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President's Letter



To ensure that our students receive a first-rate education, our institutions put a great deal of time and effort into two important processes – admissions and development.

Unfortunately, most of us put far less effort into promoting our schools within our local communities. And yet, the support of local government officials and community leaders, as well as our state legislators, is just as crucial to the success of our institutions.

In Newton, Worcester and many other communities across the state, local government officials and community leaders have asked nonprofit schools and colleges to begin making payments in lieu of taxes (PILOTs) or increase the funding they already provide. As Lt. Gov. Murray explained in his recent speech to MANS&C members, when communities face tight budgets, people are quick to point the finger of blame at institutions they believe are not paying their fair share.

For this reason, MANS&C is urging our members to create Community Impact Statements as part of an overall community relations strategy. When local governments ask for voluntary contributions from us, we must be able to say that we are indeed paying our fair share – and then present the facts and figures to back up that statement.

This newsletter includes a form that will help you prepare a Community Impact Statement, if your school has not already done so. The form is being offered to you with the gracious permission of the National Association of Independent Schools (NAIS). If you would like examples of comprehensive Community Impact Statements, they can be found on the Web sites of the College of the Holy Cross and Wellesley College.

MANS&C also urges you to get to know your local state legislators and government officials. You might consider inviting them to campus for special events or dropping in when they have local office hours. If they understand your concerns and appreciate your institutions' strengths, they can be great allies when problems arise.

Additional information about the importance of Community Impact Statements also can be found on MANS&C's newly redesigned Web site, www.mansac.org. The Web site, which was formally unveiled at our Government Relations Meeting, is loaded with news and information that you will find useful, such as a database that will enable our members to find the name and address of their local state representatives and senators.

I would like to thank Walnut Hill School and board member Julaine McInnis for graciously agreeing to host the site, as well as Walnut Hill Webmaster Brad Solomon, the site's designer, and MANS&C Communications Specialist Ann Hall for their work on it. Special thanks go to the Dexter and Southfield Schools, which designed, maintained and hosted the previous MANS&C Web site for many years.

Bruce T. Amsbary

Lt. Gov. Murray Urges Schools to Sit Down with Local Officials, Community Leaders



In difficult economic times, people are quick to accuse others of not paying their fair share.

"I prefer a more proactive, dynamic approach that's more problem-solving than finger-pointing," Lt. Gov. Timothy P. Murray told guests at the MANS&C Government Relations Meeting on April 18 at Suffolk University Law School.

The lieutenant governor put his approach into action during his three terms as mayor of Worcester. During that period, community members made several attempts to require local nonprofit educational institutions to make voluntary payments, or payments in lieu of taxes, to the cash-strapped city.

As mayor, Murray appointed a task force to find ways the city could work with local colleges and universities to promote economic development and expand its tax base. "The task force included everyone from the loudest neighborhood activists to people who strongly oppose taxation," Murray said. "They said we'd never get them to talk to one another, but we did."

The resulting UniverCity Partnership is a coalition that brings together the resources of area colleges with public and private support to generate local economic development. One of the partnership's goals is to link local businesses with the institutions' purchasing agents, which would benefit local businesses as well as the colleges and universities.

"A good foundation has been set," Murray said. "Through the partnership, some very good things are happening."

Calling Worcester-area nonprofit colleges and universities "a tremendous asset to the city economy," the lieutenant governor cited several ways that local institutions are working with the city and local businesses.

Lt. Gov. Murray cont. on page 4

Legislative Report

Activity has stepped up on Beacon Hill recently, as legislative committees began hearings on a variety of bills. MANS&C's veteran legislative counsel, John W. Spillane, has earmarked a long list of bills that would have troublesome consequences for nonprofit schools and colleges.

One bill that is of major concern, House Bill 820, would gut the Dover Amendment, which protects nonprofit schools and colleges from discriminatory zoning bylaws and ordinances passed by local communities.

The Dover Amendment limits the power of local planning boards to derail a building permit application from a nonprofit school, college or university. The law stipulates that buildings may be subject only to "reasonable regulations concerning the bulk and height of structures and determining yard sizes, lot area, setbacks, open space, parking and building coverage requirements."

