BACKUP

Burlington Town Meeting Warrant

September 30, 2020
7:30 P.M.

Burlington, MA
1,4 Dioxane Legal Action Funding

To see if the Town will vote to raise and appropriate, transfer from available funds or otherwise provide the sum of $100,000, or any other sum, for the purpose of pursuing legal action against responsible parties for the contamination of the Vine Brook Aquifer, same to be spent under the direction of the Town Administrator, or to act in any other manner in relation thereto.

Amount: $100,000
Submitted by Board of Selectmen at the request of the Town Administrator

PASSED ()  DEFEATED ()  POSTPONED INDEFINITELY ()  OTHER

1,4 dioxane legal action funding
Due to groundwater contamination the town had to shut down three drinking water wells to maintain water quality in the water distribution system. This warrant article will fund all legal actions required to recover costs associated with operation expenses, and joining the MWRA to restore water supply capacity lost to the contamination of the Vine Brook aquifer by 1,4 dioxane and any other chemicals.

Purpose/Benefit:

Recover all costs associated with limited production of the Vine Brook facility and all costs associated with joining the MWRA to restore capacity lost to the contamination of the Vine Brook aquifer.
Director of Diversity, Equity, and Inclusion
Backup Material Overview

Students, parents, educators, community leaders, and Town Meeting Members, in partnership with our School Administration and School Committee, have determined that a Diversity, Equity, and Inclusion Director is the foundational component of the Burlington Public Schools Equity Committee Action Plan.

This article will enable the School Department to begin the search process for this new position immediately. Moving forward, the School Committee has committed to funding this central office position in their FY2021-2022 Operating Budget.

The backup materials for this article include:

- The BPS Equity Committee Action Plan (Draft last updated 08/10/2020)
- Open letter to the BPS Superintendent and School Committee (07/21/2020)
- School Committee Anti-Racism Resolution adopted by BPS (07/21/2020)
- Article: "After BLM vigil, Burlington schools take steps to address systemic racism" (Burlington Union, 07/23/2020)
After BLM vigil, Burlington schools take steps to address systemic racism

By Judy Wasserman / burlington@wickedlocal.com
Posted Jul 21, 2020 at 12:13 PM Updated Jul 23, 2020 at 10:50 AM

Dorothy Mulo, who helped organize the peaceful Black Lives Matter vigil in Burlington on June 6, moved to town when she was 11 years old.

The 2019 graduate of Burlington High School said in a recent interview, she “has always felt different,” and felt like she was wearing a mask to survive being a person of color.

In her speech at the June 6 vigil, Mulo said she tried “pretending to be someone I wasn’t so maybe people would see me as one of them. They still didn’t.”

She said she believes the recent Black Lives Matter vigils and marches have resulted in a shift in thinking, and have made it more acceptable to talk about racism. That, Mulo said, is a good thing.

But, she can’t forget her experiences and those of her classmates during their years in the Burlington Public Schools, which made a significant impact on them.
“School affects you a lot. You are always thinking what am I going to say, what am I going to do. It’s confusing,” said Mulo, who is a sophomore at UMASS/Dartmouth, majoring in political science.

Students of color find themselves ‘code-switching,’ she said, adjusting how they act depending on who they are with, Black or white.

At the high school, it was tiring and frustrating; it felt like a job, always having to think carefully about who you were with. In her senior year, Mulo said she felt more at ease because there were more Black students in her class.

The following email went out to families of the Burlington public school district from Superintendent Eric Conti on July 17:

“We learned recently that some Burlington Public Schools students have engaged in racist behaviors on their personal social media accounts over the past few weeks. These behaviors included using derogatory terms, being insensitive to gender differences, and mocking other cultures.

Although we have no control over this content, we feel it is our responsibility as a school district to ensure we create a welcoming community for ALL students. We condemn racist, discriminatory, and harassing behaviors of all forms that impede our efforts to accomplish this goal. These types of social media posts are upsetting and do not reflect the values and beliefs of our school community.

We encourage parents to follow the activities of their children online, including all social media accounts. We will be reaching out to parents to ensure that they are aware of their student’s racist actions.”
Before moving to Burlington, Mulo and her family lived in Waltham where she felt "like the other person. Here, in Burlington, that feeling was overwhelming."

