



BURLINGTON
SCHOOL DISTRICT



2023 ANNUAL REPORT

FEBRUARY 2024: For this report and additional information, see the Burlington School District website at www.bsdrv.org.

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فمن اجل خدمات الترجمة لهذه الوثيقة ٨٠٢٢٨٨٦٠٤٨ على الرقم سيمك اتصل مع نياز

यो कागजातको अनुवाद का लागि 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' ubusumuzi bw' iki gitabo.

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

2023 ANNUAL REPORT

WHAT'S INSIDE

- District Overview** 3
 - Strategic Plan 3
 - Capital Improvements 6
 - Teaching and Learning 7
 - Diversity and Equity 8
 - Demographic Data 9
 - Student Support Services 10
- Student, Staff and District Highlights** 11
- FY25 Proposed Budget** 14
 - Budget Summary 14
 - School Cost Comparisons 17
 - Multi-year Budget Comparison 18



TOWN MEETING DAY: March 5, 2024

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 5, 2024 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:

For Town Meeting Day 2024, the City of Burlington will mail ballots to all registered voters. Ballots will be mailed on February 14th.

Deadline to vote absentee: Ballots can be dropped off at locations throughout the city until 4:40 pm on March 4. You can also bring your ballot to your polling place on election day.

Early Voting: Ballots will be mailed on February 14th and voters can return them immediately.

SCHOOL BOARD

Ward	Commissioner	Home Phone
1	Aquilas Lokossou	338-8469
2	Faizo Hassan	343-8721
3	Polly Vanderputten	578-8653
4	Martine Gulick	488-4445
5	Lucia Campriello	391-0079
6	Clare Wool	(917) 912-4333
7	Monika Ivancic	540-0830
8	Saja Almogalli	503-4428
	District Central: Jean Waltz	355-7856
	District East: Gary Golden	735-6058
	District North: Kendra Sowers	598-2346
	District South: Jeffrey Wick	(917) 282-5256

DISTRICT OVERVIEW

Burlington School District (BSD) is the largest, most diverse single-town school district in the state of Vermont. In School Year 2022-2023 (SY23), BSD served nearly 3,300 PreK - Grade 12 students across 12 centralized campuses and additional locations for Burlington Technical Center programs. This includes providing support for 465 PreK students through 51 different partner programs in the area. In SY23, Students in BSD came from homes representing 37 different first languages.

Our North Star: Every learner is challenged, empowered, and engaged.



STRATEGIC PLAN

2022-2023 saw the first year of our work to implement the District's new [5-year strategic plan](#). Here are just a few of the many steps we took towards achieving progress in our five priority areas.

Our Goal

Burlington School District will be student-centered and responsive to the full range of identities, abilities, cultures, and languages in our community, such that every student is challenged, empowered, and engaged in their learning throughout their time in our schools.



1

Belonging and Well-Being

In year one of the Strategic Plan, we made a deliberate effort to involve families, staff, and students in surveys about the culture of belonging and well-being. This data will be used to create strategies to help us ensure our District is meeting the needs of our community, and we will compare year-over-year results. We also engaged the Superintendent's Teacher Advisory Committee to help us create strategies to better support staff health and well-being and used ESSER funds to administer a Social Emotional Learning survey to elementary students.

STRATEGIC PLAN CONTINUED



2 Deeper Learning for Every Student

In SY23, BSD used \$1.5 million in ESSER funds to implement a new K-5 literacy curriculum. The literacy materials developed by American Reading Company (ARC) provide a scope and sequence aligned to the Common Core State Standards (CCSS), high-interest texts for teacher modeling, and varying levels of text for student independent work. The ARC resources support students developing as readers by providing them with strategies they

need to be able to read complex texts on their own. Reading, Writing, Listening, Speaking, and Language skills are embedded throughout each unit as students study themes connected to Science, Social Studies, and Literature. Each grade level has four engaging units of study throughout the school year. Along with the framework, ARC provides an Independent Reading Level Assessment (IRLA) that guides teachers through setting individual reading goals for students. American Reading Company recommends districts follow a five-year implementation plan, which we are following. This work represents our deep commitment to equity, anti-racism, and reducing opportunity gaps because it is grounded in the belief that every student can learn and achieve, and utilizes an individualized approach to ensure this happens. This directly addresses the persistent racial and socio-economic disparities in our data. As part of this large undertaking, elementary teachers have also been asked to set literacy growth goals for individual students within their classrooms.



3 Reimagined High School

The most obvious success in this area was voters approving, by 76% of the vote, a \$165 million bond to build a new high school and technical center, and our work to create a therapeutic learning environment for our alternative high school programs - OnTop and Horizons. As part of this process, we made the deliberate decision to move

some of BTC's programs to a new Aviation Education Center at Burlington International Airport. BSD secured \$10m in Federal funding to support this new space to expand learning in the spaces where innovation is happening. These new buildings will provide the environment needed to ensure deep learning experiences for all students. In addition to the physical environment, our high school teams did a lot of work to consider the learning that happens within the walls of their school. Efforts are underway to eliminate disparities by race in high school math courses and ensure that we increase the percentage of students of the Global Majority who are enrolled in AP, Honors, and dual enrollment courses. Aligned with our move towards deeper learning, our alternative high school programs began moving toward flexible pathways in a partnership with Big Picture Learning, to ensure that "All students can and should live lives of their own design".



4 Educators Who Look Like Our Students

In SY23 we worked to create new opportunities for staff of the global majority to connect in affinity spaces. We also joined the Great School Partnership, a group of educators from the New England Region who share best practices around successful efforts and partnerships that provide support and remove barriers to individuals interested in becoming educators. We also moved BTC's Education, Training & Leadership program out of the North Alliance Church and into Edmunds Elementary School, where classrooms will become the lab environment for BTC students and will be part of strengthening this strand of CTE, a long-term strategy of Priority Area #4.



