

EDUCATIONAL SPECIFICATIONS
FOR THE
ORVILLE H. PLATT HIGH SCHOOL

MERIDEN PUBLIC SCHOOLS
MERIDEN, CONNECTICUT

Approved by the
Meriden Board of Education
December 7, 2010

PRIORITY CONSIDERATION

This school construction project is being submitted for Priority Category A consideration. The proposed project is intended to renovate this facility to provide for mandatory instructional programs pursuant to Title 10 of the Connecticut General Statutes and Title IX of the U.S. Elementary and Secondary Education Act of 1972

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I. INTRODUCTION

A. CREDITS

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Principal

David P. Levenduski
Assistant Principal

David J. Mierzejewski
Assistant Principal

I. INTRODUCTION

A. CREDITS

PLATT HIGH SCHOOL PLANNING COMMITTEE MEMBERS

Lawrence Boada
English/ILA Chairperson

David P. Levenduski
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Jeffrey Crosson
Social Studies Chairperson

David J. Mierzejewski
Assistant Principal

David Gilmore
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Susanne Vitcavage
Guidance Director

I. INTRODUCTION

B. PURPOSE OF EDUCATIONAL SPECIFICATIONS

Educational specifications or program requirements are the means by which the educators describe the educational activities and spaces which need to be incorporated in a proposed new or renovated facility. They are written statements that serve as a vehicle of communication between the educators and the architect. Educational specifications concern themselves with the persons and activities to be housed and the program requirements, not the architectural solutions.

In order to enhance the educational program, educational specifications are developed to effectively spell out objectives, activities, programs and space requirements of the facility so that educational goals can be met.

It seems safe to say that the most serious waste of public school funds can occur through the mistaken construction of a plant which contains facilities which are not needed, or omits those which are necessary. Educational specifications provide for the inclusion of what is necessary and the exclusion of things that are not.

In summary, good educational specifications are the foundation of a successful school building design. An educational specification contains an outline of the program of education intended for the students who will use the school, lists other community activities that the plant may have to accommodate, and lists the facilities presumed necessary to carry out these objectives.

I. INTRODUCTION

C. HOW THE PROPOSED RENOVATION SUPPORTS THE LONG-RANGE PLANS OF THE MERIDEN PUBLIC SCHOOLS

The 1972-73 school year saw 11,284 students enrolled in the Meriden Public Schools. There was a relatively steady decline in enrollment until the 1987-88 school year with only 7,658 students enrolled. From the 1987-88 school year, the enrollment increased yearly to a peak of 9,544 in the 2004-05 school year. Since that recent peak, the district has seen a steady modest yearly decline to this year's figure (2010-11) of 8,951 students. The district's enrollment projections reveal a slight increase in student enrollment for the next eight years with a prediction of 9,218 students for the 2018-19 school year.

The children entering kindergarten next fall (2011) were born four or five years ago and all the children now in kindergarten and the primary grades will take some ten to twelve years to flow through the Meriden school system. Thus, the planning for education facilities for Meriden's children must proceed in an orderly and intelligent fashion.

Meriden wants to upgrade its school facilities to project itself appropriately into the 21st century and cause people to want to work and live in Meriden because quality schools exist. The renovation of Orville H. Platt High School will allow for an operational capacity of 1,285 (based on the commonly accepted utilization factor of 85 percent) and a technologically, and code updated high school facility.

The Orville H. Platt High School is and will remain a vital and essential component of the long range plans of the Meriden Public Schools. Along with its sister school, the Francis T. Maloney High School, these two facilities will be needed far into the foreseeable future.

I. INTRODUCTION

D. ENROLLMENT PROJECTIONS

The enrollment projections done annually by the Meriden Public Schools utilize cohort survival methodology.

The cohort survival method is a generally accepted methodology and was the methodology used by the Connecticut State Department of Education when it offered an enrollment projection service. This is also the preferred method when a district's overall population is stable (relatively flat) and where there have been no significant fluctuations in enrollment, births and housing patterns from year to year. This is the case in Meriden.

This methodology has proven to be fairly accurate and over the past ten years the average percent difference between the one year total enrollment projection and the actual enrollment was less than 1.2%.

Table 1 on the following page is the latest enrollment projection for the Meriden Public Schools and is based on the enrollment as of October 1, 2010. This projection and supporting data set information were used to create the remainder of the tables in this section.

Table 2 is a summary of the enrollment projection by level for the next eight years.

Table 3 is a subset of Table 2 showing the elementary school projected enrollment by grade for the next eight years.

Table 4 is a subset of Table 2 showing the middle school projected enrollment by grade for the next eight years.

Table 5 is a subset of Table 2 showing the high school projected enrollment by grade for the next eight years.

Table 6 provides the historical proportional split of total high school enrollment between the Francis T. Maloney and the Orville H. Platt High Schools. Further, the bottom portion of this table represents the projected high school enrollment, for the next eight years, and the portion of that enrollment projected for the Francis T. Maloney (53%) and the Orville H. Platt (47%) High Schools.

Table 7 builds on the information presented in Table 6 and projects the individual grade level enrollment for the next eight years for the Orville H. Platt High School. The highest projected enrollment for the next eight years is 1126 students.

I. INTRODUCTION

D. ENROLLMENT PROJECTIONS

TABLE 1

ESTIMATE OF FUTURE ENROLLMENT - OCTOBER 1, 2010
 BASED ON
 ACTUAL GRADE ENROLLMENTS 2005-2010

Based on 81%
 Kg. Expectancy
 From Births

Birth	Allocated Births	School Year	Kg.	1	2	3	4	5	6	7	8	9	10	11	12	Elem.	Middle	High	Pre-School	Spec.	TOTAL	
2000	768	2005-06	670	727	698	780	720	726	746	697	690	769	642	535	511	4321	2133	2457	231	329	9471	
2001	757	2006-07	639	738	688	705	775	714	734	740	706	696	655	595	512	4259	2180	2458	234	334	9465	
2002	812	2007-08	638	719	717	694	706	790	714	726	752	719	584	603	545	4264	2192	2451	251	249	9407	
2003	843	2008-09	656	686	689	725	693	698	772	721	730	759	564	511	565	4147	2223	2399	223	217	9209	
2004	799	2009-10	634	678	668	682	691	693	702	774	713	722	555	513	471	4046	2189	2261	254	233	8983	
2005	832	2010-11	678	679	674	680	663	688	674	708	763	768	527	485	506	4062	2145	2286	246	212	8951*	
	4811																					
Top 5 yr. Totals			3237	3548	3460	3586	3585	3621	3668	3658	3591	3665	3000	2757	2604							
Bottom 5 yr. Totals			3500	3436	3486	3528	3583	3596	3664	3664	3664	2885	2707	2599								
3915 Kg. Total																						
% of Persistence				1.081	0.968	1.008	0.984	0.999	0.993	1.000	1.002	1.020	0.787	0.902	0.943							
Kindergarten expectancy																						
81% of births 5 years previous																						
2006	880	2011-12	713	733	657	679	669	662	683	674	709	778	604	475	457	4113	2066	2314	246	212	8951	
2007	867	2012-13	702	771	710	662	668	668	657	683	675	723	612	545	448	4181	2015	2328	246	212	8982	
2008	926	2013-14	750	759	746	716	651	667	663	657	684	689	569	552	514	4289	2004	2324	246	212	9075	
2009	861	2014-15	697	811	735	752	705	650	662	663	658	698	542	513	521	4350	1983	2274	246	212	9065	
Prediction of future enrollment - Assumed Births																						
2010	873	2015-16	707	753	785	741	740	704	645	662	664	671	549	489	484	4430	1971	2193	246	212	9052	
2011	881	2016-17	714	764	729	791	729	739	699	645	663	677	528	495	461	4466	2007	2161	246	212	9092	
2012	882	2017-18	714	772	740	735	778	728	734	699	646	676	533	476	467	4467	2079	2152	246	212	9156	
2013	885	2018-19	717	772	747	746	723	777	723	734	700	659	532	481	449	4482	2157	2121	246	212	9218	

* Source: Data File 10-27-10
 Approved: 11-16-10

I. INTRODUCTION

D. ENROLLMENT PROJECTIONS

TABLE 2

PROJECTED ENROLLMENTS BY LEVEL, 2011 – 2019

YEAR	ELEMENTARY*	MIDDLE	HIGH	SPECIAL	TOTAL
2011-12	4359	2066	2314	212	8951
2012-13	4427	2015	2328	212	8982
2013-14	4535	2004	2324	212	9075
2014-15	4596	1983	2274	212	9065
2015-16	4676	1971	2193	212	9052
2016-17	4712	2007	2161	212	9092
2017-18	4713	2079	2152	212	9156
2018-19	4728	2157	2121	212	9218

* Includes 241 pre-school students for each year.

I. INTRODUCTION

D. ENROLLMENT PROJECTIONS

TABLE 3

EIGHT-YEAR ELEMENTARY SCHOOL ENROLLMENT PROJECTIONS PreK-5

YEAR	PreK	K	1	2	3	4	5	SPED	TOTAL
2011-12	246	713	733	657	679	669	662	129	4488
2012-13	246	702	771	710	662	668	668	129	4556
2013-14	246	750	759	746	716	651	667	129	4664
2014-15	(246)	697	811	735	752	705	650	129	4725
2015-16	(246)	(707)	753	785	741	740	704	129	4805
2016-17	(246)	(714)	(764)	729	791	729	739	129	4841
2017-18	(246)	(714)	(772)	(740)	735	778	728	129	4842
2018-19	(246)	(717)	(772)	(747)	(746)	723	777	129	4857

NOTE: Parentheses indicate that some or all of the students have not been born.

I. INTRODUCTION

D. ENROLLMENT PROJECTIONS

TABLE 4

EIGHT-YEAR MIDDLE SCHOOL ENROLLMENT PROJECTIONS 6-8

YEAR	6	7	8	SPED	TOTAL
2011-12	683	674	709	37	2103
2012-13	657	683	675	37	2052
2013-14	663	657	684	37	2041
2014-15	662	663	658	37	2020
2015-16	645	662	664	37	2008
2016-17	699	645	663	37	2044
2017-18	734	699	646	37	2116
2018-19	723	734	700	37	2194

I. INTRODUCTION

D. ENROLLMENT PROJECTIONS

TABLE 5

EIGHT-YEAR HIGH SCHOOL ENROLLMENT PROJECTIONS 9-12

YEAR	9	10	11	12	SPED	TOTAL
2011-12	778	604	475	457	46	2360
2012-13	723	612	545	448	46	2374
2013-14	689	569	552	514	46	2370
2014-15	698	542	513	521	46	2320
2015-16	671	549	489	484	46	2239
2016-17	677	528	495	461	46	2207
2017-18	676	533	476	467	46	2198
2018-19	659	532	481	449	46	2167

I. INTRODUCTION

D. ENROLLMENT PROJECTIONS

TABLE 6
Historic Proportional Split of High School Enrollment

	HS Total	Maloney	%	Platt	%
2005-06	2457	1337	54.4	1120	45.6
2006-07	2458	1294	52.6	1164	47.4
2007-08	2451	1282	52.3	1169	47.7
2008-09	2399	1253	52.2	1146	47.8
2009-10	2261	1195	52.9	1066	47.1
2010-11	2286	1219	53.3	1067	46.7
	14312	7580	53.0	6732	47.0

The table below represents the projected total High School enrollment and the proportion of that total projected for Maloney (53%) and Platt (47%).

	HS Total	Maloney	Platt
2011-12	2314	1226	1088
2012-13	2328	1234	1094
2013-14	2324	1232	1092
2014-15	2274	1205	1069
2015-16	2193	1162	1031
2016-17	2161	1145	1016
2017-18	2152	1141	1011
2018-19	2121	1124	997

I. INTRODUCTION

D. ENROLLMENT PROJECTIONS

TABLE 7

EIGHT-YEAR ENROLLMENT PROJECTION FOR O.H. PLATT H.S.

School Yr.	9	10	11	12	Spec.	Total
2005-06	358	292	243	227	70	1190
2006-07	320	333	278	233	69	1233
2007-08	337	269	308	255	44	1213
2008-09	367	257	248	274	36	1182
2009-10	340	261	241	224	46	1112
2010-11	369	240	231	227	31	1098
2011-12	366	284	223	215	31	1119
2012-13	340	288	256	211	31	1126
2013-14	324	267	259	242	31	1123
2014-15	328	255	241	245	31	1100
2015-16	315	258	230	227	31	1061
2016-17	318	248	233	217	31	1047
2017-18	318	251	224	219	31	1043
2018-19	310	250	226	211	31	1028

Note: Projections based upon 47% of total Meriden Public High School enrolment which represents the documented historical proportion of enrollment.

I. INTRODUCTION

E. SCHOOL CAPACITIES

The current and projected capacities of the Meriden high schools along with the current and projected enrollments are shown in the table below. This table also displays the 85% utilization factor which is commonly accepted in an efficiently scheduled comprehensive high school.

TABLE 8

School	Current Enrollment 10/01/10	Current Operational Capacity	Projected Eight-Year High Enrollment	Projected Operational Capacity	85% Utilization Factor
Maloney	1219	1400	1234	1450	1233
Platt	1067	1270	1094	1285	1092
Total	2286	2670	2328	2738	2325

II. THE EDUCATIONAL PROGRAM TO BE HOUSED

A. STATEMENT OF PHILOSOPHY

The primary purpose and, indeed, the obligation of public education in the Meriden Public Schools is to develop the unique talents and abilities of all students so that they may become responsible and contributing members of society.

Fundamental to education is the recognition that students, as individuals, possess differing rates and styles of development. Further, it is essential to acknowledge that students approach school from a variety of ethnic origins and socioeconomic backgrounds. With an awareness of these differences, the educational program should be flexible enough to accommodate the needs of individual students and to demonstrate a quality that will stimulate the students, staff and community.

The educational program must provide students with the basic skills of learning and the capacity to value themselves and others. It must be comprehensive enough to afford students the opportunity to develop career awareness, to acquire the background necessary to enter the world of work, to obtain added vocational preparation, and /or to attend an institution of higher learning. The program should strive to create an atmosphere in which students can experience desirable intellectual, physical, emotional, cultural and social growth. Ultimately, the educational system should kindle the individual's desire to continue learning as a life-long process.

The educational program should be extended beyond the school, encouraging the involvement of the entire community to include family, religious affiliation, youth organizations, business, industry and recreational and social activities. The educational process in Meriden should enable the student to develop a constructive philosophy of life. Each student should obtain the decision-making skills necessary to cope with our rapidly changing and complex society. Each student should acquire an understanding and appreciation of our cultural, historical and natural environment.

The Meriden Public Schools has the duty to provide fully integrated schools and the best possible situation in terms of staff and facilities for the education of our children.

The Meriden Board of Education endorses this philosophy and adheres to the accompanying system-wide goals.

II. THE EDUCATIONAL PROGRAM TO BE HOUSED

B. BOARD OF EDUCATION GOALS

Goal One: All students will improve their achievement levels in the core disciplines of reading, writing, and mathematics and be given equal opportunity to engage in other disciplines, and activities that complete a comprehensive learning experience. All students will meet high expectations for both positive behavior and learning regardless of disability, ethnic, racial or socioeconomic background.

Objectives:

1. Provide universal preschool and all day kindergarten for all children.

Evidence of achievement:

Develop a plan to increase preschool and all day kindergarten opportunities in the schools and community that encourages collaboration between the school system and other alternative sources of preschool educational opportunities for children.

2. Establish a consistent pre-kindergarten to grade twelve district-wide assessment system that provides teachers and instructional leaders with meaningful periodic data on student achievement in a timely manner and uses these data to drive instruction and measure student growth over time.

Evidence of achievement:

Develop and administer periodic district assessments within each content area and provide meaningful feedback reports on student achievement and growth.

3. Examine, refine and map the pre-kindergarten to grade twelve curriculum to assure consistency and structure in its implementation and establish a district-wide instructional focus.

Evidence of achievement:

Revise and implement a clearly mapped curriculum that is student centered and inclusive of all learners.

4. Ensure the application of instructional technology and the advancement of the district technology plan in all curricula areas through ongoing professional development.

Evidence of achievement:

Annual status report; district technology plan; professional development questionnaires.

5. Ensure that professional development activities emphasize effective teaching and inclusive practices and are aligned with district objectives and instructional focus.

Evidence of achievement:

Annual Professional Development Report

6. Provide and reinforce consistent, uniform programs and expectations in support of positive behavior and character education for all students pre-kindergarten to grade twelve.

Evidence of achievement:

Program adoption, character education plans, and develop computerized student discipline data collection.

7. Collaborate with the business community to enhance the experiential learning opportunities that expose students and motivate them to make more informed higher education and career ladder choices.

Evidence of achievement:

Continue Job Shadowing, and mentoring programs, promote Externships, Career Exploration Fairs, Internships, Expos, Seminars and other education opportunities as developed and offered in collaboration with members of the Meriden Business Community.

Goal Two: The Meriden Public Schools, in collaboration with parents, and the community, will seek to create and maintain positive relationships with parents and care givers that help foster increased student achievement.

Objectives:

1. The district will develop and implement a public outreach plan.

Evidence of achievement:

Outreach plan and its outcomes:

- Use of public access television
- District web site
- Expectations for school to home communications

- The Board of Education will create a community outreach plan.
2. Schools will collaboratively develop school-wide systems that require and ensure meaningful and positive two-way communication with the home and community.

Evidence of achievement:

School-based parent involvement plans and their outcomes and the implementation of parent-school compacts (NCLB)

3. Provide parents and community members with meaningful learning opportunities in literacy, numeracy, technology and positive youth development using school-based programs, outreach programs and adult education programs.

Evidence of achievement:

School-based annual reports

4. Utilize the business community in the process of facilitating increased communication with students and parents.

Evidence of achievement:

District-based annual report

II. THE EDUCATIONAL PROGRAM TO BE HOUSED

C. BOARD OF EDUCATION MISSION

We will provide all students with educational opportunities to acquire the knowledge, skills and attitudes that will enable them to lead productive and self-sustaining lives in a democratic, multicultural society.

II. THE EDUCATIONAL PROGRAM TO BE HOUSED

D. CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

The Orville H. Platt High School community believes all students deserve a learning environment in which to achieve their full academic, civic, and social potential. Students must have a physically and emotionally safe, disciplined atmosphere in which they are motivated to set goals, make responsible decisions and enjoy success. Our multicultural society develops independent, creative, resilient learners and thinkers. With support of school faculty, family and members of our community, Platt students will become confident, self-sustaining adults who contribute to society.

II. THE EDUCATIONAL PROGRAM TO BE HOUSED

E. ORGANIZATIONAL STRUCTURE – ACADEMIC

1. Instruction

a. Organization of Students

Platt High School is a four year comprehensive high school accredited by New England Association of Colleges and Secondary Schools. The present enrollment is 1,098 students. Platt has 95 faculty members and has an average class size of twenty five students. There is a building principal and two assistant principals.

Platt High School utilizes a modified rotating schedule with the day dictating the schedule/sequence of the seven daily periods of 47 minute duration. To enroll in grade 9, a student must have been promoted to 9th grade. To be promoted to grade 10, a student must have passed 6.0 units. To be promoted to grade 11, a student must have passed 12.0 units and to be promoted to grade 12, a student must have passed 18.0 units.

b. Curriculum/Instructional Program

The curriculum is essential to the design of Platt High School. The curriculum and instruction of Platt High School is designed to prepare students for post secondary educational opportunities as well as to successfully enter the job market or join the armed services. While all Platt High graduates will be prepared for enrollment in a 2 or 4 year college or university program, the value of a balanced, deep and varied educational background is understood and encouraged. Platt High School will continue to be a comprehensive high school. Students will have the opportunity to explore areas of interest and enrich their high school education through coursework in several elective areas. The interdisciplinary curriculum of the high school is designed to prepare students for life in the global society of the twenty-first century.

Each student must successfully complete the following requirements for graduation as established by the Meriden Board of Education:

4 years English

3 years Mathematics
3 years Science (one must be in biology)
3 years Social Studies (one must be in U.S. History and .5
in Civics)
1 year in the Arts or Vocational Education
1 year Business or Computer Education
3 semesters of Physical Education
1 semester of Health Education
Community Service
Electives
Total required for graduation = 24.25 units

The Meriden Public Schools is currently in Phase 2 of a 4 phase plan to reorganize the academic leveling system of the secondary schools. The high school is currently in transition from multiple levels of courses as exemplified by the following letters: (A) – General courses requiring average ability (B) – college preparatory courses requiring above average ability and previous academic success (C) – Honors courses requiring exceptional ability and motivation. Advanced Placement (AP) and UConn Early College Experience (ECE) courses are designed to allow students to earn college credit either by scoring well on Advanced Placement exams or directly from the University of Connecticut. College credit may also be earned through courses articulated with Middlesex Community College.

The new leveling system, implemented with the 9th grade class in 2010-2011 has 2 levels, Academic and Accelerated. Both of these levels are college preparatory although the AP and UConn ECE are imbedded in the Accelerated level. An anticipated outcome of the reorganization is the expansion of the AP and UConn ECE course offerings. At that point, there will be three levels of high school courses, two which are college preparatory and one which is comprised of courses bearing college credit.

In addition, 9th grade teams were expanded for the 2010-2011 school year. In previous years, approximately one quarter of freshman students were assigned to a team of teachers. This team operated in similar fashion to a middle school team and provided extra support to students. The teaming model also provided common planning time to facilitate collaboration amongst team teachers. The expansion of the teaming model led to the creation of four teams and each freshmen was assigned to one of four

academic teams. Placement in either the academic or accelerated level classes is based on past performance and ability for individual classes.

c. Physical Layout

The school will be configured with individual classroom/labs, with specific departmental classrooms and offices housed in the same wing/location of the building. General classrooms and computer labs will be multi-functional rooms which will be utilized in diverse ways by multiple departments. The major core areas of the building will remain as generally intact, including the media center, cafeteria, auditorium, gymnasium and pool.

The evolution of the 9th Grade teaming model into a 9th Grade Academy will be facilitated through the renovation process by the creation of a 9th grade wing. This wing will house core academic classrooms as well as office and meeting space for teachers and support staff. The semi isolation of the freshmen during the day will ease the middle school to high school transition, reduce distractions and allow freshmen students to develop and foster common academic goals and strategies for success.

Platt's mascot, the Panther, and its school colors, navy blue and Vegas gold should be incorporated into the interior design of the building whenever feasible.

II. THE EDUCATIONAL PROGRAM TO BE HOUSED

F. ORGANIZATIONAL STRUCTURE – NON-ACADEMIC

Aside from the core curriculum, Platt High School will offer unique opportunities for students to participate in a program of study in a field of interest not readily available in the regular classroom. Student initiated interests and projects will be vehicles for encouraging students to explore and enhance their personal learning styles through individual areas of interest. School service to both the community and the school are also integral components of the high school program. Development of personal responsibility in the community is strongly encouraged. Students have opportunities to perform community service in which they feel they can make a positive contribution to either the school and/or community.

A number of co-curricular clubs and activities are currently offered at Platt High School. Students who become involved in these offerings have more meaningful and enriched high school experiences. A few of our offerings include the following: Pentangles, Band, Chorus, DECA, FBLA, Ecology Club, Rifle Club, Yearbook, Jazz Band, Key Club, Latin Club, Math Club, National Honor Society, Robotics and Drama Club.

Platt High School also offers a rich and comprehensive interscholastic athletics program for both boys and girls. Platt is a member of the Central Connecticut Conference, which is currently the largest high school athletic league in the state of Connecticut. Varsity and sub-varsity sports at Platt include the following:

Boys:	Girls:
Baseball	Basketball
Basketball	Cheerleading
Cross Country	Soccer
Football	Softball
Golf	Swimming
Soccer	Tennis
Swimming	Track
Tennis	Volleyball
Track	
Wrestling	

Most varsity and sub-varsity teams play their home contests on campus. Home varsity football, soccer, softball, cross-country and golf contests are played at fields/locations off-campus within the City of Meriden.

II. THE EDUCATIONAL PROGRAM TO BE HOUSED

G. EFFICIENT CLASSROOM SCHEDULING

The following table is illustrative of the analysis that still needs to be done in collaboration with the project architect. That professional discussion will more clearly define the special requirements of the Freshman Academy and how room utilization ratios will be impacted. In order to help inform those discussions and deliberations, specific course enrollment figures from the current (2010-11) school year have been included in Appendix "A". The enrollment projections for the next eight years can be characterized as relatively flat and therefore it is a reasonable supposition that the distribution of course enrollment patterns will closely mirror those represented this year.