During her June 6 speech, Mulo described experiences of classmates shared with her to illustrate examples of racism in Burlington: A student said "if he was a slave owner, he would have my head on a pole. At Marshall Simonds Middle School, a white boy told me 'you can't drink from this water fountain. It's for whites only.' He stood at the water fountain and refused to let me drink. I told the principal, and the school did nothing. A student called my friend the N word."

On a June 22 BCAT program, "Rapping with the Rep," with state Rep. Ken Gordon, Mulo spoke of other comments she has heard because of her color: "You must be a terrorist," and "Go back to your country."

"You might think Burlington" is OK, but "we are racist here," and a lot of "students of color are relieved to leave," she said at the vigil.

In response to concerns raised by Mulo and other students, School Superintendent Eric Conti wrote in a July 13 email that the schools have established a district equity team "to create concrete steps for the district to take to help us all be anti-racist." He added, "We recognize that ...we need to value Dorothy's experiences, acknowledge that these incidents occurred, and actively confront these behaviors so that they do not continue." Conti called the work begun by the equity team, "significant."

Patrick Larkin, assistant superintendent for learning, wrote in a July 15 email the equity team has written a draft action plan that incorporates some of Mulo's ideas and has shared the plan with the School
The district has also “contracted with Dr. Kalise Wornum, a diversity consultant, to support some of our initial work.” It will include a course, “Becoming a Culturally Proficient Leader,” for principals, assistant principals, department heads, and curriculum coaches. It will run in the first two weeks in August.

Larkin wrote that Wornum will also work with the schools to finalize the action plan and that the administration is in the process of adding parents to the equity team. The district, he said, has also joined the Massachusetts Department of Elementary & Secondary Education’s Diversity Network, which supports schools’ “efforts to recruit and retain a more diverse staff.”

Wornum is senior director of educational equity for the Brookline Public Schools, and also CEO of KW Diversity Co. She was the executive director of the K12 METCO program for the Wellesley Public Schools for 15 years.

Despite the challenges people of color face, Mulo said she is guardedly hopeful. The vigils and peaceful marches helped, but “there is a lot more to be done,” she said.

For example, in Burlington, school officials should ensure there are appropriate accountability and discipline regarding racist incidents.

The mixing of different cultures should be encouraged. Citing the large population in Burlington from India, Mulo said she felt bad that during high school, “I couldn’t name one Indian holiday.” She added that she first learned about Juneteenth in college.
Mulo also hopes BHS would give more support and attention to the Afro-American Club. She recalled that the club had no real structure; students of color need a dedicated space and resources.

**What comes next?**

Mulo said institutions must be examined to help erase systemic racism. There must be more funding for schools and better history education. The government should focus on creating more jobs and more assistance for neighborhoods and should re-evaluate the overall funding of municipal services.

She emphasized the importance of having conversations, beginning in the schools, about racism and other issues. Time and space should be dedicated to productive and safe conversations, she said, to get people talking, listening, and learning.

Referring to the cases of George Floyd, Breonna Taylor, and Ahmaud Arbery, Mulo said racism is not just a police issue.

“It’s about a system oppressing black people,” and we can’t just accept it, she said.

“Being born white doesn’t mean you did something wrong,” but you need to help “figure out a way to abolish racism,” said Mulo.
BPS Equity Committee Action Plan Draft (Last Updated: 08/10/2020)

**Purpose:** This Action Plan was drafted collaboratively by the Burlington Public Schools Equity Committee over the summer of 2020 as a response to national and local calls for justice and equity, including by our students - past and present. The intent is to understand BPS's role in systemic racism, and what anti-racist steps we can take to break the cycle of oppression. Here is a copy of the original draft with comments - 08/10/2020.

**Goal:** To establish measurable outcomes for this work long-term (3-5 years) and short-term (next year). The BPS District Equity team was established in the 2018-2019 school year with teachers, staff, and administrators. In the 2019-2020 school year, high school students and more staff members joined. In June 2020, parents joined. There is a need for this plan to be a living and transparent document.

**Table of Contents:**
- Staff
- Students
- Systems
- Hiring
Staff

All Staff: To provide a rigorous professional development plan to support educators understanding of systemic racism, colorblind, implicit bias, culturally proficient practices.

BIPOC Staff members/Staff members from Currently Marginalized Groups: To provide targeted support, amplify their voices, and retain/promote them.

