



BURLINGTON
SCHOOL DISTRICT



2024 ANNUAL REPORT

FEBRUARY 2025: For this report and additional information, see the Burlington School District website at www.bsdt.org.

EEO: This material is available in alternate formats for persons with disabilities. To request an accommodation, please call 1-800-253-0101 (TTY) or 1-800-253-0195 (voice).

Contact Nijaza Semic at 802-288-6048 for translation services for this document.

Hadii turji waan uu bahantay ama uu bahanta hay in lugu turjimo warqad iyo dukumintiga. fadlan laso xariir Nijaza Semic at 802-288-6048

فمن أجل خدمات الترجمة لهذه الوثيقة ٨٠٢٢٨٨٦٠٤٨ على الرقم سيمك تصل مع نياز

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

Veuillez 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 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.

2024 ANNUAL REPORT

WHAT'S INSIDE

District Overview	3
Strategic Plan	3
Capital Improvements	6
Curriculum, Instruction, and Assessment	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
Education Spending per Equalized Pupil	17
Multi-year Budget Comparison.....	18



TOWN MEETING DAY: March 4, 2025

Voting Information: burlingtonvt.gov/CT/Elections

Where to vote:

Ward 1: Mater Christi, 100 Mansfield Ave.

Ward 2: O.N.E. Community Center, 20 Allen Street

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

Ward 4: Elk's Lodge, 925 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 4, 2025 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 2025, the City of Burlington will mail ballots to all registered voters. Ballots will be mailed on February 12th.

Deadline to vote absentee: Ballots can be dropped off at locations throughout the city until 4:30 pm on March 3. You can also bring your ballot to your polling place on election day.

Early Voting: Ballots will be mailed on February 12th and voters can return them immediately.

SCHOOL BOARD

Ward	Commissioner	Home Phone
1	Vacant	Vacant
2	Polly Vanderputten	578-8653
3	Latasha McDonald	829-1869
4	Martine Gulick	488-4445
5	Lucia Campriello	391-0079
6	Clare Wool	(917) 912-4333
7	Monika Ivancic	540-0830
8	Bill Church	922-0432
	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 2023-2024 (SY24), BSD served more than 3,500 PreK - Grade 12 students across 12 centralized campuses and additional locations for Burlington Technical Center programs. This includes providing support for 398 PreK students through 45 different partner programs in the area. In SY24, Students in BSD came from homes representing 48 different first languages.

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



STRATEGIC PLAN UPDATE

2023-2024 was Year 2 of implementing BSD's 5-year strategic plan. Below are just a few of the many steps we took towards achieving progress in our five priority areas.

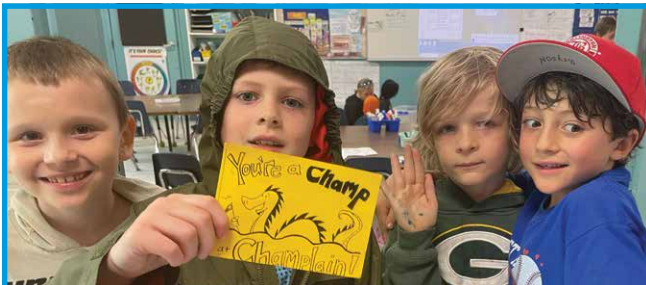
After the success we saw in reimagining the physical spaces of our high school and technical center and their offsite program areas, we recognize there is now a need to shift our energy into reimagining the curriculum and learning offered to secondary students. Fortunately, much of this work is happening District-wide through Priority Area 2 so we have combined the teams for these areas for the 24-25 school year, and beyond. Moving forward, our focus will be on how we specifically work to better-incorporate high school needs in the work we are doing to provide deep learning experiences for every student.



1 Belonging and Well-Being

We wrapped up our collaborative work with The Ability Challenge this year by focusing on training all special education case managers on how to write high-quality IEPs. This work immediately improved our supports for students with disabilities. We also worked across schools to ensure a broader continuum of services was being provided throughout the District. Additionally, Priority Area 1 team members worked with Priority Area 5 team members to review and reduce suspensions overall; this work will help us understand how to increase a sense of well-being and belonging to reduce suspensions.

