

**Legislative Council**  
**Education subcommittee**

Special meeting

3 Primrose Street, Newtown, CT

Monday March 30, 2022

**Minutes**

Present: Phil Carroll, Michelle Embree Ku, Lisa Kessler, Dan Honan, Guest- BOE chair-Deborra Zukowski, Superintendent- Lorrie Rodrigue , Business Director Tanja Vadas, Dan Wiedemann

Absent: William DeRosa, Angela Curie

Call To Order: Mr. Carroll called the meeting to order at 7:30 PM

Salute to the Flag

Motion to accept Minutes of March 21,2022 made by Michelle Ku, seconded by Lisa Kessler

Three approve – one abstain-Dan Honan

We discussed the questions that were submitted by council members and answers from the BOE administration in great detail with a few additional Qs and As that came up due to some explanations of some of the Qs and As that were submitted.

I will attach the questions and answers from the legislative council members as well as the questions with answers from the Finance board members.

The next Education subcommittee meeting will be April 04, 2022 in room TBD at 7:30PM

Adjournment: meeting was adjourned at 10:15 PM

Philip Carroll - Chairman Legislative Council Education Subcommittee



## **LC Questions:**

**\*page 72 of the Selectman's budget, there is a savings of \$7900 due to a favorable copier leasing contract. Given the BOE shares our purchasing agent, is the BOE saving the same or more in their contract?**

An RFP was issued for our copier contract back in 2016 with the award being given to Cannon. Upon expiration, we negotiated with the vendor and the contract was renewed for another 4 years. They were able to provide the current contract at no additional cost over the previous contract, and also included 6 new copiers at no additional charge. The new contract was favorable due to no increase.

**\*Were there any other budget savings over last year's budget utilizing the purchasing agent?**

Through the ongoing collaboration with the Purchasing Agent, the BOE purchases a majority of its supplies using suppliers that are vetted through the State's bid process. This certainly has accounted for more effective purchasing protocols. Under the guidance and support of our Purchasing Agent, using the State's approved vendor list does provide a level of savings through secured pricing and discounts.

In addition, the purchasing agent did assist us with the consolidation of our Amazon accounts and the creation of a corporate account. With the consolidation of these accounts, we were able to save on shipping costs as we now pay a fixed annual fee.

The purchasing agent also assisted in the development of our propane and transportation RFP. We were very fortunate to lock into this contract due to the uncertainties in the market and sharp increases we have seen in these types of commodities. The propane bid was awarded last year and we have the ability to extend this contract into the 22-23 budget year at the same fixed cost of \$1.17 per gallon.

**\*Are any particular state mandates being proposed that would significantly impact the BOE budget now or in the future?**

State mandates have already been figured into instructional practices. For example, there is a mandate for required courses/credits, one of which is the new African Latino History requirement. This is being taught by a current social studies staff member rather than a new hire. We were able to utilize an existing staff member and still retain the appropriate number of sections for other social studies courses. The increase in credits required of all high school students has been addressed, which includes the credit added for the Capstone (seniors).

**\*(pg23) Now that we have some history with this line, how often is it used?(SPED contingency)**

The account has been used each year that it has been in place. It was first implemented in 2018-19 and a transfer was initiated to cover the deficit in our out-of-district tuition account. In 2019-20, all school operations ceased in March (due to the pandemic). However, we still experienced a deficit in the out-of-district tuition and again, the contingency account was used.

In 2020-21, we transferred the contingency account to cover the deficit in out-of-district tuition. However, we did end the year with a small positive balance in this account, which was later transferred to the non-lapsing account.

We anticipate transferring the \$100,000 in the current year to cover the balance in our out-of-district tuition account which is currently showing a negative balance.

Our SPED Director and her team has been able to navigate the rising enrollment and outplacement costs well. In fact, with some of our in-house programs (autism, SAIL at NMS and NHS), students that might have needed services through an out-of-district setting were able to be maintained in the district.

**\*(pg34)In district enrollment are down 1273 students since 2012.What steps have been taken to capitalize on opportunities created by the reduced space needs?**

We have utilized space for SAIL program at the HS, support rooms for SPED resource (pull out), SAIL program at the NMS. Additional space has

also been required for support and interventions for our students, which is necessary now due to learning loss and students on academic intervention plans. Students in our SAIL programs at both NMS and NHS would have potentially needed an alternative setting outside the district if this program did not exist - at a much higher cost.

**\*(pg45)Hawley School HVAC project prompting student relocation. What projected savings are expected from this?**

We are not expecting much in savings, since the building will still be open to accommodate construction. All staff will still be needed and utilized at the three buildings (Reed, Sandy Hook, and HOM (pre-school)). We are also utilizing existing furniture.

**\*(pg140) 2 specialists in the H.S. are on grants, when do the grants expire?**

These two social workers are currently on our ESSER grant and they will continue to be grant funded through the 2022-23 school year.

**\*(pg142) line 580, small number but an example of staff mileage being up across the budget. Increase out of phase with IRS rate of 58.5cents per mile. Why? More driving within the district?**

The staff mileage is consistent with the staff training. In the past two years, our staff has been unable to travel for professional development and training due to the pandemic. We are hoping to restore these important activities.

**\*(pg148) staff mileage for technology went up from \$4899 in 20-21 to 9000. today? Why?**

The answer to this question is the same as the above and in addition, this mileage is used to pay for employees' intradistrict travel. If you look back to the years 2017-18 and 2018-19, the average cost for travel was over \$8,000, and now these costs have also risen based on IRS travel reimbursement rate.

**\*(pg146) Krugman's Economics, Is this a title of a course or textbook? It is asked because Paul Krugman has been wrong on many issues including our recent inflationary cycle, so much so that there has been a book and podcast dedicated to pointing this out.**

This is text for a college-level advanced course (AP). Texts or other resources are recommended by the College Board for the teaching of AP courses. As this is directly tied to the College Board with clear guidelines on curriculum and resources, The BOE has authority on approving all texts.

**8(pg150) states BOE agreed to maintain reasonable and sufficient funding level, consistent across years. How does pulling from operating budget and funding with cap and non-rec impact future budgets?**

While it may help offset costs in the operational plan for the specific budget year in which it is applied, it does create a “gap” the yearafter, showing an increase when that same funding is requested without the previous offset.

**\*(pg151) line 521 insurance liability up 21.50%, and was higher in 20-21 than in 21-22. What are the drivers of this? Is there anything that can smooth out this account year over year?**

Due to an abundance of school cyber threats across the country, our current liability provider decided it was not in their best interest to supply this type of coverage, nor did they have the expertise in this area.

After months of waiting for underwriters to provide us (and the Town) with a cyber liability policy, we were presented a new policy with Corvus in March of 2021 for \$20,740. At the time, we had no indication that it would be this high, our insurance rep was also surprised by the increase in cost. Therefore, in our 21-22 budget request, we included an amount for cyber liability that we thought was reasonable.

A transfer has not been initiated in this line to cover the current costs as we are in the process of securing our new policy (keep in mind only transfers through 11/30 will appear in this book).

In the 22-23 budget request, we have included an estimated \$35,000 for this policy.

**\*(pg154) increase in daily subs. Increase seems to be during pandemic, with 2019-20 \$510,596. How much absent staff was covid related?**

This was related to COVID, but also natural maternity, illness, etc. At times, the number of staff out due to COVID or quarantining warranted substitutes to cover classes. We need to be prepared as we continue to need subs, with substitute shortages even prior to the pandemic. We often scrambled in particular buildings (e.g., middle or high school) to find qualified substitutes to handle absenteeism and even prior to the pandemic. In 2018-19 we moved to include more building subs into our 2019-20 budget; however, all operations ceased in March of that year.

In 21-22, the Board approved an increase from \$91 to \$100 per day to be competitive with local districts in order to secure adequate substitutes.

In the 22-23 budget request, we also added two additional building subs into the budget to better support our needs (see footnote on p. 154). This combined with the increase in pay rate, including the issues mentioned due to the pandemic (daily coverage when building subs are not available), resulted in additional costs overall.

**\*(pg155) Security cost is up \$98,000 in the last 3 years, with major overrun in staffing cost during 21-22. What are the drivers for increases?**

**Requested staff funding below 21-22?**

During the 2020-2021 school year, and especially during the current 2021–2022 school year, many security utilized sick time due to pandemic (we also have one out on long-term workers comp), which required the need to hire a substitute ASSO, and on a few occasions, hire a Newtown police officer at private duty rate in order to maintain the same level of security services. Also beginning in 2020-21, the Town informed us that they would no longer be supplying the BOE with traffic guards; therefore, we had to utilize our own guards and because this work was above and beyond the scope of their daily duties, a stipend was applied. The stipend was for three employees (Hawley, Middle and High School) at \$4,000 each.

Also in 2021-22, a much needed salary adjustment was made for our unarmed guards. Comparative data was provided for SSOs in other

districts in our DRG (socio-economically similar), as well as contiguous towns, and the Board approved an increase that would align their salaries with other SSOs to remain competitive with hiring and retaining.