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<thead>
<tr>
<th>Initiative</th>
<th>Outcome</th>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Dates</th>
<th>Current Status</th>
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<tbody>
<tr>
<td>Hiring a District Director of Diversity, Belonging, Inclusion, and Equity</td>
<td>Hiring a relatively senior-level full-time person who can strategically develop, coordinate, and execute the initiatives outlined in this document. This should be a permanently funded position.</td>
<td>Work with the School Committee to get approval and funding. Establish a process to recruit and hire a district-level director, if possible, for the 2020-2021 school year.</td>
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<td>Supporting BPS Educators of Color</td>
<td>Create an inclusive and supportive working environment that respects, values, and gives voice to all members of our district who may be traumatized by the death of George Floyd</td>
<td>Administrators will call/individually reach out to all educators of color in our district</td>
<td>Building Principals/Assistant Principals</td>
<td>June 2020</td>
<td>complete</td>
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and Educators who are members of other marginalized groups faculty. In these settings, educators disproportionately find themselves playing mentoring & role modeling functions due to the lack of race concordant representation. Overall this can be stress inducing and vulnerability for burnout.

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<tr>
<th>Action</th>
<th>Responsible Party</th>
<th>Due Date</th>
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<tr>
<td>District and some school-based staff processing spaces offered during the weeks following the death of George Floyd</td>
<td>Assistant Superintendent Principals</td>
<td>June 2020</td>
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<tr>
<td>Establish Affinity Groups for Educators of Color, members of the LGBTQIA+ community, and white allies/co-conspirators</td>
<td>Assistant Superintendent</td>
<td>Beginning July 2020-ongoing</td>
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<td>Establish norms and process for these meetings (Four Agreements, process to establish confidentiality)</td>
<td>District Equity Team</td>
<td>June 2020</td>
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<td>Professional learning for all administrators, including central office staff, Unit D members (department heads and team chairs), and building level administrators</td>
<td>Superintendent Assistant Superintendent Consultant</td>
<td>Summer 2020 complete</td>
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<tr>
<td>Lay out a schedule, people to attend, and coordinate with Kalise Wornum.</td>
<td>Superintendent Assistant Superintendent Consultant</td>
<td>August 2020 - June 2023</td>
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<tr>
<td>Develop a multi-year professional learning plan that will ensure all members of our faculty grow in their understanding of equitable practices and progress their understanding of racial identity, racist structures, implicit bias</td>
<td>Superintendent Assistant Superintendent Principals Consultant</td>
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<td>Beginning of the year initial training for all faculty members. The POC PD Directory may be a resource for PD providers.</td>
<td>Superintendent Assistant Superintendent Principals Consultant</td>
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<td>Time in each of the required faculty meetings dedicated to issues of equity</td>
<td>Specific training for guidance counselors at all levels, due to their critical impact on students.</td>
<td>Each individual school in Burlington needs to establish its own Equity Team.</td>
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<td>Ongoing</td>
<td>District Equity Team Principals</td>
<td>Assistant Superintendent Principals</td>
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<td>Longer-term goal</td>
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Establish a mandatory equity training for new staff before receiving tenure.
## Students

**All Students**: To educate all students about their identity and the potential privilege that they may have, educate on the existence of racism, and provide them tools to become anti-racist.

**BIPOC Students/Students from Currently Marginalized Groups**: To create a system to support traditionally marginalized students, including students of color, LGTBQIA+, making sure they have voice and agency in their school community.