STRATEGIC PLAN CONTINUED



2 Deeper Learning for Every Student

One of our goals is to ensure all students feel challenged by their school work. As part of this, we are working to increase the number of students of the Global Majority in more challenging math courses in high school. This can only be accomplished if students take Algebra before entering high school and last year we were successful in getting three Algebra sections fully rostered at HMS and two sections rostered at EMS. In addition, Teaching & Learning prioritized all secondary math teachers' professional learning in a strand with the Teacher Development Group. This group focused on

creating equity through planning and teaching for structured, mathematically productive student talk. The professional learning of the last two years has surfaced many conversations at the secondary level; at the same time, there is increased energy at the elementary level to improve our math instruction. As a result, we have a small group of teachers in grades 3-5 piloting high-quality curricular materials that are aligned with our priorities for grade-level, rigorous access to math content with an approach grounded in equity. Our pilot began in August, 2024.

After investing in a new literacy curriculum and teaching framework at the elementary level in 2022-2023, we have already seen positive results. Keeping our focus on literacy, last year middle school educators participated in a review of English Language Arts curricular materials based on evaluation reports from EdReports. This work led to a recommendation that BSD pilot [EL Education's](#) materials, which are aligned with the culturally responsive teaching practices we have been focused on. This pilot started in August 2024, with teachers participating in professional learning centered around EL Education's practices, core principles, and materials.



3 Reimagined High School

We saw three major areas of progress in 2023-2024. First, our former high school and technical center on Institute Road has been completely demolished and our new campus has begun taking shape. As part of this, we successfully advocated for \$16m in State funding to support the demolition and

environmental remediation of the former complex. We also finalized the design for Burlington Technical Center's new aviation and education center at the airport, which is being supported by a \$10m grant secured by former Senator Patrick Leahy. Last but not least, we expanded our collaboration with Big Picture Learning and worked to combine our two alternative high school programs, OnTop and Horizons, into one program under one roof at the end of Rock Point Rd. Now called Eagle Bay Academy, our program offers a flexible pathway option for completing high school. Our goal is to provide our students with real-world experiences beyond the traditional classroom, helping students develop essential skills and a deeper understanding of the world around them.



4 Educators Who Look Like Our Students

This year, we focused on clarifying our recruitment strategies. To support our efforts, BSD's new Director of Human Resources joined

the Diversifying the Educator Workforce (DEW) Coalition established by the Vermont Agency of Education. In the Spring, we hosted a dinner for BSD staff of the Global Majority. Our goal was to understand their reasons for joining BSD, why they chose to stay, and their perspectives on our current recruiting and retention efforts to increase educators who look like our students.

To inform our work, we enlisted WestEd to review our current hiring and recruitment practices and assist us in developing strategies to improve our success in this area over the next two years. Additionally, representatives from our Human Resources team, along with staff from a few of our schools, attended a Historically Black Colleges and Universities Educator Career Fair at Howard University. This is an initiative we plan to continue in the coming years.



5 Relationship-Based Communities through Restorative Practices

In SY24, we worked hard to get students more involved. A team of youth from Edmunds Middle School formed a Restorative Practices team with the goal of making positive change in the school community. We also started a mentorship program, bringing BHS student mentors of the Global

Majority to the Sustainability Academy. The goals of this program include:

- Connecting elementary students to mentors who share similar lived experiences
- Providing leadership opportunities and skills for BHS student mentors
- Combating white supremacy culture and building Tier 1 Restorative Practice Communities

In the spring we reviewed our Restorative Practices Collaborative for opportunities to increase participation, open it up to students, make it easier for staff to attend, and focus more on equity and antiracist work. This work led to the creation of our Equity Collaborative, which was launched in August 2024.

We also reviewed our staff's Restorative Practices Collaborative for professional learning on Restorative Approaches to Behavior Intervention, created a better system to support restorative mediation for staff-to-staff conflicts, and expanded our Annual Survey to include questions related to our strategic plan.

