be asked to submit their worksheets corresponding to data and graphs produced from the "Science in the Park" Exhibit. Students will prepare a presentational performance task in which they highlight Italy's cultural influence in the states.

13) Explain what educational value this field trip offers the students:

Student be able to use life size demos to understand and interpret Physics principles in action. They will utilize exhibit components to explore the science of Physics. Students perform tasks including calculation data collection, and graphing. In addition, the field trip offers students the opportunity to make connections across the curriculum and to participate in multicultural communities.

14) Transportation: Type/name of Approved PUC Carrier

Bus/ Land Jet

15) Name(s) and phone number(s) of person(s) responsible for organizing this trip:

Name	Phone Number	Name	Phone Number
1. Crystal Velez	203-206-4216	4	
2. Mary Ann Sagnella	203-982-2706	5.	
3		6	

16) Name(s) of person(s) supervising students. **NOTE: One (1) chaperone for every ten (10) students.**

Teacher(s) as chaperones: Crystal Velez, Mary Ann Sagnella, Robert Likorama,

Aides(s) as chaperones:

Parent(s) as chaperones: Franco Palmieri, Sandra Ramos, Cherrie Lamb, NICHOLAS PALMIERI, Khayem Moshenali, Ren Cruz

17) How is this trip financed: (If it's fund raising activities, list the fund raising activities. If it's a grant, give title and number of the grant, student contributions, etc.)

Student Contributions

18) What is the approximate cost per pupil for this trip?

\$50



19) Is any student excluded from attending this trip? Yes ☐ No ☒ If yes, explain why:

20) What is the approximate cost all chaperones?

\$0

21) How many substitutes are necessary? 3 (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Crystal Velez	Physics/ 11-12	4.	
2. Mary Ann Sagnella	Italian/HS	5.	
3. Robert Likorama	Italian/HS	6.	

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip

Yes ☒ No ☐ Margaret Owens 2-27-17  
Signature of School Nurse Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medial needs have been made Yes ☒ No ☐

[Signature]  
Signature of School Principal

3/6/17  
Date

### CENTRAL OFFICE RESPONSE

24) This field trip request has been reviewed and approved at the Superintendent's level ☒

This field trip request has been reviewed and **is not** approved ☐

PLA [Signature]  
Signature of Superintendent/Designee/ILD

3/8/17  
Date

25) This field trip request required Board of Education action for out of state or overnight field trip was approved/denied by the Board of Education during its meeting of \_\_\_\_\_

\_\_\_\_\_  
Signature of BOE/Designee

\_\_\_\_\_  
Date

**A copy of this request, when approved, will be returned to the School Principal.**

# Museum of Science PHYSICS Assessment

## BOSTON FIELD TRIP

# Science in the Park

## Physics

Name \_\_\_\_\_



Find exhibit below. Follow the steps to ask a question and find the answer.

### Jump

Blue Wing, Level 2

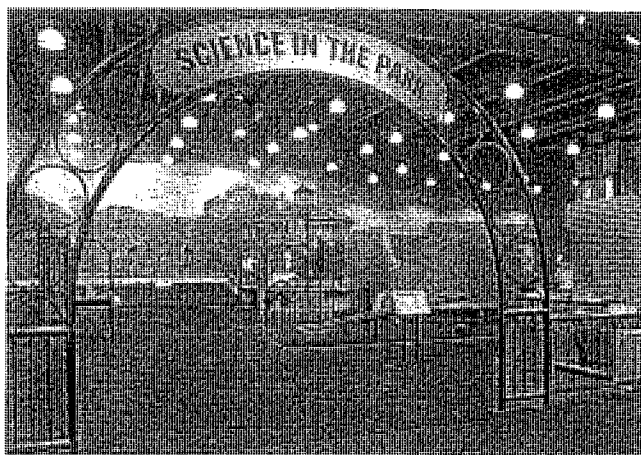
#### 1. Ask a Question

What does force have to do with jumping?

Try out the jumping activity. How can you get the largest force? What force is being measured?

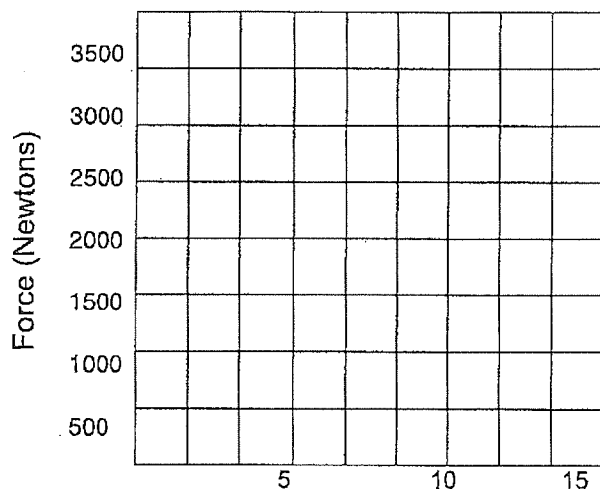
#### 2. Collect Data

Try two different types of jumps, record your type of movement, and copy the graphs you create. Mark what you were doing in each section of the graph (ie. standing still, bending down, jumping up, in the air, landing).



Trial 1 \_\_\_\_\_

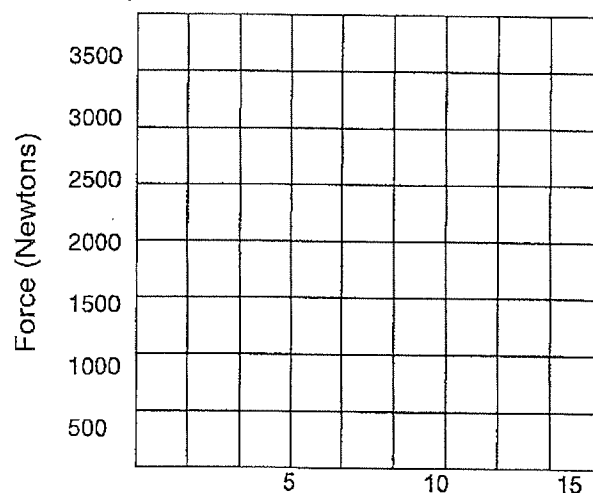
Line Graph: Force over Time



Time (seconds)

Trial 2 \_\_\_\_\_

Line Graph: Force over Time



Time (seconds)

#### 3. Draw Conclusions

How were the graphs different? Why? \_\_\_\_\_

# Science in the Park

Name \_\_\_\_\_



Find exhibit below. Follow the steps to ask a question and find the answer using a graphical story.

## Race

*Blue Wing, Level 2*

### 1. Ask a Question

How does slope affect the speed of a rolling ball?

Try out the activity.

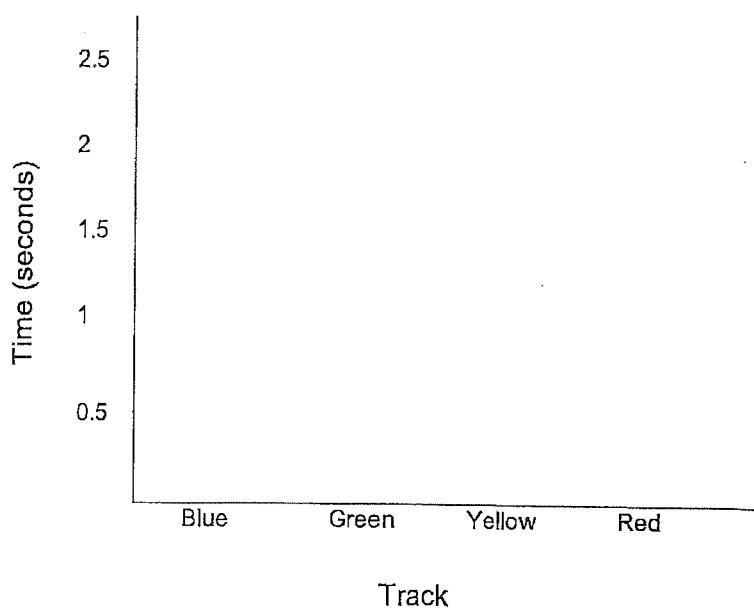
### 2. Collect Data

Track	Speed (seconds)
Blue	
Green	
Yellow	
Red	



### 3. Organize and Display your Data

Bar Graph: Time of Ball through Track



### 4. Draw Conclusions

Which track was fastest? Why? What if the track continued flat for another 5 feet? Which track would be fastest then? Why? \_\_\_\_\_

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# Science in the Park

Name \_\_\_\_\_



Find exhibit below. Follow the steps to ask a question and find the answer.

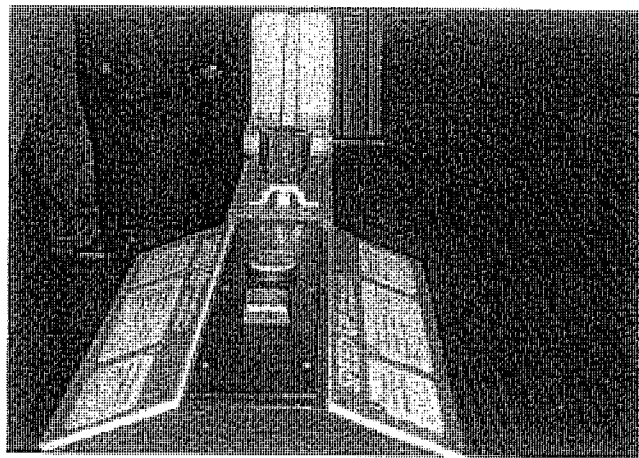
## Speed Up

*Blue Wing, Level 2*

### 1. Ask a Question

What is the difference between speed and velocity?

Try out the activity. Can you keep the velocity positive or negative? Can you keep it at a constant velocity? Can you make the velocity zero?

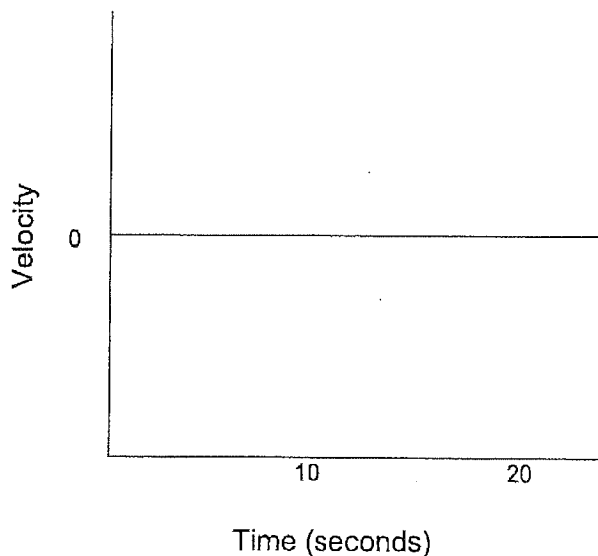


### 2. Collect Data and Display Data

Try to do two of the activities, explain which ones you did, and copy the graphs you get. (Remember: the graph the activity gives uses tenths of seconds).

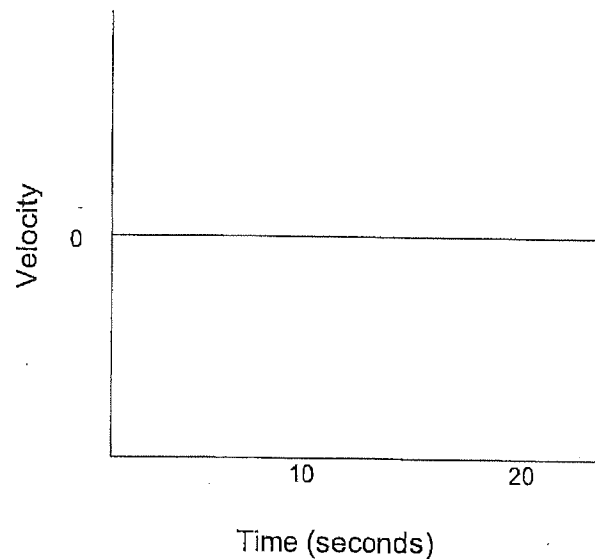
Trial 1: \_\_\_\_\_

Line Graph: Velocity over Time



Trial 2: \_\_\_\_\_

Line Graph: Velocity over Time



### 3. Draw Conclusions

Describe the movements you made in each trial? Which was harder to do? Why? \_\_\_\_\_

# Science In the Park

Name \_\_\_\_\_



Find exhibit below. Follow the steps to ask a question and find the answer.

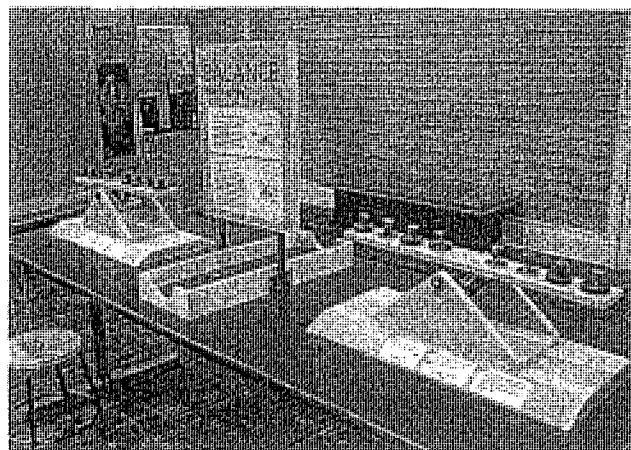
## Balance

*Blue Wing, Level 2*

### 1. Ask a Question

What is the relationship between distance and weight on balance? And what is torque?

Try out the large See Saw balance. Can you balance it with everyone in your group? Then move to the smaller balances to explore further.



### 2. Collect Data

Try to balance the weights in a variety of different ways. Figure out how to balance it with an uneven number of weights. Figure out how to balance it with 2 weights on one side and 4 on the other. What other ways can you make it balanced?

Trials	Draw the Number and Location of Weights
1	
2	
3	
4	
5	

### 3. Draw Conclusions

What does the data tell you about balance and torque?

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# Science in the Park

Name \_\_\_\_\_



Find exhibit below. Follow the steps to ask a question and find the answer using a graphical story.

## Swing

*Blue Wing, Level 2*

### 1. Ask a Question

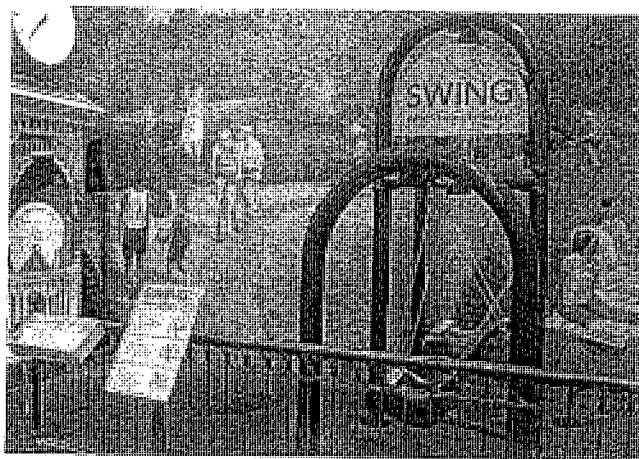
How does the length of a pendulum affect the speed of its swing?

Try out the swings.

1 swing = back and forth

### 2. Create an Experiment

Think about what variable you can change for your experiment (which swing being used, way you start swinging, etc.). Describe your experiment. \_\_\_\_\_



### 3. Collect Data

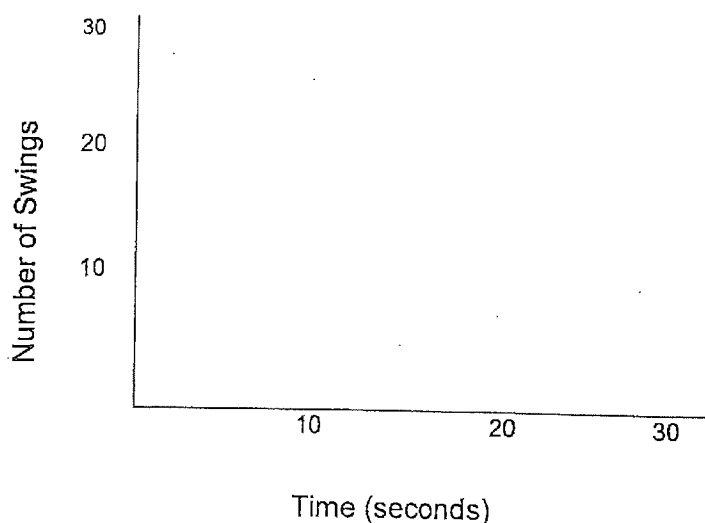
Record number of swings estimating time

What you did	10 sec	20 sec.	30 sec.