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<th>Initiative</th>
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<tbody>
<tr>
<td>Providing intentional support to students of color, specifically Black students who have traumatized or re-traumatized by the recent events including the murder of George Floyd</td>
<td>A safe environment and structure to our students who belong to traditionally marginalized groups and respond to their emotional needs</td>
<td>Issued a statement to the community in response</td>
<td>Superintendent, Assistant Superintendent, Principals</td>
<td>Week of June 1, 2020</td>
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<td>Established a virtual meeting for Black students facilitated by Akil Mondesir</td>
<td>Christina Chang, Judy Crossman</td>
<td>June 8, 2020 - June 15, 2020</td>
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<td>Administrators will call/individually reach out to all educators of color in our district who may be traumatized by the death of George Floyd</td>
<td>Principals</td>
<td>June 2020</td>
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<td>Affinity Groups: Contracting facilitators of the same identity to lead, providing space/resource (snacks, transportation)</td>
<td>Assistant Superintendent, Principals</td>
<td>Summer 2020, August 2020</td>
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<td>Establishing school environments are physically inclusive/inviting to all members of our diverse community (flags, map, library book displays)</td>
<td>Welcome Wall</td>
<td>District Equity Team</td>
<td>August 2020</td>
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<td>Consider that the US flag (including our practice of saying the pledge of allegiance daily) in particular may be considered a trigger for black, indigenous or POC students during the current political climate.</td>
<td>Principals Building Based Equity Teams</td>
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<td>Create a crisis response plan</td>
<td>Establish a procedure for discussing and responding to racism and discrimination that occurs in our community, locally and globally</td>
<td>Research best-practices, draft a procedure, train staff responsible for implementing procedure.</td>
<td>District Equity Team</td>
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<tr>
<td>Respond to racist words and actions (whether explicit or implicit) in an appropriate way that supports the victim, educates bystanders and witnesses, and holds the aggressor responsible through anonymous reporting of incidents is also essential. Reporting of incidents should be reported to the District Equity Lead</td>
<td>District Equity Team Principals/Assistant Principals</td>
<td>August 2020</td>
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Systems

Systems and Structures: To actively question our current systems and structures through an equity lens and change racist and discriminatory practices.

Curriculum: To understand where the biases in our curriculum currently are, and supplement or replace material with culturally responsive material and teaching practices.

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<tr>
<td>Assistant Superintendent</td>
<td>Principals</td>
<td>The BPS community</td>
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<tr>
<td>Make the equity action plan visible to the community.</td>
<td>The action plan is a living document, and should be updated on a regular basis.</td>
<td>Include a simple process for how transitioning students/staff can change their name in BPS data systems (Aspen, Google Classroom, etc.).</td>
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<td>Develop a district Anti-Racism Policy</td>
<td>Write/revise culturally proficient handbooks</td>
<td>Collaborate with the Town Administration to incorporate equity initiatives for the entire Burlington community, as there may be students/families who have opted out of the BPS experience due to a lack of equity. This in itself is a relevant piece of data.</td>
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<td>accurately reflects our values.</td>
<td>Family and Community Members feel supported, voices that are typically marginalized are amplified, BPS acts in partnership with families in the community to dismantle racism.</td>
<td>Consider working collaboratively with our current ties to respected members and organizations in Burlington Public Schools.</td>
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<td>including specific goals/objectives to intentionally dismantle racism</td>
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Provide listening sessions where marginalized community members can share in an open and safe environment their experiences.

Calendar of Facilitated Conversations for our families of color.
⇒ find an appropriate facilitator/resources
⇒ publicize widely and in a way that families will feel it is helpful to engage

Calendar of Facilitated Conversations (shared viewings or reading) to educate the wider community on white privilege, implicit bias, and racism
⇒ find an appropriate facilitator/resources
⇒ publicize widely and in a way that families will feel it is helpful to engage

*The Burlington Public Library can be a partner (calendar of themes for each month with readings/speakers/films), may consider hosting “Ask Me Anything” panel discussions to facilitate conversations.

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<tr>
<th>School Department – Salary</th>
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<tbody>
<tr>
<td>Superintendent</td>
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<td>Assistant Superintendent</td>
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<td>Principals</td>
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<td>District Equity Team</td>
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<td>Data</td>
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<tr>
<td>Equity Audit: To determine our baseline, set targets, and inform the plan prioritization. To understand how history has shaped Burlington as a town and as a school district. To understand where we are so we can understand how best to move forward. (are we over/under-identifying students of color in Special Education?)</td>
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<td>Panorama survey (for students)</td>
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<td>Curriculum Review Cycle</td>
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<tr>
<td>Create, prioritize, and teach an Anti-racist curriculum at all levels</td>
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<td>Conduct an Equity Review of all School District Policies</td>
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<td>*Look at course levels.</td>
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## Hiring

Establish procedures to recruit and hire anti-racist educators. Work to recruit and hire educators who represent our student body.