Under the current law, churches and schools do not need the approval of local review boards for their construction plans. Even though it is not required, however, some schools have voluntarily agreed to requests for local review for the sake of good community relations.

House Bill 820 would strengthen the site plan review powers of local planning boards, allowing them to stop projects and giving proponents a right to appeal. MANS&C is currently mapping out a strategy to fight this bill.

Another issue of serious concern, House Bill 3043, would limit the tax exemption for any educational institution to 75 percent of its fair commercial tax rate.

House Bill 2097 would affect colleges with level 4 biosafety labs. It would establish a state Health and Safety Program that would set criteria for determining appropriate locations for these labs and would require prior approval for research in certain situations.

House Bill 3168 would require nonprofit institutions whose endowments or net worth exceed \$500 million – alone or in combination – to pay real estate taxes.

Spillane voiced MANS&C's concern about House Bill 3249 and Senate Bill 1872 at a recent hearing of the Committee on State Administration and Regulatory Oversight. The two similarly worded bills focus on the logs of complaints, crimes, arrests and charges that are maintained by campus police who have been designated as special state police officers. These officers have the power to make arrests.

In his testimony, Spillane told the committee that adequate regulations already exist concerning the officers and their logs.

Another measure, House Bill 3757, would correct a recent Supreme Judicial Court ruling that deals with landlocked, filled tidelands. The decision would affect certain colleges in Boston that are located on this land.



Your Photos Needed for the Web

MANS&C members are invited to submit photos of their campus and students for use on the home page of the newly revised MANS&C Web site, www.mansac.org.

The photos that are selected will be used in rotation on the bottom of the page.

The newly designed Web site was unveiled April 18 at the MANS&C Government Relations Meeting. The site was designed by Brad Solomon, Web master at Walnut Hill School, which is hosting the site.

Photos may be submitted to MANS&C's communications specialist, Ann Hall, at annhall68@comcast.net.

MANS&C Board Elects Officers

At its annual meeting on May 17, the MANS&C executive board elected new officers for the coming year. They are:

OFFICERS

Bruce T. Amsbary, President
Julaine McInnis, Vice President
Barry F. Monahan, Secretary and Treasurer

BOARD MEMBERS

William J. Conley
Michael L. Feeley
Edward M. King
Deborah T. Martin
William Phinney
Maggie Striebel
James R. Tracy
Roberta B. Whiting
B. Lee Wicks

Left to right, MANS&C board member Ed King of Boston University, State Sen. Stephen J. Buoniconti and State Rep. Michael J. Moran



A Holy Cross student volunteer helps paint a local elementary school

Good Neighbors Holy Cross has a Continuing Commitment to its Community

Ever since its founding in 1843, the College of the Holy Cross – the oldest Catholic college in New England – and the city of Worcester have enjoyed a strong partnership.

"We know that the needs are great, and we continue to support community development in Worcester and to help meet the needs of its citizens," the Rev. Michael C. McFarland, Holy Cross president, said in the college's Community Impact Statement. "I am proud of what the college is accomplishing with and for its hometown."

From an economic standpoint, Holy Cross annually injects millions of dollars into the Worcester-area economy in salaries, spending by students, faculty, staff and campus visitors, and in the goods and services the college purchases from local businesses.

Holy Cross has a direct economic impact of approximately \$60 million a year, and an indirect impact on its hometown of an additional \$45 million, according to college officials. In addition, in the 2005-2006 academic year the college provided \$1.24 million in financial aid to help Worcester students attend Holy Cross.

Perhaps the most visible and talked-about partnership is Hanover Insurance Park at Fitton Field, the summer home of the Worcester Tornadoes professional baseball team. Holy Cross collaborated with the city to bring the team to Worcester in 2005 and provides the park rent-free to the team. The team and its loyal fans have generated important economic benefits for the city.

