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Ist Annual Report on Workforce Inclusion and Diversity

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Contents

Previous Actions.....	3
<i>Civil Service Constraints Removed.</i>	<i>3</i>
<i>The Grip of Health Care Costs</i>	<i>4</i>
<i>EEOC Reporting of Race Composition, Limited</i>	<i>5</i>
Initiatives and Sustainable Programs.....	6
<i>Commonwealth Compact.....</i>	<i>6</i>
<i>Inclusion and Diversity Working Group... </i>	<i>8</i>
2010 - Milestone 2: Employee Awareness–	9
<i>Development of Anti-Discrimination Policy</i>	<i>9</i>
<i>MCAD Supervisor Training</i>	<i>9</i>
2010 – Milestone 3: School Initiatives.....	10
<i>Strategic Plan Goal Measurements</i>	<i>10</i>
<i>Recruitment and Retention of High Quality Staff.....</i>	<i>10</i>
2010- Milestone 4: Community Initiatives	11
Next Steps	12
Summary.....	13
Appendices.....	14
A. EEO-4 Reports: 2005, 2007, 2009.....	14
B. EEO-5 Reports: 2006, 2008, 2010.....	14
C. CC Benchmark Template.....	14
D. List of Commonwealth Compact signers	14
E. Anti-Discrimination, Sexual Harassment & Retaliation Policy	14
F. At School in Brookline.....	14

Introduction

The Town of Brookline recognizes and values diversity as a vital characteristic of the Town. Brookline celebrates the diversity of the community it serves and the individuals it employs, embracing the differences in race, color, religious creed, national origin, ancestry, gender, age, handicap, sexual orientation and military background.

The Town of Brookline believes it has a responsibility to capitalize on the strength emanating from these differences and has a duty to ensure its employees, citizens, vendors and the general public are treated with dignity and respect in all of their duties and dealings with the Town of Brookline.

I look to the day when people will not be judged by the color of their skin, but by the content of their character.
— Martin Luther King, Jr.

The Town of Brookline believes a workplace that attracts and retains diverse personnel will allow it to serve its citizenry more creatively, strategically, and productively. A successful inclusion and diversity program will ensure these objectives, goals and priorities are maintained.

In June 2009, following the May Town Meeting, the Board of Selectmen delegated to the Town's Human Resources Director the task of compiling a report on the Town's efforts to realize the vision of Dr. Martin Luther King. Specifically, Town Meeting voted that the Town should,

Examine ways to understand the extent to which Brookline has made progress toward realizing the vision of Dr. (Martin Luther) King by preparing and making available to the public an annual report

based on, but not necessarily limited by, the Town's diversity reports and data collected on its departments, any appropriate reports the School department may have on the diversity, inclusion and achievements of its employees or students, and any other reports showing compliance with applicable equal opportunity laws and laws prohibiting discrimination.

This First Annual Inclusion and Diversity Report will review recent, current and future actions and efforts the Town of Brookline has undertaken to realize Dr. Martin Luther King's vision.

Previous Actions

A number of events occurred in 2010 that allowed the Town of Brookline to shift its focus on workplace diversity and inclusion efforts in ways that it could not have done otherwise.

Civil Service Constraints Removed.

Perhaps the most significant shift occurred in May 2010 when the Town was removed from the state's Civil Service system for clerical, labor and non-public safety professional positions. Before its removal, the Town was constrained by the use of the state's Civil Service processes to hire employees off lists. The Civil Service system, which has been underfunded for many years, is largely unworkable, except for police and fire, where tests are routinely conducted.

In 2006, after an exhaustive review, the Human Resources Board released a report recommending that the Town be removed from civil service system for non-public safety personnel. The Human Resources Board's report found that the civil service system's implementation with regard to non-public safety personnel had been crippled by lack of funding (e.g., it had not updated its job descriptions or given examinations on a regular basis for many years) and, with regard to the Labor positions, did not meet the Town's goal of hiring the most qualified applicants (it prioritized candidates for labor jobs on a first-come-first served basis). It also found that the civil service system for non-public safety personnel rewarded insiders who

already knew the system and it therefore promoted nepotism, contrary to the civil service system's initial purpose of promoting merit-based hiring. Hence, the Human Resources Board's report found the system excluded entire populations of well-qualified candidates.

For these reasons the Human Resources Board submitted a warrant article to the May 2009 Town Meeting removing the Town of Brookline from the Civil Service system for non-public safety personnel. Town Meeting approved this action by a clear majority. The Human Resources Board, with the assistance of the Human Resources Department, ushered the home rule petition through the legislative process and Governor Deval Patrick signed it into law on May 10, 2010.

This change in the law will allow the Human Resources Department to use new approaches for recruitment, to develop a more diverse applicant pool and to reassess promotional opportunities and employee development and evaluation. Focusing on recruitment and retention is important, not only for our current applicant pools, but also for the Town's future succession planning efforts.

*The time is right to do what is right. –
Martin Luther King, Jr.*

Also at the May 2009 Town Meeting, the Police Chief proposed a warrant article that would change the civil service definition of "resident" for purposes of determining the residency preference applicable to police candidates in Brookline so as to include anyone who has graduated from Brookline High School within the prior ten years of taking the civil service exam. The Police Chief took this step after reviewing data demonstrating a stark decline of Brookline residents sitting for the police examination since 1999 as many high school graduates could not afford to remain in Brookline after graduation or to return to Brookline upon graduation from college. This

trend greatly reduced the vibrancy and quality of the resident pool that had existed for many years. If enacted into law, the legislation would have expanded the pool of qualified candidates for original appointment to the police force while still affording preference to individuals who, as recent Brookline High School graduates, can be expected to retain familiarity with and concern for the Town. This proposition went before Town Meeting and was voted favorably in May 2009. However, the Home Rule Petition did not make it through the arduous legislative process. We are currently exploring ways to revive this important Home Rule Petition. If approved, the petition would have had the effect of increasing the diversity of the Police Department, given that Brookline High School is more diverse than the Town.

The Grip of Health Care Costs

Another significant change for the Human Resources Department has been the reallocation of resources due to the Town's change in group health providers. Since 2006, when Sandra DeBow, the Town's current Human Resources Director was hired, the Human Resources Department has worked diligently with the unions and the Public Employee Committee (PEC), a committee of union officials and retirees, to tackle the ever-escalating Health insurance costs. Health insurance is a major cost center of the Town. From FY2000 to FY2010, the Town saw a 177% increase in health care costs. Currently health care costs account for nearly 12% of the Operating Budget. This proportion is particularly daunting during the recent economic downturn where state and local funding has been greatly reduced.

In 2009 the Town and PEC agreed to enter the state's Group Health Commission (GIC), which the Town entered in July 2010. This change in group health insurance saved the Town more than \$4 million dollars in anticipated costs and went far to avoid lay-off, wage freezes and the elimination of vacant positions. Entering the GIC provides the Town with greater stability in health insurance costs and will shift many of the administrative functions in managing these plans from the Town to State. These changes will allow the Human Resources Department to focus on policy and training objectives that have been side lined while the Department focused on runaway health insurance costs.

As will be discussed subsequently, the Human Resources Department then turned its attention to policy and training, two issues that align well with Town Meeting's charge to focus on Dr. Martin Luther King's vision of inclusion and diversity.

EEOC Reporting of Race Composition, Limited

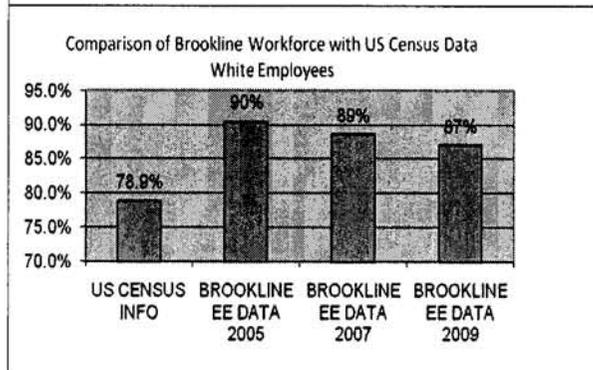
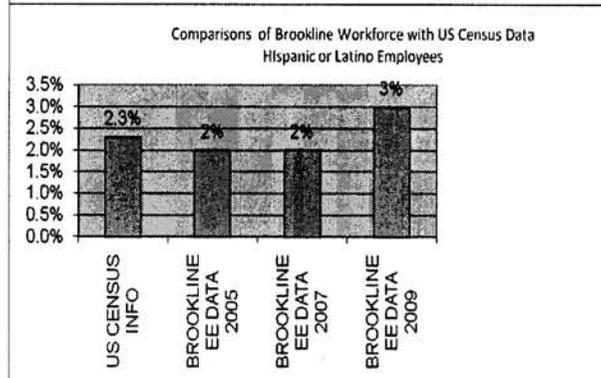
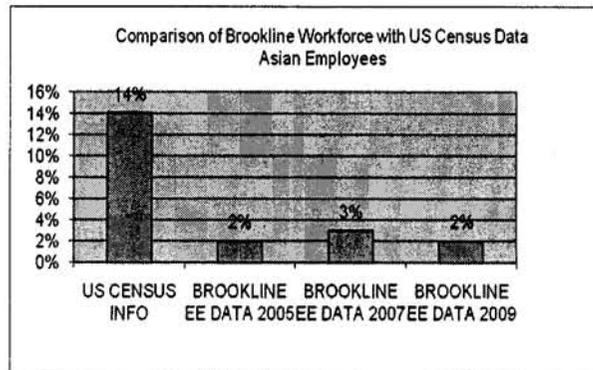
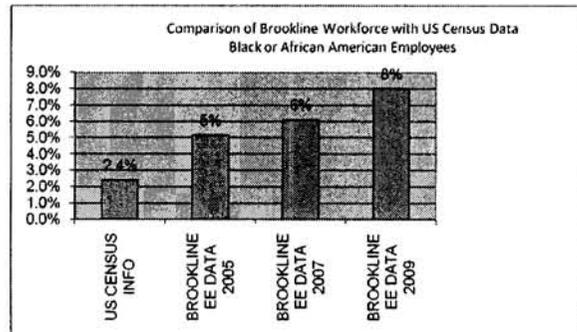
The primary method of collecting workforce race data was through the federal mandate of the Equal Employment Opportunities Commission, a mandate that dates back to the 1970s. Federal law requires the Town to report the race of its employees across the various job classifications and their salaries in documents known as the EEO-4 (Town) and the EEO-05 (Schools) every two years.

The reports have evolved little over the decades and provide barebones data as to the race composition of the workforce. The information captured is a snapshot and therefore does not include the change in employment composition over the course of the year, which includes a good deal of seasonal and temporary employment in both our Recreation and Public Works Departments.

When compared against the Brookline U.S. Census data from 2005-2009,¹ the Town's workforce is quite representative of the Town's racial makeup. The category of "Asian" is lower in the workforce than it is in the Brookline community suggesting that recruitment efforts for this population should be explored.

The Town's EEO-4 report was last filed in 2009 and is due to be filed in 2011. Preliminary data for that filing is being compiled currently. The reports from 2005, 2007 and 2009 report are attached as Appendix A. The School's EEO-5 is attached as Appendix B.

¹See Fn 4, page 7 regarding comparison data.



² The data in the comparison charts was compiled from the Town's EEO-4 filings, 2005, 2007 and 2009 and the US Census data for Brookline, MA for the dates 2005-2009.

Employment of People of Color by Level of Position % of Total			
Position (EEO defined)	2005	2007	2009
Official Admin	0	0	0
Professionals	5	8	5
Technicians	5	7	8
Protective Services	11	14	13
Paraprofessionals	5	17	28
Admin Support	23	20	14
Skilled Craft	4	3	23
Service Maintenance	13	10	15

Finally, the vast majority of the Human Resources functions are manual and the data is not collected in a database making it difficult to perform analysis of employee turnover, applicant data and performance. Therefore, the Town and School Human Resources Departments have been researching a robust HR Information System which, if funded, will greatly improve our analytics beyond a mere collection of race data that is collected for the EEO-4 and EEO-5. (See Next Steps)

Initiatives and Sustainable Programs

Leading into 2010, a series of events refocused the Town of Brookline's efforts on diversity and inclusion issues. The Town's Human Resources Department undertook a close review of its short and long range goals and established priorities for training senior managers, updating its workplace policies, and developing new recruitment tools for clerical, labor and non-public safety professionals.

Diversity and issues underlie each of these priorities; recruitment, training and policy review. Therefore, establishing comprehensive, sustainable inclusion and diversity initiatives has become a critical component of the Human Resources' agenda.

To that end, the Town seeks a more meaningful and nuanced picture of its workforce diversity. Even more, the Town must put in place strategies to ensure the Town of Brookline is a

welcoming, inclusive town, where each individual and group that interacts with or receives services from the Town is treated professionally, and with dignity and respect.

The mark of success for these initiatives will be:

- Acceptance and appreciation of diverse peoples, beliefs and life styles;
- Employees feel acknowledged for diverse experiences, backgrounds, and perspectives that they bring to the workplace; and
- Employees feel valued for the contributions that they make to enrich and enhance the Town of Brookline; and
- Employees, residents, contractors and the general public feel welcomed and respected when dealing with the Town.

These objectives can only be achieved by ensuring that those who provide services and shape the policies and programs of the Town share those goals and values of creating a workforce that is inclusive and diverse.

2010 - Milestone 1: Leadership Commitment

A critical component of any diversity initiatives is leadership commitment to ensure policy makers and governing bodies are committed to the goal of ensuring and sustaining a diverse and inclusive workforce.

In 2010, the Town evidenced this Leadership commitment by (1) joining the Commonwealth Compact, (2) funding supervisor training conducted by the Massachusetts Commission Against Discrimination and (3) forming a working group to establish inclusion and diversity objectives and goals.

Commonwealth Compact

In October, 2010, the Board of Selectmen joined the Commonwealth Compact, a collaboration of higher education institutions and for-profit and non-profit organizations. The Town of Brookline is one of the first municipalities to participate in this important dialogue.

The Commonwealth Compact was initiated in 2007 by Steve Crosby, Dean of the McCormack Graduate School of Policy Studies at the University of Massachusetts Boston, former Suffolk County District Attorney Ralph Martin, the managing partner of the Boston office of Bingham McCutchen and then-chairman of the Greater Boston Chamber of Commerce, and Steve Ainsley, publisher of *The Boston Globe*.

The Compact's stated goal "is to help make Massachusetts a location of choice for people of color and women in the belief that their contributions are vital to the region's social and economic future."³

The need for an initiative such as the Commonwealth Compact stems from a number of factors. First, as racial and ethnic diversity increases across the nation, business and civic leaders agree that it is critical to reverse the reputation that Massachusetts, in particular, has not been seen as a welcoming, diverse place to live and work for people of color.⁴

Specifically, the Town of Brookline has pledged with other Compact Signers to ensure recruitment, hiring, management and governance practices that will:

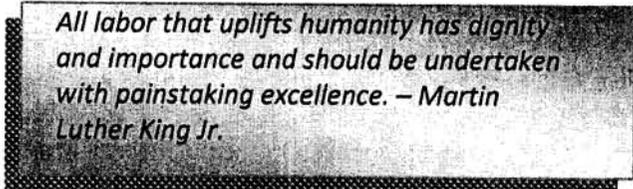
- Promote equal opportunities for women and people of color within the Town, particularly in management, senior management and board governance positions where they may be under-represented.
- Support retention and opportunities for promotion of people of color and women.
- Encourage our Town to reflect, and connect with, the diversity of the communities and customers we serve.

³ *Stepping Up: Managing Diversity in Challenging Times*, pg 1, report of the Commonwealth Compact, 2009.

⁴ *Stepping Up*, pg 1, 2009.

By participating in the Commonwealth Compact, signers are making a commitment to diversity—a commitment which entails introspection and evaluation. As a signatory to this Compact, the Town of Brookline will participate in a benchmark exercise that provides data which is later compared collectively to other organizations within the Compact and also to other similar organizations within the Compact.

The central question for the benchmark project is to see how diverse are the employees, leadership, and boards of the Town and those who have signed onto Commonwealth Compact. In addition to providing data on employee diversity, Compact signatories are also asked to provide information on the diversity of their leadership teams and governing boards and to respond to a series of survey questions included regarding diversity efforts in the area of board leadership and governance. (The Benchmark Template is attached as Appendix C).



All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence. – Martin Luther King Jr.

Based on the data submitted by its signers, the Commonwealth Compact released its first benchmark data in May 2009. The first annual report, *Stepping Up: Managing Diversity in Challenging Times*, has recently been augmented by the second annual report, *Facing Up: Stepping Up: Managing Diversity in Challenging Times*, released in May 2010.⁵

⁵ Work needs to be done to address which race data should be used as comparative data to provide a benchmark by which Brookline can measure its progress. The U.S. Office of Management and Budget determines the Metropolitan Statistical Areas and the Micropolitan Statistical Areas, which are used by the US Census Bureau and other government agencies. Further, a consortium of Federal agencies consisting of the Equal Employment Opportunity Commission (EEOC), Department of Justice (DOJ), Department of Labor (DOL) and Office of Personnel Management (OPM) entered into an agreement with the U.S. Census Bureau (the Bureau) to construct the Census 2000 Special EEO File for use as a benchmark. Further, the data being compiled and analyzed by the Commonwealth Compact will also be interesting to explore as it shares a wide variety of organizations who are committed to addressing diversity issues in

Compact Signers will be submitting their individual survey results for the Compact's analysis and report in 2012. However, the Town of Brookline will be collecting the data in 2011 to enable the Town's Inclusion and Diversity Working Group to review the results more promptly and to identify opportunities for change.

It is further anticipated that by joining and collaborating with the other organizations of the Commonwealth Compact, the Town of Brookline will benefit greatly from attracting and retaining people from a multitude of backgrounds. A list of Compact signers is attached as Appendix D. Beginning in 2011, the Compact will establish a job board and resume bank to be shared among participating entities, and helping to establish collaborative groups between organizations and entities that share common goals of promoting equal opportunities for women and people of color.

The means we use must be as pure as the ends we seek. - Martin King, Jr.

The Town's diversity efforts will be more broad-based than those of the Commonwealth Compact, which has limited the scope of its diversity efforts to the race and gender of the workforce. In contrast, the Town's diversity initiatives will focus on the full range of protected classes under state and federal anti-discrimination laws.⁶

their organizations. These and other data sets will be reviewed by the Inclusion and Diversity Working Group, as well as the Human Resources Department and Legal Counsel's Office as they review the 1994 Affirmative Action Plan.

⁶ age, race or color, physical or mental disability, genetic information, maternity leave, national origin, religion, gender, sexual orientation, or current or former, membership in, application to, or obligation to perform military services.

Inclusion and Diversity Working Group

Under the purview of the Board of Selectmen and Town Administrator, the Human Resources Director assembled an Inclusion and Diversity Working Group comprised of Department Heads and senior managers. This working group will be working throughout 2011 to help guide and develop the Town's workplace inclusion and diversity initiatives.

The Group is currently comprised of the Director of Human Resources, the Police and Fire Chiefs, the Commissioner of Public Works, the Town's Human Services Coordinator and the Directors of Recreation and Human Relations-Youth Resources Commission. The Inclusion and Diversity Working Group's challenge is to help define priorities, strategies, realistic action plans and best practices, as well as developing enterprise-wide objectives and goals. The Working Group will also make recommendations for further study or the use of focus groups or the formation of committees as needed to support ongoing diversity and inclusion efforts. Finally, the Working Group must craft best practices and policies that are far-reaching, effective and sustainable.

In order to have effective inclusion and diversity initiatives, "it is important to consider workforce diversity best practices in light of resources, opportunities, and limitations of particular kinds of organizations... "there is no 'one-size-fits-all' or any 'magic pill' to make diversity 'happen'"⁷ For example, for the past four years, the Town of Brookline has experienced regular and extended periods of hiring freezes. Many vacancies remain unfilled given the current economic crisis that continues to affect the budgets of every department. Therefore, it is important to ensure that recruitment and hiring strategies are realistic given a very low rate of turnover of positions. As a result, employee development may become a greater priority to address inclusion and diversity issues but recruitment issues must be addressed.

Recruitment will be a major priority for the Working Group in 2011. Having moved away from the Civil Service system, it is critical that the Town develop strategies to address new ways to increase the diversity

⁷ *Stepping Up*, pg 18, Commonwealth Compact 2009

of our applicant pool now that the Town is no longer constrained by civil services lists. These efforts are invaluable and timely as the Town of Brookline, like employers across the nation, are experiencing an aging of the workforce. During the next five to ten years, the Town will lose a number of senior managers. The Town must act now to intensify recruitment, training and retention efforts with an underlying focus on expanding the diversity of both applicant and promotional pools.

To be effective, the inclusion and diversity initiatives must hit all aspects of the organization. Another important aspect of the Working Group is its Leadership and Ambassadorship roles. The leadership role will be particularly important in the collection of data for the benchmark surveys that will be conducted. The Working Group will also foster collaborations in and among departments, the unions, and commissions and committees who may be working on similar issues.

The Working Group will regularly report to the Town's Board of Selectmen, the Human Resources Board, and the Human Services – Youth Services Commission with its progress.

2010 - Milestone 2: Employee Awareness–

Development of Anti-Discrimination Policy

During the spring of 2010, Human Resources Department reviewed its policies on Sexual Harassment and Affirmative Action and found there was a gap of information regarding discrimination policies and guidelines, generally. As there was no specific Anti-Discrimination policy, supervisors and employees did not have any straightforward guidance in addressing an allegation of discrimination based on race, gender or other protected classes. Rather, every instance was referred to Human Resources. To address this gap, the Director of the Human Resources Department sought assistance from the Office of the Legal Counsel, who worked closely with her to draft a comprehensive Anti-

Discrimination, Sexual Harassment and Retaliation Policy. This policy was recently approved by the Human Resources Board and adopted by the Board of Selectmen.

This policy makes clear that the Town has zero tolerance toward discrimination (including discriminatory harassment, such as the use of racial epithets) and sexual harassment, as well as for retaliation for reporting such conduct or assisting with an investigation. The policy clarifies the conduct that is prohibited and also clarifies the Supervisor's role in addressing and reporting such behavior. It also creates a rigorous investigatory and review process. (The new Anti-Discrimination Policy is included as Appendix D.)

Injustice anywhere is a threat to justice everywhere. -Martin Luther King, Jr.

The Policy on Anti-Discrimination, Sexual Harassment and Retaliation was distributed to all Town employees during the Town's annual mailing in February 2011.

MCAD Supervisor Training

During the fall of 2010, the Town of Brookline trained over 175 Supervisors on the Massachusetts's law prohibiting discrimination, sexual harassment and retaliation. The training was conducted by the Massachusetts Commission Against Discrimination's Training Division and included a thorough review of the law's prohibitions and supervisors' responsibilities to identify and report behavior or conduct that could be construed as discrimination, sexual harassment, and retaliation. This training set the ground work for the Town's promulgation of its new Anti-Discrimination, Sexual Harassment and Retaliation Policy (see Appendix E).

The training was well received and senior managers are eager to continue the discussion regarding how to handle these delicate and difficult situations. Further supervisory training is planned and will likely be expanded further by the Inclusion and Diversity Working Group.

Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you to be. This is the interrelated structure of reality. – Martin Luther King Jr.

2010 – Milestone 3: School Initiatives

During 2010, the Public Schools of Brookline engaged in a number of initiatives related to diversity and inclusion for staff and students.

Strategic Plan Goal Measurements

In 2010 the Brookline Public Schools publicly reported their progress toward the Goals in their Strategic Plan implemented during the 2009/2010 school year. Specifically relevant is Public Schools of Brookline Strategic Plan Goal #2 – Eliminate achievement gaps with respect to race, ethnicity and socio-economic status and increase achievement of students with special needs through individualized strategies and programs.

Measurements were determined and a rating system in the form of letter grades (A, B, C, D) was devised to report the School's progress. The letter grades were defined as follows:

"A" The outcome for the current year exceeds the goal and is higher than the outcome in each of the three previous years

"B" The outcome for the current year exceeds or meets the goal

"C" The outcome for the current year does not meet the goal

"D" The outcome for the current year does not meet the goal and is lower than the outcome in each of the three previous years

The results of the Strategic Plan Goal Measurements were presented to the School Committee and published in the annual *At School in Brookline* document which is attached as Appendix F, and is accessible through a link on our district website at <http://www.brookline.k12.ma.us/>.

Using a comprehensive methodology,⁸ the School attained an overall rating of "B" on Goal #2 as the data indicated that "gaps by ethnicity tended to decrease in 2008/2009, while gaps by socio-economic status tended to remain similar to previous years or to increase."⁹ The *At School in Brookline* report is attached as Appendix F and contains specific data and a full description of ratings for each measure of Goal #2.