	Current (2010-11) Number of Rooms Utilized	Current (2010-11) sections divided by .85 utilization rate then divided by seven instructional periods		
English	11	56	66	10
Social Studies	9	44	52	8
World Languages	6	25	30	5
Mathematics	11	54	64	10
Science	9	49	58	9
Technology Education	3	19		4
Family and Consumer Science	3	15		3
Art	3	15		3
Music	2	10		2
Health Education	2	7		2
Prototypical Computer Resource Lab	5			5
Business	3	15		3
Vocational Education	1	4		1
Alternative Learning Center	1			1
Freshman Academy	16 (12 classrooms & 4 labs)	16		16*
In-School Suspension	1			1

*Freshman Academy Classrooms and Labs are duplicate counts for the purpose of this table

This analysis is targeted on determining the gross number of prototypical academic classrooms and the gross number of prototypical computer resource labs needed to efficiently schedule the building in an educationally sound manner. The description in each academic teaching

area in Section III INSTRUCTIONAL AREAS along with course enrollment data will provide not just the necessary size, but also the quantity of spaces needed.

III. INSTRUCTIONAL AREAS

A. PROTOTYPICAL ACADEMIC CLASSROOM

1. Program Description

In order to provide both instructional and administrative flexibility, the essential physical components of many of the classrooms can and should be identical with the ability to rearrange furniture and furnishings to best meet the instructional needs of students. This is also true of the technology that will be installed and available in each classroom. Given the current and projected enrollment of the classes that would be scheduled into this space, the classroom needs to be designed to accommodate 30 students. The architect shall study the shape of typical classrooms to provide for efficient operation and communication, utilizing marker boards and wall-mounted illustrations. The spaces must also provide flexibility for large and small group instruction, as well as, the capability for individualization. These classrooms may be used for night classes and community/school activities.

2. Consideration of Basic Concepts

The high school program goals center around the preparation of students for more reflective and effective participation in their society. The program goals would include the following:

Socialization – aimed at helping the student become an effective member of social groups.

Decision-making Processes – aimed at helping student to make effective use of intellectual skills in reaching decisions about his/her social concerns.

Citizenship – aimed at helping the students to use more effectively the processes of a representative-democratic government.

Knowledge Acquisition – aimed at helping the student to acquire and utilize information and intellectual skills provided through the curriculum.

In addition, the program will stress the assimilation of three important components: subject, learner, and society.

3. Activities to be Housed

Think – Creative and critical thinking, problem solving, associations.

Speak – Speeches, explanations, dramatizations, demonstrations, simulations, class and panel discussions.

Read – Textbooks, reference books, reports, magazines, newspapers, fiction, trade books.

Write – Creative writing, reports, research papers, outlines, summaries, speeches, comparisons.

View – Films, pictures, T.V., maps, charts, globes, interactive whiteboards.

Inspect – Relief maps, road maps, globes, artifacts, samples, pictures, charts, graphs.

Construct – Booklets, displays, posters, scrapbooks, graphs, bulletin boards, maps, charts, diagrams, timelines, pictures, replicas, dioramas, mobiles, murals.

4. Furniture and Equipment to be Housed

30 Student combo desks

File cabinet (5 drawer)

Table, 30" x 72"

Lectern

Stool

Recycle Center and Wastebasket

Marker board with map rails, flag holder, and American flag

Marker Board

Tack Board

Bookcase

Computer and printer for teacher

Pencil sharpener, electric

Clock

Multimedia cabinet

Workstation with task chair

DVD TV Tuner

Document camera

Wireless laptop cart

Projector and interactive whiteboard
Sound Field Enhancement
Provide built-in bookcase with adjustable shelves.
Intercom/Phone

5. Special Requirements or Considerations

Room-darkening shades or blinds

Operable windows with insect screens

6. Space Requirements

See Program Description in this section.

III INSTRUCTIONAL AREAS

B. ENGLISH

1. Program Philosophy

Language Arts encompasses an extensive range of communication skills, artistic expression, as well as the body of knowledge about the English language and literature. Although the development of communication skills is a lifelong process, the extent to which students become proficient in these skills while at school is vitally related to their future abilities to function independently and productively in life. Language expresses human imagination and is a primary vehicle for transmitting culture. Literature study provides students with insights into human values, experience and potential, and enables them to acquire familiarity with, and appreciation for, literary masterworks. Since language itself is an important means of giving shape to experience and knowledge and of expressing human hopes and feelings, students shall be instructed in the ways in which language functions and in ways of controlling and using language.

2. Program Goals

Instruction in Language Arts involves the skills of reading, writing, speaking, listening and observing. Goals of the English program include the following:

- A. Development of skills which are basic to most other subjects studied and useful, if not vital, to success in our highly verbal culture;
- B. Close acquaintance with the literary tradition which comprises the subject matter unique to English, the broad cultural heritage of the English-speaking people—religious, technological, political, sociological and artistic;
- C. Enhancement of critical judgment through practice in and awareness of the ways language shapes our world;
- D. Development of the powers of comprehension, of critical thinking, and of coherence and fluency in expression;
- E. Presentation of literary works that promote humanistic attitudes, aesthetic appreciation, critical evaluation, and positive leisure and civic pursuits.

3. Program Activities

A. Curriculum

1. Level Academic - 9
2. Level Accelerated - 9
3. Level A - 10
4. Level B - 10
5. Level C - 10
6. Level A - 11
7. Level B - 11
8. Level C - 11
9. Level A - 12
10. Level B - 12
11. Level C - 12
12. AP English Literature and Composition
13. Creative Writing/Journalism
14. Films
15. Modern Fiction & Poetry
16. Dramatics
17. Public Speaking
18. Study Skills (By Recommendation)
19. English & Mathematics SAT Skills (Fall)
20. English & Mathematics SAT Skills (Spring)
21. Alternative English 1
22. Alternative English 2
23. Alternative English 3
24. Alternative English 4
25. Independent Study in English
26. Student Internship - English

B. Classroom Activities

1. Classrooms

- a. Lecture
- b. Lecture/discussion
- c. Demonstration
- d. Supervised study
- e. Small group discussions
- f. Role-playing
- g. Simulation gaming
- h. Individual skills development
- i. Testing
- j. Viewing of videos
- k. Listening to CD's
- l. Developing skills – multimedia; computers, laser disks, CD-Rom

4. Furniture And Equipment To Be Housed

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

5. Special Requirements Or Considerations

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

6. Space Requirements

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

III. INSTRUCTIONAL AREAS

C. SOCIAL STUDIES

1. Program Philosophy

The high school Social Studies program is organized around, and focused on, personal and societal goals that help students become effective participants in the social world. Additionally, the program provides an understandable framework for integrating knowledge from history and the social science disciplines and for explicating the major knowledge, skills, values, and participation goals of social studies.

2. Program Goals

The high school Social Studies program goals center around the preparation of students for more reflective and effective political participation in their society. The program goals would include the following:

- A. Socialization – aimed at helping the student become an effective member of social groups.
- B. Decision-making processes – aimed at helping the student to make effective use of intellectual skills in reaching decisions about his/her social concerns.
- C. Citizenship – aimed at helping the student to use more effectively the processes of a representative-democratic government.
- D. Knowledge acquisition – aimed at helping the student to acquire and utilize information and intellectual skills provided through social science curriculum.

In addition, the program will stress the assimilation of three important components of social studies – subject, learner and society.

3. Program Activities

A. Curriculum

- 1. Civics A
- 2. World Geography
- 3. World History Academic
- 4. World History Accelerated
- 5. World Civilization A
- 6. World History B
- 7. World History C
- 8. World History 2B/Civics

9. World History 2C/Civics
10. United States History A
11. United States History B
12. United States history C
13. AP United States History
14. History of the Non-Western World
15. AP European History
16. Meriden: The Town in Which We Live
17. Economics (Semester Course)
18. Geography (Semester Course)
19. Geography B (Semester Course)
20. Sociology (Semester Course)
21. Human Behavior (Semester Course)
22. Youth & Government C (By Recommendation)
23. Senior Forum
24. Independent Study for Social Studies
25. Student Internship – Social Studies

B. Teacher Activities

1. Confer with individual students.
2. Consult with small groups on activities, discussions or projects.
3. Lead large or small discussion groups
4. Plan bulletin boards and interest centers
5. Recommend materials and equipment.
6. Plan with team of teachers for class and inter-level group activities.
7. Assist with assembly programs.
8. Sponsor enrichment programs.
9. Provide demonstrations.
10. Help to plan and lead field trips.
11. Lecture
12. Interview resource people.
13. Provide techniques for teacher and student evaluation of learning.
14. Conduct teacher, parent, and pupil conferences.
15. Utilize computer lab activities.

C. Student Activities

1. Think – Creative and critical thinking, problem solving, associations.
2. Speak – Speeches, explanations, dramatizations, demonstrations, simulations, class and panel discussions.
3. Read – Textbooks, reference books, reports, magazines, newspapers, fiction, trade books.
4. Write – Creative writing, reports, research papers, outlines, summaries, speeches, comparisons.

5. View – LCD projectors, pictures, T.V., maps, charts, globes
 - a. Inspect – Relief maps, road maps, globes, artifacts, samples, pictures, charts, graphs.
 - b. Construct – Booklets, displays, posters, scrapbooks, graphs, bulletin boards, maps, charts, diagrams timelines, pictures, replicas, dioramas, mobiles, murals.

4. Furniture And Equipment To Be Housed

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

5. Special Requirements Or Considerations

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

6. Space Requirements

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

III. INSTRUCTIONAL AREAS

D. WORLD LANGUAGES

1. Program Philosophy

All students shall be given the opportunity to learn to communicate in a foreign language and to learn something of the cultures of our neighbors around the world.

2. Program Goals

Promote the development of the four skills of language, speaking, listening, writing and reading to a level commensurate with the ability of the student, on each level of instruction.

3. Program Activities

a. Curriculum

1. French 3
2. Latin 1
3. Latin 2
4. Latin 3
5. Latin 4C
6. AP Latin: Vergil
7. Spanish 1
8. Spanish 2
9. Spanish 3
10. Spanish 4C
11. AP Spanish Language
12. Italian 1
13. Italian 2
14. Italian 3
15. Italian 4C
16. AP Italian Language and Culture
17. Independent Study in World Language
18. Student Internship – World Language

b. Teacher Activities

1. Work with individual students, small groups, and classes on discussions and projects.
2. Plan bulletin boards, learning center activities.
3. Recommend purchase and use of materials and equipment.
4. Coordinate classes with the department.
5. Plan and lead field trips.

6. Provide opportunities for comprehension activities.
7. Provide opportunities for oral practice in the target language.
8. Present subject matter in the classroom in a variety of ways.
9. Utilize community resources.
10. Provide the means and techniques for teacher and student evaluation of subject materials.
11. Conduct conferences with students, parents and administrators.

c. **Student Activities**

1. Think – Creative thinking, problem solving, logical deductions.
2. Speak – Text materials, reference books, reports, magazines, fiction, cultural material, newspapers.
3. Read – Text materials, reference books, reports, magazines, fiction, cultural material, newspapers.
4. Write – Summaries, outlines, conversational materials, poetry.
5. View – Videos, pictures, works of art, TV, maps, charts, globes, and interactive whiteboards.
6. Inspect – Artifacts, regalia from the foreign cultures, relief maps, pictures and paintings, works of art.
7. Make – Booklets, displays, posters, scrapbooks, bulletin boards, maps, replicas, dioramas, mobiles, murals.
8. Visit – Local cultural presentations, historical sites, ethnic enclaves.

4. Furniture and Equipment to be Housed

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

5. Special Requirements or Considerations

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

6. Space Requirements

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

III. INSTRUCTIONAL AREAS

E. MATHEMATICS

1. Program Philosophy

Mathematics is an attempt to quantify the environment. The language of mathematics provides a medium to translate the physical world into a system to facilitate recording, manipulation and generalization. As the world progresses rapidly in the technological areas, it becomes increasingly important for a person to master the highest level of mathematics possible.

2. Program Goals

Each student will have an opportunity for:

- A. A basic foundation of mathematics
- B. An awareness of changing mathematical techniques
- C. A desire for further mathematical studies
- D. A meaningful and logical study of mathematics
- E. A challenge of mathematical creativity commensurate with ability
- F. A desire for mathematical optimum development and self-evaluation
- G. A meaningful relationship between the pure mathematics and the application of mathematics through the changing technological field.

3. Program Activities

A. Curriculum

- 1. Math 1 (By Recommendation)
- 2. Algebra 1 Academic
- 3. Algebra 1 Accelerated
- 4. Algebra 1A
- 5. Algebra 1B
- 6. Algebra 1C
- 7. Algebra 2A
- 8. Algebra 2B
- 9. Algebra 2C
- 10. Algebra 3 and Introduction to Trigonometry
- 11. Geometry Accelerated
- 12. Geometry A
- 13. Geometry B
- 14. Geometry C
- 15. Statistics B
- 16. AP Statistics/UCONN ECE
- 17. Trigonometry & Analytic Geometry B
- 18. Pre-Calculus C
- 19. Elements of Finite Mathematics & Calculus B

20. AP Calculus AB/UCONN ECE
21. Computer Programming, part 1B (Semester Course)
22. Computer Programming, part 1C (Semester Course)
23. Computer Programming, part 2B (Semester Course)
24. Computer Programming, part 2C (Semester Course)
25. AP Computer Science AB
26. AP Calculus BC
27. Student Intern in Mathematics
28. Student Intern in Computer Science
29. CAPT Prep – Second Semester (Seniors only)
30. English and Mathematics Study Skills (Fall)
31. English and Mathematics Study Skills (Spring)
32. Independent Study in Computer Science
33. Independent Study for Math

B. Teacher Activities

1. Utilize lectures/class discussion
2. Use audio-visual aids such as ITV, DVD's, overhead calculators and interactive whiteboards.
3. Demonstrate on marker board, overhead projector and with computer simulation
4. Teach, test, and remediate individuals, small groups and large groups
5. Lead group activities
6. Plan in teams and individually
7. Answer individual student questions
8. Prepare students local, state and national Mathematics competitions
9. Confer with individual students
10. Plan bulletin boards and interest centers
11. Make recommendations as to selection of materials and equipment
12. Assist with assembly programs
13. Sponsor enrichment programs
14. Help to plan and to lead field trips
15. Participate in teacher, parent and student conferences
16. Use manipulatives in the instructional process
17. Coordinate student use of manipulatives to facilitate the learning process
18. Provide for co-operative team learning

C. Student Activities

1. Work and study independently
2. Study in groups of two or more
3. Complete small group assignments
4. Complete large group assignments
5. View ITV, DVD's, overhead calculators and computer simulators in groups and individually

6. Complete assignments on marker board and computer
7. Complete homework assignments
8. Utilize computer assisted instruction
9. Work in a computer lab setting a minimum of one day per week

4. Furniture and Equipment to be Housed

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

5. Special Requirements or Considerations

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

6. Space Requirements

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

III. INSTRUCTIONAL AREAS

F. SCIENCE

1. Program Philosophy

Today's society requires scientifically literate and laboratory-skilled high school graduates. Therefore, it is imperative that they participate in a dynamic science education program with considerable laboratory opportunities. Such a program will encourage student understanding of the experimental nature of science, increase the level of students' technical skills, and enhance student enthusiasm.

2. Program Goals

- A. Maximize laboratory use and provide a laboratory-centered science experience for all students.
- B. Provide a cost-effective laboratory program through more efficient utilization of materials and equipment.

3. Program Activities

A. Curriculum

- 1. Integrated Physical Science Academic
- 2. Integrated Physical Science Accelerated
- 3. Integrated Physical Science A
- 4. Integrated Physical Science B
- 5. Integrated Physical Science C
- 6. Biology Accelerated
- 7. Biology A
- 8. Biology B
- 9. Biology C
- 10. AP Biology (with #315 lab) (ECE)
- 11. AP Biology Lab (taken with #315)
- 12. Ecology
- 13. Earth Science
- 14. Human Anatomy and Physiology A
- 15. Human Anatomy and Physiology B
- 16. Physics B
- 17. Physics C
- 18. Human Anatomy and Physiology C
- 19. Chemistry A
- 20. Chemistry B
- 21. Chemistry C
- 22. Astronomy
- 23. AP Chemistry (ECE)
- 24. AP Chemistry Lab (ECE)

25. Science Internship
26. Independent Study for Science

The facilities must be adaptable to all these curricula. It is planned that all courses will be taught with an emphasis on investigation.

B. Teacher Activities

1. Conduct lecture/class discussion.
2. Demonstrate for single and double classes in lecture room.
3. Demonstrate on marker board, overhead projector and interactive white board.
4. Plan, provide and lead laboratory activities.
5. Use technology
6. Teach, test and remediate individuals, small and large groups.
7. Prepare students for science fair competitions.
8. Answer individual student questions.
9. Plan individually and departmentally.
10. Use models, charts and whiteboard
11. Conduct outdoor instructional activities for classes and individual students.

C. Student Activities

1. Perform activities in small and large groups.
2. Listen to lecture and participate in class discussions.
3. Use computers to access information for research and content enhancing for labs.
4. Participate in small group activities with display equipment, such as aquarium models and other apparatus for class projects not requiring laboratory facilities.
5. Maintain animals and plants
6. Observe specimens under a microscope.
7. Plan, prepare, demonstrate, and exhibit science fair projects
8. Perform activities which involve the use of gas, water, air and electricity.
9. Utilize counter space to read earth science maps, operate computers, etc.
10. Study and experiment individually.
11. Collect and identify rocks, minerals and soil.
12. Perform scientific experiments in groups of two or three. These experiments will apply, prove and/or test basic theories which have been presented in the classroom.
13. Use a variety of microscopes.
14. Utilize apparatus and equipment in performing scientific experiments requiring electricity, water, air, and gas.
15. Interface the computer with basic laboratory equipment.

4. Furniture and Equipment to be Housed

A. Chemistry Laboratory

1. Provide Integral Counter/Laboratory Tables to seat 5-6 students at each table. Provide Integral Sinks/Acid resistant 10" deep with Sink Covers and front access panels. To include gas and water; power and data. Provide raised lip for drip edge at all exposed sides. Base cabinets to have 2 equal deep lockable drawers and adjustable open shelves. Island supported by sink base.
2. Provide base cabinets with drawers and adjustable shelves with doors. All to be lockable. Provide full height cabinets with adjustable shelves and 3 hooks on door mounted at 72" AFF. Upper cabinets with adjustable shelves and lockable. Provide soffit above upper cabinets.
3. Provide a Teacher Demonstration fixed island. Island to include data, electric, sink/water and gas. Locate off-center on teaching wall aligned with teacher workstation. Counter to be acid resistant.
4. Furniture and Equipment:
 - a. 5 Integral Counter/Laboratory Tables to seat 5-6 students at each table; Integral Sinks/Acid resistant 10" deep with Sink Covers to include gas and water; power and data. Lip for drip edge at all sides.
 - b. Marker Board 4' x 20', with continuous map rail, tack strip and flag holder.
 - c. 4' x 4' Tack Board
 - d. Interactive whiteboard
 - e. Clock/call button/speaker/security monitor.
 - f. Teacher Workstation
 - g. File cabinet
 - h. Multimedia cabinet
 - i. LCD Projector
 - j. Sound Field Enhancement
 - k. Document camera
 - l. DVD TV Tuner
 - m. Computer – Teacher
 - n. Printer
 - o. Teacher demonstration island with integral sink/acid resistant 10" deep with sink over, include gas and water; power and data.
 - p. Teacher demonstration table 30" x 60" adjustable height; casters
 - q. Wireless laptop charging cart 24" x 36"
 - r. First Aid kit, wall mounted.
 - s. Fixed fume hood, vented outside.
 - t. 2 Glassware drying rack, mounted above sink (36"x36")
 - u. Project Table Set, 30"w x 72"l with task chairs
 - v. Chair – Teacher/Task Chair
 - w. 30 Student Desk/Chair Sets

- x. 30 Stool – Teacher/Student
- y. Pencil sharpener, electric
- z. Deluge shower and eye wash
- aa. Trough sink 18"deep x 36"wide with drainage surface both sides of sink, acid resistant.
- bb. Fire blanket, wall-mounted
- cc. Fire extinguisher, per code.
- dd. Sterilizer for safety goggles with lamp powered/wall mounted; 40 unit capacity.
- ee. 150 lb. capacity hook/ceiling mounted/secured to structure.
- ff. Paper towel dispensers
- gg. Soap dispensers.
- hh. Built-ins.

B. Chemistry Material Storage

1. Provide sink base with access panel and room for dishwasher, counter to be acid resistant. Provide raised counter to accommodate rolling carts to be stored below.
2. Provide tall storage cabinets (2), 36"W x 24"D x 30"H wall mounted.
3. Provide upper open storage shelf 15'W x 12"D x 30"H wall mounted.
4. Provide teacher workstation for two staff as notes on prototypical plan, Provide two Box/Box/File pedestals at each end of built in counter. Provide support brackets as required and two keyboard trays. Upper open shelf full width of room. Mount tack board above opposite computer station.
5. Furniture and Equipment
 - a. 7'x3'x12" Adjustable heavy duty metal shelf units; ½" lip at all shelves; secured to wall
 - b. 2 -Computers – Teacher
 - c. Printer
 - d. 2 – Chair-Teacher/Task Chair
 - e. Refrigerator with ice maker
 - f. Dishwasher
 - g. Sink acid resistant 10" deep
 - h. Glassware drying rack, mounted above sink (36"x36")
 - i. Paper towel dispenser
 - j. Soap dispenser
 - k. 3 – Laboratory cart, portable
 - l. 2 – Laboratory cart/acid resistant 24"x32"
 - m. Built-ins

- C. Science/Laboratory (Physical Science, Biology, Anatomy and Physiology, Earth Science, Ecology)
1. Provide Integral Counter/Laboratory Tables to seat 5-6 students at each table. Provide Integral Sinks 10" deep with Sink Covers and front access panels. To include gas and water; power and data. Provide raised lip for drip edge at all exposed sides. Base cabinets to have 2 equal deep lockable drawers and adjustable open shelf. Island supported by sink base.
 2. Provide base cabinets with drawers and adjustable shelves with doors. All to be lockable. Provide full height cabinets with adjustable shelves and 3 hooks on door mounted at 72" AFF. Upper cabinets with adjustable shelves and lockable. Provide soffit above upper cabinets.
 3. Provide a Teacher Demonstration fixed island. Island to include data, electric, sink/water and gas. Locate off-center on teaching wall aligned with teacher workstation.
 4. Furniture and Equipment
 - a. 5 – Integral Counter/Laboratory Tables to seat 5-6 students at each table; Integral Sinks/10" deep with sink covers, to include gas and water; power and data. Lip for drip edge at all sides.
 - b. Marker Board 4' x 20', with continuous map rail, tack strip and flag holder.
 - c. 4' x 4' Tack Board
 - d. Interactive whiteboard
 - e. Clock/call/speaker/security monitor
 - f. Teacher Built-In Workstation
 - g. File cabinet
 - h. LCD projector
 - i. Sound Field Enhancement
 - j. Document camera
 - k. DVD TV Tuner
 - l. Computer – Teacher
 - m. Printer
 - n. Teacher demonstration island with integral sink 10" deep with sink cover, include gas and water; power and data.
 - o. Teacher demonstration table 30" x 60" adjustable height; casters
 - p. Wireless laptop charging cart 24"x36"
 - q. First Aid kit, wall mounted
 - r. 2 – Glassware drying rack, mounted above sink (36"x36")
 - s. Project Table Set 30"W x 72"L with task chairs.
 - t. Chair – Teacher/Task Chair
 - u. 30 – Student Desk/Chair Sets
 - v. 30 – Stool – Teacher/Student
 - w. Pencil Sharpener – electric
 - x. Deluge shower and eye wash

- y. Trough sink 18" deep 36" wide with drainage surface both sides of sink, acid resistant.
- z. Fire blanket, wall-mounted
- aa. Fire extinguishers, per code
- bb. Sterilizer for safety goggles with lamp powered/wall mounted; 40 unit capacity.
- cc. 150 lb. capacity hook/ceiling mounted/secured to structure.
- dd. Paper towel dispenser
- ee. Soap dispenser
- ff. Built-ins

D. Science Material Storage

1. Provide sink base with access panel and room for dishwasher and provide raised counter to accommodate rolling lab carts to be stored below.
2. Provide tall storage cabinets (2), 36"W x 24"D x 84"H, doors, adjustable shelves, lockable. Shelves to have raised lip.
3. Provide upper open storage shelf 15"W x 12"D x 30"H wall mounted.
4. Provide teacher workstation for two staff as notes on prototypical plan. Provide two Box/Box/File pedestals at each end of built in counter. Provide support brackets as required and two keyboard trays. Upper open shelf full width of room. Mount tack board above opposite computer station.
5. Furniture and Equipment
 - a. 7'x3'x12" Adjustable heavy duty metal shelf units; ½" lip at all shelves; secured to wall.
 - b. 2 – Computers – Teacher
 - c. Printer
 - d. 2 – Chair – Teacher/Task Chair
 - e. Refrigerator with ice maker
 - f. Dishwasher
 - g. Sink 10" deep
 - h. Glassware drying rack, mounted above sink (36"x36")
 - i. Paper towel dispenser
 - j. Soap dispenser
 - k. 5 – Laboratory cart, portable
 - l. Built-ins

E. Chemical Storage

1. Provide base drawer cabinets, base cabinets with adjustable shelves and doors and sink base with access panel and room for dishwasher, counter to be acid resistant. Provide upper cabinets with adjustable shelves and doors.
2. Provide tall storage cabinets (3), 36"W x 24"D x 84"H, doors, adjustable shelves, lockable. Shelves to have raised lip.
3. Furniture and Equipment

- a. Fixed fume hood
- b. Glassware drying rack, mounted above sink (36"x36")
- c. Sink Acid Resistant 10" deep
- d. Refrigerator with ice maker.
- e. Dishwasher
- f. 7' x 3' x 12" Adjustable heavy duty metal shelf units; ½" lip at all shelves, secured to wall
- g. 5 – Laboratory Cart/acid resistant 24"x32"
- h. Paper Towel Dispenser
- i. 3 - Fireproof steel storage cabinet, lockable – one cabinet each for caustics, acids and flammables.
- j. Fire Extinguisher (per code)
- k. 4' x 4' tack board.
- l. Built-ins

5. Special Requirements or Considerations

The architect shall work with District staff with regards to the number of Chemistry Labs and locations on the floor plan, laboratory layouts and special considerations.