The amount shown under the current budget for 2021-22 also includes a budget transfer for a guard that was previously grant funded for approximately \$23,000

**\*(pg161) \$15,000. Hawley HVAC Service, school will be closed as HVAC system is replaced, why service cost?**

When we created the 2022-23 budget, Hawley was still unknown. Per the Director of Facilities, we still wanted the units maintained even though construction could be happening. It is an individual service contract and includes the 97 wing, which may or may not be a full renovation due to recent project costs.

**\*(pg170) In the transportation RFP, specified buses must be propane fueled. Why? The automotive industry is moving towards electric, possibly Hydrogen, and new tier clean diesel.**

Actually, in talking with local districts and superintendents, our move to propane is looked upon favorably, considering many districts are still tied to diesel. Propane does burn cleaner, so there was clearly an environmental factor considered. The discussions about the potential for electric has occurred among districts and through State discussions, but continue to be discounted, at least for the time being, due to the high cost in acquiring these new technologies. This is not something that we should be considering for next year's transportation.

We have also locked into a propane contract for 2021-22 with the ability to extend the contract for one year. With the extreme rise in the cost of fuel, we have been very fortunate to have this contract in place for an additional year. We have also taken advantage of the federal excise tax credit which provides .50 cents to the dollar per gallon of propane used. For tax year 2019, we received \$69,308 and for 2020 we received \$45,033.



**Not knowing what government subsidies may or may not be available 3-5 years from now, why would the district limit itself with one fuel type? Was there a concern that this would preclude other vendors from bidding?**

We spoke to other vendors and bus driver shortages continue to affect bus companies across the nation. The greater issue is that they will not be able to adequately staff new buses with drivers. There continues to be a national bus driver shortage, and as the pandemic winds down, we are hopeful that this shortage will be minimized over time.

When vendors bid on a contract, new buses are typically required. Propane buses have been around for many years now with the BOE phasing out our diesel buses beginning in 2017-18. Both vendors who inquired about our RFP did not indicate that propane buses would be an issue.

**\*(pg170) Why did the district specify that All star transportation would be the district's routing agency in the RFP (8.9.1)? Presumably this would dissuade competitors of All star from bidding.**

A lot of the language from our last transportation contract was transferred to the new RFP, and unfortunately the language in this section was not updated.

When an RFP is sent out, all bidders have the chance to ask questions. The two larger transportation providers were aware of the language error and this had no impact on bidding.

**\*(pg170) There have been well documented instances that our current transportation vendor failing to provide timely transportation for students, to the consternation of the parents and staff and at the expense of instructional hours for the students. The contract has a non-performance damages penalties clauses including \$100. Per student per day. Has the district been recovering these penalty cost? What becomes of the funds?**

We are working with legal counsel on this with the Board of Education. Since we are still in the process of negotiating, we do not have details on this. Any damages assessed now or in the near future need to be discussed with the vendor and our legal counsel.

**\*There have been 9 or 10 buses staying parked at the school bus lot while the rest are doing their normal runs. Are these buses not needed? Is the district being charged for these buses?**

We continue to receive credits for "parked" buses. We had to survey families early on to determine who would drive (and did not want students on buses during the pandemic). Given our numbers, we were able to revise our routes and minimize the current fleet. This was critical as there were not an adequate number of bus drivers; however, we will need to maintain our fleet given we expect our student ridership to return to normal post pandemic.

**Should the contract reflect a lesser amount of buses? Do we pay for per bus per day?**

We must have transportation for all students. Now that the pandemic is winding down, more students will ride again. However, we will be in the process of negotiating with our transportation provider to review the number of buses needed to adequately accommodate our students.

**\*(pg174) transportation cost increases of \$3200. Why? Do we use IRS reimbursement rate?**

Not seeing the question from p. 174. However, we do use the IRS reimbursement rate when reimbursing employees for work related travel.

\*How many missed school bus runs have there been by month in 2021-22?

**August, 2021**

None parked

**September, 2021**

None parked

**PARKED BUSES, 2021 – 2022**

For each parked bus, another ran full route at end of shift

<b><u>October, 2021</u></b> 10/11 – 53 PM Elementary only 10/13 – 14 PM Elementary only 10/14 – 3 PM only 49 AM / PM 10/15 – 22 AM / PM 14 AM / PM 10/18 – 17 AM / PM 50 AM / PM 10/19 – 19 AM / PM 22 AM / PM 10/22 – 3 PM only 10 AM / PM 5 AM / PM HS/MS only 11 PM Elementary only 10/26 – PM only 10/27 – 5 PM only	<b><u>November, 2021</u></b> 11/02 – 9 PM only 11/03 – 3 AM / PM 11/04 – 13 PM only 11/05 – 9 AM / PM 11/08 – 9 AM / PM 14 PM only 11/09 – 19 AM / PM 11/10 – 22 AM / PM 19 PM only 11/15 – 11 AM Elementary only 11/16 – 9 PM only 11/18 – 17 AM Elementary 11 AM only 22 PM Elementary only 11/22 – 9 AM / PM 16 AM / PM 11/23 – 19 AM / PM 51 AM / PM 11/30 – 3 PM only	<b><u>December, 2021</u></b> 12/03 – 7 PM only 12/06 – 5 PM only
<b><u>January, 2022</u></b> 1/06 – 6 PM only 1/10 – 11 AM HS/MS only 22 PM only 1/19 – 12:30 PM HS only 1/25 – 13 AM only 1/27 – 1 and 22 PM only 1/31 - 20 PM only	<b><u>February, 2022</u></b> 2/10 – 7 PM only 2/16 – 32 AM HS/MS only, PM 14 PM only 2/17 – 4 AM only 2/18 – 14 AM only	<b><u>March, 2022</u></b> 3/09 – 1 AM only 3 AM only 18 AM only 3/10 – 18 AM only 28 AM only 3/11 – 4 AM only

**The H.S. sports teams have been negatively impacted by no bus transportation. How much money has the athletic dept. saved not transporting to games/practices?**

There are no savings due to the bus driver shortage. The Athletic Department found alternate means of transportation: Coach Tours, LandJet, JTR, and Elite Limousine, along with the BOE vans for shorter trips with smaller teams. The cost of the bus lines were between \$550-\$1200 as opposed to All Star which was \$200-\$300 not including additional hours. We always tried to use Elite Limo, which is the least expensive, and has 14 passenger to 56 passenger vans/buses.

**Money was allocated for athletic transportation at H.S. in 20-21 that did not take place. What happened to those funds?**

All the sports within the high school were able to run with the exception of wrestling. While it was a slow start in the beginning of the year, we still provided transportation for all sports. Some of the fall sports had many make up days; pushing their end time into the spring. Combined with the spring sports, the need for transportation was overwhelming and we looked for additional transportation providers, above and beyond our current contractor. The spring sports also ran later than usual (due to all of the make-ups from the fall) and the end of year balance for athletic travel was actually negative by -\$14,137.

**\*Are there any booster clubs to help offset cost for sports teams(blue & gold?) If the individual teams have a fund raiser, who holds the funds? Who is it reported to? Who decides how it is used? Who monitors these accounts?**

Booster Clubs are their own legal entities through 501C and handle their own finances. However, they work closely with the schools. Any and all "activities" monies and funds are handled through the school district. These funds are monitored by the athletic department and the school administration.

\*(pg182) Newtown PPE increasing, but districts in our DERG with lower PPEs are often outperforming us, particularly in elementary levels. What efforts is the district undertaking to identify where we can improve and show parents we will provide more ROI for students?

Based on overall data from multiple sources, (including our own internal assessment data), Newtown provides a quality education for our students. The State continues not to share district comparative data as the purpose of some assessments are to support in-house changes to programming, curricula, or instruction.

*We did see a dip in scores in 2018-19 at the elementary but at the same time very high in SAT in both Verbal (#1 DRG) and Math (#4 DRG), which are the high stakes assessments that help in college acceptance. Thus, indicating the students needed more challenging programming at the lower level but finish their journey in high school at a high level. We shut down the following spring due to the pandemic.*

*Unfortunately there really is no other DRG comparison data for the 2020-21 state assessments. **We included the statement from the CSDE below that outlines some of the reasons the DRG comparisons are not available.** In addition, data from assessments such as i-Ready or NWEA are not publicly shared across districts either, so it's hard to say exactly where other districts are right now compared to Newtown, but you would expect that many are experiencing the same degrees of unfinished learning due to the pandemic that we are. i-Ready did provide us some general information about the performance of all i-Ready test takers (approx. 9 million total) after the fall assessment. The key takeaways were that 1. compared to reading, the percentage of students who are on grade level in math is not yet reaching pre-pandemic levels in most grades, and the gaps are largest in upper-elementary and middle school grades and 2. that more students were two or more grade levels below their actual grade level this fall than before the pandemic began.*

**Statement from CT State Dept. of Education (CSDE)**

*“Attendance data from 2020-21 confirm that how students learned (i.e., in-person, hybrid, remote) varied across districts and schools. In addition, who and how many learned remotely varied across districts and schools. Who and how many tested remotely (a new construct for the state*

*assessment) varied across districts and schools. Finally, who and how many participated in the in-person test also varied across districts and schools."*

However, like many districts, we use data to inform future improvements in programming or to make instructional shifts - when grade level scores dip or fluctuate in any given year in math or literacy. An example is our inclusion of the Foundations program for literacy, a new K-5 math program, and revised curricular and instructional resources to enhance our students' learning experiences across a K-12 journey.

