

FRANKLIN TOWN COUNCIL

Agenda & Meeting Packet

February 16, 2022

Meeting will be held at the **Municipal Building**

2nd floor, Council Chambers

355 East Central Street

7:00 PM

A NOTE TO RESIDENTS: All citizens are welcome to attend public board and committee meetings in person. Additionally, in an effort to maximize citizen engagement opportunities, citizens will be able to continue to participate remotely via phone OR Zoom. The meetings will also be [live-streamed by Franklin TV](#) and shown on Comcast Channel 11 and Verizon Channel 29.

- **Link to access meeting:** February 16, 2022 Town Council Meeting Link [HERE](#) -- Then click "Open Zoom"
 - Or copy and paste this URL into your browser: <https://us02web.zoom.us/j/82940674951>
 - **Call-In Phone Number:** Call **1-929-205-6099** and enter Meeting ID # **829 4067 4951** --Then press #
-

1. ANNOUNCEMENTS FROM THE CHAIR

- This meeting is being recorded by Franklin TV and shown on Comcast channel 11 and Verizon Channel 29. This meeting may be recorded by others.*
- Chair to identify members participating remotely.*

2. CITIZEN COMMENTS

- Citizens are welcome to express their views for up to three minutes on a matter that is not on the agenda. The Council will not engage in a dialogue or comment on a matter raised during Citizen Comments. The Town Council will give remarks appropriate consideration and may ask the Town Administrator to review the matter.*

3. APPROVAL OF MINUTES - None Scheduled.

4. PROCLAMATIONS/RECOGNITIONS - None Scheduled.

5. APPOINTMENTS

- New Hire: Police Department - Derek Mackey
- New Hire: Police Department - Tyler Brabham
- New Hire: Police Department - Joseph Burchill
- New Hire: Police Department - Michael Demers
- New Hire: Police Department - Conor Desmond

6. HEARINGS - 7:10pm - None Scheduled.

7. LICENSE TRANSACTIONS - None Scheduled.

8. PRESENTATIONS/DISCUSSIONS

- Discussion: West Street Neighborhood Parking - Thomas J. Lynch, Chief of Police
- [Presentation: Diversity, Equity & Inclusion](#) - Sara Ahern, Superintendent of Schools

9. SUBCOMMITTEE REPORTS

- a. Capital Budget Subcommittee
- b. Budget Subcommittee
- c. Economic Development Subcommittee
- d. Town Administrator Evaluation Ad Hoc Subcommittee Report

10. LEGISLATION FOR ACTION

- a. [Resolution 22-13: Adoption of Fiscal Policies](#) (*Motion to Approve Resolution 22-13 - Majority Vote*)
- b. [Resolution 22-14: Cable Funds in Support of PEG Service and Programming per MGL Ch. 44, §53F3/4](#) (*Motion to Approve Resolution 22-14 - Majority Vote*)

11. TOWN ADMINISTRATOR'S REPORT

12. FUTURE AGENDA ITEM

13. COUNCIL COMMENTS

14. EXECUTIVE SESSION

15. ADJOURN

Note:

Two-Thirds Vote: requires 6 votes

Majority Vote: requires majority of members present and voting



FRANKLIN PUBLIC SCHOOLS

Diversity, Equity, Inclusion
February 8, 2022

School-Based Efforts

- Administrators
- Faculty/staff
- Families
- Students

***Affirm Diversity
Promote Equity
Foster Inclusion***

Diversity, Equity and Inclusion Committee

- 40+ member committee
- Administrators, Students, Faculty/staff

Prerequisites to becoming a culturally proficient school district

1. We take the time to listen to who students say they are and what their needs are. Too often our needs or the needs of the school system take precedence
2. Achievement, outcome, and opportunity gaps were present before we arrived but we may not ignore them
3. As educators we must be willing to examine our (individual and collective) values, behaviors, policies/practices of our district.
(KW Diversity)

“DIVERSITY

a reflection of the uniqueness of an individual’s identity, thoughts, ideas, perspectives, and values, and the fluidity through which each may evolve. Some examples include, but are not limited to, a person’s race, ethnicity, gender identity or expression, sexual orientation, socioeconomic status, age, religious beliefs, culture, national origin, disability and cognitive styles.”