Recruitment and Retention of High Quality Staff

Attracting Candidates of Color - The Brookline Public Schools continues to maintain an affiliation with Massachusetts Partnership for Diversity in Education (MPDE), each year participating in the MPDE Diversity Job Fair sending a number of School District representatives each year.

Beginning with the 2009/2010 school year, the Brookline Public Schools automated its application process through SchoolSpring, which has national exposure. Through its affiliation with SchoolSpring, Brookline is highlighted in *Teachers of Color* magazine as another way to expand its diverse candidate pool.

The School District has a strong affiliation with Minority Student Achievement Network (MSAN), a national coalition of multiracial, suburban-urban school districts that have come together to study achievement gaps that exist in their districts. Members of the Brookline Public Schools participate in conferences and research activities relevant to elimination of existing achievement gaps. Additionally, the Schools advertise many of its open positions through job posting on the MSAN website as another way to attract candidates of color from across the nation.

Long-range Planning to Increase Staff of Color - Although the Brookline Public Schools take steps to attract the teachers of color who already exist, there is a national problem with disproportionate numbers of staff of color

⁸ The School Department reported the progress toward Strategic Plan Goal # 2 through an analysis of data, by subgroup, on the following measurements: MCAS Scores, MCAS Growth Scores, Courses Taken (looking specifically at courses taken beyond the standard level and specifically AP courses taken), SAT/ACT Scores (Math, Reading, Writing), and Graduation Rate.

⁹ *At School in Brookline* 2010, page 24, See also pgs 24-30.

as compared to our student populations. In fact, in Massachusetts, only approximately 8.5% of our teaching force is non-white.

In order to address the shortage of teachers of color, during 2010 and to date, the Brookline Public Schools have been working with several other local communities (Arlington, Lexington, and Andover) and with MPDE to implement a *Today's Students Tomorrow's Teachers* program for the 2011/2012 school year.

Today's Students, Tomorrow's Teachers' mission is to recruit, mentor, and place economically-challenged and culturally-diverse high school students through college to employment as teachers and leaders who will inspire and strengthen their communities.

Through this program, the District will work with Brookline students of color and/or students from low income families who would like to become teachers. The program has had great success in mentoring students to become teachers and to return to TSTT communities to work. The program includes a comprehensive curriculum with trained teacher mentors through high school, provides SAT preparation, assists students with college entry, including scholarships to partner universities, and provides mentors through college and the job search process (including preparation for passing licensure tests such as MTEL).

2010- Milestone 4: Community Initiatives

Human Relations Commission, being aware that in the 17th and 18th Centuries enslavement of Africans and Native Americans existed in the Town of Brookline, has created the Hidden Brookline Committee. The Committee is charged with researching the town's slave history and doing programming in this area. Programming in 2010 included the showing of the film *Traces of the Trade*, as well as a forthcoming exhibit "From Slavery to Freedom"

at the Main Library and a dramatic performance about escaped Georgian slave Ellen Craft.

In 2010 Mr. Stephen Bressler, the Town's Affirmative Action Officer and Fair Housing Officer, began producing and hosting *Fair Housing Conversations* at Brookline Access Television, focus on fair housing and area resources, in particular the Fair Housing Center of Boston, the workings of the Brookline Housing Authority, and affordable housing in the town.

Council on Aging

Brookline's Council on Aging hosted a training for area social workers that addressed issues faced by LGBT Elders. The training was well attended and future events are planned included the a viewing of the award winning documentary "Gen Silent" hosted by the Council on Aging, the Goddard House in Brookline, and the LGBT Aging Project

Brookline Police Department

In October 2010, the International Association of Chiefs of Police (IACP) invited Police Chief Daniel O'Leary to speak on Racial Profiling Prevention Strategies, based on the award-winning work the Brookline Police Department has done in this area.¹⁰ Police Chief Daniel O'Leary participated in this event, training Chiefs of Police from around the world on Brookline's multi-faceted racial profiling prevention strategy.

Recreation Department

Turning from public safety to recreation, in 2010, Lisa Paradis, Director of Recreation sought the establishment of a new position, Therapeutic Specialist. This position will coordinate and oversee the programs and services the Recreation Department currently has for adults and children with various physical and mental challenges. This position will ensure a continuity of programming and consistent provision of services for this important group of citizens.

¹⁰ In 2007, the Brookline Police Department was one of three recipients worldwide to receive the prestigious IACP's 2007 Civil Rights Award, which recognizes outstanding efforts of law enforcement agencies in protecting and promoting civil and human rights.

All progress is precious and the solution of one problem brings us face to face with another problem. – Martin Luther King, Jr.

Next Steps

During the upcoming year, the Working Group will meet regularly to establish, shape and direct the Town-wide diversity and inclusion initiatives, with an initial focus on recruitment and training. The Working Group will begin to align diversity strategy to business strategy, and to build and increase management commitment to diversity. They will seek strategies to increase employee awareness of inclusion and diversity issues and to ensure the initiatives are sustainable.

During the summer and fall of 2011, the Human Resources Department will complete the Commonwealth Compact's benchmark template to establish a baseline from which to help identify future actions and efforts. The review should determine the level of diversity and perceived equity within the organization. The Human Resources Department will work closely with the Working Group reporting as progress is made.

The Human Resources Department will continue to expand its employee development with an underlying focus on diversity and inclusion issues. In 2011, the Human Resources Department will have key personnel trained in mediation to address issues more directly with a greater sensitivity to underlying issues of inclusion and diversity. The Human Resources Department will also send two key personnel to the MCAD's train the trainer program that will enable the Department to regularly train its employees on the parameters of the State's anti-discrimination law and the Town's Anti-Discrimination, Sexual Harassment and Retaliation Policy.

In calendar years 2011 and 2012 senior managers and Department Heads will undergo an intense conflict resolution training that will augment the MCAD Supervisor training they concluded in the fall and winter of 2010. The goal of pairing conflict resolution and anti-discrimination training is to ensure that disputes, actions or conduct that could escalate to unlawful acts will be identified early and promptly corrected. Senior managers and Department Heads will also be trained on conflict coaching.

At the end of the calendar year 2011, the Human Resources Department and the Inclusion and Diversity Working Group will report to the Board of Selectmen any findings or recommendations they have determined to date.

In 2011, the Human Resources Department in collaboration with the Human Relations-Youth Resources Commission and in consultation with the Town's Legal Department, will review and update the current Affirmative Action policy and procedures and to bring them in line with the current law and to make them more reflective of the Town's goal of ensuring all applicants and employees are treated equitably, professionally, and with dignity and respect.

The Human Resources Department will also work with the Office of the Legal Counsel revise the Family Medical/Military Leave policy and to craft a new Workplace Safety Policy that addresses general harassment and bullying issues.

Another issue that needs to be addressed is the compilation of recruitment and hiring data. The Town does not have a computerized Human Resources Information system. Most of the personnel data is captured in the Payroll system. Unfortunately, the data captured in this system is geared toward payroll and important data such as applicant data, employee turnovers, performance and discipline information is not captured. This lack of data limits the Human Resources' and Human Services' ability to make more sophisticated analyses of the workforce. The FY13 Capital Improvement Plan includes an enterprise-wide Human Resources Information System.

Finally, succession planning is another important undertaking that will be shaped by the Town's diversity and inclusion initiatives. As the workforce ages, the Town will be challenged with replacing some key senior manager positions in the next five to ten years. The compilation of the benchmark data and the establishment of new recruitment efforts are important as the Town considers succession plans for each department.

Summary

Several events occurred in Calendar Year 2010 that allowed the Town of Brookline to shift its approach to inclusion and diversity issues. Switching health care providers and moving into the Group Insurance Commission both saved the Town millions of dollars and also freed up resources in the Human Resources Department, allowing that department to establish new priorities of Training and Policy review. Moving out of the Civil Service system for clerical, labor and non-public safety professionals was critical to this shift in focus, as it freed the Town to think about new strategies to increase the diversity of its applicant pools, and it will allow the Town to begin thinking about new approaches to enhancing promotional opportunities and employee development and evaluation.

The Brookline Public Schools continue to identify and address the achievement gaps of its students, most recently announcing a specific goal of eliminating such achievement gaps of its students, by adopting measurements and a rating system that were reported to the School Committee and published in the *At School in Brookline*, annual report.

The Public Schools also continue their effort to attract more diverse candidates to its applicant pools, nurturing collaborative relationships with the Massachusetts Partnership for Diversity in Education (MPDE) and the Minority Student Achievement Network (MSAN). In 2010, the Brookline Public Schools began working with other local communities and the MPDE to

implement a *Today's Students Tomorrow's Teachers* program, to recruit, mentor, and place economically-challenged and culturally diverse high school students through college to employment.

Joining the Commonwealth Compact was a critical step for the Town of Brookline, as it provides a reporting mechanism that goes well beyond the barebones, snapshot reporting of the EEO-4 and EEO-5. The collection of data is intended to be probative as well as evaluative. The task of compiling the data will be an arduous but critical first step in developing a needs analysis that will enable the Working Group to develop effective strategies, objectives and priorities.

There will be much introspection and evaluation during Calendar years 2011 and 2012. This important early work will be the launch pad of comprehensive diversity and inclusion initiatives that will allow the Town to achieve its commitment to promoting equal opportunities within the Town for people of diverse backgrounds.

We may have all come on different ships, but we are all in the same boat now. -Martin Luther King, Jr.

Appendices

- A. EEO-4 Reports: 2005, 2007, 2009**
- B. EEO-5 Reports: 2006, 2008, 2010**
- C. CC Benchmark Template**
- D. List of Commonwealth Compact signers**
- E. Anti-Discrimination, Sexual Harassment & Retaliation Policy**
- F. At School in Brookline**

2005

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION STATE AND LOCAL GOVERNMENT INFORMATION (EEO-4) EXCLUDE SCHOOL SYSTEMS AND EDUCATIONAL INSTITUTIONS (Read attached instructions prior to completing this form)				APPROVED BY OMB 3046-0008 EXPIRES 12/31/2005	
<u>DO NOT ALTER INFORMATION PRINTED IN THIS BOX</u>			MAIL COMPLETED FORM TO: State & Local Reporting Committee (EEO-4) PO Box 62229 Virginia Beach, VA 23466-2229		
A. TYPE OF GOVERNMENT (Check one box only)					
<input type="checkbox"/> 1. State <input type="checkbox"/> 2. County <input type="checkbox"/> 3. City <input checked="" type="checkbox"/> 4. Township <input type="checkbox"/> 5. Special District <input type="checkbox"/> 6. Other (Specify) _____					
B. IDENTIFICATION					
1. NAME OF POLITICAL JURISDICTION (If same as label, skip to Item C) Town of Brookline					
2. Address--Number and Street 11 Pierce Street		CITY/TOWN Brookline	COUNTY Norfolk	STATE/ZIP MA 02445	EEOC USE ONLY A B
C. FUNCTION					
(Check one box to indicate the function(s) for which this form is being submitted. Data should be reported for all departments and agencies in your government covered by the function(s) indicated. If you cannot supply the data for every agency within the function(s) attach a list showing name and address of agencies whose data are not included.)					
X	1. Financial Administration. Tax billing and collection, budgeting, purchasing, central accounting and similar financial administration carried on by a treasurer's, auditor's or comptroller's office and GENERAL CONTROL. Duties usually performed by boards of supervisors or commissioners, central administration offices and agencies, central personnel or planning agencies, all judicial offices and employees (judges, magistrates, bailiffs, etc.)	X	8. HEALTH. Provision of public health services, out-patient clinics, visiting nurses, food and sanitary inspections, mental health, alcohol rehabilitation service, etc.		
		X	9. HOUSING. Code enforcement, low rent public housing, fair housing ordinance enforcement, housing for elderly, housing rehabilitation, rent control.		
X	2. STREETS AND HIGHWAYS. Maintenance, repair, construction and administration of streets, alleys, sidewalks, roads, highways and bridges.	X	10. COMMUNITY DEVELOPMENT. Planning, zoning, land development, open space, beautification, preservation.		
X	3. PUBLIC WELFARE. Maintenance of homes and other institutions for the needy; administration of public assistance. (Hospitals and sanatoriums should be reported as item 7.)		11. CORRECTIONS. Jails, reformatories, detention homes, half-way houses, prisons, parole and probation activities		
X	4. POLICE PROTECTION. Duties of a police department sheriff's, constable's, coroner's office, etc., including technical and clerical employees engaged in police activities.	X	12. UTILITIES AND TRANSPORTATION. Includes water supply, electric power, transit, gas, airports, water transportation and terminals.		
X	5. FIRE PROTECTION. Duties of the uniformed fire force and clerical employees. (Report any forest fire protection activities as item 6.)	X	13. SANITATION AND SEWAGE. Street cleaning, garbage and refuse collection and disposal. Provision, maintenance and operation of sanitary and storm sewer systems and sewage disposal plants.		
X	6. NATURAL RESOURCES. Agriculture, forestry, forest fire protection, irrigation drainage, flood control, etc., and PARKS AND RECREATION. Provision, maintenance and operation of parks, playgrounds, swimming pools, auditoriums, museums, marinas, zoos, etc.		14. EMPLOYMENT SECURITY STATE GOVERNMENTS ONLY		
	7. HOSPITALS AND SANATORIUMS. Operation and maintenance of institutions for Inpatient medical care.	X	15. OTHER (Specify on Page Four)		

D. EMPLOYMENT DATA AS OF JUNE 30

(Do not include elected/appointed officials. Blanks will be counted as zero)

1. FULL-TIME EMPLOYEES (Temporary employees are not included)

JOB CATEGORIES	ANNUAL SALARY (In thousands 000)	MALE						FEMALE				
		TOTAL (COLUMNS B-K)	NON-HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE	NON-HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE
			WHITE	Black				White	Black			
		A	B	C	D	E	F	G	H	I	J	K
OFFICIALS ADMINISTRATORS	1. \$0.1-15.9											
	2. 16.0-19.9											
	3. 20.0-24.9											
	4. 25.0-32.9											
	5. 33.0-42.9											
	6. 43.0-54.9	2	2									
	7. 55.0-69.9	3	1					2				
	8. 70.0 PLUS	23	21					1				
PROFESSIONALS	9. \$0.1-15.9	3	2					1				
	10. 16.0-19.9	1	1									
	11. 20.0-24.9	1	1									
	12. 25.0-32.9	7				1		6				
	13. 33.0-42.9											
	14. 43.0-54.9	16	9	1				6				
	15. 55.0-69.9	38	25					12	1			
	16. 70.0 PLUS	25	17	1				6		1		
TECHNICIANS	17. \$0.1-15.9											
	18. 16.0-19.9											
	19. 20.0-24.9											
	20. 25.0-32.9											
	21. 33.0-42.9											
	22. 43.0-54.9	4	3					1				
	23. 55.0-69.9	13	11	2								
	24. 70.0 PLUS	22	21					1				
PROTECTIVE SERVICE	25. \$0.1-15.9	1	1									
	26. 16.0-19.9											
	27. 20.0-24.9											
	28. 25.0-32.9	11	10	1								
	29. 33.0-42.9	6	3					3				
	30. 43.0-54.9	36	32	2		1		1				
	31. 55.0-69.9	92	66	7	3	2	1	12		1		
	32. 70.0 PLUS	78	71	5		1		1				
PARA-PROFESSIONALS	33. \$0.1-15.9	6	3					3				
	34. 16.0-19.9											
	35. 20.0-24.9											
	36. 25.0-32.9	15						15				
	37. 33.0-42.9	18	4		1	1		12				
	38. 43.0-54.9	11	3					7			1	
	39. 55.0-69.9	8	1					7				
	40. 70.0 PLUS	3	3									
ADMINISTRATIVE SUPPORT	41. \$0.1-15.9	5	1			1		2			1	
	42. 16.0-19.9											
	43. 20.0-24.9	4	1					1		1	1	
	44. 25.0-32.9	5	1					2	2			
	45. 33.0-42.9	32	2			1		22	4		3	
	46. 43.0-54.9	21	2					18		1		
	47. 55.0-69.9	3	1					2				
	48. 70.0 PLUS	10	6		1	2		1				

D. EMPLOYMENT DATA AS OF JUNE 30 (Cont.)

(Do not include elected/appointed officials. Blanks will be counted as zero)

1. FULL-TIME EMPLOYEES (Temporary employees are not included)

JOB CATEGORIES	ANNUAL SALARY (In thousands 000)	MALE						FEMALE				
		TOTAL (COLUMNS B-K)	NON-HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE	NON-HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE
			WHITE	Black				White	Black			
A	B	C	D	E	F	G	H	I	J	K		
SKILLED CRAFT	49. \$0.1-15.9	4	4									
	50. 16.0-19.9	1	1									
	51. 20.0-24.9	2	2									
	52. 25.0-32.9	2	2									
	53. 33.0-42.9	11	10		1							
	54. 43.0-54.9	44	42	2								
	55. 55.0-69.9	13	13									
	56. 70.0 PLUS	2	2									
SERVICE MAINTENANCE	57. \$0.1-15.9	3	3									
	58. 16.0-19.9											
	59. 20.0-24.9	1			1							
	60. 25.0-32.9	8	6		1	1						
	61. 33.0-42.9	27	23	3				1				
	62. 43.0-54.9	33	26	4				3				
	63. 55.0-69.9	7	7									
	64. 70.0 PLUS	1	1									
65. TOTAL FULL TIME (LINES 1 - 64)	682	467	28	8	11	1	150	7	3	7		
2. OTHER THAN FULL-TIME EMPLOYEES (Including temporary employees)												
66. OFFICIALS/ADMIN	14	4					10					
67. PROFESSIONALS	3	2					1					
68. TECHNICIANS	7	1					4	2				
69. PROTECTIVE SERVICE	87	34	10	2	4		34	3				
70. PARA-PROFESSIONAL	68	18	1	1	3		31	5	1	8		
71. ADMIN. SUPPORT												
72. SKILLED CRAFT												
73. SERVICE/MAINTENANCE	30	20	1	2			3	1	2	1		
74. TOTAL OTHER THAN FULL TIME (LINES 66 - 73)	209	79	12	5	7		83	11	3	9		
3. NEW HIRES DURING FISCAL YEAR - Permanent full time only JULY 1 - JUNE 30												
75. OFFICIALS/ADMIN	5	4	1									
76. PROFESSIONALS	30	19	2		1		8					
77. TECHNICIANS	1						1					
78. PROTECTIVE SERVICE	21	18	1				2					
79. PARA-PROFESSIONAL	12	5		1			6					
80. ADMIN. SUPPORT	19	7			1		9		1	1		
81. SKILLED CRAFT	14	12	1	1								
82. SERVICE/MAINTENANCE	30	23	4	2	1							
83. TOTAL NEW HIRES (LINES 75 - 82)	132	88	9	4	3		26		1	1		

REMARKS (List National Crime Information Center (NCIC) number assigned to any Criminal Justice Agencies whose data are included in this report)

MA 0110400

LIST AGENCIES INCLUDED ON THIS FORM

Advisory Committee	Recreation
Assessors	Selectmen/General Services
Building	Town Council
Comptroller	Town Clerk
Council on Aging	Town Rehabilitation
Economic Development	Transportation
Fire	
Health and Human Services	
Human Relations-Youth Resources	
Information Technology	
Library	
Human Resources	
Planning Police	
Public Works	
Purchasing	

CERTIFICATION. I certify that the information given in this report is correct and true to the best of my knowledge and was reported in accordance with accompanying instructions. (Willfully false statements on this report are punishable by law, US Code, Title 18, Section 1001.)

NAME OF PERSON TO CONTACT REGARDING THIS FORM C. Stephen Bressler		TITLE Director	
ADDRESS (Number and Street, City, State, Zip Code) 11 Pierce Street Brookline, MA 02445 Human Relations-Youth Resources		TELEPHONE NUMBER extension: (617) 730-2330 FAX NUMBER	
DATE 10/21/2005	10	TYPED NAME/TITLE OF AUTHORIZED OFFICIAL C. Stephen Bressler Director	SIGNATURE
E-MAIL steve.bressler@town.brookline.ma.us			

2007

25400430.BROOKLINE TOWN

D. EMPLOYMENT DATA AS OF JUNE 30

(Do not include elected/appointed officials. Blanks will be counted as zero)

1. FULL-TIME EMPLOYEES (Temporary employees are not included)

JOB CATEGORIES	ANNUAL SALARY (in thousands)	Total (Columns B-K)	MALE					FEMALE				
			NON-Hispanic origin		Hispanic	Asian or Pacific Islander	American Indian or Alaska Native	NON-Hispanic origin		Hispanic	Asian or Pacific Islander	American Indian or Alaska Native
			White	Black				White	Black			
A	B	C	D	E	F	G	H	I	J	K		
Officials and Administrators	1. 0.1-15.9	0	0	0	0	0	0	0	0	0	0	
	2. 16.0-19.9	0	0	0	0	0	0	0	0	0	0	
	3. 20.0-24.9	0	0	0	0	0	0	0	0	0	0	
	4. 25.0-32.9	0	0	0	0	0	0	0	0	0	0	
	5. 33.0-42.9	0	0	0	0	0	0	0	0	0	0	
	6. 43.0-54.9	1	1	0	0	0	0	0	0	0	0	
	7. 55.0-69.9	2	1	0	0	0	0	1	0	0	0	
	8. 70.0 PLUS	26	20	0	0	0	0	6	0	0	0	
Professionals	9. 0.1-15.9	4	2	0	0	0	0	2	0	0	0	
	10. 16.0-19.9	0	0	0	0	0	0	0	0	0	0	
	11. 20.0-24.9	0	0	0	0	0	0	0	0	0	0	
	12. 25.0-32.9	1	0	0	0	0	0	1	0	0	0	
	13. 33.0-42.9	4	3	0	0	0	0	1	0	0	0	
	14. 43.0-54.9	11	4	0	0	0	0	7	0	0	0	
	15. 55.0-69.9	31	17	4	0	1	0	9	0	0	0	
	16. 70.0 PLUS	46	33	1	0	0	0	10	1	0	1	
Technicians	17. 0.1-15.9	3	2	0	0	0	0	0	0	1	0	
	18. 16.0-19.9	0	0	0	0	0	0	0	0	0	0	
	19. 20.0-24.9	0	0	0	0	0	0	0	0	0	0	
	20. 25.0-32.9	0	0	0	0	0	0	0	0	0	0	
	21. 33.0-42.9	0	0	0	0	0	0	0	0	0	0	
	22. 43.0-54.9	3	2	1	0	0	0	0	0	0	0	
	23. 55.0-69.9	12	11	0	0	0	0	1	0	0	0	
	24. 70.0 PLUS	25	23	1	0	0	0	1	0	0	0	
Protective Service Workers	25. 0.1-15.9	9	4	0	0	0	0	4	1	0	0	
	26. 16.0-19.9	1	1	0	0	0	0	0	0	0	0	
	27. 20.0-24.9	1	1	0	0	0	0	0	0	0	0	
	28. 25.0-32.9	0	0	0	0	0	0	0	0	0	0	
	29. 33.0-42.9	3	3	0	0	0	0	0	0	0	0	
	30. 43.0-54.9	24	17	0	0	1	0	5	0	1	0	
	31. 55.0-69.9	96	74	7	2	5	1	3	4	0	0	
	32. 70.0 PLUS	109	96	7	1	2	0	2	1	0	0	

