



2022 ANNUAL REPORT

FEBRUARY 2022: For this report and additional information, see the Burlington School District website at www.bsdrv.org.

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تمن اجل خدمات للترجمة لهذه الوثيقة ٨٠٢٢٨٨٦٠٤٨ على الرقم سيمك. اتصل مع نيزا

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

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

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

2022 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
- FY23 Proposed Budget** 14
 - Budget Summary 14
 - School Cost Comparisons 17
 - Multi-year Budget Comparison 18



TOWN MEETING DAY: March 7, 2023

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 7, 2023 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 2023, the City of Burlington will mail ballots to all registered voters. Ballots will be mailed on February 15th.

Deadline to vote absentee: Ballots can be dropped off at locations throughout the city until 1:00 pm on March 6. You can also bring your ballot to your polling place on election day.

Early Voting: Ballots will be mailed on February 15th and voters can return them immediately.

SCHOOL BOARD

Ward	Commissioner	Home Phone
1	Aquillas 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: Kathy Olwell	660-4910
	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 2021-2022 (SY22), BSD served more than 3,600 PreK - Grade 12 students across 12 centralized campuses and additional locations for Burlington Technical Center programs. This includes providing support for 502 PreK students through 61 different partner programs in the area. In SY22, Students in BSD came from homes representing 39 different first languages.

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

New Five-Year Strategic Plan!

In 2021, with the partnership and direction of the School Board, Superintendent Flanagan launched the Burlington Strategic Planning Coalition to support the development of a plan that would guide the District's work for the next five years. BSD leaders took a radically inclusive approach to building the membership of the coalition; we directly appointed key members, created an open application process, and did targeted outreach to a

selection of Burlingtonians. This Coalition committed to co-creation, which brings stakeholders into the process of creating the plans and strategies that will create change. The Coalition conducted more than a hundred empathy interviews with stakeholders and worked with BSD leaders to use the stories to identify ongoing issues and to understand the root causes of why they occur.



**These themes and root causes led the Coalition to identify this
PROBLEM STATEMENT:**

The District has not yet created a culture based on values and beliefs that reflect how the community aspires to support the full range of student needs, especially those who are most systematically marginalized or outside of conventional expectations. This gap undermines trust with students, families, and educators. The gap occurs because the District lacks a shared approach for identifying root causes and generating a plan of action with clear lines of resources, responsibility, timelines, and accountability.

OUR GOAL:

To address this problem statement directly, we will unite around this 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.

PRIORITIES:

In order to be a district that is student-centered, the coalition identified five priority areas for the next five years. (See Figure 1 on next page).

HABITS

We will be successful in these priority areas if:

We begin with what students need in order to belong and thrive.

We partner with students, families, and community to co-create the conditions for deeper learning.

We build strong relationships with students, families, and educators to understand and respond to their needs.

We make a concerted effort to ensure that people from all backgrounds feel like they belong.

We create disciplined plans with accountability and transparency.

We practice honest and forgiving reflection in service of learning.

We keep student engagement and learning at the heart of our decisions.

FIGURE 1: OUR DISTRICT PRIORITIES

The School Board voted unanimously to adopt our new strategic plan in January 2022.



1

Belonging and Well-Being



2

Deeper Learning for Every Student



3

Reimagined High School



4

Educators Who Look Like Our Students



5

Relationship-Based Communities through Restorative Practices

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

BHS/BTC 2025

In SY21, PCBs forced the closure of Burlington High School (BHS) and Technical Center (BTC). Through extensive testing, it was clear that moving back into the campus was not feasible. Attempts to remediate the building would prove to be too costly and the building would never be able to offer a healthy or modern learning environment.



BSD leaders spent SY22 determining the best location for a new school. We worked with White + Burke to conduct a property analysis of nearly a dozen potential spots. In December, it was determined that Institute Road, the location of the old school campus, was the best option for the new campus. Architects got to work on a number of design options, and the school board approved a design that featured the two schools joined together around a unifying central gathering space. In November 2022, Burlington voters approved a \$165m bond to support the building, which the District hopes to open in 2025.

In addition to this work, we added additional acoustic improvements at Downtown BHS, installed a new roof at IAA, and completed paving projects at Flynn Elementary and Sustainability Academy.



TEACHING AND LEARNING

BSD provides a rigorous, research-based curriculum aligned with national content standards and the VT School Quality Standards and supports teachers with the implementation of instructional practices to improve student achievement. To this end, the primary focus of the Teaching and Learning team is to assist our schools in creating a learning environment that promotes the academic and social-emotional growth of all students.

Curriculum

In SY22, several BSD teachers participated in a pilot process to assist with the selection of new literacy curricular materials. The workgroup was specifically focused on identifying a curriculum that aligns to standards, builds content knowledge, provides evidence-based instructional practices, and, most importantly, provides opportunities for students to be engaged learners. In addition, the team focused on finding materials that offer a strong focus on foundational skills including phonics, phonemic awareness, fluency, vocabulary, and comprehension.

