



**BURLINGTON
SCHOOL DISTRICT**

2020 ANNUAL REPORT



FEBRUARY 2021: For this report and additional information, see the Burlington School District website at www.bsdvt.org.

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ممن أجل خدمات الترجمة لهذه الوثيقة ٨٠٢٢٨٨٦٠٤٨ على الرقم سيمك اتصل مع نياز

यो कागजातको अनुवाद का लागी नियाजा सेमिच लाई 802-288-6048 मा सम्पर्क गर्नुहोस

Veillez contacter Nijaza Semic au 802-288-6048 pour les services de traduction pour ce document.

Wasiliana na Nijaza Semic kwa 802-288-6048 kuhusu huduma za tafsiri ya hati hii.

Hamagara Nijaza Semic kuri 802-288-6048 kuvyerekeye imfashanyo z' ubusimuzi bw' iki gitabo.

Xin liên lặc có Nijaza Semic 802-288-6048 cho các dịch vụ dịch thuật cho tài liệu này.

2020 ANNUAL REPORT

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TOWN MEETING DAY

March 2, 2021

Voting Information: www.burlingtonvt.gov/CT/Elections

Where to vote:

Ward 1: Mater Christi, 100 Mansfield Ave.

Ward 2: Integrated Arts Academy at H.O. Wheeler
6 Archibald St.

Ward 3: Sustainability Academy at Lawrence Barnes
123 North St.

Ward 4: St. Mark's Youth Center, 1271 North Ave.

Ward 5: Burlington Electric Department, 585 Pine St.

Ward 6: Edmunds Middle School Gym, 275 Main St.

Ward 7: Robert Miller Community and Recreation Center
130 Gosse Ct.

Ward 8: Fletcher Free Library Community Room
235 College St.

To register to vote in Burlington:

Deadline: Same-day Voter Registration will be available for the March 2, 2021 Annual City Election. Voters are encouraged to register at the Clerk/Treasurer's Office or online at <http://olvr.sec.state.vt.us> in advance of Election Day.

Absentee ballots:

Deadline to request ballot mailed to you:

Friday, February 26, 2021. Call the City Clerk's Office at 865-7000, or request online at <http://mvp.sec.state.vt.us>.

Deadline to vote absentee: Ballots can be dropped off at locations throughout the city until 4:30 pm on March 1st. You can also bring your ballot to your polling place on election day.

Voting Early: Beginning February 10 for Annual City Election.

SCHOOL BOARD

Ward	Commissioner	Home Phone
1	Eric Gorman	310-4518
2	Stephen Carey	863-6290
3	Polly Vanderputten	578-8653
4	Martine Larocque Gulick	488-4445
5	Mike Fisher	777-7847
6	Clare Wool	(917) 912-4333
7	Monika Ivancic	540-0830
8	Aden Haji	495-9729
	District Central: Jean Waltz	355-7856
	District East: Kathy Olwell	660-4910
	District North: Kendra Sowers	598-2346
	District South: Jeffrey Wick	(917) 282-5256

DISTRICT OVERVIEW

Welcome Superintendent Tom Flanagan

Burlington continues to be home to the most diverse and largest single-town school district in the state of Vermont. In School Year 2019/2020 (SY20), Burlington School District (BSD) served nearly 4,000 PreK - Grade 12 students across 10 campuses. This includes support for 461 PreK students through 38 different partner programs in the area. Students in BSD come from homes representing 48 different first languages.

Our mission is to graduate students who:

- Value Different Cultures
- Engage with the Community
- Communicate Effectively
- Think Creatively
- Skillfully Solve Problems
- Achieve at their Highest Academic, Intellectual and Personal Potential

Our vision: Cultivating caring, creative, and courageous people. Join the journey!

Our Core Beliefs:

- Every child can succeed
- Families and community are partners in educating our children
- Diversity and inclusion promote strong schools and communities
- A welcoming, supportive climate fosters learning
- Self-reflection and accountability improve our practices

Leadership Transition

In October 2019, then-Superintendent Yaw Obeng announced he would be stepping down at the end of SY20. The Burlington Board of School Commissioners launched a national search for a new Superintendent, receiving more than 20 applications. A search committee made up of Board members, staff, and families narrowed the field to three candidates. On Thursday, March 12, the Board voted unanimously to appoint Tom Flanagan to the position.

Tom Flanagan had served as the Chief Academic Officer of Providence Public Schools since June 2016. Prior to

that, he was the Deputy Chief of Specialized Instruction for Washington, D.C. Public Schools and worked as a principal for three years in Washington, D.C. In addition to being certified as a Superintendent in Vermont, he holds a Master's degree in Special Education as well as a Master's in Educational Administration from Trinity College in Washington, D.C.

Flanagan began his tenure on July 1, 2020, releasing a 100 Day Entry Plan focused on Equity, Engagement, and Deep Learning. In his first 100 Days, Flanagan created a diverse Cabinet of district leaders, prioritized engagement with staff, families, and the community, developed advisory councils, and worked with the Cabinet to create goals focused on equity and achievement. Read the 100 Day Plan and Report at www.bsdt.org/superintendent.

Please join us in thanking Superintendent Yaw Obeng for five years of service to BSD and welcoming Superintendent Tom Flanagan to our community!



Strategic Goals

In SY20, BSD completed the fourth year of implementation of our community-directed Strategic Plan. In the area of “Sustainable Finance and Facilities,” we operated with a budget surplus for the sixth consecutive year and continued to work towards addressing our capital plan needs with more than \$1 million in investments.

In the area of “Equitable Climate and Culture,” we created a District Climate Team comprised of teachers, paraeducators, staff members, and administrators from different schools

across the District. The Climate Team is focused on building community and relationships between the District’s schools and Central Office, using the SY18 District Climate Survey as a guide. In SY20, the team created a tool to help share gratitude and appreciation, and hired the Spark and Stitch Institute to work with parents and staff on “Digital Safety and Wellbeing.” Our District Equity and Access Leadership Team also began holding open meetings for staff, and each school, as well as Central Office, continued building Restorative Practices (RP) Leadership Teams tasked with driving RP initiatives within their buildings.