In other strategic partnerships, Holy Cross' investment of \$25,000 secured grants to increase the capacity of the South Worcester Neighborhood Improvement Corporation (SWNIC) to address housing, economic development and quality-of-life

issues. The college also guaranteed two loans totaling \$1.4 million to SWNIC, enabling it to build 12 condominiums – now home to families who otherwise could not have afforded to live there.

Holy Cross has invested in development plans for Cookson Park, an overgrown, underutilized 19-acre parcel of land in the College Hill neighborhood. In addition, the college is working on plans for a mixed-use development on its four-acre site at Southbridge and College streets, which Holy Cross sees as a strategic part of the vision to enhance the Southbridge Street corridor as a gateway to Worcester and generate tax revenues.

The college also benefits the city in many other ways. Its Grounds Department regularly maintains several city-owned parcels of land, landscapes the War Memorial and several other areas, and plows a number of local streets in wintertime. It also donated three acres to the city to build a new fire station.

In addition, a Holy Cross computer lab is used in tutoring local students for the MCAS tests and its campus libraries are open to the public for research. Holy Cross has programs to prepare Worcester students for college, runs diversity seminars for public school teachers and donates used scientific and computer equipment to local schools. Used furniture also is given to area shelters and social service agencies.

Holy Cross students, faculty members and staff are active as community volunteers. They help in fundraising for local social service organizations and are involved in a wide range of other activities, from renovating a local Boys and Girls Club to selling shamrocks to benefit Muscular Dystrophy research.

For more information on Holy Cross' community impact in Worcester, visit www.holycross.edu, go to the A-Z site index and click on *Community Service Report: Holy Cross in the Community*.

Tools for Creating a Community Impact Statement

MANS&C is urging members to create Community Impact Statements that outline the economic and social contributions our institutions make to our communities and to the state. The following form will help you assemble the information. The form was created by the National Association of Independent Schools (NAIS) and is used with their permission.

To learn more about the importance of Community Impact Statements, visit the NAIS Web site at <http://www.nais.org/resources/article.cfm?ItemNumber=147827>.

Two MANS&C members, Wellesley College and The College of the Holy Cross, have Community Impact Statements on their Web sites. They can be found at:

http://www.wellesley.edu/PublicAffairs/CommunityImpact/impact_report05.pdf

http://www.holycross.edu/assets/pdfs/in_the_community.pdf

WHAT TO CONSIDER

Economic Variables

- School payroll in terms of faculty, staff and auxiliary salaries, broken down into town and state residency
- School purchases from vendors at the state and local levels (including food services, plant, teaching materials, etc.)
- Taxes, utilities and permit fees, again at the local and state level
- Financial aid provided to students from the community
- Interest paid to debt holder (if local)
- Capital expenditures, such as construction costs
- Private funding (gifts and grants from foundations, alumni, bequests, etc.) expended on behalf of the institution (and, by extension, benefiting the community)
- Sales tax from the school store, snack shop and related auxiliary services
- Money spent by students in town
- Money spent by employees in town
- Visitor spending (usually, but not always limited to boarding schools)

- Housing sales and rental expenditures (staff or school off-campus)
- Cash donations made by students or faculty to needy causes
- Number of alumni who reside and work in the community

Social Variables

- Athletic facilities and their use by outside organizations
- Arts centers and their use by the local community
- Service learning programs, numbers of students and the hours dedicated to community service projects
- Environmental programs, such as water use, litter abatement and recycling
- Donations of equipment and supplies to local organizations
- Volunteer hours given by faculty and staff to community causes, including board and commission memberships
- Participation by students, faculty and staff to support causes such as cancer, AIDS, diabetes homelessness, disaster relief or others described in hours, numbers of participants and funds raised
- Advocacy on behalf of needy populations within the community
- Speakers' series that are open to the public
- Awards received by the school or staff for community involvement
- Partnerships and collaborations with other local organizations

CREATING A COMMUNITY IMPACT REPORT AT YOUR SCHOOL

Employment

- How many faculty and staff does your school employ?
- How many are contract workers for a custodial or food service company?
- How many faculty and staff live in the same taxable community as your school?

