



MILTON ACADEMY

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April 23, 2021

Dear Mr. Bushway,

This letter is in response to your correspondence on behalf of the Town of Milton Board of Assessors, received February 24, 2021. That correspondence included several questions in follow up to the school's original letter dated December 23, 2020. Please find responses to those questions below. In writing this letter, it is Milton Academy's intent to respond fully to the questions posed.

With respect to your request for "daily," "weekly," and "yearly" data for each employee who resides in Milton Academy residences, please note that Milton employees with residential life roles are professional, exempt employees and do not use a time clock or electronic swipe to record their hours worked. Consequently, we do not have the requested data to provide. To respond to your inquiry in lieu of such data we are relying on the school's workload assignment process for teaching faculty, as further defined below and as referenced in the school's December 2020 letter, which provides general weekly workload information. To attempt to extrapolate daily, weekly, monthly, or yearly hours of service in the manner requested would be inconsistent with how work is recorded for exempt employees under state and federal law, as well as Milton's historical practice.

Also, when reviewing the information below, it is important to bear in mind that the COVID-19 pandemic has made this year unusual in many respects for Milton Academy as it has for most other schools and businesses in Milton and beyond. Employees and students may have personal or family health conditions that forced them to limit their activities; employees have at times been unable to work if they were diagnosed with COVID-19 or if they were asked to quarantine due to COVID-19; students have changed enrollment status due to COVID-19 health reasons or travel restrictions; etc. In addition, many employees have taken on different roles to fill in for others in such circumstances, have worked longer hours, etc. As such, to avoid confusion between ordinary and extraordinary conditions, the responses below reflect the school's planning data for ordinary operations (i.e., historical student data, intended staffing assignments prior to COVID-19).

Statistics & Ratios (number of students, boarding & day; employees, on-campus vs off campus)

Below, please find the statistics requested in your letter. Ratios have been provided for your convenience. Please note that the statistics and ratios below are similar to those of other Massachusetts day and boarding schools that are considered 'peers' of Milton Academy.

Students		
Upper School (grades 9-12)	700	Averaged 698 over the past five years with 712 in 2019-20
Middle School (grades 6-8)	152	Averaged 152 over the past five years with 154 in 2019-20
Lower School (grades K-5)	159	Averaged 159 over the past five years with 157 in 2019-20
TOTAL Students*	1,010	Averaged 1,010 over the past five years with 1,023 in 2019-20
<i>Upper School (grades 9-12) detail</i>		
Upper School Boarding	313	Averaged 313 over the past five years with 323 in 2019-20
Upper School Day	387	Averaged 387 over the past five years with 389 in 2019-20
Upper School Employees		
Upper School Faculty	135	Approximate FTEs; 130 full time, including counselors. 10 part time.
Upper School Residential Life Role	90	On-campus residents with role; include faculty, administrators, etc.
Upper School Ratios		
Boarding Students to Residential Life Role	3.5	"4 to 1"
All Students to Residential Life Role	7.8	"8 to 1"
All Students to Faculty	5.2	"5 to 1"

*Note: figures do not add due to rounding.

The Residential Life ratios shown above reflect those who are available and eligible to provide student services at any given time. Employees with residential life roles are not "on duty" every moment of every day.

The "All Students to Residential Life Role" ratio is important because day students - not just boarding students - benefit significantly from resident adults. Many students regularly participate in curricular, extra-curricular and social programs and events taking place on campus outside regular school hours. In general, day students can be on campus in open (supervised) buildings until 10 p.m. on weeknights and 11 p.m. on weekends. Accordingly, Milton considers a low ratio of students to employees with a residential life role an essential part of maintaining a safe, supportive, multi-dimensional on-campus learning community for all day and boarding students.

Services Provided (in-dorm vs. out-of-dorm)

Workload is assigned to all Upper School faculty, as stated in the school's December 2020 letter. Those faculty who live on campus have a higher workload (5.5 units per year). One unit is expected to require 10 to 12 hours of work each week. **This means that those faculty who live on campus are assigned at least ~55 hours per week during the school year as a baseline. There is no difference in the assigned workload levels for those who live on campus in-dorm versus out-of-dorm.** Admissions officers and administrators who live on campus fulfill significant evening and weekend roles in addition to the responsibilities of their full-time jobs.

In addition, employees who live on campus are assigned to be advisors and/or chaperones. As a result, **all individuals are expected to provide scheduled evening supervision, weekend supervision, and/or on-call services** for students who reside on campus as well as any day students who may be on campus.

Attachment E defines the expectations and hours associated with mission-related roles, including residential life roles. These include multiple roles that require individuals to be available 24x7 or to be on call certain hours should issues arise.

Employees with residential life roles can be called upon at any time, outside of regularly assigned work, to assist in supervising students. Examples might include a fire alarm, power outage, or other building issue that requires students to be housed elsewhere; a student is injured and requires an adult to accompany them to the hospital and/or a doctor's appointment; a student faces a disciplinary situation that requires their advisor's immediate attention; etc. Those with residential life roles may also be called upon to substitute for an adult scheduled for supervisory duty who is ill or has a personal matter arise, etc.