6. Space Requirements

It is anticipated that the Classroom/Laboratories (CLABS) described above will require approximately 1150 to 1300 square feet each.

III. INSTRUCTIONAL AREAS

G. Technology Education

1. Program Philosophy

Technology education is a study of technology, which provides an opportunity for students to learn about the processes and knowledge related to technology. As a study, it covers the human ability to shape and change the physical world to meet needs, by manipulating materials and tools with techniques. As education, the goal is to teach the knowledge and techniques to develop technological literacy which is accomplished by bringing laboratory activities to students.

2. Program Goals

Technology education allows learners to explore a variety of activities related to many areas where science, technology, engineering, and math intersect with society. Learners can develop problem-solving strategies and work habits that will be useful in almost any career and/or occupation. Learners should develop a greater appreciation for the work of craft workers and the skills required of that work.

Within the scope of this educational program is the effort to develop "soft skills" within the learner, as well as an opportunity for the learner to see how systems work together and the chance to put much of the academic class instruction to work in an applied way.

3. Program Activities

A. Curriculum

1. Drafting 1
2. Drafting 2
3. Drafting 3
4. Engineering Drafting
5. Information Systems
6. Video production
7. Web Design
8. Adobe Photoshop
9. Robotics
10. Exploring Technology
11. Home maintenance & consumer Education
12. Power and Transportation Technology 1
13. Power and Transportation Technology 2
14. Power and Transportation Technology 3
15. Materials Processing Technology 1
16. Materials Processing Technology 2

17. Materials Processing Technology 3

18. Technology Education Internship

19. Independent Study in Technology Education

4. Equipment and Facility Needed

The following matrix was created to highlight the broad scope of activities that these facilities must accommodate.

Course	Equipment Needed	Facility Needs
Energy, Power and Trans Tech	Macpherson strut compressor	2000 sq.ft. lab w/ 18ft. ceilings
Power & Mechanical Tech	Computerized scan/diagnostic equip	Bay door(s)
Automotive Technology	Computerized wheel balancer	Automobile lift(s)
Automotive Internship	Parts washer with vented hood	Air filtration equipment
	Computer(s)/work station(s)	Air compressor w/plumbing
	Welding equipment/stations	Vented flammables cabinet
	Oxy-acetylene torches	Secure storage area
	Brake lathe	Ceiling-mounted elec. drop-cords
Web Page & Internet Basics	Digital Still Camera	2000 square feet
Computer Media & Design I	HD & HDD Video Cameras	Secure storage area
Computer Media & Design II	Green Screen	Computer Lab (24 machines)
Video production	Video Editing Software	Sound Booth
Green Tube/Morning News	Photo Editing Software	Video Studio w/Control Room
	Scanner, projector, video mixing bd.	Seating area (24 seats)
	Tripods, Lighting, DVD duplicator	
Intro to Hist. Landscaping	CAD Software	Computer Lab (24 Machines)
Architectural Drafting/CAD	Architectural Software	Secure Storage Area
CAD Drafting Internship		Seating area (24 seats)
Intro to Drafting & CAD		
Intermediate Drafting/CAD		
Technical Theater	Overhead Projector	School Auditorium
	Sound Board	Secure Storage Area
	Light Board	Sound & Light Booth
Advanced Wood	Band Saw	2000 Square Feet
Woodworking Internship	Table Saw	Secure Storage Area
Intro to Wood	Router Table	Seating for 25
Intermediate Wood	Lathe	
Introduction to Electricity	Drill Press	
Exploring Technology	Radial Arm Saw	
Home Maintenance and Consumer Education	Miter Saw Hand Tools Cabinet	

- A. Auto Tech Lab
- Computer work station to run On Demand Information System
 - Alignment station – 4 post lift with 2 parabolic mirrors
 - Four post lift for domestic trucks
 - Compressed air lines along the walls every 25'
 - Reels from ceiling for electric and drop light, between every other bay
 - Various hand tools
 - Various testing equipment
 - Various hardware cabinets – wall mounted
 - Alignment equipment
 - Glass bead machine, requires electric and air
 - Brake lathe; drums
 - Brake lathe; discs
 - Parts cleaning machine
 - Engine hoist
 - Tire changer
 - Welding machine, portable, 220 volt, 30-40 amp service
 - Strut Spring Compressor – wall mounted
 - Wheel weight cabinet – wall mounted
 - Puller Set – wall mounted
 - Oil Filter Crusher – wall mounted
 - Heavy duty hydraulic press
 - Oil retrieval system
 - Battery charger system
 - A/C Recovery and Charging Station, portable
 - Eye wash stations, per code
 - Double bowl trough sink with double spigot
 - Industrial hand wash station
 - Water fountain
 - Goggle cabinet
 - White Board
 - Fire Extinguisher, per code
 - Fire Blanket
 - First aid kit, mounted
 - Clock
 - Built-ins

Workbenches, 6' with vise and electric outlets on wall
Above-ground Lift for each bay, with compressed air, electric
Exhaust fume removal system (each bay)
Built-ins

Considerations:

- Provide a four post lift for small trucks, in one bay
- Utilize school district professional automotive staff for proper layout of specialty equipment stations in various locations throughout the Laboratories (i.e. Tire Changing station, Alignment and Balancing equipment, Brakes, Steering and Suspension).
- Provide for proper waste containment area.
- Flammable storage area, provide shelving with 4' clearance from the bottom of first shelf to the floor.
- In each bay, provide space in front of the vehicle for a work bench.
- Equip one bay area with no lift, wall mounted white board for in-shop instruction.
- One project storage area shall have electric and data to support teacher office/planning space.
- Provide a machine shop area to house: glass bead machine, brake lathe, parts cleaner, and engine hoist.
- Supervision should be considered in planning all areas of the laboratories for the purpose of providing the instructor visual contact with students at all times and in all areas.

B. Related classroom

A standard classroom should be located in the general vicinity of the Auto Tech Lab which will be designed and furnished to conform with the specifications outlined in the Prototypical Academic Classroom described earlier in this section.

C. Related Computer Lab

A standard computer lab should be located in the general vicinity of the other technology spaces. This lab will support Drafting, Web Design and Photoshop classes.

30 Computer workstation with wire management

30 Chair

File Cabinet

30 Computer

3 Printer

Computer and printer for teacher

Marker Board, 4'x16', with map rail and flag holder

2 Tack Board, 4'x4'

Pencil sharpener, electric

Clock
DVD TV Tuner
Document camera
Wireless laptop cart
Interactive whiteboard
Sound Field Enhancement
Built-ins
Teacher desk and chair
Bookcase

D. Pre-Engineering/Robotics Lab

This space will support a range of technology classes.

Considerations:

- Zone space to provide specific areas for designing/planning, minimal machine/small hand tool operation, construction, finishing, and technology reference library.
- Provide perimeter bench along one long wall of lab farthest from machine operation, include at least 2 sinks with h/c water and drain in water bench. Provide storage units below for hazardous substances.
- Provide resilient non-skid floor surface and acoustical ceiling.
- Secure storage
- Provide building communication system including public address speaker, clock, telephone handset, and computer access.
- Provide storage cabinets for frequently used tools, equipment, and software.

E. Video Production Lab

This lab located in the technology area will house equipment to produce live television cable casts. Further in this lab, students will also participate in other production and post-production editing.

III. INSTRUCTIONAL AREAS

H. FAMILY AND CONSUMER SCIENCES

1. – 2. Program Philosophy and Goals

Family and Consumer Sciences (FCS) provide a progressive curriculum which will encourage, motivate and develop student potential. The design of the program shall provide students with experience that will acquaint them with a variety of career pathways that utilize FCS related knowledge and skills. All FCS programs are committed to encouraging all students enrolled, (including gifted, talented, emotionally/mentally/physically handicapped) to develop to their fullest potential as they learn skills for daily management of life and workforce preparatory skills.

3. Curriculum

1. Child Development 1
2. Introductory Foods
3. Advanced Foods
4. Interior Design
5. Textiles and Apparel
6. Advanced Textile and Apparel
7. Human Relations
8. Food of the World
9. Parenting
10. Food Service
11. Child Development 2
12. Family and Consumer Science Internship
13. Intro. To Individual and Family Development C (UCONN ECE)
14. Independent Study in Family and Consumer Science

4. Equipment and Facility Needed

The following matrix was created to highlight the broad scope of activities that these facilities must accommodate.

Course	Equipment Needed	Facility Needs
Intro Foods	Stoves, dishwasher	Kitchen meeting updated
Advanced Foods	Washing machine, dryer	specifications
Food Service	Large mixer, microwaves,	Adjacent classroom
	Convection oven, etc.	Storage for consumables

	Refrigerators, freezers	
	Computer(s)	
Human relations	Computers	Laboratory/
Child Development I & II	Projector, screen	Classroom setting
Parenting	Desks, chairs which allow	
Introduction to Individual and Family Development (UCONN ECE)	for variable seating	
Textiles and apparel	Sewing machines	Laboratory setting
Advanced Textiles and Apparel	Cutting tables	large enough to accommodate all equipment and class-
Interior Design	Pressing and ironing tables	room seating
	Smart board	
	Projector, screen	Bathroom/changing area
	Computers	

A. Foods Lab

This lab will be designed to support students who may be considering a career in the food service industry. Students will need to demonstrate different types of food service operations, safety, sanitation, menu planning, and the preparation of a variety of foods using basic food service equipment. It is anticipated that this lab will have at least six (6) four-student kitchen centers for instruction and experimentation in food preparation. The lab will consist of three areas:

Demonstration:

1. Refrigerator, commercial upright, frost-free, 54", vertical hinge double doors, minimum 46 cu. ft. stainless steel with shelving (used for storage of demonstration foods and as central storage of unprepared foods), lockable
2. Upright freezer, 30" W, commercial, frost-free vertical hinge single door, stainless steel with shelving, lockable
3. Convection Oven, 30" electric with stand
4. Under-counter microwave, residential, 1200 watt
5. Double stainless steel kitchen sink with goose neck, swivel kitchen faucet and garbage disposal (HW/CW)
6. Dishwasher
7. Ice machine, 400 lb. capacity
8. Demonstration Table: overhead mirror, adjustable for student viewing (refer to special considerations)
9. Built-ins

Preparation:

1. 6- Range, 30"w, front controls, timer, visual light door, self-cleaning oven with exhaust hood
2. 6-Double bowl stainless steel kitchen sink with goose neck, swivel kitchen faucet and garbage disposal (HW/CW)
3. 3-Refrigerator/freezer, 24 cu.ft. (each serves two kitchens)
4. 6-Microwaves – 1200 watt, residential, under cabinet mount
5. Fire extinguisher
6. Fire blanket, mounted
7. First aid kit, mounted
8. Built-ins
9. Clothes washer and dryer

Instruction:

1. 24 trapezoid student desks
2. 24 Chairs
3. File cabinet, four-drawer, legal, lateral, lockable
4. Book rack, portable, library size for reference books, recipe books
5. Utility cart
6. Printer/scanner, black & white
7. Computer and printer for teacher
8. Desk, teacher
9. Chair, teacher
10. Marker board, 4'x 12', with map rail and flag holder
11. Tack board, 4'x4'
12. Interactive white board
13. Pencil sharpener, electric
14. Clock
15. Multimedia cabinet
16. DVD/VCR combo
17. Document camera
18. Wireless laptop cart
19. LCD Projector
20. Sound Field Enhancement
21. Teacher Storage Cabinet
22. Built-ins

B. Child Development Lab

This lab will contain, at a minimum, the technological and instructional components of the Prototypical Academic Classroom described earlier in this section. At a minimum there will be one integrated restroom for use by preschool students. There should also be a drinking fountain in this lab for use by preschool students.

12 Preschool student "cubbies" for coats and bags

3 Table, pre-school height, round 48"

12 Student chairs, pre-school height

Carpet, 9'x12'

2 Cart, utility, with swivel caster, 35"x31"

File Cabinet

2 Bookcases, 30"H x 12"D x 48"W

Various Activity Centers including; play kitchen, blocks, etc.

Marker board, 4'x8', with map rail and flag holder

Tack Board, 4'x4'

Pencil sharpener, electric

Interactive Whiteboard

Wireless laptop cart

Recycle Center

Clock

Multimedia cabinet

DVD TV Tuner

Document camera

LCD Projector

Sound Field Enhancement

Built-ins

25 Student chair

25 Trapezoid student desks

Table, 30"W x 72" L

Teacher desk and chair

C. Interior Design – Textiles and Apparel Lab

This lab will contain, at a minimum, the technological and instructional components of the Prototypical Academic Classroom described earlier in this section. This lab will allow students to study the principals of interior design with special attention given to the use of textile arts in the home.

Other courses require students to express themselves through the design and construction of individual garments.

- 24 Trapezoid student desks
- 24 Chairs, rolling
- 15 Sewing machine cabinets
- 15 Sewing machine
- 4 Embroidery machine
- 2 Serger
- 6 Irons
- 6 Ironing board, portable
- Mirror, three-way, adjustable, foldable
- 6 Electric ceiling reels, quad-plex
- Storage cabinet, on casters
- Cutting table, 45'x54"
- Mirror, three-way adjustable (with curtain rack)
- 2 File Cabinet
- Computer and printer for teacher
- Marker board, 4'x16', with map rail and flag holder
- 2 Tack Board, 4'x4'
- Interactive Whiteboard
- Pencil sharpener, electric
- First Aid Kit, wall mounted
- Clock
- DVD TV Tuner
- Document camera
- Wireless laptop cart
- LCD projector
- Sound Field Enhancement
- Built-ins
- Dressing booth with full length mirror

III. INSTRUCTIONAL AREAS

I. SPECIAL EDUCATION

1. PROGRAM PHILOSOPHY

All students with disabilities are entitled to receive appropriate educational services in the least restrictive environment that will enable them to have full equality of opportunity. The instructional program must meet the educational needs of students to the extent that they require special education to develop their potential.

2. PROGRAM GOALS

Students with disabilities will be provided educational programs designed to meet their individual needs. Diagnostic evaluation, prescriptive planning and implementation of individual student programs will be provided. Individual Education Plans (IEP) are implemented in inclusive settings with appropriate support, as long as the IEP team determines that the student can or will continue to achieve educational benefits.

3. PROGRAM ACTIVITIES

Curricula for exceptional students will follow that of students in general education. Although course requirements are the same for exceptional students as for other students, instruction must be tailored to meet each student's individual needs. Emphasis should be given to instruction in reading, language arts, social studies, mathematics, physical education, science, career and workforce development education, as indicated by the student's IEP. Individualized and small group instruction will be provided in academic, learning strategies, prevocational/vocational, daily living skills, personal/social skills curriculum areas. Transitional services are provided for the employment and college-bound students.

4. FACILITY AND EQUIPMENT NEEDED

A. Multiple Handicapped Classroom

- It is desirable for this oversized classroom to be located on the main level and in close proximity to the Health Suite.
- In addition to students, paraprofessionals and teaching staff the space must house adaptive technologies and adaptive equipment.

- This classroom will also be used concurrently by the itinerant Occupational Therapist and the itinerant Physical Therapist.
- Either directly accessible to this classroom or immediately adjacent will be a Changing Room/Restroom. This oversized accessible restroom will be equipped to handle students who require staff assistance for toileting. An adult sized hydraulic changing table as well as appropriate and sufficient storage cabinets.
- This classroom will have the same instructional and technological capabilities as a Prototypical Academic Classroom.

File cabinet (5 drawer)

Table, 30"x72"

Lectern

Stool

Recycle Center and Wastebasket

Marker board with map rails, flag holder, and

American flag

Marker board

Tack Board

Bookcase

Computer and printer for teacher

Pencil sharpener, electric

Clock

Multimedia cabinet

Workstation with task chair

DVD TV Tuner

Document camera

Wireless laptop cart

Projector and interactive whiteboard

Sound Field Enhancement

Provide built-in bookcase with adjustable shelves

Sundry adaptive equipment items

Kidney tables

Portable room dividing devices

B. Resource/Learning Strategies Classroom

This classroom to be sized and technologically equipped the same as the Prototypical Academic Classroom.

20 Student combo desks
File cabinet (5 drawer)
Table, 30"x72"
Lectern
Stool
Recycle Center and Wastebasket
Marker board with map rails, flag holder, and American
Flag
Marker Board
Tack Board
Bookcase
Computer and printer for teacher
Pencil sharpener, electric
Clock
Multimedia cabinet
Workstation with task chair
DVD TV Tuner
Document camera
Wireless laptop cart
Projector and interactive whiteboard
Sound Field Enhancement
Provide built-in bookcase with adjustable shelves
Six foot high portable/adjustable space dividers

C. Independent Living Center

This space to be designed and equipped like a small apartment with a fully accessible kitchen, living room, laundry area, and technology room for vocational purposes, (shredder, photocopier, etc.) This space provides older students with a simulated space to carry out activities of daily life.

Activities may include, but are not limited to:

- Laboratory experiences to include food management and preparation, clothing care, home care, basic economics, human development and leisure activities
- Functional Life Skills: time, functional math, functional reading, money management, simple budgeting

- Home Living Skills: laundry, food prep, nutrition, shopping, organization management, proper cleaning and sanitation, hygiene, personal care/grooming
- Appropriate social skill development
- Vocational Preparation: job application completion, interviewing, appropriate job behavior, proper dress and grooming, skills for job maintenance, job skill attainment
- Academic instruction: small and large group instruction, learning centers, and computer stations
- Close proximity to the Multiple Handicapped Classroom is desirable.

D. Planning and Placement Team Conference Room

This conference room will be the main venue for PPT's, Annual and Triennial Reviews. (A similar conference room will be located in the Guidance Suite and will also be used for the same function when more than one of these meetings are scheduled at the same time.)

- Conference table (may be modular)
- 14 conference chairs without arms
- Interactive whiteboard
- Clock
- Intercom
- Telephone
- Sound field enhancement
- Built-ins

E. Speech/Supplemental Instruction/Testing Office

This space's primary user will be the Speech/Language teacher who is assigned to this school approximately 50 percent of the week. Other special education itinerant staff who may need a space for testing students or one-on-one instructional support will utilize this room.

- Desk/workstation with chair
- 4 Side Chairs
- File Cabinet
- Computer & printer
- Bookcase

Table, round, 42"
Tack board, 3'x4'
Clock
Intercom
Telephone

F. Department Chair's Office

Desk/workstation with chair
4 Side chairs
File Cabinet
Computer & Printer
Bookcase
Table, round, 42"
Tack board, 3'x4'
Clock
Intercom
Telephone

G. Department Office Area

This area immediately adjacent to the Department Chair's Office is a room with ten workstations for fulltime and itinerant Special Education staff. Itinerant staff to include, but not be limited to: Teacher of the Visually Impaired, Teacher of the Hearing Impaired, Transition Coordinator, Occupational Therapist and Physical Therapist. The room will contain ten workstations, each with its own computer which will be networked to the photocopier for print, fax and scan functions.

5. Special Requirements or Considerations

The architect will work with District staff to review the equipment needs in the Multiple Handicapped Classroom and the activities of the students to determine the size of this space. It is anticipated that 1,100 square feet will be needed.

III. INSTRUCTIONAL AREAS

J. ART

1. Program Philosophy

A community high school is comprised of students with a wide range of abilities, interests and social backgrounds. A variety of course offerings provide many opportunities for students to develop their artistic talents.

The courses are designed to develop aesthetic sensitivity and to encourage the pursuit of excellence in artistic self-expression. Through the art program, students shall learn to appreciate past and present artistic expressions of others, and in so doing, expand their own horizons and develop an awareness of the role of artists in society.

2. Program Goals

- a. To develop proficiency in the use of a variety of tools, materials and techniques.
- b. To develop understanding of the elements and principles of design.
- c. To develop students' abilities to judge art intelligently.
- d. To increase students' understanding and appreciation of the visual arts.
- e. To develop accurate visual perception.
- f. To challenge students with the responsibility of working toward excellence.
- g. To provide opportunities for recognition of outstanding student work through participation in local, state and national competitions.
- h. To help students learn to value both the artistic expressions of their peers and the work of historically significant artists.
- i. To encourage an attitude of respect for, and aesthetic appreciation of, the students' own environment.
- j. To provide direction for students who are seeking art-related careers.
- k. To inspire creativity so that students' lives may be enriched.