5 Relationship-Based Communities through Restorative Practices

Two major accomplishments in this area were the creation of a new Restorative Code of Conduct, which seeks to improve the way discipline is handled in our District, and a revised approach to truancy. The goal of the Restorative Code of Conduct, which was co-constructed with students and educators and is regularly revised, is to keep students connected to their learning by building, sustaining, and repairing relationships when they are damaged. On the truancy side, we changed the way we seek to engage with truant students and their families to a more restorative approach rather than a punitive one. In this work, we seek to collaborate with students, families, and staff to help us understand, and eliminate, the root causes of individual truancy cases; that is, we are working harder to help create environments that assist students in coming to school and being engaged in class.

All five of these priority areas are focused on improving outcomes for all students. By focusing on the needs of students, and responding to who they are as full people, we will support every young person to achieve their potential.

CAPITAL IMPROVEMENTS

In 2022, Burlington voters overwhelmingly approved a \$165m bond to support building a new high school and technical center. Demolition of the old campus began soon thereafter, kicking off with a groundbreaking. The school is slated to be open for the 2026-2027 school year.

We continued with our work to upgrade our facilities and grounds while paying attention to the fiscal impacts of our projects. At Sustainability Academy, we built new stair railings, a sidewalk, and new fencing. We also created a new PreK room at Edmunds, built a new playground at IAA, and installed a new ceiling in the Edmunds science room, replacing a falling plaster and lath ceiling.



In addition, our property services team has been working hard to look for savings in our facilities plans. Through two projects, we were able to save around \$400K by reusing materials from the former high school and technical center. At Champlain, we installed a PreK playground recycled from BTC's former childcare program. At Hunt Middle School, we identified the ability to reinvigorate the auditorium, including by repurposing the auditorium seats from BHS. In addition, BSD announced that we would be filing a lawsuit against Monsanto, who had manufactured the PCBs which forced us to abandon our previous plans to renovate the building.



CURRICULUM, INSTRUCTION, AND ASSESSMENT

BSD provides a rigorous, research-based curriculum aligned with national content standards and the VT School Quality Standards and supports teachers implementing instructional practices to improve student achievement.

Curriculum

In SY23, BSD used ARP-ESSER funds to shift literacy practices in grades K-5 to align with best practices in literacy instruction. To do this, we adopted the American Reading Company (ARC) curricular materials for all K-5 classrooms. The decision was the culmination of three years of work, including a review of our literacy practices and curricular materials and a pilot of three evidence-based literacy programs (each highly rated by EdReports, a third-party organization that reviews curricular materials). ARC materials were selected because of the strong focus on foundational skills, including phonics, phonemic awareness, fluency, vocabulary, and comprehension.

The ARC system affords BSD four critical components for literacy instruction, including:

- CORE Curricular Materials
- Systematic phonics/word study
- Formative assessment system
- Intervention support materials
- Ongoing, job-embedded professional learning

Moving to ARC has also provided BSD with a comprehensive approach to literacy, meaning we are using one program to inform both Tier 1 instruction and our Tier 2 approach to intervention. This is a core strategy in achieving equity and provides the foundation needed for deeper learning for every student.

Instruction

BSD's professional learning plan aims to provide a vision for adult learning that is collaborative, continuous, embedded in daily practice, and focused on achievement for every student. We strive to develop a professional learning culture that supports adult learning by providing options that allow every educator to enrich their practice and improve student learning. In SY23, we focused our professional learning on anti-racist teaching and assessment practices for all educators in our community. The year-long professional learning experiences impacted us all in a range of ways. Many of our feedback responses

reflect that while the anti-racist learning was difficult for some, depending on where we are in our anti-racist journey, many of our educators found the learning to be reflective, challenging, engaging, and relevant.

In SY23, we committed to this work throughout the year on every level:

- K-5 educators engaged in equitable literacy learning with the professional learning team from American Reading Company, which is focused on implementing the new curricular materials.
- Early Education educators, para-educators, K-5 specialists, and 6-12 educators engaged in anti-racist instructional practices with internal and external facilitators.
- Directors and principals are engaged in anti-racist leadership skill-building during monthly meetings and retreats throughout the year.

Assessments

BSD has an assessment plan that includes District progress monitoring assessments in math and English Language Arts (ELA) for all students. The District progress monitoring assessment complements classroom-level assessments in determining student growth. In addition to the district assessments, BSD also participates in state and national assessments.

Students in grades 3-9 took the Vermont Comprehensive Assessment (VTCAP) for the first time in the Spring of 2023. It replaced both the Smarter Balanced Assessment and the Vermont Science Assessment.



State-level Assessments

- VTCAP Language Arts and Mathematics: Grades 3–9
- VTCAP Science Assessment: Grades 5, 8, and 11
- ACCESS for Multilingual Students in Grades 1–12

National Assessments

National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what students know and can do in various subjects in grades 4, 8 and 12. It is administered by the National Center for Education Statistics, within the U.S. Department of Education, every two years to selected districts and schools. NAEP is different from our state

assessment because it provides a common measure of student achievement nationwide. The results are released as The Nation's Report Card, which provides information about student achievement to educators, parents, policymakers, and the public. The winter/spring of 2024 is the next administration of the NAEP for selected BSD schools. <https://nces.ed.gov/nationsreportcard/>

High school students can participate in several assessments to support their post-secondary education plans. The BHS counseling team can support students in understanding the assessment process, including the timeline for registration.

DIVERSITY AND EQUITY

Commitments to Diversity and Equity in Burlington School District

There are 37 home languages represented in BSD

The diversity of our students, families, and staff is an asset to the Burlington community. Burlington School District believes that all students and staff deserve a safe, inclusive learning and work environment where differences are valued and celebrated. The District also believes that every student has a right to learn at their highest and greatest potential. This is achieved through more access to rigorous curriculum and higher expectations for every student, paired with individualized supports for them to get there.