25400430.BROOKLINE TOWN

D. EMPLOYMENT DATA AS OF JUNE 30 (Do not include elected/appointed officials. Blanks will be counted as zero)													
1. FULL-TIME EMPLOYEES (Temporary employees are not included)													
JOB CATEGORIES	ANNUAL SALARY (in thousands)	Total (Columns B-K)	MALE					FEMALE					
			NON-Hispanic origin		Hispanic	Asian or Pacific Islander	American Indian or Alaska Native	NON-Hispanic origin		Hispanic	Asian or Pacific Islander	American Indian or Alaska Native	
			White	Black				White	Black				
A	B	C	D	E	F	G	H	I	J	K			
Paraprofessionals	33. 0.1-15.9	17	6	1	1	0	0	3	2	2	2		
	34. 16.0-19.9	2	2	0	0	0	0	0	0	0	0		
	35. 20.0-24.9	1	0	0	0	0	0	1	0	0	0		
	36. 25.0-32.9	1	0	0	0	0	0	1	0	0	0		
	37. 33.0-42.9	20	2	0	0	0	0	17	1	0	0		
	38. 43.0-54.9	16	3	0	0	1	0	10	1	0	1		
	39. 55.0-69.9	10	3	0	0	0	0	7	0	0	0		
	40. 70.0 PLUS	4	4	0	0	0	0	0	0	0	0		
Administrative Support	41. 0.1-15.9	1	1	0	0	0	0	0	0	0	0		
	42. 16.0-19.9	0	0	0	0	0	0	0	0	0	0		
	43. 20.0-24.9	2	1	0	0	0	0	1	0	0	0		
	44. 25.0-32.9	4	0	0	0	0	0	3	0	1	0		
	45. 33.0-42.9	30	4	1	0	0	0	18	4	0	3		
	46. 43.0-54.9	29	3	0	0	0	0	22	1	1	2		
	47. 55.0-69.9	6	1	0	0	0	0	5	0	0	0		
	48. 70.0 PLUS	13	7	0	2	2	0	2	0	0	0		
Skilled Craft Workers	49. 0.1-15.9	2	2	0	0	0	0	0	0	0	0		
	50. 16.0-19.9	1	1	0	0	0	0	0	0	0	0		
	51. 20.0-24.9	1	1	0	0	0	0	0	0	0	0		
	52. 25.0-32.9	2	2	0	0	0	0	0	0	0	0		
	53. 33.0-42.9	3	3	0	0	0	0	0	0	0	0		
	54. 43.0-54.9	42	40	2	0	0	0	0	0	0	0		
	55. 55.0-69.9	13	13	0	0	0	0	0	0	0	0		
	56. 70.0 PLUS	6	6	0	0	0	0	0	0	0	0		
Service-Maintenance	57. 0.1-15.9	50	44	1	2	1	0	2	0	0	0		
	58. 16.0-19.9	1	1	0	0	0	0	0	0	0	0		
	59. 20.0-24.9	0	0	0	0	0	0	0	0	0	0		
	60. 25.0-32.9	1	1	0	0	0	0	0	0	0	0		
	61. 33.0-42.9	23	19	1	1	1	0	1	0	0	0		
	62. 43.0-54.9	45	37	3	3	0	0	2	0	0	0		
	63. 55.0-69.9	11	10	1	0	0	0	0	0	0	0		
	64. 70.0 PLUS	3	3	0	0	0	0	0	0	0	0		
65. TOTAL FULL TIME (LINES 1-64)	772	535	31	12	14	1	148	16	6	9			

25400430.BROOKLINE TOWN

D. EMPLOYMENT DATA AS OF JUNE 30

(Do not include elected/appointed officials. Blanks will be counted as zero)

2. OTHER THAN FULL-TIME EMPLOYEES (Include Temporary employees)

JOB CATEGORIES	ANNUAL SALARY (in thousands)	Total (Columns B-K)	MALE					FEMALE			
			NON-Hispanic origin		Hispanic	Asian or Pacific Islander	American Indian or Alaska Native	NON-Hispanic origin		Hispanic	Asian or Pacific Islander
			White	Black				White	Black		
			A	B	C	D	E	F	G	H	I
66. OFFICIALS/ADMIN.		0	0	0	0	0	0	0	0	0	0
67. PROFESSIONALS		19	7	0	0	1	0	11	0	0	0
68. TECHNICIANS		8	4	0	0	0	0	4	0	0	0
69. PROTECTIVE SERV		0	0	0	0	0	0	0	0	0	0
70. PARA-PROFESSIONAL		53	10	6	2	4	0	22	3	3	3
71. ADMIN. SUPPORT		80	22	2	2	2	0	36	8	1	7
72. SKILLED CRAFT		0	0	0	0	0	0	0	0	0	0
73. SERV./ADMIN.		7	7	0	0	0	0	0	0	0	0
74. TOTAL OTHER THAN FULL TIME (LINES 66-73)		167	50	8	4	7	0	73	11	4	10

3. NEW HIRES DURING FISCAL YEAR - Permanent full time only
JULY 1 -- JUNE 30

75. OFFICIALS/ADMIN.	1	0	0	0	0	0	0	1	0	0	0
76. PROFESSIONALS	7	2	1	0	1	0	0	3	0	0	0
77. TECHNICIANS	3	1	0	0	0	0	0	2	0	0	0
78. PROTECTIVE SERV	7	4	1	0	0	0	0	1	1	0	0
79. PARA-PROFESSIONAL	30	9	1	1	3	0	0	9	4	1	2
80. ADMIN. SUPPORT	21	5	3	0	0	0	0	12	1	0	0
81. SKILLED CRAFT	2	2	0	0	0	0	0	0	0	0	0
82. SERV./ADMIN.	18	16	1	1	0	0	0	0	0	0	0
83. TOTAL NEW HIRES (LINES 75-82)	89	39	7	2	4	0	0	28	6	1	2

To view historical reports [Click Here](#)

25400430.BROOKLINE TOWN

Remarks		
MA 0110400		
List agencies included on this form		
Advisory Committee Assessors Building Comptroller Council on Aging Economic Development Fire Health and Human Services Human Relations Youth Resources Information Technology Library Personnel Planning Police Public Works Purchasing Recreation Selectmen including General Services Town Counsel Town Clerk Town Rehabilitation Transportation		
CERTIFICATION. I certify that the information given in this report is correct and true to the best of my knowledge and was reported in accordance with accompanying instructions. (Willfully false statements on this report are punishable by law, US Code, Title 18, Section 1001.)		
NAME OF PERSON TO CONTACT REGARDING THIS FORM C. STEPHEN BRESSLER		TITLE DIRECTOR
ADDRESS (Number and Street, City, State, Zip Code) 11 PIERCE STREET City: BROOKLINE State: MA Zip: 02445-7807		TELEPHONE NUMBER INCLUDING AREA CODE (617)730-2330 FAX NUMBER (617)730-2388
DATE 9/28/2007 9:05:35 AM E-MAIL: STEVE_BRESSLER@TOWN.BROOKLINE.MA.US Jurisdiction Web Address: WWW.TOWNOFBROOKLINEMASS.COM	TYPED NAME/TITLE OF AUTHORIZED OFFICIAL C. SREPHEN BRESSLER DIRECTOR	SIGNATURE 0000000000
EEOC FORM 164, FEB 97 (Previous Editions are Obsolete)		
25400430 - Function 16		

To view historical reports [Click Here](#)

NO. 3046-0003 Approval
EXPIRES 12/31/2008

ELEMENTARY-SECONDARY STAFF INFORMATION (EEO-5)
Public School Systems

This is a joint requirement of EEOC, and the Office for Civil Rights and National Center for Education Statistics of the Department of Education.

DO NOT ALTER INFORMATION PRINTED IN THIS BOX

OE NUMBER : 2503150

Survey Year : 10

NOTE: ALL EMPLOYEES IN YOUR SCHOOL DISTRICT MUST BE INCLUDED ON THIS FORM
Additional Copies of this form may be obtained from the address below. Send your full report (the original and one copy of this form) to:

U.S. Equal Employment Opportunity Commission
PO Box 8845
Reston VA 20195

PART I. IDENTIFICATION

PART A. TYPE OF AGENCY WHICH OPERATES THE REPORTING SCHOOL SYSTEM

<input checked="" type="checkbox"/> Local Public School System	<input checked="" type="checkbox"/> Special or Regional Agency	<input checked="" type="checkbox"/> State Education Agency	<input type="checkbox"/> Other (Specify)
--	--	--	--

B. SCHOOL SYSTEM IDENTIFICATION (OMIT IF SAME AS LABEL)

NAME			
BROOKLINE SCHOOL DISTRICT			
333 WASHINGTON	BROOKLINE	NORFOLK	STATE/ZIP
			MA-02445

C . GENERAL STATISTICS

NUMBER OF SCHOOLS OPERATED	NUMBER OF ANNEXES OPERATED	OCTOBER 1ST ENROLMENT whole numbers only!
9	0	no ,6730

D. REMARKS (500 Characters maximum)

--

AUTHORIZATION

THE NATIONAL CENTER FOR EDUCATION STATISTICS WILL PUBLISH INFORMATION APPEARING IN PART II, TOTAL COLUMN 'A' UNLESS THE DISTRICT SPECIFICALLY WITHHOLDS AUTHORITY TO DO SO. IF THE DISTRICT WISHES TO WITHHOLD SUCH AUTHORITY, CHECK HERE.

	<input checked="" type="checkbox"/> AUTHORITY WITHHELD
--	--

16:37:58.0

DISTRICT NAME: BROOKLINE SCHOOL DISTRICT

DISTRICT ID: 2503150

ACTIVITY ASSIGNMENT CLASSIFICATION	OVERALL TOTALS (COLUMN S B-K) A	STAFF TOTALS									
		MALE					FEMALE				
		NON-HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE	NON-HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE
		WHITE	BLACK				WHITE	BLACK			
		B	C	D	E	F	G	H	I	J	K
A. FULL-TIME STAFF											
1. Officials, Administrators, Managers	10	3	0	1	0	0	6	0	0	0	0
2. Principals	9	2	0	1	0	0	5	1	0	0	0
3. Assistant Principal, Teaching	8	4	0	0	0	0	3	1	0	0	0
4. Assistant Principals, Non teaching	7	3	1	0	0	0	2	0	1	0	0
5. Elementary Classroom Teachers	310	57	5	0	1	0	226	3	6	12	0
6. Secondary classroom Teachers	119	40	2	1	0	0	72	0	2	2	0
7. Other Classroom Teachers	20	3	0	0	0	0	16	1	0	0	0
8. Guidance	27	5	2	0	0	0	15	5	0	0	0
9. Psychological	3	0	0	0	0	0	3	0	0	0	0
10. Librarians /Audio Visual Staff	10	0	0	0	0	0	10	0	0	0	0
11. Consultants & Super-visors of Instruction	24	10	0	0	1	0	10	1	1	1	0
12. Other Professional Staff	45	6	0	1	0	0	38	0	0	0	0
13. Teachers Aids	23	4	1	0	0	0	12	6	0	0	0
14. Technicians	10	1	0	0	4	0	5	0	0	0	0
15. Clerical/Secretarial Staff	34	0	0	0	0	0	32	2	0	0	0
16. Service Workers	33	27	1	0	0	0	4	0	0	1	0
17. Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0
18. Laborers, Unskilled	5	4	0	1	0	0	0	0	0	0	0
19. TOTAL (Lines 1-18)	697	169	12	5	6	0	459	20	10	16	0
B. PART-TIME STAFF											
20. Professional Instructional	224	30	2	2	1	0	173	2	4	10	0
21. All Other	332	52	8	2	2	0	219	18	13	18	0
22. TOTAL (Lines 20-21)	556	82	10	4	3	0	392	20	17	28	0
C. NEW HIRES (JULY THRU SEPT. OF THE SURVEY YEAR)											
23. Officials, Administrators, Managers	0	0	0	0	0	0	0	0	0	0	0
24. Principals/Asst. Principals	3	0	0	0	0	0	3	0	0	0	0
25. Classroom Teachers	49	10	2	0	0	0	33	0	0	4	0
26. Other Professional Staff	10	0	0	0	0	0	9	0	1	0	0
27. Nonprofessional Staff	85	20	4	1	1	0	54	0	3	2	0
28. TOTAL (Lines 23-28)	147	30	6	1	1	0	99	0	4	6	0
CERTIFICATION. I certify that the information given in this report is correct and true to the best of my knowledge and was reported in accordance with accompanying instructions. (Willfully false statements on this report are punishable by law, US Code, Title 18, Section 1001.)											
DATE	PHONE	TYPED NAME/TITLE OF AUTHORIZED OFFICIAL					SIGNATURE		<input checked="" type="checkbox"/>		
11/30/2010	617-730-2401	Janice C. McHugh									

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION ELEMENTARY-SECONDARY STAFF INFORMATION (EEO-5) Public School Systems		FORM APPROVED BY OMB NO. 3046-0003 Approval EXPIRES 12/31/2008 This is a joint requirement of EEOC and the Office for Civil Rights and National Center for Education Statistics of the Department of Education.
DO NOT ALTER INFORMATION PRINTED IN THIS BOX District ID: 2503150		
NOTE: ALL EMPLOYEES IN YOUR SCHOOL DISTRICT MUST BE INCLUDED ON THIS FORM		
PART I. IDENTIFICATION		
PART A. TYPE OF AGENCY WHICH OPERATES THE REPORTING SCHOOL SYSTEM		
<input checked="" type="radio"/> Local Public School System <input type="radio"/> Special or Regional Agency <input type="radio"/> State Education Agency <input type="radio"/> Other (Specify)		
B. SCHOOL SYSTEM IDENTIFICATION (OMIT IF SAME AS LABEL)		
NAME BROOKLINE SCHOOL DISTRICT		
STREET AND NO. OR POST OFFICE BOX 333 WASHINGTON	CITY/TOWN BROOKLINE	COUNTY NORFOLK
STATE MA	ZIP 02445	
C. GENERAL STATISTICS		
NUMBER OF SCHOOLS OPERATED 9	NUMBER OF ANNEXES OPERATED 0	OCTOBER 1ST ENROLMENT whole numbers only! no , 6175
D. REMARKS (500 Characters maximum)		
[REMARKS FIELD]		
AUTHORIZATION THE NATIONAL CENTER FOR EDUCATION STATISTICS WILL PUBLISH INFORMATION APPEARING IN PART II, TOTAL COLUMN "A" UNLESS THE DISTRICT SPECIFICALLY WITHHOLDS AUTHORITY TO DO SO. IF THE DISTRICT WISHES TO WITHHOLD SUCH AUTHORITY, CHECK HERE.		
<input type="checkbox"/> AUTHORITY WITHHELD		
EEOC FORM 168A April 96	EEOC-ORIGINAL	PAGE 1

ACTIVITY ASSIGNMENT CLASSIFICATION	OVERALL TOTALS (SUM OF COL. B THRU K) A	STAFF TOTALS									
		MALE					FEMALE				
		WHITE (NOT OF HISPANIC ORIGIN) B	BLACK (NOT OF HISPANIC ORIGIN) C	HISPANIC D	ASIAN OR PACIFIC ISLANDER E	AMERICAN INDIAN OR ALASKAN NATIVE F	WHITE (NOT OF HISPANIC ORIGIN) G	BLACK (NOT OF HISPANIC ORIGIN) H	HISPANIC I	ASIAN OR PACIFIC ISLANDER J	AMERICAN INDIAN OR ALASKAN NATIVE K

A. FULL-TIME STAFF											
1. Officials, Administrators, Managers	14	6	1	0	0	0	5	2	0	0	0
2. Principals	9	5	0	1	0	0	2	1	0	0	0
3. Assistant Principals, Teaching	8	3	0	0	0	0	4	0	1	0	0
4. Assistant Principals, Non teaching	0	0	0	0	0	0	0	0	0	0	0
5. Elementary Classroom Teachers	143	23	2	0	0	0	105	2	5	6	0
6. Secondary classroom Teachers	130	50	2	1	1	0	72	1	1	2	0
7. Other Classroom Teachers	115	25	1	0	0	0	81	0	2	6	0
8. Guidance	20	3	1	0	1	0	12	3	0	0	0
9. Psychological	4	1	0	0	0	0	3	0	0	0	0
10. Librarians / Audio Visual Staff	14	1	0	0	0	0	13	0	0	0	0
11. Consultants & Supervisors of Instruction	31	11	0	0	1	0	18	1	0	0	0
12. Other Professional Staff	25	2	0	0	0	0	20	3	0	0	0
13. Teachers Aids	226	38	4	2	3	0	152	11	7	9	0
14. Technicians	9	1	0	0	5	0	3	0	0	0	0
15. Clerical/ Secretarial Staff	41	1	0	0	0	0	38	2	0	0	0
16. Service Workers	33	30	0	1	0	0	2	0	0	0	0
17. Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0
18. Laborers, Unskilled	0	0	0	0	0	0	0	0	0	0	0
19. TOTAL (1-18)	822	200	11	5	11	0	530	26	18	23	0

B. PART-TIME STAFF											
20. Professional Instructional	176	22	0	2	0	0	136	1	6	9	0
21. All Other	94	11	2	1	3	0	57	10	6	4	0
22. TOTAL (20-21)	270	33	2	3	3	0	193	11	12	13	0

C. NEW HIRES (JULY THRU SEPT. OF THE SURVEY YEAR)											
23. Officials, Administrators, Managers	1	0	0	0	0	0	1	0	0	0	0
24. Principals/Asst. Principals	4	2	0	0	0	0	2	0	0	0	0
25. Classroom Teachers	56	10	1	0	0	0	45	0	0	0	0
26. Other Professional Staff	4	0	0	0	0	0	4	0	0	0	0
27. Nonprofessional Staff	125	19	0	2	2	0	91	4	2	5	0
28. TOTAL (23-27)	190	31	1	2	2	0	143	4	2	5	0

CERTIFICATION: I certify that the information given in this report is correct and true to the best of my knowledge and was prepared in accordance with accompanying instructions. Willfully false statements on this report are punishable by law, U.S. Code, Title 18, and Section 1001.

Date (mm/dd/yyyy)	Phone (include Area Code)	Typed Name/Title of Person Responsible for Report	Signature
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

PART II. STAFF STATISTICS AS OF: 9/5/2006 (DATE)							DO NOT INCLUDE ELECTED/APPOINTED OFFICIALS (SEE DEFINITION IN APPENDIX)				
DISTRICT NAME: BROOKLINE SCHOOL DISTRICT				DISTRICT ID #: 2503150							
ACTIVITY ASSIGNMENT CLASSIFICATION	OVERALL TOTALS (SUM OF COL B- K)	MALE					FEMALE				
		NON- HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE	NON- HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE
		WHITE	BLACK				WHITE	BLACK			
		A	B	C	D	E	F	G	H	I	J
A. FULL-TIME EMPLOYEES											
1. Officials, Administrators, Managers	14	5	2	0	0	0	4	3	0	0	0
2. Principals	8	4	0	1	0	0	1	2	0	0	0
3. Assistant Principals Teaching	8	3	0	0	0	0	4	1	0	0	0
4. Assistant Principals, Non-teaching	0	0	0	0	0	0	0	0	0	0	0
5. Elementary Classroom Teachers	182	38	2	0	0	0	129	4	5	4	0
6. Secondary Classroom Teachers	142	49	4	3	1	0	82	0	1	2	0
7. Other Classroom Teachers	138	21	2	0	0	0	106	1	1	7	0
8. Guidance	24	4	1	0	0	0	15	3	0	1	0
9. Psychological	4	1	0	0	0	0	3	0	0	0	0
10. Librarians / Audio-Visual Staff	13	1	0	0	0	0	12	0	0	0	0
11. Consultants Supervisors Instruction	33	11	0	0	1	0	20	1	0	0	0
12. Other Professional Staff	40	2	0	0	0	0	35	3	0	0	0
13. Teacher Aids	192	39	4	0	2	0	129	7	3	8	0
14. Technicians	10	3	0	0	3	0	4	0	0	0	0
15. Clerical/Secretarial Staff	53	2	0	0	0	0	47	3	0	1	0
16. Service Workers	87	44	1	2	1	0	25	3	9	2	0
17. Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0
18. Laborers, Unskilled	0	0	0	0	0	0	0	0	0	0	0
19. TOTAL (1-18)	948	227	16	6	8	0	616	31	19	25	0
B. PART-TIME STAFF											
20. Professional Instructional	148	21	0	1	0	0	115	2	1	7	1
21. All Other	70	0	3	0	0	0	62	3	0	2	0
22. TOTAL (20-21)	218	21	3	1	0	0	177	5	1	9	1
C. NEW HIRES (JULY THRU SEPT. OF THE SURVEY YEAR)											
23. Officials, Administrators, Managers	1	0	0	0	0	0	1	0	0	0	0
24. Principals/Asst. Principals	4	1	0	1	0	0	1	1	0	0	0
25. Classroom Teachers	81	13	0	1	0	0	62	4	1	0	0
26. Other Professional Staff	4	2	0	0	0	0	0	2	0	0	0
27. Non-professional Staff	134	22	3	0	1	0	89	8	2	8	1
28. TOTAL (23-27)	224	38	3	2	1	0	153	15	3	8	1
CERTIFICATION: I certify that the information given in this report is correct and true to the best of my knowledge and was prepared in accordance with accompanying instructions. Willfully false statements on this report are punishable by law, U.S. Code, Title 18, Section 1001.											
Date 12/28/2006		Phone (Include Area Code) 617-730-2401 Fax (Including Area Code) 617-730-2601			Typed Name/Title of Person Responsible for Report JANICE MCHUGH /ADMIN ASST TO SUPT email: janice_mchugh@brookline.mec.edu				Signature		

PART II STAFF STATISTICS AS OF: 11/4/2004 (DATE)							DO NOT INCLUDE ELECTED/APPOINTED OFFICIALS (SEE DEFINITION IN APPENDIX)				
DISTRICT NAME: BROOKLINE SCHOOL DISTRICT							DISTRICT ID #: 2503150				
ACTIVITY ASSIGNMENT CLASSIFICATION	OVERALL TOTALS (SUM OF COL B- K)	MALE					FEMALE				
		NON- HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE	NON- HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE
		WHITE	BLACK				WHITE	BLACK			
		A	B	C	D	E	F	G	H	I	J
A. FULL-TIME EMPLOYEES											
1. Officials, Adminis- trators, Managers	14	5	2	0	1	0	4	2	0	0	0
2. Principals	8	4	0	0	0	0	3	1	0	0	0
3. Assistant Princi- pals Teaching	9	4	0	0	0	0	5	0	0	0	0
4. Assistant Princi- pals, Non-teaching	0	0	0	0	0	0	0	0	0	0	0
5. Elementary Classroom Teachers	316	65	1	0	0	0	233	0	5	12	0
6. Secondary Classroom Teachers	144	46	4	4	0	0	80	7	0	3	0
7. Other Classroom Teachers	0	0	0	0	0	0	0	0	0	0	0
8. Guidance	23	3	2	0	0	0	13	3	2	0	0
9. Psychological	5	2	0	0	0	0	3	0	0	0	0
10. Librarians / Audio-Visual Staff	15	2	0	0	0	0	12	1	0	0	0
11. Consultants Sup- erisors Instruction	31	10	0	0	0	0	20	1	0	0	0
12. Other Professional Staff	32	2	0	0	0	0	27	3	0	0	0
13. Teacher Aids	184	42	4	1	1	0	117	10	3	6	0
14. Technicians	12	3	0	0	3	1	5	0	0	0	0
15. Clerical/Secretarial Staff	59	2	0	0	0	0	51	3	2	1	0
16. Service Workers	77	40	0	3	0	0	24	4	4	2	0
17. Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0
18. Laborers, Unskilled	0	0	0	0	0	0	0	0	0	0	0
19. TOTAL (1-18)	929	230	13	8	5	1	597	35	16	24	0
B. PART-TIME STAFF											
20. Professional Instructional	174	17	0	0	1	0	145	0	1	9	1
21. All Other	81	8	3	0	0	0	58	6	3	3	0
22. TOTAL (20-21)	255	25	3	0	1	0	203	6	4	12	1
C. NEW HIRES (JULY THRU SEPT. OF THE SURVEY YEAR)											
23. Officials, Admin- istrators, Managers	10	3	1	0	0	0	5	1	0	0	0
24. Principals/Asst. Principals	0	0	0	0	0	0	0	0	0	0	0
25. Classroom Teachers	118	31	0	0	0	0	79	4	0	4	0
26. Other Professional Staff	26	2	5	0	2	0	4	12	0	1	0
27. Non-professional Staff	138	17	4	2	0	0	96	11	0	8	0
28. TOTAL (23-27)	292	53	10	2	2	0	184	28	0	13	0
CERTIFICATION: I certify that the information given in this report is correct and true to the best of my knowledge and was prepared in accordance with accompanying instructions. Willfully false statements on											

this report are punishable by law, U.S. Code, Title 18, Section 1001.			
Date 2/7/2005	Phone (Include Area Code) 617-730-2401 Fax (Including Area Code) 617-730-2601	Typed Name/Title of Person Responsible for Report JANICE MCHUGH /ADMIN ASST TO SUPT email: janice_mchugh@brookline.mec.edu	Signature <input checked="" type="checkbox"/> CLICK THIS BUTTON TO SUBMIT DATA TO THE EEO05 JRC

APPENDIX A: Commonwealth Compact Year 1 Benchmark Data Form

Compact Organization Name _____

Size of organization in employees _____

Size of organization in revenue/budget _____

QUANTITATIVE QUESTIONS

	FEMALE					MALE			Overall totals		
	Overall totals	White/ non-Hispanic	Black/ African American non-Hispanic	Asian/ Pacific Islander	American Indian	Latino/a Hispanic	White/ non-Hispanic	Black/ African American non-Hispanic		Asian/ Pacific Islander	American Indian
Benchmark											
I. CEO/Leadership team commitment											
1. How many people are on your leadership team?											
II. Boards/Governance											
7. How many people sit on your governing board? (Board of Directors, Trustees, etc)											
8. How many leadership roles (committee chairs/officer positions) are filled by people of color?											
III. Workplace Personnel (in Massachusetts) Please report professional levels as appropriate for your organization and industry											
12a. Number of employees (in Massachusetts)											
12b. Number of officers and managers (exclusive of the leadership team)											
12c. Number of professionals and sales workers											
12d. Number of clerical, craft workers, operatives and laborers											
13. How many of these employees have been promoted through the ranks? (Having had 1 or more positions in the organization prior to their current managerial role)											
IV. Customers/Consumers/Services											
18. What are the ethnic and racial breakdowns of your customer base in the state (demographic data for MA is attached for your information. Membership organizations should respond to this question with regard to the demographics of their members)?											
V. Suppliers/Vendors											
21a. How many contracts did you have with vendors in 2007?											
21b. How much did you spend in 2007 in contracting expenditures?											