STRATEGIC PLAN PRIORITIES

Vermont Accountability System Requirements

Academic Proficiency & Personalization, High-Quality Staffing

Safe, Healthy Schools

Investment Priorities

Burlington School District Priorities

Inclusive Teaching & Learning

Equitable Climate & Culture

Sustainable Finance & Facilities

Achievement Gap

- First Best Instruction
- Data-Driven
- Instructional Coach Model
- Ongoing Principal & Staff PD

Restorative Practices

- Equity-Focused
- Trauma-Informed
- Climate Surveys

Capital Investments

- Capital Plan
- Financial Plan
- BHS/BTC Re-Envisioning

STRATEGIC GOALS FOR 2020/21

Goal 1	Our schools are restorative and equitable communities .	<ul style="list-style-type: none"> • Schools suspend African American students, students with disabilities, and students who qualify for FRL less frequently. • Staff report increased use of restorative practices.
Goal 2	Students are at grade level in reading and math by the end of 3rd grade .	% proficient improves for students who qualify for FRL.
Goal 3	Students are at grade level in math by the end of 8th grade .	% proficient improves for students who qualify for FRL.
Goal 4	Students graduate from high school having successfully completed Algebra II .	We will increase the % of students who complete Algebra II.
Goal 5	AP, Honors, and dual enrollment completion and successes reflect the demographics of the high school .	We will increase the % of students of color who take AP, Honors, and dual enrollment courses.
Goal 6	Faculty and staff are a mirror of our student population . They are highly skilled and set high expectations for all students.	Increase the % of our teaching faculty who are teachers of color.

For our goals under “Inclusive Teaching and Learning,” we created a Restorative Practices and PBIS Coordinator position and hired an Equity Instructional Coach; both positions work directly with teachers and students to create an equitable and inclusive learning environment. We also added a bus route to provide elementary students in the north end of the city access to schools in the south end.

As we enter the final year of this strategic plan and begin getting ready to begin a new strategic planning process, 2020/21 will focus on six specific goals represented in the chart on the bottom of page four.

The Impact of Coronavirus

We were able to make significant progress in our strategic plan areas despite the impact and consequences of Coronavirus on our District and Vermont as a whole. On March 18, all BSD schools, and schools across the state, closed their doors to students and switched to remote learning for the remainder of the year. BSD employees and the greater community pulled together to support students, families, and each other. We distributed Chromebooks to all students grades 6 and up, provided devices for families to share with students PreK-2, and formed partnerships with local internet providers to keep students connected to their education. Teachers created [heartwarming videos](#) for students and used online tools to keep students engaged.

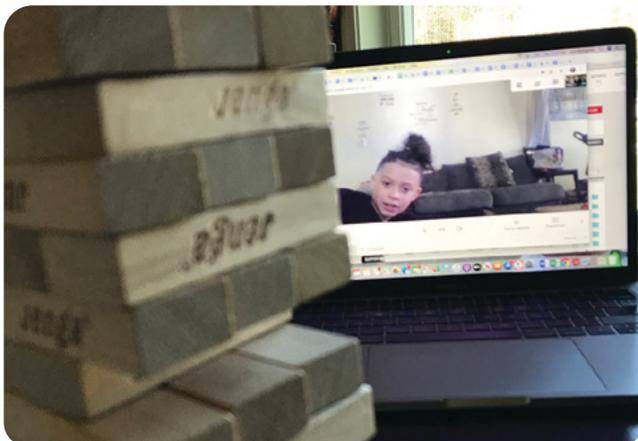
From March through June, the Burlington School Food Project (BSFP) distributed 83,168 FREE breakfasts, lunches, and suppers to families with children under 19. The meals were served with the help of paraeducators, teachers, staff, our School Resource Officers Mike Hemond and Jessica Norris, and volunteers and staff from Burlington Parks, Recreation, and Waterfront, Boys & Girls Club of Burlington, and North Avenue Alliance Church.

We are grateful for the community partnerships which emerged thanks to the locations of our food distribution sites.

Through a partnership with King Street Center, WowToyz of Vergennes donated hundreds of toys to be given away for free at sites. Fletcher Free Library also joined in and provided free books!

We ended the year by holding a three-day-long graduation ceremony for our BHS Seniors. Each BHS graduate had the opportunity to participate in an individualized (and physically-distanced) ceremony where they were able to dress in cap and gown and “cross the stage” in front of their family and BHS staff.

Please visit www.bsdt.org, to see how we strive every day to close the achievement gap while raising the bar for each of our students.





Capital Improvements

Thank you, Taxpayers! As part of the District’s ongoing capital improvements plan we put the finishing touches on Phase II of renovations at the Edmunds Complex. We held an open house and “cut the ribbon” for families and staff to tour the millions of dollars of renovations.

In SY20, we also continued work upgrading Hunt Middle School. We installed new bleachers (\$32,000), replacing

the previous set that had been original to the gymnasium wing built in 1957. With a \$400,000 budget, we made major renovations in the kitchen which resulted in new plumbing, new flooring, and a new serving line. We also completely renovated the locker rooms, including the creation of a new ADA-compliant bathroom and shower.

Smith Elementary received a new gymnasium folding partition wall (\$75,000) allowing the school to have multiple gym classes at the same time, or to serve meals



on one side of the gym while holding programs on the other. The previous partition was sagging and ineffective, and couldn't open or close during winter months due to the weight of snow on the roof!

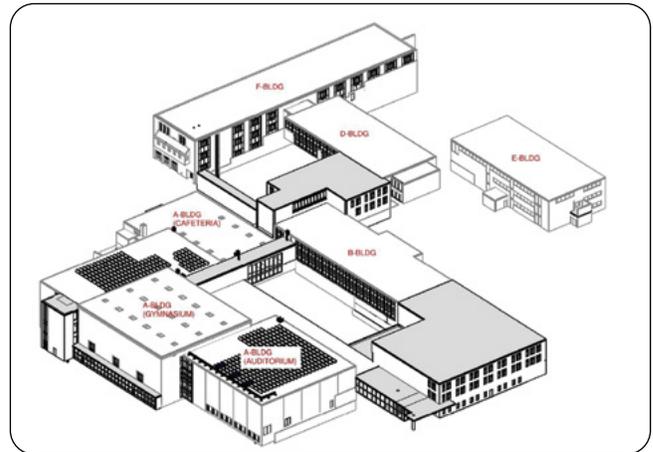
We also replaced the original bleachers installed in BHS in 1964 (\$225,000) and repaved the BHS Student Parking Lot (\$243,500). We had originally planned to pay for the parking lot out of the BHS/BTC ReEnvisioning bond, but we were able to use capital plan funds for the project instead, freeing up additional money for the BHS/BTC project.