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<th>Initiative</th>
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<th>Action Steps</th>
<th>Person(s) Responsible</th>
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<th>Current Status</th>
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<tbody>
<tr>
<td>Use our hiring process to attract and hire anti-racist educators</td>
<td><strong>A common question</strong> that is required to be used during interviews for any instructional, instructional support, or</td>
<td>Identify a common interview question to be used by all hiring committees</td>
<td>District Equity Team, Principals/Hiring Supervisors</td>
<td>June 2020</td>
<td>Communicated to principals, 6/12</td>
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<td>Create a writing prompt for interviewees or a question to be included in the application</td>
<td>District Equity Team, Principals/Hiring Supervisors</td>
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<td>administrative position (example: How does your identity impact who you are as a teacher? (e.g. your race, heritage, gender, etc.) Follow up: In what ways do you find it a barrier/hurdle? and in what ways do you find it a key asset?)</td>
<td>process</td>
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<td>Create a rubric to be used by the hiring committee to evaluate the response (written and verbal)</td>
<td>District Equity Team</td>
<td>Principals/Hiring Supervisors</td>
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<td>Review our current hiring practices</td>
<td>Address current hiring practices that can be barriers to hiring diversity such as courtesy interviews for residents and the hiring of aides from the elementary schools</td>
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<td>How we market: Revise the statements about who is qualified for jobs posted, students of color going to job fairs, etc.</td>
<td>District Equity Team</td>
<td>Principals/Hiring Supervisors</td>
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<td>Consider something like the Rooney Rule (<a href="https://carolinianunmcg.com/2016/02/03/the-rooney-rule-results-with-which-you-cant-arg">https://carolinianunmcg.com/2016/02/03/the-rooney-rule-results-with-which-you-cant-arg</a>)</td>
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<tr>
<td>Increase the diversity of our professional staff</td>
<td>Hire and recruit anti-racist educators and educators who are more representative of our student body</td>
<td>Explore higher education partnerships that promote anti-racist educator preparation</td>
<td>Superintendent Assistant Superintendent</td>
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<td>Create a plan to build our own pipeline of educators of color (through high school programs, Instructional Assistants, Tutors)</td>
<td>Consider using current partners such as student teachers from the Woodrow Wilson Grad School</td>
<td>Introduce BHS students to careers in education (ex: encourage opportunities</td>
<td>District Equity Team</td>
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<tr>
<td>Support and retain our current anti-racist educators and educators of color</td>
<td>See Staff</td>
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On June 15, 2020, Deborah Davis, President, Massachusetts Association of School Committees (MASC) issued a member alert wherein the MASC Board of Directors recommended the below resolution to address the response to issues of racism, equity, and diversity that have moved to center stage as the result of the events across the country. Districts were encouraged to consider adopting this resolution immediately during the current call for social and economic equity.

On July 21, 2020, the Burlington Public Schools School Committee unanimously adopted the resolution.

WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS, it is the responsibility that every district provide to all district staff, including School Committee members annual professional development on diversity, equity and inclusion; and

WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

RESOLVED: that Burlington and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

We must ensure our own school culture and that of every district in the Commonwealth is anti-racist, that acknowledges that all lives cannot matter until black lives matter.
We issue this open letter to appeal to the Burlington Public Schools Superintendent and the Burlington School Committee to create an anti-racist Burlington Public Schools committed to racial justice by hiring a full-time Director of Diversity, Equity and Inclusion.

In June of this year, Burlington High School alumni courageously shared their experiences living with racism in our Burlington Public Schools. This past Friday, July 17, 2020, Burlington Public Schools appropriately and publicly condemned recent racist behaviors exhibited on social media by Burlington Public School students. These incidents of racism are unacceptable and confirm an urgent need for anti-racism transformation in our schools and community.

We represent students, alumni, faculty, administrators, parents, elected officials, and faith-based members of our community who are committed to equity for all students. Equity means setting consistent high expectations, providing access to opportunities, and allocating the resources that every student needs to achieve educational success, feel valued, and contribute to a thriving community. We appeal to Burlington Public Schools to focus on eliminating systemic racism and its impact on student learning.

The Burlington Public Schools Equity Committee has begun to develop an action plan to address systemic inequities. Key aspects of the plan are to:

- Hire a full-time Director of Diversity, Equity and Inclusion
- Conduct a systemic equity audit
- Provide professional development for faculty and staff
- Examine curriculum through an equity lens
- Establish an incident response plan and tracking system
- Recruit, hire, and retain teachers and staff who are Black, Indigenous and Persons of Color
- Create accountable and transparent systems

We applaud the work of the Burlington Public Schools Equity Committee and the creation of the School Committee’s Subcommittee on Equity. We are encouraged that the Burlington Public Schools recognizes its fundamental responsibility to create, implement, and enforce plans for racial equity in our schools.