In addition, employees attend meals, athletic competitions, performances, art exhibits, and other events and aspects of community life. It is critical that each student have adults around them whom they know and trust, both through intentional (scheduled) activities as well as in opportunistic (unscheduled) moments. A boarding school must be a supportive, nurturing environment as it becomes a student's home for a significant portion of each year. As stated in Milton Academy's Admission Catalogue:

The support and care that Milton students feel extends well beyond the classroom. Students experience a nurturing and important balance between the head and heart, living and learning among friends and classmates from across the country and around the world, supported by caring and devoted faculty members (with their spouses, children and pets!), to create a true home. Relationships formed in this rich environment run deep, and often last a lifetime. Milton is a thriving, 24-hour campus, with the resources students need for studies, support and fun.

In general, Milton Academy employees with residential life roles work with students from late August to mid-December and January through mid-June (with a two week spring break), including many weekends. Faculty members are expected to work over the summer to prepare for the following year, including training, professional development, and/or course preparation. Administrators work consistently year-round and have annual vacation allocations rather than school breaks.

Please note that during the summer months, faculty housing units may not be used for any purpose other than to house employees with residential life roles. They are not rented or occupied by others.

Mission-related Role(s)

Per your request, please see a revised **Attachment A** attached, which adds the mission-related roles by dorm occupant.

In the original submission dated December 2020, the school provided a list of mission-related roles associated with each out-of-dorm property in Attachment B. Please see a revised **Attachment B** attached, which reflects an updated list of roles by property. These updates were made following a second review of assignments and reflect modifications based on rosters. To avoid confusion, we refer to the same occupant list from September 2020.

Please see **Attachment E** for definitions of the roles named in Attachments A and B.

Please note that while relatively consistent, an individual's role can change by year depending on the school's needs. Furthermore, employees who live on-campus may be asked by the school to move to a different property depending on changes to their family size, demand for certain family (or non-family) size units, the need to convert a housing property to another mission-related purpose, and/or to allow for maintenance and renovations. Such a request can occur at any time. In other words, the school controls occupancy of these units and the work assignments of those individuals based on its mission. Consequently, individuals who are occupying a particular unit in one year may occupy a different unit the following year. For example, the school is projecting that over summer 2021 it will move approximately 20 of the 90 individuals with current residential life roles.

How On Campus Residents Provide Orderly and Efficient Management of Milton Academy

In the original submission dated December 2020, the school described the value and importance of on-campus residents in several different paragraphs. Here are some excerpts from that letter:


- Milton Academy's on campus housing is used in support of its exempt purpose as an educational institution and is essential to its functioning by promoting the well-being and safety of all of its students. Adults must be available to supervise and care for the physical and emotional health of students because they are minors. It is critical that the School provides the staffing and supervision necessary to meet best practices in student risk management. Supervision is also essential to ensure that Milton Academy is a good neighbor, given its presence within a town and residential neighborhood.
- Please note that all resident employees, by definition, contribute to the safety and decorum of the campus. This is achieved by resident employees completing their additional workload and on campus responsibilities, in particular during weekday evenings and weekends. The duties, functions, and roles listed in **Attachment A** and **Attachment B** comprise the work responsibilities of all employees living on campus and, as such, are considered requirements.
- Employees who receive on campus housing are expected to supervise and care for students both on campus (within the dorm, academic, and athletics buildings and facilities during and after the school day) and off campus (at athletic events, community engagement programs, competitions, conferences, etc.). More broadly, because Milton Academy is a boarding school for students in grades 9-12, a *significant* number of employees must be readily available at all hours to ensure that students' needs – including unexpected ones – are met. An example includes evening meetings between students and employees who live on campus and serve as boarding advisors.
- All employees who live on campus are required to fulfill on campus duties related to Milton Academy's program, which includes caring for and supervising students during evenings and on weekends. Milton Academy needs each employee to live at their assigned property while school is in session in order to meet their obligations.
- Please note that all Upper School students (grades 9-12) are invited to be on campus after typical school hours and to participate in on and off campus events and activities associated with the Upper School program, regardless of whether they are boarders or day students. Many Upper School day students regularly participate in programming on campus during evenings and weekends, including studying and working in the library, visual art, and robotics areas;

participating in athletic practices and performing arts rehearsals; conducting science lab experiments; attending teacher study sessions, and enjoying various weekend events and activities. This is part of Milton Academy's unique value proposition to all students. The school must therefore structure itself to fulfill its mission.

Certification

I certify under the penalty of perjury that to my knowledge, the information provided in response to the questions and requests stated in this submission is true and correct. Please reach out to me if you require any further clarifications related to this response.

Sincerely,



Heidi Vanderbilt-Brown
Chief Financial and Operating Officer
Milton Academy