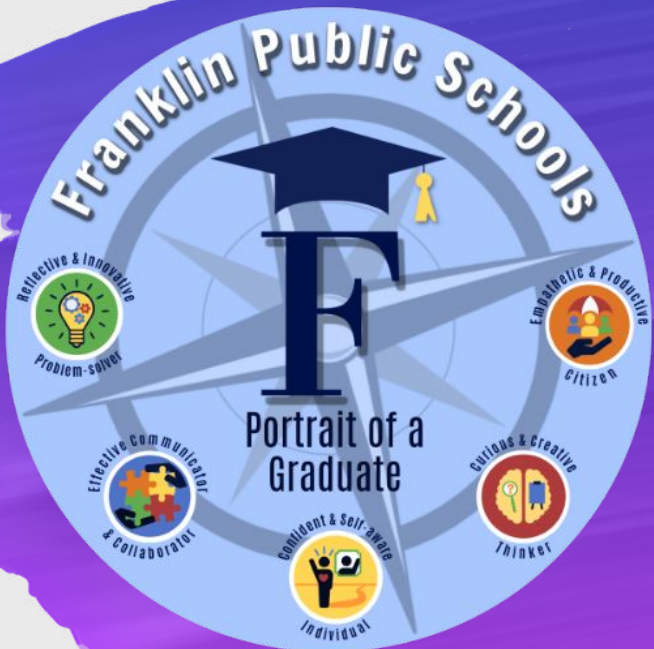


“EQUITY

involves each individual being able to attain the attributes of Franklin’s *Portrait of a Graduate*.”

“INCLUSION

consistently ensuring that individuals belong in the school community by authentically seeking out, valuing, and respecting their input particularly regarding decisions that affect theirs and others’ lives.”



- Demonstrates social-awareness through inclusivity and the consideration of various perspectives
- Analyzes, evaluates, and synthesizes relevant information from multiple perspectives, varied viewpoints and sources
- Listens with an open mind and embraces a respectful, inclusive, and culturally aware approach
- Identifies and analyzes problems from multiple perspectives



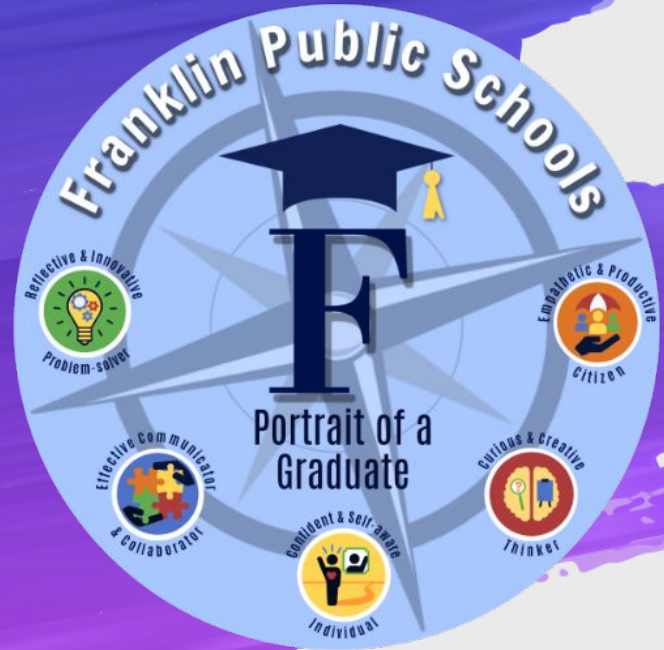
“

Inclusive education seeks to address the learning needs of all children, with a specific focus on those who are vulnerable to marginalization and exclusion. The goal is to promote opportunities for all children to participate and be treated equally.”

– Andie Fong Toy

The background of the slide is a vibrant green color with a textured, brushstroke-like appearance. The strokes are horizontal and vary in intensity, creating a sense of movement and energy. The text is centered over this background.

Our Students



17.2%

Percent of Students Identifying as

African American, Asian, Hispanic, Native American, Native Hawaiian/Pacific Islander,
Multi-Race & Non-Hispanic

1.7%

Percent of Faculty/Staff Identifying as

African American, Asian, Hispanic, Native American, Native Hawaiian/Pacific Islander,
Multi-Race & Non-Hispanic

*DESE Categories of
Reporting

95

English Learners January 24, 2022

~50%

Increase in ELs since 2012-2013

2019-2020

First Year DESE collected data about students
identifying as non-binary

9

FPS Students Identifying as non-binary in 2021-2022



Free/Reduced Lunch Qualifying Students


Doubled since 2011-2012

Currently 16%

Students With Disabilities

Currently 18.4 %

Specialized Programs Expanded
Significantly in Recent Years to
Accommodate Students' Needs



Selected Areas of Focus

- School Committee Leadership
- Professional Development
- Curriculum and Instruction
- School Culture
- Responding to Bias-Based Incidents
- District Supports

The background of the slide is a light gray color. Overlaid on this is a large, horizontal, brushstroke-style graphic in shades of green, ranging from a bright lime green to a darker forest green. The brushstroke has a textured, painterly appearance with visible bristles and varying opacity. Centered within this green area is the main title text in white.