After extensive discussions and observations, Superintendent Flanagan approved the use of \$1.3m of ARP-ESSER funds to adopt the American Reading Company (ARC) curricular materials for all K-5 classrooms, the clear choice of the K-5 Literacy Leadership Workgroup.

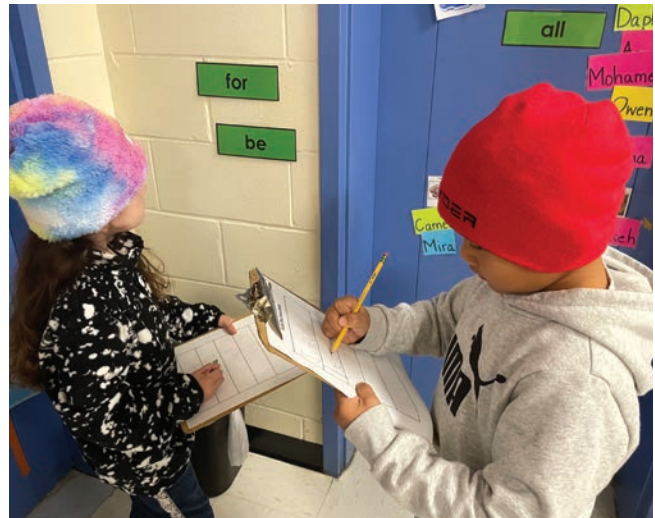
The ARC system will afford BSD five critical components including:

- 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.

Instruction

The goal of BSD's professional learning plan is to provide a vision for adult learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement. We strive to develop a professional learning culture that supports adult learning by providing a framework of options that



affords every educator an opportunity to enrich their practice and improve student learning. In SY22, we focused our professional learning efforts on building student agency and literacy in math. We also created a workgroup to develop recommendations to strengthen deeper learning opportunities in BSD. This work resulted in the creation of a new framework for teaching and learning that will inform future academic activities.

In SY22, a team of administrators and teachers participated in a process called Instructional Rounds, visiting EES, EMS, and BHS. Instructional Rounds is a network approach to improving teaching and learning. The Rounds process involves a network of participants who commit over time to collect data focused on a school-level problem of practice about teaching and learning. The practice combines three common elements of improvement: classroom observation, an improvement strategy, and a network of educators. Rounds are an inquiry process, people doing rounds should expect to learn something themselves, in contrast to supervision and evaluation, where only the person being observed is expected to learn. More network members are expected to be trained during 2022-2023 with additional visits in the spring of 2023.

Assessments

In a typical school year, BSD participates in several different state assessments in addition to our own local assessments designed to determine how students are progressing through their education. The annual state assessments are administered between January and June.

These state-level 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

In the spring of 2022 the VTPEA was not administered and it will not be administered in 2023; the state is currently reviewing how best to assess physical education. The spring of 2022 was the last time the state-administered SBACs, as they are moving to a new assessment tool in SY23. At the time of publication, SY22 SBAC assessment data was embargoed.

DIVERSITY AND EQUITY

Commitments to Diversity and Equity in Burlington School District

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 strive to learn at their highest and greatest potential.

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.

The BSD's "[Office of Equity](#)" led by Sparks, BSD's Director of Equity, oversees the implementation of Restorative Practices; Equity Instructional Leadership; and Hazing, Harassment, and Bullying prevention, investigation, and reporting. In SY22, the Office of Equity used ESSER funding to add six Restorative Practice Specialists to support teachers and students in the implementation of Restorative Practices in BSD schools.

In addition to this work, in SY22 the BSD Office of Equity achieved the following successes:

- Launched a [Virtual Equity Workshop Series](#) featuring students, staff, and community partners.
- Summer [Racial Justice Academy](#) met for a second year, offering 50 students a paid opportunity to learn about and advocate for social justice and make recommendations to make our schools more equitable, just, and safe.
- Launched an LGBTQ+ Task Force made up of 12 students, staff and community members. The Task Force authored and presented a [comprehensive report](#) to the superintendent, BEA president, and school board.



- Worked in 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 middle schools.
- Created a [Stop the Hate campaign](#) to teach about the harmful impact of hate speech. This included a Stop the Hate art competition won by Lily Danscher from HMS who created the new Office of Equity logo.
- Offered district-wide graduate courses in RP tier 1, and Tier 1.5.
- Gifted school libraries funding to purchase LGBTQIA+ books (with grant funding from Vermont Principals' Association).