We are committed:

- to closing the opportunity gap in student outcomes based on racial, ethnic, socioeconomic, linguistic, ability, or any other real or perceived disparities that may limit any student's opportunity to be fully included and successful in school.
- to eradicating racism and white supremacy culture in our District.
- to transforming BSD into a national model for holistic wellness for LGBTQ+ people, youth, and adults. We stand in solidarity with LGBTQ+ students, staff, and community members and believe that schools can truly be safe only when every student is assured access to an education without fear. We stand behind our BSD staff who pursue a safe and supportive environment for all students.

In SY23 BSD achieved the following successes (and more!) with support from the Office of Equity, the Department of Multicultural Services, the Department of Teaching and Learning, Student Support Services, and the Office of Expanded Learning:

- Launched district-wide AntiRacism professional

learning series for 6-12 teachers, PreK teachers, UA teachers, school counselors, psychologists, nurses and administrators.

- Continued annual [Virtual Equity Workshop Series](#) for the community featuring student panelists.
- Offered new in-person Community Workshop Series on LGBTQIA+ for 2022-23
- Summer [Racial Justice Academy](#) met for a 3rd year, offering 50 middle and high school students a paid opportunity to help make recommendations to make our schools more equitable, just, and safe. New for 2023, six peer leaders were hired to design and lead the curriculum and sponsored a "Day of Leadership" offering district leaders the opportunity to engage in student-led workshops on Racial Trauma and Discrimination.
- Offered 2nd year of Multilingual Pathfinder Program for high school students who have newly arrived to the US.
- Worked in collaboration with School Board to develop a BSD Equity Tool to be used to review and develop new policies; hosted focus groups with parents, administrators, paraeducators, teachers, and students to draft a new [BSD Equity Policy](#).

- Followed through on many of the LGBTQ+ Task Force recommendations in the [comprehensive report](#) evidenced by a Health Curriculum audit, PD for school counselors and Multilingual Liaisons, and hosting a special workshop for the Maay Maay and Somali speaking parents to address cultural sensitivity around LGBTQ+.
- Continued partnership with [Up for Learning](#) and the [Burlington Community Justice Center](#) to reduce racial and ethnic disparities in suspensions and school discipline. This work includes the creation of a **Youth and Family Engagement Team** and a **BCJC Restorative Youth and Family Liaison** supporting EMS.
- Introduced soft roll-out of the [Restorative Code of Conduct](#).
- Conducted an Annual Restorative Climate Survey with family feedback for the first time in many years.
- Provided presentations from the [Organization for Social Media Safety](#) to raise awareness and

prevent cyberbullying.

- Continuing **Peer Mediation** program at EMS to allow for youth to be involved in restorative practice accountability processes with school discipline.
- Developed a revised equitable registration for afterschool that prioritizes marginalized students.
- Developed trainings for all afterschool staff around anti-racism and restorative practices.
- Added two new classrooms for Multilingual Learners in Summer Program SOAR.
- Added a Native Language Instructional Specialist at HMS, providing first-language support in classrooms AND maintaining an Affinity Group for Nepali speakers at HMS.
- Helped AOE to develop an Alternate Exit system for students identified as EL. To date, 11 BSD students have exited this way.

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)}		3,263	82,901
Racial Diversity ^{(1) (3)}	White	61.0%	88.7%
	Black African American	17.0%	2.5%
	Asian	9.0%	2.2%
	Hispanic or Latino of Any Race <i>(Note: listed as Latinx on BSD website)</i>	4.0%	2.6%
	American Indian or Alaskan Native	0.0%	0.3%
	Native Hawaiian or other Pacific Islander	0.0%	0.0%
	Two or More Races	10.0%	3.5%
Students receiving English Language Learning Services ^{(1) (4)}		14.0%	2.0%
Home languages of students		38	NA
Special Education identified (IEP Only) ^{(1) (4)}		20.0%	9.8%
Four-Year Cohort Graduation Rate ⁽⁵⁾		84.2%	83%
Six-Year Cohort Graduation Rate ⁽⁵⁾		78.3%	86%
Qualify for free/reduced meals ^{(1) (6)}		53%	34.9%

(1) 2022-23 BSD Data represents Pre-K-12, from Powerschool Report October 2022. <https://www.bsdt.org/district/district-overview/>

(2) 2022-23 State Data from: <https://education.vermont.gov/data-and-reporting/vermont-education-dashboard/enrollment>

(3) Most recent State data is from 2020-21: <https://education.vermont.gov/data-and-reporting/vermont-education-dashboard/student-characteristics>

(4) Most recent State data is from 2019-20: <https://education.vermont.gov/data-and-reporting/vermont-education-dashboard/student-characteristics>

(5) BSD Data is from SY 22-23; State data represents most recent data available, SY 21-22 <https://bit.ly/48p5fzi>

(6) Data from AOE Annual Report of Percent of Students Approved for Free and Reduced Price School Meals <https://education.vermont.gov/document/2023-free-and-reduced-eligibility-report>

Each year, the District publishes an "Equity Data Report." You can find our most recent report and others online:

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

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, ages 3 to 22 years. Service providers strive to meet the needs of this diverse cohort to assist them on their journey to develop their complete selves. Student Support Services staff include nurses, social workers, psychologists, special educators, speech/language pathologists, physical therapists, Discrete Trial Instructors, occupational therapists, and many more important roles. 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 of our community. We continue to improve our continuum of specialized instruction to provide 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

be eligible 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 the school-based Educational Support Team (EST).

During SY22, approximately 796 students with disabilities received specialized instruction provided through an IEP. 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 195 students with disabilities were accommodated with Section 504 Plans, and approximately 91 students with disabilities ages three to five received Early Education services in our District-based programs and through our community partnerships.