School Committee Leadership

Highlights



SCHOOL COMMITTEE RESOLUTIONS

- Anti-racism resolution - Summer 2020
- Resolution supporting Equity for Sexual Orientation - LGBTQ+ Students, Teachers, and Staff – Fall 2020

- Supported the resolution to ban use of Native American mascots – Fall 2021
- Support the use of Restorative Justice practices over zero-tolerance policies – Fall 2021
- Support equity through access to free broadband – Fall 2021

- A resolution pertaining to Educator Diversity and Professional Licensure – Fall 2019
- A resolution related to Access to Menstrual Products - Fall 2019
- Resolutions related to Universal PreK and the Impact of Poverty on Children – Fall 2019



**STRATEGY FOR
DISTRICT
IMPROVEMENT
2017-2022**

- 2017 - Cultural proficiency as a discrete initiative under instructional goal
- 2018 - Cultural proficiency becomes overarching goal through which other goals are viewed
- 2020 - Specific initiatives are defined within Strategic Objectives with a D, E, I lens



**SCHOOL
COMMITTEE
POLICIES and
PRACTICES**

- Financial Assistance Policy
- Dress code Policy
- Homework Policy
- Educational Opportunities for homeless students, students of military families, children in foster care
- All policies being revised for gender neutrality

- Contracts revised with updated anti-biased language
- Contracts are being revised for gender neutrality

- Enrollment forms were revised to be inclusive of all families
- Facilitated access to interpreters for visitors to school offices
- Online enrollment expands access in multiple languages



**SCHOOL
COMMITTEE
POLICIES and
PRACTICES**



The background of the slide is a light gray color. Overlaid on this is a large, horizontal, brushstroke-style graphic in shades of green. The brushstroke starts as a darker green at the top and gradually transitions to a lighter, lime green at the bottom. The edges of the brushstroke are irregular and textured, resembling paint applied with a brush. The text is centered within this green area.

Professional Development

Highlights



Professional Development

Indicators of Culturally Proficient Teacher (KWD Diversity)

1. Self-reflect: what are my cultural values? How do my values shape the way in which I teach, evaluate and understand others?
2. Study your students/staff: learn who they are; how does their cultural values shape their learning? Show that you value their culture; create entry points for their culture
3. Ability and willingness to have difficult conversations: ask curious questions, believe their reality
4. Articulate and live the vision: you are the vision in motion; embody the articulated culturally proficient vision; practice and develop policy rules and traditions that encourage CP



Professional Development

Cultural Proficiency
Kalise Wornum

- Admin. Team
- All district faculty/staff

Incorporating DEI
into Curriculum
Units

Speak Up At School
Learning for Justice

- All district faculty/staff
- New Teacher Orientation

Listening to Student
Voices

- District PD
- Resource Group

LGBTQ+ Safe Schools
DESE

Children's Friend

Counselors and
Nondiscrimination on
the Basis of Gender
Identity (DESE)

Trauma-Informed
Schools



Professional Development

INTERRUPT

QUESTION

EDUCATE

ECHO

“Speak Up!” at School

The background of the slide is a light gray color. Overlaid on this is a large, horizontal, brushstroke-style graphic in shades of green, ranging from a vibrant lime green to a darker forest green. The brushstroke has a textured, painterly appearance with visible bristles and varying opacity. A thin white rectangular border is positioned around the central text area.

Curriculum and Instruction

Highlights



“

Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience.”

