

Meriden Board of Education Curriculum Committee

High School Curriculum/ Planning Sub Committee



Final Report



**Submitted by Robert E. Kosienski, Jr.
Member, Meriden Board of Education**

**On behalf of the administration, faculty and staff of
F.T. Maloney High School & O. H. Platt High School**

Meriden Board of Education
Curriculum Committee
High School Curriculum Planning Sub Committee

CAREER AND TECHNICAL EDUC. Curriculum

Committee Members:	Melissa Cop, PHS	Jessica Showerda, MHS
Mary Savago, MHS	Mark Lorenze, PHS	Cynthia Van Fleet, PHS
Cheryl Handi, PHS	Paul Sarrazin, PHS	Rick Sorenson, MHS
Dianne Vumback, PHS	Wayne Kalmick, PHS	Tom Gordon, MHS
Annjanette Bennar, PHS		
Course	Equipment Needed	Facility Needs
Energy, Power, and Trans Tech	Macpherson strut compressor	2000 square feet lab w/18-foot ceilings
Power & Mechanical Tech	Computerized scan/diagnostic equip	Bay door(s)
Automotive Technology	Computerized wheel balancer	Automobile lift(s)
Automotive Internship	Parts washer w/vented hood	Air filtration equipment
	Computer(s)/work station(s)	Air compressor w/plumbing for same
	Welding equipment/stations	Vented flammables cabinet
	Oxy-acetylene torches	Secure storage area
	Brake lathe	Ceiling-mounted electrical drop-cords
Web Page & Internet Basics	Digital Still Camera	2000 Square Feet
Computer Media & Design I	HD Video Camera HDD video camera's	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 board	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 Maint and Consumer Ed	Miter Saw	
	Hand Tools Cabinet	

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Annjanette Bennar, PHS		

Course	Equipment Needed	Facility Needs
Word Processing	computers	wireless computer labs (4)
College Skills	smart boards	classrooms (4)
Personal Finance	software site licenses	
Computer Applic.	NOVA stations	
Business Law	projectors, screens	
Business Management		
General Business		
Acctg. I and II		
International Business		
Career Exploration		
Honors Acctg.		
Marketing 1	computers	computer lab
Marketing 2		school store/classroom
Marketing 3		should be adjacent
		area for credit union at
		both high schools
Medical Careers1	hospital beds	classroom large enough
Medical Careers 2	Gerimanikins	to encompass seating
Medical Careers 3	blood pressure cuffs,	for 20 students and two
	equipment as needed-	hospital beds; side tables,
	as used in nursing homes	etc.
	or hospitals by CNAs	
	hospital-style night tables	
CWE	computers	computer lab/adjacent
		classroom

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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	projector, screen	classroom setting
I and II	desks, chairs which	
Parenting	allow for variable seating	
Introduction to Indiv. and Family Development (UConn ECE)		
Textiles and Apparel	Sewing machines	laboratory setting
Advanced Textiles	cutting tables	large enough to accomm.
and Apparel	pressing and ironing	all equipment and
Interior Design	tables	classroom seating
	smart board	bathroom/changing area
	projector, screen	
	computers	

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Music Curriculum		
Committee Members:	Brian Cyr	David Pelletier
Lucian Guilmette		
Course	Equipment Needed	Facility Needs
Band	Full Band Instrument Comp.	8 Practice Rooms
BandC	Full Orchestra Inst. Comp.	Band Room
Orchestra	Marching Band Insts.	Chorus Room
Jazz Ensemble	Computer Lab	Band Office
Choral Ensembles	Recording Equipment	Chorus Office
Auxillary Groups	Auditorium Sound/Lighting	Storage Facilites
Music Theory	B Box Theatre Sound/Ltg.	Technology Lab/Studio
Music Theory AP	Risers/Staging	Black Box Theatre
Music History	Practice Modules	Auditorium (1000+ seats)
Music Technology		Music Classroom
Applied Music	more specifics avail. upon req.	Set Design Shop
Drama and Theater		
Set Design		more specifics avail. upon req.
Jazz Improv		
Piano		
Guitar		
more specifics avail. upon req.		

Meriden Public Schools
High School Art Curriculum Committee
Plan for a Comprehensive High School

Committee Members:

Maloney High School: Jessica Sperry, Alex Logoyke, Mary Zagorski
Platt High School: Sherry Mucik,

“Every student needs and deserves a high-quality education in ...visual arts...The arts are an integral component to the comprehensive curriculum provided to all Connecticut students at every grade. They play an essential role in the daily lives of citizens and are essential to the expression of human experience. An understanding and appreciation of the arts as well as the ability to participate in the arts, are essential attributes of an educated person.”

-State Board of Education (2006)

Introduction:

In creating the initial draft of our report, our committee met to discuss what a Visual Arts education could look like in a “Comprehensive 21st Century High School” in Meriden. Committee members brainstormed, shared experiences both in Meriden and other towns, and researched Art programs, philosophies and curricula in Connecticut towns both with populations similar to Meriden and not. The focus in our research and discussions was on improving our program and creating a facility better equipped to meet the needs of our students. Upon discussing research findings and our experiences in our current facilities, with our current curriculum and schedule we compiled the following outline:

Facility Needs:

The facility needs we are requesting for our content area are basic and essential. Currently at both schools we are working with outdated classrooms with plumbing, electrical and ventilation deficiencies. In working to meet the needs of all of our students, considerations must be made in the physical plan of the art department to be handicap accessible in all ways. The technology available to our students at this time is minimal. The need for technology updates in equipment, software and materials will be essential for improved student achievement in our Comprehensive 21st Century High School art program.

