

Woodbridge Board of Education  
Woodbridge Board of Education Regular  
Meeting  
Tuesday, January 22, 2013 7:00 PM

Woodbridge Board of Education May 22, 2012  
Regular Meeting 7:00 PM Library Media  
Center Beecher Road School

## **Agenda**

- I. **Preliminary Business**
  - A. Call to Order
  - B. Salute to the Flag
  - C. Correspondence
  - D. Public Comment
- II. **Consent Agenda**
  - A. Approval of Meeting Minutes
  - B. Monthly Summary Financial Report Ending December 31, 2012
  - C. Monthly Detail Financial Report Ending December 31, 2012
  - D. Combining Financial Statements through December 31, 2012
  - E. Cafeteria Report
- III. **Reports**
  - A. PTO Update
  - B. Superintendent's Report
    1. BRS Update
      - a. BRS Monthly Enrollment Report
    2. Arts Curriculum Presentation
  - C. Facilities Committee Report
  - D. BRS Building Committee
  - E. Policy Committee
  - F. Finance Committee
  - G. CABE Liaison Report
  - H. ACES Liaison Report
  - I. Action Item Review and Status
- IV. **New Business**
  - A. Act on Certified Staff Leave of Absence Request
- V. **Other**
  - A. Public Comment
  - B. Executive Session, in accordance with State Statute
- VI. **Adjournment**



December 19, 2012

Jeffrey Kaufman  
Chairman  
Town of Woodbridge Building Committee  
Woodbridge Town Hall  
10 Meetinghouse Lane  
Woodbridge, CT 06525

Re: Town of Woodbridge Beecher Road School  
Response to Board of Education Meeting Questions

Dear Jeff:

The following are the formal responses, contributed to by both AKF and ESG, to the questions raised at the meeting of the Board of Education, held Monday evening, December 17<sup>th</sup>, 2012:

1. Performance Contracting as a Method of Procurement/Quality of products

There may be a misconception that performance contractors make more profit on a project by cheapening the project and using inferior products. The structure of the performance contracting program being offered to the Town of Woodbridge is a Guaranteed Energy Savings Contract, meaning the Town will receive 100% of the generated savings from this program. In some structures clients enter into “shared” savings agreements. These structures typically have the contractor make the investment into the equipment provided and the financial arrangement is that the contractor is paid an agreed upon percentage for the savings, typically 50% or greater. In these types of agreements the contractor can be incentivized to lower the first cost of the project and maximize the savings because that’s how the contractor is paid.

Under the Guaranteed Energy Savings program proposed for your project, ESG will be providing equipment which meets or exceeds the specifications developed by AKF. The efficiencies of the equipment chosen will; 1) maximize the energy savings and 2) meet the requirements for the local utility company’s, UI, rebate program that mandates efficiencies levels.

Additionally, ESG has an energy guarantee obligation to the Township for a term of 10 years. With lower quality equipment these savings would decrease over time and cause the guarantee to be at risk. Remember there is an obligation to reconcile the accounts on an annual basis for the term of the guarantee. The guaranteed energy savings and annual maintenance savings over the term of the agreement means that there is a vested interest in using high-quality products that will perform well, with low maintenance, long term.



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Re: Town of Woodbridge Beecher Road School  
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2. Unit ventilators in A, B, C Wings/Inferior solution to prior design

The current design calls for the unit ventilators in the A, B and C wings of the original building to be replaced in kind with new unit ventilators. This scheme was chosen because the existing infrastructure in the corridor ceilings and the low height of the exposed overhead structure in the classrooms prevent the running of new ductwork in the building.

We understand the drawback with unit ventilators is that they are poorer performers in terms of acoustics and air distribution in the space. Addressing the acoustics issue, it should be noted that these unit ventilators do not contain compressors – the largest source of noise in them – they are chilled water/hot water units with the refrigerant compressors in the chiller outside the building on the roof. Also, to mitigate the other source of noise from the unit ventilators, the air noise, the unit ventilators will be oversized so they can operate on low speed where they are considerably quieter.

There is an option to provide rooftop units and outdoor ductwork to serve this area, however, the insulation and protective coating on outdoor ductwork gets damaged from the elements and birds over time and you end up with a dilapidated system after 7 or 8 years. This scheme also requires large penetrations of the roofing membrane at each classroom. And then there's the question of controls and where are the VAV boxes located – on the roof also? – not recommended.

There is an option to build an outdoor dog-house soffit that runs along the roof to enclose the ductwork and VAV box controls. However, this would require extensive construction work on the roof and add several hundred thousand dollars cost to the project.

3. Accessibility

The Connecticut State Building Code stipulates that when a project does not involve a change in occupancy use, only new or replaced building elements must comply with accessibility requirements and the existing noncompliant building elements may remain. The Americans with Disabilities Act (ADA) requires that a minimum of 10% of the proposed construction budget be devoted to accessibility improvements, such as the provision of an accessible route. However, since the building does have an accessible route, and since the basis of the technical provisions for the ADA Code contains provisions for ramps with steeper slopes than allowed by Section 1010.2 where necessitated by space limitations, we do not believe this applies to this project.



December 20, 2012

Re: Town of Woodbridge Beecher Road School  
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4. Two-Pipe System Changeover Control Issues

Utilizing the existing hot water piping for distributing chilled water for cooling in the summer, as proposed for this project, does pose some degree of inflexibility in terms of switching back and forth between heating and cooling. This can occur in the swing seasons when the temperature can drop into the 40's or 50's at night requiring warm-up of the building in the morning; and then rise into the 70's late morning or afternoon when the sun comes out, requiring some cooling.

However, the alternative of installing a complete new chilled water piping distribution system throughout this sprawling facility would add millions of dollars to the cost of the project. So our recommendation is to utilize the existing piping and have the building behave as it does now during these conditions – heating only. However, there will be improvement to the current operation with the ability of the new high-efficiency boilers to supply lower water temperatures based on moderate outdoor air temperatures which will lessen the residual heat in the building.

5. Duct lining/cleaning

Most of the ductwork in the building is being removed and replaced as part of the project, including virtually all of the ductwork serving the classrooms. The ductwork distribution systems serving the larger assembly spaces, including the auditorium, gymnasiums, cafeteria, library, tech center, and administrative areas, are to be kept in their entirety to the extent possible, with the exception of the ductwork in the immediate proximity of the units being replaced.

However, we will add cleaning of the existing to remain ductwork; and inspection of the duct lining and replacement where necessary, into the project. This applies to 5 indoor air handling units and 5 rooftop units.

6. Natural Gas Availability

There is no natural gas shortage in Connecticut. We believe this comment was a misunderstanding of an article that discussed a shortage of the utility companies providing gas supplies to all areas.

7. EPDM vs. PVC Reflective Roof

The point was raised that a PVC reflective roof was more in keeping with the sustainability and durability goals of the project. ESG will provide the PVC reflective roof for the project at the same cost.



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Re: Town of Woodbridge Beecher Road School  
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8. Vision/Daylight Glazing versus Insulated panels

The current design calls for the glazing in the upper panel in the curtain wall system to be replaced with an insulated spandrel panel. This will improve the performance of the thermal envelope as heating is the predominant energy consumption in the building and the insulated panel will provide an R11 construction where the new insulated glazing only has a thermal resistance rating of R4. The glazing would potentially provide the benefit of better daylighting, however, without glare control drawn shades would negate this anyway. The new lighting system will provide the required lumens in the classroom at reduced wattage.

9. LED Lighting

LED replacements for the four foot fluorescent lamps do achieve a 25-50% reduction in energy use but it comes at a 20-30% reduction in lighting output. The material costs for LED lamps and ballasts are twice the cost of fluorescent, with only a 50% increase in life expectancy runtime and three times the lighting depreciation at its life expectancy.

The current scope of work calls for the existing fixtures to be maintained, and merely replace the existing 32W T-8 lamps and ballasts with new 28W T-8 lamps and ballasts. Providing LED replacement for the existing four-foot fluorescent lamps would involve a complete replacement and redesign of the lighting system in the classroom to get the correct lumens in the space.

10. Project Justification as Investment

The question was raised if the project was justified from a pure investment perspective? The project consists of, and should be viewed, as having two components: a base pure investment project paid for in its entirety by the energy savings; and a capital improvement project to replace building systems at the end of their useful life.

ESG submitted a separate proposal for each project scope: a \$2.5 million base project with all scope items being paid for from the energy savings and no Town monetary contribution required; and this \$12.7 million full scope project which requires contribution from the Town to cover replacement of the failing building systems including mechanical systems, curtain wall and roofing. It was the recommendation of the Building Committee to move forward with the full scope project.



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Re: Town of Woodbridge Beecher Road School  
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11. AKF Working for ESG

The question was raised if AKF works as the design engineer during the implementation phase of the project will the Town's interests still be protected.

AKF has a history of providing engineering services for school districts in the State of Connecticut including large new building and major renovation projects for Fairfield and Stamford Schools; and on-call engineering services for Danbury and Greenwich School Districts. AKF has worked on this project since November 2011, working with the Building Committee in evaluating building systems, energy performance, and energy service contractors; we are the ones most familiar with the project and project goals. As we stated above, it is in everyone's vested interest for the project to be successful in terms of high quality and high performance. Integrity is one of the three core values of our firm's corporate philosophy, the Town's best interests will always be represented in any work we do on the project.

The above represents our understanding of the issues raised at the meeting. Please contact us if you have any questions or concerns relating to any of these issues.

Very truly yours,

AKF

A handwritten signature in black ink that reads "John B. Rice". The signature is stylized and written in a cursive-like font.

John B. Rice, P.E.

JBR/tg

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**MINUTES OF THE REGULAR WOODBRIDGE BOARD OF EDUCATION MEETING**

Monday, December 17, 2012

BRS Library Media Center

**CALL TO ORDER:** Ms. Hamilton, Chair called the meeting to order at 6:31 PM.

**BOARD MEMBERS PRESENT:** Ms. Margaret Hamilton, Chair; Mr. David Barkin (6:35 PM), Mr. David Bernard, Dr. Clotilde Dudley-Smith (6:36 PM), Dr. Steven Fleischman, Vice Chair; Mr. Matthew Gilbride, Secretary; Mr. Carl Linskog, Ms. Sheila McCreven, and Dr. YanYun Wu.

**STAFF:** Dr. Guy Stella, Superintendent.

**MOTION #1 – EXECUTIVE SESSION**

Move that we enter Executive Session (6:35 PM)

Dr. Fleischman

Second by Mr. Linskog

**UNANIMOUS**

The Board entered Executive Session to discuss the early retirement incentives for union employees during the 2012/13 school year.

**MOTION #2 RETURN TO PUBLIC SESSION**

Move that we return to Public Session (6:56 PM).

Dr. Fleischman

Second by Mr. Linskog

**UNANIMOUS**

Ms. Hamilton, Chair called the Public Session back to order at 7:01 PM.

**BOARD MEMBERS PRESENT:** Ms. Margaret Hamilton, Chair; Mr. David Barkin, Mr. David Bernard, Dr. Clotilde Dudley-Smith, Dr. Steven Fleischman, Vice Chair; Mr. Matthew Gilbride, Secretary; Mr. Carl Linskog, Ms. Sheila McCreven and Dr. YanYun Wu.

**STAFF:** Dr. Guy Stella, Superintendent; Al Pullo, Director of Business Services/Operations; Gina Prisco, Principal; Sheila Haverkamp, Special Services Director; Nancy White, Assistant Principal and Marsha DeGennaro, Clerk of the Board.

**MEMBERS OF THE PUBLIC:** Laurence Grotheer, BOS Liaison; Teresa Nakouzi, WEA; Greg Kula, Facilities Manager, and Jason Phannenbecker, Pua Ford, community.

A moment of silence was observed in honor of the Newtown community. Ms. Hamilton and Dr. Fleischman expressed sincere appreciation to the staff and administration for how the horrific events were handled. Children were unaware what had transpired and felt safe. It was noted that while safeguards and policies are in place, they will be evaluated in light of recent events, and, if necessary, modifications will be made. Superintendent Stella informed the Board that Officer Lynch will now be at BRS on a full-time basis and thanked the Police Department for their continued cooperation and collaboration.