Reasonable class sizes are certainly important as teachers work hard to meet both the academic and social-emotional needs of our students, and, as noted, to address academic issues evident through assessment data. Class size provides teachers the opportunity to give more attention to struggling learners and to implement individualized instructional plans and multi-tiered levels of support in core subject areas. However, that is only one strategy in supporting students in an effort to promote growth and achievement.

For example, we recently moved to a new math program so it would provide the level of rigor to fully prepare our students. Changing an entire program is not easy and doesn't happen overnight. Even during the pandemic, we managed to put into place a thoughtful pilot so that our teachers could use and provide feedback for the selection of a new program. This shift was necessary to provide a more challenging program.

Additionally, we invested in a data platform (Educlimber) to support our ability to review and manipulate data from across the district, which would also allow teachers to drill down to specific areas that require support plans for students. Educlimber is the platform that will help us make targeted educational decisions for our students based on a variety of appropriate and relevant data points.

We have earlier NWEA assessments that show students' RIT scores (see data below), but we also replaced our NWEA assessments with iReady assessments, which provide us with far more specific information about student needs and with targeted classroom instructional activities to address weak areas. We are also addressing dips in math in certain grades. The inclusion of a new math program is precisely focused on elevating the rigor in this area. **Data charts (below) include NWEA assessment data (2019-2020) and this year's new iReady**

**assessments (fall 2021) for both literacy and math.** These are typically good predictors of how our students will behave on future standardized assessments.

According to the analysis by our Director of Teaching and Learning, although it is the first set of data this year, early indications show that students are scoring high (in some cases exceedingly high) on foundational reading skills, *this is likely connected to the initiatives that have been implemented in the elementary grades, including caps on student numbers for Kindergarten, keeping the student-teacher ratio lower, intervention work done by the reading teachers and specialists, and the addition of the Foundations Reading program in K-2.*

#### *Fall NWEA Comparison*

#### **Grade-on-Grade Analysis Reading: Mean RIT**

	<b>Fall 2019-20 Mean RIT</b>	<b>Fall 2020-21 Mean RIT</b>	<b>+/- Differential</b>
<b>Grade 2</b>	N/A	N/A	N/A
<b>Grade 3</b>	195.8	199.3	+3.5
<b>Grade 4</b>	204.2	209.3	+5.1
<b>Grade 5</b>	214.1	214.8	+7
<b>Grade 6</b>	218.6	222	+3.4
<b>Grade 7</b>	221.5	223.6	+2.1
<b>Grade 8</b>	226.4	227.3	+9

### Grade-on-Grade Analysis Math: Mean RIT

	Fall 2019-20 Mean RIT	Fall 2020-21 Mean RIT	+/- Differential
<b>Grade 2</b>	N/A	N/A	N/A
<b>Grade 3</b>	194.4	194.1	- 0.3
<b>Grade 4</b>	205.4	207	+1.6
<b>Grade 5</b>	219.2	215	- 4.2
<b>Grade 6</b>	223.7	223.8	+0.1
<b>Grade 7</b>	231.2	232.3	+1.1
<b>Grade 8</b>	240.9	237.7	- 3.2

In math, we dipped in two grades, but we have focused on the need for rigor in our math program for the last two years, which is the reason for our shift in programming. This is also the rationale for the math interventionists at our elementary level in the 2022-23 budget for next year and beyond.



**Fall i-Ready Early Reading Domains - Fall 2021 Assessment  
All Elementary Schools  
Early Reading (2nd/3rd Grade)**

**Placement By Domain**



Percentage of students who scored **on or above grade level** in the elementary schools in each of these reading domains:

Phonological Awareness: 96%

Phonics: 71%

High Frequency Words: 92.8%

The story must include the entire K-12 journey for our students. Ultimately, I have included the most relevant data. The State only provided minimal information last year with warnings about validity, since all districts had high absences, disenrolled students, or families who chose remote learning when the assessment was given. I have also included some information at the secondary level, since the most important indicator for any district is where students land, what our graduation rate is, what rigorous courses they have access to and are participating in, what colleges they are getting into based on SAT, AP exams. In addition, the State provides an Accountability Performance Report, which shows we have done well.

### **State Accountability Performance Report**

The most recent Next Generation State Accountability Report for Newtown. **Newtown earned 82.8% when evaluating the district against 12 indicators. The state average is 74.2%.** Newtown also showed no major performance gaps for our high needs students (ELL, Sped, F&R) versus non-high needs students.

Based on data presented to the BOE regarding the last “comparative data” in 2020, our students continue to do well on SAT AND AP.

### Connecticut School Day SAT - Percent at Levels 3 and 4 DRG B Comparison

Mathematics				Literacy			
School District	Count	Percent at Level 3 and 4	Percent at Level 3 and 4	School District	Count	Percent at Level 3 and 4	Percent at Level 3 and 4
Glastonbury	362	73.4	583	Newtown	348	86.8	573
Avon	168	72.7	588	Simsbury	307	86.2	589
Region 15	227	72.5	569	Guilford	243	85.9	577
Newtown	288	71.8	579	Cheshire	285	85.8	571
Monroe	159	71.3	570	Farmington	249	84.4	578
Simsbury	252	70.8	577	Avon	194	84.0	583
Guilford	194	68.6	576	Granby	134	83.8	570
Trumbull	322	67.1	567	Monroe	186	83.4	564
Fairfield	484	66.4	570	Fairfield	604	82.9	566
Farmington	195	66.1	575	Glastonbury	406	82.4	570
Greenwich	442	64.8	571	Greenwich	562	82.3	579
Cheshire	212	63.9	562	Region 5	300	81.3	569
Region 05	235	63.7	563	Trumbull	382	79.6	559
Granby	99	61.9	551	Region 15	248	79.2	564
West Hartford	433	61.7	556	West Hartford	554	78.9	566
South Windsor	192	60.6	554	New Fairfield	147	77.8	546
Brookfield	118	59.6	550	Brookfield	153	77.3	549
New Fairfield	91	48.1	522	South Windsor	243	76.7	557

Our Advanced Placement scores also continue to well exceed the State and the Global score averages. This has helped allow our students to remain competitive and to gain acceptance into excellent colleges and universities.

The most recent AP data from 2021 is below, which compares us to the State and Globally.

	Average Mean Scores			%Score 3 or Higher		
	Newtown	State	Global	Newtown	State	Global
Biology	3.68	3.13	2.83	90.9	70.8	59.2
CalculusBC	3.86	3.66	3.62	86.4	76.9	75.7
Chemistry	3.46	2.9	2.67	80.8	59.6	51.5
Comp. Sci	3.96	3.32	3.15	95.7	72.1	65.9
CS Principles	4.4	3.17	3	100	72.9	66.7
Eng Comp	3.62	3.25	2.86	86.4	72.1	58
Eng Lit	3.84	2.73	2.49	94.7	54.3	44.5
Env Sci	3.73	2.98	2.68	90.9	60.7	50.4
Human Geo	4.4	3.31	2.7	92	71	52.7
Macro Econ	3.63	3.38	2.74	87.5	69.3	51.3
Physics	3.25	2.69	2.42	75	50.9	42.5
Physics electric C	4.33	3.7	3.47	88.9	76.1	70.1
Physics C mechanic	4.22	3.62	3.37	100	79.1	73.4
Psychology	2.63	2.78	2.73	51.1	55	53.9
Spanish	3.5	3.51	3.41	93.8	81.5	80.2
Statistics	3.52	2.88	2.84	80.4	59.6	58

<b>US Gov</b>	<b>3.12</b>	<b>2.79</b>	<b>2.63</b>	<b>67.6</b>	<b>56.2</b>	<b>50.7</b>
<b>US History</b>	<b>3.02</b>	<b>2.92</b>	<b>2.53</b>	<b>65</b>	<b>60.3</b>	<b>47.5</b>
<b>French</b>	<b>2.67</b>	<b>3.2</b>	<b>3.13</b>	<b>50</b>	<b>74.9</b>	<b>71.4</b>
<b>European Hist</b>	<b>5</b>	<b>3.29</b>	<b>2.84</b>	<b>100</b>	<b>71</b>	<b>55.3</b>

All of this data, including our graduation rate, is why our high school ranks in the top quartile of CT high schools, as does our Middle School, both recently recognized again by U.S. News and World Report (NHS #21 in CT and NMS #39 in CT).