CAPITAL IMPROVEMENTS

2023-2024 was a big year for Capital Improvements in BSD. In 2022, Burlington voters overwhelmingly approved a \$165 million bond to support building a new high school and technical center. Demolition of the old campus has been completed and we began construction on the new campus, which can now be seen as you drive along North Avenue. The project remains on schedule and on budget, with the school slated to be open for the Fall of 2026.

In the Spring of 2024, we began a major renovation of the Integrated Arts Academy, with the board approving the use of approximately \$17 million to improve the campus, including \$10 million of ESSER-relief money and \$7 million of previously approved capital bond funds. We began while school was in session, drilling geothermal wells which will vastly improve the building's heating and cooling capabilities. Over summer break, we began major interior and exterior work which will be completed during the 2024-2025 school year. To accommodate this project, IAA students are completing SY25 in classrooms at the former Sara Holbrook Center and the St. Mark's Church annex.

We also finalized a lease agreement with the Vermont Diocese that allowed us to transform the Rock Point Conference Center into a new alternative high school program, Eagle Bay Academy. We joined the two buildings, adding classrooms and ADA accommodations, to allow us to combine the former OnTop and Horizons programs into one program under one roof. This is a long-term lease agreement, with renovations paid through our rental agreement.



Additional Improvements!

- Finalized the design for Burlington Technical Center's new aviation and education center at the airport, supported by a \$10 million grant secured by former Senator Patrick Leahy.
- Approved a contractor to replace the aging BHS track and field using one-time budget surplus funds.
- Turned two former classroom spaces at Ira Allen into a much-needed conference room and eventual board room (all early education classrooms are now located in schools, so these rooms were vacant before being remodeled).
- Completed an HVAC project in the D-Wing of Edmunds Middle School with funding from an Efficiency VT grant.
- Completed a renovation of the Hunt auditorium using seating salvaged and reupholstered from the former BHS auditorium, saving BSD nearly \$100,000.
- Made improvements to the pick-up and drop-off patterns at Edmunds and Champlain elementary schools.

THANK YOU TO THE BSD PROPERTY SERVICES TEAM!

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 in implementing 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 SY24, we continued to support implementation of the K-5 literacy curriculum adopted in scores, a middle school workgroup reviewed high-quality curricular materials and selected Expeditionary Learning to be piloted in FY25. The units of study will be piloted in all 6th-grade classrooms, and the feedback will be used to plan for full implementation in grades 7 and 8. These grade-level, high-quality curricular resources provide teachers and students with:

- CORE Curricular Materials
- Formative assessment system
- Intervention support materials
- Ongoing, job-embedded professional Learning

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 student achievement. 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 SY24, we focused our professional learning on anti-racist 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 SY24, we committed to this work throughout the year on every level:

- K-5 educators engaged in equitable literacy learning with the team from American Reading Company.
- 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 year-round, anti-racist leadership skill-building.

Assessments

BSD has an assessment plan that includes District progress monitoring assessments in math and English Language Arts for all students. Our progress monitoring assessment complements classroom-level assessments in determining student growth. In addition to the district assessments, BSD participates in state and national assessments. Students in grades 3-9 are assessed in math, science, and English language arts as part of the Vermont Comprehensive Assessment (VTCAP).

State-level Assessments

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

National Assessments

National Assessment of Educational Progress (NAEP) is the largest nationally representative, 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. BSD will administer the NAEP in SY25. <https://nces.ed.gov/nationsreportcard/>

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



DIVERSITY AND EQUITY

There are 47 home languages represented in BSD

Commitments to Diversity and Equity in Burlington School District

Burlington School District believes that all students and staff deserve a safe, inclusive learning and work environment where differences are valued and celebrated. We also believe that every student has a right to strive to learn at their highest and greatest potential and that the diversity of our students, families, and staff is an asset to the Burlington community.

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.
- Eradicating racism and white supremacy culture in our District.
- Transforming BSD into a national model for holistic wellness for LGBTQIA+ people, youth, and adults. We stand in solidarity with LGBTQIA+ 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.