**CORRESPONDENCE** – None

**PUBLIC COMMENT** – None

## **CONSENT AGENDA**

### **MOTION #3 – CONSENT AGENDA**

Move that we approve the consent agenda as presented.

Mr. Gilbride

Second by Dr. Fleischman

**UNANIMOUS**

## **REPORTS**

*PTO Report* – No Report.

### **Superintendent's Report**

- *Superintendent's Update* – Superintendent Stella presented the 2013/14 budget request. The overall budget represents an increase of 0.73% over the present year. The increase is primarily associated with projected changes in Special Education costs for 2013/14. The budget also includes a reduction of one (1) Teacher Assistant.

### **MOTION #4 – 2013/14 BUDGET**

Move that we approve the 2013/14 budget as presented by administration.

Dr. Fleischman

Second by Mr. Lindskog

**UNANIMOUS**

*Facilities Committee* – Mr. Barkin indicated this committee has changed its schedule and will meet every other month.

*Town Building Committee Report* – Ms. Hamilton noted they would defer the Town Building Committee report until members of the Town Building Committee were present.

*Policy Committee* – No Report.

*Finance Committee* – Dr. Fleischman noted that the December 10 meeting focused on the 2013/14 budget, review of the monthly financials and the early retirement incentives for each of the unions.

### **MOTION# 5 – EARLY RETIREMENT INCENTIVES**

Move that we authorize the Superintendent to offer the early retirement incentives as presented to the memberships of the WEA, CSEA and CILU.

Dr. Fleischman

Second by Mr. Lindskog

**UNANIMOUS\***

*\*It is noted for the record that Mr. Barkin was not in attendance during this vote.*

*CABE Liaison* – Ms. McCreven highlighted the legislative advocacy agenda, which may be revised in light of the recent tragedy in Newtown and the January Board Retreat.

*ACES Liaison* – No Report

Ms. Hamilton called a brief five-minute recess (7:39 PM) to allow the Building Committee members to set-up for their presentation. Called back to order (7:44 PM).

*Town Building Committee Report* – Jeff Kaufman, Chair of the BRS Town Building Committee, outlined the process the committee followed in adherence to the November 9, 2011 charge by the Board of Selectmen for phasing the BRS infrastructure upgrade. He introduced members from AKF and ESG: AFK - John Rice, Mike Dooley, Ryan Malin; ESG - Dan Tischbein, Mahesh Bala, Dan Khuu and Paul Gande.

AFK presented an overview of the mechanical, electrical, plumbing, lightening and technology requirements. It is anticipated that they will be able to reuse the existing infrastructure as much as possible and conditions will greatly improve with automated controls. The project, as approved by the vote of the BRS Town Building Committee on December 7<sup>th</sup>, 2012, includes:

- Replacing the existing heating system with a heating and chilling system utilizing natural gas.
- Tightening and sealing of the building envelope.
- Minimal duct work replacement and retrofitting current duct work.
- Roof top units for A, B and C Wings while the Kindergarten Wing will use fan coils.
- Use of Wall-unit ventilators in A, B & C Wings.
- Roof replacement will include modification to a tapered roof.
- Window wall replacement and casework in A, B & C Wings.
- Lighting and graphic controls.
- Condensing boilers will be decreased from 180° to 120-150°.

Questions were raised regarding:

- Energy modeling vs. actual consumption comparisons and energy system controls.
- Energy code analysis and compliance with current standards.
- ADA compliance.
- Abatement.
- Schematics, specifications, criteria development, quality of materials and overall project responsibility.

AFK noted that upon conclusion of the energy analysis, it was determined that Energy Performance Contracting would be the best option for fulfillment of the Charge given to the Committee by the Board of Selectmen.

ESG outlined various components that will be utilized to attain energy proficiencies, the process by which energy savings will be garnered and a synopsis on third party financing. ESG is certified by the State. Their standards adhere to international performance measurement protocols which were adopted by the federal government for administration of guarantees. This approach allows for a guaranteed savings with a “turn-key” solution on energy performance and consumption reduction. Financing may be achieved through a lease-purchase agreement or bonding.

#### **MOTION #6 – BRS BUILDING PROJECT**

Move that we endorse the BRS Town Building Committee recommendation.

Dr. Fleischman

Second by Mr. Gilbride

There was general consensus that a building project is required. Discussion ensued for what the Board was actually approving in terms of scope and financing. The building project scope presented this evening is quite different that the previous project endorsed by the Board of Education. The Board’s obligation is to decide if the current project fulfills the educational mission of the district for the future. The quality, delivery and/or procurement process remains out of the purview of the Board of Education. Ultimately, it is the town’s decision and responsibility to determine financing of the project.

Dr. Fleischman suggested a friendly amendment to include “scope” in the motion as the current project is significantly different in than the one previously endorsed by the Board.

#### **MOTION #6A – BRS BUILDING PROJECT**

Move that we endorse the scope of the BRS Town Building Committee recommendation.

Dr. Fleischman

Second by Mr. Bernard

IN FAVOR: Ms. Hamilton, Messrs. Bernard, Gilbride, Lindskog; Drs. Fleischman, Dudley-Smith, Wu and Ms. McCreven

OPPOSED: Mr. Barkin

***MOTION PASSES 8-1***

**PUBLIC COMMENT** – None

**MOTION TO ADJOURN:** (9:41 PM)  
Dr. Fleischman  
Second by Ms. Hamilton  
**UNANIMOUS**

**WOODBIDGE BOARD OF EDUCATION  
MONTHLY SUMMARY FINANCIAL REPORT  
For 6 Months Ended December 31, 2012**

OBJ #	DESCRIPTION	Adopted Annual Budget w/Transfers	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Year To Date \$ Variance (Over)Under	
100	TOTAL SALARIES	7,539,882	784,013	586,872	197,140	3,181,907	3,147,351	34,556	1.
200	TOTAL BENEFITS	2,695,236	223,292	181,843	41,449	1,239,065	1,151,265	87,799	2.
300	TOTAL PROFESSIONAL SERVICES	356,083	11,738	16,824	(5,085)	171,406	170,237	1,169	3.
400	TOTAL PROPERTY SERVICES	620,944	69,941	43,378	26,564	191,366	166,466	24,900	4.
500	TOTAL OTHER PURCHASED SERVICES	1,191,974	117,130	116,175	955	549,053	545,439	3,614	5.
600	TOTAL SUPPLIES & MATERIALS	303,413	24,687	18,186	6,502	130,068	129,652	416	
700	TOTAL PROPERTY	33,000	3,294	-	3,294	3,969	4,633	(664)	
800	TOTAL DUES AND FEES	77,466	4,267	4,691	(424)	55,149	21,476	33,673	6.
	<b>TOTAL ADOPTED BUDGET</b>	<b>12,817,998</b>	<b>1,238,363</b>	<b>967,968</b>	<b>270,395</b>	<b>5,521,984</b>	<b>5,336,519</b>	<b>185,465</b>	

**COMMENTS**

1. Custodial Overtime Timing \$5,200; Other Pay Related timing: \$7,756; Savings from certified staff changes \$21,600.
2. Health Insurance Savings \$63,000; Premium cost sharing timing \$11,379; MERF Timing \$13,420.
3. Substitutes expense (\$7,017); Legal Fees timing \$8,186.
4. Utilities-Electric savings \$2,700; Heating Oil savings \$15,000; Repair & Mntnce timing \$7,200.
5. Workers Compensation (\$8,736); Interns \$4,103; Other Purch Svcs timing \$5,417; Internet timing \$2,830
6. Other Dues & Fees timing \$33,673.

**SPECIAL EDUCATION BREAKOUT**

OBJ #	DESCRIPTION	Adopted Annual Budget	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Year To Date Variance (Over)Under
390	OT/PT SERVICES	37,500	3,750	(8,217)	11,967	15,000	0	15,000
3901	CONSULTANTS	14,000	1,400	(25)	1,425	5,600	2,175	3,425
510	TRANSPORTATION	136,400	13,640	62,952	(49,312)	54,560	62,952	(8,392)
560	TUITION	220,000	22,000	34,024	(12,024)	88,000	66,893	21,107
	<b>TOTALS</b>	<b>407,900</b>	<b>40,790</b>	<b>88,734</b>	<b>(47,944)</b>	<b>163,160</b>	<b>132,020</b>	<b>31,140</b>

**WOODBRIIDGE BOARD OF EDUCATION  
MONTHLY DETAIL FINANCIAL REPORT**

**For 6 Months Ended: December 31, 2012**

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	616,929	-	336,521	286,094	101%	(5,686)	-	(5,686)
120	Teachers - Regular	4,518,986	-	1,798,283	2,663,345	99%	57,359	17,000	40,359
120	Teachers - Special Education	777,420	-	302,784	466,043	99%	8,593	-	8,593
1201	Psychologist	166,595	-	64,998	101,597	100%	-	-	-
1203	Counselor	40,841	-	15,771	25,070	100%	-	-	-
	<b>Sub-Total Certified Salaries</b>	<b>6,120,771</b>	<b>-</b>	<b>2,518,357</b>	<b>3,542,149</b>	<b>99%</b>	<b>60,266</b>	<b>17,000</b>	<b>43,266</b>
1303	Custodians	360,365	-	164,763	135,112	83%	60,490	60,490	-
140	Nurses	129,572	-	47,121	69,353	90%	13,099	13,099	-
150	Secretaries, Clerical	305,965	-	163,520	139,417	99%	3,027	3,027	-
160	Paraprofessionals	367,365	-	148,634	219,331	100%	(600)	-	(600)
1601	Special Education Paraprofess.	227,927	-	97,209	130,718	100%	-	-	-
190	Salaries, Miscellaneous	27,917	-	7,748	10,148	64%	10,021	10,021	-
	<b>Sub-Total Non-Certified Salaries</b>	<b>1,419,111</b>	<b>-</b>	<b>628,994</b>	<b>704,080</b>	<b>94%</b>	<b>86,037</b>	<b>86,637</b>	<b>(600)</b>
	<b>TOTAL SALARIES</b>	<b>7,539,882</b>	<b>-</b>	<b>3,147,351</b>	<b>4,246,229</b>	<b>98%</b>	<b>146,302</b>	<b>103,637</b>	<b>42,665</b>
1906	Retirement - Sick Pay-Out	-	-	-	-	#####	-	-	-
220	FICA	232,956	-	74,114	-	32%	158,842	158,842	-
230	Merf	145,740	-	88,548	-	61%	57,192	57,192	-
270	Medical Insurance	2,266,380	-	977,120	1,092,450	91%	196,810	71,000	125,810
280	Life Insurance	34,960	-	9,723	-	28%	25,237	25,237	-
2902	Other Employee Benefits	15,200	-	1,760	3,280	33%	10,160	10,160	-
	<b>TOTAL BENEFITS</b>	<b>2,695,236</b>	<b>-</b>	<b>1,151,265</b>	<b>1,095,730</b>	<b>83%</b>	<b>448,241</b>	<b>322,431</b>	<b>125,810</b>