3. Curriculum

Art 1
Art 2
Art 3
Art 4C
Crafts 1
Crafts 2
Photography 1 (Semester Course)
Photography 2 (Semester Course)
Art History (Semester Course)
Cultural Arts & History
Cartooning and Animation

Design 1 (Semester Course)
Design 2 (Semester Course)
Drawing 1 (Semester Course)
Drawing 2 (Semester Course)
Puppetry & Marionettes (Semester Course)
Stage Art
Studio Art AP
Student Intern in Art (By recommendation)
Independent Study in Art

4. Furniture and Equipment to be Housed

a. Drawing/Painting

1 File Cabinet
30 Easels
10 Tables, 42"x60"
30 Stools
1 Light Table, 24"x36"
1 Mat cutter
2 Paper cutter table
1 Paper cutter, 36"
15 Art horse
2 Architectural horizontal storage file, five-drawer, lockable,
24"x36"
1 Staging package—model/still-life
1 Drying rack, on casters
5 Tripod lamp
2 Painting racks, vertical rows
1 Computer and printer for teacher
1 Scanner
1 Printer
1 8' stainless steel sink with four individually controlled faucets
and clay traps.
1 Triple, stainless steel sink (no dividers) and clay trap.
1 Bookcase
1 Recycle Center
1 Marker board, 4'x 20" with map rail and flag holder
2 Tack boards, 4'x4'
1 Interactive whiteboard
1 Pencil sharpener, electric
1 Clock
1 DVD TV Tuner
1 Document camera
1 Wireless laptop cart
1 LCD Projector
1 Sound Field Enhancement
Built-ins

- b. Printmaking/Photography
- 1 File cabinet
 - 10 Tables, 42"x60"
 - 30 Stools
 - 1 Light Table 24"x36"
 - 1 Mat cutter
 - 1 Paper cutter table
 - 1 Paper cutter, 36"
 - 2 Architectural horizontal storage file, five-drawer, lockable, 24"x36"
 - 1 Drying rack, on casters
 - 1 Air Compressor
 - 6 Air brush station, spray booth, small, portable
 - 1 Drymount press
 - 1 Copy stand
 - 1 Photo paper trimmer
 - 2 Hanging safe light
 - 2 Scanner
 - 1 Printer
 - 1 Computer and printer for teacher
 - 2 8' stainless steel sink with four individually controlled faucets and clay traps.
 - 1 Triple, stainless steel sink
 - 2 Storage cabinets for at least 210 tote trays total, lockable doors 4'W x 6'H x 22"D
 - 1 Bookcase
 - 1 Recycle Center
 - 1 Marker board, 4'x20' with map rail and flag holder
 - 2 Tack boards, 4'x4'
 - 1 Interactive whiteboard
 - 1 Pencil sharpener, electric
 - 1 Clock
 - 1 DVD TV Tuner
 - 1 Document camera
 - 1 Wireless laptop cart
 - 1 LCD Projector
 - 1 Sound Field Enhancement
 - Built-ins
- c. Sculpture/Ceramics
- 10 Sculpture Stand
 - 2 Garbage can on rollers
 - 2 Wedging table
 - 30 Stool
 - 1 Spray Booth
 - 6 Work Bench
 - 2 Slab Roller
 - 1 Pug mill

- 2 Kiln, electric
- 1 Scroll saw
- Paper cutters, various sizes
- 1 Glaze storage unit
- 1 Wet-dry vacuum
- 1 Hand vacuum, small
- 1 Heat-proof kiln cart
- 2 Drying cabinets
- 1 Ware cart
- 1 Dolly
- 1 Hand drill, with a paint mixer
- Shelving for greenware and bisque for 5 classes, mesh wire cabinets
- 1 File cabinet
- 12 Potter's wheels, electric with one accessible
- 1 Computer and printer for teacher
- 2 8' stainless steel sink with four individually controlled faucets with clay traps.
- 1 Triple, stainless steel sink
- 1 Double sink
- 1 Bookcase
- 1 Recycle center
- 1 Marker board, 4'x20' with map rail and flag holder
- 2 Tack boards, 4'x4'
- 1 Pencil sharpener, electric
- 2 Storage cabinets for at least 220 tote trays total, lockable doors, 4'Wx 6'H x 22"D
- 1 Clock
- 1 DVD TV Tuner
- 1 Document camera
- 1 Wireless laptop cart
- 1 LCD Projector
- 1 Sound Field Enhancement
- Built-ins

d. Darkroom

- 1 Film development equipment
- 1 Film loading device
- 6 Enlarger plus timer, photo
- 1 Paper trimmer
- 2 Safe light
- Easels, grain focusers, trays
- 2 Wall Timers
- Tanks, chemicals
- 2 Seating stools
- Tub with goose neck faucet (HW/CW)
- Sink – large, double stainless or resin located in the middle of the room (free standing with hood and vent)
- Built-ins

e. Kiln Room

Cart, two shelves

Utility tub (HW/CW) with clay trap

2 Kiln, electric, temperature control, three-tiered, automatic
setter and necessary kiln furniture.

Damp Cabinet

Built-ins

f. Storage

Printer & Computer for Teacher

Complete set of hand tools, e.g., saw, hammer, pliers, etc.

2 Cart storage, on casters

Cart for storing two dimensional reproductions, minimum
interior, 24"x30"

Cabinet, double door, lockable

Divided cabinet, 84"H x 56"W x 28"D One side to have four
adjustable shelves, two shallow drawers, and one deep
drawer. Other side to have three open shelves.

Flammable storage cabinet

Built-ins

5. Special Requirements or Considerations

- Each art classroom shall be designed to accommodate 30 students
- Every sink in the art spaces shall be equipped with a readily accessible and easily maintained solids interceptor.
- Provide display surface wherever possible in these classrooms
- Provide some art storage cabinets in each classroom
- Provide bulk art storage in adjacent storage room
- Include consideration for natural light
- Provide each art room with the instructional and technological capabilities of the "Prototypical Academic Classroom."
- Storage over sinks – not tack or display boards
- Storage within classrooms for student work in progress – two and three dimensional.
- Darkroom to be connected to the Printmaking/Photography Classroom
- Provide appropriate safety equipment and devices
- Ease of access to the exterior of the building to facilitate the movement of material is desirable.

6. Space Requirement

The program requires the aforementioned specialized art classrooms with adjoining secure storage rooms. Each classroom will accommodate up to 30 students.

III. INSTRUCTIONAL AREAS

K. MUSIC

1. Program Philosophy

The purpose of the Music Education program is to develop in students the sensitivities, feelings, understandings, cultural values, enjoyment and skills necessary for them to have an aesthetic response to utilize and enjoy music as part of everything they do throughout life. The development of creativity is greatly enhanced through music education.

2. Program Goals

Instructional Programs – The high schools shall have a music curriculum which includes experiences in singing, playing, composing, arranging, studying general music (literature, history) and performing in the student's choice of media.

3. Program Activities

a. Curriculum

1. Colorguard
2. Band
3. Band Accelerated C
4. Orchestra
5. Music Theory
6. Guitar 1
7. Guitar 2
8. Guitar 3
9. Guitar 4
10. Piano 1
11. Piano 2
12. Advanced Piano
13. Jazz Lab
14. Jazz Band
15. Music & the Theatre
16. Music Survey – Early to Contemporary
17. Morning Choir
18. Concert Choir (5 periods)
19. Pentangle preps (Platt only)
20. Pentangle Players (Platt only)
21. Cantabiles (Maloney only)
22. Allegrettos (Maloney only)
23. Music Technology
24. AP Music Theory
25. Student Internship in Music
26. Independent Study in Music

4. Facility and Equipment Needed

It is anticipated that the footprint and shell of the band and choral spaces will remain relatively constant in the renovation plans for the school. Further it is almost a certainty that the auditorium will remain where it is currently located and in order to maintain the desired spatial relationships band and choral functions will most likely not move.

a. Band

1. 100 Music posture chairs
2. 125 music stand, adjustable
3. 3 Portable Music Stand Carts
4. Conductor system, podium
5. Table 30" x 72"
6. Band folio cabinet with wheels and doors (48"x x 18"d x 48"h)
7. Sound system
8. Double-sided Marker board, portable 4'x8' (1 side with staff lines, 1 side without)
9. Interactive Whiteboard, (appropriately sized)
10. Printer
11. Computer for teacher on mobile workstation
12. Pencil sharpener, electric
13. Clock
14. Multimedia Rack system
15. Mobile Workstation
16. DVD TV Tuner in Multimedia Rack System
17. Document camera in Multimedia Rack system
18. Wireless laptop cart
19. LCD Projector
20. Sound field Enhancement in Multimedia Rack system
21. Built-ins

b. Band Storage

- Provide adequate storage space for a variety of woodwind, string, brass, and percussion instruments
- Provide for sheet music storage
- Provide for band uniform storage

c. Choral

1. 100 Music posture chairs
2. 4 Storage truck or rack, for chair removal
3. Conductor system, podium
4. 2 Table, 30" x 72"
5. Seated choral risers with side and back rails
6. 2 Choral folio lockable, cabinets with wheels & doors (48"x x 18"d x 48"h)

7. Baby Grand Piano and dolly
8. Sound system
9. Double Sided marker board, portable 4'x8' (1 side with staff lines, 1 side without)
10. Interactive Whiteboard (appropriately sized)
11. Printer
12. Computer for teacher on mobile workstation
13. Pencil sharpener, electric
14. Clock
15. Multimedia Rack System
16. Mobile Workstation
17. DVD TV Tuner
18. Document camera
19. Wireless laptop cart
20. LCD projector
21. Sound Field Enhancement
22. 3'W x 4'H Tack Board
23. Built-ins

d. Choral Storage

- Provide adequate storage for sheet music and performance wardrobe.

e. Practice Room Band

- 6 practice rooms with observation windows from the classroom area.

f. Practice Room Choral

- 1 practice room with observation window from the classroom area.

g. Teacher Planning Band

- Office space with observation window to the band room.
- File Cabinet
- Teacher desk and chair
- Computer and Printer
- Intercom
- Phone

h. Teacher Planning Choral

- Office space with observation window to the choral room.
- File Cabinet
- Teacher desk and chair
- Computer and printer
- Intercom
- Phone

- i. Music Technology Classroom
 1. 30 workstations with wire management
 2. Activity Table
 3. File Cabinets
 4. 30 chairs
 5. Bookcase
 6. 30 Computers
 7. 2 Printers
 8. Computer and printer for teacher
 9. Recycle center
 10. Marker Board, 4'x16' with map rails and flag holder
 11. Tack board, 4'x4'
 12. Interactive Whiteboard
 13. Pencil sharpener, electric
 14. Clock
 15. DVD TV Tuner
 16. Document camera
 17. Wireless laptop cart
 18. LCD Projector
 19. Sound Field Enhancement
 20. Built-ins

- j. Black Box Theatre
 - There is a desire to add a black box theatre to this area of the school. This is not an area or facility that exists in the current school building. The architect should examine the feasibility of such an addition.

5. Special Requirements or Conditions

The floor in the band room and the choral room shall be flat and unobstructed.

Consideration of adding a photo copier within this grouping of spaces is advised.

Provide cubbies for student textbook storage near the entrance doors in Band and Choral rooms

Locate water fountains and restrooms adjacent to the Band and Choral areas.

Conduits, raceways, or wire jacks need to connect the Band Room with the Practice Rooms to facilitate segregated audio and video recording.

III. INSTRUCTIONAL AREAS

L. PHYSICAL EDUCATION

1. Program Philosophy

Physical Education is an integral part of the total educational structure of the Meriden Public Schools. It provides significant contributions toward the total well-being of each child.

The overall aim of the curriculum for physical education is to offer progressive, sequential instruction which begins with appropriate basic skills and continues to its logical conclusion – physical activities of a lifetime nature.

We, as physical educators, believe that physical education shall provide each student with sufficient physical activity to maintain an optimal level of fitness and develop acceptable social, emotional and physical traits.

2. Program Goals

- a. Make a major contribution to the personal fitness of each student including cardio-respiratory fitness, endurance, flexibility, agility, balance, muscular strength, speed, power and coordination.
- b. Develop in each student a positive attitude toward his/her personal involvement in physical activity.
- c. Help students understand the nature of rules, skills and strategies as they relate to physical education activities at the appropriate grade levels.
- d. Provide opportunities to help individual students develop a wholesome self-concept and an acceptable perception of others.
- e. Develop an interest and a desire to participate in lifelong recreational sports.
- f. Develop healthy attitudes concerning winning, losing and fair play.
- g. Develop the ability to identify options available in making personal decisions.

3. Program Activities

- a. Curriculum

1. Grade 9 – Boys & Girls
 2. Weight Training and Nutrition
 3. Grade 10 – Boys & Girls
 4. Lifesaving (Semester Course)
 5. Grade 11 – Boys & Girls
 6. Physical Education Internship
- b. Course Activities
1. Student Activities
 - a. Dressing in physical education clothes and tennis shoes
 - b. Reporting for roll call
 - c. Participating in class exercises and activities
 - d. Participating in class drills and master skills
 - e. Participating in individual practice or assignments
 - f. Taking fitness, skills, and written tests
 - g. Listening to lectures, instructions and taking notes
 - h. Watching demonstrations and other audio-visual instruction in the form of pictures, diagrams, charts, films, filmstrips and slides.
 - i. Reading and written work
 - j. Participating in the scheduled class activities
 - k. Taking a shower
 - l. Officiating class activities
 2. Teacher Activities
 - a. Lecturing
 - b. Leading exercises
 - c. Demonstrating skills, methods and officiating
 - d. Organizing squads and learning groups
 - e. Supervising squads and groups
 - f. Organizing teams and supervising team activities
 - g. Organizing tournaments
 - h. Instructing leaders and game officials
 - i. Using marker board for instruction
 - j. Showing audio-visuales
 - k. Assembling, organizing and displaying bulletin board materials
 - l. Working with test scores, grading and locker assignments
 - m. Caring for and distributing equipment
 - n. Supervising the use of facilities
 - o. Purchasing equipment
 - p. Checking attendance, dressing and participation
 - q. Preparing written lesson plans, tests, and skill tests

- r. Organizing special services including clothing, locks, and lost and found
- s. Administering First Aid

4. Equipment and Facility Needed

The following matrix was created to highlight the broad scope of activities that these facilities must accommodate.

Course	Equipment Needed	Facility Needs
Archery	Movable Targets and targets	Range and storage Area
Badminton	Standards/Nets	Indoor/Outdoor storage area and flooring markings for gym
Basketball	Baskets permanent/portable	Ceiling height/seating/scoring tables
Bicycling	Bikes – tool Kits Mountain and Road Bikes	Storage
Cooperative Activities	Bag of Tricks (yarn balls, etc)	Indoor/Outdoor
Cricket		
Snow Activities (skiing/shoeing)	Skis, boots, snowshoes	
Dance	Sound System	Gymnasium
	DDR (Dance pads)	
Fencing	All Equipment	Indoor/Outdoor
Fishing	Rods, line	
Fitness: Aerobics	Mats/Exercise Balls/HR monitors. Elliptical Machines	Maintenance program, and storage for ALL fitness programs
Fitness: Stationery Bikes	Bikes/DVD/TV computer program-virtual biking	
Fitness: Rowing	Rowing machines	
Fitness: Self Defense	Heavy bags/Wavemaster	
Fitness: Spinning	Spinning Bikes/HR monitors	
Fitness: Tae Bo & Kickboxing	Kick Bags/HR monitors/Sound system	
Fitness: Weight training	Exercise machines	New Weight Room Facility
Fitness: Yoga	Mats/Exercise Balls	
Fitness: Crossfit	Free standing pull-up bars, rings, Kettle bells, medicine balls	
Football Activities		Indoor/Outdoor
Frisbee Activities	Frisbee Golf Course	Indoor/Outdoor
Golf	Mats Plastic pads	Range and Storage Area
Handball (Team)		Gymnasium/flooring markings
Handball		

In-line Skating	Roller Blades/Safety pads	Indoor/Outdoor
Kayaking	Kayaks, paddles, spray skirts	Indoor
Lacrosse	Nets	Indoor/Outdoor
Outdoor Adventure (Hiking/Orienteering)	Compasses/flags/markers GPS units	
Pickle ball	Standards/Nets	Gymnasium
Project Adventure	Ropes course/Climbing Wall	Indoor/Outdoor
Recreational Games	Mats	Gymnasium
Soccer	Goals	Indoor/Outdoor
Softball	Bases/Storage	Outdoor/Dugouts/scoreboard
Table Tennis	Tables	Indoor
Tennis	Nets/Screens	Outdoor
	Practice walls	Outdoor
Track and Field Events	Hurdles	Indoor/Outdoor w/storage
Volleyball	Nets/Standards	Indoor/Outdoor w/storage
Aquatics		
Beginner Swim Progression		Safety/Rescue
Swimmer Progression		Equipment/Storage/Ventilation
Community Water Safety		
Snorkeling/SCUBA	Masks, fins, snorkel, tanks, weights buoyancy compensators, regulators	
Adv. Swim Progression	Timing systems/Pads	
Canoeing	Canoe	
Kayaking	Kayaking gear	
Water Games	Baskets/Nets	
Courses	DVD/TV	Classroom
First Aid/CPR (certification)	Rescue Annie/Books/Video	
Lifeguarding (certification)	Books/Video	
Wellness/Weights/Nutrition	Books/Video	

Overall Facilities/Equipment Summary

Indoor/Outdoor storage, gymnasium w/flooring options, climbing wall/rope installation, ceiling height, show cases, mats/padding, ventilation system, Scoreboards, electronic bleachers and seating, motorized ceiling storage, timing systems/pads, sound system, scoring tables, Cardio and weight equipment, Body monitoring equipment, locker rooms, male and female team locker rooms, teacher offices adjacent to locker rooms w/lavatory facilities, smart board/white erase board for cardio/fitness room.

It is anticipated that the footprint and shell of the current large and small gymnasiums, the natatorium, and their appurtenant spaces will remain relatively constant in the renovation plans for these facilities.

A. Gymnasium

Provide and install gym divider, ceiling-mounted, electrically operated. Locate above center court marking. Provide collapsible bleachers, located on both sides of gymnasium, electrically operated. It is desirable to maximize the seating in the gymnasium to accommodate as much of the student body as possible at one time.

Install floor plates for regulation volleyball standards. Floor plate for the competition volleyball courts shall be located 3'6" outside of the court marking, directly in line with the center line (4"). Additional plates shall be installed for practice courts, (length of main basketball court) as space permits. Provide climbing rope (3), approximately, 24'L, fastened to ceiling girders, adjacent to bleachers on each wall. Install with pulley system and security lock. Combination basketball, volleyball and wrestling electric scoreboard, (2), located at each end of gym. Safety wall mats installed where needed.

- 2 Glass lexon basketball backboard (2), with break-away rims, forward swing, main court
- 4 Fiberglass basketball backboard (4), forward swing, side, cross court
- 6 Each backboard (6) is to be raised and lowered electrically and shall retract away from bleachers.
- 4 Regulation volleyball standards sleeves in floor – with maximum separation of courts, with net (2) for game use in athletic competition with official stand (2)
- Bleachers, electric
- 4 Chin-up bar, adjustable, wall-mounted (staff to locate with architect/contractor)
- Tack Board, 4'x4'
- Clock
- Floor cover for gym floor because school is a shelter
- Intercom
- Public address system
- Electronic Scoreboard

B. Fitness/Dance/Wrestling (Small Gym)

Provide mats, 5' up each wall. Above padded walls, provide pegboard (2), mounted, approximately 7' from the floor for climbing. Provide a storage area for meet mats to be rolled up and stored. Provide cabinet for storage of sound equipment. Provide 40' of stainless steel mirror on one wall, approximately, 6'H.

Wrestling mat, 40'x40', divided into three or more sections with mat transporters
Padded walls, 5' in height (located on 3 walls)
Sound system
Tack Board, 4' x 4'
Clock

Multimedia cabinet
DVD TV Tuner
Document camera
Sound field enhancement
LCD Projector
Built-ins

C. Weight Room/Fitness Center (30 individual stations)

Provide mirror along one wall. The floor and base in the weight room/fitness center shall be special rubberized flooring for gym equipment.

8 Dumbbell stand, rack with a pair of 2 lb. and 5 lb. dumbbells. Continue in 5 lb. increments to 60 lbs. (8) pr. free-standing
15 Olympic weight set and bench, 400 lb. set, free-standing
15 Weight rack, free-standing or attached to floor
4 Curling bar and seat, fixed
File Cabinet
4 Squat Rack and benches
8 Treadmill
8 Stairmaster
8 Lifecycle
6 Elliptical Trainer
30 Steps
30 Yoga Mats
Mirrors
2 Tack Board, 4'x4'
Marker board, 4'x8'
Clock
Sound system

D. First Aid/Training Room

Provide base cabinet with double sink and lockable doors and adjustable shelves; and upper cabinets with lockable doors, adjustable shelves. Storage cabinet, lockable, with adjustable shelving.

Whirlpool, approximately, 26"D x 22"W x 4'L, permanently fixed to floor with seat

Ankle whirlpool with chair

Refrigerator, 20 C.F. with adjustable shelves and ice maker

2 Thermo-pad, hot

3 Padded table, approximately, 30"W x 30" H x 78" L

Ice machine, make crushed ice, approximately 400 lb. capacity

Tack board, 4' x 4'

Clock

Built-ins

E. Locker Room/Physical Education

Locker rooms for boys and girls primarily to support physical education classes need to be located adjacent to the main gymnasium. Each locker room will contain a minimum of 650 small size lockable storage lockers and 150 full size lockable changing lockers. Provide security mirrors as required for visibility in blind spots. The large lockers will be located in a dressing area. Provide restroom facilities and drinking fountains. Provide individual shower stalls for both boys and girls.

F. Locker Room/Team

Two team locker rooms, one boys, one girls, primarily to support the extracurricular athletic program need to be located adjacent to the main gymnasium. Each locker room will contain a minimum of 100 full size, lockable changing lockers. Provide security mirrors, as required for visibility in blind spots. Provide restroom facilities and drinking fountains. Provide individual shower stalls for both boys and girls.

G. Locker Room/Football

Currently, the locker room located on the lower level of the school is used primarily by the football team. There is a desire to maintain the existing spatial relationship to the exterior of the school building and close proximity to the practice fields. This locker room will contain 100 oversized lockers. Provide security mirrors as required for visibility in blind spots. Provide restroom facilities and drinking fountains. Provide individual shower stalls.

H. Athletic Laundry

The preferred location for this facility is adjacent to the locker room used by the football team as this team would generate the greatest amount of items to be laundered. At a minimum, this facility will house a commercial clothes washer, a commercial clothes dryer, utility tub, rolling sorting baskets, and storage cabinets for detergent, etc...

I. Athletic Director's Office

This office will house the Athletic Director and the Assistant Athletic Director and should contain at a minimum the following:

- 2 Desk/workstations with chair
- 2 Side chairs
- 2 Computer & Printer

- 2 File Cabinet
- 2 Bookcase
- 2 Tack board, 3' x 4'
- Intercom
- 2 Telephone

J. Physical Education Teacher Office

This office to be located in the physical education area.

- Teacher desk, per instructor
- Teacher chair, per instructor
- File cabinet, per instructor
- Tack board
- Pencil sharpener, electric
- Computer & printer, 1 per instructor
- First Aid kit, wall mounted
- Stretcher
- Clock
- Intercom

K. Team Coach Office

It is desirable to have this simplified and spartan office space adjacent to the Athletic Director's office. This space will be used by team coaches, (in season only) and therefore equipment and furnishing will be shared. This space should contain telephone and computer access as well as adjacent male and female locker rooms with 15 lockers and an individual shower and restroom.

L. Athletic Equipment Storage

This storage area does not necessarily need to be in the immediate vicinity of the Gymnasium area although that would be desirable. This storage area can be one room sub-divided into secure team areas by lockable fencing for the storage of equipment and uniforms. Storage of football uniforms and equipment should be adjacent to the locker room used by the Football team.

M. Physical Education Storage

This storage area needs to be located in the immediate vicinity of the two gymnasiums and will be used to house large physical education equipment stanchions, standards nets, mats, etc. There also is a need to store smaller items on shelving such as balls, bats, racquets, etc.

5. Special Requirements or Considerations

- This school is designated as an emergency shelter and therefore the use of the facility for this purpose should be considered when designing and equipping these spaces, (i.e. gymnasium for emergency bedding, showers and restrooms).

III. INSTRUCTIONAL AREAS

M. HEALTH EDUCATION

1. Program Philosophy

To support and guide students' personal and academic achievement through development of skills needed to: live a healthy and balanced life-style; access, evaluate and use information from various sources to achieve overall health and well-being; comprehend concepts related to health and fitness and implement realistic plans for lifelong healthy and balanced living; and make plans and take actions that lead to healthy and balanced living for themselves and for the world around them.

2. Program Goals

- A. Students will demonstrate the ability to practice health-enhancing behaviors that will contribute to the establishment of a healthy lifestyle.
- B. Students will develop strategies to avoid risk-taking behavior that may lead to their premature death or disability.
- C. Students will understand the relationship between health and their ability to live, learn, play and work well.
- D. Students will develop the behaviors that will enable them to become productive citizens who value and respect themselves, others and the environment.

3. Program Activities

A. Curriculum

- 1. Health Education
- 2. Changing Person (Semester Course)
- 3. First Aid (Semester Course)
- 4. Health Education Internship

B. Classroom Activities

- 1. Classrooms
 - a. Lecture
 - b. Lecture/discussion
 - c. Demonstration
 - d. Supervised study
 - e. Small group discussions
 - f. Role-playing
 - g. Simulation gaming

- h. Individual skills development
- i. Testing
- j. Viewing of videos
- k. Listening to CD's
- l. Developing skills—multimedia and computers

4. Furniture and Equipment to Be Housed

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

5. Special Requirements or Considerations

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail. This classroom should be in close proximity to the gym/pool/locker room area as the Physical Education teachers are usually the Health Education teachers as well.

6. Space Requirements

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

III. INSTRUCTIONAL AREAS

N. AUDITORIUM/STAGE

1. Program Philosophy

This auditorium shall provide an all-encompassing facility whereby students and community have the opportunity to participate in and experience the multi-disciplined interrelationships of visual and performing arts.