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	81,944
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	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%	3.0%
Students receiving English Language Learning Services ^{(1) (3)}		14.0%	2.0%
Home languages of students		38	NA
Special Education identified (IEP Only) ^{(1) (3)}		20.0%	9.8%
Four-Year Cohort Graduation Rate ⁽⁴⁾		72.8%	83.1%
Six-Year Cohort Graduation Rate ⁽⁴⁾		80.2%	87.0%
Qualify for free/reduced meals ^{(1) (5)}		49.0%	37.4%

(1) 2021-22 BSD Data represents Pre-K-12, from Powerschool Report October 2020. <https://www.bsdyt.org/district/district-overview/>

(2) 2021-22 State Data from: <https://education.vermont.gov/data-and-reporting/vermont-education-dashboard/enrollment>

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

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

(5) Data from AOE Annual Report of Percent of Students Approved for Free and Reduced-Price School Meals <https://education.vermont.gov/documents/edu-nutrition-2021-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.bsdyt.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 three to 21 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 a 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 713 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 254 students with disabilities were accommodated with Section 504 Plans, and approximately 83 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>Dealer.com</i>	<i>Let's Grow Kids</i>	<i>UVM College for Every Student</i>
<i>Amy Tarrant Foundation</i>	<i>ECHO, Leahy Center for</i>	<i>The Media Factory</i>	<i>UVM Engineering Department</i>
<i>Association of Africans Living</i>	<i>Lake Champlain</i>	<i>Mercy Connections</i>	<i>UVM Expanded Food & Nutrition</i>
<i>in Vermont</i>	<i>Ethan Allen Homestead</i>	<i>NFI Vermont, Inc.</i>	<i>Program</i>
<i>BETA Technologies</i>	<i>Everybody Wins! Vermont</i>	<i>North Avenue Alliance Church</i>	<i>UVM Medical Center</i>
<i>Boys & Girls Club</i>	<i>Feeding Chittenden</i>	<i>The Offices of Senators Leahy and</i>	<i>Vermont Adult Education Council</i>
<i>Building Bright Futures</i>	<i>Fleming Museum</i>	<i>Sanders and Congressman Welch</i>	<i>Vermont Afterschool Inc.</i>
<i>Burlington City Arts</i>	<i>Fletcher Free Library</i>	<i>Parents4Change Taskforce</i>	<i>Vermont Agency of Education</i>
<i>Burlington Community Justice Center</i>	<i>Flynn Center for the Performing Arts</i>	<i>Positive Spin Inc.</i>	<i>Vermont Arts Council</i>
<i>Burlington Electric</i>	<i>Front Porch Forum</i>	<i>Prevent Child Abuse Vermont</i>	<i>Vermont Community Foundation</i>
<i>Burlington Fire Department</i>	<i>Greater Burlington Sustainability</i>	<i>ReSource</i>	<i>Vermont Community Garden</i>
<i>Burlington Partnership for a Healthy</i>	<i>Education Network</i>	<i>Rock Point School</i>	<i>Network</i>
<i>Community Burlington Parks,</i>	<i>Gordini, Inc</i>	<i>Rozalia Project</i>	<i>VDH: Women, Infants, and</i>
<i>Recreation & Waterfront</i>	<i>HANDS</i>	<i>Sara Holbrook Community Center</i>	<i>Children</i>
<i>Burlington Police Departement</i>	<i>Hannaford</i>	<i>SD Associates</i>	<i>Vermont Family Network</i>
<i>Champlain College</i>	<i>Hazlett</i>	<i>Seventh Generation</i>	<i>Vermont Fish and Wildlife</i>
<i>Champlain Valley Office of Economic</i>	<i>Hergenrother Realty Group</i>	<i>Shelburne Farms</i>	<i>Vermont Folklife Center</i>
<i>Opportunity (Head Start & Financial</i>	<i>Heritage Aviation</i>	<i>Shelburne Museum</i>	<i>Vermont Humanities Council</i>
<i>Literacy Programs)</i>	<i>Hoehl Family Foundation</i>	<i>South Burlington Community</i>	<i>Vermont Legal Aid</i>
<i>Children's Literacy Foundation</i>	<i>Hotel Vermont</i>	<i>Justice Center</i>	<i>Vermont National Guard</i>
<i>City Market</i>	<i>Howard Center</i>	<i>Spectrum Youth and Family Services</i>	<i>Vermont SportsCar</i>
<i>City of Burlington Community</i>	<i>Hunger Free Vermont</i>	<i>St. Michael's College</i>	<i>Vermont Teddy Bear</i>
<i>& Economic Development Office</i>	<i>The Intervale</i>	<i>Trinity Child Care Center</i>	<i>Very Merry Theater</i>
<i>City of Burlington, Mayor's Office</i>	<i>Janet S. Munt Family Room</i>	<i>Turning Point Center</i>	<i>VSA Vermont</i>
<i>Community College of Vermont</i>	<i>King Street Center</i>	<i>USCRI</i>	<i>VTC</i>
<i>Community Health Centers</i>	<i>Lake Champlain Chamber</i>	<i>University of Vermont (UVM)</i>	<i>VT FEED</i>
<i>of Burlington</i>	<i>Music Festival</i>	<i>Caring Collaborative</i>	<i>Young Tradition Vermont</i>
<i>Community Sailing Center</i>	<i>Lake Champlain Community</i>	<i>UVM College of Education</i>	<i>Waterbury Market</i>
<i>Courtyard Marriott</i>	<i>Sailing Center</i>	<i>& Social Services</i>	<i>Watershed Alliance</i>