All BSD departments strive to lead with equity and student well-being at the heart of what we do. [Our Office of Equity](#) oversees the implementation of Restorative Practices; Equity Instructional Leadership; Hazing, Harassment, and Bullying prevention, investigation, and reporting, and school safety. Each year, the District publishes an annual “Equity Data Report.”

In SY24, BSD departments worked collaboratively to continue to advance equity work throughout the District, including (but not limited to):

- Implemented year-long anti-racist professional learning communities for teachers and administrators.
- Offered a series of virtual [Equity Workshops](#) with student student panelists. Topics included: “Dismantling White Supremacy Culture in Schools,” “HHB Interventions and Prevention,” and the “Restorative Code of Conduct.”
- Created a series of hybrid [Disability Advocacy Workshops](#) for students, staff and families.

- Established [Peer Mediation](#) at BHS which trains students to facilitate peer-to-peer restorative conversations when harm occurs.
- Hosted LGBTQIA+ Staff affinity spaces, continued to advocate for [LGBTQIA+ Taskforce](#) recommendations, and created a task force to draft a Support for Transgender Staff Procedure which was approved in the fall of 2024.
- [Youth and Family Engagement Team](#) met for a third year in partnership with [Up for Learning](#).
- [The Summer Racial Justice Academy](#) met for a 4th year hiring students as consultants to work towards creating more just and equitable schools.
- Offered 2nd year of a fully youth-led professional development strand on “Abolishing Microaggressions in the Classroom.”
- [Restorative Practices Collaborative](#) met monthly with RP team members to spotlight RP work in schools.
- Implemented a new reporting system for HHB investigations and trained all Non-Discrimination Coordinators and Designated Employees at every school to meet AOE requirements.
- Conducted HHB & Safety presentations to all BSD staff groups and students.
- Worked in partnership with Truss Leadership Collaborative to train leadership and offer professional strands to teachers to dismantle White Supremacy Culture.
- Hosted a dinner and discussion with Jewish and Muslim Community Members in the wake of the Isreal-Hamas War.
- Instructional coaches participated in professional learning facilitated by Zaretta Hammond, focused on Culturally Responsive Teaching and the Brain framework to support equitable access to instruction.

In addition to the successes above, we are working hard to ensure that multilingual students feel a strong sense of belonging in school. As part of this, we are working to raise awareness that BSD values multilingualism as an asset to the district, not a disadvantage. Two examples of that work are affinity groups and our summer school program, Pathfinder.

Last year, affinity groups for students of the same language and/or cultural background were held at BHS, HMS, and EMS. Through these groups, students had the opportunity to use their language, celebrate their culture, participate in activities, and discuss topics of their interest.

- Nepali affinity group: 10 students at HMS.
- Swahili/Kirundi/French affinity group: 19 students at HMS.
- Arabic affinity groups: More than 10 students from different countries.

For Pathfinders, Multilingual students have been recruited and prioritized for the summer program, providing them with additional educational opportunities. In 2023, 24 students from 10 different language groups successfully completed the summer program. The students developed various projects to help BSD staff better understand English Learners as well as recognize their strengths as multilingual learners.