Following 2018's successful \$70 million bond vote of support for the BHS/BTC ReEnvisioning Project, we spent time completing a schematic design process. In the fall of 2019, we learned the Construction Manager's detailed estimate for the schematic design was \$21 million more than the \$70m budgeted. After several rounds of work, our Building and Construction Oversight Committee presented a final schematic design. One of the major differences is that our new schematic design leaves the "D" building in operation and no longer envisions new classroom construction surrounding the current "A" building.

A major cost driver during this was the discovery of hazardous materials called PCBs. Once discovered, we began testing additional materials to see how much material would need to be removed. As a result, we identified substantial PCB contamination, which led our team of consultants to recommend we test the air quality. In the summer of 2020, results of those tests led to the need to close the majority of the school until the PCB levels in the air could be lowered. BSD is currently exploring remediation possibilities on the campus, while also working to renovate the old Macy's site in downtown Burlington, creating a new, temporary school where we can offer in-person learning.

Future Capital Plan Priorities:

- ★ Planning and Design Work Continues
 - BHS ReEnvisioning Project and PCB Remediation
 - Downtown BHS
 - Early Education Preschool Center option
 - IAA building envelope and HVAC upgrade
 - Edmunds HVAC improvements
 - Champlain Student Drop-off Site Improvements



Curriculum, Instruction, and Assessment

BSD provides a rigorous, research-based curriculum and supports teachers with the implementation of instructional practices to improve student achievement. To this end, the primary focus of the Curriculum Office is to assist our schools in creating a learning environment that promotes the academic and social growth of all students.



2019–2020 Professional Development Highlights:

In August 2018, BSD launched a three-year professional plan for administrators and teachers focused on using District inservice time to support teachers within the primary focus areas of the BSD Strategic Plan. During Year 2 (2019–2020), we provided 20 pathways for professional learning during our District inservice days. These professional learning experiences are reflective of the needs and interests of our staff and students. Our professional learning model continues to shift and develop as we examine best practices while honoring teacher voice and choice.

Diversity and Equity

BSD embraces its rich, diverse community as expressed through race, ethnicity, ability/disability, gender expression, religion, national origin, immigration status, language background, language proficiency, and family structure. Our belief and vision is that all students and staff deserve an inclusive school and work environment where differences are valued and celebrated. To this end, the District established “Equitable Climate and Culture” as a major priority in the Strategic Plan and has committed to viewing all initiatives through an equity lens.

In SY20, this important work, while shared District-wide, was spearheaded by the District Equity and Access Leadership Team (DEALT). Over the year, DEALT created a collaborative work plan with the Board’s Diversity, Equity, and Inclusion Committee, held “Open Meetings” for staff, and worked with District leaders and staff to examine discipline and suspension practices through an Equity Case Study.



Each year, the District publishes an “Equity Data Report.” In SY20, we revamped the report to be more accessible and measurable, and to include student voice. You can find that report and others online:

<https://www.bsdt.org/district/superintendent/school-assessments-data/>

In the summer of 2020, DEALT was restructured to allow for the creation of BSD’s first “Office of Equity.” The office is led by BSD’s Director of Equity, Sparks, with participation from the District’s Equity Instructional Leader, our RP/PBIS Coordinator, and a middle school social studies teacher.

In the 2019-2020 school year, the District achieved the following success in the areas of Diversity, Equity, and Inclusion:

- Raised the Black Lives Matter Flag at Edmunds Middle and Elementary School Complex.
- Continued our practice of, and instructional approach to, honoring MLK Day. BSD is now in school for a half-day, with curriculum intentionally focused on the importance of Dr. King, racial equality, service, and love, with students leading conversations and curriculum where appropriate.
- Gathered data around discipline and suspensions and how disciplinary actions may have a different impact on students of color.
- Planned the 3rd Annual Beyond Black History Month community event (postponed due to coronavirus).

- Continued to support Restorative Practices work:
 - Hired the District’s first RP/PBIS Coordinator, who works directly with teachers to implement these practices
 - Supported the Restorative Practices Collaborative, a gathering of BSD educators who meet regularly to share best practices and resources.
 - Offered Tier 1 RP Training to employees, including special training for all Central Office employees.
- Provided resources for Autism Awareness Month.
- Supported schools in creating culturally sensitive practices around holidays occurring in October.
- Continued the practice of publishing religious holy days across all faith traditions within our community, asking that students not be penalized for absences related to these observances.
- Piloted a Social Justice Curriculum at K-6 levels based on Teaching Tolerance Standards.
- Responded to the death of George Floyd with virtual RP circles and student supports.

Burlington: Vermont’s Most Diverse Schools – BSD Demographic Data

<i>Most recent information available is presented. See notes below for dates and sources.</i>		Burlington	Vermont
Number of students ^{(1) (2)}		3,523	79,836
Racial Diversity ^{(1) (3)}	White	61.0%	89.5%
	Black African American	15.0%	2.0%
	Asian	11.0%	2.0%
	Hispanic or Latino of Any Race	2.0%	2.0%
	American Indian or Alaskan Native	0.0%	0.0%
	Native Hawaiian or other Pacific Islander	0.0%	0.0%
	Two or More Races	7.0%	3.0%
Students receiving English Language Learning Services ^{(1) (3)}		16.0%	2.0%
Home languages of students		48	NA
Special Education identified (IEP Only) ^{(1) (6)}		19.0%	17.5%
Four-Year Cohort Graduation Rate ⁽³⁾		74.2%	84.5%
Qualify for free/reduced meals ^{(1) (4)}		49.0%	38.0%

(1) 2019-20 BSD Data represents Pre-K-12, from Powerschool Report October 2019. <https://www.bsdyt.org/district/district-overview/>

(2) 2019-20 State Data from: <https://education.vermont.gov/data-and-reporting/vermont-education-dashboard>

(3) 2018-2019 data represents most recent state data. <https://education.vermont.gov/data-and-reporting/vermont-education-dashboard>

(4) Data from AOE Annual Report of Percent of Students Approved for Free and Reduced-Price School Meals <https://education.vermont.gov/sites/aoe/files/documents/edu-nutrition-2020-free-and-reduced-eligibility-report.pdf>

(5) 2017-2018 data represents most recent state data. <https://education.vermont.gov/data-and-reporting/vermont-education-dashboard>

(6) Vermont Data obtained through a data request to the Agency of Education.