- How many faculty and staff live in the wider county or state?
- What is the total payroll in salary and benefits that your school pays each year? (The salaries you pay become revenue for local vendors and tax collectors.)
 - Total employed residents in your immediate community?
 - Total employed residents in the state?
- Where does your school rank in terms of employment in your community? (10th largest employer? Fifth? Largest?)

Spending

- How much did your school spend with local vendors in the past year?
- How much did your school spend with statewide vendors in the past year?
- How much was spent on capital expenses such as construction and purchases?
- How much did you pay in taxes, utilities, levies, etc.?

Describe your community service programs.

- List each program and a short description of its goals.
- How many students participated?
- How many hours were dedicated to community service programs?
- Any thank you quotes and photos from those projects that you can include?

Describe any use of your facilities (playing fields, indoor athletic facilities, arts facilities) by members of the community for free or for a fee.

- List the organizations that have benefited from facility use.
- Include any quotes from thank you letters and photos of the events.

Tools cont. from page 3

List any programs you offer that are designed to help the environment, such as recycling programs, water use and litter abatement.

Record charitable gifts your school community has made.

- Did your school take part in charity events to raise money for a social cause such as AIDS, cancer or homelessness? How many participated and how much was raised? Did you take any photographs?
- Did your school sponsor any drives to collect food or clothing for the homeless or victims of a natural disaster such as the southern Asian tsunami, hurricanes or earthquakes?
- Did your school donate used equipment, such as computers or copiers, or other supplies to local community organizations or even other schools?

Resources

- 1) The Advocacy Initiative, NAIS www.nais.org www.nais.org/advocacy
 - 2) *America's Independent Schools: A Communications Handbook*, NAIS, 2003 <http://www.nais.org/files/PDFs/AICCommHandbook.pdf>
 - 3) *Effective Community Relations: A Handbook for Independent Schools*, © NAIS and AISGW, 2004 (at 800-793-6701 or www.NAIS.org) http://transact.nais.org/Purchase/ProductDetail.aspx?Product_code=B78
 - 4) *Good Neighbor Guidebook: A Guide for Independent Schools in the Greater Washington Area*, The Association of Independent Schools of Greater Washington, 2003 www.aisgw.org/good_neighbor_guidebook.pdf
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Lt. Gov. Murray cont. from page 1

City officials and trustees of the College of the Holy Cross worked out an agreement that gives the local minor league baseball team, the Worcester Tornadoes, a 10-year, rent-free lease to play on Fitton Field, the home field for Holy Cross baseball, and use it for community activities. In return, the team is funding renovations of the field.

"It's out of the box, but that kind of problem-solving approach benefits both parties," Murray noted. "What we did was roll up our sleeves and find issues of common ground. When you do that, you build trust and educate the community about the benefits that your institutions provide.

"The lesson is that you can't stay in your ivory tower," the lieutenant governor added. "That means sitting down with city officials and community leaders. These are difficult times for cities and towns, as well as for institutions of all shapes and sizes. But there are also opportunities, if you have a commitment to creating a dialog."

Murray called Worcester a microcosm of how we need to approach things in state government.

"Gov. Patrick and I are committed to leveraging our [state's] assets and engaging them in new ways to benefit the economy," he said, pointing to the new administration's efforts to attract new business to the state and increase the energy efficiency at the State House.

"That kind of roll-up-your-sleeves leadership has been lacking," Murray noted.

MANS&C President Bruce Amsbary introduced Lt. Gov. Murray as someone who "has long been a champion of education."

As mayor and chair of the school committee, he worked to improve city schools while facing significant reductions in state aid, Amsbary said. Under Murray's direction, he added, school-community partnerships were forged to lower dropout rates, launch school-based health initiatives and expand after-school programs.

"He is known as a coalition builder who is not afraid to take on tough challenges," Amsbary said. "As mayor and as lieutenant governor, he has been committed to making government more responsive to every citizen."



Left to right, Bill Chamberlain of Noble and Greenough School, MANS&C board member Debbie Martin of Phillips Academy and Jim Pugh of the Brooks School



MANS&C Legislative Counsel John W. Spillane, left, with Kevin Shea, chief of staff for State Rep. Paul J. Donato