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

2022 HIGHLIGHTS

Student Highlights

- Students from the Racial Justice Academy led in-service for all teachers.
- BHS, Champlain, and EMS students participated in the [John Dewey Conference at UVM](#).
- BHS Girls Cross Country Team and Boy Volleyball won State Championships, Bass Fishing won the 2021 Twin State Challenge.
- Lina Zirkle, a Horizons and BTC student, [spoke at a press conference](#) advocating for expanding afterschool opportunities for all students.
- Champlain started a mentorship/leadership program, connecting 5th-grade students with younger students identified as “needing a role model.”
- BHS senior Rebecca Cunningham received a National Interscholastic Athletic Administrators Association (NIAAA) Scholar Student-Athlete Award (one of five female recipients in VT) and won Vermont’s [Heisman High School Scholarship](#) Award.
- Four students from BTC’s Digital Media Lab (Gabbi Witt, Olivia Calderin, Cormac Abbey, YwaBlu Htoo) and eight from Design Illustration (Ella Ambroggio, Samantha Crafts, Kassidy Jay, Emma LaPier, Zoe Maxwell, Patient Mwibelega, Alana Nguyen-Kennedy, Cora Robin) were awarded Scholastic Artist Scholarships.
- BTC Students Ben Hernadez, Nathan Boddie, and Calvin Schlop-Crandall had their Techrise project selected by NASA to get launched into space!
- EMS sixth graders hosted the first-ever Ikidarod and all of the local news stations were there to showcase the [deep learning experience](#).



- BSD abolished the “no hood rule” after students worked to show how the dress code was inequitable and outdated.
- BTC Culinary Arts students Luke Van Marter Brown and Ana Fleming won first and third place, respectively, in the Culinary Institute of America ProStart Gourmet Burger Challenge in Hyde Park NY.
- Junior Iron Chef Afterschool students from the HMS Whisks and Rewards team and BHS Turnip the Heat, Get With the Beet brought home the Crowd Pleaser award and the Lively Local award, respectively.
- Theo and Miles Novotny, Abi Perlah-Hard, and Cora Rabin starred in ParentIN’s “[Listen Up!](#)”
- Rebecca Cunningham, Miles Ellis-Novotny, Thoe Ellis-Novotny, Audrey Greenip, named National Merit Scholarship Finalists!
- Jonah Delaney and Rory Stein earned the rank of Eagle Scout.

Congratulations to our US and Vermont Presidential Scholars!

Rebecca Cunningham (BHS) named Vermont Presidential Scholar and US Presidential Scholar!

Kassidy Jay (CVU/BTC) – Vermont Presidential Scholar for the Arts

YwaBlu Htoo (BHS/BTC) – Honorable Mention Vermont Presidential Scholar for the Arts

Zoe Maxwell (BHS/BTC) – Honorable Mention Vermont Presidential Scholar for the Arts

Khellmar (OJ) Daring (WHS/BTC) – Honorable Mention Vermont Presidential Scholar in Career Technical Education

Abigail Willis (CVU/BTC) – Honorable Mention Vermont Presidential Scholar in Career Technical Education

Staff Highlights

- BHS staff hosted the First Annual Seahorse Cup, raising \$3,000 for the school's student emergency fund.
- Brain Hoffman (BHS), Cheryl Niedzwiecki (BTC), and Aziza Malik (Champlain) named outstanding teachers by UVM.
- Janet Breen, administrative assistant at Champlain Elementary, named UVM Hero of the Gut!
- Quaron Pinckney named Co-chair of D, E, & I Committee for Vermont Principals Association.
- Champlain Elementary's Jessica Burns and Jim Kelliher partnered on Yale University's project to develop a metric for social-emotional development for students.
- Melissa Hathaway, Jim Kelliher, Karen Quinn, Brady Lozier, Meredith Hoisington, Emily Russen, and Kate Guillmette participated in trauma training this summer through the [SMART](#) center at the University of Washington. They can now administer these assessments and are participating in a long-term study on the effectiveness of these interventions.
- Becca McCray MSN, MA, RN, NCSN, Lead Nurse & COVID-19 Response Coordinator accepted the D.G. Weaver Award at the [Burlington Partnership for a Healthy Community's 12th Annual Roots of Prevention Celebration!](#)