### 4. Organize and Display your Data

Draw a graph for each test

Line Graph: Time of Swing



### 5. Draw Conclusions

What does the data tell you? \_\_\_\_\_

# Science in the Park

Name \_\_\_\_\_



Find exhibit below. Follow the steps to ask a question and find the answer.

## Run

*Blue Wing, Level 2*

### 1. Ask a Question

What are the different ways you can move and how do they affect your speed?

Try out the racetrack. Explore different ways to move down the track (such as hopping, walking, running. Etc.)

Speed = Distance / Time



### 2. Create an Experiment

Think about what kinds of movements you can change to do an experiment. Describe the movements you are going to test. \_\_\_\_\_

### 3. Collect Data and Calculate Speed

Type of Movement	Distance (meters)	Time (seconds)	Calculate Speed
	10		
	10		
	10		

### 4. Draw Conclusions

What does the data tell you?

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# Science in the Park

Name \_\_\_\_\_



Find exhibit below. Follow the steps to ask a question and find the answer.

## Lift

*Blue Wing, Level 2*

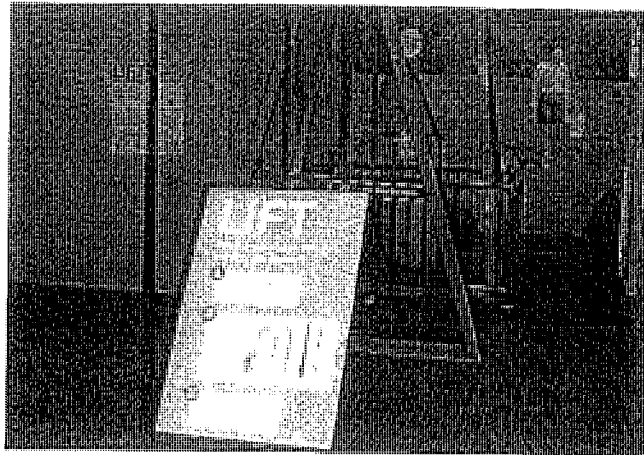
### 1. Ask a Question

What is the fulcrum? How does distance from the fulcrum affect the force needed to lift something?

You can only use one rope at a time to do the activity.

Force = Work / Distance

Work (constant in this activity). = 625 lbs x ft

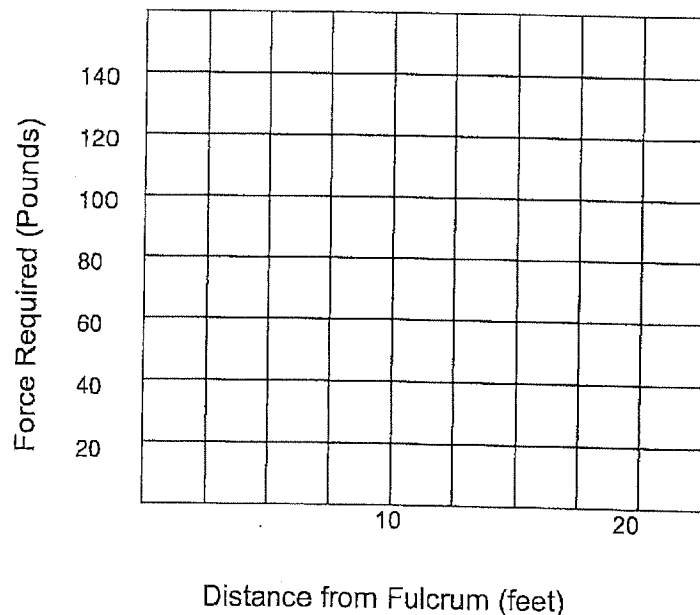


### 2. Collect Data and Calculate

Trials	Rope Distance from Fulcrum	Calculate Force
Closest to Fulcrum		
2 <sup>nd</sup> Closest to Fulcrum		
Furthest from Fulcrum		

### 3. Organize and Display your Results

Line Graph: Work over Distance



### 4. Draw Conclusions

What does the data tell you? \_\_\_\_\_

#9

Revised 07/17/13

## REQUEST FOR FIELD TRIP

ALL FIELD TRIP FORMS MUST BE FAXED (203-574-8010) OR EMAILED TO THE  
SCHOOL'S INSTRUCTIONAL LEADERSHIP DIRECTOR.  
ALL FIELD TRIPS REQUEST MUST INCLUDE THE APPROPRIATE COVER SHEET

☒ OUT OF STATE – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP

☐ IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

*This request must be approved prior to collecting or committing any funds such  
as down payments or making definite arrangements.*

Date Submitted: 3/317 Name of Travel Agency (if applicable): \_\_\_\_\_

1) Requested by: Marnie Valletta and Stephanie LaBonte Wilby High School 9-12 English

Name of Staff Member	School	Grade level/Subject
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2) How many students? 55

3) Name of destination: Medieval Times

4) City/State of destination: 1469 Polito Ave. Lyndhurst, NJ

5) Departure: Friday April 7, 2017 7:00am

Day	Date	Time
-----	------	------

6) Return: Friday April 7, 2017 4:00pm

Day	Date	Time
-----	------	------

7) Is school in session during this field trip? Yes

8) What unit in the curriculum does this field trip support?

Communication and Self Expression

9) What are the Common Core State Standards this field trip supports?

CCSS.ELA-Literacy.RL.11-12.7  
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)  
CCSS.ELA-Literacy.W.11-12.4  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
CCSS.ELA-Literacy.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.

MAR 18 2017

10) What are the guiding questions from the curriculum this field trip will answer?

How do we follow rules and norms for productive discussions and decision making?  
How do we carry out assigned roles, including effectively playing leadership roles as well as taking direction from others?

11) What expected performances will be taught by this field trip?

Behaviors from the Academic Behavior Rubric will be expected and graded.

12) How will you assess the learning that results from this field trip?

The Academic Behavior Rubric, informative writing on the experience and the time period

13) Explain what educational value this field trip offers the students:

This field trip is for Seniors and Sophomores who both study Shakespeare and the Medieval time period. Students will also be applying expectations from the Academic Behaviors Rubric in an outside forum.

14) Transportation: Type/name of Approved PUC Carrier

Land Jet Travel, Waterbury, Ct (bus)

15) Name(s) and phone number(s) of person(s) responsible for organizing this trip:

Name	Phone Number	Name	Phone Number
1. Marnie Valletta	(203) 574-8100	4	
2. Stephanie LaBonte	(203) 574-8100	5.	
3		6	

16) Name(s) of person(s) supervising students. **NOTE: One (1) chaperone for every ten (10) students.**

Teacher(s) as chaperones: Marnie Valletta, Stephanie LaBonte, *Melva Nevers*

Aides(s) as chaperones: Kerri Gibson, para-professional

Parent(s) as chaperones: Sharon Chambers, Zilca Diaz

17) How is this trip financed: (If it's fund raising activities, list the fund raising activities. If it's a grant, give title and number of the grant, student contributions, etc.)

Student Contributions \$75 includes ticket, meal, and bus transport.

18) What is the approximate cost per pupil for this trip?

\$75

19) Is any student excluded from attending this trip? Yes ☒ No ☐ If yes, explain why:

Students that have been suspended the marking period the trip takes place, any student that a teacher has referred for disciplinary action.

20) What is the approximate cost all chaperones?

\$75

21) How many substitutes are necessary?  (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1.Marnie Valletta	12 English	4.	
2.Stephanie LaBonte	9/10 English	5.	
3.		6.	

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip

Yes ☒ No ☐

Diacyl Benson RN  
Signature of School Nurse

8-3-17  
Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medial needs have been made Yes ☒ No ☐

M. Munn  
Signature of School Principal

                      
Date

#### CENTRAL OFFICE RESPONSE

24) This field trip request has been reviewed and approved at the Superintendent's level ☒

This field trip request has been reviewed and is not approved ☐

PLA who  
Signature of Superintendent/Designee/I.D.

3-6-17  
Date

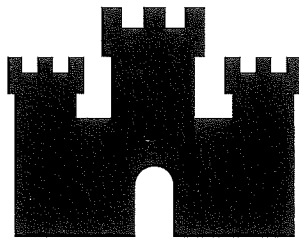
3/3/17

25) This field trip request required Board of Education action for out of state **or** overnight field trip was approved/denied by the Board of Education during its meeting of \_\_\_\_\_

\_\_\_\_\_  
Signature of BOE/Designee

\_\_\_\_\_  
Date

**A copy of this request, when approved, will be returned to the School Principal.**



# *Medieval Times*

DINNER & TOURNAMENT

## **Chivalry in Action Educational Matinee**

High School Study Guide & Lesson Plans

### **Code of Chivalry**

A knight is sworn to valor.  
His heart knows only virtue.  
His blade defends the helpless.  
His might upholds the weak.  
His word speaks only truth.  
His wrath undoes the wicked.

## A Note to the Teacher

Your upcoming fieldtrip to Medieval Times will be one that you and your students will enjoy and remember as a highlight from this school year. The Medieval Times educational matinee supports current classroom curriculum and will provide background information for your students to be able to think critically and use their creativity as they draw conclusions about the era and make connections to present day.

The following curricular supports are available for you as you plan your unit of study. The focus of the Medieval Times matinee is the practice of chivalry and how it affected the decisions made by individuals in the era. The curriculum in the following pages are lessons and projects where students can fully develop their understanding of the practice of chivalry and why it is pertinent in our present society. In addition, there are curriculum components that review the overall lifestyle of the Medieval Era including living in castles, making a coat of arms, and living in an era of feudalism.

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Pre-Show Information: People of the Middle Ages .....	03
Life at the Castle .....	08
Student Vocabulary .....	12
Lesson Plan: (Composition) Comparing Vocations in the Medieval Era .....	17
Post Show Lesson Plan: Questionnaire/Interview .....	18
Post Show Lesson Plan: Chivalry in the Middle Ages .....	20
Post Show Lesson Plan: Medieval Birthday Party .....	21
Post-Show Lesson Plan: Castle Design .....	22
Lesson Plan: Tapestry .....	23

# Pre-Show Information: People of the Middle Ages

## Student & Teacher Source

### Overview: The Middle Ages

The medieval era, often called the Middle Ages or the Dark Ages, began around 476 A.D. following a great loss of power throughout Europe by the Roman Empire. The Middle Ages span roughly 1,000 years, ending between 1400 and 1450. Though, in Spain, 1492 is considered the end of their medieval period and the beginning of the modern era.

The Middle Ages changed the landscape of Europe through:

- A surge in Christianity leading to the building of great cathedrals
- Clearing of large tracts of land by peasants
- Settling of new towns and villages
- Building of great castles by local nobility

The period was one of human expansion, centralization and great political upheaval and violence, resulting in the foundation of many modern European countries.

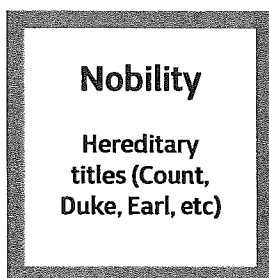


Spain was not the united country that it is today. In the 11th century there were multiple Spanish kingdoms that each claimed a different area of land. The map outlines each of the 11th century Spanish kingdoms and their land. Medieval Times has knights that represent many of the areas in the kingdoms of both Leon and Navarre.

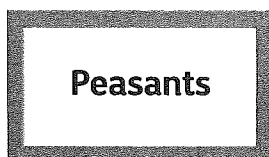
### Owning and Working the Land in the Feudal System



The King claimed ownership of the land. The King granted the land to important nobles - these nobles then pledged their loyalty by swearing to serve and protect the king. The king also granted land to the less powerful military men (the knights) who were called vassals. The vassals also agreed to fight for the king in exchange for their land.



Nobles were granted land by the king and used peasants to work the land and support the efforts of the kingdom they pledged their loyalty.



Peasants worked the land that belonged to the local nobility for little to no money. They were able to meet basic needs but many were not able to relocate or marry without permission.



# People of the Middle Ages

## Student & Teacher Source

### Daily Life

#### Peasants, Serfs and Farmers

Peasants were the poorest people in the medieval era and lived primarily in the country or small villages. Serfs were the poorest of the peasant class, and were a type of slave. Lords owned the serfs who lived on their lands. In exchange for a place to live, serfs worked the land to grow crops for themselves and their lord. In addition, serfs were expected to work the farms for the lord and pay rent.

Everyday peasants could be educated and marry if they could afford it. Serfs, however, could do neither and were not permitted to relocate without the lord's approval.

Farmers were a bit better off than peasants, as some owned their own farms. Most worked the farm lands themselves or with the aid of peasants and serfs.

Farmers and peasants lived in simple dwellings called cottages. They built their own homes from wood and the roofs were thatched (made of bundles of reeds that have to be replaced periodically). The interior walls were generally made of wattle and daub – an arrangement of twigs weaved into a wall shape and coated with mud and straw to make a hard, plaster-like surface to keep out drafts. Often farmers, peasants and serfs brought their animals into their homes to protect them.

#### Carpenters

Carpenters were highly skilled and considered to be elite tradesmen. To become a carpenter, it was usually necessary to join a guild as an apprentice and learn the craft. A knowledge of math, woodworking and the use of tools was required for all carpenters.

#### Kings and Nobles

Kings and nobles often sought the finest carpenters and kept them retained on their staffs as specialists. Furnishing castles and estates was not only done for decorative purposes, but also to demonstrate prestige and status to visitors. Thus, a master carpenter was always in demand and could earn high wages.

#### Metalsmith

The metalsmith, sometimes called blacksmith, had to first make his tools before he could make metal parts such as horseshoes, nails and door hinges.

The blacksmith would also work as an armorer for the king or count – making swords, shields and armor.

# People of the Middle Ages

## Student & Teacher Source

### Names in the Middle Ages

In the medieval era, most people had only a given name, such as John. To differentiate, some were also known by the manor in which they resided – John became John of Cornwall Manor. This would be added to things, such as trade – Edward the Metalsmith or Jacob the Miller.

Over the centuries these turned into the last names of today (just drop “the”). In this vein, if John had a son Charles, he might be known as Charles, John’s son (later known as Charles Johnson).

### Entertainment: Drama, Dance & Tournaments

Songs and stories were very popular during The Middle Ages. People would entertain themselves with song, dance, music and stories. Wandering entertainers, called minstrels or troubadours, would travel from village to village providing such entertainment—particularly music—for the local people. They were paid in food and sometimes coins.

Other entertainers would come through as well, including jugglers, acrobats and those with trained animals. These were the early origins of traveling circuses. Traveling puppet shows were common as well.

Cards, dice and guessing games were popular. The noble classes began to play new games like chess and backgammon that were brought back from the Orient during this period.

### Communication

Methods of communication during the medieval period were very limited. Without the use of television, telephone, radio, internet or the postal service, correspondence took place in the form of letters delivered by private messenger. Letters were written on parchment (pieces of dried animal skin) with the use of ink and quill pen.

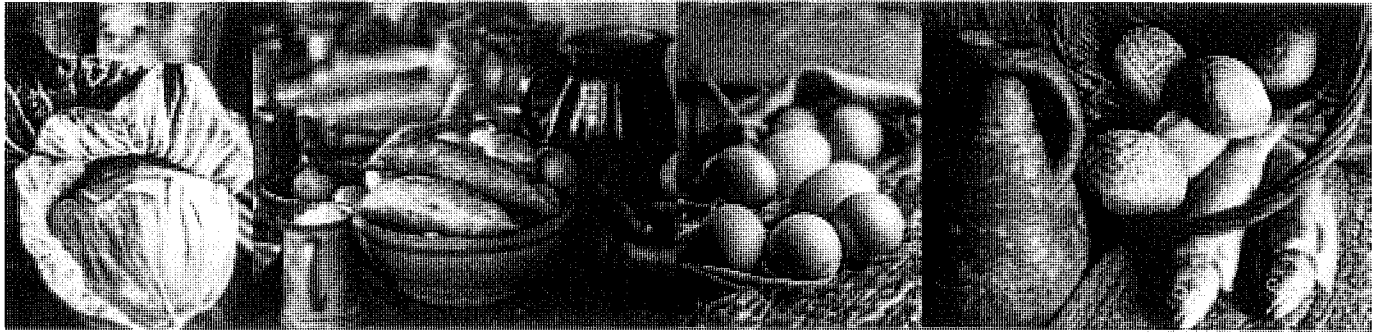
Books were very expensive in the Middle Ages, as each was written and illustrated by hand. A book consisted of a series of bound parchment leaves. Before the invention of the printing press, it took a team of scribes, illuminators and bookbinders a very long time to make a single book.