I hope this helps provide clarity around whether or not Newtown is showing evidence of “quality” and a ROI. Anecdotally, we have a strong reputation, which is why families continue to move in, both for the academic pathways we offer, the number of AP classes, our SPED department and services, and the overall challenging education leading to high rates of graduation (96%) and acceptance into outstanding colleges and universities.

**\*(pg16) Elementary education cost up 1.5 million over two years. Why?**

Actually, just next year alone, we are projecting an additional 84 students at the elementary level. Taking into consideration our per pupil expenditure and the current needs of our students post-pandemic, including appropriate staffing, this is aligned with the costs in our operational plan. This

**\*9pg16) Special education cost up 1.2 million over 2 years. Is this now fully funded?**

Our special education population has grown to equate with the State at 15% (approximately). The costs are included but any additional IEPs that require outplacement or transportation can occur during the year as well. The State of CT does NOT fully fund these kinds of specialized costs. Individual student eligibility for reimbursement is when costs for a special education student (outplacement and transportation) total 4.5x the net per pupil expenditure. If eligible, the State reimburses at a rate of 75%. While this has been an ongoing debate with the State, this is what is current budgeted for at this time.

\*(pg 145) How many student are with an ELL teacher?

- Two ESL teachers manage the needs of 54 (and growing) students across 7 schools.
- Each ESL teacher currently has an equal caseload of 27 students
- Of the 54 students, 14 are considered newcomers, having little to no English Proficiency.

\* We are looking for a new superintendent. What is the total salary including all perks?

The current contracted annual base salary consists of \$218,210 and an additional \$3,000 for a doctorate. Also included in the contract is an annual annuity payment for \$10,000 and an allowance for travel for \$5,000.

\* What is the total salary including all perks for the assistant superintendent?

The current contracted annual base salary is \$195,315. Also included in the contract is an allowance for travel for \$3,600.

Please break down by school- how many teachers-how many administrators- how many paras, and number of support staff.

	<u>Certified Staff</u>	<u>Admin</u>	<u>Para</u>	<u>Custodian /Maint</u>	<u>Nurses/ Supervisor</u>	<u>Support staff*</u>	<u>Total by School</u>
Hawley Elementary	32	1	21	4	1	11	70
Sandy Hook Elementary	46	1	34	5	1	11	98

(includes  
pre-school)

Middle Gate Elementary	43	1	24	4	1	17	90
Head O'Meadow Elementary	33	1	21	4	1	11	71
Reed Intermediate School (includes NELC)	65	2	22	8	2	12	111
Newtown Middle School (includes NCP prgm)	65	2	18	9	2	22	118
Newtown High School	140	3	16	16	3	29	207
Central Office	N/A	10	N/A	6	1	28	45
Total by Employee Group	424	21	156	50	11	141	803

\* support staff includes BCBA, BT, OT, PT, tutors, job coaches, bldg subs, clerical, tech dept, security, and CO staff

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**\*Regarding wellness programs, what are the goals and projections of these programs? How long do you anticipate keeping these programs in place?**

Wellness programs are typically grant funded, and we continue to want to support our staff. We offer programs held at the Community Center, for example, to offer yoga and other healthy outlets. The purpose is to have a healthy staff - both in body and mind - as this would have an impact on their performance as employees. Within the teacher contract, there is also a wellness incentive that inspires or encourages our teachers to get their yearly physical. Healthy and happy employees = less absenteeism.

**\*Several grants are to expire at the end of the school year, Are you doing a fiscal analysis of these programs?**

The grants we have include teaching and support staff that are needed moving forward (e.g., support staff, SPED, interventionists) for the 2022-23 school year. These do not warrant a fiscal analysis as they were and continue to be needed to support our students, especially at the elementary level based on enrollment as well as special education needs. Following the pandemic with social-emotional and academic needs, we are even more concerned that students will continue to need full support by personnel with expertise in these areas (school psychologists, SPED case managers, math and reading intervention). However, we will continue to assess language and math progress of our students based on data, which will support ongoing decisions regarding the need for future interventionists. Similarly, we evaluate student enrollment including subgroups such as special education, to determine staffing needs on a yearly basis.

**\*are there education grants that, once accepted, require that personnel or any other grant funded expense remain in the budget beyond the life of the grant?**

We are not aware of grants that require personnel to remain in the budget beyond the grant. This would not be a contingency of obtaining funding from providers and left up to districts to assess, when the life of the grant ends. However, in many of the requested questions to explore the need for a grant, a funder might ask how the district plans on supporting the staff once the grant has ended. They want to know whether organizations or school districts have a longer term plan for the request.

**\* There is a perception that facility maintenance cost in Newtown are higher than other districts. Can you address this?**

This is challenging to assess, since there are variables in many districts that are unique. We do have 7 buildings (with Reed Intermediate) which is not typical in all districts with the same size population. We also do not know the age of buildings, renovations needed, emergency services, in-kind services, etc. in other districts as we do not track that information. We simply request what is needed to maintain our facilities in Newtown.

**\*Can you address whether more resources are devoted to social/emotional wellbeing and mental health than were previously and, if so, why this is?**

Many of our SEL resources are already embedded in our program or are grant funded. Programs such as Second Step and Project Adventure have been in place for years, with the exception of a new Project Adventure Program at NMS in 2022 (new course separate from PE/Health). We utilize the CASEL model, which includes free resources for districts regarding SEL. Our Teen Talk Counselors at NMS and NHS were brought in to further support our students' needs (depression, anxiety, emotional issues) prior to the pandemic.

Bringing back our Health & Wellness Coordinator was a priority so that we could ensure all our programs, resources and practices were applied across the district with fidelity. This would include ways to better utilize our partners at the Town level (such as Resiliency Center, NYFS).

**\* What is the difference between the sections labeled special education vs pupil services? What makes up the bulk of the increase in pupil services?**

Special Education refers only to students who have IEPs (Individualized Education Plans) who, through comprehensive assessments, have been determined to have a learning or other disability. Pupil Services refers to the staff who provide specialized services based on certification/licensure.

Special Education Teachers are listed in the Special Education section of the budget. Pupil Service staff (Speech/Language Pathologist, Occupational Therapist, Physical Therapist, Social Worker, School Psychologist, Board Certified Behavior Analyst-BCBA) are the professionals considered to provide Pupil Services (counseling, therapies, etc). The bulk of the increase found in this department is in contractual salaries.



### **\*How much does the SEI program cost?**

SEL is not a “program” but embedded in many areas. We utilize Second Step resources, in grades K-8, but our overall structure and philosophy comes from CASEL (Collaborative for Academic, Social, Emotional Learning), which is a free program and resources to districts. SEL are typically embedded into advisory periods during the day, and many other SEL activities are a part of Project Adventure in Reed and NMS, and Empower at NHS. These resources help support students’ ability to self-manage their emotions, deal with conflicts and anxiety, suicide prevention, coping with trauma, and to support a healthy mind and body.

Social emotional programs for students are embedded in our overall programming (Second Step, Project Adventure, Empower), and these are more critical now to ensure our students are supported, which further ties to their overall success.

Below are costs “gifted” to us by the Committee for Children, which provides our Second Step program K-8. Both the digital version and SEL for adults are new and a part of these free resources. However, the chart below outlines the value:

	5 Year License Per School	Number of Schools	Total Value	Expires	One year license
Second Step K-8	\$8,397	6	\$50,382	8/5/2026	\$2,239 per school
SEL for Adults	\$8,397	7	\$58,779	8/5/2026	\$2,239 per school
Out of School Time	\$499 per kit	4 kits	\$1,996		
Total value			\$111,157		

### **How does CABA membership benefit students? What is the cost?**

CABA costs the district \$ 21,252 and benefits the BOE and district by providing support in policy models, which is a major function of the Board. Policies create the foundation for ensuring all practices and protocols are outlined and applied in the best interest of students, staff, and families. Policies include everything from personnel policies or student discipline to new protocols related to health emergencies. The Policy Committee meets regularly throughout the year to revise and develop policies that are required or desired. CABA provides other resources and guidance to districts, including new BOE member orientation resource material and a



**\*Is Newtown also promoting Trades as well as attending college?**

Yes, our counselors and Career Counseling Dept. work with students and families to share resources regarding trades and trade schools appropriate to student goals.

## **Staffing**

**1). We need more justification for this. Why is this important enough to be included in the budget in tough economic times?**

The justification for staffing changes can be found in the enrollment projections compared to the BOE recommended class sizes. We are anticipating an increase in our elementary population (see page 44) which is where the new staff has been requested. When decisions are being made to increase classroom teachers, we do not just rely on projections. We have multiple discussions with building administrators, also taking into account the needs of our current population.

**2). If we required that the budget (other than returning contract bound staff / teacher salaries) remained flat, what would you cut in order to make room for this new spending? In other words, what is the least most important thing in the budget that you want to retain while adding this new financial commitment.**

Based on early reductions and technical adjustments, any future cuts would likely need to impact staffing. We would have to review areas, depending on any additional reductions made to our budget. Returning contract bound staff alone increases the budget, since salaries and benefits are what drive increases. A "flat" budget means we would have to reduce other areas, and this would mean cuts to programming and additional cuts to needed staff.