Budgeting:

Our current method of ordering and budgeting sometimes makes for overstock on certain materials and a deficit in others. Ordering for the next school year is completed before scheduling of classes, leaving teachers unsure of what classes they will be teaching and with no knowledge of student enrollment. Though our Art Supply Bid list has come to contain most of the materials we need each year, there is always a need for “specialty” items that do not appear on this list. The monies for these items are allocated each year and the annual amount in this fund is unreliable.

Art teachers would benefit from “open accounts” with our suppliers for example Dick Blick, Home Depot and Freestyle Photography, so that some supplies could be ordered in an as-needed manner rather than in bulk the previous school year.

Courses:

- Keep Art I or an introduction to art course with similar curriculum
- Make Art I or an introduction to art course a prerequisite for other art courses
- Modify sequential art program to include more specialized semester courses for example, Drawing, Design, Painting, Topics in Contemporary Art, for upper level art students.
- We recommend to maintain an Art 3+4 type course, for students who are compiling portfolios for college admission, however create a more varied selection of courses between Art I and the upper level art courses

Philosophy:

The arts enable students to explore and refine their innate creative and intellectual abilities. Visual arts, music and theater provide opportunities for expression of emotion and ideas, and develop student's sensitivity to the expression of others.

The arts provide a balance among verbal, analytical and intuitive experiences, while promoting an awareness and appreciation for cultural and historical diversity. The act of making art fosters creative thinking, problem solving, self discipline, self awareness, self esteem and interpersonal skills. The arts broaden the range of possible career opportunities. Preparation in the arts enables student to understand and participate fully in them and to make informed aesthetic choices throughout their lives.

In our highly technical and rapidly changing society, the arts remain a constant link with the past, help in understanding the present and establish a path to the future.

Borrowed from the Hamden High School Website

The Role of a Comprehensive Art Program:

Implement and support the arts curriculum that is based on national and state standards that will enable students to understand and appreciate all arts expressions throughout their lives

Sustain continuous professional development for teachers of all art disciplines

Support professional artist visits, residencies and performances in Meriden Public Schools

Broaden school administrators and classroom teachers understanding of the compelling and growing research on the role the arts play in improving academic achievement and the contributions of the arts to school reform.

Borrowed from New Haven Public Schools
<http://www.nhps.net/arts>

Meriden Board of Education
Curriculum Committee
High School Curriculum Planning Sub Committee
Visual Arts Curriculum Committee

Committee Members:	Jessica Sperry ,Committee Chair	Mary Zagorski, MHS
Alex Logoyke, MHS	Sherry Mucik, PHS	
Course	Equipment Needed	Facility Needs
All Art Courses	Arts computer lab w/ 24 + computers	Specialized Classrooms: i.e. clay room, drawing room, photography lab
	scanners for lab	Lighting: additional track lighting, no flourescents in art rooms
	photo printers for lab	Separate/Adequate storage for supplies -clostets for tools, flat storage for paper/boards, to keep wet and dry materials separate
	color inkjet printer for lab	Windows: that open for ventilation and natural light
		Display areas, each classroom
	smart boards each classroom	Adequate storage for student work, 2-dimensional and 3-dimensional
	student computer stations each classroom to keep teacher computer separate	Art rooms located close to exit to ensure students hav easy access for outside projects, spraying fixatives
	Current edition of Adobe Photoshop or other graphic design/photo program	Art office in each classroom or one departmental office large enough to accommodate department -desks, telephone, computer(s)
	Cable/Televisions fixed each classroom	Adequate floorspace for adaptive furniture/wheelchairs
	high speed copy machine for department	Adaptive sinks and equipment
	color Xerox for department	Ventilation:for classrooms, kiln area, darkroom
	LED projectors/screens each classroom	Outdoor kiln with shelter
		Functioning/updated plumbing
	Emergency eyewash stations each classroom -wheelchair accessible	

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Visual Arts Curriculum Committee		
Committee Members:	Jessica Sperry ,Committee Chair	Mary Zagorski, MHS
Alex Logoyke, MHS	Sherry Mucik, PHS	
Course	Equipment Needed	Facility Needs
		At least 2 sinks in each classroom, wheelchair accessible
		Separate Student/Faculty lavatory close to department
		Handicap accessible lavatory located near department
		Telephones in each classroom
		School building equipped with adequate display areas for artwork -main hallway, office
		At least one showcase in hallway for each art classroom
Photography		Proper Ventilation
		Adequate workspace for students in wheelchairs
		Sink area in darkroom away for equipment
		Revolving door/handicap accessible
		Photography rooms located close to exit for outdoor projects: pinhole photography, lighting assignments
Crafts/Art	New kiln(s)	Access to kiln/ceramics room
		Storage for clay and clay projects -separate from classroom to cut down on dust in classroom
		Safe area for power tools -drill press, scroll saw, away from student traffic areas
Drawing		"Clean" drawing rooms separate from Crafts rooms

Meriden Board of Education
Curriculum Committee
High School Curriculum Planning Sub Committee