Student Support Services

BSD Student Support Services continues to grow to meet the needs of our community. The District provides many resources for students with and without disabilities. Service providers include nurses, social workers, psychologists, special educators, speech/language pathologists, physical therapists, and occupational therapists. Our Early Education Program provides important first-classroom experiences for students with and without disabilities, ages three to five.

BSD values belonging for students with disabilities as full members in our community. We continue to improve a continuum of specialized instruction with the goal of providing these services in the least restrictive environment based on individual needs. Students with disabilities who do not qualify for an Individual Education Program (IEP) may qualify for accommodations and/or services to access the general education curriculum under Section 504 - Americans with Disabilities Act. Other students in need of support may have their needs addressed through an Educational Support Team.

During SY20, approximately 694 students with disabilities received specialized instruction provided through an IEP. These disabilities include autism, deaf-blindness, developmental delay, emotional disturbance, hard of hearing, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning

disability, speech or language impairment, traumatic brain injury and visual impairment. Approximately 200 students with disabilities were accommodated with Section 504 Plans, and approximately 80 students with disabilities ages three to five received Early Education services in our District-based programs and through our community partnerships.

Assessments

In a typical school year, BSD participates in a number of different state assessments designed to determine how students are progressing through their education. These assessments include:

- Smarter Balanced Assessment Consortium (SBAC) in Math and Literacy in grades 3-9
- Vermont Science Assessment (VTSA) in grades 5, 8 and 11
- Vermont Physical Education Assessment (VTPEA) in grades 4, 7 and 9
- ACCESS for EL Students in grades 1-12

Due to the impact of Coronavirus and our need to shift to remote learning in March 2020, school districts across Vermont did not participate in a number of these assessments. The Vermont Agency of Education will make a final determination as to which assessments will happen during the 2020/2021 school year.

BSD Community Partnerships

AARP Vermont
Amy Tarrant Foundation
Association of Africans Living in Vermont
Boys & Girls Club
Building Bright Futures
Burlington City Arts
Burlington Community Justice Center
Burlington Electric
Burlington Fire Department
Burlington Partnership for a Healthy Community
Burlington Parks, Recreation & Waterfront
Burlington Police Department
Champlain College
Champlain Valley Office of Economic Opportunity
(Head Start & Financial Literacy Programs)
Children's Literacy Foundation
City Market
City of Burlington Community & Economic
Development Office
Community College of Vermont
Community Health Centers of Burlington
Community Sailing Center
Dealer.com
ECHO, Leahy Center for Lake Champlain
Everybody Wins! Vermont
Fleming Museum
Fletcher Free Library
Flynn Center for the Performing Arts

Front Porch Forum
Greater Burlington Sustainability
Education Network
Hannaford
Hazlett
Hoehl Family Foundation
Howard Center
The Intervale
Janet S. Munt Family Room
King Street Center
Lake Champlain Community Sailing Center
Let's Grow Kids
The Media Factory
Mercy Connections
NFI Vermont, Inc.
Positive Spin Inc.
Prevent Child Abuse Vermont
ReSource
Rock Point School
Rozalia Project
Sara Holbrook Community Center
Seventh Generation
Shelburne Farms
Shelburne Museum
South Burlington Community Justice Center
Spectrum Youth and Family Services
St. Michael's College
Turning Point Center

University of Vermont (UVM)
Caring Collaborative
UVM College of Education & Social Services
UVM College for Every Student
UVM Engineering Department
UVM Expanded Food & Nutrition Program
UVM Medical Center
Vermont Adult Education Council
Vermont Arts Council
Vermont Community Foundation
Vermont Community Garden Network
Vermont Department of Health:
Women, Infants, and Children
Vermont Family Network
VT Fish and Wildlife
Vermont Humanities Council
Vermont Legal Aid
Vermont National Guard
Vermont Refugee Resettlement Program
Vermont SportsCar
Very Merry Theater
VSA Vermont
VTC
Young Tradition Vermont
Waterbury Market
Watershed Alliance
WowToyz

Did we miss you? Please let us know: superintendent@bsdvt.org

STUDENT HIGHLIGHTS:

- BTC students Tasnuva Mehreen and Abigail Pease were named Vermont Presidential Scholars in Career Technical Education. BTC students Cole Glover and Helen Worden were named Vermont Presidential Scholars for the Arts.
- BHS Junior Kawther Hashim [addressed Burlington's City Council](#), presenting on the US Involvement in the war in Yemen and the humanitarian crisis there. This message to City Council was noted by Senator Sanders, who sent Hashim a [letter commending this recent advocacy work](#).
- BHS/BTC Senior Maia Vota's "[Yellow Cards for Equal Pay](#)" documentary aired at a number of film festivals and won the Judges Choice Award at the Girls Impact the World Film Festival!
- Champlain Elementary students performed three songs with Vermont Abenaki Artist [Bryan Blanchette](#) during matinee performances at the [Flynn Center for the Performing Arts](#) on December 17 and 18. Students also participated in this performance at the Vermont State House with the legislators as audience.
- Artist Mary Lacy and Burlington City & Lake Semester students hosted "[Window of Hope](#)," an art exhibit that documented student experiences and emotions during the beginning of the coronavirus shut down.
- BTC student [Cole Glover](#) was selected alongside 24 other area artists to paint murals onto the barriers that line the barren construction site of Bank and Cherry Streets.
- Dominik Brown, a student at BTC, was awarded the [2020 Golden Wrench Award](#) by the Vermont Automobile Enthusiasts Classic and Antique Car Club. This award recognizes students in Vermont's automotive programs for their hard work, dedication and knowledge in the field.



The BHS Girls Soccer Team: In 2019, the BHS girls varsity soccer team began working on a [project to raise awareness](#) about the gender wage gap, inspired by the U.S. Soccer Women's National Team's efforts. They teamed up with Change The Story (CTS) Vermont to create a special run of soccer jerseys with #EQUALPAY on the front, the BHS Seahorse logo on one sleeve, and the CTS logo on the other.