BSD Community Partnerships

<i>AARP Vermont</i>	<i>ECHO, Leahy Center for Lake Champlain</i>	<i>NFI Vermont, Inc.</i>	<i>UVM Engineering Department</i>
<i>Amy Tarrant Foundation</i>	<i>Ethan Allen Homestead</i>	<i>North Avenue Alliance Church</i>	<i>UVM Expanded Food & Nutrition Program</i>
<i>AALV</i>	<i>Everybody Wins! Vermont</i>	<i>ONE Community Center</i>	<i>UVM Medical Center</i>
<i>BETA Technologies</i>	<i>Feeding Chittenden</i>	<i>The Offices of Senators Leahy and Sanders and Congressman Welch</i>	<i>Vermont Adult Education Council</i>
<i>Boys & Girls Club</i>	<i>Fleming Museum</i>	<i>Parents4Change Taskforce</i>	<i>Vermont Afterschool Inc.</i>
<i>BTV Wildways</i>	<i>Fletcher Free Library</i>	<i>Positive Spin Inc.</i>	<i>Vermont Agency of Education</i>
<i>Building Bright Futures</i>	<i>Flynn Center for the Performing Arts</i>	<i>Prevent Child Abuse Vermont</i>	<i>Vermont Arts Council</i>
<i>Burlington City Arts</i>	<i>Front Porch Forum</i>	<i>ReSource</i>	<i>Vermont Community Foundation</i>
<i>Burlington Community Justice Center</i>	<i>Greater Burlington Sustainability Education Network</i>	<i>Rock Point School</i>	<i>Vermont Community Garden Network</i>
<i>Burlington Electric</i>	<i>Gordini, Inc</i>	<i>Rozalia Project</i>	<i>VDH: Women, Infants, and Children</i>
<i>Burlington Fire Department</i>	<i>HANDS</i>	<i>Sandbox VT</i>	<i>Vermont Family Network</i>
<i>Burlington Partnership for a Healthy Community Burlington Parks, Recreation & Waterfront</i>	<i>Hannaford</i>	<i>Sara Holbrook Community Center</i>	<i>Vermont Fish and Wildlife</i>
<i>Burlington Police Department</i>	<i>Hazlett</i>	<i>SD Associates</i>	<i>Vermont Folklife Center</i>
<i>Burton</i>	<i>Hergenrother Realty Group</i>	<i>Seventh Generation</i>	<i>Vermont Humanities Council</i>
<i>Champlain College</i>	<i>Heritage Aviation</i>	<i>Shelburne Farms</i>	<i>Vermont Legal Aid</i>
<i>Champlain Valley Office of Economic Opportunity (Head Start & Financial Literacy Programs)</i>	<i>Hoehl Family Foundation</i>	<i>Shelburne Museum</i>	<i>Vermont National Guard</i>
<i>Children's Literacy Foundation</i>	<i>Howard Center</i>	<i>South Burlington Community</i>	<i>Vermont SportsCar</i>
<i>City Market</i>	<i>Hunger Free Vermont</i>	<i>Stern Center</i>	<i>Very Merry Theater</i>
<i>City of Burlington Community & Economic Development Office</i>	<i>The Intervale</i>	<i>Justice Center</i>	<i>VSA Vermont</i>
<i>City of Burlington, Mayor's Office</i>	<i>Janet S. Munt Family Room</i>	<i>Spectrum Youth and Family Services</i>	<i>VTC</i>
<i>Clemmons Family Farm</i>	<i>King Street Center</i>	<i>St. Mark's Church</i>	<i>VT FEED</i>
<i>Community College of Vermont</i>	<i>Lake Champlain Chamber Music Festival</i>	<i>St. Michael's College</i>	<i>Young Tradition Vermont Watershed Alliance</i>
<i>Community Health Centers of Burlington</i>	<i>Lake Champlain Community Sailing Center</i>	<i>Trinity Child Care Center</i>	
<i>Community Sailing Center</i>	<i>Let's Grow Kids</i>	<i>Turning Point Center</i>	
<i>Dealer.com</i>	<i>The Media Factory</i>	<i>USCRI</i>	
	<i>Mercy Connections</i>	<i>University of Vermont (UVM) Caring Collaborative</i>	
	<i>New Farms for New Americans</i>	<i>UVM College of Education & Social Services</i>	
		<i>UVM College for Every Student</i>	

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

2023 HIGHLIGHTS

Student Highlights

- Sarah Ali named Youth Leader for Burlington and subsequently, Youth Leader for Vermont to eradicating racism and white supremacy culture in our District.
- BHS won the 2022-23 Vermont-NEA Scholars' Bowl Championship! Congrats Daniel McNamara, Isaac Doggett, Robbie Safran, coach Kevin Commo, Clare McNamara, Quinn Shelley, Ezra Case!
- Flynn students created a campaign to protest gun violence, including marching on North Ave.
- Captains of the BHS Girls Basketball team, Nylah Mitchell and Hawa Awayle, delivered a pregame statement in response to a racist video created by members of another team.
- Congratulations to the BHS Boys Volleyball Team for winning its second D1 State Championship.
- BTC Health Sciences Academy students competed in the international Health Occupations Student Organization competitions in Dallas, Texas! They qualified by winning VT competitions!
- 4th and 5th Graders in the Rainbow Club at SA joined students and adults from Flynn, IAA, EMS, and DtBHS on a bus to Montpelier for the March for Queer & Trans Youth Autonomy organized by OutrightVT.
- BTC Digital Media Lab collaborated with OKAY OKAY Marketing and Black Cub Productions to produce photos and videos for The City of Burlington's Juneteenth Celebration.
- Champlain music teacher Betsy Greene and our 4th and 5th-grade teams brought students to Church Street to help kick off the Burlington Discover Jazz Festival.
- BTC Auto Body student Aidan Aumand (CVU) received the Golden Wrench award from the Vermont Automobile Enthusiasts.
- Horizon's students created a beautiful mural outside the Shell Station on Riverside Avenue.
- Apolina Mbelec (WHS, BTC Digital Media Lab) won 3rd place for her photography in the Vermont Congressional Art Competition.
- Sidiki Sylla Awarded Burlington Partnership for Change's "Roots of Prevention" Award.
- Flynn 5th Grader Goodluck "GK" Kubwayo authored a comic book based on our "5 Flynn Values".
- BTC Design and Illustration students Juni Cleary (BHS), Adi Leddy (BHS), and Deaglan Searson (CVU) received National Medals in the Scholastic Art Awards.
- EMS Student Neima Nour and BHS Students Nasra Hassan, Victoria Tornwini, and Esther Lokossou led a workshop [Reimagining Schools Connecting Communities Conference](#) hosted by the Education Justice Coalition of Vermont.
- Saraswoti Chhetri (BHS, Criminal Justice), was selected to join the Youth Opportunity Advisory Group facilitated by the Vermont Council on Rural Development.
- Health Sciences Academy Students won first place at Brain Bee neuroscience competition at UVM's School of Medicine. Sylar Foster (MMU) won first place as an individual and attended the national competition in Irvin, California. Corey Wemple (CVU) and Vaughn Larkin (SBHS) both tied for second.