February 22, 2022

### Responses to Questions from BOF:

1. Could we obtain 5 years of details on the grants that have been received and the educator positions that have been supported by those grants. It is believed this would be helpful to put this year's presentation in context See attached table.
2. Out of any of the grant funded positions, how many positions were retained after a grant expired?

This information is included in the table for question 1. We retain all needed staffing positions. While the funding helps offset the budget, we do not typically request positions for short term use (such as elementary counselors, school psychologists, social workers, and SPED teachers). These are positions based on student needs that continue to increase over time.

3. How many years has a particular position, that was grant funded initially, continued or became a full time placement post grant. Again, we could focus on just the past 5 years if you have that information.

This information is included in the table. However, it is also important to note that typically only needed positions are put on grants simply to offset the burden on the budget for a particular year or years, if we have the ability to do so. Various grants have criteria for use of the grant. For example, some are related more to SEL (social-emotional learning), while other grants focus on staff or programs dealing with trauma, crime victims and survivors (VOCA). An example of this is the placement of elementary counselors who started on grants and then moved over to the budget incrementally. The same has been true of other support positions. There are rarely staffing positions that are created for one year for short-term use.

4. With respect to the grant funded positions, how do benefits factor in for a particular individual? When are they offered or how are they, i.e., during the grant period or only after when hired post grant.

Employees funded by grants receive the same benefits as those funded by the board's budget. Benefit costs are not usually charged to grants. Benefits for these employees come from the Board's budget. However, the VOCA and CT Youth Employment Program grants fund employee benefits.

5. Is there any way to forecast expected grant funded positions for the next three (3) years.

The Title and IDEA grants are two-year grants that are renewed every other year and we are able to project funding for the positions covered by these grants. There may be small fluctuations from year to year and the Board will have to make up the difference in funding for the balance of the position.

Most of the private and other federal grants typically have a usage timeline of 1-2 years. Many grants will also allow a "carryover" if the funds have not been completely depleted within the given time frame.

The private grants, such as NOVO and Sandy Hook Foundations have been in place for several years. However, they should be coming to an end and it is not possible to project what other grant sources may become available over the next three years. Our grant writer, in consultation with key staff and administration, reviews needs and determines whether there are grants available for those purposes. Often, districts do not know if they are going to receive the funds until well into the budget season. Therefore, projections are somewhat difficult.

**As to the middle school cafeteria tables and Middle Gate:** The desks that are being proposed to be replaced, how many of each. (Pg 22) Middle Gate - 19 teacher chairs @ \$180, 25 student chairs @ \$125 and 25 student desks @ \$175 Middle School 6 cafeteria tables @ \$7,500 When was the last time these were replaced or have they been used since the initial purchase. The life of the cafeteria table is approximately 15-20 years and most of them are beyond this time span. We have begun to see extensive wear and some of the tables are non-repairable. The tables that have been included in the budget request are non-repairable and pose a safety concern. We will most likely have to begin a replacement process, including a few tables in our budget request each year.

Are costs expected to rise, or any indicator of the same, over the next year or two should they wait to be replaced?

It is uncertain if the costs will rise over the next few years. However, if we look at what is currently happening with the increase in goods and services due to inflation, we assume this will continue in the near future.

**Next:**

1. pg 95: Technology Education (STEAM), instructional supplies shows \$3,169.00 increase/change from prior year. The foot note is acknowledged, but can you better explain the increase?

These circuits are used in the Tech Ed program and require periodic replacement. This is instructional and teaches basic engineering, electronics and circuitry concepts by using building components with snaps to assemble electronic circuits.

2. As to pg 96, is Rosetta Stone a new offering this year? Is it going to continue going forward? Additional costs every year or every few years? Is it computer based or book based. Is the program available to all students for languages being offered (Spanish/French)

This is due to the current year expansion of the program. The current year was funded through the ESSER II grant; however, the Board will absorb this cost going forward. Rosetta Stone is a digital program and has been instrumental in supporting world language skills for our students who are typically unable to take a world language based on their SPED services, intervention needs, and others who have difficulty being successful in learning a language. Using a digital program for world language for this population has demonstrated positive results, giving ALL students, regardless of their ability level, the opportunity to learn a language. Rosetta Stone happens to be one of the most reputable of the digital language programs.

3. And the cost for workbooks. is this a new item and will continue going forward? Are the workbooks part of the Rosetta Stone program? No, these workbooks are part of the world language instructional program at NMS (not associated with Rosetta Stone). The anticipated cost is about \$8,650

**On page 153, please explain foot note #2 "expansion of anonymous alters system to include all schools"**

The expansion of our Anonymous Alert system was a goal from members of the PEAC (Parent Educator Advisory Council), a district-based action-oriented committee. The goal was to ensure all students, including younger students, had access to the system for sharing confidential information about incidents happening to them or their peers (e.g, bullying, harassment, discrimination, or other more serious emotional issues such as depression, anxiety). Currently, we have data to show that this is being used by students at all levels, including elementary students. This system allows our staff and leaders the ability to intervene when necessary, often providing deliberate plans to provide support.

**Salaries:**

Staffing request for a total 9.38 FTE (6.18 FTE were funded by Grants). Are these all new teachers or some from positions funded by Grants?

The \*9.38 is a combination of new staffing positions added to the budget, which have never been grant funded, and those being moved from having been previously grant funded.

The new staff totals 7.5 FTE (never been grant funded) and consists of all certified positions. The 6.18 FTE are mostly certified with the exception of a behavioral therapist. All of these positions were previously grant funded. The net of budget requests totals 9.38 since this includes reductions in staffing for next year as well (both certified and non-certified).

\*We also recently included a 1.0 staffing reduction in our nursing department (you will see this on the replacement page 19 in your budget book), which brings our total staffing request to 8.38 FTE, but was already included in the total budget request of \$83,051,179.

Are there new positions available for Grants?

We have outlined all of the new positions in the grants (e.g., interventionists, SPED teachers, health and wellness coordinator). These are already listed on your table.

**Student Enrollment (pg30-32):**

Why are the Actual 10/2/21 & Central Office Projections for 2022-23 so different from Prowda projections for 10 years?

Consulting firms that provide enrollment projections are typically more accurate in the first 5 years of a study. This also depends on housing and economic development changes that occur. Central Office projections are updated annually, basing the projection on actual enrollment data within the current year; therefore we can only foresee one year out.

Consultants take other variables into consideration, such as births, housing sales, etc. and are able to project 5 and even 10 years out. However, due to the pandemic and the disenrollment of students, as well as mobility of families, we will be requesting another full study this spring.

One thing to keep in mind, it is very difficult to accurately predict enrollment for more than a couple of years out. The ten year data is included in our consultants report only to gauge the direction of how our enrollment will change over the years. Some consultants will provide a high, middle and low range; however, this data may also become inaccurate and these studies are typically quite costly.

**Textbooks Elementary (pg43):**

Why the big increase \$25,473? Is it because of Bridge math program?

About half of the increase is due to Bridges and the other half is for Foundations consumables, which is a reading program. Foundations was a program Dr. Rodrigue mentioned at the last meeting as a reading program for all students, but specifically advantageous for struggling readers.

**Technology Equipment (pg148):**

Increase \$169,604 (+129.5%) What's being done there/please explain the increase that is?

Does it encompass refreshing obsolete equipment or adding new?

This increase is primarily due to the reduction in the current year budget. Last year the LC removed \$179,491 from our technology equipment budget and funded this amount through the capital non-recurring account. Reducing the BOE portion of this line item in 21-22 creates a larger increase the following year. The total request for 21-22 (before the LC reduction) was \$310,451 and the 22-23 budget request is actually less than the 21-22 budget at \$300,564.

**Food Services (pg156):**

What's going on with the new contract?

The current contract will end on 6/30/22 and an RFP is currently being prepared to solicit vendors for this service.

Where did this go? Looks like it disappeared. Are we waiting for the new bids?

The line item in the budget for "contracted services" was originally created in 2018-19 in order to subsidize the loss that the food service was beginning to experience. This came about due to higher cafeteria worker wages, the increase of compostable costs as we implemented items for student use, (such as paper straw, non-styrofoam trays, etc) as well as the increase in free & reduced lunches being served at the High School. Because the High School was not on the National School Lunch Program (NSLP), federal funds were not available to support these free & reduced lunches which took away from our profit.

In 2019-20 and 20-21, due to the pandemic, we had to subsidize much more than we had budgeted.

This line item is now zero for the upcoming year (22-23) because we will continue to stay on the NSLP and feel that having more federal assistance for this program should offset the program costs.

The RFP must be approved by the State before it can be made public. We are currently in the process of finalizing this and hope to have bids coming in during the first week of April.