**WOODBRIAGE BOARD OF EDUCATION  
MONTHLY DETAIL FINANCIAL REPORT**

For 6 Months Ended: December 31, 2012

Object Code	Descriptions		Budget Transfers		Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
320	Professional Development	66,800	-		15,410	36,084	77%	15,306	15,306	-
330	Legal Fees	40,000			5,488	19,513	63%	15,000	15,000	-
340	Software Support	13,078			3,378	-	26%	9,700	9,700	-
350	Substitutes	28,000	-		17,035	28,561	163%	(17,596)	-	(17,596)
390/01	OT/PT/Consultant Services	51,500			2,175	48,614	99%	711	711	-
3902	Financial Audit	15,291			1,770	-	12%	13,521	13,521	-
390	Other Prof/Tech. Services	141,414	-		124,982	13,674	98%	2,759	2,759	-
	<b>TOTAL PROFESSIONAL SERVICES</b>	<b>356,083</b>	<b>-</b>		<b>170,237</b>	<b>146,445</b>	<b>89%</b>	<b>39,401</b>	<b>56,996</b>	<b>(17,596)</b>
410/01	Utilities - Electric and Water	253,660			65,451	183,416	98%	4,793	1,086	3,707
420	Heating Oil	179,118			-	-	0%	179,118	133,000	46,118
430	Repairs and Maintenance	37,452	-		14,131	4,411	50%	18,910	18,910	-
450	Leases and Rentals	50,654			18,273	32,381	100%	-	-	-
4501	Building Improvements	21,100	-		15,700	39,224	260%	(33,823)	-	(33,823)
490	Other Purchased Services	24,801	-		12,175	9,694	88%	2,931	2,931	-
4901	Service Contracts	54,159	-		40,736	12,222	98%	1,200	1,200	-
	<b>TOTAL PROPERTY SERVICES</b>	<b>620,944</b>	<b>-</b>		<b>166,466</b>	<b>281,349</b>	<b>72%</b>	<b>173,130</b>	<b>157,128</b>	<b>16,002</b>
510	Pupil Transportation-Regular	458,997			189,531	269,466	100%	-	-	-
510	Pupil Transportation-Spec. Educ.	136,400			62,953	72,296	99%	1,152	1,152	-
520	Insurance-General Liability	87,000			64,339	22,661	100%	-	-	-
5201	Worker's Compensation	93,184	-		107,790	783	117%	(15,389)	-	(15,389)
530	Telephone Services	16,670			5,711	10,959	100%	-	-	-
535	Internet	9,436	-		30	3,575	38%	5,831	5,831	-
537	Postage	5,400			411	3,175	66%	1,814	1,814	-
540	Advertising	2,800	-		185	-	7%	2,616	2,616	-
550	Interns	127,710	-		38,467	77,533	91%	11,710	-	11,710
560	Tuition	239,102			74,526	164,576	100%	-	-	-
590	Other Purchased Services	15,275	-		1,496	584	14%	13,195	13,195	-
	<b>TOTAL OTHER PURCH SERVICES</b>	<b>1,191,974</b>	<b>-</b>		<b>545,439</b>	<b>625,607</b>	<b>98%</b>	<b>20,928</b>	<b>24,606</b>	<b>(3,679)</b>

**WOODBRIAGE BOARD OF EDUCATION  
MONTHLY DETAIL FINANCIAL REPORT**

For 6 Months Ended: December 31, 2012

Object Code	Descriptions		Budget Transfers		Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
610	Instructional Supplies	142,950	-		68,969	22,011	64%	51,969	51,969	-
620	Computer Software	55,671	-		22,660	165	41%	32,846	32,846	-
625	Supplies Nurses	1,800	-		467	296	42%	1,037	1,037	-
630	Supplies Custodial	45,792	-		16,546	17,163	74%	12,083	12,083	-
635	Supplies Office	11,500	-		7,529	1,281	77%	2,691	2,691	-
640	Books and Audio Visual	18,000	-		3,297	8,911	68%	5,792	5,792	-
645	Subscriptions	13,900	-		7,066	1,650	63%	5,184	5,184	-
650	Testing	10,000	-		1,781	205	20%	8,014	8,014	-
690	Misc. Supplies	3,800	-		1,337	30	36%	2,433	2,433	-
	<b>TOTAL SUPPLIES &amp; MATERIALS</b>	<b>303,413</b>	<b>-</b>		<b>129,652</b>	<b>51,712</b>	<b>60%</b>	<b>122,049</b>	<b>122,049</b>	<b>-</b>
730	Equipment - Office	-	-				0%	-		-
732	Computer Hardware	10,600	-		3,257	289	0%	7,054	7,054	-
735	Equipment - Teaching	15,550	-		238	2,944	20%	12,368	12,368	-
740	Equipment - Building	4,600	-		753	1,039	39%	2,807	2,807	-
745	Furniture	2,250	-		385	-	17%	1,865	1,865	-
	<b>TOTAL PROPERTY</b>	<b>33,000</b>	<b>-</b>		<b>4,633</b>	<b>4,272</b>	<b>27%</b>	<b>24,095</b>	<b>24,095</b>	<b>-</b>
810	Dues and Fees	32,174	-		17,854	200	56%	14,120	14,120	-
825	Unemployment	12,596	-		425	-	3%	12,171	3,570	8,601
900	Other Fees	32,696	-		3,197	-	10%	29,499	29,499	-
	<b>TOTAL DUES AND FEES</b>	<b>77,466</b>	<b>-</b>		<b>21,476</b>	<b>200</b>	<b>28%</b>	<b>55,790</b>	<b>47,189</b>	<b>8,601</b>
	<b>TOTAL ADOPTED BUDGET</b>	<b>12,817,998</b>	<b>-</b>		<b>5,336,519</b>	<b>6,451,544</b>	<b>92%</b>	<b>1,029,934</b>	<b>858,131</b>	<b>171,804</b>

Woodbridge Board of Education  
Expenditures by Object  
Financial Analysis  
For Fiscal Year 2012 - 2013

January 2013

**OBJECTS 110-120 – CERTIFIED STAFF**

The net projected surplus reflects savings from staff changes and resignations.

**OBJECT 270 – MEDICAL INSURANCE**

The projected surplus is the result of favorable premium renewal rates obtained after budget submission.

**OBJECT 350 – SUBSTITUTES**

The projected deficit is the result of providing coverage for a staff member on leave.

**OBJECT 410 – UTILITIES ELECTRIC & WATER**

The projected surplus is based on switching to more competitive rate for transmission of electricity.

**OBJECT 420 – HEATING OIL**

The projected surplus is a result of anticipated conversion to natural gas energy heating. We will continue to monitor monthly for potential additional savings.

**OBJECT 4501 – BUILDING IMPROVEMENTS**

The projected deficit is a result of the cost of converting 2 burners to dual-fuel.

**OBJECT 5201 – WORKER'S COMPENSATION**

The projected deficit is the result of higher than anticipated premium renewal rates for policy as a result of claims experience rating.

**OBJECT 550 – INTERNS**

The savings is the result of vacancy of one intern.

**OBJECT 825 – UNEMPLOYMENT**

The projected surplus is based on favorable year to date claims trend.

**Woodbridge Board of Education**  
**Combining Balance Sheets as of 12/31/12 (Unaudited)**

	Total	Special Revenue			Agency	
		Café	Extended Day	Field Trips	Expendable Trust/SEP	Activity Fund
<b>Assets:</b>						
Cash	\$ 101,340	\$ 42,635	\$ 18,467	\$ 1,888	\$ 34,776	\$ 3,574
Prepaid expenses	-	\$ -	-	\$ -	-	\$ -
Accounts receivable	4,059	1,641	1,040	\$ 1,106	\$ 272	\$ -
Intergovt Receivable	8,167	8,167	-	-	-	-
Inventory	3,756	3,756	-	-	-	-
<b>Total Assets</b>	<b>117,322</b>	<b>56,199</b>	<b>19,507</b>	<b>2,994</b>	<b>35,048</b>	<b>3,574</b>
<b>Liabilities and Fund Balance</b>						
<b>Liabilities:</b>						
Amounts held as agent	126	-	126	-	-	-
Accounts payable	-	-	-	-	-	-
Deferred revenue	4,591	-	4,591	-	-	-
Wages payable	-	-	-	-	-	-
<b>Total Liabilities</b>	<b>4,717</b>	<b>-</b>	<b>4,717</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fund Balance</b>	<b>112,605</b>	<b>56,199</b>	<b>14,790</b>	<b>2,994</b>	<b>35,048</b>	<b>3,574</b>
<b>Total Liabilities and Fund Balance</b>	<b>\$ 117,322</b>	<b>\$ 56,199</b>	<b>\$ 19,507</b>	<b>\$ 2,994</b>	<b>\$ 35,048</b>	<b>\$ 3,574</b>
				Café	Extended Day	SEP
Current Fund Balance				\$ 56,199	\$ 14,790	\$ 19,514
Baseline - Minimum Fund Balance (30 Day Expenses Average)				\$ 17,000	\$ 28,000	\$ 10,000
Operating Reserve Fund Balance (90 Day Expenses Average)				\$ 51,000	\$ 84,000	\$ 30,000
# of Days Expenses in Fund Balance				\$ 99	\$ 16	\$ 59
Fund Balance Excess				\$ 5,199	\$ -	\$ -

**Woodbridge Board of Education**  
**Combining Statement of Revenues & Expenditures**  
**for the 6 Months Ended 12/31/12 (Unaudited)**

	Special Revenue						Agency Activity Fund
	Total	Café	Extended Day	Field Trips	Summer Programs	Expendable Trust	
<b>Revenues:</b>							
Charges for services	\$ 333,329	\$ 90,397	\$ 144,880	\$ 13,110	\$ 81,122	\$ 3,820	\$ -
Intergovernmental	12,979	12,979	-	-	-	-	-
Donations	-	-	-	-	-	-	-
Other income	33.00	33.00	-	-	-	-	-
Additions	-	-	-	-	-	-	-
<b>Total revenues/additions</b>	<b>346,341</b>	<b>103,409</b>	<b>144,880</b>	<b>13,110</b>	<b>81,122</b>	<b>3,820</b>	<b>-</b>
<b>Expenditures:</b>							
Wages, FICA, MERF	256,816	48,474	138,686	-	67,465	2,191	
Medical Insurance	-	-	-	-	-	-	
Cost of food sold	44,587	44,587	-	-	-	-	
Equipment	-	-	-	-	-	-	
Other Expenses	59,010	9,985	26,326	14,429	8,079	191	-
Deductions	-	-	-	-	-	-	
<b>Total expenditures/deductions</b>	<b>360,413</b>	<b>103,046</b>	<b>165,012</b>	<b>14,429</b>	<b>75,544</b>	<b>2,382</b>	<b>-</b>
Excess (deficiency) of revenues over expenditures before operating transfer in	(14,072)	363	(20,132)	(1,320)	5,578	1,438	
Operating transfer in	-		-		-		
Excess (deficiency) of revenues over expenditures after operating transfer in	(14,072)	363	(20,132)	(1,320)	5,578	1,438	
<b>Fund Balance, ending</b>	<b>\$ 109,031</b>	<b>\$ 56,199</b>	<b>\$ 14,790</b>	<b>\$ 2,994</b>	<b>\$ 19,514</b>	<b>\$ 15,534</b>	
BOE Year to Date Cost of Health Insurance		\$ 11,812					
(*) YTD in December reflects loss of 6 serving and/or program days due to Holiday Recess.							

Woodbridge School District  
School Cafeteria Financial

	DECEMBER 2012			FISCAL YEAR TO DATE		
	Budget	Actual	Variance	Budget	Actual	Variance
<b><u>Sales Revenue</u></b>						
Sales	15,916	17,304	1,388	95,727	90,397	(5,330)
Government Grants	2,287	2,408	121	11,128	12,979	1,851
Other Income	2	4	2	10	33	23
<b>Total Operating Revenue</b>	<b>18,204</b>	<b>19,716</b>	<b>1,512</b>	<b>106,865</b>	<b>103,409</b>	<b>(3,456)</b>
<b><u>Cost of Food</u></b>	<b>7,419</b>	<b>10,402</b>	<b>(2,983)</b>	<b>45,996</b>	<b>44,587</b>	<b>1,409</b>
<b>Gross Profit</b>	<b>10,786</b>	<b>9,314</b>	<b>(1,472)</b>	<b>60,869</b>	<b>58,822</b>	<b>(2,047)</b>
<b><u>Labor Costs</u></b>						
Salaries/Taxes/Retirement	9,632	9,407	225	48,161	48,474	(313)
Medical Insurance	0	0	0	0	-	0
Total Labor Cost	9,632	9,407	225	48,161	48,474	(313)
Other Expenses	1,257	76	1,181	6,118	9,985	(3,867)
<b>Total Expenses</b>	<b>18,308</b>	<b>19,885</b>	<b>(1,577)</b>	<b>100,275</b>	<b>103,046</b>	<b>(2,771)</b>
<b>Income (Loss) from Operations</b>	<b>(103)</b>	<b>(169)</b>	<b>(66)</b>	<b>6,590</b>	<b>363</b>	<b>(6,227)</b>
<b>Board Subsidy</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>-</b>	<b>0</b>
<b>Total Net Income (Loss)</b>	<b>(103)</b>	<b>(169)</b>	<b>(66)</b>	<b>6,590</b>	<b>363</b>	<b>(6,227)</b>
<b><u># Meals</u></b>						
Free	355	364	9	1,523	1,711	188
Reduced	87	167	80	511	751	240
Paid	3,520	3,540	20	18,700	16,860	(1,840)
Total Meals	3,962	4,071	109	20,734	19,322	(1,412)
<b><u># Days</u></b>						
School Days	15	15	-	79	73	(6)