## Tradesmen and Merchants

Tradesmen and merchants played an important role in the medieval era. To learn a skill, one would begin as an apprentice to learn a craft and, only after many years of training, one could become a skilled tradesman such as a carpenter, blacksmith, or artisan. Merchants sold items, often between towns. The most popular traded items were salt, iron, and textiles.

# People of the Middle Ages

## Student & Teacher Source



### Food and Drink

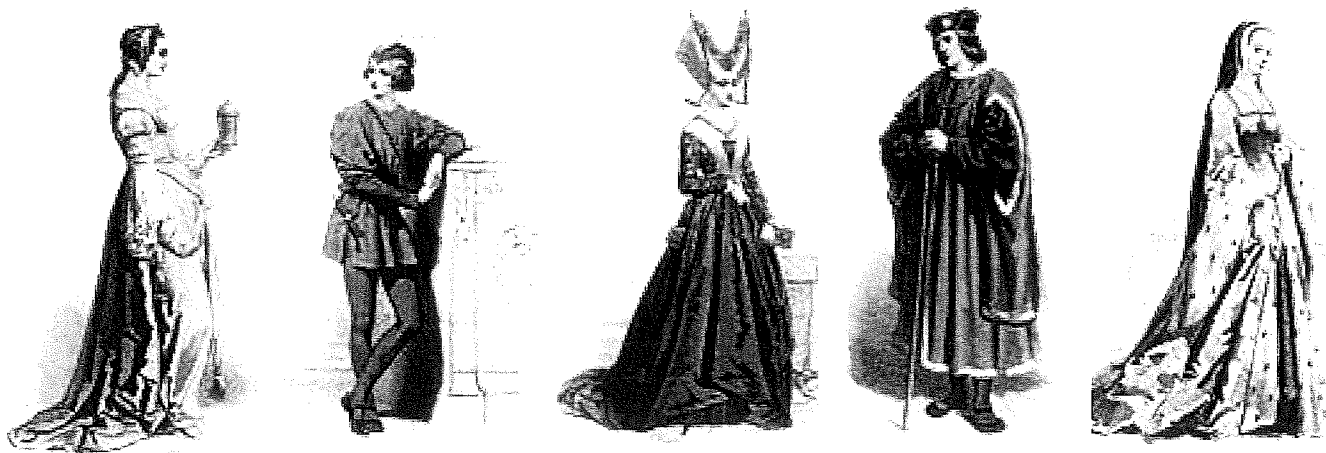
Everyday food for the poor in the Middle Ages consisted of cabbage, beans, eggs, oats and brown bread. Sometimes, as a specialty, they would have cheese, bacon or poultry.

The wealthier you were, the better you ate. More meat and game such as venison was available to those who could afford it, along with white bread, spices and rich sauces.

If you lived near a body of water, fish was prominent in your diet. Inland lakes and streams provided freshwater fish and turtles, while coastal regions near oceans and seas had ample access to saltwater fish like herring, cod, whale and eel. When possible, fish was eaten fresh. Though, fish was dried, smoked or salted for long-term storage to be eaten during winter.

Honey straight from bee hives called apiaries was the common sweetener during the period; while herbs, nuts, roots and flowers were eaten and used in medicinal tonics and teas.

### Clothing: Men and Women



As in the previous centuries, two styles of dress existed side-by-side for men: a short (knee-length) costume deriving from a melding of the everyday dress of the later Roman Empire and the short tunics worn by the invading barbarians, and a long (ankle-length) costume descended from the clothing of the Roman upper classes and influenced by Byzantine dress.

Women's clothing consisted of an undertunic called a chemise or smock. This was usually made of linen. Over the chemise, women wore one or more ankle-to-floor length tunics (also called gowns or kirtles). Working class women wore ankle-length tunics belted at the waist.

# People of the Middle Ages

## Student & Teacher Source

### Religion: Cathedrals

Throughout The Middle Ages, the Christian churches of Europe advanced both art and architecture by building larger, grander churches called cathedrals.

Cathedrals were massive structures with the finest design and adorned inside and out with the very best in sculpture and art. While considered houses or castles for God, cathedrals were designed to impress and humble the masses with the power of God as they came to worship.

Inside these architectural marvels, fine woodwork, paintings, murals, tapestries and sculptures were installed. Baptismal fonts, chalices, shrines, reliquaries and other accessories of the Mass were usually made of gold and silver. Fine jewels were often used to accent these pieces. The artworks throughout the cathedral (and in more modest ways at smaller churches) were deliberately designed to relate stories from the Bible in order to inform and remind the worshipers.

The early Middle Ages had cathedrals built in the Romanesque style with thick walls and tall, thick pillars to support the roof and ceiling. Improvements in building technology and engineering led to the development of thinner, taller walls supported by arched supports on the outside called flying buttresses. This made walls much stronger and allowed for more and larger windows. This new style was called Gothic, and appeared around the year 1150.

The walls were made of shaped stone instead of natural stone, which was commonly used for churches and other buildings. Masons were the craftsmen who carved and shaped the stones into simple structural blocks or fancier, decorative blocks, sculptures or gargoyles. Masons marked their stones with a signature graphic that was unique to him – the more stones with his mark, the more he got paid.

Invariably, cathedrals had their administrative areas, which, in turn, were subdivided into smaller parishes with local churches and monasteries. The head of the cathedral was called a bishop.



# People of the Middle Ages

## Student & Teacher Source

### Science & Technology

#### Pulley

The pulley is a simple machine made of a wheel with a rope or belt wrapped around it. It is used to lift things up. When you pull down on one end of the rope, the other end moves upward like on a flagpole or crane.

Everyday peasants could be educated and marry if they could afford it. Serfs, however, could do neither and were not permitted to relocate without the lord's approval.

#### Lever

A lever is a stiff rod that rotates around a pivot point. Downward motion at one end results in upward motion at the other end like a seesaw. Depending on where the pivot point called the fulcrum, is located, a lever can multiply either the force applied or the distance over which the force is applied.

#### Gears

Gears are wheels with teeth. You can use gears to slow things down or speed them up, to change direction or to control several things at once.

Gears were especially important in the medieval period as they helped to create a winch. The winch, a crank used to give motion to a grindstone or similar device, allowed a person to put a great deal of energy into a device like a catapult. At a prescribed moment, all the energy is released at once, hurling the projectile within the catapult.

#### Catapult

There are several different technologies that fall into the "catapult" category. They include the catapult, the ballista and the trebuchet.

# People of the Middle Ages

## Student & Teacher Handouts



### Knights

Originally knights were attendants or specialized foot-soldiers, but the status of knights was elevated around 800 A.D.

Kings or lords would raise a soldier to a knight by lightly striking (dubbing) the knight's shoulder with the flat of his sword. The knight was given a sword, a pay raise and, frequently, a plot of land. Most knights were required to be at least 21 years old.

Knights were considered elite soldiers in battles, wars and crusades, but when not in such situations, they usually acted as law enforcement officers of the local lord's court or that of the king.

Knights began fighting while riding large and powerful horses called warhorses. This radically changed how conflicts were waged at that time. Since these horses were expensive, only wealthier men could afford to become knights.

Knights required attendants to handle the knight's several horses, maintain and hand him his heavy weapons and shield, assist him in mounting and dismounting the horse and guard his prisoners. Squires assisted the knight in battle training and exercises, and often became knights themselves.

Knights typically wore better than average clothing, but wore chain mail, helmets and partial suits of armor only in battle. Swords, daggers and sometimes lances were the weapons of choice. Full suits of armor made of plate steel came into use around 1400.

Each knight had his own flag or banner that identified him on and off the battlefield, called a coat of arms. The pattern and colors on the flag were often repeated on his shield and on other items belonging to the knight.

The principles and customs of the medieval knight were categorized as chivalry. The word was taken from the French version of the Latin word for horse (cheval). (In France, knights are often called chevaliers.) Knights were known for their masterful skills with horses. A knight's code of conduct included: mercy, humility, honor, sacrifice, faithfulness, courage, utmost graciousness and courtesy toward women.

# Life at the Castle

## Student & Teacher Source

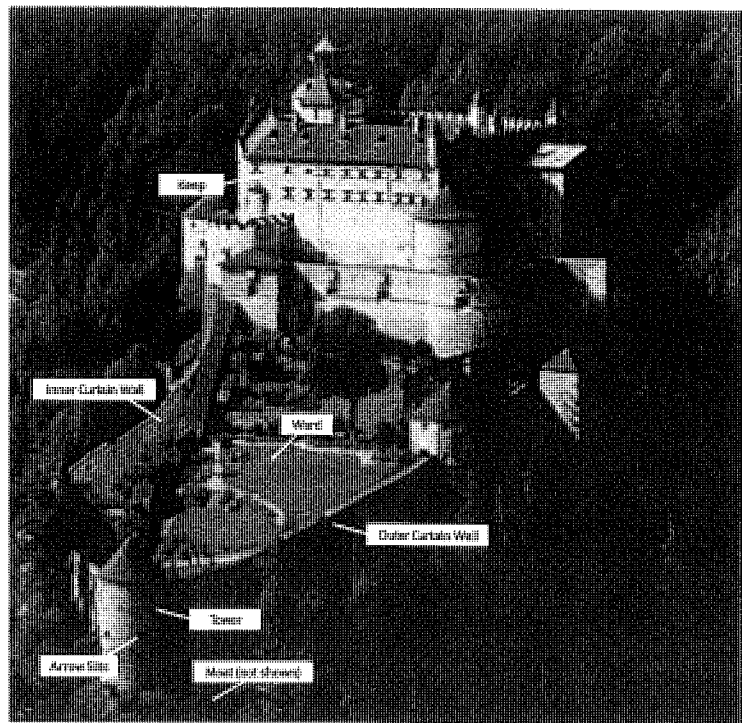
### Castles

Castles belonged to the wealthy, important, and powerful people of the land – kings, nobles, and knights. Castles were designed to be difficult to attack and easy to defend. Castles protected owners from rivals and invaders; however, castles were also used to protect the local citizens.

Early castles were built in the 9th and 10th centuries and were constructed of earth and wood; usually constructed on higher ground. Castles from the 11th century and later were always built of rocks and stones on high ground and often surrounded by water such as a lake of wide, deep water called a moat. Stone castles had massive walls that were between 15 and 20 feet thick.

Here are the five key castle structures and how they help castle defense:

- **Buttresses** are the extra thick part of the outer walls that assist in strengthening the structure.
- **Towers and keeps** were tall and square and enabled long distance surveillance. Originally the corners were square, but later designs were rounded or cylindrical. Squared corners were more vulnerable to damage by projectiles like boulders from catapults.
- **Spiral staircases** inside castles were specifically designed to inhibit right-handed invaders by forcing the attacker's balance to the left side while stonework defeated his ability to swing his sword properly.
- **Narrow slit windows** were slim on the inside, but flared wider on the outside. This made it difficult for the enemy to hit the defenders, but enabled those inside with a wider range of motion for attacking the enemy.
- The fore building was the **gateway** into the castle. It was usually positioned forward from the castle, on higher ground or upstairs from ground level making it more difficult to gain entry. Gateways were protected with a massive iron gate, a heavy wooden door or both.



Castle of Hohenwerfen, Austria

# Life at the Castle

## Student & Teacher Source

### Tapestries

A tapestry is a heavy cloth with rich, colored designs or scenes usually hung on walls for decoration and sometimes used to cover furniture.

At a time when most people could not read, the images in the tapestries ensured that history and momentous events were recorded. By the 1400s, craftsmen were employed to weave elaborate designs for a growing market. It has been estimated that 15,000 people were employed in the craft by this time. Medieval weavers extracted dyes from plants and insects in a range of less than 20 colors.



### Coat of Arms

During The Middle Ages, knights used a coat of arms to identify themselves, which was especially useful in battle. In a society where few people could read and write, pictures were very important. Traditional Colors: Black, Royal Purple, Emerald Green, Royal Blue or Sky Blue, Bright Red. Metals: Gold (yellow) and Silver (white) Animals were frequently used as a main charge. They were not drawn to look three dimensional, but were shown as if they were flat. The pictures were to represent the animal as a symbol: Lion, Bear, Boar, Eagle, Horse, Dragon, Griffin.





# Student Vocabulary

## Student Handout

**Castle:** Structures that belonged to the wealthy, important, and powerful people of the land – kings, nobles, and knights. They were symbols of status during times of war and in peace. Early castles were built in the 9th and 10th centuries and were constructed of earth and wood. They were designed to be difficult to attack and easy to defend.

**Catapult:** There are several different technologies that fall into the "catapult" category. They include the catapult, the ballista and the trebuchet.

**Chivalry:** The medieval system, principles and customs of knighthood. The qualities idealized by knighthood, such as bravery, courtesy, honor and gallantry toward women.

**Feudalism:** A political and economic system of Europe from the 9th to about the 15th century based on holding all land in fief or fee and the resulting relation of lord to vassal and characterized by homage, legal and military service of tenants, and forfeiture.

**Gears:** Wheels with teeth. You can use gears to slow things down or speed them up, to change direction or to control several things at once.

Gears were especially important in the medieval period as they helped to create a winch. The winch, a crank used to give motion to a grindstone or similar device, allowed a person to put a great deal of energy into a device like a catapult. At a prescribed moment, all the energy is released at once, hurling the projectile within the catapult.

**Hierarchy:** Categorization of a group of people according to ability or status.

**Knight:** A medieval gentleman-soldier, usually high-born, raised by a sovereign to privileged military status after training as a page and squire.

**Lever:** A stiff rod that rotates around a pivot point. Downward motion at one end results in upward motion at the other end like a seesaw. Depending on where the pivot point, called the fulcrum, is located, a lever can multiply either the force applied or the distance over which the force is applied.

**Lord:** The proprietor of a manor.

**Manor:** The district over which a lord had domain and could exercise certain rights and privileges in medieval Europe.

**Page:** A boy who acted as a knight's attendant as the first stage of training for chivalric knighthood.

**Peasant:** They were the poorest people in the medieval era and lived primarily in the country or small villages.

**Pulley:** A simple machine made of a wheel with a rope or belt wrapped around it. It is used to lift things up. When you pull down on one end of the rope, the other end moves upward like on a flagpole or crane.

**Serf:** A member of the lowest feudal class, attached to the land owned by a lord and required to perform labor in return for certain legal or customary rights.

**Squire:** A young nobleman attendant upon a knight and ranked next below a knight in feudal hierarchy.

# Student Vocabulary

## Student Handout

**Tapestry:** A heavy cloth with rich, colored designs or scenes usually hung on walls for decoration and sometimes used to cover furniture.

**Vassal:** A person who held land from a feudal lord and received protection in return for homage and allegiance.

**Valor:** A quality of determination when facing great danger, especially in battle.

**Virtue:** A quality of someone who displays moral excellence.

# Lesson Plan: (Composition) Comparing Vocations in the Medieval Era

## Objectives:

### History

- Students will be able to understand how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.

### English

- Students will be able to select and apply writing strategies to develop ideas, develop voice, and plan.
- Students will be able to use effective sequence and transitions to achieve coherence and meaning in their writing.

### Technology

- Students will be expected to use the internet to research.

## Materials:

- Writing materials
- Tablet or computer

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## Procedures:

- Compare and contrast two vocations: One from the castle and one from the village. For example, compare and contrast a serf and page, or metalsmith and a knight.
- Make sure this composition consists of all of the writing elements discussed in class.

## Post Show Lesson Plan: Questionnaire/Interview

### Objectives:

#### English/Language Arts/Reading

- Students will be able to write a literary script to express ideas and feelings about real or imagined people, events, and ideas.

#### Social Studies/History

- Students will be able to evaluate effects of major political, economic, and social conditions on a selected social studies project.

#### Technology

- Students will be expected to use the internet to research.
- Students will be able to generate new understanding by extending existing knowledge.