<i>Health and Physical Education</i>		
Committee Members:	Frank Auletta	Patricia Wodatch
Cari Capodiece	Richard Katz	
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 gymnasium
Basketball	Baskets Permanent/portable	Ceiling height/seating/scoring tables
Bicycling	Bikes - Tool Kits	Storage
	Mountain and Road Bikes	
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	Exercise and Cardio Room,
	Eliptical Machines	Maintainence program, and storage
Fitness: Stationary Bikes	Bikes/DVD/TV	for ALL fitness programs
	Computer program-virtual biking	
Fitness: Pilates	Mats/Exercise Balls	
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	Update Machines!!	New Weight Room Facility
Fitness: Yoga	Mats/Exercise Balls	
	Free standing pull-up bars, rings, Kettle bells, medicine balls	
Fitness: Crossfit		
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/Orient.)	Compasses/flags/markers	Indoor/Outdoor
	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

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<i>Health and Physical Education</i>		
Committee Members:	Frank Auletta	Cari Capodiece
Richard Katz	Patricia Wodatch	
Course	Equipment Needed	Facility Needs
Track and Field Events	Hurdles	Indoor/Outdoor w/storage
Volleyball	Nets/Standards	Indoor/Outdoor w/storage
AQUATICS		Safety/Rescue Equipment/Storage/Ventilation
Beginner Swim Progression		
Swimmer Progression		
Community Water Safety		
Snorkeling/SCUBA	Masks, fins, snorkel, tanks, weights, bouyancy 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	
HEALTH	Posters/Charts	Classroom - should be situated near the PE area/gym/pool and locker rooms (our teachers are always moving)
	DVD/TV	Storage Areas
	Visual Aids	
	Smart Board	
	2 sets classroom health books	
	2 Projectors	
	2 Sound systems	

OVERALL FACILITIES/EQUIPMENT

Indoor/outdoor storage, gymnasium w/ flooring options, climbing walls/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

**All supplies needed for each individual activity (example: paddles, pickleballs, and nets for pickleball unit)

**Facilities/equipment need to be investigated thoroughly prior to construction -a great curriculum requires a great facility

Curriculum Committee Report

Special Education Vision for a 21st Century School

Respectfully Submitted by: Amy Aresco (Spokesperson), Janine Malave, Martin Moore, and Alisha Weinstein
Submitted to Committee at Large 1/29/2009

What follows is a “wish list” of sorts developed by the Special Education Departments at both Meriden High Schools. Our committee’s decision with regard to report submission was to look at the “new” building as a whole and what changes/additions would best service students with Individual Education Plans (IEP). The main objective for all team members is service delivery related to specific IEP goals and objectives.

Designated Spaces:

The first items are specific spaces that a 21st Century Special Education program would need in order to provide an adequate program for all students receiving special education services. These areas should be centrally located within the building to provide equal access to all students and staff within the Special Education Department.

1. Each school should have an Adaptive Technology Lab/Computer Lab location with a minimum of 15 computers in each. This will be the computer lab available for students in Special Education throughout the school day. The labs would have Curriculum based software available. For example, programs to assist students in development of their writing skills (outlines, story web, etc.), sound-proof cubicles with computers and E-reader so students can listen to lectures and have books/media read to them. Ongoing training and tech support would be required for all staff so that the lab was used to its maximum. This room would house things like touch screens, large monitors, switches, and software that could be disseminated within the building to accommodate all student needs. The lab could also house a “Wii” to be used as a student incentive.
2. A “break” room for students. This space is often referred to as time out, however, when used appropriately the space would offer students a way to get themselves together emotionally before continuing on with their day. Usage of this room would be part of students Behavioral Intervention Plan (BIP).
3. An Independent Living Center. This space would be set-up like an apartment equipped with a fully accessible kitchen, living room, laundry area, and technology room for vocational purposes (shredder, copier, etc..) Similar to the Transitional Learning Center (TLC) already in existence at Maloney High School, this space would provide older students with a simulated space to carry out Activities of Daily Living (ADL’s) like food preparation, laundry, vocational skills, and leisure activities. The space would have to be large enough to be wheelchair accessible and accommodate all types of learners. This space could be housed either on campus or off.
4. A community space within the building where agencies and companies from our community could contract with students for piecemeal jobs like assembly, mailings, and copying. This space would need street access for community members.
5. A student run, open all day café with tables and chairs where students could take lunch orders for staff. A similar suggestion was a fast food chain branch within the school where students could learn the skills necessary to be employed at one of these restaurants.
6. Special Education Office with individual office space, individual telephones, and individual extensions. Off this space should be a meeting room available for testing and conferencing with students. Additionally, a designated conference room also off of this space that may be utilized just for PPT’s to be held.
7. A media area for all students where IPOD and cellphone use would be permitted on a restricted/scheduled basis.
8. Handicapped accessible bathroom with a shower, heat, and bars for wheelchair students separate from changing area used for multiply handicapped students.

Classroom Requirements:

The following items should be a part of every classroom space in the building. These items are not only necessary for the Special Education Students, but also important to the 21st Century education of all students.

9. Televisions/DVD with cable.
10. The new schools should be wireless with all appropriate accessories and an LAN hotspot.
11. An increase in the copy machines available. Each classroom should be equipped with a copier/printer for the computer.
12. Smartboards
13. Independent temperature controls within each classroom that would control both heat and air conditioning (central building air would be required)
14. A sink in every classroom.
15. Study Carols available in all classrooms/departments and a minimum of 10 in Learning Strategies classrooms.
16. Web Cams – SKYPE with other schools

Building/Structural:

A 21st Century building should meet all IDEA requirements as well as include the following structural accommodations for the variety of learners in our school communities.