					<b>Comparison Totals</b>		
					September 2011		
					B.R.S.		
					Other		
					<b>Total</b>		

<b>Total</b>
17
19
18
19
18
91
22
20
21
21
21
105
20
21
17
19
17
19
113
21
19
22
21
83
735
739

736
5
741

Woodbridge School District				Enrollment Beecher Road School			
				August 2nd,			
Grade/Teacher	Girls	Boys	Total	Grade/Teacher	Girls	Boys	Total
<b>Pre-k</b>				<b>Grade 4</b>			
DePalma	10	9	19	Don	9	9	18
				Echeverry	8	11	19
<b>Kindergarten</b>				Krawec	8	10	18
Belisle	8	7	15	Reizfeld	7	12	19
Coleman	10	9	19	Waldron	9	9	18
Dempsey	10	7	17	<b>Total</b>	<b>41</b>	<b>51</b>	<b>92</b>
Salinardi	9	9	18				
Wyman-Anctil	7	10	17	<b>Grade 5</b>			
<b>Total</b>	<b>44</b>	<b>42</b>	<b>86</b>	Blinstrubas	9	11	20
				Guerra	10	11	21
<b>Grade 1</b>				McCollom	11	11	22
Fanelli	9	9	18	Mulligan	9	8	17
Piascyk	8	10	18	Rourke	10	9	19
Regan	9	10	19	<b>Total</b>	<b>49</b>	<b>50</b>	<b>99</b>
Sanders	8	10	18				
				<b>Grade 6</b>			
<b>Total</b>	<b>34</b>	<b>39</b>	<b>73</b>	Chase	11	10	21
				Eleck	9	12	21
<b>Grade 2</b>				Holowienko	9	8	17
Buzzard	9	9	18	Katzen	8	10	18
Hamm	9	10	19	Ngov	8	9	17
Navadu	8	10	18	Smerekanicz	11	9	20
Shepard	8	10	18	<b>Total</b>	<b>56</b>	<b>58</b>	<b>114</b>
<b>Total</b>	<b>34</b>	<b>39</b>	<b>73</b>	<b>M.A.G.</b>			
				Golden (Gr 1)	14	7	21
<b>Grade 3</b>				Burness (Gr 2)	10	9	19
Concilio	11	7	18	Hart-Rooney (Gr 3)	13	9	22
Halsey	10	10	20	Ahern (Gr 4)	11	11	22
Hutchinson	10	8	18	<b>Total</b>	<b>48</b>	<b>36</b>	<b>84</b>
Lavigne	10	8	18				
Vincitorio	11	6	17				
<b>Total</b>	<b>52</b>	<b>39</b>	<b>91</b>	<b>Enrollment Data</b>			
				B.R.S	368	363	731
				Other		7	
<b>O.O.D.</b>	2			<b>Total</b>	<b>368</b>	<b>370</b>	<b>738</b>
<b>Magnet</b>	5						
				<b>Comparison Totals</b>			

					September 2011			
					B.R.S.			736
					Other			5
					<b>Total</b>			<b>741</b>

**16 - still need  
to  
provide reg.  
papers**



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Woodbridge School District				Enrollment 2012- 2013 August	Beecher Road School			
Grade/Teacher	Girls	Boys	Total		Grade/Teacher	Girls	Boys	Total
<b>Pre-k</b>					<b>Grade 4</b>			
DePalma	10	9	19		Don	9	9	18
					Echeverry	8	11	19
<b>Kindergarten</b>					Krawec	8	10	18
Belisle	8	7	15		Reizfeld	7	11	18
Coleman	10	9	19		Waldron	9	9	18
Dempsey	10	8	18		<b>Total</b>	<b>41</b>	<b>50</b>	<b>91</b>
Salinardi	9	9	18					
Wyman-Anctil	8	11	19		<b>Grade 5</b>			
<b>Total</b>	<b>45</b>	<b>44</b>	<b>89</b>		Blinstrubas	9	11	20
					Guerra	9	11	20
<b>Grade 1</b>					McCollom	11	11	22
Fanelli	9	9	18		Mulligan	9	8	17
Piascyk	9	10	19		Rourke	10	9	19
Regan	9	10	19		<b>Total</b>	<b>48</b>	<b>50</b>	<b>98</b>
Sanders	8	10	18					
					<b>Grade 6</b>			
<b>Total</b>	<b>35</b>	<b>39</b>	<b>74</b>		Chase	11	10	21
					Eleck	9	12	21
<b>Grade 2</b>					Holowienko	9	8	17
Buzzard	9	9	18		Katzen	8	10	18
Hamm	9	10	19		Ngov	8	9	17
Navadu	8	10	18		Smerekanicz	11	9	20
Shepard	8	10	18		<b>Total</b>	<b>56</b>	<b>58</b>	<b>114</b>
<b>Total</b>	<b>34</b>	<b>39</b>	<b>73</b>		M.A.G.			
					Golden (Gr 1)	14	7	21
<b>Grade 3</b>					Burness (Gr 2)	10	9	19
Concilio	11	7	18		Hart-Rooney (Gr	13	9	22
Halsey	10	10	20		Ahern (Gr 4)	11	11	22
Hutchinson	11	8	19		<b>Total</b>	<b>48</b>	<b>36</b>	<b>84</b>
Lavigne	10	8	18					
Vincitorio	11	6	17					
					<b>Enrollment Data</b>			
<b>Total</b>	<b>53</b>	<b>39</b>	<b>92</b>		B.R.S	370	364	734
					Other		7	
<b>O.O.D.</b>	2				<b>Total</b>	<b>370</b>	<b>371</b>	<b>741</b>
<b>Magnet</b>	5							

					<b>Comparison Totals</b>			
					September 2011			
					B.R.S.			736
					Other			5
					<b>Total</b>			<b>741</b>

**16 - still need  
to  
provide reg.  
papers**

Karena Norko	1st	Sand ers Fanel
Roywn Burgess	1st	li Fanel
Elvin Kuru	1st	li
Gina Madonick	1st	
Fingal Hann	1st	Sand ers
Brooke LeFrance	K	Belisl e
Joshua Kolenko	2nd	Shep ard
Nick Cui	3rd	Lavig ne
Reuben Clemens	3rd	
Eren Kuru	3rd	Vincit orio
Gabriella Zarra	4th	Waldr on
Albert Chen	5th	Rour ke Mullig
Dina Cui	5th	an Blinst
Monisha Mohan	5th	r Blinst
Silvia Chinchilla Domenic Dombrowski	5th	r

Woodbridge School District				Enrollment 2012-2013
				August 10th, 2012
Grade/Teacher	Girls	Boys	Total	
<b>Pre-k</b>				
DePalma	10	9	19	
<b>Kindergarten</b>				
Belisle	8	7	15	
Coleman	10	9	19	
Dempsey	10	8	18	
Salinardi	9	9	18	
Wyman-Anctil	8	11	19	
<b>Total</b>	<b>45</b>	<b>44</b>	<b>89</b>	
<b>Grade 1</b>				
Fanelli	9	9	18	
Piascyk	9	10	19	
Regan	9	10	19	
Sanders	8	10	18	
<b>Total</b>	<b>35</b>	<b>39</b>	<b>74</b>	
<b>Grade 2</b>				
Buzzard	9	9	18	
Hamm	9	10	19	
Navadu	8	10	18	
Shepard	8	10	18	
<b>Total</b>	<b>34</b>	<b>39</b>	<b>73</b>	
<b>Grade 3</b>				
Concilio	11	7	18	
Halsey	10	10	20	
Hutchinson	11	8	19	
Lavigne	10	8	18	
Vincitorio	11	6	17	
<b>Total</b>	<b>53</b>	<b>39</b>	<b>92</b>	
<b>O.O.D.</b>	2			
<b>Magnet</b>	3			


Beecher Road School			
Grade/Teacher	Girls	Boys	Total
<b>Grade 4</b>			
Don	9	9	18
Echeverry	8	11	19
Krawec	8	10	18
Reizfeld	7	11	18
Waldron	9	9	18
<b>Total</b>	<b>41</b>	<b>50</b>	<b>91</b>
<b>Grade 5</b>			
Blinstrubas	9	11	20
Guerra	9	11	20
McCollom	11	11	22
Mulligan	9	8	17
Rourke	10	9	19
<b>Total</b>	<b>48</b>	<b>50</b>	<b>98</b>
<b>Grade 6</b>			
Chase	11	10	21
Eleck	9	12	21
Holowienko	9	8	17
Katzen	8	10	18
Ngov	8	9	17
Smerekanicz	11	9	20
<b>Total</b>	<b>56</b>	<b>58</b>	<b>114</b>
<b>M.A.G.</b>			
Golden (Gr 1)	14	7	21
Burness (Gr 2)	10	9	19
Hart-Rooney (Gr 3)	13	9	22
Ahern (Gr 4)	11	11	22
<b>Total</b>	<b>48</b>	<b>36</b>	<b>84</b>
<b>Enrollment Data</b>			
B.R.S	370	364	734
Other		5	
<b>Total</b>	<b>370</b>	<b>369</b>	<b>739</b>
<b>Comparison Totals</b>			
September 2011			

B.R.S.			736
Other			5
<b>Total</b>			<b>741</b>

Woodbridge School District				Enrollment 2012-2013 August 21st,	Beecher Road School			
Grade/Teacher	Girls	Boys	Total		Grade/Teacher	Girls	Boys	Total
<b>Pre-k</b>					<b>Grade 4</b>			
DePalma	10	9	19		Don	9	9	18
					Echeverry	8	11	19
<b>Kindergarten</b>					Krawec	8	10	18
Belisle	8	7	15		Reizfeld	7	11	18
Coleman	10	9	19		Waldron	9	9	18
Dempsey	10	8	18		<b>Total</b>	<b>41</b>	<b>50</b>	<b>91</b>
Salinardi	9	9	18					
Wyman-Anctil	8	11	19		<b>Grade 5</b>			
<b>Total</b>	<b>45</b>	<b>44</b>	<b>89</b>		Blinstrubas	10	11	21
					Guerra	9	11	20
<b>Grade 1</b>					McCullom	11	11	22
Fanelli	9	10	19		Mulligan	9	8	17
Piascyk	9	11	20		Rourke	10	9	19
Regan	9	10	19		<b>Total</b>	<b>49</b>	<b>50</b>	<b>99</b>
Sanders	10	10	20					
					<b>Grade 6</b>			
<b>Total</b>	<b>37</b>	<b>41</b>	<b>78</b>		Chase	11	10	21
					Eleck	9	12	21
<b>Grade 2</b>					Holowienko	9	8	17
Buzzard	9	9	18		Katzen	8	10	18
Hamm	9	10	19		Ngov	8	9	17
Navadu	8	10	18		Smerekanicz	11	9	20
Shepard	8	10	18		<b>Total</b>	<b>56</b>	<b>58</b>	<b>114</b>
<b>Total</b>	<b>34</b>	<b>39</b>	<b>73</b>		<b>M.A.G.</b>			
					Golden (Gr 1)	14	7	21
<b>Grade 3</b>					Burness (Gr 2)	10	9	19
Concilio	11	7	18		Hart-Rooney (Gr 3)	13	9	22
Halsey	10	11	21		Ahern (Gr 4)	11	11	22
Hutchinson	11	8	19		<b>Total</b>	<b>48</b>	<b>36</b>	<b>84</b>
Lavigne	10	8	18					
Vincitorio	12	6	18					
					<b>Enrollment Data</b>			
<b>Total</b>	<b>54</b>	<b>40</b>	<b>94</b>		B.R.S	374	367	741
					Other		4	
<b>O.O.D.</b>	2				<b>Total</b>	<b>374</b>	<b>371</b>	<b>745</b>
<b>Magnet</b>	2							