### Materials:

- Sample questionnaire/ interview worksheet
- Tablet or computer

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### Procedures:

- Develop a questionnaire/interview for the members of the court. Include King Carlos (~1099), Princess, Chancellor, Knights of the Realms, Falconer, and other members of the court.
- If possible, interview one of the members of the court, in the lobby, prior to the matinee.

# Questionnaire/Interview Sample Questions

Use these ideas as springboards to develop your own questions for the interview.

## **King Carlos**

How did you become king?

What are your responsibilities?

## **Princess**

What is your role in the court?

How do you instill courtly manners upon others in the castle?

## **Chancellor**

What are your responsibilities as the royal deputy?

Who reports to you?

## **Knights of the Realms**

How do you prepare for a tournament?

Describe the metals used in your weapons.

## **Falconer**

How do you train a bird?

What is involved in caring for the birds?

# Post Show Lesson Plan: Chivalry in the Middle Ages

## Objectives:

### History

- Students will be able to describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and economic system of manorialism.

### Technology

- Students will be expected to use the internet for research.

### English

- Students will be able to apply the conventions of usage and the mechanics of written English to communicate clearly and effectively.

### Psychology

- Students will be able to evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality.

## Materials:

- Tablet or computer
- Writing materials

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## Procedures:

- Use research skills to find information and write a paper comparing chivalry of the Middle Ages to today's social code of behavior.

## Evaluation:

- Collect papers and assess.

# Post Show Lesson Plan: Medieval Birthday Party

## Objectives:

### Career Development

- Students will be able to identify community, provincial or state, national, and international issues.
- Students will be able to collaborate with an interdisciplinary team to develop a project.

### Art

- Students will be able to compare and contrast historical and contemporary styles, identifying general themes and trends.

### History

- Students will be able to understand how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.

### Drama

- Students will be able to portray believable characters when applying acting concepts, skills, and techniques.

### Technology

- Students will be expected to use the internet for research.

## Materials:

- Tablet or computer
- Supplies and materials for costume and set design

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## Procedures:

- In groups, plan a medieval birthday party for a princess. Include a guest list with the appropriate titles and positions, a detailed dinner menu with various time-period food, and possible activities (such as swimming pool noodle jousting).

## Evaluation:

- Present a skit of the medieval birthday party highlighting guest list, food and activities.

# Lesson Plan: Castle Design

## Castles

Castles belonged to the wealthy, important, and powerful people of the land – kings, nobles, and knights. Castles were designed to be difficult to attack and easy to defend. Castles protected owners from rivals and invaders; however, castles were also used to protect the local citizens.

Early castles were built in the 9th and 10th centuries and were constructed of earth and wood; usually constructed on higher ground. Castles from the 11th century and later were always built of rocks and stones on high ground and often surrounded by water such as a lake of wide, deep water called a moat. Stone castles had massive walls that were between 15 and 20 feet thick.

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### Objectives:

#### History

- Students will be able to understand how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.

#### Science

- Students will be able to determine the relationship between simple machines and work/energy.
- Students will be able to demonstrate knowledge of why simple machines are useful.

#### Technology

- Students will be able to use the basic principles of design, such as proportion, balance, variety, emphasis, harmony, symmetry, and unity in type, color, size, line-thickness, shape, and space.

### Materials:

- Computer
- Design materials

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### Procedures:

Design a medieval castle. Make sure you include gears, catapult, levers, and pulleys into your design. Try to make it as authentic as possible. Transfer your design to the computer using various technological components.

### Evaluation:

Present your design to the class explaining the use of gears, catapult, levers, and pulleys in your castle.



# Lesson Plan: Tapestry

## Tapestries

A tapestry is a heavy cloth with rich, colored designs or scenes usually hung on walls for decoration and sometimes used to cover furniture.

At a time when most people could not read, the images in the tapestries ensured that history and momentous events were recorded. By the 1400s, craftsmen were employed to weave elaborate designs for a growing market. It has been estimated that 15,000 people were employed in the craft by this time. Medieval weavers extracted dyes from plants and insects in a range of less than 20 colors.

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### Objectives:

#### Art

- Students will be able to define and use symbolism when creating a tapestry.
- Students will be able to demonstrate an understanding of Middle Ages period as it relates to style and movement.

#### Sociology

- Students will be able to identify the elements of culture to include language, symbols, norms, and values.

#### Technology

- Students will be expected to use the internet for research.

#### Speech

- Students will be able to use effective verbal and non-verbal communication in presenting informative speeches.

### Materials:

- Art materials, optional medium choices

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### Procedures:

Investigate the use of tapestries during the Middle Ages as functional and decorative pieces of art. Design and create a tapestry that would be used in the Middle Ages. Create a story for your tapestry to present to the class.

### Evaluation:

Present your story and tapestry to the class.

#10

Revised 07/17/13

REQUEST FOR FIELD TRIP

ALL FIELD TRIP FORMS MUST BE FAXED (203-574-8010) OR EMAILED TO THE SCHOOL'S INSTRUCTIONAL LEADERSHIP DIRECTOR.

ALL FIELD TRIPS REQUEST MUST INCLUDE THE APPROPRIATE COVER SHEET

- ☒ OUT OF STATE – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP
- ☐ IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

*This request must be approved prior to collecting or committing any funds such as down payments or making definite arrangements.*

Date Submitted: 2/22/2017 Name of Travel Agency (if applicable): \_\_\_\_\_

1) Requested by: <u>Bob Haxhi and Ron Napoli</u>	<u>Wilby</u>	<u>History</u>
Name of Staff Member	School	Grade level/Subject

2) How many students? 50

3) Name of destination: Philadelphia, PA; Valley Forge, PA; These sites is Philadelphia: Independence Hall; Redding Terminal Market; The Barnes Foundation; Citizens Bank Park; Philadelphia Muscum of Art; US Mint; Historic Philadelphia Walking Tour; Battleship USS New Jersey

4) City/State of destination: Philadelphia, Pennsylvania

5) Departure: Sunday, May 21, 2017 at 6:30 AM

Day	Date	Time
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6) Return: Wednesday, May 24, 2017 at 5:00 PM

Day	Date	Time
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7) Is school in session during this field trip? YES

8) What unit in the curriculum does this field trip support?

This trip supports the entire curriculum for Roots and Government and Politics AP, US history AP and World History AP. A heavy focus will be on U.S. Government history and U.S. history in general. The American Revolution and the Constitution will be highlighted. A social component will be included: Immigration: Past and Present. There will also be a component of The Underground Railroad.

9) What are the Common Core State Standards this field trip supports?

From State Common Core Standards: Social Studies teachers engage students in learning experiences that are integrated by establishing linkages, both within the themes and disciplines of history/social studies and across other academic disciplines. Focus on primary source linkages for Colonies and Revolution. Also, see attached lessons.

10) What are the guiding questions from the curriculum this field trip will answer?

MAR 13 2017

11) What expected performances will be taught by this field trip?

Students will be expected to demonstrate specifics from learning derived from trip in essays, multiple choice exams and AP exams. EX- students will be able to explain the logic behind creating a constitution to govern a preexisting state.

12) How will you assess the learning that results from this field trip?

Students will be tested and will be required to write in depth essays pertaining to the AP curriculums and other US History curriculum.

13) Explain what educational value this field trip offers the students:

The benefits of touring the Philadelphia with knowledgeable guides and teachers will be invaluable to their appreciation of their countries history.

14) Transportation: Type/name of Approved PUC Carrier

Land Jet, Inc.

15) Name(s) and phone number(s) of person(s) responsible for organizing this trip:

Name	Phone Number	Name	Phone Number
1. Robert Haxhi	203-695-3028	4	
2. Ron Napoli	203-437-1166	5.	
3		6	

16) Name(s) of person(s) supervising students. **NOTE: One (1) chaperone for every ten (10) students.**

Teacher(s) as chaperones: Robert Haxhi, Ron Napoli, Amy Frenis, Matthew Magda, Ms. Marci Hinton

Aides(s) as chaperones:

Parent(s) as chaperones:

17) How is this trip financed: (If it's fund raising activities, list the fund raising activities. If it's a grant, give title and number of the grant, student contributions, etc.)

Student and teacher Contributions and some fund raising.

18) What is the approximate cost per pupil for this trip?

\$375.00

19) Is any student excluded from attending this trip? Yes ☐ No ☒ If yes, explain why:

20) What is the approximate cost all chaperones?

\$375.00 per chaperone

21) How many substitutes are necessary?  (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Bob Haxhi	Social Studies/ 9and 10	4. M. Magda S. Studies	
2. Ron Napoli	Social Studies 9	5.	
3. Amy Frenis	Social Studies 11/12	6.	

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip

Yes ☒

No ☐

Diagob. Berman RK  
Signature of School Nurse

2/22/17  
Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medial needs have been made Yes ☒ No ☐

M. Guerrier  
Signature of School Principal

\_\_\_\_\_  
Date

#### CENTRAL OFFICE RESPONSE

24) This field trip request has been reviewed and approved at the Superintendent's level ☒

This field trip request has been reviewed and is not approved ☐

PLA [Signature]  
Signature of Superintendent/Designee/ILD

3-6-17

3/8/17 Date

25) This field trip request required Board of Education action for out of state or overnight field trip was approved/denied by the Board of Education during its meeting of \_\_\_\_\_

\_\_\_\_\_  
Signature of BOE/Designee

\_\_\_\_\_  
Date

A copy of this request, when approved, will be returned to the School Principal.

## Wilby High School Social Studies

### Philadelphia Field Trip Itinerary May 21-24, 2017

Cost: \$410.00

This field trip will be chaperoned by five highly skilled and dedicated teachers from Wilby High School:

**Matthew Magda:** Mr. Magda is widely versed in the study of United States History. He has taught history courses at Sacred Heart University and Wilby High School. Mr. Magda was a Master Teacher of European Studies in *Yale University's Hopkins Summer Institute*. He has been studying American History for fifty years and the students will be able to draw from his vast reservoir of knowledge as we tour the great historic sites in Philadelphia. It is a special privilege to be going to Philadelphia with Mr. Magda. Prior to his return to Connecticut, he had been the **Deputy Chief, Division of History of the Pennsylvania Historical and Museum Commission**. Furthermore, if one were to look up **Philadelphia** in the *Encyclopedia Britannica*, she would be reading an entry co-authored by Mr. Magda.

**Robert Haxhi:** Social Studies Department Chairman and lifelong student of history, Mr. Haxhi holds a Bachelor's Degree (C.C.S.U.) and a Master's Degree (Wesleyan) in history. In 2009, Mr. Haxhi was selected, with the assistance of Gabor S. Boritt, for the *Lincoln Fellowship of Pennsylvania Scholarship*. Mr. Haxhi will hold discussions on topics such as Philadelphia's role in the Underground Railroad and as a center for abolition in the years leading up to the American Civil War. He has also studied the American Revolution extensively and has been teaching U.S. History for twenty-eight years. Mr. Haxhi has traveled extensively throughout the National Park system and will be able to offer valuable insights at each of the National Park sites we visit.

**Ron Napoli:** Mr. Napoli is active in government and politics and has been a keen student of these for many years. His insights will be of exceptional value as we tour the "Cradle of Liberty." A member of our social studies team, Mr. Napoli has distinguished himself as an effective teacher and role model. Mr. Napoli teaches World History and has taught Honors U.S. History at Wilby. His personal mission on this field trip will be to get everyone, including Mr. Magda, to run to the top of the world famous "Rocky Steps" at the Philadelphia Museum of Art. We look forward to seeing Mr. Napoli and the students raise their arms in triumph.

**Amy Frenis:** An accomplished history teacher of long standing at Wilby High School, Ms. Frenis will bring a unique perspective to Philadelphia. Amy has a history degree and teaches psychology and sociology. Ms. Frenis will guide students through an extensive lesson at the Betsy Ross House as students examine women's' roles in the formation of the American nation. She will also discuss the dynamics of the Constitutional Convention of 1787. She is also an avid foodie and will be having the turkey pot pie at the City Tavern. She wants the students to get out of their comfort zones and try new experiences.

**Monday, May 22, 2017** (Second day theme –The Museums and Culture of Philadelphia)

08:00 A.M. –Hot breakfast at hotel (included in trip cost)

09:30 A.M. - Arrive at **Independence National Historical Park**

Mr. Napoli will lead the charge up the steps and there will be a group photo at the famous **Rocky Balboa statue**

9:30 - 12:00 A.M. – Tour: The **US Mint**, the **Liberty Bell**, **Christ Church Burial Ground**, and the **National Park Visitor Center**

12:30 P.M. - Arrive at **Redding Terminal Market** for lunch (This lunch is **NOT** included in trip cost)

01:30 P.M. – Depart for the **Barnes Foundation**, the **Rodin Museum**, and the **Philadelphia Museum of Art**

01:30 – 5:30 P.M. – Tour the *Rodin Museum*, the *Barnes Foundation*, and run up the **“Rocky Steps!”** to the *Philadelphia Museum of Art*

Mr. Napoli will lead the charge up the steps and there will be a group photo at the famous **Rocky Balboa statue**

06:00 P.M. – Depart for **dinner** and *Major League Baseball* game at *Citizens Bank Park*

Students will receive a meal voucher for food at Citizens Bank Park (included in trip cost)

07:05 P.M. – **Philadelphia Phillies vs. Colorado Rockies** at **Citizens Bank Park**

10:30 P.M. – Return to **Holiday Inn Express King of Prussia**

10:30 P.M. to 7:00 A.M. – Curfew (Students cannot leave their rooms during these hours. Security guards will be on duty for the students’ safety.)

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**Tuesday, May 23, 2017** (Third day theme: Historic Olde Towne Philadelphia)

07:30 A.M. – Hot breakfast at hotel (included in trip cost)

09:00 A.M. – Arrive at **National Constitution Center**

**Wednesday, May 24, 2017** (Fourth day theme: World War II and the Philadelphia Naval Yard)

08:00 A.M. – Hot breakfast at hotel (included in trip cost)

09:00 A.M. – Check-out and bus departs for the battleship USS New Jersey

10:30 A.M. – Guided tour of USS New Jersey

12:00 P.M. – Lunch on battleship in crews' mess hall – (included in trip cost)

01:30 P.M. – Depart for Wilby High School

One snack and bathroom stop en route

05:00 P.M. – Arrive at Wilby High School for parent pick-up

# **Waterbury** **Bi-Weekly Lesson/Unit**

<b>Name:</b> : Robert Haxhi	<b>Date:</b> May , 2017
<b>Course:</b> Roots of American Citizenship/US History	
<b>Unit Title:</b> The Confederation & the Constitution	<b>Length of Unit:</b> Three Weeks
<b>Understandings:</b> Students will understand that...	<b>Essential Questions:</b>
After the War for Independence, Americans began to rethink views on separation of church & state.	Should there be a separation of church and state?
The War for Independence produced some changes in the lives of women and African-Americans.	Do periods of turmoil or stability offer better opportunities for those of lesser status to advance?
The Articles of Confederation failed to deal adequately with major economic and political problems.	If a government is failing to be effective, what steps should citizens take to create a better government?
The antecedents to the Constitution can be found in state constitutions and political theories.	Are practical experiences or theories a better guide for drawing up a plan of government?
The Constitution addressed specific weaknesses of the Articles of Confederation.	What would be elements of a good plan of government?

**Create:** What are the student objectives?

**Reflective Questions:**

- How do the student objectives support the student in meeting the Waterbury and State Standards?
- How do the student objectives reflect varied learning styles?

## NEASC 21<sup>st</sup> Century Student Expectations and Codes

Academic	Social	Civic
EPS = Effective Problem Solver	CCW=Collaborative/Cooperative Worker	CC= Community Contributor
EW = Effective Writer	RP = Respectful Person	
SDL= Self-Directed Learner		
ER = Effective Reader		

Standards	Student Learning Objectives Students will know and be able to do:	NEASC 21 <sup>st</sup> Century Student Expectations - see code above
<b>WTBY Curriculum Objectives- based on CSDE Standards</b>	Students will understand that the American Revolution was not a radical transformation, but it did produce some political innovations and social change. Students will identify achievements and major weaknesses of the Articles of Confederation. Students will describe and understand major components of the Constitution and why the Constitution was ratified.	ER, EW, SDL
<b>Literacy Objectives</b>	Students will read, discuss and write about major issues and events of the period 1783-1789.	ER, EW, EPS
<b>Numeracy Objectives</b>	Students will learn how the electoral college works and apply that knowledge to their analysis of the last presidential election and make predictions about the upcoming 2016 election.	SDL, EPS
<b>Research Objectives</b>	Students will complete Document Based Assessment on overcoming the problems of postwar America until 1789..	ER, SDL, EW



<b>Technology Objectives</b>	Some internet research and word processing.	
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**Respond:**

**Reflective Questions:**

- How do the assessments enable students to apply their knowledge and skills to the real world?
- How do the assessments enable students to show their understanding orally and/or in writing?
- How do the assessments reflect varied learning styles?