Student Highlights continued

- BHS students Orin Paxton, Gabe Mitchell, and Tess Barker were selected as candidates for the United States Presidential Scholars Program, one of the nation's highest honors for high school students. Orin also advanced to Finalist standing in the National Merit Scholarship Program.
- Lyla Trigaux (BHS Freshman) was a finalist in Senator Sanders' "[State of the Union](#)" [Essay Contest](#) with an essay on [LGBTQ treatment](#).
- Flynn Elementary fifth graders [created an awesome video](#) to teach others about bullying prevention and what it means to be an up-stander!
- Francis Neary, Livia Jatlow-Carter, and Rosalie Lekstutis wrote and received a grant of \$2000 to continue their work on gender discrimination in the BSD and schools
- Laura Zhou-Hackett, BHS senior, named a Vermont Youth Orchestra "Senior Soloist. Nationwide. They were also asked to present their work at the AERA conference in Chicago.

Congratulations to our Student-Athletes Committed to Playing at the Next Level

Sidiki Sylla declared his intention to study business and play football at VSC Castleton.

Charite Dzingou committed to St. Michael's College for Basketball.

Rosalie Brown committed to Bates College for Nordic Skiing

Congratulations to our Vermont Presidential Scholars!

Hayden Jessiman (MMU and BTC) - Presidential Scholar of the Arts

Staff Highlights

- BHS teacher Kofi Amoah named an outstanding teacher by UVM.
- BTC teachers Jason Raymond and Ashley Stagner received Scholastic Art and Writing Educator awards.
- Joe Faitak, in collaboration with BHS Mental Health Counselor Ryan Nest, AP Melanee Alexander, After School Site Director, Sheryl Haiduck, Dean Williams, and Victor Prussack led the charge to create a beautiful rooftop garden on the parking garage next to DtBHS.
- **BCL Teacher Signe Daly** featured in [Edutopia](#)!
- BTC faculty presented a panel on career and technical education opportunities for English learning students at the We All Belong conference on May 6th.
- Our Registrar, Claire Theoret competed on [Jeopardy](#)!
- Lindsay McQueen, EMS Health Teacher, was awarded a 2023 Rowland Fellowship!
- Executive Director of School Leadership, Bonnie Johnson-Aten, was invited to participate in the New England Creating New Pathways Community of Practice as well as the [Cambiar Catalyst Fellowship](#).
- Principal Oropeza was appointed to the [NAESP](#) Equity Leadership Advisory Group.



District Highlights

- Passed the largest school construction bond in State history and broke ground on our new high school and technical center!
- Announced lawsuit against Monsanto to hold them accountable for the harm they've caused our community.
- Introduced a new literacy curriculum from American Reading Company, an Equitable Conferencing Model to support families and teachers working together on literacy goals, and literacy goal-setting expectations for teachers.
- Developed two high-quality EL classrooms embedded into our S.O.A.R program!
- The ELO team successfully reapplied for a \$500K 5-year-long 21st Century Grant. This grant allows for middle and high school afterschool and summer programs to be entirely free.
- BTC's Health Sciences Academy was featured prominently in VTDigger as part of their ongoing series exploring the most promising job opportunities in the state. Great job BTC!
- IAA Formed a Social Justice Club.
- C.P. Smith doubled the number of students reading at or above grade level (to 67.4%) and cut in half the number of students reading at the "Emergency" and "At-Risk" levels.
- Negotiated 3-year agreements with nearly all of our bargaining units!
- Updated and approved a new Equity Policy!
- Social Media HHB Awareness Campaign.
- Revamped the BHS/BTC Building Project website to capture the progress we're making on our new school.



- Secured \$10m in Federal support to build an aviation education center at the airport!
- Secured \$16m in State support for PCB remediation at the site of the old school.
- Secured \$175,000 of federal Emergency Connectivity Funds to purchase new Chromebooks for incoming middle and high school students.
- Thanks to a generous grant from the Vermont Office of Refugee Resettlement, BSD hosted "We All Belong" the first State-wide conference dedicated to educating multilingual students. Held statewide conference on the education of multilingual learners hosted by DML in May 2023. Student panels and performances, over 200 educators in attendance.
- Completed our settlement with the Department of Justice.
- Launched Engaged BHS, a semester course for students who are "in-school truant".
- Launched a Hiring and Retention Incentive Program in food services.
- Co-hosted Stand Up, Fight Racism 2.0 at South Burlington High School with Keynote Speakers Traci Griffith, Director, Racial Justice Program for the ACLU of Massachusetts, and Ferene Paris Meyer, Owner and Founder of All Hearts Inspiration and BSD Parent.
- Hosted "Playing Fields", a free community art and music event, with the Flynn!
- BSD continues to be etched in history as the #EqualPay movement has solidified its place in the Brighton Museum & Art Gallery in Brighton, England.

FY25 PROPOSED BUDGET

FY25 Budget Summary

On January 17, the Burlington Board of School Commissioners approved the School District's [proposed budget for the 2024-2025 school year](#). BSD staff used the Strategic Plan and the Board's priorities to guide the work and decision-making process:

- Recognize that our staffing level must be responsive to enrollment changes.
- Limit budget growth due to increases in wages, benefits and pending BHS/BTC costs.
- Ensure funding to meet strategic plan objectives.
- Continue to offer robust programmatic offerings.
- Consider the multi-year impact of changes and minimize annual disruptions.
- Identify investments that serve our most vulnerable students and are being made in response to the financial capacity gained from the new approach to pupil weighting.