2. Program Goals

To develop a state-of-the-art facility for student and community use that allows performance and participation in all areas of the fine arts.

3. Program Activities

Program activities will be accessible to all age groups and all disciplines of the arts, e.g., assemblies, dramatic presentations, film and multi-media programs, visual art presentations, choral and instrumental programs, dance, staff and community development programs, etc. It is anticipated that the footprint and shell of the current auditorium and stage will remain constant in plans for the renovation of these facilities. It is desirable to maximize the seating in the auditorium to accommodate as much of the student body as possible at one time.

4. Furniture and Equipment to be Housed

- Folding auditorium seats
- Lectern with sound, data, and control ports for use on the stage or in the pit area.
- Storage in the wings for concert piano.
- Video, audio, and lighting control area located toward the rear of the auditorium seating area
- Portable choral risers
- Large motorized projection screen
- Video projection system
- Set storage in stage wings
- Sound board for theater with wireless microphones system

- Computerized dimmer lighting board for theater.
- Hanging microphones, on stage front plus outlets in stage area and pit for standing microphones
- Clock
- Intercom

5. Special Requirements or Considerations

- Provide double door access without mullions or with removable mullions leading to the seating area from the main hallway.
- Provide double door access without mullions or with removable mullions leading from the stage wings to the egress hallways.
- The sound system and lighting system to be designed for quality high school level productions.

6. Space Requirements

- See item 3 in this section.

III. INSTRUCTIONAL AREAS

O. PROTOTYPICAL COMPUTER RESOURCE LAB

1. Program Description

In order to provide both instructional and administrative flexibility the essential physical components of the computer resource labs shall be identical. These lab spaces, located throughout the academic areas of the school, will provide support to classes when the curriculum requires this type of educational setting. These classrooms may be used for night classes.

2. Furniture and Equipment to be Housed

- 30 Computer workstation with wire management
- 30 Chair
 - File Cabinet
- 30 Computer
- 3 Printer
 - Computer and printer for teacher
 - Marker Board, 4'x16', with map rail and flag holder
- 2 Tack Board, 4'x4'
 - Interactive Whiteboard
 - Pencil sharpener, electric
 - Clock
 - DVD TV Tuner
 - Document camera
 - Wireless laptop cart
 - Sound Field Enhancement
 - Built-ins
 - Teacher desk and chair
 - Bookcase
 - Intercom

III. INSTRUCTIONAL AREAS

P. BUSINESS

1. Program Philosophy

Business Education seeks to integrate academic concepts and technology applications throughout the curriculum. Students shall have the opportunity to gain working knowledge in their selected cluster. Emphasis will also be placed on ethical conduct and effective communications skills, which are needed to function as an effective employee and leader in the American business system. Upon reaching various Occupational Completion Points, a well-trained business education student will have gained the necessary skills to secure employment in the chosen field of study via internship or permanent placement.

Program Description

Business education is a group of planned, specialized instructional programs structured to prepare students to enter, to advance, and to refine prescribed competencies requisite for employment in a cluster of business occupations or in a specific occupation chosen as a career objective.

Future Business Leaders of America (FBLA) is the appropriate career education student organization for providing leadership learning experiences and for reinforcing the skills that are taught in Business Technology Education.

2. Program Goals and Activities

The overall goal of the Business program is to focus on broad, transferable skills that stress understanding and demonstration of the following elements of the workplace: planning; management; finance; technical and production skills; underlying principles of technology; labor issues; community issues; and health, safety and environmental issues.

3. Curriculum

- a. General Business
- b. Business Management
- c. Personal Finance
- d. Finance and Banking Internship
- e. Keyboarding/Word Processing
- f. Record keeping
- g. Accounting 1
- h. Accounting 2
- i. Youth, Law and Business (Semester Course)
- j. Computer Applications 1
- k. Computer Applications 2
- l. College Prep Skills
- m. Student Intern in Business
- n. Advanced Computer Applications 1

- o. Advanced Computer Applications 2
- p. Independent Study in Business

4. Furniture and Equipment to be Housed

30 computer desk
30 Student Chair, pneumatic lift, tilt, caster base, armless
Teacher chair with 20"W x 19"D, tilt with lock, pneumatic lift, arms and five-star wide base with hooded casters
Teacher desk
30 Computer
1 Laser Color printer
2 laser printer, Black/White
Scanner
Computer and Printer for teacher
35 headphones
30 Financial calculator with memory, both display and print
Digital camera
Camcorder
File Cabinet
Table, 72"x 30", laminated top, adjustable
Typewriter with stand
Pencil sharpener, electric
Magazine rack, 42" x 18" x 60"
Interactive whiteboard
Marker board, 4' x 20', with map rail and flag holder
2 Tack Board, 4' x 4'
Recycle Center
Clock
DVD TV Tuner
Document Camera
LCD Projector
Sound Field Enhancement
Built-in Bookcases

5. Special Requirement or Considerations

Please see Prototypical Academic Classroom located at the beginning of this section for detail.

6. Space Requirements

It is anticipated that given the size and number of student workstations that this classroom will exceed the size of the Prototypical Academic Classroom.

III. INSTRUCTIONAL AREAS

Q. NATATORIUM

This natatorium will serve as the location for instructional programs in water safety, swimming and as practice area for competitions. During select times, the pool will be used by both student and community recreational activities. It is anticipated that the footprint and shell of the current natatorium and appurtenant spaces will remain relatively constant in the renovation plans for this facility. Therefore, the requirements of the facility are as follows.

- 25 meter 6 lane pool
- One meter diving board
- Maximize use of existing bleacher area to provide accessible spectator seating.
- Provide pool equipment room at the pool deck for storage of racing platforms, ropes, buoys, etc.
- Lifeguard station/chair
- Pool ladders and handrails
- Chair lift
- Clocks
- Intercom
- Telephone
- Boys' locker room with showers, restroom, and 75 full size, lockable, non-ferrous, changing lockers.
- Girls' locker room with showers, restroom and 75 full size, lockable, non-ferrous, changing lockers.
- The locker rooms should exit directly to the pool deck with separate entrances to the boys' and girls' change area to prevent cross-over traffic patterns.
- Access to the natatorium complex from the exterior of the school building should take into consideration that the facility will be utilized during off school hours by community-based groups.

- Provide teachers' offices that are located and designed to enhance supervision and administration of both the pool and locker room area.
- The teachers' offices (2) to contain desk, computer, intercom, telephone and shower/dressing area with lockers.
- Mechanical Equipment Room
- A Custodial Closet is located within the Natatorium

III. INSTRUCTIONAL AREAS

R. VOCATIONAL EDUCATION

1. Program Philosophy

This program is designed to prepare individuals to enter, progress and improve competencies in marketing and/or health related occupations. This includes combinations of subject matter and learning experiences related to the performance of activities that are directly related to the required job competencies.

2. Program Goals

The overall goals of the Vocational Education program are to provide a cooperative environment conducive to developing students as motivated, self-disciplined individuals, deliver a curriculum of academic challenges, skill development and career-related learning; develop caring, responsible, life-long learners; prepare graduates who are flexible and committed to technical competence; install social, leadership and problem-solving skills, and provide a structure to meet the requirements for gainful employment and entrepreneurship.

3. Curriculum

Food Service
Occupational child Care Service
Marketing 1
Marketing 2
Marketing 3
Cooperative Work Experience
Medical Careers 1
Medical Careers 2
Medical Careers 3
Vocational Education Internship
Independent Study for vocational Education

4. Furniture and Equipment to be Housed

A. Marketing Lab

- Technological and instructional components of the Prototypical Academic classroom described earlier in this section.
- Laser Color Printer
- Cash register and mobil stand
- Assorted display props kit (mannequin), portable, portable lighting.

- Podium

B. School Store

The architect will work with District staff to review the space, furnishings and equipment needs of the School Store. It is anticipated that the store will be located in an area of high visibility to students and adjacent to the Marketing Lab and Credit Union.

C. Credit Union

This space houses a cooperative work and practicum experience for students. The school's partner is the Meriden Schools Federal Credit Union. The architect will work with district and Meriden Schools Federal Credit Union staff to review the space, furnishings, and equipment needs of the Credit Union. It is anticipated that the Credit union will be located in an area of high visibility to students and adjacent to the Marketing lab and School Store.

D. Health Occupations Lab

- Technological and instructional components of the Prototypical Academic classroom described earlier in this section.
- 2 Sinks, stainless steel, with hand paddles and soap dispensers
- 2 Hospital beds, electric
- Curtain for privacy, curtain track
- 2 Bedside table
- 2 Over bed table
- 2 Overhead/bed light
- Laundry Bins
- 2 Wheelchairs with foot rests

5. Space Requirements

The marketing lab and the Health Occupations lab will require space larger than the Prototypical Academic Classrooms due to the additional amount of specialized equipment and furnishings.

The Food Service course listed in this curricular area will not need a dedicated Food lab but rather will be scheduled into the Food Lab associated with the one used by the Family and Consumer Services Department.

III. INSTRUCTIONAL AREAS

S. LIBRARY MEDIA CENTER

1. Program Philosophy

The school library media program supports the district's mission, for educational excellence. The number one priority, "To increase literacy for all students in reading, writing, listening, speaking, viewing and presenting", is also the number one priority of each school's library media program.

The library media center is the school's center for information and inquiry, for student, faculty and the school community. The center provides services, instruction, materials equipment and personnel to assist the faculty in developing an effective educational program. Primary goals of the library media program in Meriden Public Schools are imbedded in the concepts of *collaboration, access, literacy, inquiry and diversity*. Today's library media center is designed for flexible use and electronic adaptability, ready for new technologies as traditional methods are changing the delivery of instruction.

Effective instruction today requires audio, video, and electronic digital resources, including access to information available on the Internet. The media center is part of the globally district-electronic network so that information can be exchanged electronically within the school, the district, the state and the world. Provisions will be made for students and staff to use this electronic network at multiple locations within the library media center and the school center.

2. Program Goals Critical in the Design of Library Media Centers

A. Collaboration

Provide physical quarters of sufficient size and flexibility to allow large, class-size, small groups of students and individual students to work simultaneously in an aesthetically appealing atmosphere. Ample enough space in these areas shall create a traffic pattern around the areas not through each area.

Provide space for consultative services with teachers and staff.

Provide electronic capacity and data connections throughout the library media center for effective utilization of media materials and equipment by teachers and staff.

B. Literacy

Provide a selection of media and the electronic capacity to utilize these resources in varied print and non-print formats.

Provide guidance to students and faculty for effective selection and utilization of resources and equipment.

Provide current information about emerging technologies and how to incorporate these new developments into effective instructional practice.

Provide for continuous evaluation and updating of the resources available in the media collection to assure that the school's mission, goals and objectives are being met.

C. Inquiry

Provide purposeful instruction for students in research and information literacy skills.

Provide opportunities for on-line searching and media-oriented experiences.

Provide opportunities for faculty to keep up-to-date and current with instructional techniques and with their specialized curricular area.

Provide current print and non-print materials that support the curriculum.

D. Diversity

Provide guidance in the use of school, community, and global resources for the enrichment of individual experience.

Provide an environment encouraging multi-cultural and global experiences.

3. Program Activities

The school library media center serves students, teachers, adults on the staff and administrators. The center's space serves as a meeting place for students, staff and community groups, requiring flexible access for activities during the school day, before or after school hours, and during the evening hours.

A. Activities for Students

1. Receiving instruction in large, class-size, small groups or individual with the capacity to accommodate simultaneous small and large group activities.
2. Using the instructional television equipment, projection equipment or computer technology.
3. Displaying creative promotional and literacy activities on bulletin boards, dry eraser boards and in lockable showcases.
4. Participating and interacting in lectures, projected presentations, demonstrations, and other instructional activities.
5. Preparing and presenting multimedia presentations with projection and sound capability.
6. Browsing and leisure reading of books, periodicals, newspapers, computer programs and the Internet.
7. Engaging in inquiry with reference resources: books, CD-ROM and the Internet.
8. Engaging in individual study for career information, community resources, college information and self-improvement.
9. Accessing information for individual reports, resumes, letters, and other documents related to educational purposes.
10. Searching, identifying and requesting information or resources from other library or information locations through inter-library loan.

B. Activities for School Faculty and Staff

All ten capabilities listed above for students are also applicable for faculty and school staff. Other staff activities are:

1. Providing Technical Services: selection, acquisition, receiving orders and donations, cataloging and database maintenance, processing, binding, inventorying and other functions required to organize and maintain the collection of a library media center.
2. Functioning as school leader(s) for technology development by providing new resources and technologies in the library media center and by providing technical expertise as a member of school improvement and technology committees.
3. Providing instruction for students and faculty in inquiry methods, library research, information literacy and presentation of the results.
4. Assisting students, faculty and staff in selecting and effectively using instructional media in all formats.
5. Planning with teachers, administrators and paraprofessionals for curriculum development and use of instructional media for various school disciplines.
6. Maintaining accurate financial records and budgeting effective use of resources and time.
7. Supervising media staff, student aides and volunteers.
8. Coordinating media center functions with school administrators, faculty, community leaders, students and school staff, including custodial and secretarial personnel.
9. Book talks and promotional activities.

4. Furniture and Equipment to be Housed

A. Reading Room/Stacks

Circulation desk with 2 computers, book drop, desk drawers, cabinets and money drawer. All drawers and cabinets shall be lockable. Swivel stool, with height adjustable from 24" to 33".

Automated time stamp

2 Step stool, kick-step type
 2 Depressible book truck on springs
 4 book truck
 Atlas stand, with shelves
 Dictionary stand, portable
 Globe, 24"
 Magazine Rack – (4)
 Marker boards, portable, heavy-duty, 2 sided
 4 Pencil sharpener, electric
 1 stapler, electric
 Lounge furniture, including sofas, chair and tables
 25 Tables, rectangular, to seat four people
 100 Chair
 Table, 31”H, handicapped height
 2 Copier
 10 Computer, all with computer tables, chairs, printer, no carrels for
 reference, card catalog, etc.
 Multimedia Cabinet
 2 Television, Flat Screen, 60”
 Recessed, built-in display cabinet with tackable backboard and controlled
 light, lockable storage base, safety glass.
 Tack Board 4’ x 4’
 Interactive whiteboard
 Built-ins
 Wireless Laptop Cart

B. Stack Area (folded into Reading Room)

Freestanding stacks must be arranged to provide the maximum amount of visual supervision of the stack area. All shelving will have backing and integral bookends. Shelving shall be adjustable and stable. Shelving for a collection of 20,000 volumes is required.

C. Library Media Specialist and Technical Processing

Provide observation windows from this office to the reading room and the circulation desk. Window shall be low enough for visibility when seated.

2 Work station and chair
 2 Guest chair
 Desk and chair
 2 Bookcase
 File Cabinet
 4 Book truck, double-faced

2 Worktables (30" x 72")

Tack board, 4' x 4'

Clock

2 Computer

Printer/Scanner

Built-ins

Intercom

2 Telephones

D. Professional Library/Media Production

2 Paper cutter, various sizes

2 Photocopiers

Laminator

2 Automatic test corrector

Poster-making machine, computer compatible; locate adjacent to
computer

2 Table, 72"

8 Chairs

3 Computer

Printer/Scanner

Single sink with goose neck faucet

Tack board, 4' x 4'

Clock

Bookcases

Built-ins

Intercom

Telephone

E. AV Storage

A secure windowless space is required to store mobile/portable audio
visual equipment much of which will be stored on rolling carts.

This storage area, in addition to the open space for cart storage,
should have industrial metal shelving on the perimeter walls for
storage of smaller high value equipment and supplies.

F. Periodical/Document Storage

This room is a "closed stacks area" for the orderly and efficient storage of
periodicals, documents and ephemera not normally housed in "open
stacks".

G. Closed-Circuit TV Control

This area will house the equipment necessary to provide in-house programs, (CCTV) to the entire school. This capability will be from pre-recorded media or via live feeds for various locations within the Library Media Center, such as the Reading Room and the Large Group Lecture/Meeting Room.

H. Prototypical Computer Resource Lab

The Library Media Center currently has a Computer Resource lab integrated into its operation. This lab is used for direct instruction by the library media specialist and for project research by students. This lab is also scheduled by subject area teachers for use by their classes without the direct intervention of the library media specialist. Please see "Prototypical Computer Resource Lab" located elsewhere in this educational specification for details. It is also desirable that this lab have entrances from the Library Media Center proper as well as direct corridor access. A vision window between this Lab and the Library Media Center proper should be installed as a passive security and supervision measure.

I. Large Group Lecture/Meeting Room

Currently the first floor of the library media center in the existing school supports the function of a Large Group Lecture/Meeting Room. This space is the venue for the faculty meeting, full staff meetings, lectures, for students and staff. Large group project work will also take place in this space.

- Seating for 150
- Modular work tables
- Interactive white board, (appropriately sized)
- Public Address System with sound field enhancement.
- All the technical and instructional capabilities of the prototypical Academic Classroom.
- Allow for rearranging the furniture to accommodate the various types of activities listed above.
- Digital Interactive Podium

It is desirable to have this space remain a part of the Library Media Center in the renovated school design.

J. Reading Lab

This space adjacent to the Reading Room will be used to support the Read 180 Program and may also be used to provide literacy support via other

software to students. Groups of 12 students supported by two teachers break into three groups that rotate among three stations.

- Kidney table to seat five students and one teacher. (Six chairs)
- 8 computer stations with student chairs
- Soft reading room chairs or couches to accommodate a minimum of six students.
- All the technological and instructional components of the Prototypical Academic Classroom described earlier in this section.

5. Special Requirements or Considerations

The library media center should be located in or as close as possible to the academic classroom wing(s).

6. Space Requirements

This complex needs to accommodate small and large group instruction, individual research, and circulation services concurrently.

III. INSTRUCTIONAL AREAS

T. ALTERNATIVE LEARNING CENTER

1. Program Description

The Alternative Learning Center is utilized for students who may have a behavior or academic intervention plan that assists them in being able to access the general education environment. These students may be identified special education students, students with a 504 plan or students at risk of academic and/or social failure.

2. Furniture and Equipment to Be Housed

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

3. Special Requirements or Considerations

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

4. Space Requirements

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

III. INSTRUCTIONAL AREAS

U. FRESHMAN ACADEMY

1. Program Philosophy

The mission of the Freshman Academy is to create a student-centered community that implements a rigorous curriculum leading to the development of creative and independent thinkers.

Freshman students will be divided into four teams with each team taught by an interdisciplinary team of four core teachers. The sixteen required classrooms will consist of twelve Prototypical Academic Classrooms and four Science/Laboratory (Physical Science) classrooms. These classrooms consisting of the bulk of the Freshman Academy dedicated facilities will be in a distinct and semi-segregated wing of the school. The greatest number of discipline problems in a school occur when students switch classes and have to travel from one end of the building to the other, having students spend the majority of their day in one section of the building, reducing movement will result in fewer discipline problems. Teams of teachers having responsibility for the same students improve the student/teacher relationship and results in greater continuity and monitoring of behavior issues.

2. Program Goals

- Increase overall academic achievement
- Improve ninth grade attendance
- Increase passing rate of students from ninth grade to tenth grade
- Decrease ninth grade discipline referrals
- Boost parent involvement
- Foster greater extracurricular and community involvement for ninth graders

3. Activities to be Housed

See PROTOTYPICAL ACADEMIC CLASSROOM
See Science/Laboratory (Physical Science type)

4. Furniture and Equipment to be Housed

See PROTOTYPICAL ACADEMIC CLASSROOM
See Science/Laboratory (Physical Science type)

5. Special Requirements or Considerations

See PROTOTYPICAL ACADEMIC CLASSROOM
See Science/Laboratory (Physical Science type)

6. Space Requirements

In addition to the sixteen classrooms listed above the Freshman Academy will need other ancillary support areas such as student and adult lavatories and photocopier facilities.

7. Cooperative or Joint Efforts with Other Instructional Areas

The Freshman Academy will be a distinct and semi-segregated wing of the school but the students will need ready access to the common core facilities such as the cafeteria, gymnasium, art and music areas etc...

8. Persons to be Housed

- 24 adults (teacher, paraprofessionals and related service providers)
- Approximately 400 freshman students grouped in teams of 100 students assigned to four core subject areas teachers.
- During the design process, the architect will consult with the school's administration to determine if an assistant principal and/or a guidance counselor will be reassigned to this wing.

III. INSTRUCTIONAL AREAS

V. IN-SCHOOL SUSPENSION

1. Program Description

In-school suspension is a disciplinary technique whereby a student is removed from his/her classroom and required to work in an environment with a minimum of privileges. It is a less restrictive alternative to sending students home, and it permits better supervision of pupils while they are in suspension—somewhat like a detention hall.

2. Furniture And Equipment To Be Housed

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

3. Special Requirements or Considerations

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

It is desirable that this room be located out of the mainstream.

4. Space Requirements

Please see PROTOTYPICAL ACADEMIC CLASSROOM located at the beginning of this section for detail.

IV. SUPPORTIVE AREAS

A. TEACHER PREP/OFFICES

Teacher workrooms should be provided that in general support the academic departments structure. This is a requirement for English, Social Studies, World Languages, and Mathematics. These teachers, for the most part, will be scheduled to use one of the prototypical academic classrooms for their teaching assignment. In order to efficiently schedule and utilize classroom space at a high occupancy rate, there will be teaching staff in these subject areas who will "float" and not be assigned to just one classroom. Other specialized instructional areas such as Art, Music, Science, etc., may need only a limited departmental office space containing a copy machine, conference table and telephone. This space need not contain individual teacher desks and computers as their classrooms will have their workstations contained within. These smaller departmental workroom areas will be sized relative to the number of department staff. The architect will work with the building administration to determine the space requirements for each department.

The Board of Education's labor agreement with the Meriden Federation of Teachers contains the following clause which the architect will comply with in the design of the listed facilities.

10.7 Teacher Facilities

In establishing budgetary priorities, the Board shall consider the following:

- (a) Space in each classroom in which teachers may safely store instructional materials and supplies
- (b) A teacher workroom containing adequate equipment and supplies to aid in the preparation of instructional materials
- (c) An appropriately furnished room to be used as a faculty lounge (said room to be in addition to the aforementioned teachers' workroom)
- (d) Well lighted, clean and separate teachers' rest rooms.

Currently teacher's restrooms have an associated locker area for the safe and secure storage of coats and other personal items. This is an acceptable alternative to teacher wardrobe closets in every classroom.

IV. SUPPORTIVE AREAS

B. ADULT, CONTINUING AND VOCATIONAL EDUCATION

1. Program Description

The Adult and Continuing Education Program provides state mandated instruction for students ages sixteen and older who are no longer in traditional Meriden Public Schools' programs, but who may continue their education through alternate adult routes. Adult and Continuing Education provides courses in high school completion, GED instruction, English as a Second Language and citizenship preparation. The community, also, benefits from the general interest programs that are offered for a small enrollment fee. The bulk of the program activities take place in the standard instructional spaces within the high school. The only dedicated space requirements are administrative in nature.

2. Activities to be Housed

Reception of public
Reception of students
Secretarial and clerical duties
Accounting duties
Filing and office storage
Office activities for the site coordinator
Data processing/computer area
Record keeping and storage
Mail distribution
Duplicating production
Textbook processing and storage
Intercom control
Telephone control
Student scheduling
Attendance and discipline

3. Furniture and Equipment to be Housed

- A. Reception and general office area for two clerical staff.
 - 2 Desk/workstation with chairs
 - 2 File Cabinet
 - 2 Computer & Printer
 - 2 Tack board 3'x4'
 - Clock
 - Built-ins
 - 4 Chairs for visitors
 - Photocopier with fax and scan capability

B. Site Coordinator's Office
Desk/workstation with chair
4 Side Chairs
File Cabinet
Computer & printer
Bookcase
Table, round, 42"
Tack board, 3' x 4'
Clock
Intercom
Telephone

C. Guidance Office
Desk/workstation with chair
4 Side chairs
File Cabinet
Computer & Printer
Bookcase
Table, round, 42"
Tack board, 3' x 4'
Clock
Intercom
Telephone

D. Secure Storage Room
12 File Cabinet
Industrial Metal Shelving

4. Special Requirements or Considerations

Provide reception counter for a minimum of two people with transaction top as well as a lower ADA compliant section.