<b>Performance Based Assessment:</b> Extended written product: essay, lab report, research paper Visual Product: power point show, mural, movie Oral performance: Oral report, dialogue, debate Demonstration: skill performance in Phys. Ed Reflective journal or learning log Self Assessment using criteria	Students will discuss and analyze to what extent the American Revolution brought political, economic and social changes. Students will produce a graph that outlines and compares the major features of the Articles of Confederation and the Constitution. Students will apply their knowledge of the electoral college by identifying and discussing "battleground states" of presidential elections of 2012 and make predictions about the 2016 election.
<b>Traditional Assessment:</b> Selected Response format (Multiple Choice, True-False Quizzes and Tests) Written-oral responses to academic prompts (short answer format) Homework	Students will complete a three page worksheet that requires them to identify major ideas, events, and figures of the era, correctly sequence events, and demonstrate mastery of cause and effect relationships. Students will provide written and oral responses to questions on major developments of the era. Students will take test on the Confederation and Constitution. Test will include objective and subjective components.

**Instructional Design:**

**Reflective Questions:**

How does your instructional plan for the unit allow students to build background knowledge, identify new information, construct meaning and apply information learned in authentic situations?

1. Introduce essential questions and prompt discussion.
2. Assign readings, essay/discussion questions, and worksheets on the Confederation and the Constitution.
3. Discuss to what extent the War for Independence produced political, economic and social change. This includes students explanation of the concept of "Republican Motherhood," changes in the lives of African Americans, impact of the mass exodus of Loyalists, developments in the separation of church and state, and democratic trends in state constitutions.
4. Assign completion of graph that outlines and compares/contrasts the major features of the Articles of Confederation and the Constitution.
5. Prompt discussion and analysis of the graph on the Articles of Confederation and the Constitution. Have students identify achievements and specific features and weaknesses of the Articles of Confederation. Have students identify specific features of the Constitution and explain to what extent these addressed weaknesses I the Articles of Confederation.
6. Explain how the electoral college works. Show students a large electoral college map to demonstrate the relative electoral weights given to each state.
7. Assign students task of monitoring status of "battleground states" in the weeks leading up to the November presidential election.
8. Prompt students to discuss the arguments of the Anti-Federalists against the Constitution. Assign students to closely examine arguments made by the Federalists relating to the issues of "civic virtue," a "large republic," and inherent structural protections in the Constitution to protect and preserve a republic.
9. Review for test on the Confederation and the Constitution.
10. Students will take test on the Confederation and the Constitution.
11. DBQ on the difficulties overcome during the war and after.

Students will explore the types of mission statements used: Preamble and Wilby High School Core Values Statement

Students will examine vocabulary and terms associated with Preamble and Core Values with the purpose of emphasizing verbal skills as essential to understanding primary/secondary sources.

Bonus essential question: Are Statements of Purpose necessary for states and schools? What is the connections between these and thesis statements in a history or persuasive essay?

**Emphasis on Cultural Diversity:  
(Optional)**

**See essential questions – Cultural component is embedded in the essential questions.**

Independence National Historical Park  
Pennsylvania

National Park Service  
U.S. Department of the Interior



# Quest for Freedom: Slavery and the Underground Railroad in Philadelphia

## Grades 7-12

*What do you think are the most important lessons learned from the stories and leaders of the Underground Railroad and how can you apply them in your life?*





## Abolitionists and the Underground Railroad

### Goal:

Students will brainstorm ways to organize against slavery and will learn about the abolitionist movement.

### Purpose:

Students become aware of the risks taken by fugitive slaves and the people who helped them, while gaining an understanding of the goals, actions, and symbols of the abolitionist movement.

### Materials:

Chart paper or projection/transparency with 3 guiding questions (What are the goals of your anti-slavery group? What will you actually do to reach these goals? Will your group have a name, and if so, what name will you choose and why?)

Abolitionist Student Worksheets

### Standards Correlation:

Pennsylvania Academic Standards for History: 8.2 and 8.3 A, C, & D

### Before the Lesson:

- Have charts/projections/transparencies with 3 guiding questions ready, but not yet displayed. (What are the goals of your anti-slavery group? What will you actually do to reach these goals? Will your group have a name, and if so, what name will you choose and why?)
- Have a plan for getting the students into cooperative groups (3-4 students per group). Each group will have a recorder and a presenter.
- Make enough copies of the Student Fact Sheet for every student.

### Steps:

- 1) Engage: *The Underground Railroad was a reaction to the rise of slavery in this country. Africans were brutally captured from their homeland, they endured the Middle Passage across the Atlantic Ocean and life as enslaved people in America. Both free and enslaved Africans in America made significant contributions from the very beginning of our country's*

*history, all through the time in our history when slavery was legal in this country, and have continued contributing to our country's history today.*

*I am going to ask you a series of questions, and I want you to just silently think of the answers on your own. You will have a chance to share with others in your group in a little while. Now put yourself back into that time, and ask yourself the question: What would you do? How would you feel about slavery? Would you DO anything about it? Could you DO anything about it? Would you be more successful doing something about it as an individual or as a group?*

Allow students time to think quietly about these questions. Have them share with a partner and then ask students to share with the whole class. Accept all supported responses. Then display the 3 guiding questions for the class.

*Your team will be forming an anti-slavery group during the early 1800s. Please take some time to discuss the following questions, and the recorder of the group will write down the group's answers after you have reached agreement. Questions: What are the goals of your group? What will you actually do to reach these goals? Will your group have a name, and if so, what name will you choose and why?*

The teacher should give the groups time and monitor their progress. Each group's **presenter** will share the group's responses with the class. The teacher can have each group present all 3 answers at once, or could call on each group to share one goal, then one action in random order; and then ask each group to share their group name, if they chose to have one, and explain the reasoning behind their choice. The teacher facilitates a Socratic dialogue by prompting students to further think about and support their goals and actions, and even group names. The teacher lists the ideas generated by the groups on the board or on chart paper under the headings of: GOALS, ACTIONS, and GROUP NAMES. Hopefully, students will generate many ideas about how to enact a change in the state of things with regard to slavery.

2) Abolitionist Student Worksheet: Pass the student worksheet out to each student. Have them read the information and answer the questions on their own. Each student should complete their own sheet, but the teacher could allow them to confer with their anti-slavery group for assistance.

3) Closing: Allow students to get with a partner to share their answers from the worksheet. Then have a whole class discussion on the last three questions from the student worksheet: **Would you still be willing to help? Would you be willing to take the risk? Why or why not?**

#### Suggestions for Formal Evaluation:

- Students write a persuasive letter, trying to convince the South that slavery is wrong and should be abolished.
- Students write a persuasive letter to a friend or someone that they know, and try to convince them to join the abolitionists.

- The teacher has students imagine that they have been approached several times by abolitionists wanting them to join their fight, but recently there have been many people in this anti-slavery struggle who have been fined, jailed, and recently a group of anti-abolitionists turned violent and burned down Pennsylvania Hall (an abolitionist building in Philadelphia). Students have to write a letter telling the abolitionists whether or not they will join them and explain their reasoning.

### *Extending and Enriching the Learning...*

#### Further Study of the Liberty Bell

Teachers may find it helpful to use the enclosed Liberty in Motion activities to extend their students' knowledge about the Liberty Bell. The Liberty Bell is discussed in this lesson in the context of being given its name and used as a symbol by the abolitionists. These resources and activities would assist students in knowing more about the Bell before their site visit to Independence National Historical Park.



*Quest for Freedom: The Underground Railroad*

Name of your Anti-Slavery Group: \_\_\_\_\_

Your name: \_\_\_\_\_

Names of other Group Members: \_\_\_\_\_

There were people who believed that slavery was wrong right from the beginning, and were looking for different ways to ABOLISH it. Since these people wanted to abolish (or end) slavery, they became known as the **abolitionists** and they tried to do many of the things that you and your teams talked about doing. They joined together in groups called abolitionist societies and tried to change the laws by changing people's minds about slavery. But often the laws were slow to change, and slavery was growing in the South. Abolitionists relied on the POWER OF WORDS through books, essays, pamphlets, making speeches, and other activities; all with the ultimate goal of CHANGING people's minds, and they relied on using SYMBOLS, too.

**Question:** Did you and your team come up with any of the things that the abolitionists really did? What were they? List them here:

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In the 1830s, many abolitionists were visiting Philadelphia or living there and they were starting to visit the Pennsylvania State House where the Declaration of Independence and the Constitution were created, and where the State House Bell was on display. This Bell had an inscription (words written on it) from the Bible: "Proclaim LIBERTY throughout all the land unto all the inhabitants thereof". They decided to use this Bell that had hung in the State House when the founders declared that "all men are created equal" as a symbol for FREEDOM for those who still were not equal and did not have any liberty in America: the enslaved Africans. They began printing images of the Bell on their writings, and they renamed it The Liberty Bell.

**Question:** Why did the abolitionists need a symbol, like the Liberty Bell, for their anti-slavery cause? What difference could a bell make in their fight to end slavery?

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*Quest for Freedom: The Underground Railroad*

As time passed, some (not all) abolitionists decided that the only way to free the slaves would be to actually FREE the slaves: to help them to escape from Southern plantations and travel to the northern states, and later to Canada or Mexico. People had been helping fugitive slaves (enslaved Africans who ran away to be free), and slaves had been running away on their own since the beginning. But now the effort became more organized and more extensive. This organized effort to assist fugitive slaves to escape became known as **the Underground Railroad**. The Underground Railroad is the network of all routes and all people who helped enslaved Africans escape from slavery to freedom. Remember: slavery was LEGAL in the southern states, south of the Mason-Dixon Line that divided Pennsylvania and Maryland. By the mid-1800s, slavery was against the law in the northern states. So you would think that as long as escaped slaves made it to the North, they would be free. But it wasn't that simple. There were Fugitive Slave laws that said that people in the north were not LEGALLY allowed to help fugitive slaves. Southern slave owners considered slaves their property, and they thought that anyone who helped fugitive slaves to escape was a thief. Because of these laws, anyone who helped an enslaved African to escape could go to jail (and be separated from their family, and probably lose their job) and had to pay a fine (as much as \$500 or \$1000) for breaking the law, so helping slaves to escape was a very dangerous thing to do.

**Question:** Would you still be willing to help? Would you be willing to take the risk? Why or why not?

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**REQUEST FOR FIELD TRIP**

ALL FIELD TRIP FORMS MUST BE FAXED (203-574-8010) OR EMAILED TO THE  
SCHOOL'S INSTRUCTIONAL LEADERSHIP DIRECTOR.  
ALL FIELD TRIPS REQUEST MUST INCLUDE THE APPROPRIATE COVER SHEET

☒ OUT OF STATE - MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP

☐ IN STATE - MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

*This request must be approved prior to collecting or committing any funds such as down payments or making definite arrangements.*

Date Submitted: 3/7/17 Name of Travel Agency (if applicable): Silver Milk Tour

1) Requested by: Peter Flammia & David Vercia WCA 9<sup>th</sup> / U.S. II  
Name of Staff Member School Grade level/Subject

2) How many students? 37

3) Name of destination: 9/11 Memorial, Liberty Island, Ellis Island

4) City/State of destination: New York, New York

5) Departure: Wednesday May 10<sup>th</sup>, 2017 6:45 AM  
Day Date Time

6) Return: Wednesday May 10<sup>th</sup>, 2017 5:30 - 8 (Depends on  
Day Date Time PM Traffic)

7) Is school in session during this field trip? Yes

8) What unit in the curriculum does this field trip support?

Immigration Unit (economic opportunities, and restrictions for different immigrant groups)  
Contemporary Domestic Issues & Challenges (9/11 and its effects on the US)

9) What are the Common Core State Standards this field trip supports?

ENQ 9-12.16  
Dimension 3, Ing. 9-12.8 (HS - US History)  
Dimension 4, Ing. 9-12.15 (HS - US History)

10) What are the guiding questions from the curriculum this field trip will answer?

- How and why do people and places change over time?  
- How does understanding history shape our future?  
- What does it mean to be a citizen  
- What should the current role of the US be in world affairs?

11) What expected performances will be taught by this field trip?

- How are external threats to U.S. security affecting its decisions to enter global and regional conflicts today?  
 - How has immigration into the U.S. changed over time?  
 - How has the treatment of immigrants into the U.S. changed over time?

12) How will you assess the learning that results from this field trip?

Students will be asked to write an exit slip when we depart home. 3 things they learned, 2 things they found interesting and 1 question they still have.

13) Explain what educational value this field trip offers the students:

Students will get a guided tour of the 9/11 Memorial, then a tour of the Statue of Liberty and Ellis Island. Giving them a look at "the most universal symbols of political freedom and democracy" and a tour of the Immigration Museum.

14) Transportation: Type/name of Approved PUC Carrier

Coach Bus provided by Silver Mill Tours.

15) Name(s) and phone number(s) of person(s) responsible for organizing this trip:

Name	Phone Number	Name	Phone Number
1. Peter Flammia	(203) 574 - 6000	4	
2. David Vecca	(203) 574 - 6000	5.	
3		6	

16) Name(s) of person(s) supervising students. **NOTE: One (1) chaperone for every ten (10) students.**

Teacher(s) as chaperones:

Peter Flammia, David Vecca, TBA, TBA

Aides(s) as chaperones:

Parent(s) as chaperones:

None

17) How is this trip financed: (If it's fund raising activities, list the fund raising activities. If it's a grant, give title and number of the grant, student contributions, etc.)

Student Contributions

18) What is the approximate cost per pupil for this trip?

\$60 approx.

19) Is any student excluded from attending this trip? Yes ☒ No ☐ If yes, explain why:

This is for our USII History Classes

20) What is the approximate cost all chaperones?

\$60 approx

21) How many substitutes are necessary?  (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Peter Flammia	9 <sup>th</sup> / Modern World	4.	
2. David Vecca	9 <sup>th</sup> / Modern World	5.	
3.		6.	

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip

Yes ☒ No ☐

Signature of School Nurse

Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medical needs have been made Yes ☒ No ☐

Signature of School Principal

Date

### CENTRAL OFFICE RESPONSE

24) This field trip request has been reviewed and approved at the Superintendent's level ☒

This field trip request has been reviewed and is not approved ☐

Signature of Superintendent/Designee/ILD

Date

25) This field trip request required Board of Education action for out of state or overnight field trip was approved/denied by the Board of Education during its meeting of \_\_\_\_\_

Signature of BOE/Designee

Date

A copy of this request, when approved, will be returned to the School Principal.

## SILVER MILL TOURS

Box 2325 Meriden, CT 06450  
203-235-2668  
ITINERARY

ITINERARY FOR SAMPLE  
DESTINATION New York City  
TRAVEL DATES SAMPLE

**645am** Bus to arrive at your school  
**700am** Depart for New York City

### **1000am Visit the 911 Memorial**

The 9/11 Memorial honors the lives of those who were lost on this tragic day. Occupying 8 of the 16 acres at the World Trade Center, the Memorial will be a tribute to the past and a place of hope for the future.

Everyone must go through security in order to board Statue Cruises!

**1130am Board Statue Cruises to the Statue of Liberty & Ellis Island**

*Audio Tour for both Liberty Island & Ellis Island are included.*

There is a cafeteria on Liberty Island and Ellis Island where students can Purchase lunch OR they can bring lunch from home and eat in the picnic areas.

### **Stop #1 Statue of Liberty**

See *Lady Liberty* in New York Harbor—located on 12-acre Liberty Island, the Statue of Liberty was a gift of international friendship from the people of France—and is one of the most universal symbols of political freedom and democracy. The Statue was extensively restored for her spectacular centennial on July 4, 1986.

### **Stop #2 Ellis Island**

The *Ellis Island* Immigration Museum is one of the country's most popular historic sites. The Museum tells the moving tales of the 12 million immigrants who entered America through the golden door of Ellis Island. Today, the descendants of those immigrants account for almost half of the American people.