17. All doorways up to code to accommodate handicapped individuals (ie: wide enough for wheelchairs and adaptive equipment).
18. Two Elevators that are wide enough to accommodate a wheelchair and an assistant.
19. More ramps in the hallways for handicapped students.
20. Changing area separate from locker rooms in pool area for handicapped students

Vehicles:

An exemplary program would also include two vehicles designated for specific use by Special Education staff. All staff using the vehicles will need proper training/licensing and insurance to transport students.

21. The schools should each be given a van with staff trained to drive students into community locations. The van should have a garage on school grounds.
22. Relevant to the current field conditions at both High Schools, a Golf Cart for field access for all students (Wheelchair accessible) Currently at Maloney, the track is a long walk around the building.

Course Offerings:

The current electives offered at Maloney and Platt High Schools do not provide students with enough vocational opportunities that can assist them with entry-level employment.

23. The vocational opportunities within the school's course offerings should be increased to provide students with more non-academic post-graduate opportunities (ie hairdressing, cosmetology, automotive) Proper equipment for these vocations, as well as lifeskills, should be purchased (ie sewing machines, motors, hairdressing stations)

Miscellaneous Supplies:

Budget and Supplies are frequently an issue in public schools. A 21st Century school would always have the necessary supplies to provide the education that Meriden students need to compete in the 21st century.

24. Ample office and academic supplies for curriculum modification and service delivery. This would include High Interest, Low Vocabulary reading materials.
25. Lap top computers for each Special Education Teacher.
26. Adaptive PE Equipment

Meriden Board of Education
Curriculum Committee
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<i>Special Education Curriculum</i>		
Committee Members:	Amy Aresco (chair)	Janine Malave
Alisha Weinstein	Martin Moore	
Course	Equipment Needed	Facility Needs
	min. of 15 computers	Adaptive Tech Lab
	Assistive Tech Programs	
	Sound-proof cubicles	
	Touch Screens	
	Large Monitors	
	Switches	
Students with BIPs		Break Room
	accessible kitchen	Independent Living Center
	living room	
	laundry area	
	Tech room(shredder, copier, etc..)	
	Exterior building access	Community Space
	tables, chairs	Student run Café
	individual teacher space	Special Education Office
	individual telephones	
	Conference room	
	shower area	Handicapped bathroom
	changing area	and locker room in pool area
	toilet area	
All Sped classes	tv/dvd	All Sped rooms
	wireless access	
	copy machine	
	air conditioning	
	sink	
	study carols	
	web cams	
building at large	doorways up to code, two elevators, ramps, van	

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World Languages Curriculum		
Committee Members:	Roger McQuiggan	
Course	Equipment Needed	Facility Needs
all	wireless language laboraory 30 unit min	
	with two teacher stations for team teaching	
all	no combined classes at any level	
AP level classes in all languages that have an AP Exam		
Language classes should be started in elementary schools		
All language classes should be semester classes		
Add a World Language requirement for graduation		
Conversational classes in French, Spanish, Italian		
Transitional courses for native speakers who need remedial work in		
reading and writing target language		

**Meriden Board of Education
High School Curriculum Review/Planning Committee**

**Science Subcommittee
Cover Memorandum**

FROM: High School Science Representatives
Sr. Frances Zajac, Maloney
Ms. Jennifer Cancelliere, Maloney
Mr. James Siebert, Platt
Dr. David Gilmore, Platt

DATE: Mar. 12, 2009

The attached template contains the information developed as an outcome of our recent discussions.

In addition, it is our desire to strongly reiterate the following needs for the future of science education in Meriden. These needs do not necessarily fall under the aegis of new high school buildings.

- Increased course offerings, ½ credit and full-credit, in order to realize a comprehensive high school science program.
- Additional science teachers to achieve equity between Platt and Maloney and to teach the courses above.
- Extended time for laboratory experimentation.

Meriden Board of Education
Curriculum Committee
High School Curriculum Planning Sub Committee

Science Curriculum

Committee Members:	Jennifer Cancelliere	Sister Frances Zajac
Dave Gilmore	Jim Siebert	
Course	Equipment Needed	Facility Needs
Science (overall)	up-to-code safety equip.	expanded lab facilities
	smartboards	expanded science storage
	classroom computers	up-to-code safety furnishings
	topic-specific software	extended laboratory time
		rooms for additional teachers
		proper ventilation
		climate control
		"Clab" rooms*
		wireless internet
		rooftop telescope
Biology	tropical aquaria	greenhouse
	temperate aquaria	
	technologically current lab app.	
	dissection tools	
	remote sensor & probes	
	microscopes, student	
	microscopes, digital	
	biology software	
Chemistry	electronic balances	gas line
	analytical balances	air line
	remote sensors (pH,	vacuum line
	colormeter, voltage, etc.)	proper chemical storage
	lab oven	fume hoods
	magnetic/hot plates	
	chemistry software	
Physics	analytical physics apparatus	
	analytical balances	
	updated physics software	
	remote sensors	
*Clab rooms are combination classrooms and labs		