District Highlights

- More than 1,200 meals were prepared, delivered, and enjoyed throughout the city every day during summer break! The Team also distributed over 300 meal kits weekly, providing an additional 7000 meals to the children and families in our community.
- Launched “Kindergarten Family Connection Project” with kindergarten teachers making home visits with new kindergarten students and families prior to the start of the school year and launched a similar project for families transitioning to middle school.
- The “ACE Project” collected student feedback to boost student engagement in athletics.
- 66 parents graduated from [Parent University](#).
- Created a new Equitable Budgeting Model.
- Successfully advocated for changing the school funding formula, which will allow BSD to provide better outcomes for students while reducing tax pressures on residents.
- *Letter of Commendation* – We are pleased to share the [Letter of Commendation](#) to the Burlington School District by the Agency of Education(AOE).
- BHS Expanded Learning (AfterSchool) named a Youth Council site for the second time!
- Restorative Practices Youth and Family Engagement Team Established.
- BTC partnered with Vermont Folklife Center and Windham Regional Career Center to create opportunities for students to produce and present media projects on issues and topics that matter to them and their communities.
- Graduates from Burlington Technical Center (BTC) achieved a 96% placement rate into career, college, or military.



- Hosted the first-ever half-time “Drag Ball” in support of the LGBTQ+ community at our homecoming football game.
- Welcomed United States Secretary of Education, Miguel Cardona! He visited SA and Champlain.
- BTC received \$25,000 to support development of an Educator Pipeline PreK-12 expansion of the Human Services program for students to become part of an educator pathway.
- Provided more than 10,000 COVID tests and 10,000 masks to students and staff.
- Posted our [Public Plan for ARP-ESSER spending](#) on our [recovery plan website](#) and submitted our ESSER II application to the Agency of Education.
- Worked with the City of Burlington, Chittenden County Regional Planning Commission, and DuBois & King to develop School Travel and Traffic Control Plans for BSD campuses.
- Launched Bright Start, a classroom of PreK and younger Kindergarten students offering a play-based, social learning-focused kindergarten experience.
- IAA welcomed Kennedy Center teaching artist [Bomani Armah](#) (aka Baba Bomani) who worked with students and teachers to increase engagement in writing through rap! Students remixed the alphabet and wrote and performed autobiographical bars.

FY24 PROPOSED BUDGET

Equitable Budgeting Model

The 2023-2024 (FY24) budget marks the second year of implementation for BSD's [Equitable Budgeting Model](#). This approach to budgeting was developed by a District-led workgroup and received input from more than 500 stakeholders, with three key takeaways emerging:

- 72% of all respondents and 79% of BSD staff strongly agree or agree that resources should be allocated in a way that supports the students who need them most – even if it means reducing the resources at their school(s).
- There is work to be done to increase engagement with families, so they better understand the resources at schools now and how to give input for the future.
- 65.1% of respondents noted that the way they find out about the resources at their school is by talking to the staff at their school, meaning it is important that all BSD staff receive information on the budgeting process.

BSD used this feedback to implement a new process for budget development. In our new model, principals review their current staffing rosters and enrollment projections for the next year. Each school receives a certain number of positions based on enrollment alone (this number can go up or down each year), plus additional flexible funds called the **“Recognizing Injustice and Seeking Equity (RISE) Allocation”**. RISE Allocations are determined using a Weighted Student Formula, where dollar amounts are multiplied by the number of students at each school in student group(s) that have been targeted for support in the upcoming school year. Principals, in collaboration with their school communities and advisory groups, create plans to use these resources that are tied to our strategic plan goals. As part of this process, every school is asked to propose ways to measure the success of these investments, so that the results of our spending can be used to inform and improve our choices in the coming years.

FY24's proposed budget, summarized below, was created using this new model focused on school-level outreach, school-based decision making, and purposeful equity investments. You can learn more about this new budget model, which is an important step towards ensuring our budget reflects the value we place on equity for all of our students, at www.bsdrv.org/district/budget.

FY24 Budget Summary

There are three important features of the FY24 budget proposal:

1. The budget increase is limited only to the increased costs associated with wages and benefits or the costs of borrowing associated with the new high school and technical center.
2. Surplus funds from the prior fiscal year are being used to reduce the burden on local taxpayers.
3. The budget was developed using BSD's new Equitable Budgeting model.

BSD entered this budget season facing challenges common to schools across Vermont, including declining enrollment and increasing costs for employee wages and benefits. In BSD, most collective bargaining agreements produced wage growth in the range of 5-6%, and health insurance rates are increasing by an average of 12%. On top of those challenges, Burlington is facing the unique challenge of preparing to build a new high school and technical center to replace the old campus that was closed due to the presence of PCBs in the air and building materials throughout the campus, as well as the soil outside the building. To address these challenges while remaining mindful of our community's ability to pay, the FY24 budget only proposes increased spending to cover the rising costs of wages and benefits (health insurance in particular) and to cover the costs of the first phase of borrowing to build the new high school and technical center. No new funding for new programs is included in the budget and existing programs have been asked to operate with level-funded budgets.