Dr. Rudine Sims Bishop



English Language Arts

- Expanded titles in classrooms and libraries
 - More diversity among characters so that students experience “windows” and “mirrors” and “sliding glass doors”
 - Authentic voice



English Language Arts

- Professional development from Primary Source on teaching challenging texts
- Parent/guardian guidance on reading challenging texts



Health and Wellness

- Curriculum revisions as follow up to feedback from students/families and best practices in teaching health and physical education, CTAHPE
- Staff participation in DESE Safe Schools Training (2017)
- Gender inclusive language by all staff, K-12
- Implemented gender inclusive human growth and development and human sexuality lessons in grades 4-10 (2019)
- Multicultural products in lessons on hygiene, racially diverse CPR mannequins, and inclusive classroom posters
- New lessons on the meaning of consent and revisions to lessons on healthy relationships, respect, and bullying
- PE lessons on sports and games from around the world including the Olympics, Paralympics, and Special Olympics



History and Social Studies

- Transitioned to the 2018 MA Curriculum Frameworks
 - Standards that reflect the diversity of the United States with attention to contributions of people of all genders, ethnicities, and backgrounds
- Civics curriculum projects may involve social justice themes
- Proposing new high school materials in FY22 Capital Budget
- “Race and American Society” class at FHS



Seal of Biliteracy

- A credential students may add to their HS transcript by demonstrating proficiency in English and a second language.
- The Seal of Biliteracy provides an important opportunity to highlight the skills of English Learners who may graduate biliterate in their home language and English.
- We graduated 4 students in the class of 2021 with this distinction. 2 were ELs.



Inclusive Classrooms

- Continuum of services through Special Education is intentionally designed to be inclusive
- Services allow us to educate children in the Least Restrictive Environment within their home communities
- Inclusive learning opportunities provided in general education classroom settings



Enrichment and Supplies

- Enrichment and Curriculum-based Field Trips are funded by Parent Communication Councils
- Core school supplies are provided by the District
- We participate with and are appreciative of the YMCA for the summer backpack program



All Subjects

- DEI Committee's Curriculum and Instruction Subcommittee is developing a Rubric for evaluating bias in instructional materials

The background of the slide is a light gray color. Overlaid on this is a large, horizontal, brushstroke-style graphic in shades of green. The brushstroke starts as a darker green at the top and gradually transitions to a lighter, lime green at the bottom. The edges of the brushstroke are irregular and textured, resembling paint applied with a brush. The text is centered within this green area.

School Culture

Highlights



“

A positive school culture is the underlying reason why the other components of successful schools were able to flourish.”

– Dr. Shelley Habegger

SCHOOL CORE VALUES (Examples)

School Culture

Oak Street Students
Strive to Be:

Achieving

Caring

Original

Respectful

Never Give Up

Safe

"Mighty Oaks from little acorns grow." - A.B. Johnson

CORE VALUES

- ❖ Caring
- ❖ Inclusion
- ❖ Respect
- ❖ Courage
- ❖ Leadership
- ❖ Effort



JFK CORE VALUES

JFK Ladybugs CARE!

- ❖ We are **CONSIDERATE** and kind
- ❖ We **ACHIEVE** and persevere
- ❖ We are **RESPECTFUL** and safe
- ❖ We **ENGAGE** and include



SCHOOL CORE VALUES and MISSION

School Culture

*“With **respect** for the differences and diversity evident in all of us. Honoring and celebrating the differences and diversity evident in all of us is evidence of respectful behavior. “*
~ **RMS Code of Ethics**

*“**Culture** - provide a safe learning environment that fosters tolerance, encourages compassion, and cultivates respect for individual differences. We promote teamwork in a collaborative environment. “*
~ **ASMS Mission**

Respect A student who exemplifies respect is one who:

- Values the privacy and freedom of all individuals.
- Encourages others to make good choices about their own lives but lets them make their own decisions.
- Listens to others and tries to understand their points of view.

Accepts individual differences without prejudice and acknowledges the beliefs of others.”
~ **HMMS 6 Pillars of Character**

- ★ At ECDC we celebrate our diversity and strive to foster ***inclusiveness and acceptance*** so that everyone feels welcome in our community.
- ★ At ECDC we create a nurturing, warm environment that encourages and extends ***kindness*** to all.
- ★ At ECDC we provide a safe space that is conducive to meaningful learning where students can feed and develop their sense of wonder and ***curiosity***.
~ **ECDC Mission**

SCHOOL CORE VALUES (Examples)

School Culture



FHS PANTHERS

We are **P**assionate about learning.
Active in the school and community.
Nurturing of others and ourselves.
Thoughtful and respectful in our actions and ideas.
High performing so we can achieve our dreams.
Engaged in our education.
Responsible for our learning and decisions.
Supportive of one another.