5. Cooperative or Joint Efforts with other Areas

It is desirable to have these administrative and support service functions adjacent to or incorporated into the school's general administrative office suite for ease of sharing technology, (i.e. telephone control, intercom control, photocopies, etc.) and other facilities such as the conference room. The entrance reception areas for this space should be easily accessible from the main entrance of the school, off the main corridor.

6. Persons to be Housed

2 clerical and 2 administrative staff

IV. SUPPORTIVE AREAS

C. ADMINISTRATION – PUBLIC RECEPTION, SECRETARIAL, OFFICE, CONFERENCES AND RECORDS

1. General Description

General office space is required which is large enough to support the school principal, two assistant principals and six clerical staff. A conference room large enough for group meetings, is also needed. The conference room should accommodate fourteen persons and be directly accessible from the principal's office. A walk-in storage area should be located in this area, along with a workroom large enough to allow for photocopies (one office model and one high-speed, high-capacity model), fax and additional machines as needed. A public reception area with seating, large enough to allow for normal visitor traffic is also integral to this part of the facility.

Objective

To maintain administrative and secretarial supportive services, records and central communications in a location conducive to the smooth operation of the school and for easy access to parents, students and staff.

2. Activities to be Housed

Reception of public
Reception of students
Secretarial and clerical duties
Accounting duties
Filing and office storage
Office activities for Principal and Assistant Principals
Data processing/computer area
Record keeping and storage
Mail distribution
Duplicating production
Conference (individual and small group)
Key and security control
Verbal communication, school wide
Telephone control, school wide
Clock and bell control
Curriculum development

Student scheduling
Attendance and discipline
Vault control

3. Furniture and Equipment to be Housed

A. General office for School Secretary, receptionist, account clerk and bookroom clerk, and general clerks (2).

6 Desk/workstation with chair
12 File Cabinet
6 Computer and Printer
6 Bookcase
Tack board, 3'x4'
Clock
Built-ins
6 Chairs for visitors

B. Principal

Desk/workstation with chair
6 Side chairs
File Cabinet
Computer & Printer
Bookcase
Table, round 48"
Tack board, 3'x4'
Clock
Intercom
Telephone

C. Assistant principals (two)

Desk/workstation with chair
4 Side chairs
File Cabinet
Computer & Printer
Bookcase
Table, round, 42"
Tack Board, 3'x4'
Clock
Intercom
Telephone

D. Principal's Conference Room

- Conference table (may be modular)
- 14 conference chairs without arms
- Interactive whiteboard
- Clock
- Intercom
- Telephone
- Sound field enhancement
- Built-ins

E. Production Workroom

- 4 Worktables
- 6 Chairs
- Photocopier (two)
- 150 Staff mailboxes
- Drop safe
- Computer and printer
- Double sink with gooseneck faucet
- Clock
- Intercom

F. Secure Storage Room

- Large commercial safe
- Metal shelving
- Two-way radio
- Key cabinet, lockable, mounted
- Metal storage cabinets

G. School Resource Office

- Desk/workstation with chair
- 2 Side chairs
- File cabinet
- Computer and printer
- Bookcase
- Tack board
- Clock
- Intercom
- Telephone

H. Attendance/Tardy

Desk/workstation with chair
File cabinet
Telephone
Intercom
Clock

I. Bookroom

Industrial metal shelving for 40,000 textbooks.

J. School community Educator Workspace

A workspace with access to a computer and telephone needs to be created within the Administrative Suite. There is no need for a separate distinct office.

K. Toilet Rooms

ADA compliant male and female restrooms for the office staff need to be located within the Administrative Offices Suite.

4. Special Requirements or Considerations

- Provide reception counter for a minimum of two people with transaction top as well as a lower ADA compliant section.
- The Attendance/Tardy workstation should be at a controlled entry point to the school and incorporated into the administrative office suite.
- The Production Workroom should have counter space with shelving below for storage of paper and copier supplies. This space will also contain a drop safe for the safety of the bookkeeper and all money handlers. The drop safe shall be installed in this non-conspicuous location, non-visible to the general public and students. The safe shall be of the hopper type and firmly secured to the floor.
- The bookroom, if unable to be incorporated into the administrative suite, shall be located in an adjacent area. This room is a non-public space and shelving shall be arranged to maximize the storage of textbooks within the smallest footprint. This room should be windowless in order to take the greatest advantage of wall space.

5. Cooperative or Joint Efforts With Other Instructional Areas

The office area should be near the main entrance of the building and should be easily accessible to areas of the building.

6. Persons to be Housed

Principal – 1

Assistant Principal – 2

Clerical Staff – 6

Attendance/Tardy – 1

School Resource Officer - 1

IV. SUPPORTIVE AREAS

D. INTERNAL COMMUNICATIONS AND SECURITY

1. Telephone – Intercom – Public Address System

General Description:

Each classroom and administrative area should be equipped with intercom and telephone capabilities for calling or responding to the office. These will be public and private communications. Communications flexibility will be a prime consideration.

These particular functions will:

- Provide unassisted coded access and control from any pre-programmed telephone or intercom station in the building.
- Provide a fully digital telephone system with programmable features and high traffic capacity to simultaneously perform: all voice communications, local area networking, media retrieval and teacher mailbox system.

System features:

- Intercom system shall be supplied with battery backup and/or connected to the emergency generator to provide a minimum of ten hours operation.
- Provide direct dialing telephone communications from every classroom to every office and between classrooms.
- Provide programmable control to allow or restrict any or all office telephones to dial directly any phone.
- Ability to activate caller I.D.
- Provide all call voice page
- Allow for conference calls
- Door lock control/door phone
- Power failure transfer
- Voice mail interface:
 - Automated attendant
 - Call forward to voice mailbox
 - Teachers will have homework message maintenance rights on their own mailbox.
- Custodial, cafeteria, staff lounge, gym, night connections that automatically switch all incoming telephone calls to a designated phone number after school hours.

2. Video System

All instructional areas of the school must be part of an IP based video and content management system capable of delivering presentations, live broadcasts, on-demand assets, HD quality video and dynamic video enhanced digital signage throughout the entire school.

Teacher controls access to video system from teacher computer.

- Video Image(s) to server class through classroom projector
- Video controls are available to teachers from wall-mounted or PC controls
- Sound systems control from mounted or PC controls
- Video and Sound system require a power control

3. Classroom Interactive System

Each classroom should contain an interactive system. The system should consist of a mounted interactive whiteboard, a projector, sound system, digital document camera. All controls of the system should be mounted on the wall or accessed directly from the classroom terminal. The system should also allow all power to be controlled and for the projector to be centrally managed from IP based system.

4. Clock and Bell System

Each classroom will be provided with a time display showing both hours and minutes. The display will originate from a central electronic clock module which will also control chime or tone system circuits and other time-based functions. The system will be capable of being corrected or re-programmed from the master clock module.

5. Fire Alarm and Vandal Alarm System

Fire Alarm System:

The fire alarm system should facilitate administrative control and safeguard public occupancy. Each alarm initiating device in the system should constitute a separate zone represented on a main and remote annunciator panel by individual identifiers. Similarly, to facilitate the identification of potential malfunctions, each zone alarm circuit will have its own trouble monitoring lamp. Any alarm signal will immediately activate all evacuation horns which shall continue until the initiating device has been reset or the zone circuit restored to normal.

Varying degrees of annunciator intensity will be made available to accommodate large areas such as the gym, corridors and library/media center.

Visual alarm systems will be provided per state law. All aspects of the fire alarm system will meet state and federal codes.

Vandal Alarm System:

To protect the building when it is unoccupied, each classroom and administrative area will be equipped to electronically monitor the normal "closed door" status. Interruption of the "closed door" status will automatically initiate a silent alarm to the local police or other security agency. High value areas such as the main office, musical instrument storage area, technology equipment storage areas and others will be equipped with additional sensing devices to detect the presence of an intruder.

6. Computer System

Each classroom and other designated location (office, guidance, etc) should be equipped with a terminal so as to access/network resources. The network resources servers, video system, security system and school's WAN connection should be in the main distribution frame (MDF).

Cabling should be a fiber optic backbone between network closets. The wiring from the closet to designated location should be Cat 6 or higher with all connections into a combination managed gigabit and POE gigabit switches.

Wireless Network should allow for high speed wireless access to school's network and also guest access that is segregated for school/district network but provides guests with Internet access.

7. Security

There is a high interest in maintaining an inviting and deinstitutionalized environment, while simultaneously providing a safe environment for student, staff and visitors who use the school and adjacent support facilities. The organization of the building will have a major impact on student behavior and safety concerns. Building security shall be addressed in both an active and passive manner: active security is based on security systems; passive security is based on program design, building configuration and community participation. School redesign should employ passive concepts with active concepts where necessary. The building code, life safety code and emergency back-up generation will further provide enhanced occupant safety and security as well. Passive program and building configurations should be the primary focus and active security systems the secondary focus.

- Corridors designed for maximum visibility
- Avoid blind spots, corners, and cubby holes
- Locate administrative and teacher preparation with good visual contact of major circulation areas, (i.e., corridors, cafeteria, bus drop-off, parking).
- Locate toilets in close proximity to classrooms.
- Design toilet rooms to balance the need for privacy with the ability to supervise.
- Ability to "zone" or partition usual portions of the building during after school hours.
- Exterior to the building, use high trees and low bushes or shrubs, (less than three feet) to deter hiding.
- Provide security lighting around the exterior of the building and parking lots and walkways with both photo cell and timer capabilities.
- Install a Knox Box at a location to be determined by the Fire Marshal.
- Continue the use of six foot high fencing to segregate the school's property from abutters and to channel pedestrian traffic as well as to limit the porous nature of the campus to a few entrance and exit points.
- Design exterior doors to prevent unauthorized entry by minimizing key locks and hardware on doors, which would not be used for the purpose of essential entry but are installed for emergency egress.
- Doors, which are determined to be essential entry, shall be provided with key access and include card access control and hardware.
- Interior/exterior video surveillance
- Centrally control door locks
- Interior doors will be programmable keyless entry with master key override.
- Visitor's entrance adjacent to the Administrative offices will be a controlled access point to be operated as a "manned" post during school hours and to be controlled remotely via an audiovisual "buzz" in system.
- Intercom linked with phone access for 24/7 911 capability.

- To protect the building when it is unoccupied, classrooms and administrative areas will be equipped to electronically monitor the normal "closed door" status. Interruption of the "closed door" status will automatically initiate a silent alarm to the local police or other security agency. High value areas such as the main office, musical instrument storage area, technology equipment storage and other will be equipped with additional sensing devices to detect the presence of an intruder.
- All passive and active security measure, concepts, and systems will be reviewed during design with the Police Department.

IV. SUPPORTIVE AREAS

E. STUDENT SERVICES – GUIDANCE DEPARTMENT

1. General Description

The guidance department at the high school level is a service to students, parents, the professional staff and the community. Five counselors with specialized professional training provide the following specific services:

Orientation	Career awareness
Consulting	Programming
Screening	Developmental Counseling
In-service	Testing and test preparation
Referral	Counseling, individual and group
College preparation & application process	
Liaison with community agencies	
Monitoring placed-out students	
Transition to work	

Through its primary service of counseling, both on an individual and group basis, the department attempts to assist each student with his/her developmental concerns – academic, social, emotional and physical.

2. Consideration of the Basic Concepts

The guidance department at the high school level places maximum emphasis on certain basic services in an effort to assist students with developmental concerns which are unique to this age group; these are:

The orientation process which enables high school youngsters to adjust to the school program and environment. Developmental guidance activities to be coordinated with character education.

The dissemination of essential career and education information to enable high school students to set realistic occupation goals and make realistic post-high school educational goals, as well as transition from school to work or school to post-secondary education.

The counseling and/or referral process for all crisis situations.

The coordination of efforts by parents, staff, administration and students to implement actions to offer educational programs and experience for all students which are commensurate with their individual abilities.

3. Activities to be Housed

Individual counseling
Group counseling
Orientation activities
Group testing and test interpretation
Dissemination of career and educational information
Consulting with parents, staff, administrators and special services personnel
Referrals to appropriate personnel or agencies when necessary
Planning and Placement Team coordination and meetings
Monitoring of permanent record card updating process
Orientation of 8th graders
Withdrawal services for transferring students
Processing of PSIS forms and pupil data information in Powerschool
Enrollment services for new students
Scheduling process for the forthcoming academic year
Programming of all eighth grade students into high school
Monitoring of student transcripts.

4. Furniture and Equipment to be Housed

- A. Office/Reception area to house the Guidance Secretary and the Guidance Clerk
2 Desk/workstation with chair
2 File Cabinet
2 Computer & Printer
2 Bookcase
2 Tack board, 3'x4'
Clock
Built-ins
6 Chairs for visitors
Intercom
Telephones
Photocopier with Fax and Scan capabilities
- B. Guidance Director Office
Desk/workstation with chair
6 Side chairs

File Cabinet
Computer & Printer
Bookcase
Table, round, 48"
Tack board, 3'x 4'
Clock
Intercom
Telephone

C. Guidance Counselor Office (Four)

Desk/workstation
4 Side chairs
File Cabinet
Computer & Printer
Bookcase
Table, round, 42"
Tack board, 3'x4'
Clock
Intercom
Telephone

D. Guidance Conference Room

Conference table (may be modular)
14 Conference chairs without arms
Interactive Whiteboard
Clock
Intercom
Telephone
Sound field enhancement
Built-ins

E. Social Worker Office

Desk/workstation
4 Side chairs
File Cabinet
Computer & Printer
Bookcase
Table, round, 42"
Tack board, 3'x4'
Clock
Intercom
Telephone

F. School Psychologist Office

Desk/workstation with chair
4 Side chairs

File Cabinet
Computer & Printer
Bookcase
Table, round, 42"
Tack board, 3'x4'
Clock
Intercom
Telephone

- G. Student Records Vault
A secure windowless records storage area adjacent to the clerical and counselor work areas. It is imperative that this area be accessible only through the administrative/support staff areas. The volume of records to be stored is equal to 200 standard letter sized file drawers. In addition to file cabinets, this room should have a worktable, two side chairs and a photocopier.

- H. Student Assistance Counselor
Desk/workstation with chair
4 Side chairs
File cabinet
Computer & printer
Bookcase
Table, round, 42"
Tack board, 3'x4'
Clock
Intercom
Telephone

- I. Career Pathways Counselor
Desk/workstation with chair
8 Side chairs
File Cabinet
Computer & Printer
Bookcase
Table, round, 42"
Tack board, 3'x4'
Clock
Intercom
Telephone
5 computers for student use

5. Cooperative or Joint Efforts with Other Instructional Areas

The guidance suite should be located relatively close to but separate from the administrative offices, student lavatory facilities, and health clinic.

6. Persons to be Housed

Guidance Director
4 Guidance Counselors
Social Worker
School Psychologist
Guidance Secretary
Guidance Clerk
PPT Clerk
Student Assistance Counselor
Career Pathways Coordinator

IV. SUPPORTIVE AREAS

E. STUDENT SERVICES – HEALTH CLINIC

1. General Description

A comprehensive school program is needed to help students achieve high standards of health and recognize the relationship of health with educational programs. Some of the objectives are to contribute to education and healthful living and to reduce the obstacles to learning caused by poor health. The health nurse in the schools also acts as a resource person for health education programs and assisting students and school personnel.

2. Consideration of the Basic Concepts

The school health program encompasses many activities, including routine and special physical examination, screening tests, vision yearly, height and weight yearly, hearing every three years, and follow-up immunization against communicable diseases. Both preventive and rehabilitative measures are used.

The service is organized around two major aims: case-finding and follow-up. Health counseling and “preventative pediatric care” are also important aspects of the program. Conferences are scheduled with school personnel, students and parents (in school and at home) as indicated by the needs of the individual child. School health services also advise educational authorities as to special placements of children with health handicaps.

The health clinic should have adequate space to provide privacy for health examinations, individual conferences with students, parents and teachers, rest and isolation facilities.

3. Activities to be Housed

Activities include health examinations (a doctor works closely with the nurse in school), vision examinations, hearing examinations, isolation for students and staff in need of this service, conferences with pupils, parents and staff, rest area for those becoming ill, first aid and dental hygienic work.

4. Furniture and Equipment

Waiting Area

8 – 10 seats or bench (wood or fiberglass, not cloth covered)

Literature rack
Table
Bulletin board (large)

Nurse's Desk Area:

Desk area with counter top and 4 5-drawer locked filing cabinets
Side chair
2 Telephones
Wastebasket
Intercom (with individual room calling capability)
2 Computer stations
Desk area for nurse's aide, chair
Bookcase
Photocopier with scan and fax functions
Clock

Examining Room With Sink and Dressing Room (two):

Exam table with adjustable headrest and paper cutter with storage below
Adjustable doctor's stool and step-up stool
Goose neck lamp on casters
Paper towel dispenser, motion activated
Soap dispenser
Paper cup dispenser
Utility cart
Digital Scale
Digital Stadiometer
Wastebasket
Chair
Hand sink with foot pedal activated faucet

Rest Area and/or Isolation Area

4 couches with adjustable head rests
4 chairs
4 small bedside tables with storage below
4 wastebaskets
4 blankets
Curtains for privacy with ceiling mounted track

First Aid Area With Sink:

Refrigerator with ice maker
Medicine closet (lockable) with the following:
Automated digital Welch Allyn Spots Vital Sign machine
w/ Adult and X-Large Cuffs
Manual Blood pressure equipment (1 child, 1 adult and 1 child)

Two stethoscopes
Automatic External Defibrillator
Hemoglobinometer
Digital thermometer
Sundry jars (cotton balls, sponges, etc.)
First aid kit and supplies
Lockable supply cupboard above and below counter area, keyed
alike.
2 Wheelchairs, regular and oversized
Eyewash Station at each sink
"E" Oxygen Tank
Wastebasket
Table w/2 chairs for hemoglobin tests
Paper Towel dispenser, motion activated
Paper cup dispenser
Soap dispenser
Biohazard waste container
Sink with paddle faucet

Medication Distribution Area

Refrigerator, w/self-defrosting freezer, lockable
Ice Maker
Sharps container
Double lockable narcotics cabinet built into casework
Built-in counter space with lockable upper and lower cabinetry,
keyed alike

Clinical Social Worker Office (CHC)

Desk/workstation with chair
4 side chairs
File Cabinet
Computer & Printer
Bookcase
Table, round, 42"
Tack board, 3'x 4'
Intercom
Telephone

**Bathroom with Sink (two oversized restrooms handicapped
accessible):**

Paper towel dispenser motion activated
Paper cup dispenser
Wastebasket
Soap dispenser
Kotex and tampon dispenser and waste container
Sink Faucet motion activated

Dental Hygienist Area (CHC)

Dental chair – with motor, suction, small compressor

Dental stool

Small desk with locked file under desk

Dental cabinet for instruments and equipment

Dental examining light

Wastebasket

Intercom access from this area

5. Special Requirements or Considerations

Storage space for equipment and supplies and inactive student records

Ceiling mounted privacy curtain between dental hygienist area and examining area

2 chairs for dental waiting area

Quiet area for hearing screening, this function could take place in examining room if properly sized

Table and chairs for audiometry and respiratory treatments

Student privacy needs to be considered in the design of this area but visual supervision by the nurse of the Rest Area, First Aid Area, and the Medication Areas is of paramount importance.

Close proximity to the elevator is desirable.

6. Space Requirements

A 22-foot distance in the area for vision screening

An examining room with hand washing facilities.

A first aid area with lavatory facilities and built-in cabinet for supplies with hand-washing facilities

Paper towel dispenser, motion activated

Drinking cup dispenser

Storage closet for equipment and supplies

Clothes wardrobe for staff

Enclosed area for nurse (glass enclosed top)

Lavatory facilities for boys, girls and adults

Additional telephone with intercom capabilities to be located between the First Aid and Medication Distribution Areas.

7. Cooperative or Joint Efforts With other Instructional Areas

The health clinic should be located in a quiet area, preferably as part of the administrative area and away from assembly areas, the gymnasium or cafeteria.

To be located near Guidance area.

A custodial closet (typical) needs to be located adjacent or near to the Health Clinic.

8. Persons to be Housed

The Health Clinic should be able to service the entire staff and student body. Stations for a full time nurse, part-time nurse's aide, part-time dental hygienist and a clinical social worker will be housed in this area.

IV. SUPPORTIVE AREAS

E. CAFETERIA

1. General Description

A functional food service program is a vital part of today's educational service and should be more than a feeding program. Facilities, menu, sufficient time for serving and eating arrangements must contribute to the health and welfare of all students and staff. The facility should be both comfortable and cheerful and can also serve as a banquet facility, meeting room or hold other after school activities. The dining area to accommodate one-third of the school's population at one time (approximately four hundred fifty persons.) A kitchen/food preparation area to accommodate a minimum of two hot meal serving lines, two cold lunch serving lines, one of which will be a self-service line and a snack line with a steam table. Separate washing/disposal area for elimination of waste and cleaning utensils. This area should be readily accessible to the serving area for quick redistribution of utensils. Access area for quick and convenient disposal of solid waste products and paper trash without distraction to diners or school traffic.

2. Activities to be Housed

Luncheon area for at least one-third of the school's population at one time with sufficient chairs and tables. Kitchen area large enough to service the needs of the building. Preparation and cooking facilities in order to meet the needs of the program

Garbage disposal area

Two condiment stations in the cafeteria

The physical layout should permit efficient movement and storage of tables and chairs so that the facility may be quickly converted from a dining area to large group meeting/instruction spaces and a large open area for dances and other reception activities.

3. Furniture and Equipment to be Housed

Student cafeteria: rectangular tables and chairs to accommodate approximately four hundred fifty students. Rectangular tables are desired as they offer the greatest potential for reconfiguration of table arrangements to accommodate other functions and activities that will occur in this space.

4. Special Requirements or Considerations

Built-in Equipment or Facilities:

Water fountain in dining area

Serving counters with direct dining room access, each having storage facilities beneath and heating and cooling supply for maintaining food temperatures

Food drains located for effective washing

Acoustical treatment to assure maximum sound deadening

Controlled lighting

Intercom

Four, point of sale stations

Work counters with storage drawers

Tile floor

Large projection screen

Several wall-mounted bulletin boards for student art work

Separate public address system

5. Space Requirements

Student cafeteria area to feed approximately four hundred fifty students per lunch wave.

6. Cooperative or Joint Efforts With Other Instructional Areas

Should be easily accessible from all areas of the building

7. Persons to be Housed

Students and faculty for lunch – approximately four hundred fifty students per wave, plus approximately fifty staff per wave. Sufficient cafeteria workers to meet the needs of the program.

F. GENERAL OR SERVICE AREAS – KITCHEN FACILITY

1. General Description

To assure a properly planned and equipped food services facility. The kitchen area must be able to be secured separately from the student and faculty dining spaces.

Objectives:

The kitchen should include the necessary food service equipment based on actual or estimated participation. Consideration for all age groups should be a factor. Good lighting, cheerful colors, good ventilation and noise control are all important considerations.

2. Consideration of the Basic Concepts

Food Preparation Area:

Food preparation work areas are determined by the number of meals served, number of employees (seven to nine) requiring table space for food preparation, layout and available space.

of Meals Served Daily
800 Lunches and 250 breakfasts

The above is based on school lunch programs using donated commodities.

Stations should have work tables with an open front for accommodating mobile storage bins, racks, etc. The stations should also include back shelves, overhead utensil racks and drawers. Work tables used in food preparation area should be from four to eight feet in length, thirty inches wide and thirty-four inches high.

Sinks:

Compartment sinks should be 24" x 30" to accommodate 18" x 26" sheet pans. Floor drains should be in the vicinity of the compartment sinks. A hand washing sink should accompany each 2 or 3 bay sink.

Dry Storage:

The dry grocery storage area should be adjacent to the food prep area and convenient to receiving. A forty-two inch door is advised. Good ventilation is important.

Paper Goods Storage:

This area should be configured to accommodate shelving for disposable or recyclable ware used in the serving of meals. It is desirable that space for a thirty day supply be provided.

Walk-in Refrigeration:

The walk-in refrigerator and freezer should be adjacent to food preparation area and convenient to receiving. A forty-two inch door is recommended. For efficient operation, the floor of the walk-ins should be level with the adjacent flooring.

Serving Line:

Serving lines are approximately twenty to twenty-five feet long. The lines should consist of both hot and cold units and milk cooler with cashier stationed at the end. The conventional serving line for a high school should be twenty-eight to thirty inches high. There will be a total of five serving lines. The two hot and the snack line will each contain a steamtable. There will also be two cold lines; one for deli and other will be self-serve.