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Social Studies Curriculum		
Committee Members:	Jeff Crosson (PHS)	Lauren Mancini-Averitt (MHS)
James Flynn (PHS)	Amy Bishop (MHS)	
Courses	Equipment Needed	Facility Needs
World History	Wireless computer connections	Social Studies Computer labs X3
Civics	Co-operative student file/network	Adjustable heat in classrooms
US History	Portable flash drives	TV studio
Senior Electives	White boards	Lecture/debate rooms
Geography	SMART boards	Increased number of faculty bathrooms
Senior Forum	TV's with cable access	Up-to-date work out facilities
Meriden History	LCD projectors	Projector screen in the auditorium
AP Offerings	AVER Keys	Increase parking capacity
	Laptops	
	VISION	
	Geography/mapping software licenses	
	Up-to-date maps/historically accurate	
	Power School	
	Elmos	
	Student email accounts	

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English Curriculum

Overview

In addition to the attached equipment and facility needs, the English departments at both Platt and Maloney High Schools have come up areas that they feel also should be addressed. These speak directly to specific classes that are offered and how instruction is delivered in English courses. We feel that these enhancements to the delivery of services at both high schools will allow teachers to become more effective and students more successful. They are as follows:

- A linear curriculum with scope and sequence
- 11th and 12th grade semester English electives
- One English class per year until senior year (As of now, students who have failed an English course are allowed to take two English courses the following year.)
- AP Language & Composition course in 11th grade
- A Reading Lab to be used instead of study halls
- A full-time reading specialist for both schools
- ELL/ESL teacher for both schools
- Weighted grades in level classes
- Combining A and AA levels, using our inclusion staff to support differentiated instruction
- Collaborative time for English teachers ---ideally, across the disciplines
- Block or modified block scheduling

Meriden Board of Education
Curriculum Committee
High School Curriculum Planning Sub Committee

English Curriculum		
Committee Members:	Barbara Kendzior	Frank Critelli
Rob Irwin	Lisa Giancola	Larry Boada
Tom Tremblay	Marisa Esposito	
Course	Equipment Needed	Facility Needs
all English courses	Modular desks/tables for flexible grouping	reading lab with specialist
	Wi-Fi capability	bookroom with clerk
	new anthologies with support software	more computer labs
	supplemental literature	A TV studio for students
	workbooks/vocabulary books for students to write in	library/media center dedicated to to doing research
	grammar/usage software that allows students to work independently	full-time ELL/ESL room with teacher
	cable television access in each classroom	
	DVD/Blu-Ray system in each classroom	
	“smartboard” in each classroom	
	study carrels in library and classroom	

January 29, 2009

Dear Board Members,

Please accept the following suggestions from the Mathematics sub-committee of the High School Curriculum Review/Planning Committee. Since most courses in our department have similar needs, we have instead broken our suggestions into the following categories: Classroom Technology, Shared Technology, Building-Wide Concerns, Course Offerings, and Scheduling.

In the area of classroom technology, the recent purchase of classroom sets of graphing calculators was a great gain. We suggest the continued replacement of outdated technology, continued training for teachers, and *safe, secure* storage that keeps the technology easily accessible to teachers and learners.

In the area shared technology, we find the current number, quality and locations of copy machines and Scantron (bubble-sheet grading) machines to be inadequate. The schools must provide teachers with quick accessibility to reliable and fully-functioning machines.

In the area of building-wide concerns, we applaud recent efforts to become a “green” school and encourage the continued participation in these programs. We also recognize the success of the Ninth-Grade Team and support extending the model to include a Tenth-Grade Team. We suggest that classrooms that house “teams” be located together in the building and that non-team classrooms maintain their locations in “department wings.” We find this necessary to ensure frequent communication and collaboration among teachers. Communication among teachers would also be improved by common planning time. In addition, we feel strongly that if block scheduling is implemented, it must be a version that allows for full-year math courses. Studies have shown that “true block” schedules (in which students take eight courses a year, four during semester one and four during semester two) does not improve mathematics achievement because this model breaks the continuum of mathematics courses.

In the area of course offerings, our suggestions reflect those in [The Connecticut Plan: Academic and Personal Success for Every Middle and High School Student](#). Despite not knowing the specific content of the Model Curricula to which this document refers, many points are clear. We must increase the number of mathematics teachers and available classrooms in order to provide every high school student with four years of mathematics. We must offer more elective courses. Most importantly, we must keep in mind our responsibility to our students and all their specific strengths, challenges and needs as we move forward.

Thank you for the opportunity to share our suggestions.

Sincerely,

Howard Hewitt, Erin Lyons-Barton, Nichole Holland, & Donna Busa

Meriden Board of Education
Curriculum Committee
High School Curriculum Planning Sub-Committee

Mathematics Curriculum	
Committee Members: Howard Hewitt, Erin Lyons-Barton, Nichole Holland, Donna Busa	
<i>Category: Classroom Technology</i>	
Equipment Needed:	Facility Needs:
Sets of TI-83 Graphing Calculators	Teacher Training on Use of Graphing Calculators in the Curriculum
Supply of AAA Batteries for Calculators	Safe Secure Storage for All Existing and New Technology that Also Keeps the Items Accessible for Learning
Computer Software Related to the TI-83	Computer Lab (for Programming Courses and use by other Math classes)
Other Computer Software (Green Globbs, Alge-Blaster, Visual Basic, Java, Test Generators, etc.)	
Projector (for use with computer and graphing calculators)	
ELMO Teacher's Tool TT-02s Classroom Visual Presenter (or the like, replacing outdated overhead projectors that require transparencies)	
<i>Category: Shared Technology</i>	
Equipment Needed:	Facility Needs:
Efficient, Reliable, High-Quality Copy Machine	Common Area for Department to Store and Use Shared Technology
Reliable, High-Quality Scantron (bubble-sheet grading) Machine	Internet Access that is Not Accessible to Students Using Personal Electronic Devices