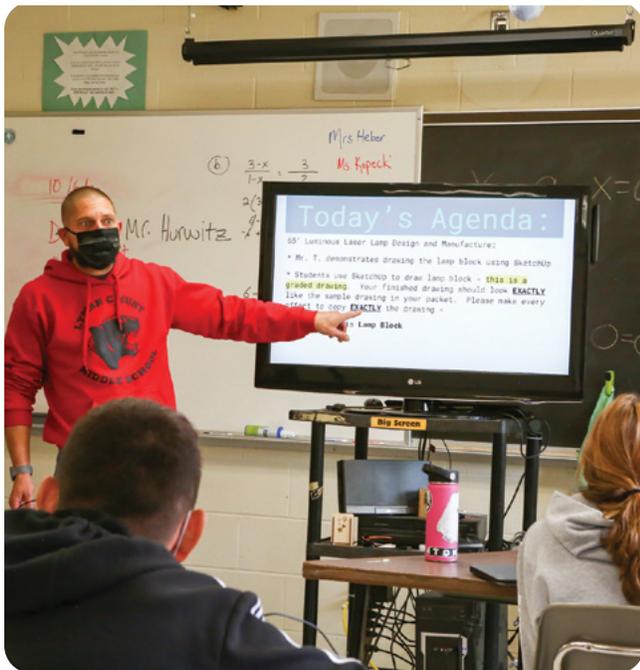
On Senior Night, October 18th, 2019, the team wore the customized jerseys while warming up for their game against South Burlington High School. At that point, they had sold more than 500 jerseys to the local community at a cost of \$25 for women, with men invited to add an additional/optional 16% (or \$4.00) to represent evening out the wage gap.

With just a few minutes remaining in the game, BHS scored a goal to go ahead 1-0. As the team celebrated, a few members of the team got so excited they removed their game jerseys entirely to proudly display their #EQUALPAY jerseys. Four members of the team were given a yellow card by the officials for "Excessive Celebration."

The Burlington Free Press was at the game, and covered the events of the celebration and penalty with the headline: "Burlington girls soccer team stands for #equalpay — and gets carded." And that is when things got crazy.

The following day, Good Morning America GMA reached out asking to cover the story. After the segment aired, requests for interviews came in from across the world. In the coming weeks, the team converted Assistant Principal McBride's office into a communication headquarters and their story was covered by all of Burlington's local media outlets in addition to Anderson Cooper Full Circle, HLN, NPR's *All Things Considered*, *People*, *Glamour*, NBC News, CBS News, *The Athletic*, *The Guardian*, *Global Citizen*, Secret Deodorant (who also made a sizable donation), *Sports Illustrated*, and more. The team was recognized by Burlington City Council and the school board, and on December 5, 2019, Senator Leahy entered their story in the US Congressional Record. In the end, the team raised more than \$50,000 to support equal pay efforts. **Go, Seahorses, Go!**

- Sarah Phillips, Kale Torwini, and Alex Wick earned the Williams Book Award, Wellesley College Book Award, and the Harvard Book Award, respectively. Sanayah Hill was awarded the Bentley Davis Seifer Award for Creative Writing.
- Fatuma Abdulrahmanshuko earned the Music National Choral Award and Ewan Miller earned the Music National Orchestra Award. Sven Stenroos received the Stouch Language and Drama Award.
- Miles and Theodore Ellis-Novotny eared a Certificate of Merit on the UVM Math Exam and Alex Wick earned the Best in School Award on the exam. Isidora Bailly-Hall received the Tony Trono Math League Award and Mariposa Davis earned the Rensselaer Medal Award.
- 22% of the BTC students earned Dual Enrollment College credits in 2019–20 in these programs: Culinary Arts, Health Sciences Academy, Human Services, Criminal Justice, Design Illustration, and Digital Media Lab.
- 96% placement rate after high school for BTC students who are going on to post-secondary education, employment or enlistment.
- Helen Worden named all-state and Division 1 All-Metro Offensive Player of the Year for Girls Soccer. Maggie Barlow named all-state for Girls Soccer. Jake Manley and Sam Hogg named all-state for Boys Soccer. Jensen Daly named all-state for Basketball. Ethan Hobbs named all-state for Nordic Skiing. Julius Dodson named First Team All State in bowling. Wondu Summa set the BHS 1K record at 2:35.6.



- Students from six different BSD schools were published in [Best of Burlington](#) for the artwork they created during remote learning this past spring.
- EMS students Isaac Doggett, Eleuthera Barr-Brandt, and Vivian Halladay took 1st, 2nd, and 3rd, respectively in the Chittenden County region of the [Hildene 8th Grade Lincoln Essay Competition](#). Aoife Crainich and Hannah Cunningham also earned honorable mentions.

STAFF HIGHLIGHTS:

- The Society of Health and Physical Education Teachers of Vermont (SHAPE VT) has named Ms. Chris Souliere at CP Smith [Elementary Physical Education Teacher of the Year](#).
- Burlington Technical Center teacher Ashley Stagner was recognized as [VT Art Educator of the Year](#).
- BTC's Bob Couillard was honored at the [2019 Vermont Outstanding Teacher Day](#). Mr. Couillard is a well-known and highly dedicated Career and Technical Ed teacher. Over the past thirty years, Bob has taught both high school and adult students in our Welding and Metal Fabrication program.
- Teacher Elizabeth Nolan from Edmunds Elementary was also honored at the [2019 Vermont Outstanding Teacher Day](#). Ms. Nolan is an all-around contributor to the EES and BSD community. Her music lessons are always engaging which, given the age span of her students – 5 years old to 11, is not as easy as some may think.
- Taylor Warner of Champlain Elementary is a master of differentiating instruction, the Responsive Classroom, and classroom management. She builds wonderful relationships with students and colleagues, shows how much she cares about each student every day, and communicates frequently with parents. Mrs. Warner was also honored at the [2019 Vermont Outstanding Teacher Day](#).
- Nathan Caswell, HMS science teacher, organized a [field trip to the Climate Strike!](#) The activity gave students the opportunity to participate in a proactive and educational social action. HMS students walked three miles downtown to Main Street Landing where they watched the film "Beyond Crisis," and participated in a youth-led community discussion. They then walked to City Hall Park to participate in the Climate Crisis Rally and Climate March.