SURVEY DATA QUESTIONS

	Overall totals	Minority-owned Business	Women-owned Business	YES	NO
I. CEO Commitment					
1. Are you satisfied with the diversity of your leadership team in terms of its inclusion of people of color and women?					
2. Is the CEO actively engaged in the organization's diversity efforts? (Please list examples of internal or external efforts on a separate page.)					
3a. Do the goals given by the CEO to top managers include explicit goals or targets for improving diversity within the organization?					
3b. Does performance against diversity goals directly impact the compensation of top managers?					
3c. Is performance against diversity goals a factor when considering top managers for promotion?					
4. Does the organization have any of the following:					
4a. A top manager whose primary responsibility is the oversight of diversity initiatives in the organization?					
4b. A diversity committee that provides oversight to diversity initiatives?					
4c. Internal reporting requirements that periodically summarize progress against diversity goals?					
4d. A diversity recruitment staff or search firm relationship?					

	YES	NO
4e. An explicit annual budget or budget line item to fund diversity initiatives?		
4f. Discussion of progress towards diversity goals at Board meetings?		
4g. A person or person(s) trained to investigate discrimination complaints?		
5. Does the organization have a statement of values and strategic goals that includes diversity and inclusion? (Please provide example on separate page)		
6a. Does your organizational culture value all employees and customers, regardless of race, ethnicity or gender (in a way) that solicits their input and participation?		
6b. Does your organization periodically conduct employee climate surveys that address diversity issues within the organization? (If such surveys are conducted, please include most recent principal findings)		
II. Board/Governance		
9a. Does your board offer mentoring, orientation or training to its members?		
9b. Please list on a separate page the years or number of terms served by people of color and women and white males on your board.		
10a. Does your board have an ongoing process for identifying a diverse pool of candidates for board service?		
10b. Does your board use the services of search firms for identifying a diverse pool of candidates for board service?		
10c. If yes, have the activities mentioned in 10a and 10b produced acceptable candidates?		
11a. Has your board adopted or endorsed a diversity policy and/or goals for your organization? (Please attach)		
11b. Does the board formally assess its own performance with respect to achievement of diversity goals by itself?		
III. Workplace/Personnel		
12a. Is your organization's workforce, at all levels and across all job categories, reflective of the consumer population/geographic area served?		
12b. Has the diversity of your workplace improved over the past five years?		
13a. Do you believe that people of color advance their careers at least at the same rate as whites do in your organization?		
13b. Do you believe that women advance their careers at least at the same rate as males do in your organization?		
14a. Does your organization implement any special processes or initiatives that reach out to women and people of color to produce diverse pools of candidates for your organization?		
14b. Please confirm which if any of the following elements are incorporated into your recruitment program to ensure a diverse pool: Advertise in ethnic news media? Search for talent in diverse talent sources? If yes, please provide an example of such a talent source Have a standard within each candidate search that requires people of color or women to be interviewed, and/or considered for positions? Other? Please list on separate page.		
15. Does your organization fund mentoring, training programs, and other activities that support employees and promote and sustain diversity?		
16. Does your employee performance review and assessment system explicitly recognize and reward efforts that foster diversity and incorporate diversity goals?		
17. Are you in compliance with Civil Rights and Equal Employment Opportunity legal requirements?		
IV. Customers/Consumers/Services		
19a. Are your programs/services/products delivered in a culturally sensitive or culturally competent manner? (Please list examples on a separate page)		
19b. Do you provide any special training to managers and staff to improve their cultural sensitivity/competence? (Please provide examples)		
20a. Does your organization conduct surveys and/or use other mechanisms to obtain customer feedback to gauge their levels of satisfaction with your products, programs, and/or services? (If such surveys are conducted, please include most recent principal findings)		
20b. Are these mechanisms effective in helping your organization improve its responsiveness to customers?		
V. Suppliers/Vendors		
22. Does your organization have a specific outreach mechanism for identifying and contracting/purchasing from minority and women-owned vendors? (Please explain on a separate page)		
23a. Does your organization have specific policies that encourage non-minority and male-owned vendors to hire and retain a diverse workforce?		
VI. Community Engagement		
24a. Does your organization sponsor and participate in civic initiatives to understand and promote diversity, inclusion and racial/ethnic and gender equality? (Please provide details and examples on a separate page)		
24b. Have these initiatives produced the results you were hoping for? (In addition to answering the question Yes or No, please feel free to add comments on a separate page)		
25a. Does your organization contribute funds to organizations that promote diversity? (Please provide examples and amounts on separate page)		
25b. Does your organization promote employee volunteerism to organizations that promote diversity? (Please provide a listing of examples.)		

COMMENTS: We hope all of you will offer comments about particular successes you have achieved or challenges you have faced. Again, we promise not to link these to particular organizations. But we believe that, taken together, they can offer a treasure trove of wisdom going forward.

APPENDIX B: Commonwealth Compact Year 2 Benchmark Data Form

You may use this form as a guide to completing the on-line Benchmark Data Collection form, but please do not submit this in hard copy to us. Please be sure to submit your data through our on-line form only.

Thank you for taking the time to provide your benchmark data.

This form consists of six pages; following each page you can continue to the next page, or submit what you have completed and return to complete the form later. All fields in red are required.

Web Page 1

SECTION I:

Organizational Information

1. Organization Name _____ 2. Email _____ 3. Website _____
 4. Telephone _____ 5. Fax _____

Your password: Choose a password to log into our directory or update your information _____

Contact Information

6. Name of primary organization contact _____ 7. Email _____ 8. Telephone _____
 9. Where are your corporate headquarters located? _____ 10. Where are your employees located? Select the most descriptive category:
 Only in Massachusetts; Only in New England; Only in USA; US and Internationally

11. What staff contributed to this report? _____

12. Total number of employees _____

13. Number of employees in Massachusetts _____

14. Overall organization budget or gross revenues _____

Web Page 2

SECTION II. Boards/Governance

The person most familiar with the composition of the board should complete this section. Please fill out this chart according to the membership of the Board of Directors of your organization, regardless of their location

TABLE I: Board Members (Report board members in only one category)

Role Categories	Hispanic or Latino		MALE					FEMALE					Totals		
	Race/Ethnicity		Not-Hispanic or Latino					Race/Ethnicity							
	Female	Male	White	Black or African American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaskan Native	Two or More Races	White	Black or African American	Native Hawaiian or Other Pacific Islander	Asian		American Indian or Alaskan Native	Two or More Races
Members of Executive Committee (If board has one)															
Any Additional Officers not Included Above															
Voting Members (Not Including Officers/Exec. Comm.)															
Non-Voting Members															
How many voting board members have served more than two years?															

If there are people in the roles above whose ethnicity/race you do not know, please describe them here (e.g. There is 1 officer whose race I do not know): _____

Yes/No Questions

15. Does your board offer mentoring, orientation or training to its members? YES NO
16. Does your board have an on-going process for identifying a diverse pool of candidates for board service? YES NO
- If your response to the previous question was yes, how does your board go about doing this?
- 16a. Use the services of search firms for identifying a diverse pool of candidates for board service? YES NO
- 16b. Have access to some formal or informal source of diverse candidates, such as the National Association of Asian American Professionals, The Partnership, Association of Latino Professionals in Finance and Accounting, Emerging Leaders, etc. (If so, please indicate source(s)) YES NO
17. Has your board adopted or endorsed a diversity policy and/or goals for your organization? (Please describe) YES NO
18. Does the board formally assess its own performance with respect to achievement of diversity goals? YES NO

APPENDIX B: Commonwealth Compact Year 2 Benchmark Data Form *Continued*

Web Page 3

SECTION III: Workplace Personnel

Tell us about the racial, gender, and ethnic diversity of your employees in Massachusetts

All Organizations

Job Categories	TABLE II: Number of Employees (Report employees in only one category)													
	Hispanic or Latino						Race/Ethnicity						Totals	
	MALE			FEMALE			Not-Hispanic or Latino			Not-Hispanic or Latino				
	Female	Male	White	Black or African American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaskan Native	Two or More Races	White	Black or African American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaskan Native	Two or More Races
Executive, Senior Level Officials and Managers 1.1														
First/Mid-Level Officials and Managers 1.2														
Professionals 2														
Technicians 3														
Sales Workers 4														
Administrative Support Workers 5														
Craft Workers, Operatives, Laborers and Helpers 6														
Service Workers 9														

If there are people in the jobs above whose ethnicity/race you do not know, please describe them here (e.g., We have 15 clerks whose race I do not know): _____

Educational Institutions Only

Job Categories	TABLE III: Number of Employees (Report employees in only one category)													
	Hispanic or Latino						Race/Ethnicity						Totals	
	MALE			FEMALE			Not-Hispanic or Latino			Not-Hispanic or Latino				
	Female	Male	White	Black or African American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaskan Native	Two or More Races	White	Black or African American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaskan Native	Two or More Races
Tenure Track Faculty														
Other Faculty														
Students: Undergraduate														
Students: Graduate														
International Students - Total Only for Undergraduate Students														
International Students - Total Only for Graduate Students														

If there are people in the jobs/roles above whose ethnicity/race you do not know, please describe them here (e.g., We have 5 tenure track faculty whose race I do not know): _____

Note: Answer questions from this point forward in terms of your Massachusetts employees and operations.

SECTION IV: CEO QUESTIONNAIRE

Please answer the following questions from the CEO's perspective

19. In the context of your industry or sector, are you generally satisfied with the diversity of your executives/senior level officials (Table II on page 3) in terms of the inclusion of people of color?
20. In the context of your industry or sector, are you generally satisfied with the diversity of your executives/senior level officials (Table II on page 3) in terms of the inclusion of women?
21. Is the CEO actively engaged in the organization's diversity efforts?
 - 21a. What are the top 5 ways the CEO demonstrates the organization's leadership on issues of Diversity (please give 5 examples of internal/external efforts)?
22. Do the goals given by the CEO to top managers include explicit goals or targets for improving diversity within the organization?
23. Does performance against diversity goals directly impact the compensation of top managers?
24. Is performance against diversity goals a factor when considering top managers for promotion?
25. Does the organization have any of the following:
 - 25a. A top manager whose primary responsibility is the oversight of diversity initiatives in the organization?
 - 25b. A diversity committee that provides oversight to diversity initiatives?
 - 25c. Internal reporting requirements that periodically summarize progress against diversity goals?
 - 25d. A diversity recruitment staff or search firm relationship?
 - 25e. An explicit annual budget or budget line item to fund diversity initiatives?
 - 25f. Discussion of progress towards diversity goals at Board meetings?
 - 25g. A person or person(s) trained to investigate discrimination complaints?
26. Does the organization have a statement of values and strategic goals that includes diversity and inclusion? (Please upload an example)
27. Does your organization periodically conduct employee surveys? (If yes, please share 3 - 5 of the most recent principal findings - optional)
 - 27a. IF YES to question 27, do your surveys include questions about diversity or inclusion?
 - 27b. IF YES to question 27, do your surveys allow for demographic analysis by race and gender of respondents?

28. How has the diversity of your workplace changed over the last 3-5 years in terms of race? Options: More Diverse - No Change - Less Diverse
29. How has the diversity of your workplace changed over the last 3-5 years in terms of gender? Options: More Diverse - No Change - Less Diverse
30. Please confirm which if any of the following elements are incorporated into your recruitment program to ensure a diverse pool:
Select all that apply:
 - a. Advertise in ethnic media
 - b. Search for talent in diverse talent resources (please provide examples below)
 - c. For a search, require people of color or women to be interviewed/considered
 - d. Other - Please list or explain below
- 30a. Other elements in your recruitment program: _____
31. Does your organization sponsor or provide programs that develop the leadership of people of color?
32. Does your organization sponsor or provide programs that develop the leadership of women?
33. Does your organization sponsor or provide learning or training programs that support people of color?
34. Does your organization sponsor or provide learning or training programs that support women?
35. If you answered Yes in questions 31 to 34, please briefly describe those programs.
36. Does your employee performance review assessment system explicitly recognize and reward efforts that foster diversity and incorporate diversity goals?
37. Does your organization have a current affirmative action plan?

SECTION IV. CUSTOMERS/CONSUMERS/SERVICES

38. How do you ensure that your programs/services/products are delivered in a culturally sensitive or culturally competent manner?
Options (select all that apply):

- a. Materials are printed in multiple languages
- b. Staff members are multilingual/translation services are available
- c. Diverse people are represented in advertisements and printed materials
- d. Other - describe below

- 38a. Describe other programs here: _____
39. Do you provide or participate in any special training for managers and staff to improve their cultural sensitivity/competence?
Provide example(s) _____

40. Does your organization conduct surveys and/or use other mechanisms to obtain customer feedback to gauge their levels of satisfaction with your products, programs and/or services? If yes, please share 3-5 of the most recent principal findings (optional)
41. Do you find these surveys to be effective mechanisms for improving consumer satisfaction?

SECTION V. SUPPLIERS/VENDORS

42. What is the number of contracts over \$50K (corporate or university) or \$10K (non-profit) you had with vendors in 2008?
43. What is the number of contracts over \$50K (corporate or university) or \$10K (non-profit) you had with minority-owned vendors in 2008?
44. What is the number of contracts over \$50K (corporate or university) or \$10K (non-profit) you had with woman-owned vendors in 2008?
45. How much did you spend in 2008 in contracting expenditures? (Please include only contracts or vendor relationships over \$50K if you are a corporation or university or \$10K if you are a non-profit)
46. How much did you spend in 2008 in contracting expenditures with minority-owned contractors? (Please include only contracts or vendor relationships over \$50K if you are a corporation or university or \$10K if you are a non-profit)
47. How much did you spend in 2008 in contracting expenditures with woman-owned contractors? (Please include only contracts or vendor relationships over \$50K if you are a corporation or university or \$10K if you are a non-profit)
48. Do your major suppliers have policies in place to encourage a diverse workplace and supplier base?
49. Do you have a policy to encourage supplier diversity?

SECTION VI. COMMUNITY ENGAGEMENT/BEST PRACTICES

50. What are the top 5 (either most successful, visible or well received) things your organization does to promote diversity, inclusion and racial, ethnic, and gender equality?
51. How do these initiatives contribute to your organization's overall objectives?

SECTION VII. COMMENTS

52. Is there any part of your data that you would like to clarify or provide some context for? If so, please do so here.
53. We know that 2008 was the beginning of cutbacks, hiring freezes and layoffs for many organizations around the country. Please include here anything that you would like to add about how this has impacted your organization, or diversity at your organization.
54. Please offer any comments about particular successes you have achieved or challenges you have faced. Again these will not be linked to particular organizations, but we believe that taken together they can offer a treasure trove of wisdom going forward.
55. Please provide any constructive feedback you would like to add about your experience filling out this template, the value of the tool or the data we collect, or other general feedback.



COMMONWEALTH COMPACT SIGNERS

Signers who filed 2007 data analyzed for this report

Ad Club (The)
 Associated Grant Makers
 Barr Foundation
 Bay Cove Human Services, Inc.
 Bentley University
 Beth Israel Deaconess Medical Center
 Bethel A.M.E. Church
 Bingham McCutchen
 Blue Cross Blue Shield of Massachusetts
 Boston Architectural College
 Boston Children's Museum
 Boston Club (The)
 Boston Foundation (The)
 Boston Globe (The)
 Boston Harbor Association (The)
 Boston History & Innovation Collaborative
 Boston Housing Authority
 Boston Medical Center
 Boston Museum (The)
 Boston Natural Areas Network
 Boston Public Health Commission
 Boston Sand and Gravel Company
 Boston Society of Architects
 Boston University
 Boys & Girls Clubs of Boston
 Bridgewater State College
 Bunker Hill Community College
 Center for Women and Enterprise
 Centro Presente
 Children's Hospital Boston
 Chiofaro Company (The)
 CitiCenter for the Performing Arts
 Citizens' Housing and Planning Association (CHAPA)
 City Year
 Codman Square Health Center
 Colette Phillips Communications
 Commonwealth Institute (The)
 Court Square Group
 Dana Farber Cancer Institute
 Dancing Deer Baking Company
 Delta Dental of Massachusetts
 Denterlein Worldwide
 Dimock Center (The)
 El Planeta
 Emerald Necklace Conservancy (The)

Emerson College
 Executive Service Corps of New England
 Fair Housing Center of Greater Boston
 Family Service of Greater Boston
 Federal Reserve Bank of Boston
 Greater Boston Chamber of Commerce
 Harvard Pilgrim Health Care
 Harvard University
 Home for Little Wanderers (The)
 Huntington Theatre (The)
 Hyams Foundation
 Initiative for a Competitive Inner City
 Initiative for a New Economy
 Inner City Entrepreneurs
 Irish Immigration Center
 Isaacson, Miller
 Isabella Stewart Gardner Museum
 JFK Library Foundation
 John Hancock
 Jose Mateo's Ballet Theatre of Boston
 Lesley University
 Marriott
 Massachusetts Association of Community Development Corporations
 Massachusetts College of Art and Design
 Massachusetts Convention Center Authority
 Massachusetts Institute of Technology
 Massport
 MBTA/Massachusetts Bay Transportation Authority
 Mercantile Bank and Trust Company
 Mintz Levin
 NECN/New England Cable News
 Neighborhood Health Plan
 Neighborhood House Charter School
 New England Aquarium
 New England Baptist Hospital
 New England Center for Children (The)
 New England Minority Supplier Development Council
 New Sector Alliance
 North Shore Chamber of Commerce
 North Shore Community College
 Northeastern University
 Partners HealthCare
 Partnership Inc. (The)
 Pine Manor College

Roca
 Roxbury Community College & Reggie Lewis Center
 Salem State College
 Staples
 Third Sector New England
 Thompson Island Outward Bound
 TJX Companies (The)
 Trustees of Reservations (The)
 Tufts Health Plan
 Tufts University
 United Way of Massachusetts Bay and Merrimack Valley
 University of Massachusetts
 Urban Edge
 Urban Land Institute (ULI) Boston District Council
 Urban League of Eastern MA
 Walmart Stores Inc.
 WCVB/Channel 5
 Westfield State College
 WGBH
 Whittier Street Health Center
 YMCA of Greater Boston
 YWCA Boston

Signers who joined after 2007 data collection period ended

Boston Culinary Group
 Cambridge College
 Dwyer & Collora LLP
 Greater Boston Convention and Visitors Bureau
 Justice Resource Institute
 Margulies Perruzzi Architects
 Massachusetts AFL-CIO
 Massachusetts Biotech Council
 Massachusetts Council of Human Service Providers
 McCarter & English LLP
 Nessen Associates
 New England Conservatory
 Nixon, Peabody
 Northnode
 Oiste?
 Osram Sylvania
 Putnam Investments
 Raytheon
 Tufts Medical Center
 Wentworth Institute of Technology
 Wheelock College

COMMONWEALTH COMPACT SIGNERS



LIST OF OUR NEWEST SIGNERS ONLY FOR-PROFIT

Communications
Comcast
Development/Construction
Paradigm Properties
Shawmut Design and
Construction
Suffolk Construction Company
Financial Services
Daniel Dennis & Company
Enterprise Bank*
Putnam Investments
Samet & Company
Law Firms
Holland & Knight LLP
Seyfarth Shaw
Smith Ruddock & Hayes
Manufacturing
Welch's
Media
Color Media Group
Medical/Laboratories
Clinigen
Psychemedics
Smiths Medical
Professional Services
Collegia
Conventures
Culture Coach
Diversity Staffing Pros
Pharmaceutical Strategies
Zapoint
Technology Firms
Cambridge Data Systems

GOVERNMENT

Military
Massachusetts National Guard*
Municipalities
City of Boston
City of Lowell*
City of Somerville
Town of Brookline
Other Government
Boston Public Library
Commonwealth of
Massachusetts

HEALTH CARE

Health Services
Boston Health Care for the
Homeless
Lowell Community Health
Center*
Trinity EMS*
Hospitals
Lawrence General Hospital*
Lowell General Hospital*

EDUCATION

Private Higher Education
Babson College
Eliot School of Fine & Applied
Arts
Wellesley College
Wheaton College
Public Higher Education
Middlesex Community College*
Other Educational Institutions

MEMBERSHIP

ORGANIZATIONS

Union
Massachusetts Teachers
Association
Other
A Better City
Associated Industries of
Massachusetts
Boston World Partnerships
North East Human Resources
Association

OTHER NON-PROFITS

Advocacy
America Civil Liberties Union of
Massachusetts
Boston Center for Community &
Justice
Massachusetts Housing
Partnership
NARAL/Pro-choice
New England Healthcare
Institute
North American Indian Center of
Boston*
Arts and Culture
Museum of Fine Arts
Springstep

Environment
Environmental League of
Massachusetts
Massachusetts Audubon
The Rose Kennedy Greenway
Conservancy
Faith Based
Cathedral Church of St. Paul
Human Services
Citizens for Adequate Housing
Community Teamwork*
Crittenton Women's Union
D'Youville Life & Wellness
Community*
North Shore Community Action
Program
The Women's Lunch Place
YWCA of North Shore
Strategic Development
Support Services
JFY Networks
Youth Organizations
Girl Scouts of Eastern
Massachusetts
Teen Voices

*Indicates Merrimack Valley
Regional Collaborative Member

Other Members of the MVRC
who were Signers before
include:
The TJX Companies, Inc.
The University of
Massachusetts Lowell

TOWN OF BROOKLINE
MASSACHUSETTS



POLICY AGAINST DISCRIMINATION, SEXUAL HARASSMENT AND RETALIATION

HUMAN RESOURCES OFFICE
333 Washington Street
Brookline, MA 02445
(617) 730-2120
www.brooklinema.gov

Sandra DeBow, Director
Office of Human Resources
January 2011

POLICY AGAINST DISCRIMINATION, SEXUAL HARASSMENT AND RETALIATION

CONTENTS

I. Policy Statement.....	3
II. Purpose.....	3
III. Prohibited Discrimination.....	4
IV. Prohibited Sexual Harassment	5
V. Prohibited Retaliation	6
VI. Other Prohibited Actions.....	7
VII. Reasonable Accommodation.....	7
VIII. Requirements for Supervisors	7
IX. Filing a Complaint for Discrimination, Sexual Harassment or Retaliation	8
X. Investigations for Discrimination, Sexual Harassment or Retaliation	10
XI. Corrective Action	11

I. POLICY STATEMENT

The Town of Brookline is proud of its tradition of congenial, respectful, professional relationships among its employees and its citizens and is committed to ensuring that these relationships remain cordial, respectful, inclusive and free of bias and prejudice. The Town of Brookline is committed to ensuring equitable participation for individuals of all backgrounds in all of its daily operations, consistent with state and federal civil rights laws. Consistent with these laws, the Town prohibits discrimination, sexual harassment and retaliation by or against its employees, as detailed below.

To achieve our goal of providing a workplace that is professional, diverse and inclusive, the Town of Brookline has zero tolerance for the conduct that is described in this policy, and when reported, it will take prompt, appropriate steps to investigate and, where found to exist, eliminate the conduct and impose any necessary corrective action, including significant disciplinary action.

This policy also serves as the Town's Notice of Rights and Grievance Procedure under Title IX, Title VI, and similar federal¹ and state² laws.

II. PURPOSE

This policy has four general aims:

1. to educate employees of the Town of Brookline as to their right to work in an atmosphere free from discrimination, sexual harassment and retaliation as set forth in this policy;
2. to educate employees of the Town of Brookline as to what might constitute prohibited discrimination, sexual harassment and retaliation so that they will not engage in such behavior and will understand and expect specific consequences should they engage in such behavior;

¹ E.g., Title VII of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Age Discrimination in Employment Act, and the Genetic Information Nondiscrimination Act of 2003.

² E.g., Massachusetts General Laws, Chapter 151B.

3. to empower and strongly encourage those who reasonably believe that they have been the victims of discrimination, sexual harassment or retaliation to report any incidents of such behavior and to obtain relief, as appropriate under the circumstances, through a simple, yet comprehensive, complaint procedure; and
4. to hold responsible and discipline those who engage in discrimination, sexual harassment and/or retaliation.