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Woodbridge School District	Enrollment			Beecher Road School			
	January 2, 2013						
Grade/Teacher	Girls	Boys	Total	Grade/Teacher	Girls	Boys	Total
<b>Pre-K</b>				<b>Grade 4</b>			
DePalma	9	10	19	Don	9	10	19
				Echeverry	8	11	19
<b>Kindergarten</b>				Krawec	8	10	18
Belisle	10	8	18	Reizfeld	8	11	19
Coleman	10	9	19	Waldron	9	10	19
Dempsey	10	9	19	<b>Total</b>	<b>42</b>	<b>52</b>	<b>94</b>
Salinardi	7	10	17				
Wyman-Ancstil	9	10	19	<b>Grade 5</b>			
<b>Total</b>	<b>46</b>	<b>46</b>	<b>92</b>	Blinstrubas	9	11	20
				Guerra	10	11	21
<b>Grade 1</b>				McCollom	10	11	21
Fanelli	11	9	20	Mulligan	9	9	18
Piascyk	9	11	20	Rourke	9	9	18
Regan	10	10	20	<b>Total</b>	<b>47</b>	<b>51</b>	<b>98</b>
Sanders	10	11	21				
				<b>Grade 6</b>			
<b>Total</b>	<b>40</b>	<b>41</b>	<b>81</b>	Chase	11	10	21
				Eleck	8	12	20
<b>Grade 2</b>				Holowienko	9	8	17
Buzzard	9	9	18	Katzen	8	9	17
Hamm	9	10	19	Ngov	9	8	17
Navadu	8	10	18	Smerekanicz	11	9	20
Shepard	8	12	20	<b>Total</b>	<b>56</b>	<b>56</b>	<b>112</b>
<b>Total</b>	<b>34</b>	<b>41</b>	<b>75</b>	<b>M.A.G.</b>			
				Golden (Gr 1)	14	7	21
<b>Grade 3</b>				Burness (Gr 2)	10	9	19
Concilio	12	7	19	Hart-Rooney (Gr 3)	13	9	22
Halsey	10	11	21	Ahern (Gr 4)	11	11	22
Hutchinson	11	8	19	<b>Total</b>	<b>48</b>	<b>36</b>	<b>84</b>
Lavigne	10	9	19				
Vincitorio	12	7	19				
<b>Total</b>	<b>55</b>	<b>42</b>	<b>97</b>	<b>Enrollment Data</b>			
				B.R.S	377	375	752
				Other		4	
<b>O.O.D.</b>	2			<b>Total</b>	<b>377</b>	<b>379</b>	<b>756</b>
<b>Magnet</b>	2						
				<b>Comparison Totals</b>			
				Jan-12			
				B.R.S.			744
				Other			6
				<b>Total</b>			<b>750</b>





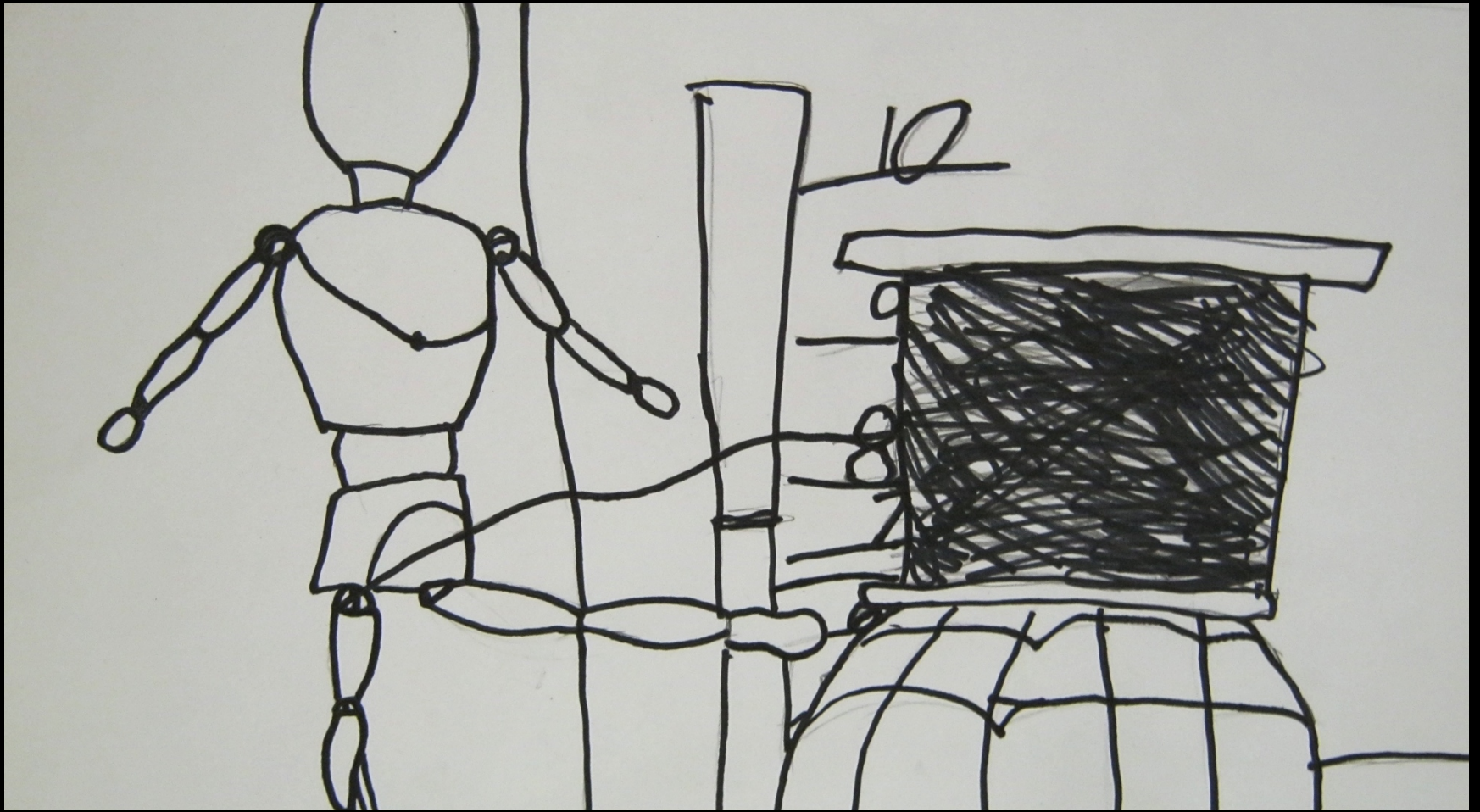
Art , gr. 1-3

Mrs. Slepian

# Standard 1: Media



# Standard 5: Periods and Cultures



# Exploring various media



Class mural

## 5. Multicultural: Native American



# Observation



Ahastasia



My dream is to be a singer and make music and perform music!

## 6. How art connects to life





# The Visual Arts



Beecher Road School  
Woodbridge, Connecticut



**Art** can talk.

It can talk about a feeling like happy or feeling sad. It can talk about an idea, like the idea “Money” or the idea “Television”. It can talk about something simple like the word “Flower”, or it can talk about something complicated like how people and the earth are **connected**.

**Philosophy of Art Education  
Woodbridge Public Schools  
Pre-K-6**

Visual Art Education at Beecher Road School is at the core of the educational experience for students in grades Pre-K-6. Art is a universal language that crosses all disciplines, culture and history. Art teachers as facilitators, provide the catalyst for student learning, problem solving, and expression of the child's unique creativity, interests, and emotions. It should also provide experiences which enable the child to use his/her talents to construct new information. The inventive spirit is an important attribute in the visual field where ideas form the work. Students learn to become critical observers of their environment and understand that art is an integral part of their everyday lives ... the clothes they wear, the cars they drive, the movies they see, the buildings they enter.

Students educated in art are able to invent, reflect and set quality standards for their artistic growth and development. They are able to articulate the meaning of their artwork and that of artists they have studied.

The collaborative, cooperative and visually stimulating atmosphere of the art classroom provides the opportunity to develop teamwork, self-esteem and a positive, inclusive atmosphere.

Art has always been an indicator of a civilization's level of achievement. Through the study of visual art, we gain an understanding and appreciation for the history, values and contributions of many civilizations and cultures. The process of providing these experiences and transmitting a visual culture to future generations is both a legitimate role and obligation of our educational system.

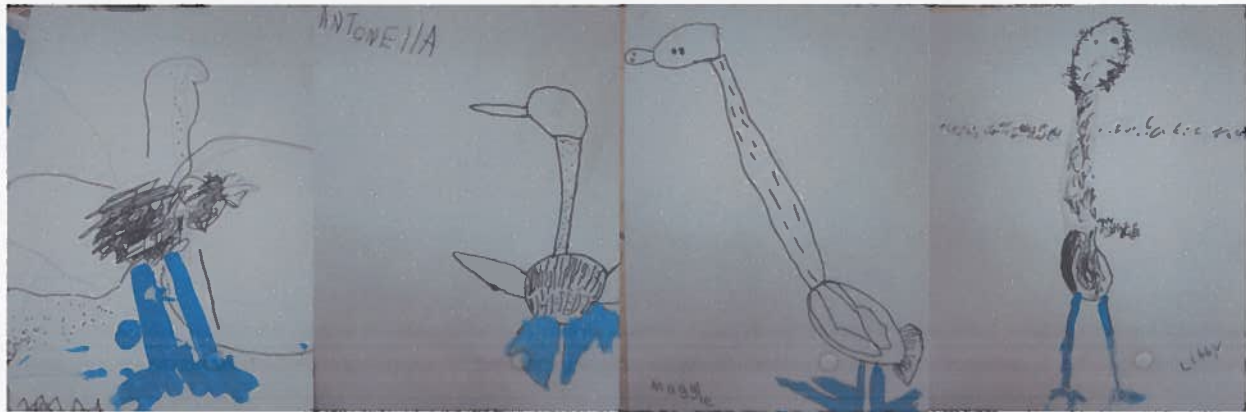
Adopted by The Woodbridge Board of Education  
Linda Acheson  
Marion Nugent  
Teachers of Visual Art



**I**nside every child is an artist. As surely as there are different types of learners, there are different styles of artists, and each has a unique way of expressing his or her creativity. The child who is adept at drawing may not be able to solve problems that arise in 3-D construction. One who loves to mix colors and paint may not feel capable drawing. It is important for this reason to structure the art program to include all different media, both two and three dimensional; to work large as well as small; to work in groups as well as individually; to emphasize involvement in and enjoyment of the process of working. The goal of our art department is for each child to feel comfortable with art materials, to develop a non-critical, playful approach to his/her own work, to be flexible and use mistakes, to have fun and experiment with the materials in a non-competitive but engaging and focused atmosphere.

**W**henever possible the program teaches the elements of art through curriculum-related subject matter. History, social studies, math, science, world language, language arts, health are integrated. Museums are valuable experiences. Children learn to use a visual language when observing art, thinking about art, and creating art. The program involves children with a variety of basic processes and materials including painting, drawing, collage, assemblage, clay, sculpture, printmaking, product design, architecture, graphic design, fashion and jewelry design, landscape architecture, etc. Through these processes and with these materials children discover and explore the elements of art (color, line, shape, texture, and volume) and proportion, composition, rhythm, and contrast. They learn to solve conceptual, visual, and structural problems. Work completed one year builds the skills and thought processes for work done in the following years.

**C**hildren learn to perceive the world around them, to transform malleable materials and ordinary objects into extraordinary things, and use their intuition to generate more ideas. As they learn to appreciate their own experiences, they also learn to respect the work of others.