**Transportation (pg170):**

You are estimating an 8% increase. You also think it could increase 5% to 15%. How did you come up with +8%?

We have access to a large database of information through the CASBO group (CT Association of School Business Officials) and because many other districts were going out to bid (and most of us were feeling the sting of the bus driver shortage) information was being collected and distributed regarding bids. We analyzed all of the information, especially districts that were either close by or similar to ours, and came up with a percentage increase that was both reasonable, practical and responsible.



Are there any more Grants available?

The only grant available for transportation is a portion of the Excess Cost Grant and this only pertains to students who travel to special educational programs in schools located outside of our district. In order for the cost to be eligible for this grant, they must also be above the threshold of \$89,636 (which is 4.5x last year's net per pupil expenditure), and this was mentioned in our budget presentation. It should be noted that we add both the tuition and transportation for these students in order to meet the threshold and be eligible for reimbursement by the State.

When will actual know about the new contract?

The contract will be brought forward to the Board of Education for approval and award most likely during our next board meeting.

**Para Educators:**

There's no contract for them 2022-23 so how are you figuring those salaries?

Our typical increase for most unions has been around the 2.25% mark on average. This union is a bit more complex as it now includes step increases. This was taken into consideration as well as our typical GWI. We review the percentage increases from other unions to gauge our prediction and past negotiations, as well as the current landscape of what paras are receiving in other district negotiations.



Albertus Magnus College	4 Yr Private NP	New Haven
American University	4 Yr Private NP	Washington
Appalachian State University	4 Yr Public NP	Boone
Arizona State University-Tempe	4 Yr Public NP	Tempe
Art Academy of Cincinnati	4 Yr Private NP	Cincinnati
Auburn University	4 Yr Public NP	Auburn
Azusa Pacific University	4 Yr Private NP	Azusa
Ball State University	4 Yr Public NP	Muncie
Baylor University	4 Yr Private NP	Waco
Belmont University	4 Yr Private NP	Nashville
Bentley University	4 Yr Private NP	Waltham
Berklee College of Music	4 Yr Private NP	Boston
Binghamton University	4 Yr Public NP	Vestal
Boston College	4 Yr Private NP	Chestnut Hill
Boston Conservatory at Berklee	4 Yr Private NP	Boston
Boston University	4 Yr Private NP	Boston
Bowdoin College	4 Yr Private NP	Brunswick
Bowling Green State University-Main Campus	4 Yr Public NP	Bowling Green
Brandeis University	4 Yr Private NP	Waltham
Brigham Young University-Provo	4 Yr Private NP	Provo
Brown University	4 Yr Private NP	Providence
Bryant University	4 Yr Private NP	Smithfield
Bryn Mawr College	4 Yr Private NP	Bryn Mawr
Bucknell University	4 Yr Private NP	Lewisburg
Capilano University	4 Yr Public NP	North Vancouver
Carnegie Mellon University	4 Yr Private NP	Pittsburgh
Case Western Reserve University	4 Yr Private NP	Cleveland
Castleton University	4 Yr Public NP	Castleton
Catholic University of America	4 Yr Private NP	Washington
Cedar Crest College	4 Yr Private NP	Allentown
Central Connecticut State University	4 Yr Public NP	New Britain
Central Piedmont Community College	2 Yr Public NP	Charlotte
Champlain College	4 Yr Private NP	Burlington
Chapman University	4 Yr Private NP	Orange
Chattahoochee Technical College-Mountain View	N/A	Marietta
Chestnut Hill College	4 Yr Private NP	Philadelphia
Claremont McKenna College	4 Yr Private NP	Claremont
Clark University	4 Yr Private NP	Worcester
Clarkson University	4 Yr Private NP	Potsdam
Clemson University	4 Yr Public NP	Clemson
Coastal Carolina University	4 Yr Public NP	Conway
Colby College	4 Yr Private NP	Waterville
Colby-Sawyer College	4 Yr Private NP	New London
Colgate University	4 Yr Private NP	Hamilton
College of Charleston	4 Yr Public NP	Charleston
College of Staten Island CUNY	4 Yr Public NP	Staten Island
College of the Holy Cross	4 Yr Private NP	Worcester

College of William and Mary	4 Yr Public NP	Williamsburg
Colorado State University-Fort Collins	4 Yr Public NP	Fort Collins
Columbia College Chicago	4 Yr Private NP	Chicago
Columbia University in the City of New York	4 Yr Private NP	New York
Connecticut College	4 Yr Private NP	New London
Connecticut School of Broadcasting	0-2 Yr Private FP	Farmington
Cornell University	4 Yr Private NP	Ithaca
Culinary Institute of America	4 Yr Private NP	Hyde Park
CUNY Hunter College	4 Yr Public NP	New York
CUNY John Jay College of Criminal Justice	4 Yr Public NP	New York
Curry College	4 Yr Private NP	Milton
Dartmouth College	4 Yr Private NP	Hanover
Dean College	4 Yr Private NP	Franklin
DePaul University	4 Yr Private NP	Chicago
DeSales University	4 Yr Private NP	Center Valley
Dickinson College	4 Yr Private NP	Carlisle
Drew University	4 Yr Private NP	Madison
Drexel University	4 Yr Private NP	Philadelphia
East Carolina University	4 Yr Public NP	Greenville
East Carolina University	4 Yr Public NP	Greenville
East Stroudsburg University of Pennsylvania	4 Yr Public NP	East Stroudsburg
Eastern Connecticut State University	4 Yr Public NP	Willimantic
Eastern University	4 Yr Private NP	Saint Davids
Eckerd College	4 Yr Private NP	Saint Petersburg
Edinboro University of Pennsylvania	4 Yr Public NP	Edinboro
Elizabethtown College	4 Yr Private NP	Elizabethtown
Elon University	4 Yr Private NP	Elon
Embry-Riddle Aeronautical University-Daytona Beach	4 Yr Private NP	Daytona Beach
Emerson College	4 Yr Private NP	Boston
Emmanuel College	4 Yr Private NP	Boston
Endicott College	4 Yr Private NP	Beverly
Fairfield University	4 Yr Private NP	Fairfield
Fairleigh Dickinson University-Metropolitan Campus	4 Yr Private NP	Teaneck
Fashion Institute of Technology	4 Yr Public NP	New York
Fisher College	4 Yr Private NP	Boston
Flagler College-St Augustine	4 Yr Private NP	Saint Augustine
Florence University of the Arts	N/A	Firenze
Florida Atlantic University	4 Yr Public NP	Boca Raton
Florida Gulf Coast University	4 Yr Public NP	Fort Myers
Florida Institute of Technology	4 Yr Private NP	Melbourne
Florida State University	4 Yr Public NP	Tallahassee
Fordham University	4 Yr Private NP	Bronx
Franciscan University of Steubenville	4 Yr Private NP	Steubenville
Franklin and Marshall College	4 Yr Private NP	Lancaster
Franklin Pierce University	4 Yr Private NP	Rindge
Franklin W Olin College of Engineering	4 Yr Private NP	Needham
Furman University	4 Yr Private NP	Greenville

Gateway Community College	2 Yr Public NP	New Haven
George Mason University	4 Yr Public NP	Fairfax
George Washington University	4 Yr Private NP	Washington
Georgia Institute of Technology-Main Campus	4 Yr Public NP	Atlanta
Georgia State University	4 Yr Public NP	Atlanta
Gettysburg College	4 Yr Private NP	Gettysburg
Gordon College	4 Yr Private NP	Wenham
Hamilton College	4 Yr Private NP	Clinton
Harvard University	4 Yr Private NP	Cambridge
Haverford College	4 Yr Private NP	Haverford
High Point University	4 Yr Private NP	High Point
Hobart William Smith Colleges	4 Yr Private NP	Geneva
Hofstra University	4 Yr Private NP	Hempstead
Indiana University of Pennsylvania-Main Campus	4 Yr Public NP	Indiana
Indiana University-Bloomington	4 Yr Public NP	Bloomington
Iona College	4 Yr Private NP	New Rochelle
Iowa State University	4 Yr Public NP	Ames
Ithaca College	4 Yr Private NP	Ithaca
Jacksonville University	4 Yr Private NP	Jacksonville
James Madison University	4 Yr Public NP	Harrisonburg
Johns Hopkins University	4 Yr Private NP	Baltimore
Johnson & Wales University-Charlotte	4 Yr Private NP	Charlotte
Kansas State University	4 Yr Public NP	Manhattan
Keene State College	4 Yr Public NP	Keene
Kennesaw State University	4 Yr Public NP	Kennesaw
Kent State University at Kent	4 Yr Public NP	Kent
Kenyon College	4 Yr Private NP	Gambier
King's College	4 Yr Private NP	Wilkes-barre
Knox College	4 Yr Private NP	Galesburg
Lafayette College	4 Yr Private NP	Easton
Landmark College	2 Yr Private NP	Putney
Lasell University	4 Yr Private NP	Newton
Le Moyne College	4 Yr Private NP	Syracuse
Lehigh University	4 Yr Private NP	Bethlehem
Lesley University	4 Yr Private NP	Cambridge
Liberty University	4 Yr Private NP	Lynchburg
LIM College	4 Yr Private FP	New York
Lincoln Institute of Technology (DUPLICATE DO	N/A	Shelton
Louisiana State University	4 Yr Public NP	Baton Rouge
Loyola Marymount University	4 Yr Private NP	Los Angeles
Loyola University Chicago	4 Yr Private NP	Chicago
Loyola University Maryland	4 Yr Private NP	Baltimore
Lynn University	4 Yr Private NP	Boca Raton
Macalester College	4 Yr Private NP	Saint Paul
Maine College of Art	4 Yr Private NP	Portland
Manhattan College	4 Yr Private NP	Riverdale
Manhattanville College	4 Yr Private NP	Purchase