Our proposed budget further limits the impact on taxpayers by carefully utilizing surplus funds from the prior fiscal year. The surplus funds (\$2.35 million) will go directly to supporting the FY24 proposed budget, reducing the need to ask taxpayers for this money. These funds are largely the result of savings associated with unfilled positions during the prior school year. Using surplus funds for these one-time expenditures avoids burdening taxpayers with these costs. As a result, the total budget is increasing by about 6%.

As we look forward to the coming years, we know that we will have to carefully manage our spending to ensure that we can continue to provide great programming for our students without overburdening our community.

Declining enrollment means that we will need to think carefully about staffing levels and be willing to adjust when and where possible. We also need to recognize that our community expressed overwhelming support for a new high school and technical center, and that the cost of this work will require us to minimize spending increases in other areas of the budget.

On a positive note, the Burlington Board of School Commissioners has spent the last several years advocating for a change to Vermont's school funding formula which inequitably funds districts with higher levels of students who live in poverty and those learning English as a second language. In 2022, the Vermont legislature voted to change how schools are funded, which will allow BSD to offer even more support to our students while protecting taxpayers from unsustainable cost increases. This change will begin to take effect in FY25.

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 4.03%** as a result of our proposed budget, **resulting in an estimated tax bill increase of \$207 per year.** For those who pay based on income, we estimate a tax rate increase of 0.07%, or \$1 more per year (based on a \$50,000 income).

A natural question is "how can a budget increase of 6% produce a tax rate increase of only 4%?" 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, there is a surplus in the Education Fund, and this surplus reduces the need for increases in local tax rates. It is important to note that the Governor and the General Assembly could choose to divert money from the Education Fund for other purposes, and doing so would increase Education tax rates.

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

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

Ballot Question

Shall the voters of the school district approve the school board to expend \$104,144,584 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 \$21,325.14 per equalized pupil.

Spending at this level could produce a property tax rate increase of 4.03% (current estimate).



Key Budget Details

Total Budget	\$104,144,584
Total Budget Increase	6.02%
Property Tax Rate Increase	4.03%
Income Tax Rate Increase	0.07%

Hypothetical Tax Impacts

Property Payers	Property Tax Impact
Property Tax Rate Increase	4.03%
Tax on \$370,000 homestead	\$5,347
Tax Difference from FY23	\$207

Income	Income Tax Impact
Estimated Tax Rate Increase	0.07%
Tax on \$50,000 household income	\$1,212
Tax Difference from FY23	\$1

Note: Tax estimates are subject to change; see tax implications discussion above.



RISE Allocation Investments

BSD's new Equitable Budget model provides schools with the opportunity to spend 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

- Interventionists • Special Educators
- Professional Learning • Counseling Services
- Unified Arts • Coaching