### **330pm Time for dinner (on their own) at Chelsea Market (OPTIONAL)**

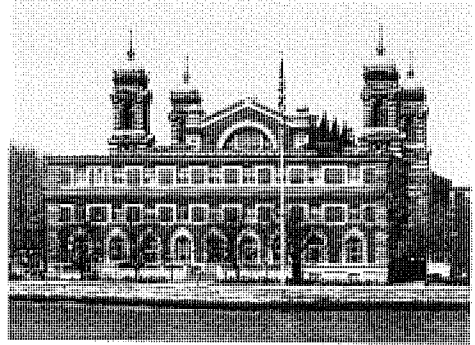
Home of the Food Network! Enjoy a sampling of the Markets "good eats"—bread, cookies, ice cream & chowder. This enclosed urban food court, shopping mall and television production facility was built in the former National Biscuit Company factory complex where the Oreo cookie was invented and produced. Find a restaurant called Buddakan in addition to the Fat Witch Bakery, Amy's Bread, The Lobster Place, Dickson's Farmstand as well as a variety of smaller stores selling cheese, chocolate and flowers.

**430pm** Depart for your school

A stop on the way home is at the direction, of the teacher in charge of this trip.

# Photo-Essay Assignment

The goal of this assignment is for you to create a Photo Essay that evokes emotion from those who view it—if you can inspire your audience to some kind of action you have succeeded. Just like a written essay, you should brainstorm a topic, gather information, and use that information in your essay – but your information will primarily be what's provided through photographs. As well, you should plan your essay, organizing it with an introduction, body and conclusion.



## **SOME SPECIFICS**

1. Your photo-essay must relate to the experience of the immigrant arriving at Ellis Island and/or your personal experience at the 9/11 Memorial. Recommended length is 12 photographs.
2. You must make and use your own photographs.
3. You must have a title for your photo-essay.
4. Your photo-essay may be persuasive, narrative, comparative, or descriptive.
5. Your audience includes your classmates and your teacher.
6. All projects will be loaded emailed into Mr. O'Toole @ [jotoole@waterbury.k12.ct.us](mailto:jotoole@waterbury.k12.ct.us)

## **Steps**

1. Create images that fit your topic. Take at least twice as many photos as required so that you may pick the best images to tell your story.
2. Once you have some or all of your images gathered, show them to your teacher and complete the storyboard and show how those images will be arranged on the page (in electronic or print format).
3. Create a draft of your essay to show to a classmate for feedback – for example, can your classmate easily identify your thesis? .
4. Create a final layout of your photographs on Bristol board or a similar kind of heavy paper, or use PowerPoint.
5. Write a paragraph in which you explain, as the author, your purpose in creating the photo-essay and include paragraph – called an "Artist's Statement" -- with your work.
6. Write a reflection of one or more paragraphs in which you connect the experience of creating your photo-essay to other assignments you've done in class, and also reflect upon what you have learned as it relates to you academically and personally.

## **You will be graded on**

- 1) The quality of writing.
- 2) Your ability to put together a Powerpoint with creative and appropriate images, music and animations.
- 3) The quality of the information you present in your photo essay.
- 4) The quality and composition of your images.
- 5) The creativity with which you present this information.

## COMMITTEE ON SCHOOL FACILITIES & GROUNDS

#12

**WORKSHOP:** Thursday, March 30, 2017 (WAMS)  
**BOARD MEETING:** Thursday, April 6, 2017

TO THE BOARD OF EDUCATION  
WATERBURY, CONNECTICUT

LADIES AND GENTLEMEN:

With the approval of the Committee on School Facilities and Grounds, the Superintendent of Schools recommend approval of the use of school facilities, at no charge, by the following school organizations and/or City departments:

<b>GROUP</b>	<b>FACILITIES AND DATES/TIMES</b>
L. Lombardi	Rotella café: Wed., Apr. 26 <sup>th</sup> 3:30-7:30 pm (Family Bingo Night) Rotella Lib.: Apr. 7 <sup>th</sup> to 21 <sup>st</sup> all day (School Book Fair)
V. Balsamo	Crosby aud.: May 5,6,7 2:00-10:00 pm (Class Play)
D. Monti	Reed gym & café: Thurs. Mar. 30 <sup>th</sup> 5:00-7:00 pm (Family March Madness)
R. Moffo	Generali gym & café: Tues., Apr. 4 <sup>th</sup> 3:30-8:00 pm (Family Spring Night) Generali café: Thurs., Mar. 30 <sup>th</sup> 5:30-8:00 pm (Family Reading Night)
B. Washington	WAMS gym: Fri., Apr. 7 <sup>th</sup> 2:00-4:30 pm (Jr. class March Madness)
M. Petrillo	Bunker Hill gym: Thurs., Mar. 30 <sup>th</sup> 5:30-6:30 pm (Fitness Night)
J. Farrell	WAMS apron stage: Mon., May 1 <sup>st</sup> 6-8 pm (Jr. Honor Society ceremony)
M. Rocco	W. Cross gym: Tues., May 9 <sup>th</sup> 5:30-9:00 pm (Family Math Night)
M. Cappiello	WSMS café: Thurs., Apr. 20 <sup>th</sup> 5-9 pm (fundraiser school dance) WSMS music rm.: Sat. Apr. 1,8,22,29, May 6 rehearsals 11am-4:30pm and performances Fri. May 12 <sup>th</sup> 2:30-10:00pm & Sat., May 13 <sup>th</sup> 4-10 pm

Approved:

John Theriault

Kathleen M. Ouellette, Ed. D.  
Superintendent of Schools

9300K

MAR - 8 2017

SCHOOL PERSONNEL USE ONLY

DATE: March 7, 2017

TO: SCHOOL BUSINESS OFFICE

FROM: Lauren Lombardi

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED: Rotella

☐ Auditorium

☐ Gymnasium

☐ Swimming Pool

☒ Café/Rooms

DATES REQUESTED: April 26, 2017

FROM: 3:30 am/pm TO: 7:30 am/pm

FOR THE FOLLOWING PURPOSES:

Family BINGO

Lauren Lombardi  
APPLICANT

\*\*\*\*\*  
Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified.  
These arrangements *must* be made in person at the police and fire headquarters.

MAR - 8 2017

*Book*

SCHOOL PERSONNEL USE ONLY

DATE: March 6, 2017

TO: SCHOOL BUSINESS OFFICE

FROM: Lauren Lombardi

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED: Rotella

☐ Auditorium

☐ Gymnasium

☐ Swimming Pool

☒ Library  
☐ Café/Rooms

DATES REQUESTED: April 17-21

FROM: all day am/pm

TO: all day am/pm

FOR THE FOLLOWING PURPOSES:

Book Fair will be set up prior to April vacation? run  
the week we return April 17-21. The room will  
need to remain locked when school is not in session

Lauren Lombardi  
APPLICANT

\*\*\*\*\*  
Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified.  
These arrangements *must* be made in person at the police and fire headquarters.



MAR 13 2017

SCHOOL PERSONNEL USE ONLY

DATE: 3/13/17

TO: SCHOOL BUSINESS OFFICE

FROM: Vincent J. Balsano

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED: Crosby HS

☒ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

DATES REQUESTED: Fri, 5/5, Sat 5/6 ; Sun 5/7  
FROM: 5/5 7 am TO: 5/6 10 pm  
5/6 2 pm 5/7 2 pm 6 pm

FOR THE FOLLOWING PURPOSES:

CHS School Play

Vincent J. Balsano  
APPLICANT

Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified. These arrangements *must* be made in person at the police and fire headquarters.

MAR 16 2017

USA  
McCasland  
Sandy

SCHOOL PERSONNEL USE ONLY

Book

TO: SCHOOL BUSINESS OFFICE  
FROM: Diana Monti

DATE: 3/16/17

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED: Reed School

☐ Auditorium ☒ Gymnasium ☐ Swimming Pool ☒ Cafeteria/Rooms

DATES REQUESTED: March 30  
FROM: 5:00 am/pm TO: 7:00 am/pm

FOR THE FOLLOWING PURPOSES:

Family March Madness

Diana Monti  
APPLICANT

\*\*\*\*\*  
Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified.  
These arrangements *must* be made in person at the police and fire headquarters.

*Book*

SCHOOL PERSONNEL USE ONLY

DATE: 3-16-17

TO: SCHOOL BUSINESS OFFICE

FROM: Rosemarie Meff

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED: Generali School

☐ Auditorium

☒ Gymnasium

☐ Swimming Pool

☒ Café/Rooms

DATES REQUESTED: April 4th 2017

FROM: 3:30 am/pm TO: 8:00 am/pm

FOR THE FOLLOWING PURPOSES:

Family Spring Night

Rosemarie Meff  
APPLICANT

\*\*\*\*\*

Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified.  
These arrangements *must* be made in person at the police and fire headquarters.

Look  
Revised

SCHOOL PERSONNEL USE ONLY

DATE: 3-16-17

TO: SCHOOL BUSINESS OFFICE

FROM:

Rosemarie Moffe

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED: Generali School

☐ Auditorium

☐ Gymnasium

☐ Swimming Pool

☒ Café/Rooms

DATES REQUESTED: March 30<sup>th</sup> 2017

FROM: 5:30 am/pm TO: 8:00 am/pm

FOR THE FOLLOWING PURPOSES:

Family Reading Night

Rosemarie Moffe  
APPLICANT

\*\*\*\*\*  
Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified.  
These arrangements *must* be made in person at the police and fire headquarters.

Sent  
3-16-17

Please give form to Nicole Steck

SCHOOL PERSONNEL USE ONLY

DATE: 3-20-17

TO: SCHOOL BUSINESS OFFICE  
FROM: Brenda Washington

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED: W.A.M.S.

☐ Auditorium ☒ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

DATES REQUESTED: April 7, 2017

FROM: 2:00 am/pm TO: 4:30 am/pm

FOR THE FOLLOWING PURPOSES:

The rescheduled Junior Class  
March Madness Bay's Basketball  
Tournament Fundraiser

Brenda Washington  
APPLICANT

Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified.  
These arrangements must be made in person at the police and fire headquarters.

*Book*

# SCHOOL PERSONNEL USE ONLY

MAR 21 2017

TO: SCHOOL BUSINESS OFFICE

FROM: MaryAnn Petrillo, Parent Liaison

THE UNDERSIGNED HEREBY MAKES APPLICATION FOR USE OF SCHOOL FACILITIES (AFTER REGULAR SCHOOL HOURS) AS FOLLOWS:

NAME OF SCHOOL REQUESTED: Bunker Hill

☐ AUDITORIUM ☒ GYMNASIUM ☐ SWIMMING POOL ☐ CAFE/ROOMS

DATES REQUESTED: 3-30-17

FROM 5:30 AM/PM TO 6:30 AM/PM

FOR THE FOLLOWING PURPOSES:

Fitness Night

MaryAnn Petrillo  
APPLICANT

Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified. These arrangements *must* be made in person at police and fire headquarters.

*Cancel Bunker Hill Sports* ✓

*Book*

Please give form to Nicole Steck

SCHOOL PERSONNEL USE ONLY

MAR 22 2017

DATE: 3/21/17

TO: SCHOOL BUSINESS OFFICE

FROM: Jaimie Farrell

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED: WAMS

☒ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Cafeteria/Rooms

*Apr 15 Stage*  
 DATES REQUESTED: 5/1/17  
 FROM: 6 am/pm TO: 8 am/pm

FOR THE FOLLOWING PURPOSES:

NJHS Induction Ceremony

APPLICANT

\*\*\*\*\*  
 Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified.  
 These arrangements must be made in person at the police and fire headquarters.

*Book*

MAR 23 2017

SCHOOL PERSONNEL USE ONLY

TO: SCHOOL BUSINESS OFFICE

DATE: 3/22/17

FROM: Margaret Rocco

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED: Wendell Cross School

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms/Library

DATES REQUESTED: Tuesday, May 9, 2017

FOR THE FOLLOWING PURPOSES:

Family Math Night 5:30 - 9:30

  
APPLICANT

\*\*\*\*\*  
Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified.  
These arrangements *must* be made in person at the police and fire headquarters.



*Hook*

MAR 28 2017

SCHOOL PERSONNEL USE ONLY

TO: SCHOOL BUSINESS OFFICE

March 28<sup>th</sup>, 2017

FROM: Michael Cappiello

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED: West Side Middle School

☐ Gymnasium    ☐ Swimming Pool    Cafeteria

DATES REQUESTED: Thursday April 20, 2017 5:00p.m. – 9:00p.m.

FOR THE FOLLOWING PURPOSES: Fundraiser dance

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Michael J. Cappiello  
APPLICANT

Comment [m1]:

Comment [m2]:

.....

*Back*

MAR 28 2017

SCHOOL PERSONNEL USE ONLY

TO: SCHOOL BUSINESS OFFICE

March 28<sup>th</sup>, 2017

FROM: Michael Cappiello

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED: West Side Middle School

☐ Gymnasium    ☐ Swimming Pool    Auditorium

*Music Rm*

DATES REQUESTED: 11:00 – 4:30

April, 1, 8, 22, 29

May, 6<sup>th</sup>

Show dates Friday May ~~12~~<sup>11</sup><sup>th</sup> — 2:30 — 10:00

Saturday May 13<sup>th</sup> - 4:00p.m. – 10:00p.m.

FOR THE FOLLOWING PURPOSES: Play Rehearsal and Performance

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Michael J. Cappiello  
APPLICANT

Comment [m1]:

Comment [m2]:

.....

# COMMITTEE ON SCHOOL FACILITIES & GROUNDS

#13

**WORKSHOP:** Thursday, March 30, 2017 (WAMS)  
**BOARD MEETING:** Thursday, April 6, 2017

**TO THE BOARD OF EDUCATION  
 WATERBURY, CONNECTICUT**

**LADIES AND GENTLEMEN:**

With the approval of the Committee on School Facilities and Grounds, the Superintendent of Schools recommends approval of the use of school facilities by groups and organizations, subject to fees and insurance as required.

<b>GROUP</b>	<b>FACILITIES AND DATES/TIMES</b>
Dancers, Inc.	Rotella aud., & rm.: Fri., Apr. 28 <sup>th</sup> 5-11 pm; Sat., Apr. 29 <sup>th</sup> 8am-11pm and
D. Barris	Sun., Apr. 30 <sup>th</sup> 8am-5pm (Dance event)
Woodbury Ballet	Kennedy aud. & rm.: Wed., June 7 <sup>th</sup> 5-9 pm (rehearsal) and Sat., June 10 <sup>th</sup>
R. Errica	6-10 pm (show) (Dance recital)
Mesivta Yesodei	Crosby gym & pool: Sundays 4/30-6/18/17 7:00-8:30 pm
Rabbi A. Reiss	(P.E. Program)
CFC Soccer	Crosby field: Wednesdays (6-7pm) & Sundays April-June
Olgert Dalipi	(time frame- 9am to 5pm)

## REQUESTING WAIVERS:

Wtby. Patriots	Chase gym: Sundays Apr. 2 <sup>nd</sup> to May 21 <sup>st</sup> (except. 4/16)	6:00-8:00 pm
N. King	(basketball program)	(\$882.)
Muslim Coalition of CT.	Career Academy: Sunday, June 4 <sup>th</sup> 5-9 pm	
Fahd Syed	(Sharing Ramadan Education)	(\$420.)
Wtby. Basketball Academy	Maloney gym: Sat. 4/8 to 6/24/17 9:00am- 12:00pm	
C. Fisher	(basketball program)	(\$2016.)