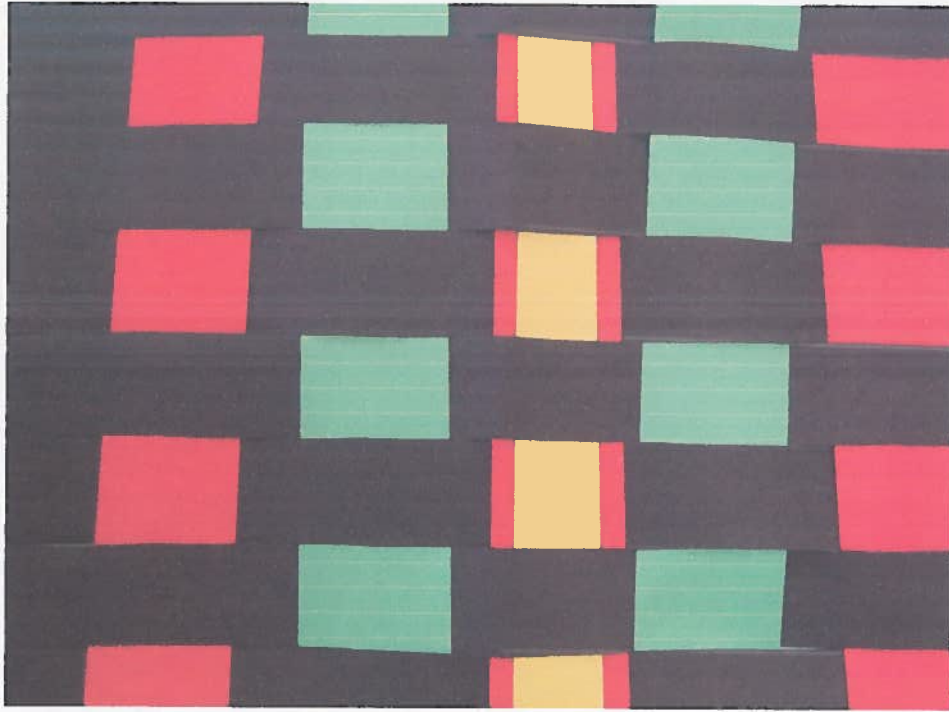
## Kindergarten

The objectives are to develop and increase manipulative, conceptual, and creative thinking skills. Through practice, students will increase their ability to concentrate, to organize information, to see relationships, to compare and contrast, and to solve problems through age-appropriate work with a wide variety of materials both two and three-dimensionally. We are committed to instilling a sense of confidence in children early on. They will gain confidence to take risks, to be inventive, playful, and spontaneous, and to trust their intuition and imagination; they will gain fluency in self-expression; they will develop a tolerance for complexity and ambiguity; they will learn to hone in on their perceptions and visual memory, to express original ideas in a personal style, to engage in evaluation without condemnation, and to exercise self-discipline, work toward good craftsmanship, attention to detail, and tenacity of purpose.

Experiences: Drawing (Imaginative and Observational), Painting, Collage, Constructions, Sculpture, Mixed Media, Clay, Printmaking, Mural Making.

Concepts: Color, Line, Shape, Texture, Form, Contrast, Structure, Rhythm

Artists Covered: Vincent van Gogh, Wayne Thiebaud, Henri Matisse, Janet Fish, Andy Warhol, Roy Lichtenstein, Georgia O'Keeffe, Claude Monet, Frank Stella, Wassily Kandinsky, Mark Rothko, Sol LeWitt, Robert Indiana, The Art of The East, Native American Art.

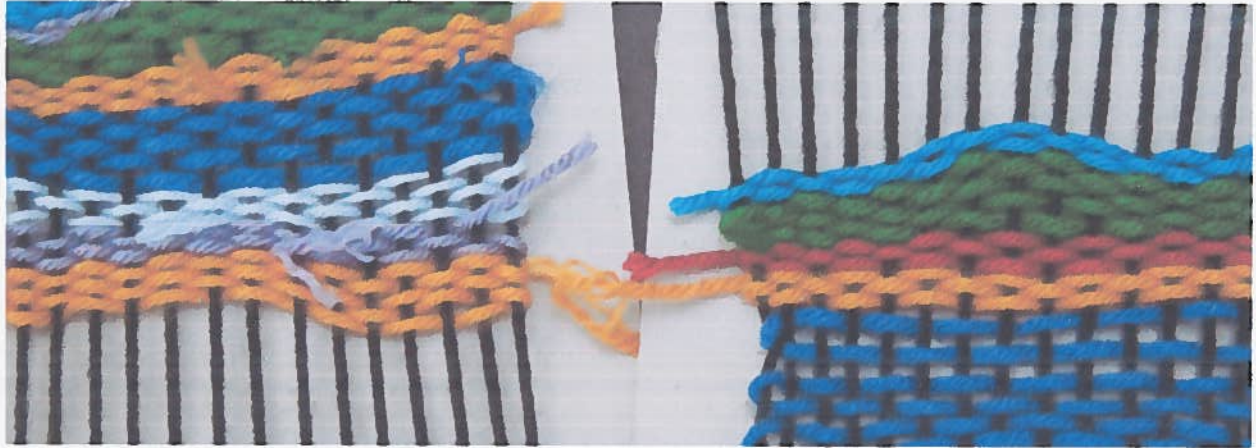


## Grade One

In Grade 1, the students will use pencils, crayons, markers, and wet chalk to do drawings of themselves and their environment. They will use tempera and watercolor to explore different seasons and different habitats. Various types of papers will be employed to make weavings, masks and puppets during the year. Students will learn beginning clay techniques, which they will build upon in second and third grade. Lessons which connect art to language arts will introduce the classes to famous illustrators and give the children opportunity for self-expression in story-telling and or poetry. Art projects are also carefully planned to enhance learning in their science curriculum, and may include dinosaurs, bats, butterflies and frogs.

### Multicultural Projects in Grade One:

Aborigine Dot Paintings  
Japanese Cherry Blossoms  
Japanese Bunraku Paper Puppets  
Paper Weavings based on African Kente Cloth



## Grade Two

In Grade 2, the students will build on their drawing skill with several opportunities to practice the human figure, still-life, and to use line for expression. Discussions of the works of Van Gogh, Leonardo, Chagall, and Klee will facilitate this development of personal style. New media taught in second grade will include paper constructions, small loom weavings, and print-making. Class discussions and critiques will expose the classes to art terminology and issues of interpretation. World art projects revealing diverse cultures such as China, India, and Native America as well as modern American painters and sculptors will demonstrate the variety of functions of art in every day life.

### Multicultural Projects in Grade 2:

Chinese Zodiac Paintings  
African Adinkra Symbols  
Aztec Masks



## Grade Three

In Grade 3, students will work on design problem solving, including composition, balance unity, symmetry and variety. In addition to the basic color wheel, students will be encouraged to mix intermediate colors, as well as tints and shades, for self-expression. Art movements, which will be put forward for student discourse include Surrealism, Expressionism, and Pop Art. Examples by Goya, Durer, Picasso, and Kahlo will precede self-portraits; and art lessons on animals and their environments will be coordinated with Grade 3 science. Students will learn to work together to create murals on school themes and special projects, such as Diversity.

### Multicultural Projects Grade 3:

Chinese Dragons  
Crayon-Resist Tapa Cloth  
Indonesian Shadow Puppets  
Illustrating African Proverbs



## Grade 4

**F**ourth Graders are in the Realistic Stage of Art Development. Their control over materials is such that they can use tools effectively, and can solve many of their structural and design problems independently. Much of the year is spent on the art and culture of Native Americans. Their respect and use of the environment is stressed. Observation is the key word this year.

**M**aterials and techniques: Variety of paints, tools, surfaces; wide variety of drawing tools: charcoal, conte, Ebony pencil, oil crayons, pastels, felt pens, inks, clay; Papers of various sizes and textures; Printmaking: object, relief, monoprints; Collage and sculpture materials: wire, cardboard, wood fibers, paper, clay.

**E**xperiences: Self-Portraiture, Native American Portraits, Native American motifs to print patterns; Kachinas, Storytelling Dolls, Clay (The pinch method); Experiences emphasizing The Elements of Design; Imaginative Drawing; Observational Drawing (Use of pencil to create texture and volume) Salmon River Project; Realism; Abstraction; Illusion of Volume through drawing and painting. Vincent Van Gogh drawings and paintings.

**A**rtists Covered: Vincent Van Gogh, James Prosek, Georgia O'Keeffe, Native American Art, Pablo Picasso, The Pop Art Movement.



## Grade Five

**F**ifth grade students are fluent with most of the previously used art materials; the Fifth Grade Curriculum reaps the benefits of all of the learning that has taken place in earlier grades. Fifth graders are ready to think about composition and content, in more depth so as to tell their visual story.

**T**he Fifth Graders work on a unit of study all year that will help them focus on looking at, thinking about, and responding to works of art. They have been introduced to Composition and The Elements of Design. All experiences focus on each of the design elements. Perspective is also taught. Thought is given to teach in an interdisciplinary way when possible. This means of organization prepares the children for our trip to The Yale Center for British Art which unites Social Studies and the study of British Imperialism, Language Arts the The Visual Arts.

**E**xperiences: Self-Portraiture, Color Theory (Quilts of Gees Bend; Invention of Gumball Machine; Color as it relates to the seasons; Shape (Positive and Negative Space), Relief Sculpture, Analog Device; Texture (Clay Tile), Paper, Drawing, (Observational and Imaginative); Volume (Observational Drawing), Perspective ( Landscape Montage).

**A**rtists Studied: Gees Bend Designers, David Hockney, Louise Nevelson, Jasper Johns, Robert Rauschenberg, Henri Matisse, Wayne Thiebaud, Claes Oldenburg, Robert Indiana, George Stubbs, Richard Estes, Andy Warhol, Byron Kim, Pablo Picasso, Impressionists, Post-Impressionists, Louis Kahn.



## Grade Six

**R**einforcement of skills continues. The focus is to maintain a high level of motivation and confidence, and continue to create a strong foundation in manipulating materials and organizing ideas. Connections between history, cultures, and art continue. Emphasis is also placed on the role of art in society. The importance of art in our lives whether it be architecture, industrial design, graphic design, landscape architecture, fashion and jewelry design, website design, along with painting, drawing, sculpture, printmaking is a focus. Some projects are multifaceted, incorporating a variety of techniques and media such as painting, drawing, and sculpture; others target skills or concepts such as shape, pattern, contrast, color, and elements of composition. Focus is on The Head, The Figure, Fantasy, Abstraction, and Realism.

### Portraiture and The Figure:

Children discover how artists represent the head and the human form in paintings, sculptures, and works on paper. Both objective and non-objective works are used. They investigate the language of the body through activities exploring pose, gesture, and expression. Creation of a self-portrait and a collage background describing “Who I Am” begins each year. Proportion is presented. Sabrina Ward Harrison is the Artist studied at this time.

Clay Head with expression (Roy Lichtenstein).  
Andy Warhol

Chuck Close (study of proportion) and mathematics  
Review of drawing skills and creating volume  
Enlargement of master work

Music and Art: Review of Color Theory  
Painting to pieces composed for each season of the year by “Vivaldi, Jackson Pollack and The Big Band; Georgia O’Keeffe

Impressionism and Post-Impressionism (Degas, VanGogh use of cropping); Digital Storytelling integration

The Role of The East influencing The West (Impressionists and Post-Impressionists)  
Dragons (Interdisciplinary project with Social Studies)  
Brush Painting

Picasso . cubism  
Figure drawing : Proportion, gesture, contour, action

Fabric Design, Interior Design, Product Design.

Sculpture – Human figure  
Surrealism

Chris Van Allsburg  
Salvador Dali

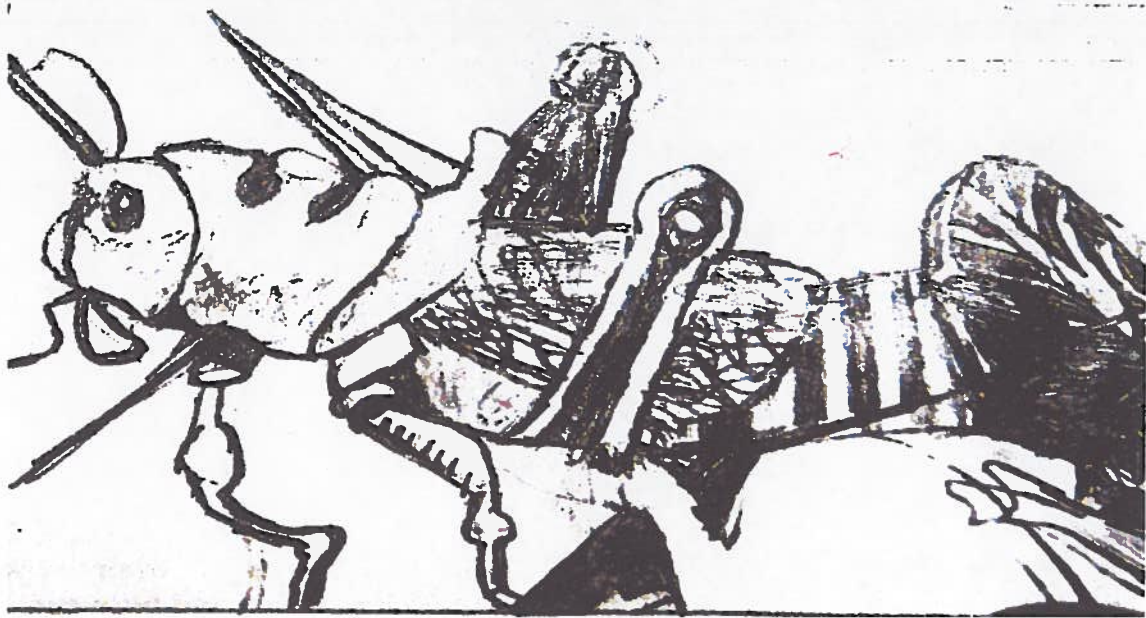
The Sixth Grade is responsible for leaving works behind as permanent reminders of their class’ artistic expression.