However, the reality is that this work is extensive, complex, and time consuming. It will not happen without an expert focused on championing and guiding the work. If we do not explicitly staff, prioritize, and support these initiatives, then progress is unlikely and failure imminent.
We recommend the creation of a Director of Diversity, Equity and Inclusion position to spearhead these initiatives identified in the Burlington Public Schools Equity Committee Action Plan. This is an inaugural position that will provide us an opportunity to learn how to best support the evolving needs of our community. Our subsequent progress as a community is contingent on this new leadership and accountability.

By hiring a Director of Diversity, Equity and Inclusion, Burlington has an opportunity to join other early leaders, including Acton-Boxborough, Arlington, Brookline, Dedham, Lexington, and Wellesley in the work of eliminating disparities in student success by building the capacity within the district to develop and consistently implement equitable and anti-racist practices. Burlington Against Racism is committed to partnering with the Burlington Public Schools and the town to take this first critical step.

As our nation continues to confront the structural racism at its core, Burlington too must act during this extraordinary moment of reckoning and resistance.

Thank you for your consideration. We look forward to working with you on the next steps to make this happen.

Signed,

Burlington Against Racism

Martha Duffield Co-President and Parent Liaison to BPS Equity Committee
Nancy Bonassera Co-President

Burlington Public Schools Equity Committee

Patrick Larkin Chair and Assistant Superintendent for Learning
Carl Purchase MSMS, Principal
Deborah Dressler Memorial, Principal
Jennifer Chen Fein MSMS, Assistant Principal
Shannon Janovitz BHS, English Department Chair
Judy Crossman BHS, English and Student Group Advisor
Christina Chang BHS, Art and Student Group Advisor
Ashley Pratte Parent MSMS, Speech-Language Pathologist
David Daley Fox Hill, Grade 4
Erin O'Donnel Fox Hill, Grade 5
Jessica Greene Fox Hill, School Counselor
Sahr Moussa Memorial, ELL Specialist
Karen Kim Pine Glen, ESL Teacher
Christina Becker BECC, Instructional Assistant
Article #7
School Department – Salary

Ali Skelly       Parent
Donya Afshar    Student
Merin James     Student
Aayna Khalifa  Student
Prapti Shah     Student
Sara Shaikh     Student
Jason Wu        Student

Additional BPS Faculty and Staff

Shira Androphy  BHS, Advisor to the African American Student Association
Rebecca Bernard BHS
Emily Bularz    BHS
Amanda Christiansen Francis Wyman, Guidance Counselor
Christina DiCroce BHS
Sarah Eshelman  BHS
Susan Fay       MSMS
Kade Hill       BHS
Erin Lapsley    BHS
Gabriella Mirabella MSMS
Jessica Netishen BHS
Brenna Rose     BHS
Tammy Scelsi    MSMS
Krista Shalkoski BHS
Jessica Smetana BHS
Gregory Stringer BHS
Joanne Vigneau  BHS
John Walsh      MSMS
Jessica Wolfenden BHS
Gloria Wojtaszek BHS, Guidance Counselor

Town Meeting Members

Schiffon Wong    Precinct 4
Patricia O'Brien Precinct 2
Joanne Frustaci Precinct 3
Laura Vittum     Precinct 2
Elleen Claire Sickler Precinct 4
Edward Dube      Precinct 2
Shari Ellis      Precinct 3
Betsy Hughes    Precinct 7
Amanda Laskowski Precinct 2
David Miller     Precinct 4
Phyllis Neufeld Precinct 5
Edward Persons    Precinct 6
Monte L. Pearson Precinct 3

BACKUP Town Meeting Warrant September 30, 2020
26.