We entered into this year's budgeting cycle prepared to face three major challenges. First, we knew that ESSER funds (Federal COVID-relief funds) would no longer be available. We also knew that we had to prepare for about \$5.9m worth of new spending for increases in insurance, wages, benefits, utilities, and rent, as well as debt service from our capital plan. And finally, we knew that this would be the first year that we saw a major impact from our bond to build a new high school and technical center, which resulted in an additional \$9.5 million in debt payments.

As we worked to cushion the impact of these for taxpayers, the State provided two sets of bad news for school districts. In December we learned that there was not enough money in the State Education Fund to keep community tax rates down. Then, in January, we learned that an adjustment for Burlington's Common Level of Appraisal would itself cause taxes to increase by nearly 9%, regardless of any school spending decisions made by our District.

The proposed budget responds to these pressures by including reductions in Central Office operations and positions, resulting in about \$1.1m in reductions. It also minimizes impacts on staffing, retains the current level of art positions in elementary schools, and provides us

with about \$1.1m in modest investments in areas such as literacy, mental health support, magnet schools, and our strategic plan. Overall, this results in what is essentially a level service budget.

On a positive note, last year we reported that the Burlington Board of School Commissioners had spent the last several years advocating for a change to Vermont's school funding formula which was inequitably funding districts with higher levels of students who live in poverty and those learning English as a second language. In 2022, the Vermont legislature passed Act 127 to change how schools are funded, which will allow BSD to offer more services to our students while protecting taxpayers from unsustainable cost increases. This change was enacted this year, and while difficult to entirely quantify, we estimate that the increased support from the state saved our district between \$7-8 million.

The result of all of these factors is a total budget of \$119.6 million, roughly 15% higher than last year. While a budget increase of 15% seems high, it is important to remember that 93% of our increased spending is due to the bond for our new high school and technical center (58%) and increases in wages, benefits, and operating expenses (35%).

The District's proposed budget now goes to voters. Town Meeting Day is March 5, 2024, and the City will mail ballots to residents in February. For complete details on the budget, visit www.bsdrv.org/budget.

Tax Implications

After Burlington's City-wide home value reappraisal, the average home value in Burlington is \$370,000. We estimate that **the average homeowner can expect a tax increase of 15.6%** as a result of our proposed budget, **resulting in an estimated tax bill increase of \$836 per year**. For those who pay based on income, we estimate a tax rate increase of 10.99%, or \$134 more per year (based on a \$50,000 income); last year our budget resulted in an increase of only \$1 per year for those paying on \$50,000 income.

Why is this year's tax impact so high?

Vermont's Education Finance system is a complicated formula that considers both local spending decisions and the amount of money in the State's Education Fund.

This year, the Education Fund had lower revenues than projected, which resulted in increases in local tax rates. This is impacting the entire state in ways that no one has seen before.

When we first created our budget, we arrived at an estimated tax impact of 6.51%. Due to a provision in Act 127 (mentioned above), we believed BSD would be eligible to cap our tax impact at 5%. However, as of early February, there is talk in the legislature of moving to eliminate the 5% cap. Although it is not ideal for the law to change after budgets pass, the good news is that during our budget development process, we worked very hard to keep new spending at a minimum, knowing that the cap would eventually sunset. This means that while other districts may be hit hard, this potential legislative action will only cause our tax rate impact to increase by another 1.59 percentage points. We are hopeful that Burlingtonians will see that we purposefully developed a level service budget because we knew the tax impact would be significant this year and that our decisions would also have long-term ramifications.

In addition to the 6.51% impact due to the factors listed above, we must also add in the State's Common Level of Appraisal (CLA) adjustment. This is the main driver of this year's tax impact for Burlington.

The CLA is a measure of how closely property in a community is valued (for tax purposes) at fair market value. It is designed to ensure that everyone who pays Education Property Tax in Vermont pays based on the fair market value of their property. Basically, when home

values increase without being officially reappraised, the value of the property for tax purposes falls below fair market value; the CLA attempts to make up for this by increasing the tax rate during school budget season. This year's CLA came in at -7.87%. This drove the tax impact of our budget from 6.51% to 15.6%.

Can we cut the budget to reduce the tax impact?

The CLA will automatically raise taxes by 8.97%. To stay under 10%, BSD would have to reduce operating expenses by more than \$5m. Because we have already identified \$1.1m of reductions in the budget, our projections show the only way to get a tax impact of less than 10% would be to cut staffing levels by 50 full-time employees, or nearly 12% of our workforce. We do not believe this is a sustainable or suitable solution, as it would lead to a drastic reduction in the quality of education for students in BSD.

For detailed budget information, including potential updates, please visit:

<https://www.bsdt.org/district/budget/>

Ballot Question

Shall the voters of the Burlington School District approve the school board to expend \$119,604,584, which is the amount the school board has deemed necessary for the support of the school system for the ensuing fiscal year?



Key Budget Details

Total Budget	\$119,604,5841
Total Budget Increase	14.84%
Property Tax Rate Increase	15.6%
Income Tax Rate Increase	10.99%



Hypothetical Tax Impacts

Property Payers	Property Tax Impact*
Property Tax Rate Increase	15.6%
Tax on \$370,000 homestead	\$6,108
Tax Difference from FY24	\$836

Income	Income Tax Impact
Estimated Tax Rate Increase	10.99%
Tax on \$50,000 household income	\$1,216
Tax Difference from FY23	\$134

***Note:** These tax estimates assume BSD will not be eligible for additional savings previously guaranteed through Act 127. For more information, see the question above about reducing the tax impact. Tax estimates are subject to change.

Reducing Injustice and Seek Equity (RISE) Allocation

BSD's Equitable Budget model provides schools with the opportunity to use some of their funding in more flexible ways. This flexibility is intended to allow school communities to meet the unique needs of their students. The following are some examples of the types of investments identified through this process.