School Culture

Elementary Builds School Culture

- Responsive Classroom
- Morning Meetings
- All School Meetings
- Core Values
- Imagery and artwork



A large, vibrant green brushstroke graphic that sweeps across the left side of the slide, partially overlapping a white-bordered square. The brushstroke has a textured, painterly appearance with varying shades of green.

School Culture

- A World of Difference Peer Leaders
 - Initiated 2017-2018 at middle schools
 - Trained peers in grades 7&8 teach anti-bias lessons in grade 6
 - High school peer leaders as club teach anti-bias lessons through humanities courses
- Resource Group at FHS
 - Facilitated discussions for students to process bias and develop their voice to engage administrators and faculty in meaningful change
- Exploring Resource Group at Middle Schools

A large, vibrant green brushstroke graphic that sweeps across the left side of the slide, partially overlapping a white-bordered square. The text 'School Culture' is centered within this square.

School Culture

- Club opportunities
 - Best Buddies (all levels)
 - Spectrums (middle school)
 - SAGA (high school)
 - Diversity Awareness Club (high school)
 - Girl Up! (high school)
- Unified Sports
 - Unified Track
 - Unified Basketball (HS)
 - Unified Basketball (MS - in development)
 - Bocce
 - Special Olympics (all levels)

School Culture

- FHS No Place for Hate Campaign



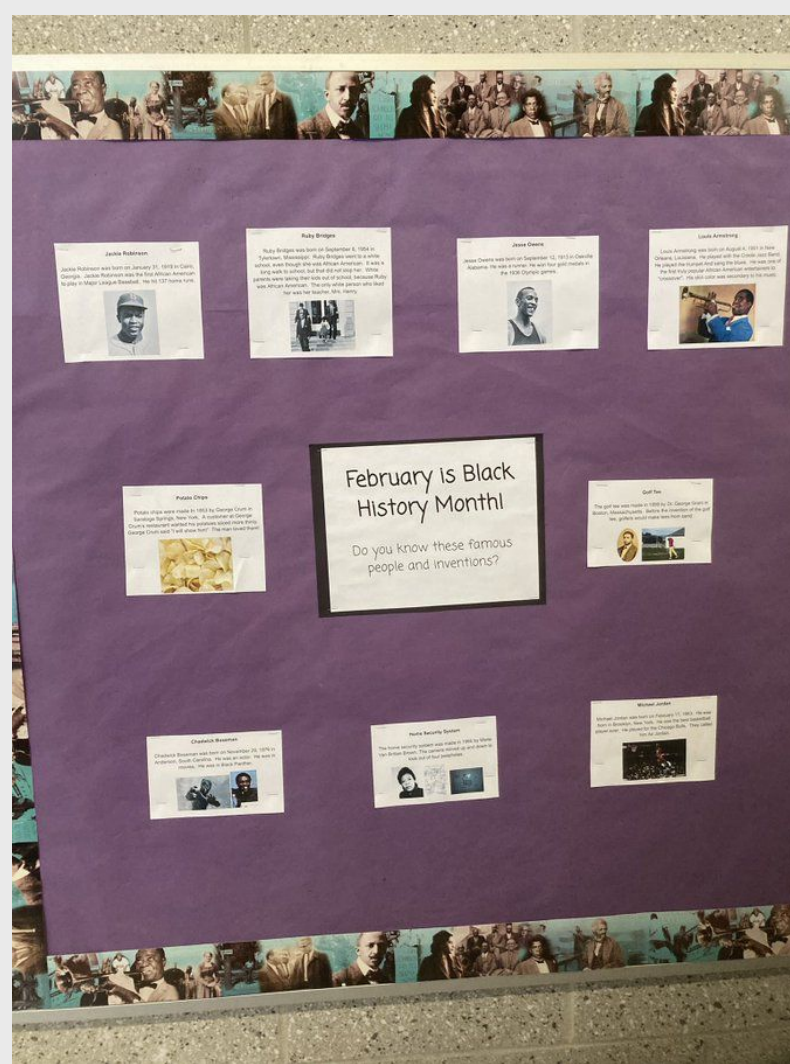
A large, vibrant green brushstroke graphic that sweeps across the left side of the slide, partially overlapping a white-bordered box.