## GROUPS NOT SUBJECT TO FEES OR WAIVER DUE TO TIME OF USE OR PREVIOUS WAIVER:

Boy Scouts	Chase café: Wed., Apr. 26 <sup>th</sup> 6:30-7:30 pm (Recruitment Night)	
K. Casiglio	Bunker Hill café: Tues., Apr. 25 <sup>th</sup> 6:30-7:30 pm (Recruitment Night)	
Wtby. Patriots	Chase gym: Wed., Apr. 5 <sup>th</sup> – May 24 <sup>th</sup> 6-8 pm (basketball practice)	
Wtby. Basketball Academy	Maloney gym: Mon. & Wed. 4/3-6/28/17 6-9 pm	
C. Fisher	(basketball program)	
Wtby. Ballers	Wilson gym: Thurs. & Fri. 3/30-5/26/17 5:30-9:00 pm	
T. Lott	(basketball)	
Neighborhood Housing Serv.	Reed café: Wednesdays 4/5 to 5/10/17 6:00-8:00 pm	
K. Taylor	(Leadership Program)	

MONIES COLLECTED TO DATE:

\$ 66,538.75

Approved:

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John Theriault

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Kathleen M. Ouellette, Ed. D.  
Superintendent of Schools

These activities are completed and have been billed:

Yeshiva Chabab

MAR - 7 2017

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT#

APPLICANT Don Barris / Randy Thompson NAME OF ORGANIZATION Dancers Inc.  
ADDRESS 57 S. Main St. # 321 (street) (city) (state) (zip code) Neptune, NJ 08853 TELEPHONE # 732-685-8182

SCHOOL REQUESTED Stella DATES Apr 28-30 ROOM(S) Auditorium Dressing areas  
OPENING TIME 2pm Fri if possible CLOSING TIME Sun approx 6pm PURPOSE Evaluation of area Dancers  
ADMISSION (if any) none CHARGE TO BE DEVOTED TO \_\_\_\_\_

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS approx 350 CHILDREN approx 400  
SIGNATURE OF APPLICANT [Signature] DATE 3-7-17

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Randy Thompson Show Director 305-  
In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. DAB (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/HR plus 1 HR service per custodian  
RENTAL FEES: \$1000 / 4 HRS + \$200/ea. Addl. HR  
MISCELLANEOUS FEES: (Tech) \$55/HR  
SECURITY DEPOSIT \$ 1000 INSURANCE COVERAGE YES \_\_\_\_\_ NO \_\_\_\_\_

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.

APPROVAL DATE \_\_\_\_\_

SCHOOL BUSINESS OFFICE

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

Friday, Apr 28  
5-11pm  
Sat, Apr. 29  
8AM-11pm  
Sun, Apr. 30  
8AM-5pm

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT# MAR 20 2017

*Book*  
APPLICANT Randy Errica NAME OF ORGANIZATION Waterbury Ballet  
ADDRESS 29 Atwood St WTN CT 06795 TELEPHONE # 203-263-0313  
(street) (city) (state) (zip code)  
SCHOOL REQUESTED Kennedy High DATES 6/7 - Dress ROOM(S) Auditorium + Dressing Rooms  
6/10 - Show  
OPENING TIME 6/7 - 5:00 CLOSING TIME 6/7 - 9:00 PURPOSE Recital  
6/10 - 6:00 6/10 - 10:00  
ADMISSION (if any) ? CHARGE TO BE DEVOTED TO \_\_\_\_\_

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 200 CHILDREN 100  
SIGNATURE OF APPLICANT [Signature] DATE 3-10-17

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Randy Errica 29 Atwood St WTN CT 203-206-7607

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. RE (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/HR plus 1 HR SERVICE PER CUST.

RENTAL FEES: \$1000/4 HRS + \$200/HR. ADD HR.

MISCELLANEOUS FEES: (Tech) \$55/HR.

SECURITY DEPOSIT \$ 500. INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.

APPROVAL DATE \_\_\_\_\_ SCHOOL BUSINESS OFFICE \_\_\_\_\_

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

*Wed June 7  
Rehearsal  
5-9pm*

*Sat. June 10  
SHOW  
6-10pm*

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

MAR 15 2017

CONTRACT#

APPLICANT Rabbi Ari Reiss NAME OF ORGANIZATION MYH  
ADDRESS 70 Blueridge Dr. Waterbury CT 06701 TELEPHONE # 203-573-8000  
(street) (city) (state) (zip code)  
SCHOOL REQUESTED Crosby High School DATES 4-30/5-11/6-8 ROOM(S) Pool  
OPENING TIME 7:00 pm CLOSING TIME 8:30 pm PURPOSE P.E.  
ADMISSION (if any) \_\_\_\_\_ CHARGE TO BE DEVOTED TO \_\_\_\_\_  
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 1 CHILDREN 12  
SIGNATURE OF APPLICANT [Signature] DATE 3/15/17

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Ari Reiss, 60 Cables Ave Unit #2 Waterbury CT 06710, 323-240-3798

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. A.R. (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:

\$73/hr plus 1 hr service

RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT \$ 1950 INSURANCE COVERAGE ☒ YES ☐ NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.

APPROVAL DATE \_\_\_\_\_

SCHOOL BUSINESS OFFICE

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

Mesivta Yesodei Hatorah

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT#

MAR 15 2017

APPLICANT Rabbi Ari Reiss NAME OF ORGANIZATION MYH  
ADDRESS 70 Blueridge Dr. Waterbury CT 06704 TELEPHONE # 203-573-8000  
(street) (city) (state) (zip code)  
SCHOOL REQUESTED Cashy High School DATES 4/23/5-7/5-28/6/11/6-25 ROOM(S) Basketball Gym  
OPENING TIME 7:00 pm CLOSING TIME 8:30 pm PURPOSE P.E.  
ADMISSION (if any) \_\_\_\_\_ CHARGE TO BE DEVOTED TO \_\_\_\_\_  
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 1 CHILDREN 12  
SIGNATURE OF APPLICANT [Signature] DATE 3/15/17

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Ari Reiss, 60 Cables Ave Unit #2 Waterbury CT 06710, 323-240-3798

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. A.R. (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/HR plus 1 HR service

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$1150. INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.

APPROVAL DATE \_\_\_\_\_ SCHOOL BUSINESS OFFICE \_\_\_\_\_

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

White-Permittee Goldenrod-School Business Office Pink-Principal Blue-Custodian

Sundays  
4/23  
5/7  
5/28  
6/11  
6/25



APPLICANT OLGERI DALIPI NAME OF ORGANIZATION LFC MAR 27 2017  
ADDRESS PO Box 552 Bristol CT 06011 TELEPHONE # 860-882-3374  
(street) (city) (state) (zip code)

SCHOOL REQUESTED Crosby DATES SEE ATTACHED ROOM(S) Field

OPENING TIME \_\_\_\_\_ CLOSING TIME \_\_\_\_\_ PURPOSE Soccer Games

ADMISSION (if any) None CHARGE TO BE DEVOTED TO \_\_\_\_\_

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 6-7 CHILDREN 22-25

SIGNATURE OF APPLICANT [Signature] DATE 03/22/17

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

OLGERI DALIPI Po Box 552 Bristol CT 06010

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. OD (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/HR plus 1 HR SERVICE

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ 500.- INSURANCE COVERAGE ☒ YES ☐ NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-5553 FIRE DEPT. 587-3452

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION. PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.

APPROVAL DATE \_\_\_\_\_ SCHOOL BUSINESS OFFICE \_\_\_\_\_

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

White-Penn/View

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

Wednesdays  
6-7pm

Sundays  
9am - 5pm

## CFC Valley Home Games Schedule

### **U-13 Boys**

4/23 vs Shoreline

4/30 vs Shelton

6/4 vs PSC Dynamo

6/11 vs Hawks

### **U-14 Boys**

4/9 vs Southeast

4/30 vs NEU

5/7 vs CT Rush

### **U-17 Boys**

4/9 vs CFC West

4/23 vs Sporting

4/30 vs Norwalk

6/18 vs Shoreline

### **U-18 Boys**

4/23 vs Ginga

5/7 vs CFC Sportsworld

6/4 vs Stamford

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT#

MAR - 8 2017

APPLICANT Nicole King/Patriots NAME OF ORGANIZATION Patriots  
ADDRESS 188 Chipman St TELEPHONE # (203) 725-2349  
(street) (city) (state) (zip code) (203) 725-2349  
SCHOOL REQUESTED Chase DATES March/April/May 21 ROOM(S) Gym  
OPENING TIME 6pm CLOSING TIME 8pm PURPOSE \_\_\_\_\_  
ADMISSION (if any) \_\_\_\_\_ CHARGE TO BE DEVOTED TO \_\_\_\_\_  
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 8 CHILDREN 25  
SIGNATURE OF APPLICANT Nicole King DATE 3/8/17

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Nicole King / Quincy Williams  
In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. NK (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:

\$42/HR plus 1 HR service

\$88.25

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ \_\_\_\_\_

INSURANCE COVERAGE ☒ YES ☐ NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.

APPROVAL DATE \_\_\_\_\_

SCHOOL BUSINESS OFFICE

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

White-Permittee

Goldenrod-School Business Office

Pink-Principal

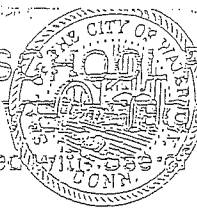
Blue-Custodian

\* NOT  
Easter  
Sunday

SUNDAY'S  
2-5pm

4/2  
4/9  
\* 4/23  
4/30  
5/7  
5/14  
5/21

USE OF SCHOOL FACILITIES  
WAIVER REQUEST  
(to be submitted with use of Building Permit)



APPLICANT/ORGANIZATION: Q&MOTs

Please check below specific item(s):

Building Usage Fees ☐

Custodial Fees ☒

SCHOOL/ROOMS REQUESTED: \_\_\_\_\_

Chase

DATE(S): Sundays 4/2 - 4/21

TIMES: 2-5 pm

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

3-8-17  
Date

[Signature]  
Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$ \_\_\_\_\_

Building Usage Fees

\$ 882.

Custodial Fees

\$ \_\_\_\_\_

Security Deposit

BOARD USE ONLY

The Board of Education approved/denied the above referenced waiver request(s) at their regular meeting of \_\_\_\_\_

ATTEST: \_\_\_\_\_

Clerk, Board of Education

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

MAR 20 2017

CONTRACT#

APPLICANT Fahd Syed NAME OF ORGANIZATION United Muslim Masjid

ADDRESS 132 Prospect St Waterbury Ct 06705 (street) (city) (state) (zip code) TELEPHONE # 203-509-9007

SCHOOL REQUESTED Carter Academy DATES June 4 2017 ROOM(S) Lunchroom area + ge. portion

OPENING TIME 5:00PM CLOSING TIME 9:00PM PURPOSE Sharing Ramadan / Education

ADMISSION (if any) Free CHARGE TO BE DEVOTED TO N/A

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 200 CHILDREN 10

SIGNATURE OF APPLICANT [Signature] DATE 2/28/2017

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION: Fahd Syed, 41 Woodglens Dr. Waterbury, Ct 06705 | Samara Hussein MCOC President

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. (FS) (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/HR plus 1 HR service per cust. (\$420.)

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ 250. INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.

APPROVAL DATE \_\_\_\_\_ SCHOOL BUSINESS OFFICE

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USE OF SCHOOL FACILITIES  
WAIVER REQUEST  
(to be submitted with Use of Building Permit)

APPLICANT/ORGANIZATION: Muslim Coalition of Connecticut  
United Muslim Mosque

Please check below specific item(s):

Building Usage Fees ☐

Custodial Fees ☐

SCHOOL/ROOMS REQUESTED: Waterbury Career Academy  
2 classroom possibly 1 Cafe

DATE(S): 06/04/2017 TIMES: 5:00 P.M. to 9:00 P.M.

DATE(S): \_\_\_\_\_ TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_ TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_ TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_ TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_ TIMES: \_\_\_\_\_

2128117  
Date

[Signature]  
Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$ \_\_\_\_\_ Building Usage Fees      \$ 420. Custodial Fees      \$ \_\_\_\_\_ Security Deposit

BOARD USE ONLY

The Board of Education approved/denied the above referenced waiver request(s) at their regular meeting of \_\_\_\_\_

ATTEST: \_\_\_\_\_  
Clerk, Board of Education

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT# MAR 13 2017

APPLICANT Christopher Fisher NAME OF ORGANIZATION WTBY Basketball academy  
ADDRESS 41 Buckland drive CT 06704 TELEPHONE # 203-982-4679  
(street) (city) (state) (zip code)  
SCHOOL REQUESTED Maloney magnet DATES 4-8 - 6-24-17 ROOM(S) 2 week days and 1 weekend  
OPENING TIME 9 am CLOSING TIME 12 noon PURPOSE Basketball skills training  
ADMISSION (if any) \_\_\_\_\_ CHARGE TO BE DEVOTED TO \_\_\_\_\_

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS \_\_\_\_\_ CHILDREN \_\_\_\_\_

SIGNATURE OF APPLICANT [Signature] DATE 3-8-17

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

(same)

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. CF (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/hr plus 1 hr service (\$2016)

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ \_\_\_\_\_ INSURANCE COVERAGE \_\_\_\_\_ YES \_\_\_\_\_ NO \_\_\_\_\_

PLEASE READ THE FOLLOWING CAREFULLY

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THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

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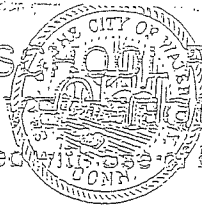
PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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APPROVAL DATE \_\_\_\_\_ SCHOOL BUSINESS OFFICE \_\_\_\_\_

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

USE OF SCHOOL FACILITIES  
WAIVER REQUEST  
(to be submitted with State Building Permit)



APPLICANT/ORGANIZATION: Waterbury Basketball Academy

Please check below specific item(s):

Building Usage Fees ☐

Custodial Fees ☒

SCHOOL/ROOMS REQUESTED: \_\_\_\_\_

Marloney - Magnet

DATE(S): (4-8-17)-(6-24-17)

TIMES: 9am - 12pm

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

3/20/2007

Date

[Signature]

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$ \_\_\_\_\_

Building Usage Fees

\$ 2016.-

Custodial Fees

\$ \_\_\_\_\_

Security Deposit

BOARD USE ONLY

The Board of Education approved/denied the above referenced waiver request(s) at their regular meeting of \_\_\_\_\_

ATTEST: \_\_\_\_\_

Clerk, Board of Education



DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT# MAR 16 2017

APPLICANT Kyle Casiglio NAME OF ORGANIZATION Boy Scouts  
ADDRESS 60 Darlin St East Hartford CT 06108 TELEPHONE # 860-913-2700  
(street) (city) (state) (zip code)  
SCHOOL REQUESTED Chase DATES 4/26 ROOM(S) Cafeteria  
OPENING TIME 6:30 CLOSING TIME 7:30 PURPOSE Recruitment Night  
ADMISSION (if any) Ø CHARGE TO BE DEVOTED TO Ø  
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 45 CHILDREN 50  
SIGNATURE OF APPLICANT [Signature] DATE 3-1-17  
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. KC (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \_\_\_\_\_  
RENTAL FEES: \_\_\_\_\_  
MISCELLANEOUS FEES: \_\_\_\_\_  
SECURITY DEPOSIT \$ \_\_\_\_\_ INSURANCE COVERAGE \_\_\_\_\_ YES \_\_\_\_\_ NO \_\_\_\_\_

PLEASE READ THE FOLLOWING CAREFULLY

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IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

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CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3462

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

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APPROVAL DATE \_\_\_\_\_ SCHOOL BUSINESS OFFICE \_\_\_\_\_

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DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT# MAR 16 2017

APPLICANT Kyle Casiglio NAME OF ORGANIZATION Boy Scouts  
ADDRESS 60 Darlin St East Hartford CT 06108 TELEPHONE # 860-913-2700  
(street) (city) (state) (zip code)

SCHOOL REQUESTED Barker Hill DATES 4/25 ROOM(S) Cafeteria

OPENING TIME 6:30 pm CLOSING TIME 7:30 pm PURPOSE Recruitment Night

ADMISSION (if any) Ø CHARGE TO BE DEVOTED TO Ø

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 45 CHILDREN 50

SIGNATURE OF APPLICANT [Signature] DATE 3-1-17

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

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SCHEDULE OF RATES: CUSTODIAL FEES: \_\_\_\_\_

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ \_\_\_\_\_ INSURANCE COVERAGE \_\_\_\_\_ YES \_\_\_\_\_ NO \_\_\_\_\_

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APPROVAL DATE \_\_\_\_\_ SCHOOL BUSINESS OFFICE \_\_\_\_\_

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DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT# MAR - 8 2017

APPLICANT Nicole King/Patriots NAME OF ORGANIZATION Patriots

ADDRESS 188 Chipman St TELEPHONE # (203) 725-3349  
(street) (city) (state) (zip code)