DISTRICT HIGHLIGHTS:

- BSD created a video to help articulate our vision for the Burlington community. “Cultivating Caring, Creative, and Courageous People- Join the Journey!” The video looks at some of the amazing students, parents, and staff who make Burlington School District a truly special community. So, what does it mean to “Join the Journey!”? Visit our [YouTube channel to find out!](#)
- 70% of BHS graduates enrolled in Four-Year Colleges, 6% enrolled in Two-Year Colleges. 1% of graduates enlisted in the military, and 18% entered the workforce directly.
- [Expanded Learning Opportunities](#) was highlighted in a national report from more than 5,000 police chiefs, sheriffs and prosecutors as making strides in Vermont.
- On March 10, *Education Week* published “[New Breed of After-School Programs Embrace English-Learners](#),” featuring BSD’s Expanded Learning Opportunities alongside efforts being made in Chicago and Charlotte.
- CP Smith was named a CSWD Recycle Rally Champion for the second year in a row.
- In January 2020, [building renovations were unveiled at Edmunds](#), resulting in an overall positive impact on climate and culture, and student and staff wellbeing.
- Vermont Governor Phil Scott visited [Burlington Technical Center’s Aviation & Aerospace Technology Program](#) at Burlington International Airport. The

Governor was in Chittenden county as part of his “Capitol for a Day” initiative and was joined by VT AOE Secretary French and State Representative Bob Hooper.

- CP Smith and the Winooski Watershed Alliance worked together to perform water quality testing and invasive species removal.
- BSFP served more than 50,000 meals to provide for the homeless COVID feeding program through a contract with the state of Vermont.
- In July 2020, BSD joined the City of Burlington and other community partners in declaring racism a public health emergency. As part of the announcement, BSD committed to [flying the Black Lives Matter flag](#) at all school properties.



FY22 PROPOSED BUDGET

Budget Summary

We began BSD's FY22 budget development process in October by gathering input from teachers and school staff, principals, parents, school board members, and community stakeholders. Input was received through a community survey, numerous board and committee meetings, community forums, and informal channels such as emails and one-on-one conversations.

Due to the design of the statewide education funding formula, in early December, school districts across Vermont were notified by the State that most districts should expect their baseline budgets to increase local taxes by 9%. Entering into the budget process, we knew BSD's baseline budget was predicted to increase \$2.8 million due to health insurance rate increases (10%), wages, and repayment of debt for capital improvements. We also knew that Burlington's Common Level of Appraisal (CLA) would negatively impact the District's tax impact.

While the costs of wages and benefits are normal and the CLA has been declining for a number of years, the District was also facing unprecedented challenges associated with the displacement of BHS and BTC students due to the discovery of airborne PCBs on the campus. The added costs associated with finding alternative learning spaces for students (\$2.4 million for BHS, \$460,000 for BTC) combined with the CLA challenges and our normal projected increases meant that without changes Burlington would have seen a tax rate increase closer to 13%. This increase in property tax was quickly determined to be unacceptable in the current environment.

With that in mind, we worked to build a stable, conservative budget with few additions beyond those annual increases. At the same time, we wanted to create a budget that would help us continue to make progress toward our goals, so we worked to make sure no programs serving students were cut. To do this work, we used our strategic plan priorities and six equity-focused goals from page four to drive our decision-making, with a focus on equity, engagement, and deep learning.

First, District administration engaged in a line-item review of the budget to identify additional savings. Leaders identified \$1 million in savings in operating

reductions and an additional \$360,000 found by reducing each department's budget a small amount and removing positions from the budget which have historically been unfilled.

While looking for savings, District leadership also began meeting with State and Federal leaders to ask for funding to support the temporary relocation of BHS. At the time of this annual report, the District expects to receive \$3.5 million to support this project, saving taxpayers \$720,000 in loan interest and fees this coming fiscal year.

In January 2021, the District received more encouraging news. Because of disciplined financial management as well as cost savings associated with the impacts of Coronavirus, the District operated with a surplus for the sixth consecutive year.

The Board directed this year's surplus of \$6 million to be applied in two ways. First, they directed \$4.1 million to reduce the tax impact of the FY 2022 budget, earmarking \$2.9 million for the short-term BHS/BTC relocation costs and \$1.2 million to the operating budget. The remaining funds have been set aside to pay for future costs that are likely to emerge from the presence of PCBs and other infrastructure issues. \$1.8 million will be set aside as a special contingency.

As a result of the identified reductions and applying the surplus, we were able to **reduce the budget's tax impact from 13% to 6.88%***. The proposed budget of \$95,105,000 is a 3.9% spending increase over the FY21 total. Because surplus funds have largely offset the new spending, education spending per equalized pupil will only increase by 0.89%. For those who pay on the basis of income, the tax cap is projected to increase by 6.47%.

*Note: The projections in this summary are based on official communication sent to school districts in December 2020. However, the actual tax rate is likely to be lower due to improving economic conditions and changes being considered by the Vermont legislature.

For detailed budget information, including potential updates, please visit: <https://www.bsdt.org/budget/>

FY22 Budget Changes

Reductions	
Health Insurance Utilization	\$225,000
HRA Utilization	\$400,000
FICA	\$100,000
State Health Fees	\$25,000
Water	\$15,000
Copier Costs	\$5,000
Building Maintenance Costs	\$30,000
Natural Gas	\$30,000
Electricity	\$25,000
Professional Services	\$7,000
Contingency Reduction	\$138,000
Eliminate vacant para positions	\$250,000
Central office and department reductions	\$120,000
Reduce elementary lunch supervision budget	\$10,000

Additions	
Multilingual Family Communication/ Support	\$120,000
Strategic Plan Implementation	\$100,000

Ballot Question

“Shall the voters of the school district approve the school board to expend \$95,105,00 which is the amount the school board has determined to be necessary for the ensuing fiscal year? It is estimated that this proposed budget, if approved, will result in education spending of \$17,069.13 per equalized pupil. This projected spending per equalized pupil is 0.89% higher than spending for the current year.”