Hot food section - should be five to six feet long with four wells for accommodating

12" x 20" hot food pans

Cold food section -should be approximately six feet long for salads, breads and desserts

3. Furniture and Equipment to be Housed

4 burner range

Food mixer – 60 qt.

Automatic Slicer

Roll-in refrigerator (3 section)

2 Three door freezers

1 Two door freezer

4 Two door refrigerators

Walk-in refrigerator (100 sq.ft.) with rolling shelving

Walk-in freezer (150 sq.ft.) with rolling shelving

Hand and compartment sinks: 2 compartment, 3 compartment, hand

3 4-well steam tables

6 Dutch door food warmers

3 front-loading milk coolers

8 ft. cook's table with drawers

8 ft. cook's table with pot rack

6 ft. baker's table with drawers

6 utility carts

Food processor

Microwave

Waste disposal

Clothes washer

Clothes dryer

Misc. cooking utensils

Two compartment steamer, holding five, 2.5 inch pans per compartment

2 Forty gallon steam jacketed kettles

4 Double stacked convection ovens (8 ovens)

4. Additional Spaces

Manager's Office:

Desk and chair

Telephone

Intercom

Lockable 5-drawer file cabinet

Computer

Changing Room:

10 lockers

Toilet Room

E. GENERAL OR SERVICE AREAS – INTERNAL TRAFFIC AND CIRCULATION

1. General Description

Hallways and adjacent facilities such as drinking fountains and lavatories must be designed so as to allow for the smooth flow of traffic to classrooms and between the major areas of the school.

2. Activities to be Housed

Circulation of people within the building and smooth traffic flow

3. Special Requirements or Considerations

All electrical light switches in hallways must be key type to reduce misuse.

Drinking fountains must be recessed and not traffic restrictive.

Display cases recessed into wall, lockable sliding doors with movable shelving and tack board display surface of backboard

Classroom doors must be recessed so as not to restrict or interfere with traffic flow.

Each classroom door must have vision panel for safe opening and closing.

Double doors that require a mullion should have a removable mullion to facilitate the movement of large equipment throughout the school.

Administrative offices must be located so as to provide maximum viewing of corridor traffic.

Canopied areas for bus pick-up and drop-off points

Entrance and exit door to the school must be wide, multiple door units with full-vision panels.

Cafeteria entrances and exits must be separate. A separate entrance with direct access to the food service area is required, along with a large foyer to accommodate student line-up for food service.

Cafeteria exit should be located near the trash area.

Gymnasium must have direct egress to out-of-doors for all sections, even when partitioned for segregated use.

Lockers, one per student, must be full-sized single compartment, including book storage with built-in combination locks (combination locks must be of the type that can be periodically reset – must be master keyed).

Oversized elevator for student and staff use as well as to facilitate the movement of large equipment.

4. Persons to be Housed

Student body

All certified and classified staff

Visitors

F. GENERAL OR SERVICE AREAS – MAINTENANCE AND PLANT OPERATION

1. General Description

The custodial staff will provide a quality, cost-effective service to ensure a safe and clean environment that promotes the education process. Custodians will be responsible for the care, cleaning and light maintenance of the facility; provide daily cleaning of facility; and coordinate with all building users, administration, teaching staff, and community users to ensure a safe and climate controlled environment that will allow uninterrupted use of the facility. Custodians will maintain storage of materials to readily service the operation of the school and maintain necessary janitorial equipment and supplies to ensure that occupants' needs are met. They will also inspect, report, and correct safety-related issues and maintain trained personnel on site to insure that proper inspection, maintenance and corrective measures are implemented so facility users are aware of the district's commitment to safety.

The custodial office/work space should include a workbench, shelving and a steel lockable cabinet. This room should have a ramp to the outside for the delivery and loading of supplies and equipment. Separate provision should also be made for the safe storage of machinery and flammable materials.

Plant maintenance is a critical aspect of this construction project. When deciding upon materials to be used which will require on-going care (i.e., walls, floors, bathroom fixtures, etc.), prime consideration should be given to using those materials which are maintenance-free or require low maintenance, but equally as important, the materials should be aesthetically pleasing and of a quality that will endure the stresses and uses normally associated with an active high school population.

Energy efficiency should also be given prime consideration as part of this project. Emphasis should be placed on the selection of thermal insulation materials and design features to discourage the transfer of heat either to conserve the warmth inside the building or to exclude external high temperatures and solar radiation. The mechanical system should provide for a comfortable interior climate throughout the school year. Particular attention needs to be given to heating and cooling in those interior sections of the building that do not have windows or any type of natural airflow or ventilation.

Objectives:

To provide the proper maintenance and custodial servicing of the school plant and grounds
To meet all state building codes for school facilities
To provide an area for custodial and maintenance service that allows for repairs and the storage of tools necessary to provide these services.

2. Furniture and Equipment to be Housed

Desk and Chair
Workbench with vise
Assorted basic tools
Computer
Five drawer file cabinet
Stepladders
Extension ladder
Custodial carts
Thirty foot man lift
Flat cart
Pallet jack
Vacuum clean, heavy-duty, wet/dry, with accessories
Vacuum cleaner, upright, high productivity, with beater bar, HEPA
Vacuum, canister with casters, with accessories
Desk mover
Floor machine, 20", 275-300 rpm
Floor machine, 20", burnishing, 1500-2000 rpm
Hand truck
Floor fan
First Aid kit, wall-mounted
Curbed service sink (HW/CW), floor installation
Mop hanger, accommodate 4 mops
Floor machine, 20", burnishing, 1500-2000 rpm, battery operated
Sweeper, battery-powered, interchangeable brush for inside/outside or push-type
sweepers, with side broom, battery operated

Custodial closet (per closet)

Curbed service sink, floor installation
Mop hanger, accommodate 2-4 mops
Custodial cart, 57"L x 20"W x 38"H (minimum)
Trash barrel, 55 gal.
Rolling Mop Bucket, 6 gallon
Vacuum, canister with casters, with accessories

Flammable Storage

Lawn tractor

Lawn mowers
Leaf blowers
Pressure washer
Weed trimmers
Snow blowers

3. Special Considerations or Requirements

Interior:

Custodial workroom office must have an outside ramp and be located near the

building delivery area

Storage facilities for fuel used in lawnmowers and small engines should be provided

so as to meet state and federal regulation

Lockable storerooms, properly vented

Ten lockers for custodial staff

Large slop room

Exterior garage with explosion-proof wiring and a roll-up steel door for storage

of grounds equipment, mowers, blowers, trimmers, etc.

Office space with desk, chair, two 5-drawer lockable file cabinets,

telephone

Custodial closets with slop sinks should be located as needed

throughout the facility.

Install mop hangers over the service sinks with tile surround or water impervious wall treatment in this area. Consideration shall be given for storage of extra construction supplies/materials that will be needed future facility repairs, upkeep and maintenance (i.e. ceiling tiles, quarry tile, base boards, vinyl flooring, etc.)

Electrical outlets in corridors

Green chemical dispensing system – area on wall for rack

All restrooms to have floor drains, outlets and hose bibs

General bulk storage areas

Exterior:

Outside hose bibs every 200 feet around the perimeter of the building

Concrete pad sized for dumpster storage, recycling dumpster, and recycling barrels

Direct access from the cafeteria area to the dumpsters

Dock/Receiving Area:

Centralized delivery for food service and supply deliveries/share loading dock space

Hand dolly ramp with adjustable dock plate

Staging area for deliveries
Area drain if dock is recessed
Lockable doorways that separate dock area from hallways
Storage for all recyclable materials; glass, metal, cardboard, white paper etc.

4. Plant Operations – Mechanical

The school should be fully air conditioned to allow for full year-round usage and should meet or exceed ASHRAE standard 62-1999 "Ventilation for Acceptable Indoor Air Quality."

5. Persons to be Housed

Custodial staff
Restricted work space for maintenance personnel

F. TOILET FACILITIES

1. General Description

Toilets should be conveniently situated to student areas, facilitate pupil supervision, and be located in such a way as to minimize any disruption to the normal flow of students. Designated staff toilets should be located so as to serve as adult public toilets during non-school activities. When weekend and vacation use of the grounds is expected, designated toilets should be available so as to permit use from the exterior without general access to the interior of the entire building. Provide public restrooms adjacent to the gymnasium, auditorium and administration. Provide restrooms for the kitchen staff at the kitchen. Provide restroom for faculty and staff adjacent to staff dining. Provide restrooms in the health suite.

2. Special Requirements or Considerations

Maximum use of low maintenance materials throughout the interior of all lavatory facilities

Consideration should be given to glazing the walls to minimize maintenance, but such

glazing should be aesthetically appealing.

Floor should be of terrazzo-type construction and have a center recessed drain for

cleaning and maintenance.

Ceilings, walls and fixtures should be selected for their durability and vandal resistant

properties, and partitions preferable of masonry construction.

Surfaces in these areas in particular should be mar-proof.

3. Space Requirements

All space requirements should conform to local, state and federal laws and codes.

4. Cooperative or joint Efforts With Other Instructional Areas

All lavatory areas should be of easy access to the general public in areas that would have considerable community use.

5. Persons to be Housed

Students

Staff

Community

IV. SUPPORTIVE AREAS

G. CONCESSION STAND

It is anticipated that this small student operated concession stand which will operate after normal school hours will be located in the Gymnasium/Auditorium Lobby Area to support both venues.

- Service Window
- Refrigerator
- Ice Machine
- Microwave
- Beverage Cooler
- Sink
- Clock, Intercom
- Counters and Storage Cabinets

IV. SUPPORTIVE AREAS

I. ENTRANCE LOBBY

This area adjacent to the main public entrance to the school needs to be welcoming and respectful of the history and traditions of Orville H. Platt High School. To this end it is appropriate to acknowledge the school's namesake, Orville H. Platt, the school's mascot, a Panther and their colors, vegas gold and navy blue. Additionally there should be a series of dedicated display cases to house plaques and trophies representative of academic, athletic and other co-curricular honors and awards. There should also be display cases to highlight student work. It is anticipated that this area will remain where it is currently, between the auditorium and gymnasium, one of the most public areas of the school. This area will also house a wall-mounted Automated External defibrillator.

V. COMMUNITY PROGRAMS TO BE HOUSED/EMERGENCY SHELTER

The Board believes that the public schools are an integral part of the community. Therefore, the Board encourages the public use of school facilities.

Incorporated into the utilization plans for this facility is its use by the community-at-large for such purposes as adult evening school, summer school, civic governmental functions such as election and primary voting, public meetings and hearings, civic groups such as Kiwanis, Rotary, Lions etc., Red Cross blood drives, parks and recreation activities and other similar events.

The building should be zoned so that public use areas can be segregated to provide security for the rest of the building. For example, the gymnasium/auditorium should be able to be utilized without those using the area being able to enter any part of the rest of the building.

This facility will be functioning and in service on a full year basis; therefore, full climate control (air conditioning) is required for all areas.

Perhaps the most important, but rarely utilized, secondary function the high schools serve is that of emergency shelters. Locally, Meriden must be prepared at a moment's notice to open shelters for area evacuations and sheltering local residents in the event of a severe storm (such as an ice storm or a hurricane resulting in a long term power outage), a hazardous materials release or a building evacuation due to a fire, flood or police operation. According to the State of Connecticut Department of Emergency Management and Homeland Security, the three primary scenarios triggering the recent review of each municipality's evacuation and sheltering plan are (i) a Category 3 hurricane hitting the Connecticut coast and all of new England, (ii) a Millstone Power Plant release of contamination, and (iii) a large scale terrorist attack in New York City.

The ability to accommodate persons with disabilities, in addition to overall capacity, is a key consideration in designating this school a shelter.

The architect should explore the installation of a fuel cell so that the entire facility can operate off the electrical grid if necessary. Should a fuel cell not be feasible, a generator of sufficient size to support emergency shelter operations needs to be incorporated into this project.

VI. SITE CONSIDERATIONS

A. SIZE, LOCATION, PHYSICAL CHARACTERISTICS

Consideration needs to be given to the safety and convenience of approach, what thoroughfares will provide vehicular access to the school site, as well as a review of the pedestrian routes students would take on their way to school, paying particular attention to safety. It is also noted that activities within the school and on the grounds call for quiet surroundings, clean air and abundant sunshine. Aside from these purely physical considerations, wholesome cheerfulness and beauty of the school site will pervade the entire school and reflect in countless ways the attitude of children and on the neighborhood itself. It is very important that the buildings' exterior features should be designed to blend and harmonize with the surrounding neighborhood.

B. INGRESS AND EGRESS

It is desirable that all entrances and exits should be "one way" to ensure the optimum level of safety for both pedestrian and vehicular traffic. The layout and design of the traffic pattern should be logical and clearly understood to first time visitors whether they are driving or walking.

C. BUS LOADING AND UNLOADING

The bus loop at the school should be segregated from all other site traffic and accommodate approximately nine Type I and four Type II buses which would have the sole use of separate loading and unloading zones. No other traffic should be allowed in the bus zone except for emergency vehicles. It is also desirable that the student walking area be paved the full length and, if possible, covered for weather protection. The routing pattern also needs to be designed so that at no time will vehicles need to use the reverse gear for turnaround. Additionally, a separate area for parent drop-off and pick-up needs to be created.

D. PARKING DRIVES/WALKWAYS

Parking restrictions as to fire and emergency apparatus should be well marked, as well as signs indicating traffic flow. Staff parking should provide for a minimum of one hundred fifty cars, visitors parking should accommodate twenty cars and shall be provided near the administrative suite and will naturally lead to the administrative suite reception area. In addition to one hundred parking spaces for students, a bicycle rack shall be provided in an area under video surveillance. The bus loading zone should be able to accommodate nine Type I and four Type II buses in a row. Deliveries should be able to be made to a loading dock by the custodial and cafeteria storage areas without imposing a safety hazard to students. Because delivery vehicles must use the reverse gear, it is highly desirable that there be no student walkways in the area of the loading dock. Student pedestrian traffic to play fields shall not cross any vehicular traffic areas. All walkways to and around

the school building should be well paved, as well as those around the school site.

E. SPECIAL CONSIDERATION

The high school has a long tradition of holding its graduation ceremony in the bus circle area at the front of the existing building. This outdoor venue allows for many more family members and spectators to be present than would the auditorium or the gymnasium. It is desired that this practice be allowed to continue with either a permanent landscape design feature that would include an accessible dais area or that could employ the use of temporary accessible risers and staging.

F. OUTDOOR EDUCATIONAL PROGRAMS

Physical education and athletic programs will be addressed in the following section; however, the site could be extremely effective and useful as an adjunct to the science program, art program, social studies program and a wide variety of uses. This could not only be used for the school program, but for community use also. Maximum development of the site should be considered for a variety of educational uses, such as a fitness trail.

G. PHYSICAL EDUCATION AND ATHLETIC PROGRAMS

This section is being written with the understanding that the City of Meriden intends to move forward with the renovation of this school utilizing a "hybrid" approach which will require an alteration of the building's current footprint. There may be a need to alter the current configuration of playing fields and outside athletic facilities.

The type and number of playing fields and outdoor athletic facilities are now limited and do not currently satisfy the needs of the school's Athletic program. There is currently a great deal of use of the Parks and Recreation Department's facilities for both game events and practice sessions. The outdoor facilities are currently adequate for the need of the school's physical education curriculum. Therefore, at a minimum, the number and type of on-site facilities must be maintained.

Four tennis courts
Baseball Field
Softball Field
Eight-lane all weather track
Football/Soccer Field
Practice Field

Meriden high schools are involved with an extensive extramural athletic program. Facilities must be official in size to enable these programs to function in a proper manner. All extramural sports are conducted according to the official rules and regulations of the Connecticut Interscholastic Athletic Conference.

MERIDEN PUBLIC SCHOOLS
PLATT HIGH SCHOOL ENROLLMENT

OCTOBER 1, 2010

**CLASS SIZE REPORT
PLATT HIGH SCHOOL**

Size Range of Classes by Department as of October 1, 2010

Number of Students

Department	1-5	6-10	11-15	16-20	21-25	Over 25	Total Classes
Art			1	5	9		15
Business				3	12		15
English		1	7	15	17	15	55/56*
Family and Consumer Science		1	1	8	5		15
Health & P.E.		1		12	8	7	28
Mathematics		4	7	19	13	10	53/54*
Music	1	1	6			2	10
Science		2	10	16	11	10	49
Social Studies			7	4	14	19	44
Technology Education		4	3	9	3		19
Vocational Education		1		1	1	1	4
World Languages	1	1	8	8	3	4	25

Summary of Class Size Ranges

# of Students	1-5	6-10	11-15	16-20	21-25	Over 25	Total Classes
# of Classes	2	16	50	100	96	68	332/334*

*No students assigned as of October 1st

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
October 1, 2010**

Teachers' FTE: 3.0

Department: **ART (Fine Arts)**

Classes: 15

Course	# of Classes	1-5	6-10	11-15	16-20	21-25	Over 25
Art 1	4					4	
Art 2	1					1	
Art 3/4C	1				1		
Crafts 1	1					1	
Design 1	1					1	
Drawing 1	2			1		1	
Photography 1	3				3		
Photography 2	1				1		
Stage Art	1					1	
TOTALS	15			1	5	9	

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
October 1, 2010**

Teachers' FTE: 3.0

Department: **BUSINESS (Practical Arts)**

Classes: 15

Course	# of Classes	1-5	6-10	11-15	16-20	21-25	Over 25
General Business	1					1	
Business Management	1					1	
Keyboarding/Word Processing	4					4	
Record Keeping	1				1		
Computer Applications 1	4					4	
Advanced Computer Applications 1	3				1	2	
Personal Finance	1				1		
TOTALS	15				3	12	

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
October 1, 2010**

Teachers' FTE: 11.2

Department: **ENGLISH**

Classes: 56

Course	# of Classes	1-5	6-10	11-15	16-20	21-25	Over 25
English 9 Academic	9				1	4	4
English 9 Accelerated	4			1	1	1	1
English 10A	4				3	1	
English 10B	6				4	2	
English 10C	3				1	1	1
English 11A	3					1	2
English 11B	4					3	1
English 11C	3				1		2
English 12A	4			1	1	2	
English 12B	4				1		3
English 12C	2			1	1		
AP English Lit & Composition	1						1
English & Math SAT Skills	1		1				
Study Skills	8			4	1	2	
TOTALS	56*		1	7	15	17	15

***Study Skills- 1 class with no students as of October 1st**

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
October 1, 2010**

Teachers' FTE: 3.0

Department: **FAMILY & CONSUMER SCIENCE (Practical Arts)**

Classes: 15

Course	# of Classes	1-5	6-10	11-15	16-20	21-25	Over 25
Introductory Foods	5				5		
Advanced Foods	1				1		
Food Service	1				1		
Child Development 1	2					2	
Child Development 2	1		1				
Human Relations	1					1	
Introduction to Individual & Family Development C	3				1	2	
Textiles and Apparel	1			1			
TOTALS	15		1	1	8	5	

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
October 1, 2010**

Teachers' FTE: 10.8

Department: **MATHEMATICS**

Classes: 54

Course	# of Classes	1-5	6-10	11-15	16-20	21-25	Over 25
Algebra 1 Academic	8					4	4
Algebra 1 Accelerated	3				2		1
Algebra 1A	2					2	
Algebra 2A	4				4		
Algebra 2B	5			1	3	1	
Algebra 2C	3				1	1	1
Algebra 3 & Intro to Trig	1				1		
Geometry Accelerated	1						1
Geometry A	6			3	2	1	
Geometry B	5				3	1	1
Geometry C	2				1	1	
Trigonometry & Analytic Geometry B	3				2	1	
Pre-Calculus C	2						2
AP Calculus AB	1			1			
Computer Programming 1B/1C	1			1			
English & Math SAT Skills	1		1				
AP Statistics	1					1	
Study Skills	5		3	1			
TOTAL	54/53*		4	7	19	13	10

***Study Skills- 1 class with no students as of Oct. 1st**

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
October 1, 2010**

Teachers' FTE: 2.0

Department: **MUSIC (Fine Arts)**

Classes: 10

Course	# of Classes	1-5	6-10	11-15	16-20	21-25	Over 25
Band & Band Accelerated C	1						1
Guitar 1, 3, & 4	1			1			
Guitar 1	2			2			
Piano 1	2			2			
Concert Choir	1						1
Pentangle Players	1			1			
Music Appreciation (Pilot)	1	1					
Fundamentals of Music (Pilot)	1		1				
TOTALS	10	1	1	6			2

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
October 1, 2010**

Teachers' FTE: 9.8

Department: **SCIENCE**

Classes: 49

Course	# of Classes	1-5	6-10	11-15	16-20	21-25	Over 25
Intergrated Physical Science Academic	8					3	5
Intergrated Physical Science Accelerated	3				2		1
Biology Accelerated	1						1
Biology A	5			1	3		1
Biology B	6			2	1	3	
Biology C	2					2	
AP Biology	2		2				
Chemistry A	2			2			
Chemistry B	4			1	3		
Chemistry C	2					2	
AP Chemistry	1			1			
AP Chemistry Lab	1			1			
Ecology	2				1		1
Human Anatomy & Physiology A	1				1		
Human Anatomy & Physiology B	3				2	1	
Human Anatomy & Physiology C	1				1		
Physics C	2			1	1		
Study Skills	3			1	1		1
TOTALS	49		2	10	16	11	10

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
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Teachers' FTE: 8.8

Department: **SOCIAL STUDIES**

Classes: 44

Course	# of Classes	1-5	6-10	11-15	16-20	21-25	Over 25
World History Academic	8					1	7
World History Accelerated	4			2	1		1
Civics A	4			2		1	1
World History 2B/Civics	5					3	2
World History 2C/Civics	3				1	1	1
United States History A	3			1		1	1
United States History B	4				1	2	1
United States History C	3			2			1
AP United States History	1				1		
Meriden: The Town In Which We Live	1						1
Senior Forum	2						2
Sociology	3					2	1
Study Skills	3					3	
TOTALS	44			7	4	14	19

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
October 1, 2010**

Teachers' FTE: 3.8

Department: **TECHNOLOGY EDUCATION (Practical Arts)**

Classes: 19

Course	# of Classes	1-5	6-10	11-15	16-20	21-25	Over 25
Adobe Photoshop	3					3	
Drafting 1	2			1	1		
Drafting 1 & 2	1				1		
Engineering Drafting/Drafting 3	1				1		
Home Maintenance & Consumer Education	2				2		
Materials Processing Technology 1	2		1		1		
Materials Processing Technology 2/3	1		1				
Power & Transportation Technology 1	4			2	2		
Power & Transportation Technology 2	1		1				
Power & Transportation Technology 2 & 3	1		1				
Video Production	1				1		
TOTALS	19		4	3	9	3	

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
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Teachers' FTE: .8

Department: **VOCATIONAL EDUCATION (Practical Arts)**

Classes: 4

Course	# of Classes	1-5	6-10	11-15	16-20	21-25	Over 25
Cooperative Work Experience	1					1	
Marketing 1	2				1		1
Marketing 2	1		1				
TOTALS	4		1		1	1	1

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
October 1, 2010**

Teachers' FTE: 5.0

Department: WORLD LANGUAGES

Classes: 25

Course	# of Classes	1-5	6-10	11-15	16-20	21-25	Over 25
French 1	1						1
French 2	1					1	
French 3	1				1		
French 4C	1	1					
Italian 1	2			1	1		
Italian 2	2			1	1		
Italian 3	1			1			
Italian 4C	1				1		
Latin 1	1				1		
Latin 2	1					1	
Latin 3/4C	1			1			
Spanish 1	3					1	2
Spanish 2	5			3	1		1
Spanish 3	2				2		
Spanish 4C	1		1				
Study Skills	1			1			
TOTALS	25	1	1	8	8	3	4

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
October 1, 2010**

DEPARTMENT: ART (Fine Arts)

TEACHER/FTE	A	B	C	D	E	F	G	TOTAL
Carr, A. 1.0	Art 1		Art 2	Design 1		Art 1	Crafts 1	5
	24		21	23		21	23	112
Cook, K. 1.0	Drawing 1	Art 1	Art 1	Drawing 1		Art 3&4C		5
	21	24	24	13		16		98
Muck, S. 1.0	Photography 1		Photography 1	Photography 2		Photography 1	Stage Art	5
	18		18	18		18	24	96
TOTAL								15
3.0	63	24	63	54	0	55	47	306