III. PROHIBITED DISCRIMINATION

The Town of Brookline ("the Town") strictly prohibits workplace discrimination (*i.e.*, adverse or hostile treatment) on the basis of the following protected classes and characteristics:

- Age (40 and above),
- Physical or mental disability,
- Genetic information (*i.e.*, results of genetic testing),
- Maternity leave,
- National origin or ancestry,
- Race or color,
- Religion,
- Gender
- Sexual orientation, or
- Current or former membership in, application to, or obligation to perform military services.

Discrimination toward or by employees occurring in the workplace or outside of the workplace when such conduct is associated with, or could reasonably be expected to impact the workplace, will not be tolerated by the Town.

This policy prohibits adverse treatment based on the protected classes and characteristics described above in all Town-sponsored practices, programs, services and activities, including, but not limited to:

- Recruitment,
- Selection,
- Compensation and benefits,
- Professional development and training,
- Reasonable accommodation for disabilities or religious practices,
- Promotion,
- Transfer,
- Discipline including termination,
- Layoff, and
- Other terms and conditions of employment and provision of services.

Prohibited Discriminatory Harassment: Hostile treatment that is based on, motivated by or expresses a negative attitude toward a person's membership in a protected class or protected characteristic and that creates an intimidating, hostile, or offensive work environment is strictly prohibited by this policy. Such prohibited hostile treatment may include, but is not limited to:

- use of epithets, slurs or nicknames that refer to a person's protected characteristic such as, but not limited to, race or sexual orientation,

- jokes that have the purpose or effect of demeaning or making fun of a person based on a protected characteristic,
- graffiti or other visual messages or displays that degrade a person based on a protected characteristic, and
- any other verbal or non-verbal conduct that has the purpose or effect of creating a hostile work environment based on a person's protected characteristic.

Non-Employees: This policy prohibits Town employees from discriminating against non-employees in connection with any of the Town's programs, services and activities. Such non-employees could include citizens or vendors of the Town. In addition, the Town will strive to protect its employees from any discrimination by non-employees.

IV. PROHIBITED SEXUAL HARASSMENT

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when any one of the three following criteria is met:

- (1) Submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment;
- (2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; **OR**
- (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Sexual harassment may include conduct by men toward women, men toward men, women toward men, women toward women, employees toward supervisors, supervisors toward employees, employees toward citizens or vendors, and citizens or vendors toward employees.

Sexual harassment may include, but is not limited to:

- sexual advances or propositions or requests for sexual favors;
- preferential treatment or promises of preferential treatment for submitting to sexual conduct, or less favorable treatment or threats of less favorable treatment for not submitting to sexual conduct;
- physical attacks of a sexual nature, including rape, battery, and molestation, and attempts to do so;
- other unwelcome touching of a personal nature, including but not limited to, hugging, kissing, pinching, patting, grabbing, brushing against, and poking;

- sexual or obscene gestures, noises, whistling, remarks, suggestions, innuendo or jokes;
- comments or questions enquiring about a person's body or sexual abilities, deficiencies or experience;
- staring or leering;
- displaying (including, but not limited to, on walls, lockers, and computer screens), or by the reading or viewing, of sexually-suggestive or pornographic objects, pictures or other graphic or written material (materials being used in official police department investigations are exempt from this prohibition provided that investigating officers use reasonable care to shield the otherwise restricted material from all personnel other than those with a legitimate need to view such materials as part of his/her job responsibilities);
- disseminating sexually-suggestive or pornographic graphic or written material by voice mail, email, or websites (with an exception for official police department investigations, as provided above); and
- any other verbal or non-verbal conduct of a sexual nature that has the purpose or effect of subjecting a person to an intimidating, hostile or offensive environment.

Sexual harassment of or by employees occurring in the workplace or outside of the workplace, when such is associated with, or could reasonably be expected to impact the workplace, will not be tolerated by the Town. Such conduct could include, but is not limited to, following a person home from the workplace without her or his consent, making repeated unwelcome sexual overtures by telephone, or sending unwelcome sexual materials through the mail.

V. PROHIBITED RETALIATION

The Town prohibits punitive action of any kind against a person for engaging in protected conduct such as complaining of, reporting, or opposing acts of discrimination, sexual harassment and/or retaliation, or for participating or serving as a witness in an internal or external investigation or proceeding concerning such conduct. Prohibited retaliation may include, but is not limited to:

- demoting a person, or taking any other adverse job action against a person based on a person's protected conduct,
- denying Town services to a person on such basis, or
- subjecting a person to shunning, hazing, or name-calling, or any other hostile verbal or non-verbal conduct on such basis.

VI. OTHER PROHIBITED ACTIONS

Knowingly falsely denying, falsely accusing or pressuring, goading or encouraging false denials or accusations; as well as covering up, or attempting to cover up conduct prohibited by this Policy will also not be tolerated and will result in discipline of the offending employee up to and including termination.

VII. REASONABLE ACCOMMODATION

The Town of Brookline is committed to providing reasonable accommodation for qualified persons with disabilities or with religious observance or practice requirements to ensure to such persons an equal opportunity in employment and to enjoy and participate in the Town's programs, services and activities. In the workplace, the Town will provide a reasonable accommodation that would enable a qualified person with a disability or with religious observance or practice requirements to compete for and perform the essential functions of a job, gain access to the workplace, and enjoy equal access to the benefits and privileges of employment, such as trainings and details.

A reasonable accommodation is one that would not pose an undue financial or administrative burden on the Town by being unduly costly, extensive, substantial or disruptive, or by fundamentally altering the nature or operation of the Town's business. Depending on the facts, examples of reasonable accommodations may include, but are not limited to, a modified work or break schedule, altering how or when job duties are performed, reasonable modifications to Town policies, supplying an auxiliary aid or service to permit effective communication, and providing assistive technology or removal of an architectural barrier.

Employees seeking reasonable accommodation should submit their request (preferably in writing to Sandra DeBow, Director of Human Resources, 333 Washington Street, Room 211, Brookline, MA 02445, (617) 730-2120, **TTY: (617) 730-2327**, sdebow@brooklinema.gov).

Non-employees seeking reasonable accommodations may submit their request (preferably in writing) to Stephen Bressler, ADA Coordinator, 11 Pierce St., Brookline, MA 02445, (617) 730-2330, **TTY: (617) 730-2327**, sbressler@brooklinema.gov).

VIII. REQUIREMENTS FOR SUPERVISORS

All supervisors are expected to know and understand this policy. Supervisors are expected to follow this Policy and to be alert to any possible discrimination, sexual harassment and/or retaliation that may be occurring in the workplace. As detailed below, all supervisors are

required to report any such behavior in writing to the Town's Human Resources Office (in addition to making any department-specific report required by the supervisor's department) and to take appropriate steps to prevent the reoccurrence of any such behavior and cooperate with the Human Resources Office in this regard.

Supervisors are required to make a report promptly to the Human Resources Director (within 24 hours, or by the conclusion of the next weekday in the case of week-ends and holidays) in the event that they receive a complaint or report, or observe or otherwise become aware of an alleged or perceived violation of this Policy, even if they believe the complaint or report is without merit. (They must also make any other report to other personnel as may be required by their supervisors, such as a report within a Department to the chain-of-command.)

Supervisors must maintain the confidentiality of all reports of discrimination, sexual harassment, and retaliation, except as is necessary to report such conduct to Human Resources, to respond to any legal and/or administrative proceedings or investigations arising out of the discrimination report, or as otherwise directed by Human Resources. Supervisors may not investigate claims of alleged discrimination, sexual harassment and/or retaliation unless and as directed to do so by the Human Resources Department.

Supervisors found to have tolerated, condoned or failed to promptly report discrimination, sexual harassment and/or retaliation, as defined by this Policy, will be subject to discipline up to and including termination.

IX. FILING A COMPLAINT FOR DISCRIMINATION, SEXUAL HARASSMENT OR RETALIATION

Anyone experiencing or observing discrimination, sexual harassment and/or retaliation is encouraged (supervisors are required) to report such conduct as outlined in this Policy. All reports of discrimination, sexual harassment or retaliation shall be kept in confidence, except as is necessary to investigate the complaint, take any necessary corrective action, address any appeal under this policy, and respond to or conduct any legal and/or administrative proceedings related to the alleged discrimination, sexual harassment or retaliation.

A. With the Town

If you believe that you have been subjected to discrimination, sexual harassment and/or retaliation, you are encouraged and have the right to file a complaint with the Town. This may be done in writing or orally.

If you would like to file a complaint you may do so by contacting:

Sandra DeBow, Director	Brookline Town Hall
Human Resources Office	333 Washington St., 2 nd Floor, Brookline
	tel: (617) 730-2120

TTY: (617) 730-2327
sdebow@brooklinema.gov

Leslea Noble
Assistant Director
Human Resources Office

Brookline Town Hall
333 Washington St., 2nd Floor, Brookline
tel: (617) 730-2120
TTY: (617) 730-2327
lnoble@brooklinema.gov

Stephen Bressler
Affirmative Action Officer

Stephen Glover Train Memorial Public Health Center
11 Pierce St., Brookline
tel: (617) 730-2330
fax: (617) 730-2388
TTY: (617) 730-2327
sbressler@brooklinema.gov

These individuals are also available to discuss any concerns you may have, and to provide information to you about this policy and our complaint process. In addition, employees may contact any of the Town of Brookline's supervisors regarding this policy and the complaint process.

B. With Federal and State Agencies

In addition to or in place of the above, if you believe you have been subjected to discrimination, sexual harassment and/or retaliation, you may file a formal complaint with either or both of the government agencies set forth below. Using the Town's internal complaint process does not prohibit you from filing a complaint with these agencies, nor must you file a complaint with the Town in order to file a complaint with these agencies. Each of the agencies below has a deadline of 300 days from the alleged discriminatory act for filing a claim.

1. The United States Equal Employment Opportunity Commission (EEOC): One Congress Street, 10th Floor Boston, MA 02114, (617) 565-3200. TTY: (800) 669-6820.
2. The Massachusetts Commission Against Discrimination (MCAD):
 - a. Boston Office: One Ashburton Place, Rm. 601, Boston, MA 02108, (617) 994-6000, TTY: (617) 994-6196.
 - b. New Bedford Office: 800 Purchase Street, Room 501, New Bedford, MA 02740, (508) 990-2390.
 - c. Springfield Office: 424 Dwight Street, Rm. 220, Springfield, MA 01103, (413) 739-2145.

d. Worcester Office: Worcester City Hall, 455 Main Street, Room 100, Worcester, MA 01608, (508) 799-8010.

X. INVESTIGATIONS FOR DISCRIMINATION, SEXUAL HARASSMENT OR RETALIATION

The Town recognizes that the question of whether a particular course of conduct constitutes a violation of this Policy requires a factual determination. Therefore all complaints and reports of alleged discrimination, sexual harassment and/ or retaliation will be investigated by the Town. Depending on the allegations and circumstances, the Town may need to investigate a complaint even where a complainant asks the Town not to do so.

All Investigations will be conducted by the Human Resources Office or its designee. The Human Resources Office for the Town of Brookline will promptly investigate all allegations of discrimination, sexual harassment or retaliation in a fair and thorough manner. The investigation will include, as appropriate, private interviews with the person filing the complaint, the person alleged to have committed the discrimination, sexual harassment and/or retaliation and relevant witnesses.

The Town will protect the confidentiality of allegations and of the investigation and resolution to the extent possible. Such information will only be shared with those who may reasonably be expected to need such information to investigate and respond to the complaint or report and to process any appeal, take any necessary corrective action and respond to or conduct any legal and/or administrative proceedings arising out of the discrimination, sexual harassment or retaliation report.

The Town requests that the following general information be included in a complaint or report:

- the name of the alleged victim(s) and offender(s);
- a detailed description of the alleged offending conduct;
- the date(s) of the alleged offending conduct; and
- the name(s) and any known contact information of any witness(es).

Resolution of complaints shall be made by the Human Resources Director and the appropriate department head in coordination with Town Counsel. The Board of Selectmen will be consulted, as necessary, concerning action towards citizens or vendors found to have engaged in discrimination, sexual harassment or retaliation.

At the conclusion of an investigation, the Human Resources Director will, if appropriate, notify the complainant and the subject of the complaint of the results of the Town's investigation and of any resolution, and provide them with the opportunity to ask any questions and communicate any concerns. If it is determined that a violation of this policy has occurred, the Town will act

promptly to eliminate the offending conduct and impose appropriate corrective action as set forth below.

A person who is dissatisfied with a determination by the Human Resources Director may appeal the disposition to the Town of Brookline's Board of Selectmen by submitting a letter stating the reason(s) for the dissatisfaction and the desired outcome. The investigation or the appeal to the Board of Selectmen does not prevent a person from exercising any right to pursue a complaint with the federal and/or state agencies set forth above.

The Board of Selectmen shall oversee the application of this policy and shall hear and decide any appeals of dispositions brought by complainants. Board of Selectmen decisions shall be final within the Town of Brookline's process.

XI. CORRECTIVE ACTION

The Town maintains a zero tolerance policy with respect to discrimination, sexual harassment and retaliation. This includes conduct by or against any Town employee in the workplace, and outside of the workplace when such conduct is associated with or could reasonably be expected to impact the workplace. Violations of this Policy will result in significant discipline, up to and including termination.

The Town of Brookline takes allegations of discrimination, sexual harassment and retaliation very seriously and will respond promptly to those complaints. When the Town determines that this Policy has been violated, the Town will act promptly to eliminate the conduct and impose any necessary corrective action. Such corrective action may include, but is not limited to, counseling, verbal or written warning, suspension, demotion, transfer or termination. Any discipline will be taken in accordance with applicable labor contracts (including all grievance provisions) and bylaws, as applicable.

Employees found to have knowingly made false accusations of or given knowingly false statements regarding discrimination, sexual harassment and/or retaliation will be disciplined up to and including termination.

Any citizen or any vendor of the Town found to have engaged in discrimination, sexual harassment or retaliation against Town employees will be dealt with by the appropriate department head, or by the Board of Selectmen.



AT SCHOOL IN BROOKLINE

2010

The Public Schools of Brookline
Brookline, Massachusetts

At School in Brookline

2010

The Public Schools of Brookline



Brookline, Massachusetts

The Town of Brookline

The Town of Brookline enjoys a unique reputation as an urban/suburban community of 56,276 residents in a geographic area of just over five square miles, surrounded by Boston on three sides. The proximity to the city and a history of educational excellence attract a diverse population to Brookline.

For additional information, visit the Town of Brookline website at:
www.brooklinema.gov

The Schools

The Public Schools of Brookline provide education to pre-school through Grade 12 students in eight elementary schools and one comprehensive high school. In addition to traditional academic programs, The Public Schools of Brookline offer continuing education courses, summer school, enrichment programs, and numerous athletic opportunities.

For additional information, visit The Public Schools of Brookline website at:
www.brookline.k12.ma.us

The Public Schools of Brookline

Mission Statement

Our mission is to ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and succeed in a diverse and evolving global society.

Ten Year Vision

The Public Schools of Brookline
Dynamic, Collaborative, Equitable
Engaged with the Community
Contributing to the World

Core Values

High Academic Achievement for All
Excellence in Teaching
Collaboration
Respect for Human Differences
Educational Equity

For more information on the Mission, Vision and Core Values, see pages 4-5

TABLE OF CONTENTS

Letter from the School Committee Chair	1
Letter from the Superintendent	2
Budget and Planning	
FY 2010 Budget – Source and Use of Funds.....	3
Strategic Planning	4
Vision, Mission and Core Values.....	5
Teaching and Learning	
Comprehensive Review of Programs and Curriculum Areas.....	6
System-Wide Programs	7-9
Brookline Educator Honors/Awards	10-11
Professional Development.....	11
2009 MCAS Results.....	11
School Profiles	
Edith C. Baker School	12
Edward Devotion School	13
Michael Driscoll School	14
Heath School	15
Amos A. Lawrence School	16
William H. Lincoln School.....	17
John Pierce School	18
John D. Runkle School	19
Brookline High School	20
School Data	
Report Card for Strategic Plan Goal Measurements	21-30
Collaborations	31

LETTER FROM THE SCHOOL COMMITTEE CHAIR

Dear Parents, Guardians, and Residents:

On behalf of the School Committee, I am pleased to present this year's edition of *At School in Brookline*, a report on student learning, educational programs and student performance in our public schools.

This year we have begun to integrate our 5-year strategic plan into teaching and learning across the district. The guiding principle of the plan is to relate everything we do to the goal of improving student achievement. The improvements in this report on student progress are a direct result of this integration, and we are indebted to the fine work of our staff across the system to embrace and implement improved practices that focus on high achievement for all our students.

The fiscal environment, unfortunately, remains grim. Despite this, we are fortunate to have an extraordinarily strong administration and teaching staff, as well as the unflagging support of the greater Brookline community, to help us navigate these difficult times. While cuts are never easy to make or absorb, we believe you will see in this report that Brookline is nevertheless thriving academically and meeting the diverse needs and potential of our students with creativity and vigor.

Our success as a school system has also become one of our greatest challenges, as we continue to see unprecedented growth in our elementary school populations. The Commonwealth recently confirmed that Brookline is the fastest growing school district in the state. Accordingly, we are making plans on multiple fronts to renovate existing schools, expand available space, and allocate programs across our buildings. This has already involved crucial assistance and enormous patience from parents, staff, neighbors of our schools, and our partners in both Town and State government. We are so grateful for the shared belief in the value of Brookline's public schools, and the shared commitment to all our students.

In hard economic times, just as in good ones, we must keep focused on a better future. We have much for which to be thankful. Brookline has a great tradition of excellence and a supportive and generous community. We are blessed with wonderful and expert teachers and wise administrative leadership. We have a solemn but joyful duty: we need to educate the next generation to be thoughtful and caring custodians of the world. Therefore we must ensure that our curriculum remains relevant to the modern world, and we must work together to match our most essential needs with our available resources. We will continue to seek strong community support to achieve programmatic excellence and student success across our schools. I thank you for your interest and involvement in our schools.

Sincerely,

Henry B. Warren, Chair

Brookline School Committee

THE PUBLIC SCHOOLS OF BROOKLINE

School Committee

(617) 730-2430

Dr. Henry Warren, *Chair* • Rebecca Stone, *Vice Chair*
Helen Charlupski • Dr. Elizabeth Childs • Glenn Cunha
Susan Wolf Ditkoff • Judy Meyers • Alan Morse
Barbara Scotto



LETTER FROM THE SUPERINTENDENT

Dear Parents, Guardians, and Residents:

The Public Schools of Brookline (PSB) continue to be viewed as one of the leading school systems in Massachusetts. Many of our alumni and staff contribute meaningfully to their communities and in their professional endeavors throughout our nation and the world. Moreover, Brookline students and graduates vie favorably with their counterparts, as gauged by numerous standardized measures of achievement, by grade-level competencies, and by placement at and graduation from highly competitive colleges and universities.



The Strategic Plan of The Public Schools of Brookline provides a catalyst for our future educational endeavors and a plan for documenting the ongoing success of our system and students. Specific goals and strategies for our system and schools are derived from our mission:

"To ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and succeed in a diverse and evolving global society."

Furthermore, our priorities and definition of success are derived from our four strategic areas of focus:

- ◆ Academic Excellence through Content, Pedagogy and Relationships;
- ◆ Educational Equity;
- ◆ Thriving in a Complex Global Society; and
- ◆ Continuous Improvement using Data

This year's edition of *At School in Brookline* is markedly different from its predecessors. Specifically, our 2010 document begins a move toward reporting the measurements of our goals, not the standardized measures required by the Massachusetts Department of Elementary and Secondary Education (although we still provide links for that data). Furthermore, our efforts are not perfect – for example, we are only reporting data in the first two areas of focus this year and we do not yet have multiple years of data for some indicators. However, our priority over time is to reach the high standards we have set for ourselves with respect to a variety of measures, as well as to provide this community with an assessment of what we value most as a school system and a community.

We appreciate the level of support provided by the entire Town and accept, as part of this generous support, our obligation to account for our programs and communicate frankly the successes and the challenges for our system. I sincerely hope the information provided in this edition of *At School in Brookline* encourages you to learn more about this extraordinary public school system.

Sincerely,

William H. Lupini, Ed.D.
Superintendent of Schools

THE PUBLIC SCHOOLS OF BROOKLINE

DR. WILLIAM H. LUPINI
Superintendent of Schools
(617) 730-2401

PETER C. ROWE
Deputy Superintendent for Administration and Finance
(617) 730-2425

DR. JENNIFER FISCHER-MUELLER
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(617) 730-2432

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Assistant Superintendent for Student Services
(617) 730-2447

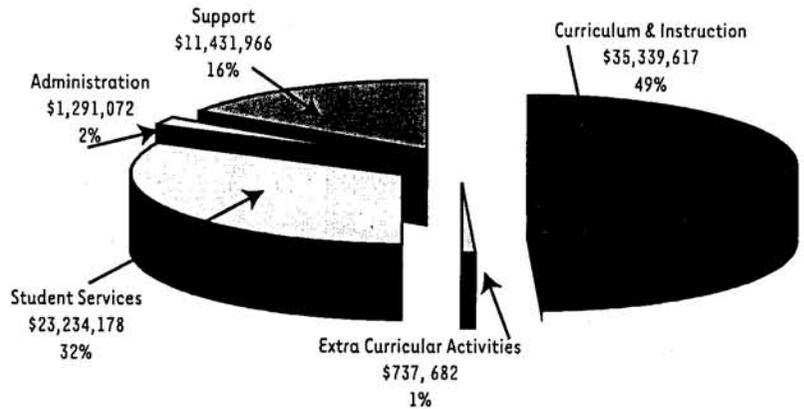
DR. ANNE S. WILSON
Assistant Superintendent for Human Resources
(617) 730-2405

FY 2010 BUDGET - SOURCE & USE OF FUNDS

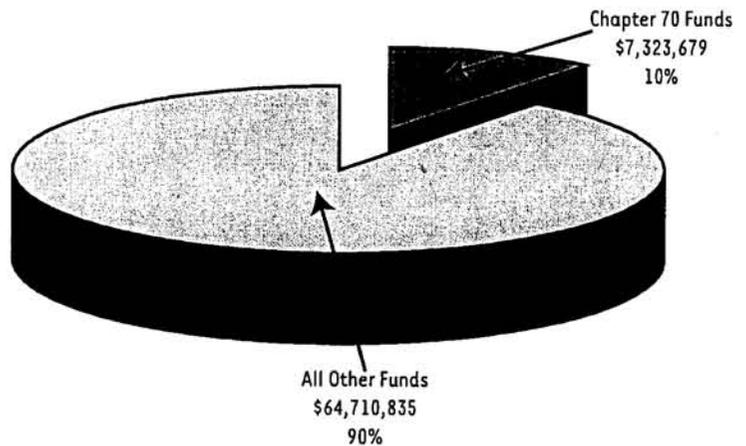
The citizens of Brookline take pride in their schools and continue to provide high levels of fiscal support through their tax dollars. A majority of the budget is supported by local sources (property tax and other local revenue), with an additional supplement of state funds. The FY 2010 General Fund appropriation was \$72.0M. Included in this revenue stream is \$1.12M in ARRA funding for Special Education. This federal allocation supports both staff and services aimed at developing innovative approaches to serving children with Special Needs. Local sources supplied \$64.7M or 89.8%, and an additional supplement from Chapter 70 state funds was \$7.32M or 10.2%.

Most grant funds are intended to supplement the core functions and mission of the Public Schools of Brookline. In FY 2010, federal funds through entitlement grants totaled \$2.53M. The Grants Office works closely with program staff to acquire grant funds to support a variety of programming efforts. Certain private donors, through our collaborations with the 21st Century Fund, the Brookline Education Foundation, and Parent Teacher Organizations (PTOs), allow the schools to test and research new approaches to student learning and support opportunities for ongoing professional development. This infusion of additional dollars helps us move forward and keeps us at the forefront of educational practice.

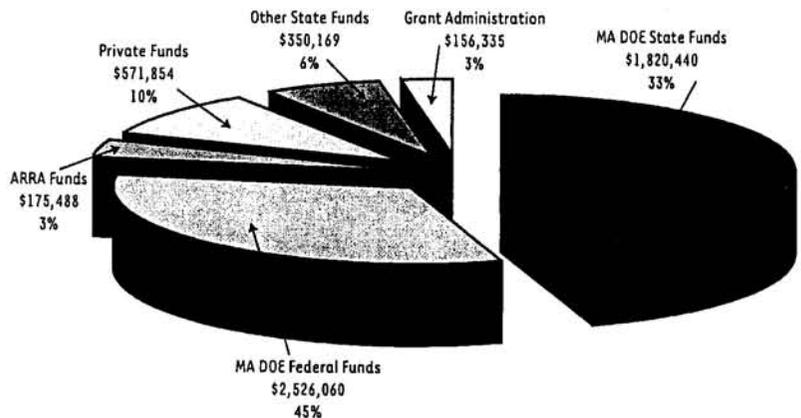
FY10 General Fund Budget By Major Category
Total General Fund: \$72,034,514



FY10 General Fund Sources
Total FY10 Sources: \$72,034,514



FY10 Grant Awards by Funding Source
Total Award Amount: \$5,600,346



STRATEGIC PLANNING

A dynamic school system operates in the present while focusing on its potential for the future. In 2009, the School Committee adopted The Strategic Plan of the Public Schools of Brookline (PSB) to provide a catalyst for our future educational endeavors and a blueprint for documenting our system's continued success. Specific goals and strategies for our system and our schools are derived from our mission: "To ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and to succeed in a diverse and evolving global society."