Marist College	4 Yr Private NP	Poughkeepsie
Maryland Institute College of Art	4 Yr Private NP	Baltimore
Marymount Manhattan College	4 Yr Private NP	New York
Marywood University	4 Yr Private NP	Scranton
Massachusetts College of Art and Design	4 Yr Public NP	Boston
Massachusetts College of Pharmacy and Health	4 Yr Private NP	Boston
Massachusetts Maritime Academy	4 Yr Public NP	Buzzards Bay
McGill University	4 Yr Public NP	Montreal
Mercy College	4 Yr Private NP	Dobbs Ferry
Merrimack College	4 Yr Private NP	North Andover
Messiah University	4 Yr Private NP	Mechanicsburg
Miami University, Oxford	4 Yr Public NP	Oxford
Michigan State University	4 Yr Public NP	East Lansing
Middlebury College	4 Yr Private NP	Middlebury
Milford Academy	N/A	New Berlin
Millersville University of Pennsylvania	4 Yr Public NP	Millersville
Mitchell College	4 Yr Private NP	New London
Monmouth University	4 Yr Private NP	West Long Branch
Montana State University	4 Yr Public NP	Bozeman
Montclair State University	4 Yr Public NP	Montclair
Montserrat College of Art	4 Yr Private NP	Beverly
Mount Holyoke College	4 Yr Private NP	South Hadley
Mount Saint Mary College	4 Yr Private NP	Newburgh
Muhlenberg College	4 Yr Private NP	Allentown
Naugatuck Valley Community College	2 Yr Public NP	Waterbury
Nazareth College	4 Yr Private NP	Rochester
New England College	4 Yr Private NP	Henniker
New England Institute of Technology	4 Yr Private NP	East Greenwich
New York Institute of Technology	4 Yr Private NP	Old Westbury
New York University	4 Yr Private NP	New York
Nichols College	4 Yr Private NP	Dudley
North Carolina State University at Raleigh	4 Yr Public NP	Raleigh
Northeastern University	4 Yr Private NP	Boston
Northwestern University	4 Yr Private NP	Evanston
Norwalk Community College	2 Yr Public NP	Norwalk
Norwich University	4 Yr Private NP	Northfield
Nova Southeastern University	4 Yr Private NP	Fort Lauderdale
Oberlin College	4 Yr Private NP	Oberlin
Ohio State University-Main Campus	4 Yr Public NP	Columbus
Ohio University-Main Campus	4 Yr Public NP	Athens
Pace University, New York City Campus	4 Yr Private NP	New York
Pennsylvania State University-Penn State Main	4 Yr Public NP	University Park
Pepperdine University	4 Yr Private NP	Malibu
Pitzer College	4 Yr Private NP	Claremont
Plymouth State University	4 Yr Public NP	Plymouth
Post University	4 Yr Private NP	Waterbury
Pratt Institute-Main	4 Yr Private NP	Brooklyn

Providence College	4 Yr Private NP	Providence
Purdue University-Main Campus	4 Yr Public NP	West Lafayette
Quinnipiac University	4 Yr Private NP	Hamden
Ramapo College of New Jersey	4 Yr Public NP	Mahwah
Reed College	4 Yr Private NP	Portland
Rensselaer Polytechnic Institute	4 Yr Private NP	Troy
Rhode Island School of Design	4 Yr Private NP	Providence
Ricci's Academy	N/A	Newtown
Ringling College of Art and Design	4 Yr Private NP	Sarasota
Roanoke College	4 Yr Private NP	Salem
Rochester Institute of Technology	4 Yr Private NP	Rochester
Roger Williams University	4 Yr Private NP	Bristol
Rollins College	4 Yr Private NP	Winter Park
Russell Sage College	4 Yr Private NP	Troy
Rutgers University-New Brunswick	4 Yr Public NP	Piscataway
Sacred Heart University	4 Yr Private NP	Fairfield
Saint Anselm College	4 Yr Private NP	Manchester
Saint Joseph's College of Maine	4 Yr Private NP	Standish
Saint Joseph's University	4 Yr Private NP	Philadelphia
Saint Michael's College	4 Yr Private NP	Colchester
Salisbury University	4 Yr Public NP	Salisbury
Salve Regina University	4 Yr Private NP	Newport
Savannah College of Art & Design - SCAD	4 Yr Private NP	Savannah
School of Visual Arts	4 Yr Private FP	New York
Shenandoah University	4 Yr Private NP	Winchester
Siena College	4 Yr Private NP	Loudonville
Simmons University	4 Yr Private NP	Boston
Skidmore College	4 Yr Private NP	Saratoga Springs
Smith College	4 Yr Private NP	Northampton
Sonoma State University	4 Yr Public NP	Rohnert Park
Southeastern University	4 Yr Private NP	Lakeland
Southern Connecticut State University	4 Yr Public NP	New Haven
Southern Maine Community College	2 Yr Public NP	South Portland
Southern Methodist University	4 Yr Private NP	Dallas
Southern New Hampshire University	4 Yr Private NP	Manchester
Springfield College	4 Yr Private NP	Springfield
St. John's University-New York	4 Yr Private NP	Queens
St. Lawrence University	4 Yr Private NP	Canton
State University of New York at New Paltz	4 Yr Public NP	New Paltz
Stetson University	4 Yr Private NP	Deland
Stevens Institute of Technology	4 Yr Private NP	Hoboken
Stockton University	4 Yr Public NP	Galloway
Stonehill College	4 Yr Private NP	Easton
Stony Brook University	4 Yr Public NP	Stony Brook
Suffolk University	4 Yr Private NP	Boston
SUNY at Albany	4 Yr Public NP	Albany
SUNY at Purchase College	4 Yr Public NP	Purchase

SUNY College of Agriculture and Technology at Cobleskill	4 Yr Public NP	Cobleskill
SUNY Oneonta	4 Yr Public NP	Oneonta
Susquehanna University	4 Yr Private NP	Selinsgrove
Syracuse University	4 Yr Private NP	Syracuse
Tallahassee Community College	2 Yr Public NP	Tallahassee
Temple University	4 Yr Public NP	Philadelphia
Texas Christian University	4 Yr Private NP	Fort Worth
Texas Tech University	4 Yr Public NP	Lubbock
The Culinary Institute of America- CA	N/A	St. Helena
The King's College	4 Yr Private NP	New York
The New England Conservatory of Music	4 Yr Private NP	Boston
The New School	4 Yr Private NP	New York
The Oberlin Conservatory of Music	4 Yr Private NP	Oberlin
The University of Alabama	4 Yr Public NP	Tuscaloosa
The University of North Carolina at Chapel Hill	4 Yr Public NP	Chapel Hill
The University of Tampa	4 Yr Private NP	Tampa
The University of Tennessee-Knoxville	4 Yr Public NP	Knoxville
Thomas Jefferson University	4 Yr Private NP	Philadelphia
Tufts University	4 Yr Private NP	Medford
Tulane University of Louisiana	4 Yr Private NP	New Orleans
United States Naval Academy	4 Yr Public NP	Annapolis
Unity College	4 Yr Private NP	Unity
University at Buffalo	4 Yr Public NP	Buffalo
University of Bridgeport	4 Yr Private NP	Bridgeport
University of British Columbia	4 Yr Public NP	Vancouver
University of California-Berkeley	4 Yr Public NP	Berkeley
University of California-Los Angeles	4 Yr Public NP	Los Angeles
University of California-San Diego	4 Yr Public NP	La Jolla
University of Central Florida	4 Yr Public NP	Orlando
University of Chicago	4 Yr Private NP	Chicago
University of Cincinnati-Main Campus	4 Yr Public NP	Cincinnati
University of Colorado Boulder	4 Yr Public NP	Boulder
University of Connecticut	4 Yr Public NP	Storrs
University of Dayton	4 Yr Private NP	Dayton
University of Delaware	4 Yr Public NP	Newark
University of Denver	4 Yr Private NP	Denver
University of Florida	4 Yr Public NP	Gainesville
University of Georgia	4 Yr Public NP	Athens
University of Hartford	4 Yr Private NP	West Hartford
University of Illinois at Urbana-Champaign	4 Yr Public NP	Champaign
University of Iowa	4 Yr Public NP	Iowa City
University of Kansas	4 Yr Public NP	Lawrence
University of Louisville	4 Yr Public NP	Louisville
University of Lynchburg	4 Yr Private NP	Lynchburg
University of Maine	4 Yr Public NP	Orono
University of Maryland-College Park	4 Yr Public NP	College Park
University of Massachusetts-Amherst	4 Yr Public NP	Amherst