Key Budget Details

Total Budget	\$95,105,000
Total Budget Change	3.9%
Property Tax Rate Change	6.88%
Income Tax Rate Change	6.47%

Hypothetical Tax Impacts

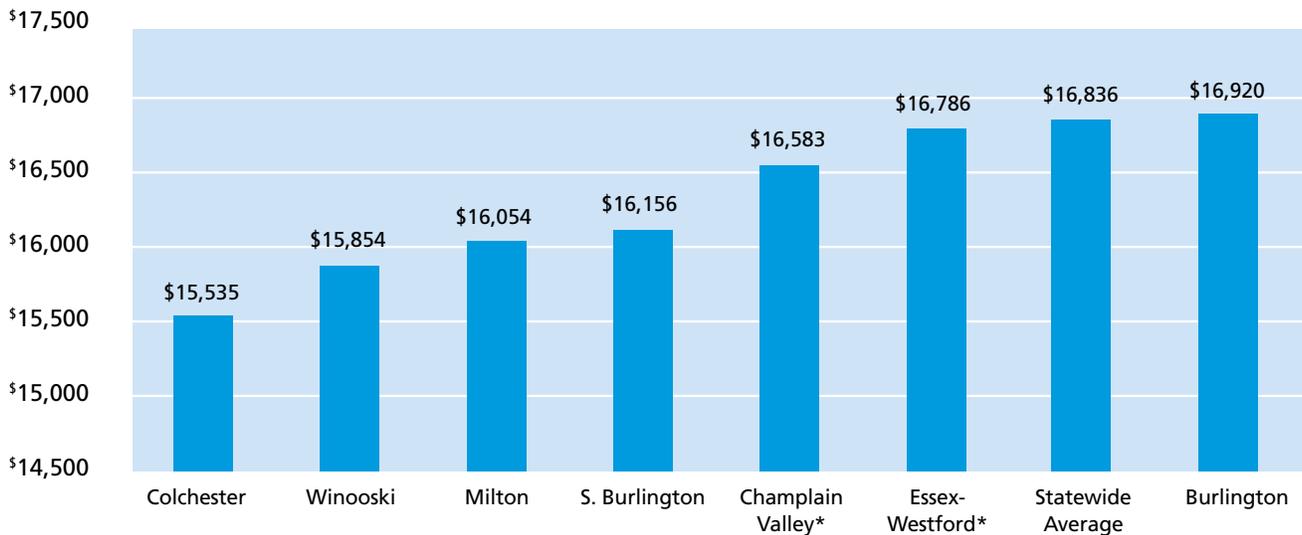
Property Payers	Property Tax Impact
Estimated Tax Rate Increase	6.88%
Tax on \$250,000 homestead	\$5,552
Tax Difference from FY21	\$353

Income	Income Tax Impact
Estimated Tax Rate Increase	6.47%
Tax on \$50,000 household income	\$1,344
Tax Difference from FY15	\$81

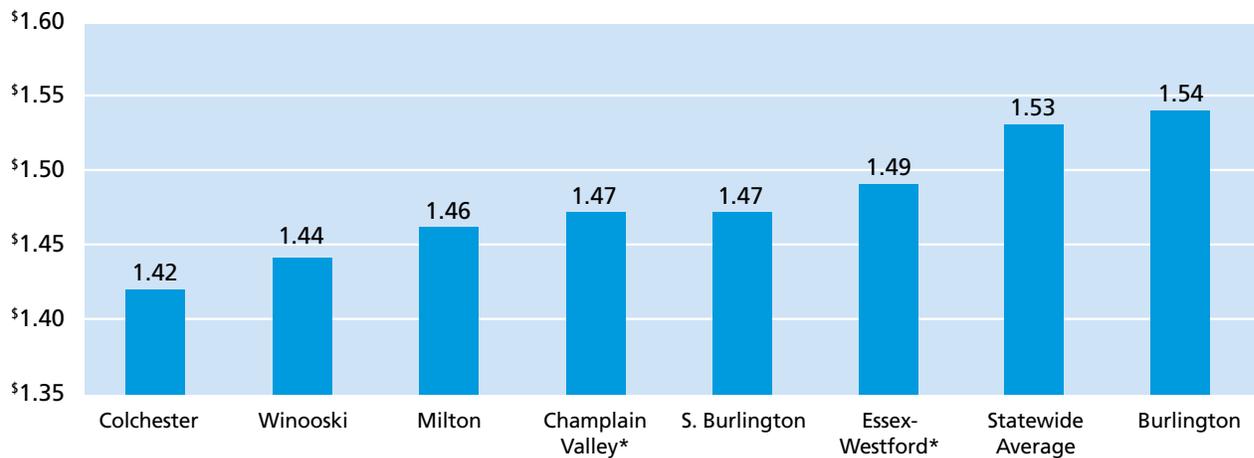
Note: Tax estimates are subject to change.

CHITTENDEN COUNTY SCHOOL TAX RATE COMPARISON

Chittenden County FY21 Education Spending per Equalized Pupil



Chittenden County FY21 Equalized Homestead Tax Rates



*Champlain Valley and Essex-Westford are receiving a merger tax incentive that reduces their tax rate by 5 cents despite higher education spending per equalized pupil.

Please note:

School cost comparison data from the Agency of Education was not available at the time of printing. This information will be posted on www.bsdt.org when it becomes available.