<i>Category: Building-Wide Concerns</i>	
Equipment Needed:	Facility Needs:
"Green" Cleaning Supplies	Continued and Expanded Use of "Teams" (School-Within-a-School) with Team Classrooms Located Together in the Building
Continued and Expanded Recycling Programs Including Classroom Recycle Bins	Except for Team Rooms, Classrooms Grouped by Department (i.e. – Math Wing)
	Avoid a "Traditional Block" Schedule (semester courses)
	Allow Common Planning/Data-Analysis Time for Each Department
<i>Category: Course Offerings</i>	
Courses Needed:	Facility Needs:
Implementation of State Model Curriculum in Algebra I and Geometry (as soon as they become available)	Increase Number of Mathematics Teachers and Mathematics Classrooms to Avoid Increase in Class Size
An Elective Course for Students Who are Not Yet Prepared to Study Algebra	
Investigate the Possibility of an Integrated Math Curriculum that Meets Algebra I and Geometry Requirements	
"Math Tutorial" or "Math Lab" Offered as a Credit Course to Replace Study Halls	
Increase Elective Offerings in Mathematics, Possibly Including Courses in "Trigonometry & Statistics" and "Problem-Solving & Applications"	

The Ideal High School Library

By Neil J. Dokurno
O. H. Platt Librarian

Based on a review of the professional literature on the development of model libraries, and in consultation with Michael Grove (Meriden Technology Administrator), Rose Cassello (Maloney Librarian), and Cindy Wood (Follett Library Services account representative), I would like to make the following recommendations regarding the ideal high school library.

The high school library represents the cultural center of the school, linking as it does all of the various curriculums with students, faculty, and parents.

Thus being at the crossroads of all school activity, the library deserves to have a central physical location within the school building. One model has it placed between the main office and the classrooms, so that students and teachers must in some way pass through it (or by it) at the beginning and ending of the school day, and throughout the day as well. It must have a bright, comfortable, cheerful, and welcoming atmosphere that promotes and encourages the pursuit of learning.

The Facility

The library should be within a very large room on the ground floor of the building. Within that space are found many different areas that will accommodate different kinds of activity. Such activities include:

- 1) computing, both individual and class,
- 2) quiet individual reading,
- 3) quiet group study,
- 4) silent individual study,
- 5) quiet music listening,
- 6) quiet socializing and snacking (in a special refreshments area).

These areas need to be situated in such a way that one activity does not impinge on another—the general atmosphere must fulfill the two main criteria of the successful library: it must be a serious place of study and it must be comfortable, relaxing, and providing a sense of security as well.

Specific library-function areas:

- 1) circulation desk,
- 2) reference area,
- 3) circulating book stacks,
- 4) large computer lab,
- 5) individual computer lab,
- 6) class meeting room, with projection system,
- 7) media viewing area, with cable TV for current events,
- 8) librarians' offices, one for each of the two librarians needed,
- 9) library clerk's office,
- 10) audio-visual storage and distribution room,
- 11) Teachers' professional reading room, with professional book collection,
- 12) Copy machine room,
- 13) Library work room
- 14) General building requirements.

Attributes of the Ideal Library

The remainder of this report will focus on the details of the activities and areas listed above.

For activities:

- 1) Computing. This is of course a huge part of the library facility and program, and it is constantly evolving, so much so that it is difficult to say just what the school will need several years from now. But it is certain that the library must remain a technology-rich environment, featuring state of the art equipment and capabilities.
 - a) The large computer lab would need thirty-five computers plus at least two color laser printers. This would accommodate the largest classes, some of which may have more than thirty students.
 - b) The smaller labs would feature groups of six computers, located in different parts of the library. Three or four such groups would be needed, to accommodate individual students who come to the library, on passes, throughout the day.
 - c) All computers would need to be upgraded regularly both for productivity software and security issues.
- 2) Quiet individual reading. Small tables with comfortably upholstered chairs would be set in a quiet area, three chairs maximum to a table.
- 3) Quiet group study. Rectangular tables with up to six chairs each will provide for small groups of students working on similar or the same projects.
- 4) Silent individual study areas would provide single comfortable chairs for students to read completely undisturbed.
- 5) The quiet music listening area is meant to accommodate music students in their class listening assignments, as well as for casual individual listening. Headphones required.
- 6) The snack/socializing area is a small area featuring diner-style booths, meant to give small groups of students a momentary respite from the rigors of the school day. Features vending machines and water cooler. Please see enclosed color photograph.

For library-function areas:

- 1) Circulation desk—must be centrally located in order that the entire library can be seen from it. Obstructing structures such as columns must not be present in the library. A book security system must be installed, with an alarm sounding when materials are inappropriately removed from library.
- 2) Reference area—must contain completely updated standard reference sources serving all teachers, all subjects, and all students.
- 3) Circulating book stacks. This ideal library is planned within a school with a 1300 student population. A standard collection development ratio for high school libraries is 25 books per student; therefore our shelving must accommodate 32, 500 books. The aisles between book shelves should be four feet apart. Shelves must be adjustable with uniform lighting.
- 4) The large computer lab was addressed above. Needed to be added is the ability for students to log into various programs from home, e.g. the school online catalog, online encyclopedias, online pamphlet files, and student grade accounts.
- 5) Individual computer labs were addressed above. Needed to be added is the necessity of dedicating approx. five computers to the online public access catalog (OPAC). These would be situated throughout the library, providing students with direct access to the book collection.
- 6) The library class room would accommodate thirty-plus students and would include an overhead projection system. Seating would be the college type of chair with desk built in.
- 7) Media view area includes a large screen TV with cable access, able to be viewed with headphones. Needed for current events.
- 8) Librarians' offices, one for each of the two required librarians, fitted with desks, bookshelves, computer, and phone.