School Culture

- Awareness of Holidays and Months of Recognition (ADL List)
 - School-based efforts
 - Bulletin boards
 - Newsletters
- Communication from Central Office to bring awareness and guidance* (for example:)
 - Religious holidays
 - Black History Month
 - International National Holocaust Remembrance Day
 - Resources from Learning for Justice, Facing History, Anti-Defamation League and others

* while being mindful that these concepts should be embedded daily in our lessons

School Culture





School Culture

FHS Pantherbook Juneteenth [Educational Video](#)

A large, vibrant green brushstroke graphic that sweeps across the left side of the slide, partially overlapping a white-bordered box.

School Culture

- Metrowest Youth Risk Behavior Survey
 - Longitudinal study, every 2 years since 2006
 - Grades 7-12
 - Latest data from 2018 (pre-pandemic)
 - Administered recently Fall 2021 (not yet available)
 - Asks questions about treatment, bullying, and stress including if targeted based on identity or perceived characteristics
- Panorama Student Survey
 - Being prepared for delivery this year
 - Asks questions about Feelings of Belonging, Culture and Diversity among other strands
 - Working to add specific LGBTQIA+ questions



Responding to Bias-Based Incidents

Highlights



Historical Data on Investigations and Findings

	Investigations	Bullying Findings	Civil Rights Violations
2017-2018	55	12	14
2018-2019	25	6	11
2021-2022 (to date)	60	19	25



Bias-Based Incidents Responses

Policies

- Bullying and Bullying Prevention and Intervention Plan (policy under review and plan updated biennially)
- Nondiscrimination
- Harassment
- Sexual Harassment under Title IX

Procedures for Investigations

- Reporting Mechanisms
- Interim supportive measures
- Interview
 - Reporter, target, witnesses, aggressor
 - Investigation Report Template
- Consequences and Responses
 - Individuals and school culture
- System of Documentation and Tracking
- Safety and Support Plans
- Opportunities for Healing

A Note about Communication

The background of the slide is a light gray color. Overlaid on this is a large, abstract graphic consisting of several horizontal brushstrokes in various shades of green, ranging from a vibrant lime green to a darker forest green. The brushstrokes are layered and have irregular, feathered edges, creating a sense of movement and depth. A thin white rectangular border is positioned around the central text area.

District Supports

Highlights



District Support

- Director of Diversity, Equity, and Inclusion
 - Posted now
 - Anticipate interviews in early March
- Educator Diversification Professional Learning Community with DESE
 - District team attends monthly PD to develop comprehensive recruitment and retention strategies
 - Involves about 100 districts in MA
 - Potential grant funding available
- Equitable budget allocations
- JPCC meetings focused on funding equity



District Support

Equity Audit

- A comprehensive evaluation of Diversity, Equity, and Inclusion efforts
- Conducted by Public Consulting Group
- Provide an external review of the District's efforts towards Diversity, Equity, and Inclusion
 - Review District's data
 - Conduct focus groups to gather qualitative data
- Data gathering in February – April; Report in May
- Information from the report can be used to prioritize and drive longer term goals

- This data analysis will complement the Districts' regular participation in
 - Tiered Focused Monitoring Review (MA DESE)
 - Civil Rights' Data Collection (US DOE)

**Curriculum and
Instruction**

**Staff Recruitment
and Retention**

**Professional
Development**



**DEI Sub-
Committees**

School Culture

Inclusive Practices

**Community
Engagement and
Communication**





THANKS!

Comments and Questions



CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)

Town of Franklin

355 East Central Street
Franklin, Massachusetts 02038-1352



Phone: (508) 520-4949
www.franklinma.gov

OFFICE OF THE TOWN ADMINISTRATOR

Memorandum

February 11, 2022

To: Town Council
From: Jamie Hellen, Town Administrator
Alecia Alleyne, Assistant to the Town Administrator

Re: Resolution 22-13: Adoption of Fiscal Policies

The action before the Council tonight is to approve the latest version of financial policies for the Town. The Town's fiscal policies should be reviewed every few years in order to maintain a competitive policy framework for good financial practices, and they were last reviewed in 2019.

It is important to note that these are only policies and guidelines; they are not bylaws or laws. We try to develop good policies to maintain a strong bond rating, receive competitive interest rates, have successful financial audits and be sure we are managing the Town's money well.

The Finance Committee approved the current draft unanimously at their February 9, 2022 meeting.

We have included the track-changes version of the document.

If you have any questions, please feel free to let us know.