BurlingtonAgainstRacism@gmail.com
Town Planning Board

Barbara L’Heureux Chair
Michael Espso

Black Burlington

Mufaro Mutuswa

Burlington Special Education Parent Advisory Council

Elizabeth Melo Co-President
Meghan Nawoichik Co-President
Becky Norum Secretary
Beth Colburr Membership Chair
Heather Murphy Treasurer

Burlington Educational Foundation

Chris Campbell Board Member

Burlington Interfaith Clergy Members

Susan Abramson Rabbi, Temple Shalom Emeth
Chais DiMaggio Minister, Burlington Church of Christ
Trina Portillo Reverend, Presbyterian Church in Burlington
Angela Wells-Bean Pastor, United Church of Christ Congregational

Burlington Womonald

Korey Barkley Director
Sharleen Davis Board Member
Nicole Dupuis Board Member
Kelly Hoogeboom Board Member
Victoria Nguyen Board Member
Megan Worsham Board Member

Healing Meals

Vaishali Gade Director
Burlington Youth Soccer Association

Sherry Keenan Burke Board of Directors
Bela Hasek Board of Directors

Parents

Houssam Abouzahra Elaine Miller
Suzanne Alepidis Daniel Mudoola
Rodney Apura Stella Namukwaya
Edward Barkley Beatrice Nelima
Mark Bonascera Kirti Panke
Kristin Brady Asheen Phanse
Katelyn Campbell Rachel Placidi
Carolyn Collins Kate Reilly
Greg Crossman Steve Reilly
Shiva Damghany Pedram Riahi
Kerry Donahue Alison Sancineto
Jeff Duffield Christl Shannon
Jaimee Greitzer Michele Smith
Andrea Gray Tammy St. Pierre Hall
Melissa Interess Larry Tellem
Nicci Kadilak Ellen Ullman
Emmanuel Kvumbi Jennifer Walker
Sharon MacDonald Dina Wassaf
Sheri Markle Fallon Woodbury
Linda McNamee

Alumni / Students
Members of Humans of BHS, Multicultural Club, Tenacity Challenge, African American Student Association, Asian Students Association

Ahlam Ahdirizak Abraham Mudoola
Liam Brown Colin Nguyen
Nora Crossman Edgar Nzikoba
Aida Gachago Desire Oteba
Serena Hawkins Martha Pauline
Naziya Khalifa Sarah Pottle
Aliyya Kulumba Wendy Simon-Pearson
Genevieve Kugonza Hirschfield Ssozi
<table>
<thead>
<tr>
<th>Article #7 School Department – Salary</th>
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<tbody>
<tr>
<td>Dylan Lechner</td>
<td>Matt Tetrakool</td>
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<td>Max Lechner</td>
<td>Cheyenne Watson</td>
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<td>Evan Miller</td>
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July 2, 2020

Burlington Board of Selectmen
29 Center Street
Burlington, MA 01803

Proposal for Zoning Bylaw Revision

Good morning!

Revolusun is a Burlington-based Solar installation and service company, working on behalf of Burlington residents Francis & Amanda GRUETER, who reside at 50 Margaret Street in Burlington.

They intend to install (2) ground-mounted Solar arrays onto their property, and due to the considerations of sunlight, lack of acceptable roof surfaces, and ground conditions, it is only feasible to install these arrays in the front or side yard of their home.

We participated in a recent hearing of the Burlington Planning Board, where we learned that they would be unable to grant a Special Permit due to the fact that Burlington’s Zoning Bylaws prohibit any ‘accessory’ use in the front or side yard of any property, and ground-mounted Solar arrays would qualify as an accessory use. Likewise, the Zoning Board of Appeals cannot override this restriction as a request for variance, since this is a ‘use’ issue.

We believe that this blanket restriction denies the homeowner any due-process review, and based upon the special circumstances of this property, we wish to explore revising the Bylaws to allow a community review process to exist.

Understanding and acknowledging Burlington’s desire to maintain a consistent and uniform practice of unobtrusive development, plus their desire to be forward thinking with regards to addressing climate change, we feel that there are three revisions to consider.

- Section 2.21.2, Use of Structure, Accessory:
  - Existing: “A use incidental and subordinate to the principal use of a building, structure or lot, or a use, not the principal use, which is located on the same lot as the principal structure.”
  - Proposed Revision: Add the following sentence: “Ground-Mounted Solar Arrays are not considered Accessory structures in this context, but must receive a Special Permit to assure compliance with all other requirements as stated in section 10.9.0.”
• **Section 5.1.3.3**
  
  **Existing:** "In RO districts, no accessory use or uses shall occupy part of the required front or side yards and not more than twenty (20) percent of the rear yard, other than required off-street parking."