- 9) Library clerk's office, for the full-time clerk. Also fitted with desk, bookshelves, computer, and phone.
- 10) Audio-visual storage and distribution room. Ample space will be needed, adjacent to the library, to house a large DVD and video collection used by the faculty. This can also be the server for all video and special announcement broadcasts to the entire school. Can also include video production equipment (editors, etc.)
- 11) Teachers' professional reading room, adjacent to the library, provides a quiet area for teachers to relax and study. Should be nicely upholstered and inviting. Provides coffee and water cooler.
- 12) Copy machine room. The copy center contains multiple state of the art copiers, fax machine, and scanners for automated grading.
- 13) Library work room. This provides ample space for book processing and repair, library decorating projects involving art works, laminating machine, storage cabinets, sink, and work tables.
- 14) General building requirements. This library is thus a multifunctional space, integrating many well-defined spaces into a total learning environment. All furniture should be purchased with the goal not only of aesthetics and purpose, but also that of portability—we want to be able to reconfigure the library in many different ways.
 - Lighting is essential, with innovative non-glare systems that are adjustable within their own areas.
 - The library must be air conditioned and well heated, but must also contain large windows that allow for natural light to enter. Windows that offer views of the school's surroundings are extremely important aesthetically.
 - Library walls should make it easy to display student work, whether in print or in an artistic mode. The library should be a great display area for all student achievements.
 - This library needs to be technology-rich, employing the fastest Internet capabilities and services, with a state of the art library catalog, and with databases accessible from any point in the school or at home.
 - Finally, librarians and school officials should work with the architects to design this special space with all of these needs in mind.

A Proposed Schedule

Platt High School
2009-2010

But We Still Must...

- Work within the current contract
- Not spend any money
- Maintain student contact time
- Provide necessary out-of-class supervision
- Not be too unwieldy or convoluted

Guidelines

- Each department has one period in which *none* of its members is teaching
- Each department has one period in which *all* of its members are teaching
- Study Halls severely restricted or eliminated
- General duties rotated among faculty without specialized duties

Reasons to Change

- Extended periods for science labs
- Common planning time
- Mentoring/Advisement time
- Raising Standards
- NEASC Compliance

Basic Format

- Six-day cycle, Seven periods total
- Drop/double one period each day
- Period 5 (lunch) never drops or doubles
- Clock/bell schedule essentially the same
- Common planning time provided
- Extended lab periods available
- Duty-free prep each day

Day 1	Day 2	Day 3*	Day 4	Day 5	Day 6*
1	3	1	2	4	3
2	4	2	3	1	4
3	1	3	4	2	1
3	1	4	4	2	2
5	5	5	5	5	5
6	7	6	6	7	7
7	6	6	7	6	7

*Mentoring/Advisement period between clock periods 2 and 3

Current Faculty

(Current Enrollment: 1135)

- English: 12
- Math: 11
- Science: 8
- Social Studies: 9
- World Languages: 6
- Practical Arts: 13
- Fine Arts: 5
- Physical Education: 6
- Special Education: 11
- Total: 81

Specialized Duties, pt. 1

- Department Chairs: 9 (Kendzior, Holland, Gilmore, Crosson, McQuiggan, Handi, T.Maloney, Katz, O'Brien)
- Ninth Grade Team: 5 (Boada, Torres, Siebert, McGetrick, Rocco)
- Athletics: 2 (Katz, Dunlop)
- Job Site Visits: 3 (Handi, Vumback, Van Fleet)

Specialized Duties, pt. 2

- CAPT: 1 (Holland)
- Printing: 1 (Lorenze)
- Detention: 1 (Sarrazin)
- ALC: 1 (Zientek)
- Grades and Scheduling: 1 (Lehrmitt)

General Duties, Daily

- Study Halls: 33
- In-School Suspension: 8*
- Office/Attendance Duty: 4
- Cafeteria/Lunch Duty: 11*
- Total Duty Periods Per Day: 55

*One person splits these duties one period, 18 people total.

Duty Pool

- Regular Education Faculty: 70
- Regular Ed. Specialized Duties: 18
- Therefore, Faculty Duty Pool: 52
- Daily Duty Periods, Minus Study Halls: 22

Advantages of This Format

- Maintains familiar clock/rotation/lunch schedule
- 6-day cycle avoids holiday interruptions
- Maintains periods 6-7 after lunch
- Double period in clock periods 3-4 avoids late opening interruptions
- Dropped periods neither precedent nor successive to doubled periods

Disadvantages

- Period 5 not doubled—how does this affect those classes?
- Ninth grade team only meets 2 times per six days as an entire team
- Period length changes from day to day
- Conflicts with rooms 18 and 59 (seven classes per day in those rooms)
- Café duties create an imbalance

Current Student Load*

- Period 1: 1009 Students, 51 Classrooms
- Range: 1-32, Mean: 19.78, Median: 20
- Period 2: 995 Students, 51 Classrooms
- Range: 11-31, Mean: 19.51, Median: 19
- Period 3: 988 Students, 52 Classrooms
- Range: 5-29, Mean: 19, Median: 20
- Period 4: 971 Students, 49 Classrooms
- Range: 1-29, Mean: 19.82, Median: 21

Current Student Load* Cont.