**TOWN OF FRANKLIN
RESOLUTION 22-13**

ADOPTION OF FISCAL POLICIES

WHEREAS, the Town Council has reviewed the document entitled "Town of Franklin Fiscal Policies 2022", attached hereto as "Exhibit 1" and wishes to formally adopt the contents thereof to guide its future financial decisions.

NOW THEREFORE, BE IT RESOLVED THAT the Town Council hereby adopts "Town of Franklin Fiscal Policies 2022", attached hereto as "Exhibit 1".

This resolution shall become effective according to the provisions of the Town of Franklin Home Rule Charter.

DATED: _____, 2022

VOTED: _____

UNANIMOUS: _____

A TRUE RECORD ATTEST:

YES: _____ **NO:** _____

ABSTAIN: _____ **ABSENT:** _____

RECUSED: _____

**Nancy Danello, CMC
Town Clerk**

**Glenn Jones, Clerk
Franklin Town Council**

Town of Franklin Fiscal Policies 2022

Town of Franklin Fiscal policies should be reviewed at least every two years in order to maintain a competitive policy framework for good financial practices.

1. **Balanced Annual Operating Budget**

- Annual costs are funded from current revenues.
- Do not defer current annual operating costs to future years.

2. **Compensation and benefits**

- Budget with current revenues.
- Compensation of employees should be based on “market” and performance.

3. **Revenues**

- Estimate annual revenues and expenses and project for the following five years.
- Maintain full and fair market value of property assessments.
- Assure fees charged cover costs in accordance with the Chapter 82 of the Town Code.

4. **Financial Reserves (adequately fund and maintain reserves)**

- Short-term revenue surpluses shall fund non-recurring projects.
- Free Cash will be used to fund the capital budget and for unforeseen expenses.
- Overlay surplus will be used for capital budgets or non-recurring expenses.
- General Stabilization account - A Stabilization account of \$6,000,000 or 5% of recurring general fund revenue (less debt exclusions and SBA reimbursement).
- Budget Stabilization Account – Used to overcome short term budget issues.
- Field Stabilization Account – Add \$150,000 each year.
- Fire Engine Stabilization Account – Add \$100,000 each year.
- Property and Projects Stabilization Account – ~~A~~Starting in FY20, ~~a~~Add \$100,000 each year. ~~from capital funds~~
- ~~Open Space – Starting in FY20, add \$100,000 from capital funds per year up to \$2,000,000~~

5. **Budget Stabilization**

- Maintain a target floor of 2% of prior year fiscal operating revenue (approximately \$2M-\$2.5M)
- Fund is for a one-time revenue source of operating budget shortfalls.
- No more than 50% of fund balance can be spent in any fiscal year.

6. **Long Term Debt**

- Reserved for large capital projects over \$1,000,000
- Net general fund debt service (non debt excluded or funded from enterprise revenue) should be up to 3.5% (target) of recurring general fund revenue.

7. Capital Improvement Program (CIP)

- A five-year plan updated annually shall be maintained.
- Budget operating costs associated with CIP projects.
- Delaying maintenance on existing assets results in higher costs in future years.
- Postponing improvements to buildings/infrastructure results in higher costs.
- Free Cash, Overlay Surplus, and short-term revenues shall be used for the recurring capital items and smaller one time purchases or projects.
- Bonds will be used for large capital projects (over \$1,000,000) unless it can be paid off in under 5 years.

8. Enterprise Accounts for Water, Sewer and Refuse

- The water, sewer, and refuse budgets are supported entirely by fees. This means that any changes to these budgets do not affect the general fund budget. If there are any excess funds at the end of the fiscal year, they are automatically closed to their respective account's fund balance. Further these funds pay for indirect costs that are carried in the general fund for accounting, pensions, health insurance, etc.

9. Water fees will support a minimum of \$1,500,000 per year for infrastructure improvements

- Water fee rate will fund the annual operating budget, maintain a fund balance of approximately \$1,000,000 +/- and invest \$1,500,000 per year into water system improvements.

10. Sewer Fees will support \$400,000 per year for infrastructure improvements

- Sewer fee rate will fund the annual operating budget, maintain a fund balance of \$1,000,000 and invest at least \$400,000 per year into sewer system improvements.

11. Refuse

- Refuse fees will fund the annual operating cost. Fund balances in excess of \$100,000 will be used to smooth rate increases over time and accumulate to purchase replacement bins.

12. Snow and Ice budget

- A five year rolling average – discounting winters well above or below the normal range.