The Strategic Plan collectively identifies the priorities for our school system which are derived from four strategic areas of focus:

Academic Excellence through Content, Pedagogy and Relationships

Goal 1: Increase the achievement of all students by creating learning environments that successfully balance content, pedagogy and student-teacher relationships.

Educational Equity

Goal 2: Eliminate achievement gaps with respect to race, ethnicity and socioeconomic status and increase the achievement of students with special needs through individualized strategies and programs.

Thriving in a Complex Global Society

Goal 3: Prepare students with the intellectual, interpersonal and reflective skills needed to thrive in an increasingly complex and diverse global society.

Continuous Improvement Using Data

Goal 4: Foster a cycle of continuous improvement by using data to effectively examine system-wide programs and practices.

The Strategic Plan was developed through a planning process that spanned two years. This comprehensive process resulted in the development of a long-term vision for our system, as well as the development of the mission, core values, and goals for our schools. An eleven-member Strategic Planning Team was charged with orchestrating this process, including soliciting and analyzing input from stakeholders from across the community. Draft documents of the plan were presented to the public for feedback through focus groups and an on-line survey. The valuable feedback from both of these sources helped us to define the final draft of the Vision, Mission and Core Values for the Public Schools of Brookline.

The continuation of our Strategic Planning work in 2010 has revolved around identifying measurements to gauge our progress toward meeting the Strategic Plan goals. In this report, we have developed a series of measurements for two of the Strategic Areas of Focus. These measurements capture the outcomes of our efforts to meet the Strategic Plan goals. We expect the community to hold us accountable for our work and the data we report in this edition of *At School in Brookline* is our first effort in that regard. The results identified in these measurements help to inform our planning and decision-making in the classroom, in each school building and throughout the district.

Report Card

For the first time, we are using *At School in Brookline* to report to the community on our success in meeting the goals set forth in the Strategic Plan. We are using common letter grades, in a report card format, to communicate the final analysis of the data for all of the outcomes. On page 21 you will find the definition of these letter grades and note the high standards we have set for our school system. We expect to be held accountable and this new report card is our way of publicly acknowledging the results of the work we have completed as well as the work that remains ahead.

VISION, MISSION AND CORE VALUES

Ten Year Vision

The Public Schools of Brookline
Dynamic, Collaborative, Equitable
Engaged with the Community
Contributing to the World

VISION STATEMENT:

Brookline provides an extraordinary education for every child. Each child's unique path to achievement is supported in academically exciting and programmatically rich environments. A dynamic, diverse community of teaching professionals works collaboratively, innovating and inspiring each other and their students. Staff gets to know students intellectually, developmentally and culturally. Students are encouraged to question and challenge ideas and participate as active citizens. Schools use a variety of assessments to get the fullest picture of student learning and growth over time. These data are shared regularly with the community, and they form the basis of how we understand and improve student, teacher and administrator performance. Parents are partners with the schools in supporting their children's education, and schools communicate effectively so that parents are confident of the response to their child's circumstances and needs. The community, well informed and involved in the schools, supports these efforts that continue a tradition of challenging ourselves to do better, efforts that ensure the enduring value of a Brookline education.

MISSION:

Our mission is to ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and succeed in a diverse and evolving global society.

CORE VALUES:

High Achievement for All

Our schools are dedicated to teaching students to be involved, active learners who work hard, think critically and creatively, and communicate effectively. We emphasize high expectations for all students, and support them to reach their full potential in all aspects of achievement, especially in academics, arts, sports, social skills and civic participation, all of which prepare students for success in their lives after high school.

Excellence in Teaching

Passionate, knowledgeable, skillful teachers are the core strength of our school system. We expect our faculty and staff to provide a dynamic and rewarding learning experience for students. Excellent teaching begins with strong relationships between faculty and students and is nurtured by collaboration among colleagues. We are committed to supporting a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction and personal growth.

Collaboration

Through collaboration we find new sources of learning and strength. The Public Schools of Brookline actively promote collaborative relationships. We seek out partnerships with community organizations that add value to our school system. We urge and support collaboration and exchange within and across our school community.

Respect for Human Differences

We are committed to acknowledging and celebrating the diversity within our community while affirming the importance of our common humanity. By promoting a safe environment for questioning and challenge, we foster the growth and value that comes from different perspectives, cultures and experiences. Our commitment is to create an atmosphere of safety in which to acknowledge and express difference while advancing true acceptance and respect for all.

Educational Equity

The Public Schools of Brookline are committed to identifying and eliminating barriers to educational achievement in our schools. To this end, we create policies and practices that are fair and just and provide educational opportunities to ensure that every student, regardless of race, color, religion, gender, sexual orientation, marital status, age, national origin, disability, or economic status, meets our standards for achievement, participation and growth.

COMPREHENSIVE REVIEW OF PROGRAMS & CURRICULUM AREAS

The Public Schools of Brookline are committed to the continuous improvement of all programs and curriculum areas. Historically, there have been different procedures in place for examining our programs and student achievement. Beginning in September of 2004, a new process was established to provide a comprehensive and rigorous examination of our programs, with the goal of improving student achievement. This process, Program Review, is now in its sixth year. The process requires the use of established evaluation methods to measure the quality of our school programs and to determine strategies for continuous improvement.

The Process

The Program Review process involves four phases:

- ◆ **Phase I: Study**
Assess the current state of the program with the assistance of an outside data gatherer. Create a vision for the future with stakeholder input. Determine areas of strength and areas for improvement, and begin to plan how to address them.
- ◆ **Phase II: Plan**
Create a plan to address the areas for growth and improvement. Define resources and determine available funding.
- ◆ **Phase III: Implement**
Put the plan (strategies/actions for continuous improvement) into place with adequate resources and professional development.
- ◆ **Phase IV: Review**
Review the process. Check on the progress of the implementation plans. Collect data on the indicators of success.

The work of Program Review for each program/curriculum area is carried out by a committee comprised of teachers, parents, and administrators and is led by the Director of Program Review and Grants and the curriculum/program coordinators for the program under review. Updates on committee work are regularly given to the Superintendent and the Deputy Superintendent for Teaching and Learning. Phase I and Phase II reports are presented to the School Committee. All reports and presentations are available on the PSB website.

Beginning in September 2009, the program review process is also being used to examine topics that cut across all program and curriculum areas, as well as schools and grade levels. An Out-of-School Time Program Review committee is looking at the after-school and summer program options available to students and families. A preK-Grade 3 Transitions Program Review committee is examining alignment and transition practices across the preK-Grade 3 continuum.

Programs Under Review

The following programs are in various stages of the Program Review process:

- ◆ **Phase I**
Out of School Time: began November 2009
- ◆ **Phase I-II combined**
Special Education: began November 2008
PreK-Grade 3 Transitions: began December 2009
- ◆ **Phase II**
English Language Learner (ELL) Program; began September 2009
- ◆ **Phase III/IV**
Enrichment, Challenge and Support Program: began September 2006
Educational Technology: began January 2007
Mathematics: began February 2007
Visual Arts: began September 2007
Science: began February 2008
English Language Arts: began September 2008
Physical Education/Health Education: began September 2008
Social Studies: began September 2009
Performing Arts: began January 2010

SYSTEM-WIDE PROGRAMS

The Public Schools of Brookline offer a number of programs to better serve the students of Brookline. Some examples are listed below. More information on all of these programs can be found on the school website (<http://www.brookline.k12.ma.us>).

Brookline Early Education Program

The Brookline Early Education Program (BEEP) is an outgrowth of the Brookline Early Education Project, a ten-year research project which demonstrated that high quality education for young children enhances their later success in school. The mission of the early childhood programs of the Public Schools of Brookline is to provide an inclusive environment where all children from ages three to five can develop social competency, cognitive, motor and language skills and expand their understanding of themselves and the world in which they live.

The Early Education classrooms include children with a range of developmental levels from diverse backgrounds. A small class size, highly qualified teaching staff, small pupil teacher ratios and ongoing professional development combine to support children in the early years of their education. The curriculum is implemented in a way that allows for active learning to ensure a seamless transition to kindergarten.

BEEP offers a total of 19 inclusive Preschool and Pre-Kindergarten programs located in each elementary school, the Lynch Center and Brookline High School. In addition, a specialized program for 3-5 year olds with Autism spectrum disorders is located at the Lynch Center. BEEP serves 276 children across town and is supervised by the Principal of Early Education and two Program Coordinators. All teachers who work in BEEP classrooms hold degrees and certifications in early education. All BEEP classrooms participate in the National Accreditation process by the National Association for the Education of Young Children (NAEYC) and have been awarded accreditation for many years.

These programs are funded by parent fees, grants from the Massachusetts Department of Early Education and Care, Brookline Community Foundation and the Public Schools of Brookline. Partial tuition subsidy is available to families who qualify.

The Early Education Program provides summer program options for children in the BEEP school-year classrooms, as well as children entering kindergarten or first grade in Brookline. LAUNCH at Lynch Summer Program and LAUNCH at Driscoll are planned for 3-5 year olds, while LAUNCH at Devotion is designed for 4-6 year olds. This six-week summer experience is based on the BEEP model with a theme-based curriculum through which early literacy and numeracy skills are supported and enhanced.

English Language Learners

The English Language Learners (ELL) program provides services to more than 500 students in grades K-12 whose primary language is not English and who are not yet proficient in English. The program provides support at each school, with services focused on children's English language acquisition, literacy development, and academic achievement.

The program's objectives are to:

Continue development of Sheltered English curriculum, combining new state benchmarks and outcomes with subject area content;

- ◆ Increase Sheltered English Immersion (SEI) professional development offerings for all teachers;
- ◆ Monitor English Language Learners' achievement on state and local assessments;
- ◆ Increase family accessibility to school and district documents and events through effective translation and outreach procedures.

The Early Education Department of the Public Schools of Brookline offers screening and evaluation for any child between the ages of 3 and 5. Parent(s) or guardian(s) should call the Early Education office if they are concerned about their child's development in any area or if the child has been receiving services from Early Intervention. The Brookline Early Education Program (BEEP) office may be reached at 617-713-5471 anytime during the school year.

SYSTEM-WIDE PROGRAMS

Enrichment and Challenge Support Program

The Enrichment and Challenge Support Program (ECS), formerly the Gifted and Talented Program, is a K-8 system-wide program that supports classroom teachers in providing challenging curriculum and extension opportunities for students who show a capacity for high levels of academic, intellectual and creative achievement.

The Public Schools of Brookline are committed to enabling all children to realize their full potential as learners. Brookline does not formally identify students as "gifted and talented" for placement in a separate program. We use a consulting teacher model, which means that the program's emphasis is on supporting classroom teachers in extending and enriching the Brookline curriculum in order to provide for academically and intellectually advanced students in the regular classroom.

Metropolitan Council for Educational Opportunity

The Public Schools of Brookline is a charter member of the Metropolitan Council for Educational Opportunity (METCO), a voluntary integration program founded in 1966 which provides K-12 education for over 300 students from Boston. METCO students participate in all aspects of the academic and extracurricular life of the schools and are supported by the METCO Director and staff.

The program's objectives are:

- ◆ To ensure high academic achievement for all METCO students;
- ◆ To provide opportunities for student leadership;
- ◆ To collaborate with and support families in the Brookline METCO Program;
- ◆ To increase and maintain partnerships/collaborations between Boston families and Brookline families;
- ◆ To provide access to educational opportunities and resources/services unique to the Public Schools of Brookline;
- ◆ To celebrate and make public the accomplishments and successes of students in the METCO Program; and
- ◆ To provide access to a range of educational opportunities beyond Pre-K-12 Public Schools of Brookline

Steps to Success

Steps to Success (STS) is a comprehensive

educational achievement program providing academic, social development and family support for low-income students and their families. Working with young people in Grades 4 to 12, the program seeks to break through the attitudes and substantive barriers - both personal and institutional - that can make it difficult for these students to succeed in school and pursue higher education. With both school- and community-based programs, STS currently engages approximately 300 students and their families, most living in Brookline public housing, in programs designed to ensure that school success and post-secondary education become absolute goals and achievable realities for our students.

The core of STS is its long-term relationship-based mentoring model. STS staff Advisors work with students and their families throughout their school career. Advisors track student progress through a system of competency-based skill development, get to know families in their home and link them more closely with school teachers, administrators and other staff members. In 2010, STS has launched a "College Success Initiative," providing STS alums with a college Advisor through their first two years of college or other post-secondary program as well.

STS operates in four programmatic areas -

- ◆ Academic enrichment and mentoring: After school programs, summer learning activities and excursions, homework centers, tutoring;
- ◆ Work connections for youth: Job placements for over 80 paid summer interns, grades 8-12, in both public and private sector employment, coupled with afternoon seminars on financial literacy, career exploration and college preparation;
- ◆ Early college awareness and readiness: Campus visits and programs with our college partners, SAT prep and detailed work on the college application and financial aid process; and
- ◆ Family support services: Free English language classes, resource and referral services for low-income adults wishing to reconnect with education, job readiness and training, work opportunities, and college investment workshops for parents.

STS seeks to make a "sea change" for young people

continued on page 9

SYSTEM-WIDE PROGRAMS

in this population and therefore does not operate with entrance requirements. STS received recognition in 2010 for its innovative approach, winning a "Catalyst for Change Award" from the Nellie Mae Education Foundation, one of twelve organizations recognized in the region.

With all components and collaborations working together, the STS model has achieved results!

Though prior to STS, only 30-50% of students residing in public housing went on to college, of its four cohorts of graduating high school seniors, 87%, 85%, 92% and 91% of STS students are currently enrolled in higher education institutions. Through the College Success Initiative, we are tracking and providing services for STS college students to ensure that they persist to obtain their undergraduate degrees.

Brookline Adult & Community Education

Brookline Adult & Community Education (BA&CE) is one of the oldest non-credit, public education programs in Massachusetts. Adult and community education has been a part of the Brookline community since 1832, beginning with the formation of the Brookline Lyceum

Society. It is now the largest public program in the state, with close to 1,000 courses and over 10,000 enrollments yearly. Today, BA&CE is the hub of an educational network serving residents from more than 50 neighboring communities in the greater Boston area and beyond. A self-supporting program of the Public Schools of Brookline, BA&CE's operating budget is funded entirely from course fees.

BA&CE fulfills its mission by providing service to the community and enlisting its support for public education. As partners with the schools and community organizations in a common purpose, BA&CE is committed to offering lifelong educational opportunity to all: newcomers to the United States, working people and professionals, those in transition or career change, older citizens, persons with special needs, and especially to those who have not been able to participate fully in the educational process. BA&CE is also dedicated to supporting public education by creating and providing opportunities for innovation and flexibility in the school curriculum. By offering programs that bridge the generations, the Brookline Adult and Community Education Program seeks to unite the community in a common purpose - educating for the improvement of the quality of life for all its members.

Elementary World Language

In January of 2009, following a tax override approved by the voters in Brookline, we implemented the Elementary World Language (EWL) program, bringing the study of foreign language to grades K-6 to complement foreign language instruction already in place for students in grades 7 and 8. The instruction is a content-enriched Foreign Language in Elementary Schools (FLES) curriculum and is based on the most current pedagogical research about effective approaches to K-6 elementary world language acquisition. Brookline's commitment to foreign language instruction reflects our awareness that Brookline students will be increasingly required to function in a multicultural, global society. The EWL program has three major goals for our students: to acquire proficiency in speaking, listening, reading and writing in the target language; to reinforce learning of the general curriculum content through the study of world language; and to acquire an understanding of and appreciation for other cultures. During its inaugural year, the EWL program met with widespread support from the greater school community. Brookline is committed to the innovative work of elementary foreign language instruction and is at the forefront of the important work of developing 21st century skills in our students.

BROOKLINE EDUCATOR HONORS/AWARDS

Driscoll Librarian **Amy Neale** was the 2009 elementary educator Caverly Award Winner. Brookline High School Spanish teacher **Ricardo Calleja** was the 2009 High School Caverly Award Winner. The Caverly Award, presented annually by the Brookline Education Foundation to a high school and elementary teacher, is the most prestigious award given to a teacher in Brookline. The award is in recognition of professional achievements and contributions to the Public Schools of Brookline.

Brookline High School English teacher **Elon Fisher** received the 21st Century Fund 2009 Award for Excellence in Teaching. He was presented with this award for his outstanding teaching and commitment to helping a broad spectrum of students achieve their full potential.

PK-8 Mathematics Curriculum Coordinator **Angela Allen** has been elected to serve on the Board of Directors for the Association of Teachers of Mathematics in Massachusetts (ATMIM). ATMIM, an affiliate of the National Council of Teachers of Mathematics, is devoted to improving the mathematical education of students in Massachusetts.

Occupational Therapist **Merrill Forman** was the recipient of the Ari Cohen Memorial Award. This award honors a Brookline Public School educator who promotes inclusion in the classroom and exemplifies teaching excellence, compassion and sensitivity to all students.

Brookline High School Social Studies teacher **Roger Grande** received the "Unsung Hero" Award from the Brookline Community Foundation. He is the founder of the Student Action for Justice and Education Club.

Lawrence Grade 3 teacher **Alicia Hsu** was awarded the 2009 Adam Russell Gelfand Fellowship by the Brookline Education Foundation. Ms. Hsu and 25 additional Brookline educators will form a literature study group focusing on issues relevant to Brookline's Asian American student population.

Brookline High School Physics teacher **Stacy Kissel** was one of six 2009 21st Century Fund Gala distinguished honorees. She was chosen because of her exemplary teaching. She is well known at Brookline High School for incorporating real-world activities into the physics curriculum.

Curriculum Coordinator for Science PK-8 **Janet MacNeil** was selected to serve on the panel to review the Massachusetts Science and Technology/Engineering Curriculum Frameworks. This group will make recommendations to the Board of Elementary and Secondary Education for improvements to the standards.

Brookline High School Dean **Adrian Mims** was selected as a Trustee of The College Board, which functions as its governing body. The College Board serves students and parents by providing major programs and services in college readiness, college admission, guidance, assessment, financial aid, enrollment, and teaching and learning.

Safe and Drug Free Schools Coordinator **Mary Minott** and Brookline High School Substance Abuse and Violence Prevention Program Social Worker **Hope Schroy** and student representatives of the Brookline High School Peer Leadership Program were selected to receive the Outstanding Contribution to Local Community Health Award at the Department of Public Health's annual Ounce of Prevention Conference. The department indicated that the program demonstrated community action based on the ideals of diversity, social justice, health equity and collaboration in promoting public health and health communities.

Driscoll School 1st grade teacher **Marcy Prager** was named the 2009 Outstanding Elementary Level Social Studies Teacher of the Year by the National Council for the Teachers of Social Studies. The award recognizes her abilities as a global educator of young children and her efforts to continue improving and sharing those skills. Ms. Prager was also named as a member of the committee that will revise the Early Childhood Generalist Standards for the National Board for Professional Teaching Standards.

Brookline High School Visual Arts teacher **Donna Sartanowicz** was named the 2010 Massachusetts Art Education Association Secondary School Art Educator of the Year.

Baker 1st grade teacher **Amy Winnick** received the 2009 Charlie Baker Legacy Award. Ms. Winnick was the recipient of a teacher grant to fund a Primary Source tour of China. With the award, she will extend her travel and studies to Korea and other Southeast Asian countries.

continued on page 11

BROOKLINE EDUCATOR HONORS/AWARDS

Each year, a number of Brookline educators apply for and receive recognition in the form of grants and scholarships from a variety of local, state and national organizations. During the 2009-2010 school year, the Brookline Education Foundation awarded 18 teacher grants and 14 collaborative grants to Brookline educators. Together, these grants directly benefit more than 170 educators and hundreds of students systemwide. Teacher grants are awarded to individuals and small groups of teachers or administrators and fund professional or personal development activities. Collaborative Grants are designed to promote cooperative efforts across disciplines, across grade levels, and among schools. A

description of the grants, listing the grant recipients, can be found on the Brookline Education Foundation website, <http://www.brooklineeducation.org>.

In addition, this past year, the Steps to Success program was awarded a \$50,000 Catalyst for Change grant from the Nellie Mae Education Foundation. We also partnered with the Andover Public Schools on a Board of Education Science, Technology, Engineering and Mathematics (STEM) grant, with the Newton Public Schools on a Teaching American History grant, and with Boston University on a Global Change grant funded through the National Science Foundation.

PROFESSIONAL DEVELOPMENT

Professional Development in the Public Schools of Brookline is defined as adult learning experiences that improve educators' knowledge and skills, enabling them to work effectively with students to improve their achievement. The content of the professional learning that we offer and coordinate is informed by the system-wide goals and strategies as outlined in the PSB Strategic Plan. The elements of our professional development include: a focus on student learning needs as informed by classroom, school and/or system data; improvement of educational practice through self-assessment and feedback on authentic educator and student work; collaborative relationships and processes that provide opportunities to engage in joint work and to tap the collective knowledge of the group; reflective dialogue that offers individuals a challenge to their thinking as well as new perspectives on their practice and beliefs; and a commitment to implementing new learning.

In addition to content focused courses and institutes, some examples of our system-wide Professional Development opportunities include: state-mandated courses such as *Sheltered English Immersion (SEI)*; courses to facilitate inclusion practices, such as *Schools Attuned*, *Differentiated Instruction* and *Responsive Classroom*; courses to foster collegial relationships among educators such as *Critical Friends Groups* and *Facilitative Leadership*; courses that further educational equity such as *Culturally Responsive Pedagogy*; *Mentor Seminars* for second and third year teachers to support them in a collegial and reflective format; and a *Professional Development Day* each fall during which every educator in the system engages in learning to foster their professional growth.

2009 MCAS RESULTS

For detailed information about 2009 Massachusetts Comprehensive Assessment System (MCAS) results, please visit the Department of Elementary and Secondary Education website at: <http://profiles.doe.mass.edu/> From the dropdown menu for organization type, select Public

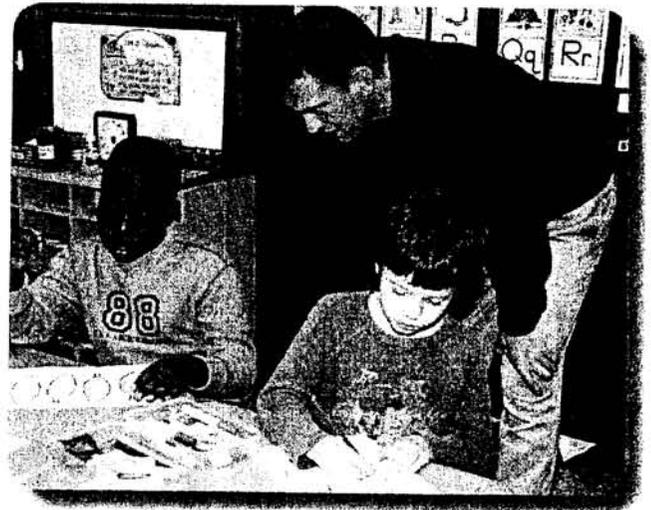
School. From the dropdown menu for city/town, select Brookline. Click search and the results will list all of Brookline's schools from which you can make your choice. The Assessment tab will display Spring 2009 MCAS results.