Elementary Equity Supports
 Full-time art teachers • RP specialists
 Co-teaching PL • Interventionists
 Special Education Positions

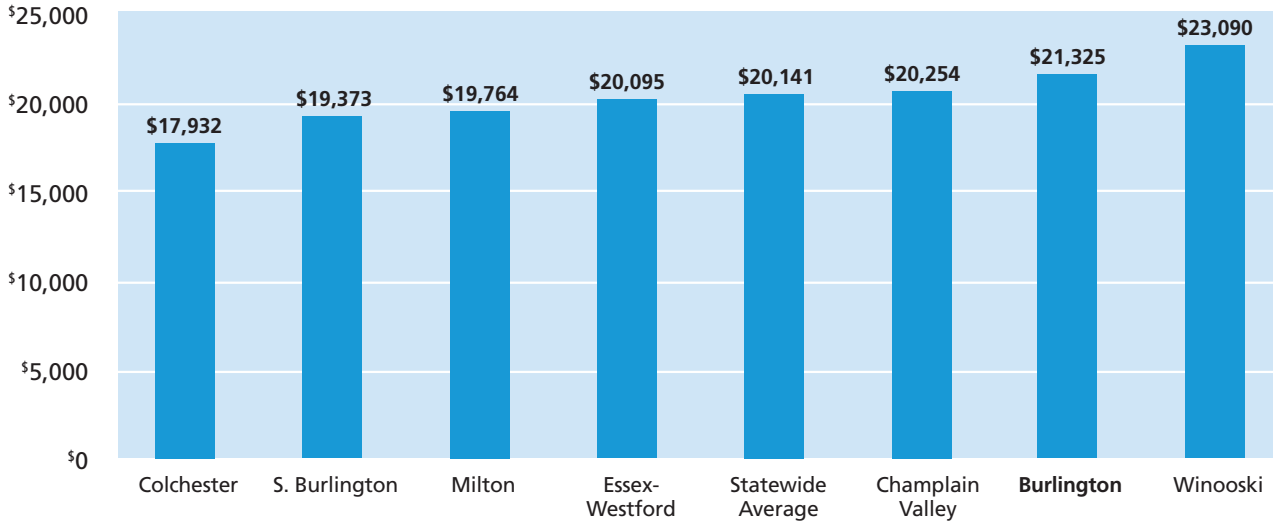
Middle Equity Supports
 Literacy • Math and Guidance Positions
 Project-based Learning Curriculum
 Social-emotional Supports and PL

High School Equity Supports
 Mental Health Counselor
 STEM Interventionist
 Special Education Delivery Model Redesign
 Deeper Learning Activity Funds
 Student-directed Investments
 Co-teaching PL

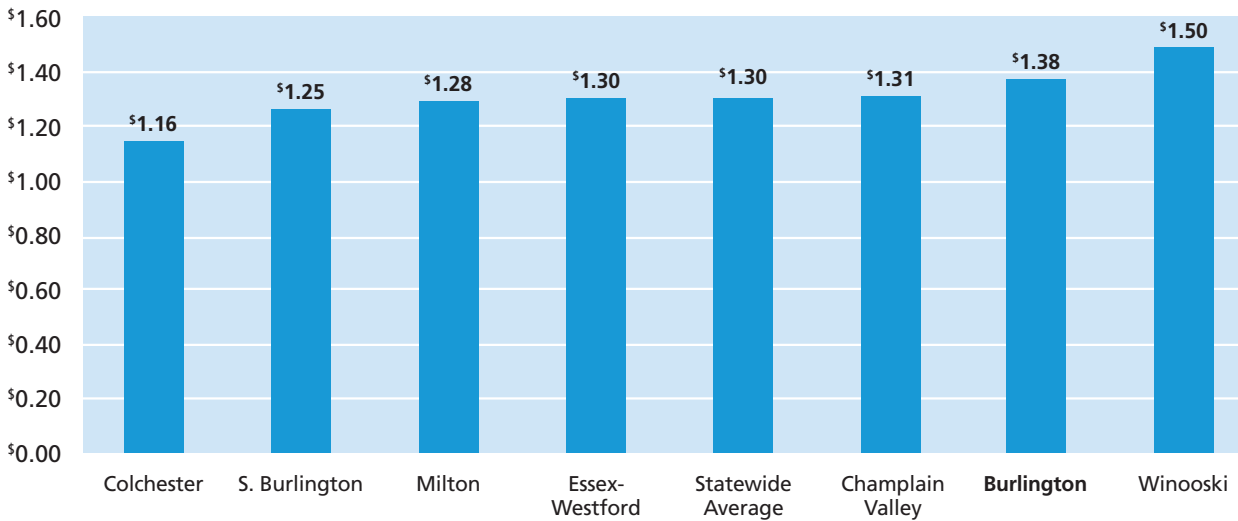
	FY23 RISE	FY24 RISE	FY25 RISE	Change
SA	\$110,188	\$113,546	\$98,353	-\$15,193
IAA	\$120,901	\$124,209	\$123,144	-\$1,065
Smith	\$93,226	\$90,335	\$74,718	-\$15,617
Champlain	\$100,690	\$110,032	\$105,513	-\$4,519
EES	\$114,814	\$111,805	\$101,228	-\$10,577
Flynn	\$114,763	\$150,586	\$151,860	\$1,274
Hunt	\$172,355	\$164,717	\$163,360	-\$1,357
EMS	\$170,343	\$177,332	\$179,685	\$2,353
BHS	\$421,061	\$415,546	\$414,646	-\$900

CHITTENDEN COUNTY SCHOOL TAX RATE COMPARISON

FY24 Education Spending per Equalized Pupil



FY24 Equalized Education Property Tax Rates



Please Note: School cost comparison data from the Agency of Education (AOE) was not available at the time of printing. This information will be posted on the AOE website when it becomes available:

<https://education.vermont.gov/data-and-reporting/financial-reports/per-pupil-spending>

During Fiscal Year 2023, the Burlington School District spent \$1,476,376 on student transportation services. This spending includes busing for preschool and students with special needs, field trips, and transportation to athletic and extra-curricular activities.