MULTI-YEAR BUDGET COMPARISON

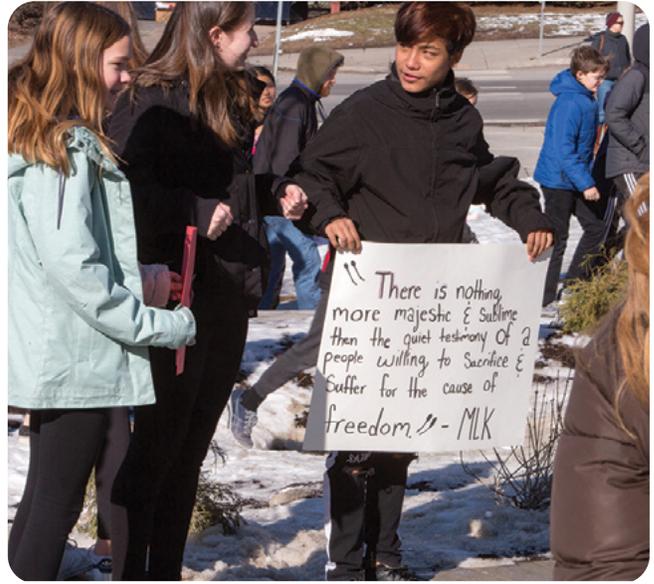
PRELIMINARY

Three Prior Years Comparisons - Format as Provided by AOE

ESTIMATES ONLY

District: Burlington SU: Burlington		T037 Chittenden County			
		Property dollar equivalent yield		Homestead tax rate per \$10,763 of spending per equalized pupil	
			10,763	1.00	
			12,825	Income dollar equivalent yield per 2.0% of household income	
Expenditures		FY2019	FY2020	FY2021	FY2022
1.	Budget (local budget, including special programs, full technical center expenditures, and any Act 144 expenditures)	\$86,584,726	\$88,706,132	\$91,525,288	\$95,105,000
2.	<i>plus</i> Sum of separately warned articles passed at town meeting	-	-	-	-
3.	<i>minus</i> Act 144 Expenditures, to be excluded from Education Spending (Manchester & West Windsor only)	-	-	NA	-
4.	Locally adopted or warned budget	\$86,584,726	\$88,706,132	\$91,525,288	\$95,105,000
5.	<i>plus</i> Obligation to a Regional Technical Center School District if any	-	-	-	-
6.	<i>plus</i> Prior year deficit repayment of deficit	-	-	-	-
7.	Total Budget	\$86,584,726	\$88,706,132	\$91,525,288	\$95,105,000
8.	S.U. assessment (included in local budget) - informational data	-	-	-	-
9.	Prior year deficit reduction (included in expenditure budget) - informational data	-	-	-	-
Revenues		FY2019	FY2020	FY2021	FY2022
10.	Offsetting revenues (categorical grants, donations, tuitions, surplus, etc., including local Act 144 tax revenues)	\$24,631,307	\$23,328,122	\$23,311,510	\$26,209,683
11.	<i>plus</i> Capital debt aid for eligible projects pre-existing Act 60	-	-	-	-
12.	<i>minus</i> All Act 144 revenues, including local Act 144 tax revenues (Manchester & West Windsor only)	-	-	NA	NA
13.	Offsetting revenues	\$24,631,307	\$23,328,122	\$23,311,510	\$26,209,683
14.	Education Spending	\$61,953,419	\$65,378,010	\$68,213,778	\$68,895,317
15.	Equalized Pupils	4,099.87	4,082.65	4,031.59	4,036.27
Education Spending per Equalized Pupil		\$15,111.81	\$16,013.62	\$16,919.82	\$17,069.06
17.	<i>minus</i> Less ALL net eligible construction costs (or P&I) per equalized pupil	\$928.44	\$834.81	-	-
18.	<i>minus</i> Less share of SpEd costs in excess of \$60,000 for an individual (per eqpup)	\$20.39	\$22.96	\$23.20	\$7.90
19.	<i>minus</i> Less amount of deficit if deficit is SOLELY attributable to tuitions paid to public schools for grades the district does not operate for new students who moved to the district after the budget was passed (per eqpup)	-	-	-	-
20.	<i>minus</i> Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per eqpup)	-	-	-	-
21.	<i>minus</i> Estimated costs of new students after census period (per eqpup)	-	-	-	-
22.	<i>minus</i> Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per eqpup)	-	-	-	-
23.	<i>minus</i> Less planning costs for merger of small schools (per eqpup)	-	-	-	-
24.	<i>minus</i> Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per eqpup)	-	-	-	-
25.	Excess spending threshold	threshold = \$17,816 \$17,816.00	threshold = \$18,311 \$18,311.00	threshold = \$18,756 \$18,756.00	threshold = \$18,780 \$18,789.00
26.	<i>plus</i> Excess Spending per Equalized Pupil over threshold (if any)	-	-	-	-
27.	Per pupil figure used for calculating District Equalized Tax Rate	\$15,112	\$16,014	\$16,920	\$17,069.06
28.	District spending adjustment (minimum of 100%)	147.865% based on yield \$10,220	150.391% based on yield \$10,648	153.845% based on \$10,963	158.590% based on yield \$10,763
Prorating the local tax rate		FY2019	FY2020	FY2021	FY2022
29.	Anticipated district equalized homestead tax rate (to be prorated by line 30) [\$17,069.06 ÷ (\$10,763 / \$1.00)]	\$1.4787 based on \$1.00	\$1.5039 based on \$1.00	\$1.5385 based on \$1.00	\$1.5859 based on \$1.00
30.	Percent of Burlington equalized pupils not in a union school district	100.00%	100.00%	100.00%	-
31.	Portion of district eq homestead rate to be assessed by town (0.00% x \$1.59)	\$1.4787	\$1.5039	\$1.5385	-
32.	Common Level of Appraisal (CLA)	79.94%	77.65%	74.77%	-
33.	Portion of actual district homestead rate to be assessed by town (\$0.0000 / 0.00%)	\$1.8498 based on \$1.00	\$1.9368 based on \$1.00	\$2.0576 based on \$1.00	-
<p>If the district belongs to a union school district, this is only a PARTIAL homestead tax rate. The tax rate shown represents the estimated portion of the final homestead tax rate due to spending for students who do not belong to a union school district. The same holds true for the income cap percentage.</p>					
34.	Anticipated income cap percent (to be prorated by line 30) [((\$17,069.06 ÷ \$12,825) x 2.00%]	2.44% based on 2.00%	2.45% based on 2.00%	2.50% based on 2.00%	2.66% based on 2.00%
35.	Portion of district income cap percent applied by State (0.00% x 2.66%)	2.44% based on 2.00%	2.45% based on 2.00%	2.50% based on 2.00%	- based on 2.00%
36.	#/NA	-	-	-	-
37.	#/NA	-	-	-	-

- Following current statute, the Tax Commissioner recommended a property yield of \$10,763 for every \$1.00 of homestead tax per \$100 of equalized property value. The Tax Commissioner also recommended an income yield of \$12,825 for a base income percent of 2.0% and a non-residential tax rate of 1.73. New and updated data will likely change the proposed property and income yields and perhaps the non-residential rate.
 - Final figures will be set by the Legislature during the legislative session and approved by the Governor.
 - The base income percentage cap is 2.0%.





BURLINGTON
SCHOOL DISTRICT



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Dhamaantiina soo dhowaada • Ikaze kuri bose

Wote wanakaribishwa • Hoan Nghênh Quý Vị

Tous sont les bienvenus • Svi su dobrodošli