Middle Equity Supports

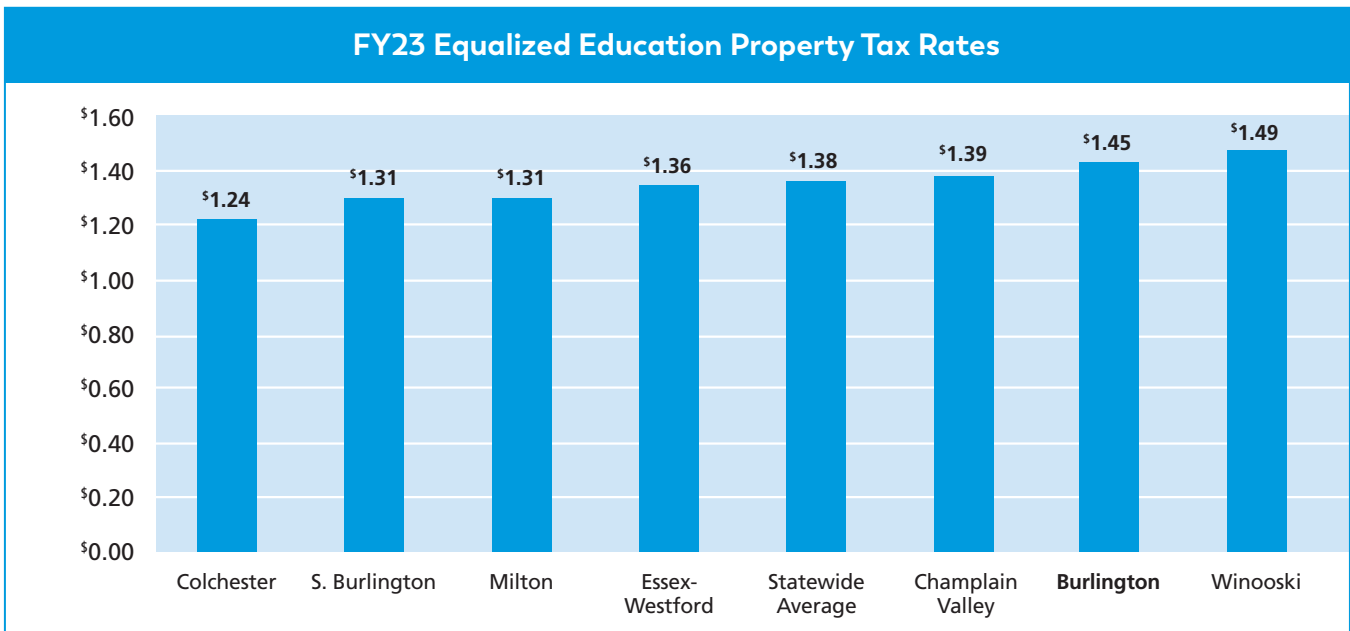
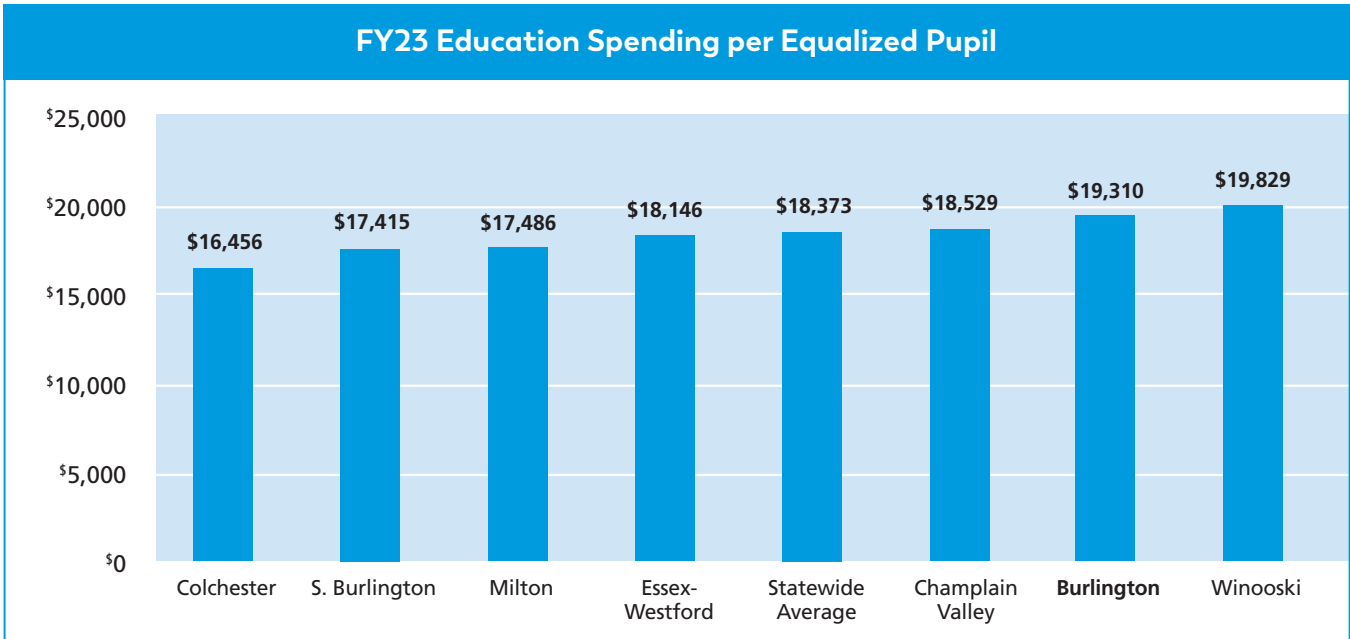
- Interventionists • Parent/Family Engagement
- Student Leadership • Guidance

High School Equity Supports

- Reading & STEAM Interventionists •
- Mental Health Counselor •
- Co-teaching Training • Year End Studies

	FY23 RISE	FY24 RISE	Change
SA	\$110,188	\$113,546	\$3,358
IAA	\$120,901	\$124,209	\$3,308
Smith	\$93,226	\$90,335	-\$2,891
Champlain	\$100,690	\$110,032	\$9,342
EES	\$114,814	\$111,805	-\$3,009
Flynn	\$114,763	\$150,586	\$35,823
Hunt	\$172,355	\$164,717	-\$7,638
EMS	\$170,343	\$177,332	\$6,989
BHS	\$421,061	\$415,546	-\$5,515

CHITTENDEN COUNTY SCHOOL TAX RATE COMPARISON



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 2022, the Burlington School District spent \$1,240,260 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**

T037
Chittenden County **15,479** <--See bottom note
17,600
per \$10,479 of spending per equalized pupil **1.00**

Expenditures

	FY2021	FY2022	FY2023	FY2024	
1. Budget (local budget, including special programs, full technical center expenditures, and any Act 14 expenditures)	\$94,632,280	\$95,105,000	\$98,232,381	\$104,144,584	1.
2. <i>plus</i> Sum of separately warned articles passed at town meeting	-	-	-	-	2.
3. <i>minus</i> Act 144 Expenditures, to be excluded from Education Spending(Manchester & West Windsor only)	NA	NA	NA	-	3.
4. Locally adopted or warned budget	\$94,632,280	\$95,105,000	\$98,232,381	\$104,144,584	4.
5. <i>plus</i> Obligation to a Regional Technical Center School District if any	-	-	-	-	5.
6. <i>plus</i> Prior year deficit repayment of deficit	-	-	-	-	6.
7. Total Expenditures	\$94,632,280	\$95,105,000	\$98,232,381	\$104,144,584	7.
8. S.U. assessment (included in local budget) - informational data	-	-	-	-	8.
9. Prior year deficit reduction (included in expenditure budget) - informational data	-	-	-	-	9.