Burlington: Vermont's Most Diverse Schools BSD Demographic Data

Most recent information available is presented. See notes below for dates and sources.		Burlington	Vermont
Number of students ^{(1) (2)}		3,247	82,901
Racial Diversity ^{(1) (3)}	White	60.0%	88.7%
	Black African American	18.0%	2.5%
	Asian	7.0%	2.2%
	Hispanic or Latino of Any Race <i>(Note: listed as Latinx on BSD website)</i>	5.0%	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	9.0%	3.5%
Students receiving English Language Learning Services ^{(1) (4)}		15.0%	2.0%
Home languages of students		45	NA
Special Education identified (IEP Only) ^{(1) (4)}		21.0%	9.8%
Four-Year Cohort Graduation Rate ⁽⁵⁾		76.0%	83%
Six-Year Cohort Graduation Rate ⁽⁵⁾		79.0%	86%
Qualify for free/reduced meals ^{(1) (6)}		50%	47.8%
<p>(1) 2023-24 BSD Data represents Pre-K-12, from Powerschool Report October 2023. www.bsdt.org/district/district-overview/</p> <p>(2) Most recent State data is from 2022-23: education.vermont.gov/data-and-reporting/vermont-education-dashboard/enrollment</p> <p>(3) Most recent State data is from 2020-21: education.vermont.gov/data-and-reporting/vermont-education-dashboard/student-characteristics</p>		<p>(4) Most recent State data is from 2019-20: education.vermont.gov/data-and-reporting/vermont-education-dashboard/student-characteristics</p> <p>(5) Most recent data is from 2021-22: education.vermont.gov/data-and-reporting/vermont-education-dashboard/student-information</p> <p>(6) Data from AOE Annual Report of Percent of Students Approved for Free and Reduced Price School Meals education.vermont.gov/sites/aoe/files/documents/edu-report-nutrition-2024-free-and-reduced-corrected.pdf</p>	

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, 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 a sense of 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 the 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 SY23, approximately 859 students with disabilities received specialized instruction provided through an IEP. Disability categories 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 199 students with disabilities were accommodated with Section 504 Plans, and approximately 110 students with disabilities ages three to five received Early Education services in our District-based programs and through our community partnerships.

BSD Community Partnerships

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

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

2024 HIGHLIGHTS

Student Highlights



Congratulations to our Vermont Presidential Scholars!

Ayowunmi Adewuyi (BTC/SBHS), Presidential Scholar in Career and Technical Education

Sarah Ali (BTC/BHS), Presidential Scholar

Kennedy Desautels (BTC/CVU), Presidential Scholar in Career and Technical Education

Greta Ketterling (BTC/BHS), Presidential Scholar of the Arts

Apolina Mbeleci (BTC/WHS), Presidential Scholar of the Arts

- BTC Digital Media Lab seniors Mohammed AlMulla and Sammy Bluestein from BHS were hired as social media content creators 41st Annual Burlington Discover Jazz Fest.
- BTC Aviation and Aerospace students won all three top spots at the SkillsUSA aviation maintenance competition. Congrats Sean Edgar Jackson (1st), Ethan Bergeron (2nd), and Wyatt Saborowski (3rd)!
- Kennedy Desautels tied for 3rd in the Vermont Brain Bee Competition!
- **Record Breaker** - On October 27, 2023, Brooks Deshaw scored two first-half goals (56 & 57) in a quarterfinal soccer playoff matchup to surpass the all-time district record for most career goals scored, regardless of gender!
- The BHS Boys Volleyball Team won the State Championship for the third year in a row!
- The BHS Boys Volleyball Team won the State Championship for the third year in a row!
- **BHS Peer Mediators** Victoria Tornwini, Esther Lokossou, and Lincoln Saffron presented at the [Education Justice Coalition Conference](#) in front of over 20 Vermont educators, community partners, and activists.
- We celebrated [National Girls & Women in Sports Day](#) with a [Signing Day ceremony](#) for five student-athletes committed to playing at the next level: Congrats to Rukiya Awayle (SUNY Delhi; Basketball), Brooks DeShaw (Middlebury College; Soccer), Elsa Sanborn (Bates College; Nordic Ski), Amelia Dion (Smith College; Soccer and Track & Field) and Gillian Fairfax (Bowdoin College, Nordic Ski).
- March's Vermont Public Student Composer Showcase features Ellery Mitchell, a seventh grader at HMS. Ellery's piece "[Endless Words](#)" premiered at Music-COMP's Opus 37 concert in May of 2023.
- SeaLakers cooperative Girls Hockey team defeated #1 BFA St. Albans 3-2 to claim the D1 State Championship, its first in the history of the 10-year cooperative program!
- IAA partnered with Bread and Puppet to create a play with 4th and 5th graders, which was performed for our community.
- EMS students Dani and Melany crushed the Speed Demon EV Challenge, building an electric vehicle in 10 days: 3D print the wheels, laser cut the chassis, install axles with bearings, and wire a motor, 2 LED lights, and a switch!
- The EMS "Math Counts" team placed first at the Northwest Chapter Mathcounts Competition and second place at States! Congratulations Bernadette Caldwell, Xavier "Tank" Chandler, Britta Fitzgerald and Maelyn Slavik, on an outstanding performance! Noteworthy performances in the Countdown Round at States included: Tank Chandler, Kaz Skalka and Maelyn Slavik all competed, with Tank taking second place overall. Both Tank (1st place Individual) and Kaz (3rd place Individual) represented Vermont at Nationals!