## MAG

MAG 1,2,3, 4 follow the curricula for Grades 1-4.

Additional experiences are designed to coincide with MAG'S Theme for the Year.



**Assessment  
Grades 4-6**

## Beecher Road School Visual Arts Report Fall Term 2010

Linda Acheson, Teacher of Visual Arts

Creative expression is by definition unique to each individual and resists efforts to quantify it with letter grades. I believe it would be infinitely more instructive to provide you with a brief synopsis of the developmental stage your child is now in and share with you some observations regarding your child's level of effort.

Linda Acheson

### The Realistic Stage of Art Development Ages 8-12

This stage is generally thought of as the last outpost for childish pictures and the beginning of a newfound 'realistic' approach to drawing. Although children at this level still retain an ample amount of fantasy, their thinking has undergone a dramatic change. They are suddenly boy or girl, alive and bursting with new social awareness. The concept of symbols which satisfied their earlier art works no longer suffice to represent figures, animals, or objects. Children discover in their drawings that the sky meets the horizon and objects can overlap, thus creating new and exciting spatial effects.

In observing pictures done by your child notice that the sky touches the horizon. Observe the more "realistic" approach to the figure. Note also the increase of detailing of specific objects when they are important to your child's ideas. Representations of the human figure are in proportion with less exaggeration; definite sex differences are now firmly established, such as figures with pants or dresses. There may even be attempts to shape objects in the picture, to draw shadows, to show emotion, and to make distant objects smaller. Often there is an awareness of artistic principles such as repetition of shapes and definite spatial effects.

At this stage hair has to look like hair, an eye like an eye, and the figure has to have realistic proportions to be acceptable to your child. The parts have to look right in relation to the whole. Colors are as they seem. This means that oftentimes the colors will not be as bright as they were in the symbol stage of the first, second, and third grade. Visual space begins to dominate in picture making. The realistic figures are rather small in relation to the page, and objects in the distance are drawn smaller with fewer details. Shading is attempted in order to make things look real. A concentration of detail tells what is most important in the drawing to your child. Objects may overlap and extend off the page.

Children begin to practice criticism as it regards to their own world and that of others. This vital capacity needs to be cultivated so that as children grow, they will be able to continue making increasingly mature critical judgments about their own art and applying what they know to the larger world of galleries and museums.

### What to look for in the following drawing:

Are there details to indicate this is an elevator? Does the wall meet the floor? Is there a change of tone to indicate volume? Is the idea clever and inventive? Do the figures look "realistic"? Are things in proportion? Is there a sense of balance and rhythm in the composition? Is there experimentation with pencil? Are shapes overlapped?

## What Has Been Going On?

**Grade 3:** We began the artistic year with drawing a self-portrait. The children worked together creating a mural of faces which will hang outside of your child's classroom all year. Texture is the focus for the year. We explored brushstroke in the creation of Wild Things (Maurice Sendak for inspiration). The work of Henri Matisse and Janet Fish inspired the children to create beautiful paintings of pumpkins along with photographs I had taken of some quite unusual ones from a Navaho Reservation in New Mexico. "Outrageous Sandwiches" now grace our Café.

**Grade 4:** WE BEGAN FOURTH GRADE BY CREATING SELF-PORTRAITS. THE FINISHED DRAWINGS ARE ON DISPLAY OUTSIDE EACH CLASSROOM AS A REMINDER THAT EACH CHILD SEES IN THEIR OWN UNIQUE WAY. OBSERVATIONAL DRAWINGS OF NATIVE AMERICANS FROM PHOTOGRAPHS LEAD TO MAGNIFICENT PAINTINGS WHICH ARE NOW ON DISPLAY IN "THE GREAT HALL OF NATIVE AMERICAN PORTRAITS" WHICH CONNECT OUR TWO SCHOOLS.

**Grade 5:** We began the year with a discussion of proportion and an observational drawing of themselves by looking in a mirror. The self-portraits are on display outside each classroom. The Fifth Grade works on a unit of study all year that will help them focus on looking at, thinking about, and responding to works of art. They have been introduced to Composition and The Elements of Design. All experiences will focus on each of the design elements. This Fall, compositions were created using leaf shapes with thought given to positive and negative space.

**Grade 6:** The entire year is devoted to The Head. Observational self-portraits are hanging outside each classroom. We have just completed a review of Composition studied last year. Most of the classes have done wonderful enlargements of pieces of art: David Hockney's "Garrowby Hill"; VanGogh's "Wheatfield With Crows". And "Starry Night". Chuck Close will be the next artist to study.

Plans are being made for ARTSWEEK4 !!! Alexander Calder's exuberance, his imagination and ingenuity made him the epitome of the artist-designer whose creativity spilled into all facets of his life During the week we will explore his stabiles, jewelry, car painting, circus, mobiles, monumental sculpture, portraits, wire sculpture, watercolors, paintings, inventions, toy design . . the list is long. If you wish to participate in this school-wide extravaganza, please let me or Vicky Burford know.

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In the space provided, draw a CROWDED ELEVATOR. Your idea should be creative as well as having the elements of a good composition. Do your best work.

Visual Arts Report  
March 2012  
Beecher Road School  
Woodbridge, Connecticut 06525

**Creative expression is by definition unique to each individual and resists efforts to quantify it with letter grades. I believe it would be infinitely more instructive to provide you with a brief synopsis of what has been covered this term and a sampling of your child's skills with observational drawing and level of effort.**

Linda Acheson  
Teacher of Visual Arts

“Drawing is more than a tool for rendering and capturing likenesses. It is a language, with its own syntax, grammar, and urgency. Learning to draw is about learning to see. In this way, it is a metaphor for all art activity. Whatever its form, drawing transforms perception and thought into image and teaches us how to think with our eyes.”  
Kit White

“What is in great demand today isn't analysis but synthesis – seeing the big picture, crossing boundaries, and being able to combine disparate pieces into an arresting new whole.” David Pink

A great way to expand our capacity for “symphony” (putting the pieces together) is to draw. Drawing is about seeing relationships and then integrating those relationships into a whole. Betty Edwards, in “Drawing on the Right Side of the Brain” says: “Like other global skills,.. reading, driving, skiing and walking . . . drawing is made up of component skills that become integrated into a whole skill.

“Once you have learned the components and have integrated them, you can draw . . just as once you have learned to read or walk, you know how to read and walk for life. Progress takes the form of practice. The global skill of observational drawing requires five basic skills: 1. The perception of edges; 2. The perception of spaces; 3. The perception of relationships; 4. The perception of lights and shadows; 5. The perception of the whole. Additional basic skills are required, of course, for imaginative, expressive drawings. There remain naturally many techniques of drawing . . . many ways of manipulating drawing mediums. . . many mistakes . . much problem-solving. The difference between learning how to “play the notes” is one thing . . . telling a visual story another.

**IN THE SPACE PROVIDED, DRAW A GRASSHOPPER:**

## What Has Been Going On?

Grade 4, MAG 4: Native American pottery was the focus this term with children using the Pinch Method of forming clay. The Perfect Pinch Pot should now be a focal point in your homes. We also explored texture by creating impressions into the surface of the clay and learning how to join two pieces of clay together to change shape and surface. Observational drawing is next. Robert Indiana, Jim Dine and Keith Haring were also studied.

MAG 1: Sculptures of colorful birds awaited attention in the hallway outside the library. . absolutely beautiful! The Pinch Method of forming clay was also explored this term. Robert Indiana, Keith Haring, and Jim Dine were also studied.

MAG 2: After the Robots were finished, MAG 2 students explored painting, drawing, and working with clay. Robert Indiana, Keith Haring, and Jim Dine were studied in February.

MAG 3: MAG 3 children enjoyed working with clay to create pottery using the pinch method. The slab method was used to create beautiful bird feeders. Robert Indiana, Keith Haring and Jim Dine were also studied.

GRADE 5: Perspective was the focus this term. . . . learning how to create the illusion of depth on a two dimensional surface. Beautiful montages of landscapes, sea scapes, and city scapes are on exhibit near the Fifth Grade classrooms. David Hockney and Richard Estes are two of the artists studied along with Keith Haring, Jim Dine, and Robert Indiana. Portraits of Explorers explorers studied in Social Studies are being worked on in some of the classes.

GRADE SIX: The integration of the visual arts, social studies, and writing took place this term through the study of China. Lung Dragons were designed, brush painting was experienced.....writings are in the process. Sculpture through the media of paper was also enjoyed. Robert Indiana was also studied. Chuck close is next.

In the space below, draw this grasshopper from observation:

# Beecher Road School Visual Arts Report - June 2012

Linda Acheson  
Teacher of Visual Arts

“The Element” is the point at which natural talent meets personal passion. When people arrive at The Element, they feel most themselves, most inspired, and achieve the highest levels.”

Sir Ken Robinson

In “The Element”, Ken Robinson looks at the conditions that enable us to find ourselves. It is also an essential strategy for transforming education, business, and communities to meet the challenges of living and succeeding in the twentieth-century. Creativity is often seen as a purely individual performance. It comes from people who just happen to be creative, or from departments whose role it is to be creative. Everyone has creative capabilities; these capabilities are the greatest resource available to an organization. Developing and exploiting creative capabilities calls for a systematic strategy to generate a culture of innovation across the whole organization including – but not only – the creative departments. We need people who can communicate well, work in teams, and can think creatively says Robinson.

## What Has Been Going On?

**MAG 1:** A love of paint and the drawn line is exhibited in the studio. They explore the vibrant colors of Henri Matisse and express their observations of his “Purple Robe” with their individual interpretations. The term proceeded with an understanding of The Pop Art Movement. Wayne Thiebaud, Andy Warhol, Roy Lichtenstein, and Keith Haring were some of the artists covered.

**MAG 2:** Mag 2 has an infectious enthusiasm for the creative process. The magic is everything. . . without it, paper and paint revert to the merely physical. We all know that it is much more fascinating than that. Their interpretations of “The Purple Robe” by Henri Matisse gave the children an opportunity to see the similarities and differences of his paintings and to create one of their own. Wayne Thiebaud, Andy Warhol and Keith Haring and Roy Lichtenstein were the artists covered this spring.

**MAG 3:** MAG 3 enjoyed a myriad of experiences this term. Color theory was the focus while viewing the paintings of Henri Matisse. Wayne Thiebaud paintings with slivers of complementary colors juxtaposed together were viewed next. The Rotunda has come alive with their brilliant paintings of ice cream cones which are wonderful proof that the young artists understood that changing a color’s value creates volume. “Paint the light” . . . Wayne Thiebaud.

**Grade 4, MAG 4:** “Observation” was the key word this term. Drawing techniques as well as developing the ability “to see” created a marvelous exhibit of drawings of salmon swimming upstream connecting North and South schools. Artist, James Prosek of Yale was the artist studied. This experience tied in nicely with The Salmon River Project studied in Science. The focus on nature continued with the study of Georgia O’Keeffe. The paintings done by the fourth grade using one of her paintings as inspiration are breath-taking. MAG 4 enjoyed creating an animal composed of two or more through drawing and/or painting. Descriptions of the fanciful creatures were written in Spanish. The creatures came alive through the use of clay. Artsweek5 brought on the study of Warhol, Keith Haring, and Wayne Thiebaud.