SCHOOL REQUESTED Chase DATES 2/1 April - May 24 ROOM(S) Gym

OPENING TIME 6pm CLOSING TIME 8pm PURPOSE \_\_\_\_\_

ADMISSION (if any) \_\_\_\_\_ CHARGE TO BE DEVOTED TO \_\_\_\_\_

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 8 CHILDREN 25

SIGNATURE OF APPLICANT Nicole King DATE 3/8/17

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Nicole King / Quincey Williams

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. NK (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \_\_\_\_\_

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ 1000 INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY

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APPROVAL DATE \_\_\_\_\_

SCHOOL BUSINESS OFFICE

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DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT# MAR 13 2017

*Book*  
APPLICANT Christopher Fisher NAME OF ORGANIZATION WTBY Basketball Academy  
ADDRESS 41 Buckland drive CT 06704 TELEPHONE # 203-982-4679  
(street) (city) (state) (zip code)  
SCHOOL REQUESTED Maloney magnet DATES 4-3-17 - 6-20-17 ROOM(S) Gym  
OPENING TIME 4:00 CLOSING TIME 9:00 PURPOSE Basketball skills training  
ADMISSION (if any) \_\_\_\_\_ CHARGE TO BE DEVOTED TO \_\_\_\_\_

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS \_\_\_\_\_ CHILDREN \_\_\_\_\_

SIGNATURE OF APPLICANT [Signature] DATE 3-8-17

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

(SAME)

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. CF (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \_\_\_\_\_

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ \_\_\_\_\_ INSURANCE COVERAGE \_\_\_\_\_ YES \_\_\_\_\_ NO \_\_\_\_\_

PLEASE READ THE FOLLOWING CAREFULLY

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APPROVAL DATE \_\_\_\_\_

SCHOOL BUSINESS OFFICE

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

*Monday*  
*Wednesday*  
*4/3 - 4/26*  
*4-9pm*

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT# MAR 25 2017

APPLICANT TERRENCE LOTT NAME OF ORGANIZATION Waterbury Rollers / CT Select  
ADDRESS 25 Grand Ave Waterbury CT 06704 TELEPHONE # 203-349-4757  
(street) (city) (state) (zip code)  
SCHOOL REQUESTED WILSON DATES 3/30-5/26/17 ROOM(S) Gym  
OPENING TIME 5:30 CLOSING TIME 9:00 pm PURPOSE Basketball  
ADMISSION (if any) — CHARGE TO BE DEVOTED TO —  
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 20 CHILDREN 20  
SIGNATURE OF APPLICANT Terrence Lott DATE 3-25-17

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Andre Johnson Marcus Robinson Terrence Lott Jr. Jayson Johnson  
In the event that the Board of Education should need to resort to legal proceedings to collect  
any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's  
fees and court costs associated with said proceedings. TL (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \_\_\_\_\_

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ \_\_\_\_\_ INSURANCE COVERAGE ☒ YES ☐ NO

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CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH  
DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE:  
PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

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DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS  
WILL BE RIGIDLY ENFORCED.

APPROVAL DATE \_\_\_\_\_ SCHOOL BUSINESS OFFICE

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE  
SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

*Book*

MAR 15 2017

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT#

APPLICANT Kevin T. Taylor NAME OF ORGANIZATION NHS of Waterbury

ADDRESS 161 North Main St. Waterbury CT 06702 TELEPHONE # 203.753.1896 ext. 15  
(street) (city) (state) (zip code)

SCHOOL REQUESTED Jonathan Reed DATES 4/5, 4/19, 4/26, 5/3, 5/10 ROOM(S) Cafetorium

OPENING TIME 6pm CLOSING TIME 8pm PURPOSE Resident Leadership Program

ADMISSION (if any) N/A CHARGE TO BE DEVOTED TO N/A

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 17 CHILDREN 0

SIGNATURE OF APPLICANT [Signature] DATE 03/13/17

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

(Same)

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. KT (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \_\_\_\_\_

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$                      INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION ( IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.

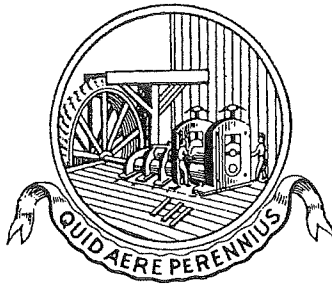
APPROVAL DATE \_\_\_\_\_ SCHOOL BUSINESS OFFICE \_\_\_\_\_

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

# Communications



Packet week ending 3/28/17



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

March 15, 2017

Ms. Aferdita Bushi  
502 South St., Apt. A4  
Bristol, CT 06010

Dear Ms. Bushi:

We are pleased to receive your acceptance of our offer of employment for the position of Food Service Worker for the Department of Education – Food Service (Requisition #2015778A) at \$13.18 per hour.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the CSEA – LOCAL 2001 contract for other available fringe benefits by visiting our website at [www.waterburyct.org](http://www.waterburyct.org).

We have scheduled your orientation for Thursday, March 16 at 11:15 a.m. at the Department of Human Resources located at 236 Grand Street in Waterbury. You must attend this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be March 17 at your regular scheduled time. Please call Denise Carroll 203-574-8035.

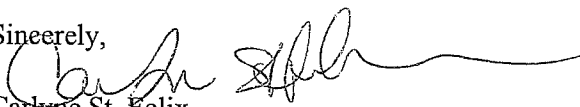
At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. You will also be required to provide documentation, mandated by the federal government, to establish your right to work in this country. We have included a sheet that outlines the documents that are acceptable to meet this requirement. You cannot start work without providing us these documents.

Please call us prior to the orientation session if you should have any questions regarding the process.

We look forward to working with you.

Again, welcome to the City of Waterbury.

Sincerely,

  
Carlyne St. Felix  
Human Resource Generalist

/mab

cc: Board of Education  
Dr. Ouellette, Supt. of Schools  
Linda Franzese, Food Serv. Director  
file



Dear Ms. Sweeney and Mr. Stango

Thank You for Planning  
the field trip to the State  
Capitol. The building architecture  
was beautiful and tour was  
really informative. We also enjoyed  
meeting the State representatives  
and seeing the governor. It was a  
great day and Thank You again

Sincerely,

Lexus  
3  
Nasham

rec'd 3/15/17  
from Enlightenment

**Carrie Swain**

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**From:** Theresa DeMars <noreply@embrams-mail.com>  
**Sent:** Friday, March 17, 2017 7:01 AM  
**To:** Carrie Swain  
**Subject:** CABA Policy Highlights 3-17-2017  
**Attachments:** March 17 2017.pdf



Hello,

Attached you will find CABA's Policy Highlights Publication for March 17, 2017. Policy Highlights are designed to contain informative topics of interest for your district.

Please feel free to contact the Policy Department at 860-571-7446 with any questions or concerns.

The publication is attached as a PDF file. You will need Adobe Acrobat Reader which is available by [clicking here](#).

To unsubscribe to this publication, please email Terry DeMars at [tdemars@cabe.org](mailto:tdemars@cabe.org) and state that you would like to unsubscribe from Policy Highlights.

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**Connecticut Association of Boards of Education**  
81 Wolcott Hill Road  
Wethersfield, CT 06109  
Phone 860-571-7446 ~ Fax 860-571-7452





# Connecticut Association of Boards of Education

*Vincent A. Mustaro, Senior Staff Associate for Policy Services*

PRESENTS

## POLICY HIGHLIGHTS

March 3, 2017

Volume 16 – Issue #18

**ESSA Update - Congress Overturns ESSA Regulations:** The Senate voted last week 50-49 to block the accountability rules for the Every Student Succeeds Act (ESSA) created by the Obama administration. This action overturns regulations that spell out how states comply with the ESSA. The Congressional Review Act (CRA) allows Congress to rescind recent regulations.

The legislation, which now goes to President Donald Trump for a signature, means states, many of which have completed or nearly completed accountability plans, have no clear path for moving forward until new guidance is provided. The rescinded ESSA regulations become null and void upon the President's signature. Further, the Trump administration would be prohibited from issuing subsequent regulations on any of those provisions until an ESSA successor is enacted.

Without the regulations, the requirements for accountability and state plans will be found in the language of ESSA itself. The regulations developed during the Obama administration finalized late last year, set ground rules for how schools must be rated for school-improvement purposes, specified the requirements of (and flexibility for) states dealing with high testing opt-out rates in individual schools, and outlined how states would have to handle the "school quality" indicator in accountability systems.

U.S. Secretary of Education Betsy DeVos, Monday released a new application for states to use in developing their accountability plans for the ESSA. It is shorter and includes fewer requirements than the earlier application released by the Obama administration. The biggest difference seems to be on the requirements for outreach to various groups of educators and advocates.

This new template, released after the rescinding of the Obama administration accountability rules, was released just a few weeks before the first deadline for states to turn in their ESSA plans, on April 3. States can also submit their plans on September 18. A number of states have already been thinking through the ins-and-outs of their plans using the old template. DeVos said that her new form would ask states only for what was "absolutely necessary to include in their ESSA plans.

The new template appears to place fewer requirements around reaching out to various groups in the state for their feedback and ideas. The Obama template says states must engage in timely and meaningful consultation with stakeholders in developing its consolidated state plan. It added that these "stakeholders" must "reflect the geographic diversity of the state." It included a long and fairly specific list of who should be consulted, including districts, civil rights groups, employers, and higher education institutions.

The new template, on the other hand, says merely that states can reach out to groups if they want to, but it's not required. The new language states, "In its consolidated state plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated state plan."

It's unclear how this new shift will affect things at this stage of the game, because a number of states, such as Connecticut, have already been reaching out to their education communities. Educators and advocates never had veto power over a state's plan. Now, a state will no longer be required to involve their local community in crafting their plan.

Regarding school improvement, the Obama template asked states to explain how they were distributing resources for school improvement. Under ESSA, those dollars can go out by formula or competitively. The Trump template isn't as specific in asking for this information.

States don't have to use this new template if they don't want to. They can create their own application, with help from the Council of Chief School Officers, as long as it includes all of the same information. Some critics, though, have argued that allowing states to use multiple different applications could make peer review complicated and make the plans less transparent, since it will be harder to compare one state to another.

Under the law, state education chiefs are ultimately responsible for the ESSA plans, but governors must get 30 days to review them. But the first plan deadline of April 3 is only about three weeks from now. That means, technically, it would be impossible for a state to switch to this new template and then give their governor a chance to examine the plan, in its final form, for 30 days. That's no problem in states where the governor and state education chief work well together.

**Source:** "Trump Education Dept. Releases New ESSA Guidelines," by Alyson Klein, *Ed Week*, March 13, 2017.

**Policy Implications:** ESSA remains on track to be fully implemented in the new 2017-2018 school year. The CBE Policy Department will continue to monitor this topic to see if any policy implications will arise as a result of the plan the CSDE submits for approval.

To date, there have been some policies which have been revised as a result of language in ESSA. These included policies pertaining to homeless students, children in foster care, Title I parent and family engagement, and teacher and paraprofessional qualifications. These are available upon request.

**Report: More Students Taking, Passing AP Exams:** AP exams are offered in a wide variety of subjects. Each year, more students are taking them. In 2006, 645,000 students took at least one AP exam. In 2016 that number had grown to 1.1 million, according to data recently released by the College Board. Data also show more students are earning passing scores.

The percentage of the country's public high school students who scored three or higher on AP exams continues to grow, according to results released by the College Board. Nationally, just under 22 percent of the class of 2016 achieved a three or better mark, up slightly from 2015 and nearly eight points up from 2006.

Scores for Advanced Placement exams are on a five-point scale, with a three generally considered passing. Higher AP scores allow students to obtain college credits or skip entry-level college classes.

Massachusetts led all states with 31 percent of its students scoring three or higher. Maryland, which had held the top spot since 2008, dropped to second position with 30.4 percent of its students achieving passing grades. Connecticut (30.1), Florida (29.5) and California (28.5) rounded out the top five.

College Board President David Coleman said that while the number of students taking AP tests continues to grow, the bigger news is that performance on the tests continues to improve. Most people tend to believe that if you increase access in a big way, you're likely to compromise on quality," Coleman said. "Against all those instincts ... the Advanced Placement program has radically expanded access without compromising quality."

Trevor Packer, a senior vice president at the College Board, said the research was a "landmark" finding that showed more students had the same academic ability "as the much smaller population that was getting into AP classrooms so many years ago. In other words, educators have been eradicating both the written and unwritten rules that restricted college credit opportunities to artificial thresholds like the top 10 percent of a high school."

A significant part of the increased participation in AP testing has been by low-income students whose test fees have been paid in part with federal funds. More than 450,000 students who took AP tests in 2016 received federal funding to help pay for the exams. Under the Every Student Succeeds Act, the federal funding for test fees will be given to states to distribute.

**Source:** "As access to AP exams grows, more students are doing better," by Joe Heim, *Washington Post*, February 22, 2017.

**Policy Implications:** Policy #6141.5, "Advanced College Placement/Advanced Placement Courses," pertains to this topic. This is considered an optional policy for inclusion in a district's policy manual.

**Time to Start Thinking About Updating Student Handbooks:** School administrators each spring have the task of developing and/or revising student handbooks. A comprehensive, well-written student handbook is essential for efficiently communicating expectations, policies and effective school administration.

Student handbooks deserve the attention of board members and administrators because they represent one of the most direct means of implementing board policies and administrative regulations. They should be brief, informative and tailored to reflect the school units' practices as well as the climate, circumstances and concerns of each of the schools within the district. The image of a caring school environment should be projected in the handbook.

Handbooks must be reviewed annually to assure consistency with changes in board policies, administrative regulations, new or revised state/federal requirements, judicial decisions, and changes in local procedures and practices. Usually, a school building administrator develops the individual school's handbook, with its own format.

Consideration should be given to having some collaboration among the administrators regarding common basic philosophies, position statements, board policies and administrative regulations that are agreed upon as important for all to include. Annually, the designation of documents that all schools' publications within the system will contain should be determined.

Completed handbooks are not adopted by the board. However, consider sharing a draft of the proposed handbook with the board in order to determine if the board approves of the standards in the publications and finds them effectively communicated to students. Certain sections of the handbooks should be reviewed by the board's attorney as handbooks are increasingly relied upon during legal challenges as evidence of the policies and procedures of the school unit.

**Policy Implications:** In today's litigious climate, it is recommended that boards adopt a policy on handbooks. Such a policy would help to assure that handbooks are carefully reviewed and revised on a regular basis, at least annually, for consistency with board policies, administrative regulations, school rules, and state/federal laws/regulations. Policy #5114.12, "Student Handbooks," pertains to this topic.

To further assist you, CAFE also makes available a "Model Student and Parent/Guardian Handbook." This document represents a compilation of material commonly found in handbooks. The model handbook, updated annually, is designed to be a starting point for the revision or construction of a student handbook appropriate for your district. Contact CAFE for additional information about this helpful document.

# Skye Cable XIII

Skye Cable XIII, Inc. 117 Sharon Road Waterbury, CT 06705 203-755-1113

PUBLIC ACCESS CH. 13 \* EDUCATIONAL ACCESS CH. 16 \* GOVERNMENT ACCESS CH. 96  
[www.skye13.com](http://www.skye13.com)

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Ms. Elizabeth Brown, President  
Waterbury Board of Education  
236 Grand Street  
Waterbury, CT 06702

March 21, 2017

Dear President Brown and Honorable Members of the Board of Education,

Skye Cable is proud to announce that we have installed new video equipment in *Studio B* our Government Access Television Studio. *Studio B* is now equipped with a TriCaster (as we have in our *Studio A*, or Community Access Studio). The Telecaster allows us to use chroma-key, virtual sets and offers the latest in graphics technology. We also installed new carpeting in *Studio B* so the set looks brand new.

As elected officials, you are more than welcome to produce a program, free of charge, in our studio. We have options to provide live or taped programming; and you can decide if you'd like a weekly, bi-weekly or monthly show; or periodic special presentation. You may also produce off site and provide us with a finished DVD if that is an easier option for you.

All you would need to produce a program on Skye Cable Channel 96, the Government Access Channel is to fill out the proper paperwork and to have at least one (we suggest more) volunteer of your choosing to go through the proper training by our staff. Again, all of this is free of charge.

We hope you will consider joining the Skye Cable family by bringing your message and vital information to your constituents. We air on Channel 96 in Waterbury, Prospect, Wolcott, Plymouth/Terryville and Middlebury. We are statewide on Frontier Television. Please contact me if you would like some more information. I look forward to hearing from you.

Sincerely,



Lisa Lowry,  
Assistant General Manager