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
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DEPARTMENT: BUSINESS (Practical Arts)

TEACHER/FTE	A		B		C		D		E		F		G		TOTAL
	Keyboarding/Word Processing	22	Keyboarding/Word Processing	23	Record Keeping	18	Keyboarding/Word Processing	24	Computer Applications 1	23	Computer Applications 1	23	Keyboarding/Word Processing	24	
Handi, C. .8 DC.2															
Lehrmitt, K. 1.0	Keyboarding/Word Processing	22			Computer Applications 1	24			Computer Applications 1	23			General Business	25	5
Ullman, D. 1.0	Adv. Computer Applications 1	24	Adv. Computer Applications 1	23	Business Management	25	Computer Applications 1	24					Adv Computer Applications 1	18	5
Teacher X (Vumback) .2 .8							Personal Finance	19							1
															19
TOTAL		46		46		67		43		47		23		67	15
3.0															339

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
October 1, 2010**

DEPARTMENT: ENGLISH

TEACHER/FTE	A	B	C	D	E	F	G	TOTAL
Boada, L. .8 DC 2		English 12B	English 9 Academic	English 12B			Study Skills	4
		29	17	29			0	75
Foster, N. 1.0	English 9 Accelerated		Study Skills	English 9 Academic	English 9 Academic	English 9 Academic		5
	14		19	25	27	25		110
Grabiec, C. 1.0		Study Skills	English 9 Accelerated	English 9 Academic	English 9 Academic	English 9 Academic		5
		22	17	24	27	25		115
Hanson, M. 1.0		English 12A	English 12A	Study Skills		English 10B	English 10B	5
		22	15	12		19	23	91
Irwin, R. 1.0	English 12B	English 11A		AP English Lit & Comp		English 11A	English 12B	5
	26	26		28		25	18	123
Kosky, A. 1.0		English 12C	Study Skills	English 12C	English 10A		English 10A	5
		15	12	19	16		21	83
Martorelli, M. 1.0		English 10C	English 11A		English 10C	English 10B	English 10B	5
		27	27		21	17	20	112
Ragozzino, C. 1.0	English 12A	English 10B	English 10B	English 12A	Study Skills			5
	25	22	18	17	12			94
Roman, K./Price, B. 1.0	English 10C	English 11B		English 11B		English 11C	English 11C	5
	17	29		23		20	28	117

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
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DEPARTMENT: ENGLISH (continued)

TEACHER/FTE	A	B	C	D	E	F	G	TOTAL
Smith, S. 1.0	English 11B 23		English 11B 21	Study Skills 12	English 11C 27	Eng & Math SAT Skills 6		5
	English 9 Accelerated 24	English 9 Accelerated 28		English 9 Academic 28	Study Skills 25	English 9 Academic 28		89
Brower, A. .4 .6	English 10A 18			English 10A 20				5
								133
								2
								38
TOTAL	147	220	146	237	155	165	110	56
11.2								1180

**HIGH SCHOOL ENROLLMENT REPORT
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DEPARTMENT: HEALTH/PHYSICAL EDUCATION

TEACHER/FTE	A	B	C	D	E	F	G	TOTAL
Katz, R. .6 DC.2 AD.2	PE 9	PE 9	PE 9					3
	17	19	20					56
Bruenn, J. 1.0	Health 9	PE 9	PE 10	PE 10		PE 10		5
	19	21	26	23		21		110
Hanson, C. 1.0	PE 9		Health 9		PE 10	PE 10	PE 9	5
	18		20		19	19	31	107
Lopez, G. 1.0	PE 10	Health 9	PE 9	PE 10			PE 9	5
	29	22	18	22			31	122
Mroccka, M. 1.0	Health 9	Health 9	Health 9		PE 10		Health	5
	23	22	20		20		30	115
Wodatch, P. 1.0		PE 10		PE 10	PE 10	Adaptive PE	PE 10	5
		29		20	21	8	31	109
Total								28
5.6	106	113	104	65	60	48	123	619

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
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DEPARTMENT: MATHEMATICS

TEACHER/FTE	A	B	C	D	E	F	G	TOTAL
Holland, N. .8 DC .2		Algebra 2C		Algebra 2C	Algebra 2A		Study Skills	4
		27		24	20		0	71
Busa, D. 1.0			Geometry A	Geometry A	Computer Prog 1B & 1C	Eng & Math SAT Skills	Pre-Calculus C	5
			12	15	15	6	28	76
DiPace, M. 1.0		Trig & Analytic Geometry B	Trig & Analytic Geometry B		Algebra 2B	Algebra 2C	Algebra 2B	5
		17	16		19	20	24	96
Dunlop, C./Redican, T. 1.0		Geometry B	Algebra 2B	Geometry A	Geometry A	Geometry B		5
		22	11	15	17	18		83
Kolc, W. 1.0			Geometry B	Geometry C	Geometry C	Algebra 3 & Intro to Trig.	Geometry B	5
			17	19	22	18	19	95
Papallo, A. 1.0	Algebra 2A		Study Skills		Algebra 1A	Algebra 2A	Algebra 2A	5
	19		6		21	19	19	84
Petrucchi, L. 1.0	Algebra 1 Academic		Study Skills	Algebra 1 Accelerated	Algebra 1 Academic	Algebra 1 Academic		5
	25		11	16	26	24		102
Ragis, K. 1.0	AP Calculus AB		AP Statistics	Geometry B		Geometry A	Geometry A	5
	15		23	30		19	21	108
Thomas, R. 1.0	Geometry Accelerated	Algebra 1 Accelerated		Algebra 1 Academic	Study Skills	Algebra 1 Academic		5
	28	26		27	9	28		118

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
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DEPARTMENT: MATHEMATICS (continued)

TEACHER/FTE	A	B	C	D	E	F	G	TOTAL
Torres, R. 1.0		Study Skills 9	Algebra 1 Academic 22	Algebra 1 Accelerated 20	Algebra 1 Academic 26	Algebra 1 Academic 25		5
								102
Wodatch, T. 1.0	Algebra 1A 22	Algebra 2B 20	Pre-Calculus C 28	Algebra 2B 16	Trig & Analytic Geometry B 22			5
								108
TOTAL	109	121	146	182	197	177	111	54
10.8								1043

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
October 1, 2010**

DEPARTMENT: MUSIC (Fine Arts)

TEACHER/FTE	A	B	C	D	E	F	G	TOTAL
Faticoni, M. 1.0	Piano 1 11	Guitar 1 13	Piano 1 11		Pentangle Players 14		Concert Choir 37	5
Guilmette, Lucian 1.0			Music Appreciation 3	Fundamentals of Music 6	Band/Band Accelerated C 50	Guitar 1 11	Guitar 1,3,&4 15	5
TOTAL 2.0	11	13	14	6	64	11	52	10 171

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
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DEPARTMENT: SCIENCE

TEACHER/FTE	A	B	C	D	E	F	G	TOTAL
Gilmore, D. .8 DC.2		AP Biology	AP Biology		Physics C		Physics C	4
		6	6		18		14	44
Caloutas, D. 1.0	Intergrated Phys Sci Academic		Study Skills	Intergrated Phys Sci Academic	Intergrated Phys Sci Academic	Intergrated Phys Sci Accelerated		5
	27		17	24	26	17		111
Emple, G. 1.0	Biology A	Biology B			Biology B	Biology C	Biology B	5
	14	19			13	22	22	90
Gajceki, I. 1.0	Chemistry C	Chemistry B			Chemistry A	AP Chemistry	AP Chemistry Lab	5
	25	20			14	12	12	83
Jones, T. 1.0			Biology B	Biology A	Biology B	Biology B	Biology A	5
			15	26	22	21	17	101
LeClair, G. 1.0	Ecology	Biology A	Biology C			Biology A	Ecology	5
	26	17	25			20	20	108
Mares, C. 1.0	Chemistry A			Chemistry B	Chemistry B	Chemistry B	Chemistry C	5
	15			16	18	15	24	88
Pomposi, J. 1.0	Intergrated Phys Sci Academic	Intergrated Phys Sci Academic		Intergrated Phys Sci Accelerated	Study Skills	Biology Accelerated		5
	28	26		28	13	26		121

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
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DEPARTMENT: SCIENCE (continued)

TEACHER/FTE	A		B		C		D		E		F		G		TOTAL	
			Study Skills		Intergrated Phys Sci Academic	Human Anatomy & Phys B	Intergrated Phys Sci Academic	Intergrated Phys Sci Academic	Intergrated Phys Sci Academic	Intergrated Phys Sci Accelerated	Human Anatomy & Phys C	Human Anatomy & Phys B				
Siebert, J. 1.0			27		25		26		18							5
Sweigard, T. 1.0	Human Anatomy & Phys B		Human Anatomy & Phys A		Human Anatomy & Phys B				Human Anatomy & Phys C		Human Anatomy & Phys B					5
	19		19		23				20		17					98
TOTAL																
9.8	154		134		111		150		171		126					965

HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
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DEPARTMENT: SOCIAL STUDIES

TEACHER/FTE	A	B	C	D	E	F	G	TOTAL
Crosson, Jeffrey .8 DC 2	World History 2B/Civics		US History A		US History A		US History A	4
	26		15		23		26	90
Corsetti, Daniel 1.0	World History Academic		Study Skills	World History Academic	World History Accelerated	World History Academic		5
	27		21	26	15	26		115
Flynn, J. 1.0	World History 2B/Civics		World History 2B/Civics		Senior Forum	Meriden: Town In Which We Live	Senior Forum	5
	25		23		30	28	26	132
Kenyon, G. 1.0	AP US History		US History C	US History B	US History B	US History B		5
	20		15	25	23	20		103
McGettrick, J. 1.0		Study Skills	World History Academic	World History Academic	World History Accelerated	World History Academic		5
		25	29	24	15	26		119
Petit, Paul 1.0		World History 2B/Civics	World History 2B/Civics	World History 2C/Civics		World History 2C/Civics	World History 2C/Civics	5
		30	22	21		20	29	122
Richard, K. 1.0	World History Academic	World History Academic		World History Accelerated	Study Skills	World History Accelerated		5
	28	28		26	23	19		124

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
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DEPARTMENT: TECHNOLOGY EDUCATION (Practical Arts)

TEACHER/FTE	A	B	C	D	E	F	G	TOTAL
Barger, G. 1.0	EngDrafting/ Drafting 3	Power & Transp Tech 1	Drafting 1&2			Drafting 1	Drafting 1	5
	16	16	16			15	16	79
Kalmick, W. 1.0	Materials Proc Tech 2&3	Materials Proc Tech 1	Materials Proc Tech 1			Home Maint & Consumer Ed	Home Maint & Consumer Ed	5
	9	17	7			16	18	67
Lorenze, M. .8 .2		Adobe Photoshop	District Printing	Video Production		Adobe Photoshop	Adobe Photoshop	4
		24	0	19		24	23	90
Sarrazin, P. 1.0	Power & Transp Tech 2		Power & Transp Tech 2/3	Power & Transp Tech 1	Power & Transp Tech 1		Power & Transp Tech 1	5
	9		9	13	14		16	61
Total								19
3.8	34	57	32	32	14	55	73	297

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
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DEPARTMENT: VOCATIONAL EDUCATION (Practical Arts)

TEACHER/FTE	A	B	C	D	E	F	G	TOTAL
Teacher X (Vumback) .8	Marketing 2 7	Marketing 1 27	Marketing 1 19		Cooperative Work Experience 23			4
								76
TOTAL .8	7	27	19		23			4
								76

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
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DEPARTMENT: WORLD LANGUAGES

TEACHER/FTE	A	B	C	D	E	F	G	TOTAL
Vazquez, K. .8 DC .2	Italian 2	Italian 2	Spanish 3				Spanish 1	4
	14	17	17				25	73
Brower, A. .6 .4		Latin 3/4C				Latin 2	Latin 1	3
		11				22	19	52
Cassidy, H. 1.0	Spanish 2	Study Skills	Spanish 2	Spanish 3			Spanish 1	5
	15	11	30	19			29	104
Doyle, K. 1.0	Spanish 2	Spanish 4C		Spanish 2		Spanish 2	Spanish 1	5
	13	9		20		15	30	87
Hudson, S. .6 @ Platt	French 2	French 4C	French 3					3
	23	5	18					46
Vernali, P. 1.0	Italian 1	Italian 4C	Italian 1	Italian 3			French 1	5
	13	18	20	11			30	92
TOTAL								
5.0	78	71	85	50		37	133	25
								454

**HIGH SCHOOL ENROLLMENT REPORT
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DEPARTMENT: SPECIAL EDUCATION

TEACHER/FTE	A	B	C	D	E	F	G	TOTAL
O'Brien, K. .8 DC .2	Learn Strategies 8	Learn Strategies 11		Learn Strategies 7			Learn Strategies 7	4
								33
Beale, Robert 1.0		Civics A Inc		Learn Strategies 8	US History A Inc	Learn Strategies 8	US History A Inc	5
								16
Foran, E. 1.0	Basic Algebra/Geometry 9	Study Skills 10			Learn Strategies 8	Geometry Inc	Geometry Inc	5
								27
Marshall, S. 1.0	English 12A Inc	Basic English 8	Basic English 11		Study Skills Inc	English 11A Inc		5
								19
McCarty, B. 1.0	Learn Strategies 8		English 11A Inc	English 10A Inc	Learn Strategies 10		Learn Strategies 9	5
								27
Moore, M. 1.0	Basic Algebra/Geometry 13	Learn Strategies 10	Learn Strategies 6	Basic Math 5	Algebra 2A Inc			5
								34
Rocco, T. 1.0		Study Skills 10	World History (M,W,F) Algebra (T & R) Inc	English 9 Academic Inc	Science Inc	Algebra Inc		5
								10

**HIGH SCHOOL ENROLLMENT REPORT
PLATT HIGH SCHOOL
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DEPARTMENT: SPECIAL EDUCATION

TEACHER/FTE	A		B		C		D		E		F		G	TOTAL
	Algebra	Inc	Independent Living		Study Skills		W History	Inc	Integrated Science	Inc	English 9 Academic	Inc		
Rosa, N. 1.0					10									5
Ullman, K. 1.0	Academics		Independent Living				Comm. Part.		Vocational Prep					5
	2		3		4		4		2					15
Wetherell, A. 1.0	Life Skills		Academics		Independent Living		Comm. Part.		Vocational Prep					5
	7		8		10		7		7					39
Total														49
9.8	47		60		41		31		27		8		16	230

ORVILLE H. PLATT HIGH SCHOOL
 220 Coe Avenue
 Telephone: 203 235-7962
 Cafeteria Telephone: 203 235-7963

Name	Grade or Subject	Address
Mik, Donna	Principal	495 Buckland Dr. Cheshire
Levenduski, David	Assistant Principal	182 Debbie Dr.
Mierzejewski, David	Assistant Principal	83 Hidden Pines Cir.
Axon, Susan	Reading	285 Dexter Ave.
Barger, Gervais	Industrial Technology	193 Tomlinson Ave. Plainville
Beale, Robert	SPED	232 Brownstone Rdg.
Blum, Jean	Visually Impaired	16 Kenwood Rd.
Boada, Lawrence	English	786 Murdock Ave.
Brower, Angela	Latin	73 Adelaide St. Danielson
Bruenn, Jason	Physical Education	96 Barberry Ln.
Busa, Donna	Mathematics	144 Newton St.
Caloutas, Dean	Science	P.O. Box 46 Cheshire
Carr, Anny	Art	71 North Whittlesey Ave. Wallingford
Cassidy, Heather	Spanish	780 Paddock Ave.
Cook, Kevin	Art	896 Boston Post Rd. Westbrook
Cop, Melissa	Home Economics	55 Washington Dr. Southington
Corsetti, Daniel	Social Studies	75 Cottage St. East Berlin
Crosson, Jeffrey	Social Studies	435 Cornwall Ave. Cheshire
Daugherty, Kathleen	Guidance Counselor	237 Natchaug Dr. Higganum
DiPace, Maureen	Mathematics	86 Bishop Ave. Southington
Dokurno, Neil	Library/Media	42 Clearview Dr. Wallingford
Doyle, Kathleen	Spanish	196 East Rd. Broad Brook
Dunlop, Clinton	Mathematics	12 Spindle Hill Rd. #8H Wolcott
Dwyer, R.Michelle	School Psychologist	8 Bolduc Ct. Wolcott

ORVILLE H. PLATT HIGH SCHOOL *Continued*

Name	Grade or Subject	Address
Emple, Gerald	Biology	37 Litchfield Rd. Watertown
Faticoni, Mark	Music	30 Michael St. Norwalk
Flynn, James	World Civilization	84 Curtis St.
Foran, Elaine	SPED	135 Clifford St. Hamden
Foster, Nicole	English	168 Trolley Crossing Ln. Middletown
Fudge, Dana	Guidance Counselor	185 Pine St., Apt. 409 Manchester
Gajecki, Iwona	Chemistry	113 Allentown Rd. Wolcott
Gilmore, David	Science	782 South St. Coventry
Grabiec, Clarissa	English	50 Corrigan Ave., 1
Grady, Edward	Guidance Counselor	60 Woodruff Cir. Berlin
Guilmette, Lucian	Music	17 Dolores Rd. Portland
Handi, Cheryl	Business	743 G West Main St. Cheshire
Hanson, Christopher	Physical Education	251 Dana Ln.
Hanson, Marcie	English	72 North Cherry St., 1st fl Wallingford
Holland, Nichole	Mathematics	14 Woodberry Ct. Wolcott
Hudson, Susan	French	16 Pine View Ct. Terryville
Irwin, Robert	English	34 Mather St. Hamden
Jones, Theresa	Biology	151 Stillwell Dr. Plainville
Kalmick, Wayne	Industrial Technology	74 Schooner Ln.
Katz, Richard	Physical Education	625 Quinnipiac Ct. Cheshire
Kenyon, Geoffrey	U.S. History/Economics	75 Redwood Dr., Unit 504 East Haven
Kohan, Deborah	Transition Coordinator	230 Patton Dr. Cheshire
Kolc, Wojciech	Mathematics	156 Smith St. Apt 1 New Britain

ORVILLE H. PLATT HIGH SCHOOL *Continued*

<u>Name</u>	<u>Grade or Subject</u>	<u>Address</u>
Kosky, Amanda	English	50 Quarry Ln., #49
LeClair, Gerrilyn	Science	151 Smith Hill Rd. Winchester
Lehrmitt, Kathryn	Business	106 Sunbright Dr. So.
Lombardo, Keith	Guidance Counselor	240 Sunset Ave.
Lopez, Gilbert	Physical Education	68 O'Brien Dr.
Lorenze, Mark	Industrial Technology	68 Webster Ave. Franklin NH
Mandeville, Felecia	Business	6 Nicholas Ct. Bristol
Maresh, Cody	Chemistry	380 Hitchcock Rd. #273 Waterbury
Marshall, Susan	SPED	83 Atwater St. Milford
Martin, Lisa	TESOL	51 Beecher Rd. Woodbridge
Martorelli, Mary	English	10 Pheasant Run Southington
McCarty, Bryan	SPED	524 Brownstone Rdg.
McGetrick, James	World History/Civics	123 Curtiss St. Southington
Mendelsohn, Karen	Social Worker	1633 Deerfield Ct. Cheshire
Moore, Martin	SPED	175 Eaton Ave.
Mrocza, Margaret	Physical Education	60 Woodruff Cir. Berlin
Mucik, Sherry	Art	90 Laurel Grove Dr. Higganum
Niles, Jacquelyn	Family & Consumer Science	597 Kelsey St. Middletown
O'Brien, Kenneth	SPED	838 Long Hill Rd. Middletown
Papallo, Anne	Mathematics	18 Steuben St.
Petit, Paul	World History/Civics	245 E Woodland St. #17
Petrucci, Louis	Mathematics	61 Round Hill Rd. Southington
Pomposi, Jillian	Biology/General Science	133 Brookwood Dr. Southington
Ragis, Kurt	Mathematics	170 Atkins St.
Ragozzino, Catherine	English	175 Bee St.
Redican, Timothy	Mathematics	250 Allen Ave.

ORVILLE H. PLATT HIGH SCHOOL *Continued*

<u>Name</u>	<u>Grade or Subject</u>	<u>Address</u>
Richard, Kaitlin	History/Social Studies	15 Worden Cir. Cheshire
Rocco, Theresa	SPED	186 Woodruff St. Southington
Roman, Kelly	English	84 Curtis St.
Rosa, Nadine	SPED	126 Cardinal Dr.
Sarrazin, Paul	Industrial Technology	89 Hartland Ter. Kensington
Shanklin, Thelma	School/Community Ed.	126 Sylvan Ave.
Siebert, James	Science	322 Allen Ave.
Smith, Stephen	English	186 College St. Middletown
Sullivan, Terrence	U.S. History/Civics	244 Gracey Ave.
Sweigard, Timothy	Science	17 Hampshire Rd.
Thomas, Richard	Mathematics	392 State St. North Haven
Thornton, Mark	Social Studies	51 Spring Glen Dr.
Torres, Ramon	Mathematics	108 Green St. New Britain
Ullman, David	Business	161 Alexander Dr.
Ullman, Kristi	SPED	161 Alexander Dr.
Van Fleet, Cynthia	Home Economics	14 Michael Ter. Wolcott
Vazquez, Kimberly	Italian	755 East Johnson Ave. Cheshire
Vernali, Paul	French	122 Great Pond Rd. Glastonbury
Vitcavage, Susanne	Guidance Director	13 Greenwood Dr. Southington
Warner, Ethan	English	50B Mount Vernon Rd. Vernon
Wetherell, Alissa	SPED	23 Kreyssig Rd. Broadbrook
Wodatch, Patricia	Physical Education	75 Elmwood Dr.
Wodatch, Thomas	Mathematics	5 Fairlawn Dr. Wallingford
Davison, Sarah	Career Pathways Coord.	39 Brault Hill Rd.
Showerda, Kathleen	Secretary	51 Lori Ln.
Barnard, Susan	Library Clerk	144 Hourigan Ave.
Calkins, Nancy	Guidance Secretary	29 Briarwood Dr.
Camp, Lynn	Clerk	140 Preston Dr.
Civali, Barbara	Clerk	105 Evergreen Ln.

ORVILLE H. PLATT HIGH SCHOOL *Continued*

<u>Name</u>	<u>Grade or Subject</u>	<u>Address</u>
Crispino, Nancy	Clerk	13 Knob Hill Rd.
Forcier, Kimberly	Account Clerk	178 Natchaug Dr.
Gonzalez, Carmen	Clerk	116 Linsley Ave.
Samsel, Barbara	Guidance Clerk	383 Glen Hills Rd.
Kearney, Patricia	Cafeteria Manager	315 Chamberlain Hwy.
Betts, Janice	Cafeteria	1435 Old No. Colony Rd.
Grimes, Darcy	Cafeteria	40 Williams Ave.
Olson, Karen	Cafeteria	144 Wayne Ln.
Watson, Arica	Cafeteria	521 Blackstone Vlg.
Beardsley, John	Head Custodian	39 Knob Hill Rd.
Bruce, Michael	Custodian	192 Williams St.
Daggett, Karl	Custodian	147 Jeffrey Ln.
Humphrey, Diane	Custodian	192 Williams St.
Kiernan, Scott	Custodian	99 Midfield Dr., Apt. 15 Waterbury
Lohman, Cynthia	Custodian	465 Kensington Ave.
Masocco, William	Custodian	225 Carriage Dr. Ea.
McDougal, George	Custodian	9 Hayes St.
Sanchez Jr., Jose	Custodian	17 Breckenridge Ave.
Combs, Kathy	Paraprofessional	P.O. Box 453 Wallingford
Diaz, Deborah	Paraprofessional	5 Greenway Pl.
Dutra, Joy	Paraprofessional	14 Charles St.
Lasek, Roberta	Paraprofessional	387 Spring St.
Murphy, Denise	Paraprofessional	38 Brookdale Rd.
Ocone, Mary	Paraprofessional	133 Stevenson Rd.
Ogurick, Joan	Paraprofessional	34 Spruce St.
Parete, Miltina	Paraprofessional	18 Harness Dr.
Tenerow, Carol	Paraprofessional	124 Godek Hill Rd.
Wrinn, Edna	Paraprofessional	440 Crown St.