Revenues

10. Offsetting revenues (categorical grants, donations, tuitions, surplus, etc., including local Act 144 tax revenues)	\$26,418,502	\$22,748,985	\$24,134,683	\$25,180,146	10.
11. <i>plus</i> Capital debt aid for eligible projects pre-existing Act 60	-	-	-	-	11.
12. <i>minus</i> All Act 144 revenues, including local Act 144 tax revenues(Manchester & West Windsor only)	NA	NA	NA	NA	12.
13. Offsetting revenues	\$26,418,502	\$22,748,985	\$24,134,683	\$25,180,146	13.
14. Education Spending	\$68,213,778	\$68,895,317	\$74,097,698	\$78,964,438	14.
15. Equalized Pupils	4,031.59	3,971.92	3,837.18	3,702.88	15.

Education Spending per Equalized Pupil

16. Education Spending per Equalized Pupil	\$16,919.82	\$17,345.60	\$19,310.46	\$21,325.14	16.
17. <i>minus</i> Less ALL net eligible construction costs (or P&I) per equalized pupil	-	-	-	-	17.
18. <i>minus</i> Less share of SpEd costs in excess of \$60,000 for an individual (per eqpup)	\$23.20	\$8.03	\$8.42	\$8.42	18.
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)	-	-	-	-	19.
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)	-	-	-	-	20.
21. <i>minus</i> Estimated costs of new students after census period (per eqpup)	-	-	-	-	21.
22. <i>minus</i> Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per eqpup)	-	-	-	-	22.
23. <i>minus</i> Less planning costs for merger of small schools (per eqpup)	-	-	-	-	23.
24. <i>minus</i> Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per eqpup)	-	-	-	-	24.
25. <i>minus</i> Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting.	-	-	-	-	25.
26. Excess spending threshold	threshold = \$18,756 \$18,756.00	threshold = \$18,789 \$18,789.00	threshold = \$19,997 \$19,997.00	threshold = \$22,204 \$22,204.00	26.
27. <i>plus</i> Excess Spending per Equalized Pupil over threshold (if any)	-	2 year suspension	2 year suspension	suspended thru FY29	27.
28. Per pupil figure used for calculating District Equalized Tax Rate	\$16,920	\$17,346	\$19,310	\$21,325.14	28.
29. District spending adjustment (minimum of 100%)	153.845% based on yield \$10,883	153.270% based on yield \$11,317	145.039% based on \$13,314	137.768% based on \$15,479	29.

Prorating the local tax rate

30. Anticipated district equalized homestead tax rate (to be prorated by line 30) [\$21,325.14 ÷ (\$15,479 / \$1.00)]	\$1.5385 based on \$1.00	\$1.5327 based on \$1.00	\$1.4504 based on \$1.00	\$1.3777 based on \$1.00	30.
31. Percent of Burlington equalized pupils not in a union school district	100.00%	100.00%	100.00%	100.00%	31.
32. Portion of district eq homestead rate to be assessed by town (100.00% x \$1.38)	\$1.5385	\$1.5327	\$1.4504	\$1.3777	32.
33. Common Level of Appraisal (CLA)	74.77%	105.32%	104.41%	95.33%	33.
34. Portion of actual district homestead rate to be assessed by town (\$1.3777 / 95.33%)	\$2.0576 based on \$1.00	\$1.4553 based on \$1.00	\$1.3891 based on \$1.00	\$1.4452 based on \$1.00	34.

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.

35. Anticipated income cap percent (to be prorated by line 30) [((\$21,325.14 ÷ \$17,600) x 2.00%]	2.50% based on 2.00%	2.52% based on 2.00%	2.42% based on 2.00%	2.42% based on 2.00%	35.
36. Portion of district income cap percent applied by State (100.00% x 2.42%)	2.50% based on 2.00%	2.52% based on 2.00%	2.42% based on 2.00%	2.42% based on 2.00%	36.
37. #N/A	-	-	-	-	37.
38. #N/A	-	-	-	-	38.

- Following current statute, the Tax Commissioner recommended a property yield of \$15,479 for every \$1.00 of homestead tax per \$100 of equalized property value, an income yield of \$17,600 for a base income percent of 2.0%, and a non-residential tax rate of \$1.386. These figures use the estimated \$64,000,000 surplus from the Education Fund. 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.