13. OPEB – Unfunded retiree Health Insurance Obligation

- Commencing in FY 19 budget \$550,000 in the annual budget and increase by \$50,000 per year and annually transfer 10% of Free Cash to the OPEB Trust Fund.

14. Hotel /Motel Tax

- The Town receives a 6% room tax from each hotel room rented. The amount of funds collected each year is directly related to the number of rooms rented.

~~Generally the Town receives approximately \$575,000 per year in hotel tax. Special Legislation allows transferring funds into an open space and recreation account or used for any other purpose. These funds should be captured and reflected in the Town's local receipts revenues and continue to be used for public infrastructure open space or capital by being and appropriated within not used for the annual operating budget.~~

15. Marijuana Excise Tax Policy

- These funds are the excise tax on the sales of recreational marijuana only.
- ~~These are separate funds outside of the Host Community Agreement impact fee revenue.~~
- Funds will fluctuate based on market forces each year.
- Funds from the collection of excise taxes on the sales of marijuana in the Town of Franklin shall ~~only be used for the following purposes:~~
 - ~~i. One-time capital expenditures~~
 - ~~ii. Town and School buildings~~
 - ~~iii. Public infrastructure, such as roads, town parking lots and engineering and design of public infrastructure~~
 - ~~iv. Open space purchases and recreation investments~~
- ~~Funds shall not be used for ongoing operating budget expenditures and will be reflected and captured in the Town's local receipts totals.~~

16. Ambulance receipts reserved

- Reserve \$135,000 annually from ambulance receipts for the replacement for Ambulances.

17. Roads/sidewalks/infrastructure

- Starting in FY 19 appropriate \$600,000 in the annual operating budget. Increase by \$50,000 per year. Further use Free Cash (\$500,000) and Hotel Tax funds (\$575,000) for roads unless there is another capital need.

~~18. Open Space Account Increase fund to \$2,000,000 in preparation for potential land purchases.~~

Other fiscal policies

Fraud Policy – On File

Fund Balance Policy – On file

Investment policy – On File

Purchase Order Policy – On File

Risk Assessment – Complete December 2018

Current Balances (rounded) 1/12/22

General Stabilization Account - \$6,644,294

Budget Stabilization Account – \$1,044,030
Turf Fields Stabilization Account – \$639,113
Fire Engine Stabilization Account – \$16,929
Property, Projects and Facilities Stabilization Account – \$291,562
Open Space – \$2,545,027
OPEB Trust Fund – \$10,269,491
Ambulance receipts reserved – 184,000

Town of Franklin

355 East Central Street
Franklin, Massachusetts 02038-1352



Phone: (508) 520-4949
www.franklinma.gov

OFFICE OF THE TOWN ADMINISTRATOR

Memorandum

February 11, 2022

To: Town Council
From: Jamie Hellen, Town Administrator
Alecia Alleyne, Assistant to the Town Administrator

Re: Resolution 22-14: Cable Funds in Support of PEG Service and Programming

The Massachusetts Department of Revenue requires the Town Council to vote to appropriate PEG funds received from Comcast and Verizon to an established revolving account.

Please find the attached resolution to appropriate \$91,948.85 in PEG funds received from the fourth quarter of 2021 from Comcast to the Cable Access Corporation.

Please feel free to call with any questions.



TOWN OF FRANKLIN RESOLUTION 22-14

APPROPRIATION: Cable Funds in Support of PEG Service and Programming per
MGL Ch. 44, §53F3/4

TOTAL REQUESTED: \$91,948.85

PURPOSE: To appropriate \$91,948.85 from the PEG Access and Cable Related Fund created under MGL Ch. 44, §53F3/4, representing the amount received in the previous quarter, to be paid to Franklin Cable Access Corp. to operate the cable access studio and otherwise fund its operations.

MOTION: Be it Moved and Voted by the Town Council that the sum of \$91,948.85 be appropriated from the PEG Access and Cable Related Fund created under MGL Ch. 44, §53F3/4, to be paid to Franklin Cable Access Corp. to operate the cable access studio and otherwise fund its operations.

This resolution shall become effective according to the provisions of the Town of Franklin Home Rule Charter.

DATED: _____, 2022

VOTED: _____

UNANIMOUS: _____

A TRUE RECORD ATTEST:

YES: _____ **NO:** _____

ABSTAIN: _____ **ABSENT:** _____

RECUSED: _____

Nancy Danello, CMC
Town Clerk

Glenn Jones, Clerk
Franklin Town Council