EDITH C. BAKER SCHOOL

Telephone (617) 879 - 4500 ■ <http://bakerschool.org>

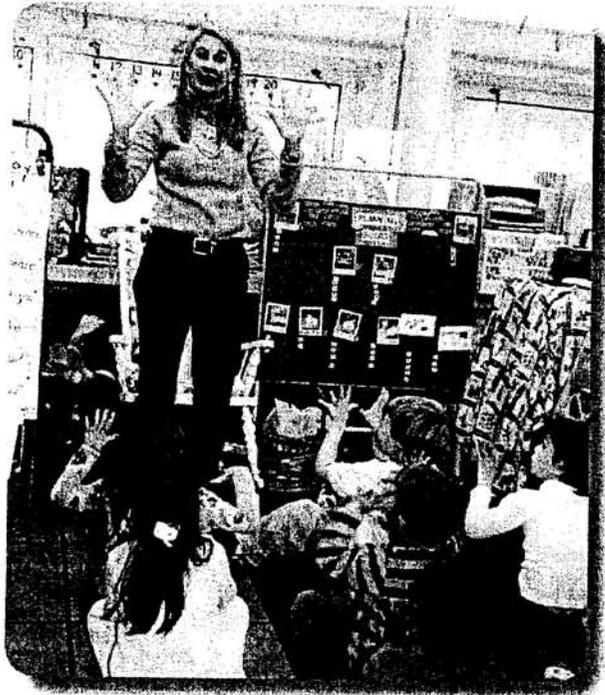
The Edith C. Baker School serves a K-8 population in the Chestnut Hill neighborhood of Brookline. It is the second largest elementary school in the town, with a population of 674 students. Our dedicated staff is committed to providing challenging, developmentally appropriate learning experiences that will facilitate each child's cognitive, social, emotional and physical growth. Baker also offers system-wide programs that include the Korean English Language Learner program and an Intensive Learning Center program.

Baker School was fully renovated in 2000 and two new wings were added, creating a new library and cafeteria as well as more classroom space. In addition, a lovely sculptured garden which is also used as an instructional space during warm weather was given as a gift at about the same time as the renovation. Behind the school, a thirty-five acre woodland sanctuary with trails, marshes and rock formations provides students and residents with an instantaneous retreat from suburban living.



Baker School is an "international" school, where fully one-third of the student population speaks English as a second language at home. Utilizing the resources of the K-8 structure, Baker encourages cross-grade level partnerships. This strengthens collegial relations among the faculty and creates ties between students at various grade levels.

A vibrant PTO supports all parents and organizes numerous educational and social events throughout the year to nurture and maintain a sense of school community.



EDWARD DEVOTION SCHOOL

(617) 879.4400 ■ <http://devotionschool.org>

The Edward Devotion School serves the vibrant Coolidge Corner neighborhood and is the largest of Brookline's Pre-K to 8 schools, with a population of 716 students. It enjoys an international reputation: historically, it is the public school that President John F. Kennedy attended; academically, it welcomes students from all over the world, and socially, it reflects and



respects human diversity. Devotion 3rd graders honor the memory and legacy of John F. Kennedy by engaging in a four-week study in collaboration with the JFK National Historic Site which culminates each year

with students reading essays and poems about what JFK means to them.

Community service is one of the many attributes defining the Devotion spirit. From Kindergarteners, 1st, 2nd, 3rd and 6th graders designing and selling calendars to raise money for Heifer International to 7th and 8th graders engaging in a myriad of community action projects to support local and international causes, there is never a lull in efforts to help others.

Devotion faculty represents an array of talented professionals. The school maintains a strong emphasis on adult learning. Each year Devotion teachers are awarded numerous grants from the Brookline Education Foundation. In the 2009-2010 school year, upwards of 37 teachers received grants that supported learning opportunities. "Guided Reading in Chapter Book Fiction," "Fostering Adult Learning Groups," "Building Science Professional Development Capacity," "Improving Writing through Writers' Express Strategies" were among a dozen summer and year-long professional learning opportunities designed and selected by Devotion staff.



Parents of students at the Devotion School are active members in the PTO. Together with Friends of Devotion, a non-profit corporation comprised of alumni and current families, and with our diligent principal, the traditions of excellence and caring that are the hallmarks of the community are maintained and enhanced.



The Devotion School vision, the force giving meaning to the faculty's work, is broken into three components and is revisited annually as staff affirm their commitment to teaching. The vision for the students and Devotion staff encompasses three areas.

ACADEMIC—We work hard so we can become smarter. We take risks as learners. We communicate effectively: orally, in writing, and through technology.

COMMUNITY—We make sure everyone feels physically, emotionally and intellectually safe. We give and receive respect. We have compassion for one another. We contribute to our school, our community, and to our world. We establish and maintain healthy friendships.

WHOLE PERSON—We are confident in our abilities. We love to learn and strive to become lifelong learners.

The system-wide programs offered at Devotion are the English Language Learner program with a high concentration of Hebrew speakers, and a Pre-K through 8 Therapeutic Learning Center for students who need intensive social and emotional supports.

One of the most diverse schools in Brookline, our Pre-K-8th grade population represents 38 countries (plus the Commonwealth of Puerto Rico) including Afghanistan, Austria, Benin, Bulgaria, Cambodia, Canada, Chile, China, Croatia, Cyprus, Ecuador, El Salvador, Eritrea, Ethiopia, France, Germany, Greece, Guatemala, Haiti, Hungary, India, Iran, Israel, Italy, Japan, Kenya, Korea, Libyan, Mexico, Peru, Poland, Russia, Slovakia, Spain, Switzerland, Thailand, the United Kingdom and Uzbekistan.

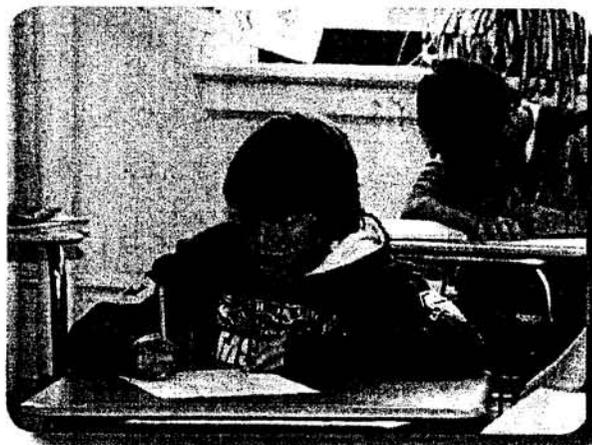
MICHAEL DRISCOLL SCHOOL

(617) 879.4250 ■ <http://driscoll.brookline.k12.ma.us>

The Michael Driscoll School is in the heart of the Washington Square neighborhood. The school embraces 439 students in classes ranging from young pre-school to 8th grade.

Driscoll is the only elementary school to offer Mandarin Chinese in its K-8 World Language program. All children in Grades K-6 study Chinese but those in Grades 7 and 8 may elect Chinese or Spanish as their World Language. Starting in the 2010-2011 school year, Driscoll will house the K-8 system language-based program. The Landmark School Outreach Program will provide coaching support and professional development for staff members during the first year of this program's expansion.

Driscoll holds several events and programs throughout the year. In addition to events that honor Martin Luther King, Jr. and celebrate the Chinese New Year, Driscoll holds an annual "Arts Equinox," a three-day all-school arts festival; a school-wide Writing Festival; visiting author series, under the auspices of the Susan Lewis Cooper Children's Authors Program; and a monthly "Community Meeting" assembly for the children in Grades K-3.



Parents and teachers work together in many significant ways, with the PTO and School Council being two of the more formal organizations. The PTO is very active and organizes numerous events, including an annual School Fair, the Driscoll Auction, and a series of other family events. The PTO also supports many after school programs that include an extensive after school program that includes robotics program in Grades 5-8. The School Council is pursuing three main topics this year: an examination of inclusion, improvement of our systems of communication, and the creation of an across grade social curriculum.

HEATH SCHOOL

(617) 879.4570 ■ www.heathschool.org

The Heath School serves the Chestnut Hill neighborhoods and has a population of 444 students. Heath's core values are: Build Community, Communicate Respect, Work Hard and Strive for Excellence. The school places a high value on student achievement and teacher collaboration. We are strongly committed to promoting equity and include as a goal in the School Improvement Plan that all students will have the opportunity to achieve at high levels. The school has an active Equity Team comprised of faculty members from the school, a PTO Diversity Committee that coordinates events for parents and families, and the Heath Family Partnership that fosters connections between families in the METCO program and Brookline residents' families.



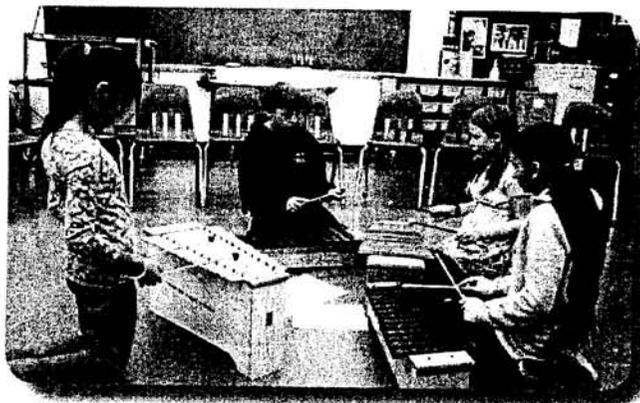
Heath faculty has been recipients of prestigious grants and awards and has been recognized for their excellence in teaching locally and nationally. Last year the Brookline Education Foundation awarded grants to more than 25 Heath teachers that included training in Schools Attuned, Responsive Classroom II training, attendance at national conferences, service learning, and a geology study.

The school supports activities that foster community. Pre-K through Grade 3 students participate in a monthly Heath Family Meeting. In Grades 4-8, elected representatives serve on Student Council. A number of school-wide events are held throughout the year, including Field Day, Day of the Reader, Science Day and the Martin Luther King, Jr. Day assembly and service day. We also have author visits and performances by groups such as *Faustworks*. Each class has a partnership with an older or younger grade and share joint activities throughout the year.



All grades participate in community service, and Student Council representatives help coordinate the Holiday Toy Drive and food drive for the Brookline Pantry. Students in grades 4 are in charge of recycling and a third grade class manages the Lost and Found. Individual classes also plan community service such as participation in the Jolly Jaunt for the Special Olympics. This year Heath was recognized for raising the greatest amount of money for the event sponsored by the Boston Special Olympics Committee. Heath also has a "Green Committee" to heighten environmental awareness and to explore environmental action for the school. This committee was instrumental in starting a Heath School community garden.

The PTO plays an important role in the school and organizes many events to encourage parent participation. Family events include a Welcome Barbeque, Family Math Night, Family Book Clubs that meet four times a year, International Night, Gallery Night, and the Mayfair. All families are members of the PTO.



AMOS A. LAWRENCE SCHOOL

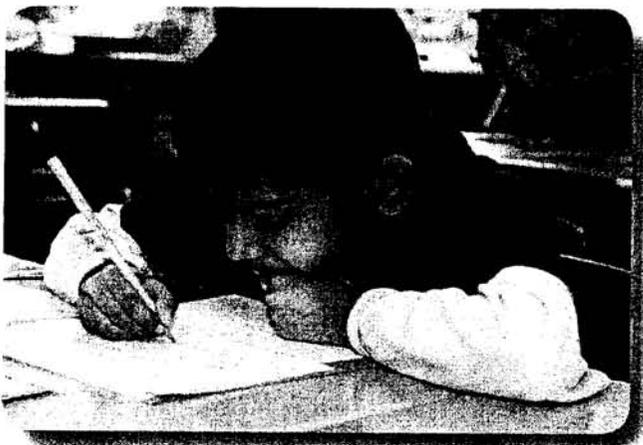
(617) 879.4300 ■ <http://lawrence.brookline.k12.ma.us>

The Amos A. Lawrence School, which abuts spacious Longwood Park, serves the Longwood Medical neighborhood and has an internationally diverse population of 580 students. A significant percentage of students, particularly in the lower grades, are Japanese. The system-wide programs offered at Lawrence are the Japanese English Language Learner program and an Intensive Learning Center program. Lawrence was fully renovated in 2003-2004, with additional space added for classrooms, library, and cafeteria.

The mission of the Amos A. Lawrence School is to provide a challenging education to a diverse student body in a structured, nurturing community environment. We support a strong, caring sense of community through Lawrence Community Meeting, a weekly gathering for grades K-5 that enables children and staff to develop



a feeling of connectedness to the rest of the school. Community Meeting provides a forum for celebrating learning where students or classes share their work. In grades 6-8, students participate in a weekly advisory program, meeting in small mixed grade groups with an adult advisor. Lawrence also focuses on meeting the diverse learning needs of our students. We motivate students to master the skills of higher-level thinking, communicating, and evaluating choices, and encourage them to grow intellectually, socially, morally, and physically to their fullest potential. Over time, habits of mind are cultivated that include a love of learning, personal responsibility, self-motivation, respect for others, and a desire to serve the community. The staff at Lawrence embodies these expectations by establishing collaborative grade level teams to improve teaching and learning within the framework of high expectations, increased engagement, and equity for all students. A culture of reflective practice for faculty is supported through a Professional Learning Community model.



An active PTO plans a number of events, such as Fall and Spring Picnics, Lawrence Reads, Poetry Night, International Night, Family Fun Night, Book Fair, and the PTO Play to encourage parent participation and nurture a sense of school community. The PTO and the School Council work actively to maintain open communication between parents and the school in the spirit of partnership.

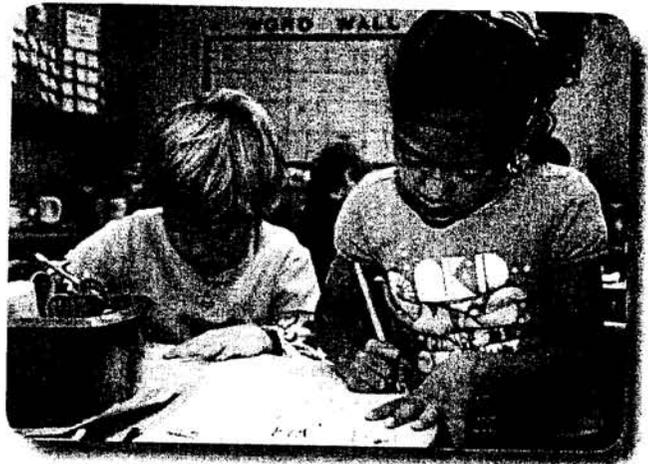
WILLIAM H. LINCOLN SCHOOL

(617) 879.4600 ■ <http://lincoln.brookline.k12.ma.us>

The Lincoln School serves a diverse population of 507 students who represent 11 of 62 possible racial and ethnic combinations, as defined by the Massachusetts Department of Elementary and Secondary Education. We pride ourselves in having 29 countries represented, 18 languages spoken, 9 family structures included, and 6 continents of origin. Our 4 to 13-years-old students make up one diverse community!

The system-wide programs offered at Lincoln are the Japanese English Language Learner program and the Adaptive Learning Center, a program to service students with developmental disabilities and multiple disabilities.

In an environment that promotes the highest standards of academic achievement, social responsibility and good citizenship, Lincoln students can participate in a number of academic, artistic and athletic experiences before, during and after school. In addition to homework centers, students can participate in Chess Club, PALS (Performing Arts at Lincoln School), Scrabble Club, the Thaler Program (a student work program), Intramural Sports, Lego Club, Model U.N., Continental Math League, Math Counts, Science Design Challenges, Math Wizard, Drama Club, and the National Geography Bee. For those students in Grades 4 and 5, After Hours U provides homework help and exciting enrichment activities. For students in grades 6, 7 and 8 there are several opportunities to become involved in activities that promote leadership and foster responsibility. Teen Advantage, the School Musical and Student Council are some of those opportunities.



Our school places a high value on building collaborative relationships through parent involvement. With the support of the PTO, we offer a wide variety of artistic performances, including music in the morning and lunch concerts, author/illustrator visits and residencies, the Gardner Museum series in grade one, and book fairs. Family events include school picnics, Pumpkifest, Lincoln Reads Night, Multicultural Night, and family arts events such as Art for Arts Sake Night. A parent group plans a monthly First Friday Coffee for parents, teachers and community members that features speakers addressing topics of interest or school-wide initiatives. In addition, teachers plan several breakfast shares and open houses with their classes so that parents can come and see what their children are learning in school.

Our school community also reaches out beyond our school by having school-wide community-service and social action initiatives. The Heifer Project, the Green Team Ecology Project, the Second Grade Exchange School Program with the Tsukushino Elementary School in Machida, Tokyo are just three of many special service-learning opportunities.



JOHN PIERCE SCHOOL

(617) 730.2580 ■ www.pierceschoolbrookline.org

The John Pierce School serves the Brookline Village neighborhood. An emphasis on community, equity and achievement are the guiding principles that give

us our unique, close-knit and cooperative spirit. Our diverse population is made up of approximately 669 students, one third of whom speak English as a second language.



representing the home land of many Pierce students. A wide socioeconomic range is represented among the 450 families (669 students) at Pierce. Residential housing has exploded in the school community over the last five years contributing to a swell in enrollment.

The strong academic culture is evident in our students' achievements in traditional assessments and in other areas, such as National Geographic's Annual Geography Bee, the town-wide math league, Math Counts for 7th and 8th grade students and our school's service learning projects where students learn about the needs and circumstances of others. Students then use their knowledge to help those organizations which support the various identified needs. Our students have a number of varying service learning experiences. "Hope Found" (3rd grade annual Shattuck Shelter project), Half-Way Day contributions to Brookline New Pathways Halfway House (led by 5th graders), the Barakat organization - a program supporting Afghan Women's Literacy (our sixth graders lead this effort) and the Walk for Hunger (a 7th grade project) are some examples of the programs made possible through a strong community service and service learning focus. Students participate enthusiastically in growing numbers each year.

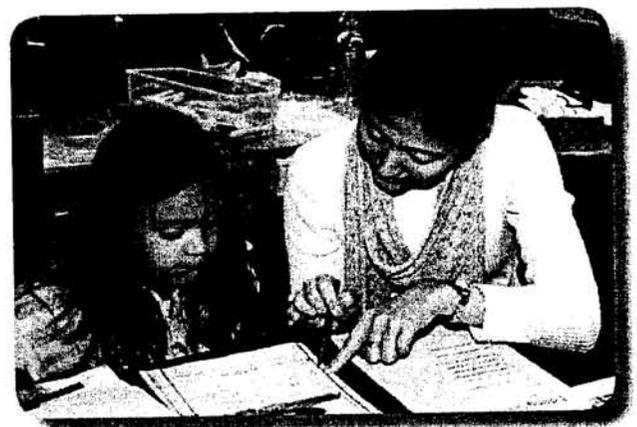
Collaboration among staff is highly valued and is facilitated on a daily basis by the school's physical layout. Pierce School is situated in a campus-like setting, with classrooms in two separate buildings. The

historical building, a more traditional school structure, houses all of our kindergarten classes, a first and second grade class, and most of our 7th and 8th grade classes. The main building, completed in 1974, is an open structure that reflects the open classroom philosophy. Our three-story school library serves as a hub for teaching and learning, as it is surrounded by most of our open classroom spaces.



Our active parent community allows students and families to experience a variety of extra-curricular programming at Pierce School. The Performing Arts program presents two musicals each year, one for grades 3-6 and another for grades 7 and 8. The PTO also sponsors a range of school-wide activities, such as performances arranged through the Brookline Arts Council, the quarterly Principal's Forums, the annual Book Fair, Skate Night at Larz Anderson and the annual Pierce Picnic, to name a few.

Pierce graduates experience a smooth transition to our large high school campus of three buildings, having become accustomed to a multiple building setting at Pierce. Over the years, students have frequently returned to Pierce as interns and staff as a result of our close-knit and caring community of teachers, students and parents.

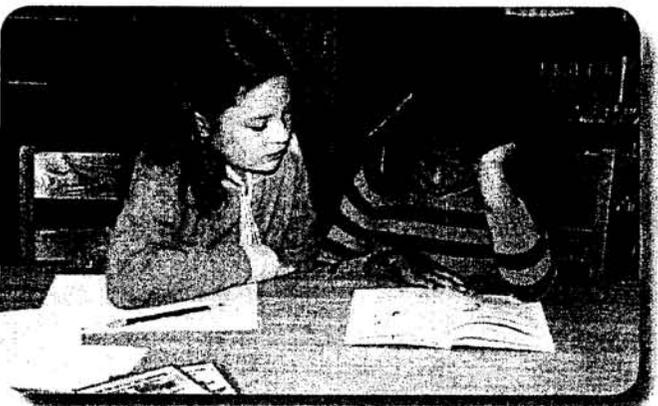
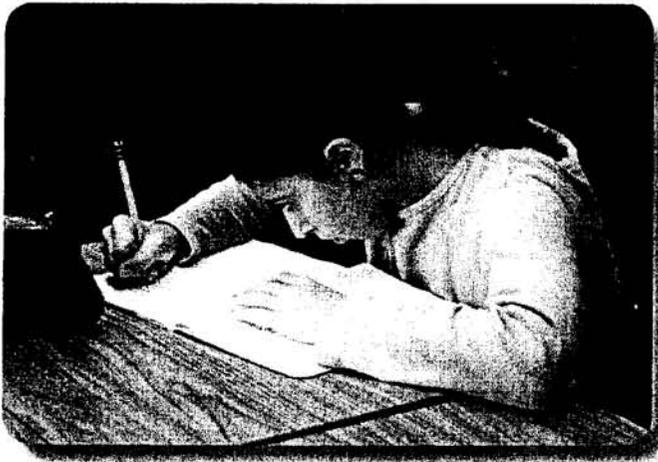


JOHN D. RUNKLE SCHOOL

(617) 879.4650 ■ www.runkle.org

The John D. Runkle School has a long and illustrious history in Brookline, dating back to its founding in 1897. Runkle School is named for John Daniel Runkle, who was a Chairman of the Brookline School Committee and an early advocate of Mathematics and technical education. He was also a founder of the Massachusetts Institute of Technology, as well as its second president.

Runkle is proud of its vibrant community, our rigorous academic program, support for the arts, and a belief in teaching the “whole” child. Runkle embraces its diverse community, and we are deeply committed to the work of Brookline’s Equity Project. Located in the Fisher Hill neighborhood between Route 9 and Beacon Street, Runkle School has a population of 515 students in grades Pre-K through 8. Runkle is host to many of the Spanish English Language Learner students in Brookline and to programs for children on the PDD/Autism Spectrum.



The Runkle School PTO is a very active organization that helps build community at Runkle through our Family Picnic and annual Halloween Fair in the fall, Ice-skating Night, Square-Dancing Night, BINGO Night in the winter, the gala International Night, and the annual Music and Arts Festival in the spring. The PTO supports school activities by supplementing teacher supplies, underwriting class field trips, providing scholarships, and raising school spirit.

The Runkle School Council is actively committed to working on the school’s annual School Improvement Plan (available for download on our website: www.runkle.org). The present Runkle School, constructed in 1962, will be undergoing a major renovation/addition, which will provide the school with increased classroom and meeting space, as well as a new Media Center, Cafeteria, Gymnasium, and performance space. For the 2010-2011 and 2011-2012 school years we will be relocating to the Old Lincoln School on Boylston Street.



Brookline High School reflects the high value the Town holds for education, having

established a tradition of extraordinary achievement and cutting edge innovation which has earned a national reputation. Serving 1,732 young people, we like to say that we represent the whole world, and that we are a laboratory for the future of a global society. Students at Brookline High are from a multitude of races, nationalities, cultures, and socio-economic strata. Our students come from 76 nations and speak 57 languages. We are proud of our diversity; and we have simultaneously created great unity amidst the diversity, as our students pursue two common goals – academic success and exemplary citizenship.

The High School is characterized by student accomplishments across a broad spectrum of endeavors, in and beyond the classroom. It has always been that way. In 2009, Rebecca Onie, BHS Class of 1994, was awarded a MacArthur Genius Grant for her work in health care. In January, 2008, two graduates of the BHS Class of 2004 — Clara Blattler and Nadine Levin— were named Rhodes Scholars, two of 32 in the nation! Each year, we honor distinguished alumni/ae at the BHS 21st Century Fund Fall Gala. In 2009, we honored Pulitzer Prize winning columnist Ellen Goodman; acclaimed documentary film-maker Albert Maysles; author and television personality John Hodgman, Jr.; European professional basketball star Jeff Adrian; and prominent real estate developer Norm Levenson.

The heart of our mission is academic success for all students. Our achievement profile today is the strongest in the history of the school. In November, 2009, 42% of our senior class – the Class of 2010 — was inducted into the National Honor Society, the second highest percentage in the history of our school. Fourteen percent of the students in our senior class were named National Merit Semi-Finalists or Commended Students in this national competition. The Advanced Placement (AP) program has grown dramatically. In 1996, 134 students took 264 AP exams. In 2009, 370 students took 679 AP exams. In 1996, 90% of the students scored “3” or above on these exams. In 2009, with 236 more students participating, 93% of our students scored “3” or above on these exams! Our

BROOKLINE HIGH SCHOOL

(617) 713.5000 ■ <http://bhs.brookline.k12.ma.us>

MCAS scores continue to show significant improvement. Comparing 2009 to 2005, all sub-groups improved their performance and the historically under-performing groups improved at a dramatically greater rate than the higher performing groups. Our “achievement gap” narrowed significantly in that four-year interval. In the fall of 2008, *Boston Magazine* ranked Brookline High number one in the state in academic performance! *US News and World Reports* awarded Brookline High a silver medal, as one of the top 500 high schools in the nation.