  **Proposed Revision:** Add the following sentence: "Ground-Mounted Solar Arrays are not considered Accessory structures in this context, but must receive a Special Permit to assure compliance with all other requirements as stated in section 10.9.0."

• **Section 10.9.1 (c)**
  
  **Existing:** "Ground mounted solar energy systems in any and all positions shall adhere to all setbacks and are prohibited from the front yard of the subject property."

  **Proposed Revision:** Replace with the following sentence: "Ground mounted solar energy systems in any and all positions shall adhere to all setbacks. Ground mounted solar energy systems in the front or side yard of the subject property shall be subject to the Special Permit process, as outlined in Section 9.2.0."

Either of the proposed amendments would provide due process for the homeowner, while keeping the spirit of a community review intact.

As to the specific case of the GRUETER home, please note that due to the unique nature of this property, the actual definition of Front Yard is a matter of some controversy. As defined, this property’s front yard is actually the back yard of several abutters down the East side of the hill they reside upon. This was obviously overlooked to allow for the house itself to be built here, yet comes into play when discussing placement of the Solar array.

I should also note that a Rooftop Solar array is not feasible due to the many varied roof surfaces limiting the available space for Solar panels, plus the fact that none of them would face in the optimum direction for capturing sunlight. Even in perfect conditions, the two proposed 24-panel tracker systems (48 panels total) would need to be replaced by at least 75 panels on the rooftop to achieve the same power output, since the trackers follow the sun as the Earth rotates.

Lastly, the so-called Back Yard is not feasible, because the hill still rises to the West, covering that entire space in shade for much of the day. Obviously, this is not conducive to Solar power generation.
We wish to assure your committee that the impact to the neighborhood in this case would be a non-issue, since the surrounding trees and unique topography of the property would shield the arrays from the view of all abutting neighbors, in all seasons.

We look forward to your input, and welcome your assistance in helping this Burlington resident reduce their carbon footprint.

Thank you.

[Signature]

Lou Yarid
Operations: Permitting & Interconnection
Revolusun Inc.
Project Proposal
GRUETER Francis 19-0180
Prepared by: Lou Yarid, Operations: Permitting & Interconnection
September 2, 2020

Burlington Board of Selectmen
29 Center Street
Burlington, MA 01803

Proposal for Zoning Bylaw Revision

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We participated in a recent hearing of the Burlington Planning Board, where we learned that they would be unable to grant a Special Permit due to the fact that Burlington’s Zoning Bylaws prohibit any ‘accessory’ use in the front or side yard of any property, and ground-mounted Solar arrays would qualify as an accessory use. Likewise, the Zoning Board of Appeals cannot override this restriction as a request for variance, since this is a ‘use’ issue.

We believe that this blanket restriction denies the homeowner any due-process review, and based upon the special circumstances of this property, we wish to explore revising the Bylaws to allow a community review process to exist.

Understanding and acknowledging Burlington’s desire to maintain a consistent and uniform practice of unobtrusive development, plus their desire to be forward-thinking with regards to addressing climate change, we respectfully suggest the following revision for consideration.

- **Section 10.9.1 (c)**
  - **Existing:** “Ground mounted solar energy systems in any and all positions shall adhere to all setbacks and are prohibited from the front yard of the subject property.”
  - **Proposed Revision:** Replace with the following sentence: “Ground mounted solar energy systems in any and all positions shall adhere to all setbacks. Ground mounted solar energy systems in the front or side yard of the subject...
property shall be subject to the Special Permit process, as outlined in Section 9.2.0."

We strongly believe that the proposed amendment would provide due process for the homeowner, while keeping the spirit of a community review intact.

As to the specific case of the GRUETER home, please note that due to the unique nature of this property, the actual definition of Front Yard is a matter of some controversy. As defined, this property’s front yard is actually the back yard of several abutters down the East side of the hill they reside upon. This was obviously overlooked to allow for the house itself to be built here, yet comes into play when discussing placement of the Solar array.

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Thank you.

[Signature]

Lou Yarid
Operations: Permitting & Interconnection
Revolusun Inc.
Project Proposal
GRUETER Francis 19-0180
Prepared by: Lou Yarid, Operations: Permitting & Interconnection