MULTI-YEAR BUDGET COMPARISON

District: **Burlington**
SU: **Burlington**

FY25 is the first year of Act 127 Long Term Weighted Average Daily Membership for pupil counts. Equalized pupils are shown for FY22 - FY24. LTWADM is required

T037
Chittenden County

Property dollar equivalent yield

9,452

<--See bottom note

10,300

Homestead tax rate per \$9,452 of spending per LTWADM

1.00

Income dollar equivalent yield per 2.0% of household income

		FY2022	FY2023	FY2024	FY2025	
Expenditures						
1.	Budget (local budget, including special programs, and full technical center expenditures)	\$95,105,000	\$101,397,316	\$104,144,584	\$119,604,584	1.
2.	plus Sum of separately warned articles passed at town meeting	-	-	-	-	2.
3.	Locally adopted or warned budget	\$95,105,000	\$101,397,316	\$104,144,584	\$119,604,584	3.
4.	plus Obligation to a Regional Technical Center School District if any	-	-	-	-	4.
5.	plus Prior year deficit repayment of deficit	-	-	-	-	5.
6.	Total Expenditures	\$95,105,000	#####	#####	#####	6.
7.	S.U. assessment (included in local budget) - informational data	-	-	-	-	7.
8.	Prior year deficit reduction (included in expenditure budget) - informational data	-	-	-	-	8.
Revenues						
9.	Offsetting revenues (categorical grants, donations, tuitions, surplus, etc.)	\$26,209,683	\$24,134,683	\$25,180,146	\$25,180,146	9.
10.	Offsetting revenues	\$26,209,683	\$24,134,683	\$25,180,146	\$25,180,146	10.
11.	Education Spending	\$68,895,317	\$74,097,698	\$78,964,438	\$94,424,438	11.
12.	Pupils (equip FY22 - FY24, LTWADM FY25)	3,971.92	3,837.18	3,702.88	6,798.20	12.
Education Spending per Pupil						
13.		\$17,345.60	\$19,310.46	\$21,325.14	\$13,889.62	13.
14.	minus Less ALL net eligible construction costs (or P&I) per Pupil pupil	-	-	-	-	14.
15.	minus Less share of SpEd costs in excess of \$66,446 for an individual (per pupil)	\$8.03 based on \$60,000	\$8.42 based on \$60,000	\$10.22 based on \$66,206	- based on \$66,446	15.
16.	minus 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 equip)	-	-	-	-	16.
17.	minus Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer pupils	-	-	-	-	17.
18.	minus Estimated costs of new students after census period (per pupil)	-	-	-	-	18.
19.	minus Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per pupil)	-	-	-	-	19.
20.	minus Less planning costs for merger of small schools (per pupil)	-	-	-	-	20.
21.	minus Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per pupil)	-	-	-	-	21.
22.	minus Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting.	-	-	-	-	22.
23.	plus Excess spending threshold	\$18,789.00 threshold = \$18,789	\$19,997.00 threshold = \$19,997	\$22,204.00 threshold = \$22,204	\$23,193.00 threshold = \$23,193	23.
24.	plus Excess Spending per Pupil over threshold (if any)	Suspended thru FY25	Suspended thru FY25	Suspended thru FY25	Suspended thru FY25	24.
25.	plus Per pupil figure used for calculating District Equalized Tax Rate	\$17,346	\$19,310	\$21,325	\$13,889.62	25.
26.	District spending adjustment (minimum of 100%)	153.270% based on yield \$11,317	145.039% based on yield \$13,314	138.089% based on \$15,443	146.949% based on \$9,171	26.
Prorating the local tax rate						
27.	Anticipated district equalized homestead tax rate (to be prorated by line 30) [(13,889.62 + (\$9,452 / \$1.00))	\$1.5327 based on \$1.00	\$1.4504 based on \$1.00	\$1.3809 based on \$1.00	\$1.4695 based on \$1.00	27.
28.	Act 127 tax cap (FY25 - FY29 eligible)				\$1.4499	28.
29.	Percent of Burlington pupils not in a union school district	100.00%	100.00%	100.00%	100.00%	29.
30.	Portion of district eq homestead rate to be assessed by town (100.00% x 1.47)	\$1.5327	\$1.4504	\$1.3809	\$1.4499	30.
31.	Common Level of Appraisal (CLA)	105.32%	104.41%	95.33%	87.83%	31.
32.	Portion of actual district homestead rate to be assessed by town (\$1.4499 / 87.83%)	\$1.4553 based on \$1.00	\$1.3891 based on \$1.00	\$1.4485 based on \$1.00	\$1.6508 based on \$1.00	32.
<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>						
33.	Anticipated income cap percent (to be prorated by line 30) [(13,889.62 + \$10,300) x 2.00%]	2.52% based on 2.00%	2.42% based on 2.00%	2.43% based on 2.00%	2.70% based on 2.00%	33.
34.	Portion of district income cap percent applied by State (100.00% x 2.70%)	2.52% based on 2.00%	2.42% based on 2.00%	2.43% based on 2.00%	2.70% based on 2.00%	34.
35.		-	-	-	-	35.
36.		-	-	-	-	36.

- Using the December 1 education tax rate letter from the Vermont Department of Taxes, the FY25 education fund need results in a property yield of \$9,452 for every \$1.00 of homestead tax per \$100 of equalized property value, an income yield of \$10,300 for a base income percent of 2.0%, and a non-residential tax rate of \$1.442. 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



(သးခုတူၢ်လိာ်မုၢ်ဘၣ်ပုၤကိးဂၢၤဒဲးလီၤ) • सबैलाई स्वागत छ।

Dhamaantiina soo dhowaada • Ikaze kuri bose

Wote wanakaribishwa • Hoan Nghênh Quý Vị

Tous sont les bienvenus • Svi su dobrodošli

Image created and copyrighted by the International Club at Burlington High School, used with permission.
Translations of "All are Welcome" message provided by BSD's Multilingual Liaisons.