**Grade 5:** Color Theory was the focus this term through the work of Wayne Thiebaud and Claes Oldenburg. A trip to The Yale Center for British Art connected Language Arts, the Visual Arts and Social Studies through the study of British Imperialism. Artsweek5 introduced the fifth graders to The Pop Art Movement.

**Grade 6:** The study of Chuck Close cannot help but to inspire everyone to work hard at learning. Observational drawing skills improved as the children struggled at drawing eyes, noses, and mouths. Learning that Chuck Close’s friend was Roy Lichtenstein brought on the magnificent murals of his work. During our trip to The Yale Art Gallery, we had opportunity to see “Blam” by Lichtenstein and Warhol’s work. The focus of the field trip, however, was to understand the connection between The East and the Western civilizations. We ended the year with clay . . . an interpretation of “self-portrait”.

**ARTSWEEK 5:** The Theme this year was The Pop Art Movement. . . A huge thank you for all who were inspired to help us with this event. The Warhol Wall stopped us in our tracks, and The Pop Art images outside gave us a playful boost entering and leaving our school.

### Term 3 Assessment

The world is faced with many problems. Creative thinkers will be designing solutions to many of them. As young artists, you play a big part in problem solving. This term’s report is about solving the problem of transportation. Many of our highways are outdated, overcrowded, and the gas prices are ridiculous! Design a means of travel for the future in the space below.

Be sure to include diagrams or written explanations to help you communicate your unique idea.



## Open Studio

Open Studio is offered to all children in Grades 4-6. It gives children an opportunity to explore the creative process.

The studio offerings focus on myriad forms of expression designed by each child. We celebrate the willingness of our students to try new things and build upon “mistakes”. Along the way they achieve not just artistic but personal growth... always challenging the conventional ... occasionally brushing against the avant-garde. They work toward discovering not just what they want to build, but what they’re trying to express.

We are involved in a mixed media process that utilizes fabrics, cardboard, string, paper, paint, wire, drawing, and the ultimate “primitive” material, clay.



## Museum Experiences

**L**ook, listen, and share ideas while exploring modern and contemporary art. Children engage in lively discussions while looking at masterpieces --- and modern masterpieces. They share ideas, exchange opinions, compare and contrast, see connections, and consider different perspectives about works of art.

**A**fter exploration, children use their experiences as inspiration for art-making in the studio.

**I**n the Fifth Grade a visit to The Yale Center for British Art connects Social Studies, Language Arts and The Visual Arts together with the study of British Imperialism. Paul Melon, Louis Kahn, and George Stubbs are studied along with the art done at the time of The Revolutionary War in England.

**I**n Grade Six we go across the street to The Yale Art Gallery. This experience connects their study of The East and it's influence on The West. Impressionism, the invention of the camera , cropping, the use of printmaking, all help the students understand modern art. Back at Beecher everything has been tied together. The information learned forms their Digital Storytelling Project and helps all children understand Contemporary and Modern Art.



## TAG

### Philosophy

While every child, regardless of where he/she is in her/his development, should first of all be considered as an individual. Every child is unique. Every child is potentially gifted. We develop all potential creative abilities in every child, regardless of where he/she presently stands, regardless of his/her background, and regardless of our own personal bias or taste.

Innovation, creativity, and imagination are at the core of all experiences.

The artwork of each child is a personal response to the information received ... experimentation with materials is the work of the individual child.

We want children to embrace the unknown; surprise the viewer; use what they know and what is being learned in personal ways.

We foster creativity, domain altering, creative problem solving across disciplinary intersections.

Open Studio is offered to all children in Grades 4-6 where children become involved in the creative process. The creation of time used is up to each child. They create according to their passion.

Creative people have thoughts or actions which change a domain or establish a new one. Open Studio gives a child opportunity to explore.

The time allotted this year (2012-2013) is 20 minutes every six days.

# TAG in The Visual Arts

Draft for Identification

Philosophy:

Description of TAG in the Visual Arts: Intuitive quality of imagery; Highly developed sensibility; Fluency of imagination and expression; High degree of Self-Identification; Create with a conviction and directness of Expression; Innovation, creative problem solving, passion

Student Name \_\_\_\_\_

Grade \_\_\_\_\_ Classroom Teacher \_\_\_\_\_

4= Outstanding: Consistency exceeds expectation

3= Competent: Meets expectations

2= Acceptable: Progressing toward expectations

1= Limited: Demonstrates limited progress; experiencing difficulty

NA= not assessed at this time

## **Aesthetics/Design**

Uses design concepts of pattern, balance, center of interest

Uses Elements of Design to communicate an idea

Views and discusses major works of art

Has a highly developed sensibility

## **Creativity**

Creates images using imagination, memory, and observation

Creates unique solutions to visual challenges

Intuitive quality of imagery

Fluency of imagination and expression

High degree of self-identification

Create with a conviction and directness of expression

## **Craftsmanship**

Uses materials appropriately

Demonstrates manipulative skills

## **Follows Directions**

Completes each design problem

Engaged listener

Uses time and materials effectively

## **Effort/attitude/behavior**

Follows classroom rules

Works cooperatively

Demonstrates responsibility and willingness to learn



## ARTSWEEK

**ARTSWEEK** introduces the school and town communities each year for a week in June to a major artist or art movement.

Artsweek helps our community experience the connection between the visual arts, music, theater, dance, to the subjects taught in their classroom.

The goal of Artsweek is to create a school-wide collaborative event whereby the town enjoys the exuberance Beecher Road School has for The Arts and the connection they have to our everyday lives. Everyone is involved in critical thinking, problem solving, and the process of creating.

Parent volunteers are on the planning committee as well as anyone in the Beecher Community. The week is sponsored by the PTO. A theme for the week is decided upon the year before.

Professional performances are engaged. Each day of the week has a different artistic focus. A school-wide artistic collaboration is a special feature of the week: all children and their teachers work together in the creation of a piece of art to be on display for the community at large. The exterior grounds are used for the exhibit; however, "The Warhol Wall" and Louise Nevelson's relief sculpture in North Lobby were interior exhibits.

Artsnight brings the entire Beecher community together. After a reception in The Rotunda, studios are open throughout the building where children and their parents can enjoy the creative process together. The experiences are taught by parents, teachers, and artists from the area. There are performances by our jazz ensemble, poetry readings, etc. All artwork, which represent our curriculum during the year is on exhibit. Our philosophy that each child sees and expresses their world in their unique way is very apparent.

Themes to date:

Louise Nevelson;

Peace (Jean Claude and Christo);

Alexander Calder;

The Pop Art Movement;

Picasso (2013).



## Murals

The murals, both exterior and interior, at Beecher Road School are a remembrance of children, classes, principals, “ArtFests”, and “Artsweeks”.

They are a permanent legacy for all to enjoy.



## “Open Studio Summer”

will provide children with the opportunity to engage in the creative process. The child enters the studio, armed with an idea for a painting, a sculpture, a print, a drawing, a piece of clay, wood, collage, a dress, a building, a product, etc.

Until the idea is manifest, its outline is, at best, a bit cloudy . . .

Marks are made, colors applied, and the object is set in motion.

The creative spark has been lit, but the fire needs tending. The “play” begins, the mistakes happen, thinking is done, judgments are made.

The next day decisions made earlier might look weak . . .

Adjust, destroy, rebuild.

Artists must trust their instincts and intuitions, take risks.

Learn to transform your ideas into something of great personal value.

Teacher: Linda Acheson

Open to grades Kindergarten and up

Number 10-15

Children will be taught on an individual basis

Length of Session: 1 week

(Although depending on the project, a child might want to work on a piece all of the sessions.)



## What can parents do?

So much in life is a matter of connected circumstances that compromise an interdependent web of people and ideas, which can motivate and spin into creative acts. The idea that art and life are inseparably intertwined like vines growing in and out of the branches of trees is predominant in our art curriculum at Beecher. Disciplined art skills and aesthetic awareness should enhance every area of life. Help your child discover art in the world around us: architecture, jewelry and fashion design, graphic design, the play of sunlight casting shadows of positive and negative shapes on the textured grass. Help your child understand the importance of respecting the differences between our own aesthetic choices and those of others. Parents are children's first teachers and therefore must learn how to promote sensory awareness and creativity in order to enhance effective and cognitive growth.

A studio atmosphere at home is a must. Art is human necessity and, therefore, an environment where you and your child can participate in addressing visual problems, finding alternative materials for those unavailable, improvising, and creating. The studio should have plenty of collage materials, drawing surfaces, supplies, and blank papers giving it an atmosphere where problem solving, testing tools and materials, making mistakes, inventing, reinventing can occur. Information gathering cannot replace hands-on experiences. The opportunity for guidance with studio practice is very important. Tactile manipulation is a fundamental necessity for human development. Adults should not be impatient. Do not encourage a fine product. It is the PROCESS that is key. Learning how to share experiences without being overly intrusive is an important skill in the art of doing anything together. When creating with your child, emphasize learning coexistence and respect for differences of both viewpoints and abilities.

Ideas do not magically come from thin air. Some of our deepest memories evolve from combined sensory impressions. Sensory impressions can be transformed from one medium to another. Practice with art materials sharpens sensory awareness in a manner that simply looking at things cannot. By doing art together, you can benefit from each other's insights and build from the collective strength of more than one mind. Emphasize trying new things and experimenting.

Learn to observe and communicate visually. Learn to transcribe personal feelings and thoughts into art media. It is crucial that your child feels that what they create is theirs-- all theirs, and only theirs.

. **Provide** a space in your home where a wide variety of art materials can be used . . . a studio. A place where "mistakes" and experimentation with ideas and materials can take place . . . ideas can be formed. . . where your child's unique way of seeing can be nurtured. The "play" is a big part of creativity. "Tell me about your art" is a way to begin your child's conversation about it. When drawing, use real objects for observation or use Google Images as a wonderful resource.

. **Begin** a collection of books about art and artists . . . your child needs to be exposed to art, artists, and why art looks the way it does.

. **Take** your child to museums . . . The Yale Art Gallery, The Yale Center for British Art, Artspace, MOMA, The Metropolitan Museum of Art, The Guggenheim, Boston Museum of Fine Art, The New Britain Museum of Art . . .to name a few.

. **Take time** to expose your child to the writers, musicians, other artists, philosophers of the time in which art was created.

. **Travel** with a drawing book . . . blank paper and a pencil or pen are good to have close at hand no matter where you go.

. **Encourage** your child to explore . . . enjoy the process . . . the product is secondary.

. **Visit** Americans for the Arts at [www.artusa.org](http://www.artusa.org)

. **Save** your child's artwork.

. **Read:** "Out of our Minds" and "The Element" by Ken Robinson

. **Volunteer:** Volunteer at Beecher in your child's classroom; chaperone a field trip; volunteer during Artsweek; donate materials that could be used in the art studio.

“Every child is an artist.  
The problem is to remain one  
Once he or she  
Grows up.”

Picasso



Art is humanity's most essential  
most universal language.  
It is not a frill; but a necessary  
part of communication.

The quality of a civilization can be measured through its  
music, dance, drama, architecture, visual arts, and  
literature.

We must give our children knowledge and understanding of  
civilization's  
most profound work.



The other contributions to the Beecher community are as follows:

Sparkle Day  
Shades of Red Day  
The Beecher Calendar

An ongoing exhibit of student work throughout all of our hallways done by all children create an atmosphere of the joy and celebration of each of our children's unique way of seeing and thinking about their world.

# Play

will be to the  
21<sup>st</sup> Century what  
WORK

was to the  
Industrial Age – our  
Dominant way of  
KNOWING,  
DOING and  
CREATING  
VALUE.

Pat Kane, The Play Ethic 2004

## Finance Committee Minutes

Date - 1/14/13

Attendance: Gaetan Stella, Al Pullo, Steven Fleischman, Carl Lindskog, Lori Patrick, YanYun Wu, Margaret Hamilton, Sandy Stein

The meeting was called to order at 7pm

The Committee discussed all matters on the agenda.

All financial statements were reviewed in detail.

We reviewed the audit documents provided. Further review to occur and the Auditors will be invited to the finance committee at the appropriate time.

The Meeting was adjourned 8pm