Brookline High School takes tremendous pride in its large Career and Technology Education Department, its renowned Performing and Visual Arts Departments, as well as two alternative programs that address the interests and needs of the student community: School-Within-A-School and Opportunity for Change. In addition, a therapeutic special education day program, Winthrop House, is at an offsite location. Brookline High features the largest interscholastic athletics program in New England, with 74 teams in 40 different sports, and over 1300 student athletes. We serve the co-curricular needs of our students through an intramural sports program, 55 clubs, an interesting variety of academic teams (including robotics, oceanography, and mock trial) and student activities. Our Math and Science teams are always among the top in the state. We have a nationally renowned system of governance that engages students and faculty in important policy discussions, and continues to improve our school. In the 2009/2010 school year, we opened a state-of-the-art television studio and media center in partnership with Brookline Access Television.

Brookline High School is fortunate to be supported by a knowledgeable and generous School Committee, and three foundations - The Brookline Education Foundation, The Brookline Community Foundation, and the BHS 21st Century Fund. We also have an energetic and generous PTO whose Executive Committee is an important advisory body on school policy and practice. Each of these groups supports our professional development, and innovative projects that have a national impact.



REPORT CARD FOR STRATEGIC PLAN GOAL MEASUREMENTS

Measuring our Progress: The Report Card

The Strategic Plan of the Public Schools of Brookline guides the development of the priorities and goals for our school system, as described more fully on page 4. The next step in the Strategic Planning process is the development of measurements through which we can assess our efforts in meeting the Strategic Plan goals. We have developed a Report Card, using easily identifiable letter grades (as defined in the table), in an effort to communicate frankly and openly the successes and challenges for our system. This is our inaugural attempt to assess our progress and report to the public in this manner; as such, it's not perfect. Already we are aware of changes to incorporate for next year. For example, we are only reporting on the results of two of the four goals of the Strategic Plan at this time. Also, for several measurements we do not yet have three years worth of data and, therefore, those measurements are not included in this report. We hope that this method of reporting creates a fuller and more complete picture of our efforts relative to student achievement and supports a deeper understanding of our school system.

We have set high standards for ourselves in determining a letter grade for each measurement. The goal for each measurement was set by averaging the results of the last three years. Holding ourselves to the standard of continuous improvement, our expectation is to exceed the goal every year. Letter grades have been assigned, using a 4.0 scale, and are calculated by measuring our results against the goal, as follows:

Grade	Level of Continuous Improvement
A	The outcome for the current year exceeds the goal and is higher than the outcome in each of the three previous years
B	The outcome for the current year exceeds or meets the goal
C	The outcome for the current year does not meet the goal
D	The outcome for the current year does not meet the goal and is lower than the outcome in each of the three previous years

The grades for each measurement within the goal are averaged, providing us with the overall grade for the Strategic Plan Goal. What follows is the Report Card for the Strategic Plan Goal Measurements.

<p>Goal 1</p> <p>Increase the achievement of all students by creating learning environments that successfully balance content, pedagogy and student-teacher relationships.</p>	<p>B+</p>
<p>2008-2009 saw significant improvements in MCAS and AP scores, as well as in the percentage of ELL students transitioning to general academic classes. There were declines in: the proportion of students taking challenging classes; SAT/ACT scores; and college outcomes in 2008-2009. The following charts explain the results of each measurement within this goal in greater detail.</p>	

Glossary of Acronyms:

ACT	American College Testing Assessment	MEPA	Massachusetts English Proficiency Assessment
AP	Advanced Placement	NA	Not Available (data not available at this time)
BCA	Brookline Common Assessments	PSB	Public Schools of Brookline
BHS	Brookline High School	SAT	Scholastic Aptitude Test
BLE	Brookline Learning Expectations	SGP	Student Growth Percentile
DESE	Department of Elementary and Secondary Education	TBD	To Be Determined (the grade for this measurement cannot be determined at this time)
ELL	English Language Learners		
MCAS	Massachusetts Comprehensive Assessment System		

MCAS Scores	Measurement	05-06	06-07	07-08	Goal for 08-09	08-09	A
	Percentage of students reaching proficiency in ELA and Math	76.5	79	78	78	82	
	Percentage of students reaching proficiency in ELA and Math after 2 years in the PSB (3 years for ELL students)	79	81	80	80	83	

2008-2009 has been the most successful year ever for MCAS in Brookline. The percentage of students reaching proficiency (Proficient and Advanced performance levels) increased by 4% (78% to 82%) from 2007-2008. Further, the number of students who have been in the PSB for at least 2 years (3 years for ELL students) reaching proficiency increased by 3% (80% to 83%). We exceeded the goal for both measures in 2008-2009.

MCAS Growth Scores	Measurement	05-06	06-07	07-08	Goal for 08-09	08-09	TBD
	Median SGP	NA	NA	57.5	NA	61.5	

The Department of Elementary and Secondary Education has only been reporting MCAS growth scores since 2007-2008 so a grade for this measurement cannot be determined at this time.

MEPA Scores (ELL)	Measurement	05-06	06-07	07-08	Goal for 08-09	08-09	A
	Percentage of English Language Learners transitioning to general academic classes after 2 years in the PSB	71	63	72	69	84	

In 2008-2009, the number of English Language Learners who transitioned to general academic classes increased sharply by 12% (72% to 84%) from 2007-2008. We exceeded the goal for 2008-2009 by 15% (69% to 84%).

Courses Taken	Measurement	05-06	06-07	07-08	Goal for 08-09	08-09	C+
	Percentage of graduating seniors who have taken at least 1 course beyond the standard level	74	81	72	76	76	
	Percentage of graduating seniors who have taken at least 1 AP course	45	49	43	46	45	

The percentage of graduating seniors who took at least 1 course beyond the standard level increased by 4% (72% to 76%) from 2007-2008 and the goal for the year was met. While the number of graduating seniors who have taken at least 1 AP course increased by 2% (43% to 45%) from 2007-2008, we missed meeting the 2008-2009 goal by 1% (46% to 45%).

AP Scores	Measurement	05-06	06-07	07-08	Goal for 08-09	08-09	A-
	Average AP Scores	4.0	3.9	4.3	4.1	4.2	
	AP Test Participation Rate	65	73	69	69	78	

Average AP scores decreased by 1/10 of a point in 2008-2009 (4.3 to 4.2), yet we still exceeded the goal for the year by 1/10 of a point (4.1 to 4.2). The AP participation rate increased sharply by 9% (69% to 78%) in 2008-2009 and, therefore, we exceeded our goal for this measurement.

SAT/ACT Scores	Measurement	05-06	06-07	07-08	Goal for 08-09	08-09	C+
	Average Critical Reading SAT Score (from 200 to 800)	580	571	580	577	564	
	Average Mathematics SAT Score (from 200 to 800)	600	587	598	595	598	
	Average Writing SAT Score (from 200 to 800)	574	569	586	576	571	
	Average ACT Composite Score (from 1 to 36)	23	23.9	24.9	23.9	25.3	
	Combined SAT/ACT Participation Rate	NA	NA	NA	NA	72	

In 2008-2009, the average math SAT test score remained stable and we exceeded the goal by 3 points (595 to 598) for this measurement. However, the average critical reading SAT score and the average writing SAT score decreased in 2008-2009. Due to changes in the SAT score reporting rules, the average number of SAT tests taken by each student increased in 2008-2009 with an unknown effect on average scores. The Average ACT composite score increased by 4/10 of a point (24.9 to 25.3), exceeding the goal for 2008-2009 by 1.4 points (23.9 to 25.3). The SAT/ACT participation rate is a new measurement for which we do not yet have 3 years worth of data available to measure our progress.

Graduation and College	Measurement	05-06	06-07	07-08	Goal for 08-09	08-09	TBD
	Four-Year Graduation Rate	91.7	90.0	94.2	92.0	90.5	
	Percentage of students planning to enroll in post-secondary education	NA	NA	NA	NA	NA	
	Percentage of BHS alumni who are college graduates 6 years after high school graduation	NA	NA	NA	NA	NA	

In 2008-2009, the four-year graduation rate decreased by 3.7% (94.2% to 90.5%). Data collection on college graduation rates of BHS alumni will begin with the Class of 2010 and results will be reported in future years.

Goal 2

Eliminate achievement gaps* with respect to race, ethnicity and socio-economic status and increase the achievement of students with special needs through individualized strategies and programs.

B

Achievement gaps by ethnicity tended to decrease in 2008-2009, while gaps by socio-economic status tended to remain similar to previous years or increase. Students with special needs improved their performance in MCAS but tended to take fewer challenging classes. The following charts explain the results of each measurement within this goal in greater detail.

MCAS Scores:	Group	05-06	06-07	07-08	Goal for 08-09	08-09	C
		Gap in percentage of students reaching proficiency in ELA and Math	From Medium and High Income Households	0	0	0	
	From Low Income Households	31	31	36	33	34	B+
	White	0	0	0	0	0	
	African-American	33	30	34	32	31	
	Asian	1	2	0	1	0	
	Hispanic	26	23	24	24	22	
	Multiethnic	NA	2	5	4	5	

The achievement gap for students from low income households decreased 2% (36% to 34%) in 2008-2009. However, we missed the goal for the year by 1% (33% to 34%). In 2008-2009, the achievement gap for African Americans decreased by 3% (34% to 31%) and for Hispanics decreased by 2% (24% to 22%). In all ethnic groups, except for Multiethnic, we met the goals for 2008-2009.

*Achievement gaps refer to the persistent and pervasive disparity in the level of educational achievement between minority ethnic or socio-economic groups and the majority ethnic or socio-economic group as observed through academic measurements. These majority groups are indicated by the row of zeroes. Since the gap is measured by the difference in performance between the majority group and the minority group, we want to see the gaps decrease over time.

Glossary of Acronyms:

ACT	American College Testing Assessment	MEPA	Massachusetts English Proficiency Assessment
AP	Advanced Placement	NA	Not Available (data not available at this time)
BCA	Brookline Common Assessments	PSB	Public Schools of Brookline
BHS	Brookline High School	SAT	Scholastic Aptitude Test
BLE	Brookline Learning Expectations	SGP	Student Growth Percentile
DESE	Department of Elementary and Secondary Education	TBD	To Be Determined (the grade for this measurement cannot be determined at this time)
ELL	English Language Learners		
MCAS	Massachusetts Comprehensive Assessment System		

MCAS Scores: Gap in percentage of students reaching proficiency in ELA and Math after 2 years in the PSB (3 years for ELL students)	Group	05-06	06-07	07-08	Goal for 08-09	08-09	C
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	31	28	36	32	34	
	White	0	0	0	0	0	B+
	African-American	34	30	34	33	32	
	Asian*	1	-2	-1	0	0	
	Hispanic	24	21	26	24	22	
	Multiethnic	NA	3	4	4	6	

The achievement gap for students from low income households decreased by 2% (36% to 34%) in 2008-2009. However, we missed the goal for the year in this measurement by 2% (32% to 34%). In all ethnic groups, except for Multiethnic, we met the goals for 2008-2009.

* Achievement gaps measure the disparity in academic achievement between a minority ethnic or socio-economic group and the majority ethnic or socio-economic group. In these measurements, Asian students exceeded the performance of White students, therefore there is no achievement gap and the difference in performance is recorded as a negative number.

MCAS Growth Scores: Gap in Median SGP	Group	05-06	06-07	07-08	Goal for 08-09	08-09	TBD
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	NA	NA	1.5	NA	3.5	
	White	0	0	0	0	0	TBD
	African-American	NA	NA	11	NA	8	
	Asian	NA	NA	-8	NA	-4	
	Hispanic	NA	NA	8	NA	5	
	Multiethnic	NA	NA	5	NA	-2	

The Department of Elementary and Secondary Education has only been reporting MCAS growth scores since 2007-2008 so a grade for this measurement cannot be determined at this time.

Courses Taken: Gap in percentage of graduating seniors who have taken at least 1 course beyond the standard level	Group	05-06	06-07	07-08	Goal for 08-09	08-09	B
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	20	39	34	31	29	
	White	0	0	0	0	0	B+
	African-American	19	37	38	31	43	
	Asian	4	-1	-3	0	-8	
	Hispanic	31	24	23	26	16	
	Multiethnic	-1	-2	0	0	-6	

The gap for low income students who took at least one course beyond the standard level decreased by 5% (34% to 29%) in 2008-2009. We exceeded the goal for low income students in 2008-2009 by 2% (31% to 29%). We met the goal for all ethnic groups, except for African-Americans, in 2008-2009.

Courses Taken: Gap in percentage of graduating seniors who have taken at least 1 AP course	Group	05-06	06-07	07-08	Goal for 08-09	08-09	B
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	28	36	31	32	31	
	White	0	0	0	0	0	B+
	African-American	30	35	35	33	45	
	Asian	3	-1	-12	0	-10	
	Hispanic	29	20	21	23	19	
	Multiethnic	-5	-4	1	0	-13	

The gap in AP enrollment remained the same (31%) for students from low income households in 2008-2009 and we exceeded the goal for this measure by 1% (32% to 31%). We met the goal for all ethnic groups, except for African-Americans, in 2008-2009

SAT / ACT Scores: Gap in average Critical Reading SAT Score [from 200 to 800]	Group	05-06	06-07	07-08	Goal for 08-09	08-09	TBD
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	NA	NA	NA	NA	93	
	White	0	0	0	0	0	B
	African-American	171	142	174	162	150	
	Asian	94	68	51	71	63	
	Hispanic	76	54	85	72	70	
	Multiethnic	NA	NA	NA	NA	NA	

In 2008-2009, the gap in the average Critical Reading SAT score for African-American students decreased by 24 points (174 to 150) and for Hispanic students it decreased by 15 points (85 to 70). We exceeded the goal for all ethnic groups in 2008-2009. SAT/ACT data with regard to student socio-economic status was not available prior to 2008-2009, and data with regard to Multiethnic students is not yet available.

Achievement gaps refer to the persistent and pervasive disparity in the level of educational achievement between minority ethnic or socio-economic groups and the majority ethnic or socio-economic group as observed through academic measurements. These majority groups are indicated by the row of zeroes. Since the gap is measured by the difference in performance between the majority group and the minority group, we want to see the gaps decrease over time.

Glossary of Acronyms:

ACT	American College Testing Assessment	MEPA	Massachusetts English Proficiency Assessment
AP	Advanced Placement	NA	Not Available (data not available at this time)
BCA	Brookline Common Assessments	PSB	Public Schools of Brookline
BHS	Brookline High School	SAT	Scholastic Aptitude Test
BLE	Brookline Learning Expectations	SGP	Student Growth Percentile
DESE	Department of Elementary and Secondary Education	TBD	To Be Determined (the grade for this measurement cannot be determined at this time)
ELL	English Language Learners		
MCAS	Massachusetts Comprehensive Assessment System		

SAT / ACT Scores: Gap in average Mathematics SAT Score [from 200 to 800]	Group	05-06	06-07	07-08	Goal for 08-09	08-09	TBD
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	NA	NA	NA	NA	73	
	White	0	0	0	0	0	B+
	African-American	162	158	173	164	163	
	Asian	4	2	-30	0	-23	
	Hispanic	95	38	124	86	83	
	Multiethnic	NA	NA	NA	NA	NA	

In 2008-2009, the gap in average Math SAT scores for African-American students decreased by 10 points (173 to 163) and for Hispanic students it decreased by 41 points (124 to 83). We exceeded the goal in 2008-2009 for all ethnic groups. SAT/ACT data with regard to student socio-economic status was not available prior to 2008-2009, and data with regard to Multiethnic students is not yet available.

SAT / ACT Scores: Gap in average Writing SAT Score [from 200 to 800]	Group	05-06	06-07	07-08	Goal for 08-09	08-09	TBD
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	NA	NA	NA	NA	98	
	White	0	0	0	0	0	B-
	African-American	179	155	175	170	168	
	Asian	103	62	44	70	67	
	Hispanic	84	41	102	76	82	
	Multiethnic	NA	NA	NA	NA	NA	

In 2008-2009, the gap in average Writing SAT scores for African American students decreased by 7 points (175 to 168) and the gap for Hispanic students decreased by 20 points (102 to 82). The gap for Asian students increased by 23 points (44 to 67). SAT/ACT data with regard to student socio-economic status was not available prior to 2008-2009, and data with regard to Multiethnic students is not yet available.

Achievement gaps refer to the persistent and pervasive disparity in the level of educational achievement between minority ethnic or socio-economic groups and the majority ethnic or socio-economic group as observed through academic measurements. These majority groups are indicated by the row of zeroes. Since the gap is measured by the difference in performance between the majority group and the minority group, we want to see the gaps decrease over time.

Graduation and College: Gap in four-year graduation rate	Group	05-06	06-07	07-08	Goal for 08-09	08-09	B
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	10.0	5.3	9.5	8.3	5.5	
	White	0	0	0	0	0	A
	African-American	3.2	3.0	5.6	3.9	-3.2	
	Asian	7.0	-4.2	-1.0	0.6	-4.4	
	Hispanic	11.5	16.1	10.1	12.6	-3.3	
	Multiethnic	NA	NA	NA	NA	NA	

In 2008-2009, the gap in the graduation rate for low income students decreased by 4% (9.5% to 5.5%). We exceeded the goal for this measurement by 2.8% (8.3% to 5.5%). The achievement gap decreased for all ethnic groups and we exceeded the goal for all ethnic groups in 2008-2009.

Graduation and College: Gap in percentage of students planning to enter post-secondary education	Group	05-06	06-07	07-08	Goal for 08-09	08-09	TBD
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	NA	NA	NA	NA	NA	
	White	0	0	0	0	0	TBD
	African-American	NA	NA	NA	NA	NA	
	Asian	NA	NA	NA	NA	NA	
	Hispanic	NA	NA	NA	NA	NA	
	Multiethnic	NA	NA	NA	NA	NA	

Collection of precise data for these measurements will begin with the Class of 2010 and results will be reported in future years.

Glossary of Acronyms:

ACT	American College Testing Assessment	MEPA	Massachusetts English Proficiency Assessment
AP	Advanced Placement	NA	Not Available (data not available at this time)
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MCAS	Massachusetts Comprehensive Assessment System		

MCAS Scores: Students with special needs	Measurement	05-06	06-07	07-08	Goal for 08-09	08-09	A
	Percentage of students reaching proficiency in ELA and Math	47	48	44	46	50	
	Percentage of students reaching proficiency in ELA and Math after 2 years in the PSB (3 years for ELL students)	49	49	47	48	53	

In 2008-2009, the percentage of special needs students reaching proficiency (Proficient and Advanced performance levels) in ELA and Math MCAS tests increased by 6% (44% to 50%). Further, the number of students with special needs who have been in the PSB for at least 2 years (3 years for ELL students) reaching proficiency increased by 6% (47% to 53%). We exceeded the goal for both measures in 2008-2009.

MCAS Growth Scores: Students with special needs	Measurement	05-06	06-07	07-08	Goal for 08-09	08-09	TBD
	Median SGP	NA	NA	47	NA	54	

The Department of Elementary and Secondary Education has only been reporting MCAS growth scores since 2007-2008 so a grade for this measurement cannot be determined at this time.

Courses Taken: Students with special needs	Measurement	05-06	06-07	07-08	Goal for 08-09	08-09	D
	Percentage of graduating seniors who have taken at least 1 course beyond the standard level	19	27	11	19	5	
	Percentage of graduating seniors who have taken at least 1 AP course	8	11	5	8	2	

The percentage of graduating seniors with special needs who have taken at least 1 course beyond the standard level decreased by 6% (11% to 5%) in 2008-2009. The percentage of graduating seniors with special needs who took at least 1 AP course decreased 3% (5% to 2%) in 2008-2009. We did not meet the goal for the year in either measurement.

Graduation and College: Students with special needs	Measurement	05-06	06-07	07-08	Goal for 08-09	08-09	TBD
	Graduation Rate	85	70	86	80	79	
	Percentage of students planning to enroll in post-secondary education	NA	NA	NA	NA	NA	
	Percentage of BHS alumni who are college graduates 6 years after HS graduation	NA	NA	NA	NA	NA	

The four-year graduation rate for students with special needs decreased by 7% (86% to 79%) in 2008-2009. Data collection for post-secondary plans and college graduation rates of BHS alumni will begin with the Class of 2010 and results will be reported in future years

Glossary of Acronyms:

ACT	American College Testing Assessment	MEPA	Massachusetts English Proficiency Assessment
AP	Advanced Placement	NA	Not Available (data not available at this time)
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ELL	English Language Learners		
MCAS	Massachusetts Comprehensive Assessment System		

COLLABORATIONS

Brookline Community Foundation

The Brookline Community Foundation is a non-profit organization established in 1999 with a mission to promote a strong, engaged and inclusive community by identifying and raising public awareness of community needs, inspiring philanthropy and volunteerism, advocating for equal access to community resources, and supporting local nonprofit organizations.

The activities of the Brookline Community Foundation are supported by a collection of funds that provide a permanent resource for the changing needs of the community. Additional information can be found at <http://www.brooklinecommunity.org/>.

Brookline Community Mental Health Center

The Brookline Community Mental Health Center (BCMHC) heals lives and builds community. For 50 years BCMHC has offered a safety net of counseling, violence prevention, risk reduction, and community-building services that keep individuals healthy and communities strong. Additional information can be found at <http://www.brooklinecenter.org>.

Brookline Education Foundation

The Brookline Education Foundation (BEF), a non-profit organization founded in 1981, supports educators in the Public Schools of Brookline from preschool through high school. By raising funds from parents of current and former students, and other Brookline residents interested in educational excellence, the BEF gives teachers the opportunity to pursue projects that renew them as professionals and to collaborate with colleagues on implementing new ideas in the classroom. Foundation support also funds systemwide initiatives on critical educational issues and innovative approaches to teaching and learning. Information may be found at <http://www.brooklineeducation.org>.

Brookline Educators Union

Formerly The Brookline Educators Association (BEA), The Brookline Educators Union (BEU) represents over 1000 educators in Brookline, and proudly advocates for an excellent public education for every child, while advancing the interests of public employees. Affiliated with the Massachusetts Teachers Association and the National Education Association.

Brookline Extended Day Advisory Council

The Brookline Extended Day Advisory Council (BEDAC) is an all volunteer non-profit composed of parent board members and directors from Brookline's eight independently run extended day programs. Our mission is to support and enable effective communication, cooperation and collaboration between the programs and with the School Department and the community. Now nearly 35 years old, Brookline's are the first in-school extended day programs in the nation. Our programs provide critical programming for one in four of Brookline's

elementary children including academic support, enrichment and recreation activities. You can find additional information at <http://www.bedac.org>.

Brookline High School 21st Century Fund

The 21st Century Fund is a non-profit organization founded in 1998 at Brookline High School that innovates effective local solutions to national challenges facing public high schools. Parents, alumni and philanthropists raise funds for educators at Brookline High School to imagine, design, implement, test and share original academic programs. Additional information can be found at <http://www.bhs21stcenturyfund.org>.

Brookline Special Education Parent Advisory Council

The Brookline Special Education Parent Advisory Council (SE PAC) is an all-volunteer organization of parents of children with disabilities in the preschool, elementary school, high school, and in private schools who meet to learn more about special education in Brookline. The Council sponsors workshops, informational meetings, discussion groups, legislative lobbying efforts and a variety of other activities to help improve our children's education. More information can be found at <http://www.brooklinesepac.org>.

Enrichment and Challenge Support Program Parent Advisory Committee

The Enrichment and Challenge Support Program Parent Advisory Committee (ECS PAC) is an all-volunteer organization of one or two parents from each Brookline elementary school. These parent representatives serve to inform parents within the school of ECS program services. They also provide outreach to parents and convey the concerns and suggestions of parents to the Program Coordinator. The committee is co-chaired by the ECS Program Coordinator and one parent representative. Information about ECS PAC meetings and a list of school representatives can be found on the Public Schools of Brookline website, www.brookline.k12.ma.us, under 'Teaching and Learning' and 'Programs'.

Landmark School Outreach Program

The Landmark School is a private school in Beverly specializing in educating students with language-based learning disabilities and differences. The Lawrence School/Landmark School Outreach Partnership is a collaboration between the Public Schools of Brookline and Landmark to identify and implement common effective language-based instructional strategies that best support students with learning differences. The Lawrence School is the site for the pilot program in which a team of general education and special education teachers develops and expands their repertoire of instructional strategies by using Landmark's systematic, skills-based content materials and models for adapting instruction to learner needs. Additional information about the program can be found at: <http://www.landmarkoutreach.org>

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A key understanding in the Visual Arts K-12 Curriculum is that artists use portraiture to record history, present culture, express emotion, or tell a story of the subject. The front and back covers represent multiple grade level work on portraiture.

Student Learning Report Card/Data

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