University of Miami	4 Yr Private NP	Coral Gables
University of Michigan-Ann Arbor	4 Yr Public NP	Ann Arbor
University of Minnesota-Twin Cities	4 Yr Public NP	Minneapolis
University of Mississippi	4 Yr Public NP	University
University of New Brunswick	4 Yr Public NP	Fredericton
University of New England	4 Yr Private NP	Biddeford
University of New Hampshire-Main Campus	4 Yr Public NP	Durham
University of New Haven	4 Yr Private NP	West Haven
University of North Carolina Wilmington	4 Yr Public NP	Wilmington
University of North Texas	4 Yr Public NP	Denton
University of Notre Dame	4 Yr Private NP	Notre Dame
University of Pennsylvania	4 Yr Private NP	Philadelphia
University of Pittsburgh-Pittsburgh Campus	4 Yr Public NP	Pittsburgh
University of Rhode Island	4 Yr Public NP	Kingston
University of Richmond	4 Yr Private NP	University of Richmond
University of Rochester	4 Yr Private NP	Rochester
University of San Diego	4 Yr Private NP	San Diego
University of Scranton	4 Yr Private NP	Scranton
University of South Carolina-Columbia	4 Yr Public NP	Columbia
University of Southern California	4 Yr Private NP	Los Angeles
University of Utah	4 Yr Public NP	Salt Lake City
University of Vermont	4 Yr Public NP	Burlington
University of Victoria	4 Yr Public NP	Victoria
University of Virginia-Main Campus	4 Yr Public NP	Charlottesville
University of Wisconsin-Madison	4 Yr Public NP	Madison
Ursinus College	4 Yr Private NP	Collegeville
Utah State University	4 Yr Public NP	Logan
Vanderbilt University	4 Yr Private NP	Nashville
Vassar College	4 Yr Private NP	Poughkeepsie
Villanova University	4 Yr Private NP	Villanova
Virginia Commonwealth University	4 Yr Public NP	Richmond
Virginia Polytechnic Institute and State University	4 Yr Public NP	Blacksburg
Wake Forest University	4 Yr Private NP	Winston-salem
Washington and Lee University	4 Yr Private NP	Lexington
Wellesley College	4 Yr Private NP	Wellesley
Wentworth Institute of Technology	4 Yr Private NP	Boston
Wesleyan University	4 Yr Private NP	Middletown
West Virginia State University	4 Yr Public NP	Institute
West Virginia University	4 Yr Public NP	Morgantown
Western Connecticut State University	4 Yr Public NP	Danbury
Western New England University	4 Yr Private NP	Springfield
Westminster College	4 Yr Private NP	Fulton
Wheaton College - Massachusetts	4 Yr Private NP	Norton
Williams College	4 Yr Private NP	Williamstown
Worcester Polytechnic Institute	4 Yr Private NP	Worcester
Xavier University	4 Yr Private NP	Cincinnati
Yale University	4 Yr Private NP	New Haven

<b>TOTAL STUDENTS</b>		
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CT	United States	2
DC	United States	3
NC	United States	2
AZ	United States	7
OH	United States	1
AL	United States	5
CA	United States	2
IN	United States	1
TX	United States	1
TN	United States	3
MA	United States	9
MA	United States	3
NY	United States	3
MA	United States	15
MA	United States	2
MA	United States	6
ME	United States	1
OH	United States	1
MA	United States	2
UT	United States	6
RI	United States	2
RI	United States	12
PA	United States	1
PA	United States	5
BC	Canada	1
PA	United States	3
OH	United States	1
VT	United States	3
DC	United States	2
PA	United States	1
CT	United States	41
NC	United States	1
VT	United States	2
CA	United States	2
GA	United States	1
PA	United States	1
CA	United States	1
MA	United States	3
NY	United States	7
SC	United States	9
SC	United States	6
ME	United States	1
NH	United States	1
NY	United States	5
SC	United States	11
NY	United States	1
MA	United States	2

VA	United States	5
CO	United States	1
IL	United States	1
NY	United States	3
CT	United States	3
CT	United States	1
NY	United States	3
NY	United States	4
NY	United States	1
NY	United States	1
MA	United States	1
NH	United States	1
MA	United States	2
IL	United States	1
PA	United States	1
PA	United States	4
NJ	United States	1
PA	United States	11
NC	United States	2
NC	United States	
PA	United States	1
CT	United States	25
PA	United States	1
FL	United States	6
PA	United States	1
PA	United States	1
NC	United States	4
FL	United States	3
MA	United States	5
MA	United States	5
MA	United States	8
CT	United States	15
NJ	United States	2
NY	United States	2
MA	United States	1
FL	United States	2
FI	Italy	2
FL	United States	1
FL	United States	3
FL	United States	1
FL	United States	5
NY	United States	4
OH	United States	2
PA	United States	2
NH	United States	1
MA	United States	1
SC	United States	1

CT	United States	3
VA	United States	1
DC	United States	2
GA	United States	1
GA	United States	1
PA	United States	3
MA	United States	4
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PA	United States	1
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CT	United States	2
LA	United States	1
CA	United States	1
IL	United States	2
MD	United States	9
FL	United States	3
MN	United States	1
ME	United States	1
NY	United States	4
NY	United States	2

NY	United States	19
MD	United States	3
NY	United States	3
PA	United States	1
MA	United States	3
MA	United States	1
MA	United States	1
QC	Canada	2
NY	United States	1
MA	United States	1
PA	United States	1
OH	United States	4
MI	United States	3
VT	United States	2
NY	United States	1
PA	United States	2
CT	United States	2
NJ	United States	2
MT	United States	5
NJ	United States	5
MA	United States	1
MA	United States	1
NY	United States	4
PA	United States	4
CT	United States	68
NY	United States	1
NH	United States	1
RI	United States	1
NY	United States	1
NY	United States	9
MA	United States	2
NC	United States	7
MA	United States	16
IL	United States	1
CT	United States	2
VT	United States	2
FL	United States	3
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OH	United States	6
OH	United States	1
NY	United States	9
PA	United States	26
CA	United States	1
CA	United States	1
NH	United States	4
CT	United States	5
NY	United States	3

RI	United States	9
IN	United States	10
CT	United States	16
NJ	United States	1
OR	United States	1
NY	United States	8
RI	United States	1
CT	United States	2
FL	United States	1
VA	United States	1
NY	United States	16
RI	United States	21
FL	United States	2
NY	United States	1
NJ	United States	1
CT	United States	34
NH	United States	1
ME	United States	1
PA	United States	2
VT	United States	2
MD	United States	1
RI	United States	16
GA	United States	4
NY	United States	2
VA	United States	2
NY	United States	5
MA	United States	2
NY	United States	4
MA	United States	1
CA	United States	1
FL	United States	1
CT	United States	40
ME	United States	1
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FL	United States	2
NJ	United States	3
NJ	United States	1
MA	United States	5
NY	United States	5
MA	United States	3
NY	United States	3
NY	United States	4

NY	United States	1
NY	United States	1
PA	United States	2
NY	United States	18
FL	United States	4
PA	United States	8
TX	United States	2
TX	United States	1
CA	United States	1
NY	United States	1
MA	United States	1
NY	United States	1
OH	United States	1
AL	United States	10
NC	United States	1
FL	United States	6
TN	United States	2
PA	United States	1
MA	United States	6
LA	United States	5
MD	United States	3
ME	United States	2
NY	United States	3
CT	United States	4
BC	Canada	2
CA	United States	3
CA	United States	1
CA	United States	1
FL	United States	1
IL	United States	4
OH	United States	1
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CT	United States	10
IL	United States	1
IA	United States	1
KS	United States	1
KY	United States	1
VA	United States	1
ME	United States	13
MD	United States	19
MA	United States	15



FL	United States	4
MI	United States	5
MN	United States	1
MS	United States	2
NB	Canada	1
ME	United States	2
NH	United States	33
CT	United States	22
NC	United States	6
TX	United States	2
IN	United States	2
PA	United States	6
PA	United States	3
RI	United States	36
VA	United States	2
NY	United States	1
CA	United States	1
PA	United States	2
SC	United States	11
CA	United States	3
UT	United States	3
VT	United States	28
BC	Canada	1
VA	United States	2
WI	United States	5
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VA	United States	31
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VA	United States	1
MA	United States	1
MA	United States	6
CT	United States	2
WV	United States	1
WV	United States	10
CT	United States	97
MA	United States	4
MO	United States	1
MA	United States	2
MA	United States	1
MA	United States	8
OH	United States	4
CT	United States	1

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