- Period 5: 933 Students, 44 Classrooms
- Range: 10-52, Mean: 21.2, Median: 20.5
- Period 6: 860 Students, 45 Classrooms
- Range: 8-32, Mean: 19.11, Median: 19
- Period 7: 862 Students, 46 Classrooms
- Range: 6-25, Mean: 18.74, Median: 19
- *Numbers reflect regular ed. classrooms; no study halls.

Students in Study Halls

- Period 1: 82 in three rooms
- Period 2: 90 in five rooms
- Period 3: 106 in four rooms
- Period 4: 123 in six rooms
- Period 5: 127 in four rooms
- Period 6: 175 in six rooms
- Period 7: 172 in five rooms

Current Loads w/o Study Hall

(All students in a currently offered class each period)

- Period 1 Mean: 21.82
- Period 2 Mean: 21.27
- Period 3 Mean: 21.01
- Period 4 Mean: 22.33
- Period 5 Mean: 24.10
- Period 6 Mean: 23.00
- Period 7 Mean: 22.48

Student Load Under This Format

- Current Enrollment: 1135
- Regular Education Faculty: 70
- Class Sections per day: 337
- Sections per period: Range from 41-52
- Students per section: Range from 22-28
- These mean numbers do not reflect special ed. classes or early dismissals

	Clock Period							
7:35 - 8:24	<u>1</u>	1	2	3	4	5	6	49 mins
8:28 - 9:51	<u>2</u>	2	3	4	5	6	1	83 mins
	<u>3</u>	2	3	4	5	6	1	
9:55-10:44	<u>4</u>	3	4	5	6	1	2	49 mins
10:48 - 12:07	<u>5</u>	X	X	X	X	X	X	79 mins
12:11 - 1:00	<u>6</u>	4	5	6	1	2	3	49 mins
1:04 - 1:53	<u>7</u>	5	6	1	2	3	4	49 mins
	Drop	6	1	2	3	4	5	

	Double Block		Lunch Block			
	Follow-up Block		Regular Block		Dropped Class	

Suggested Schedule – Version 1
 Submitted by Donna Busa, PHS

Monday	Tuesday	Wednesday	Thursday	Friday
1	4	3	2	1
2		4		2
3	1	1	3	3
4		2		4
5	5	5	5	5
6	7	6	6	6
7		7		7

Considerations:

- Period 5 remains static for lunch purposes.
- Periods 6 & 7 remain at the end of each school day for early dismissal purposes.
- Homeroom could be run as it is now, or an extra 9 minutes (our five-minute HR + a four-minute “passing”) could be added to one period per day, during which time announcements could be made and passes distributed.
- Snow Days: If school is canceled on Tuesday *or* Thursday, that day’s schedule would be run on the Friday of that week in place of Friday’s schedule; however, if school is canceled on *both* Tuesday *and* Thursday in a given week, neither “double period” day is run, thus evening out instructional time.
- Contractual Issues: Teacher schedules must contain a conference and a duty whose periods drop on opposite “double-period” days, and teachers need to cover other teachers’ duties for half of their conference periods.

Suggested Schedule – Version 2
Submitted by Donna Busa, PHS

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Class 7:35 to 8:15 Passing 8:15 to 8:19	1	2	3	4	5
Class 8:19 to 8:59 Passing 8:59 to 9:03	2	3	4	5	1
<i>Announcements 9:03 to 9:07</i> Class 9:07 to 9:47 Passing 9:47 to 9:51	3	4	5	1	2
Class 9:51 to 10:31	4	5	1	2	3
10:35 to 12:12 – see below Passing 12:12 – 12:17 (extra minute on passing to allow for lunch traffic & students on early dismissal)	5	1	2	3	4
Class 12:17 to 1:03 Passing 1:03 – 1:07	6	7	6	7	6
Class 1:07 – 1:53	7	6	7	6	7

Lunch Schedule:

Wave 1 – Lunch 10:31 to 11:01, Passing 11:01 to 11:05, Class 11:05 to 12:12

Wave 2 – Passing 10:31 to 10:35, Class 10:35 to 11:05, Lunch 11:05 to 11:35,
Passing 11:35 to 11:40, Class 11:40 to 12:12

Wave 3 – Passing 10:31 to 10:35, Class 10:35 to 11:42, Lunch 11:42 to 12:12

- Five of the seven periods have a 67-minute block one day per week.
- Periods 6 and 7 do not have extended periods, so “lab” courses should not be scheduled during these times.
- Since lunch waves are determined by classroom number, the wave on which a student eats would change from day to day.
- Periods 6 & 7 remain at the end of each school day.
- Homeroom is eliminated and the extra time distributed throughout the day, which increases instructional time by several minutes per week; the schedule includes time for announcements each day.
- Contractual Issues: Teachers with conference periods other than six or seven would need to be given an additional five minutes of preparation time to meet the contractual minimum of forty-five minutes.
Possible Resolution: Excuse teachers with morning conference periods from monitoring the halls for the four-minute passing periods both before and after their conference period.