2024 HIGHLIGHTS

Student Highlights cont.

- **HMS Takes Home Awards at Vermont Youth Assembly** - HMS students won ALL THREE awards at the Vermont Youth Assembly in Montpelier. "Best Debater" - Lydia Spinner "Best Delegate" - Cady Murad "Best Bill" - Vee Julius-Page, Layla Hamlin, and Sophia Constantino
- BTC inducted 59 students into the [National Technical Honor Society](#) at the McCarthy Arts Center at St. Michael's College.
- Champlain Elementary Students were chosen to perform their musical compositions on The St. Mikes Campus! Student Compositions Chosen for Performance at Opus 38:
 1. Skipping Rocks by Arlo Smith and Bruce Creason (composed for piano, cello, and violin)
 2. Fire by Elliot Blackman (composed for electronic performance)
 3. Aloha Island by Leon Summers and Gabe Stanton-Geddes (composed for electronic performance)
 4. Opus #38 by Kiri Heath and Ona Thompson (composed for electronic performance)
 5. Munchies by Leland Dutcher (composed for electronic performance)
 6. Epic Duo by Bruce Creason and Arlo Smith (composed for electronic performance)
- Kawhoh Htoo (Curators Award and Judge's Award), Connor Morris, (Judge's award), and Julia Blackman (Judge's award) took home awards at the 3rd Annual Vermont Student Wildlife Art Expo!
- **State Champions** - BHS marked the 11th consecutive season of hoisting State Championship banners, congratulations to the following Indoor Track student-athletes:
 - Winslow Sightler '24 - Shot Put State Champion (back-to-back) and New England Qualifier (Sightler now throws for University of Rhode Island, a D1 school!)
 - Amelia Dion '24 - 3000m State Champion and New England Qualifier
 - Avi Yagoda '24 - 1500m State Champion and New England Qualifier
 - Ahmed Diawara '25 - 300m State Champion and New England Qualifier
 - Jack Foster, Ahmed Diawara, Avi Yagoda, Desmond Snyder - 4x400m State Champions and New England Qualifiers
- The HMS girls basketball team held a 'March For Our Lives' event, bringing awareness about gun violence. [WCAX interviewed](#) some of our student-athletes!
- Horizons students continued their place-based education and beautification by creating a new, math-inspired mural at the Richard Kemp Center.



- Smith parent and Champlain College professor Robin Collins worked with fourth-grade students and teachers Kim Brockway, Sean Palmer, and Dominique Briar to develop an authentic and engaging unit of study about water runoff and created a new rain garden for the school!

HOSA Future Health Professional Awards!

Gold for Medical Terminology: Alissa Kenwood

Gold/Silver/Bronze for State for Pathophysiology, in order: Kagan Whiteman, Amelia Novak, Stella Holmes!

Gold for Behavioral Health: Emme Edenfield

Gold/Silver for Prepared Speaking, in order: Brianne Gallas, Emily Greenfield

Silver for Research Poster: Whitney Ross

Gold for Health Career Poster: Hannah Shepardson and Sophie Avery



Staff Highlights

- It is official...the 2024 Teacher of the Year is fifth-grade Champlain Elementary teacher Aziza Malik!
- IAA teacher Ethan Benton received a scholarship to attend the [Modern Band Summit](#)!
- Golden Apple Award! Congratulations to long-time special educator Penne Wheeler who was awarded the Golden Apple from the Vermont Council of Special Education Administrators.
- Congratulations to Coach Mukhtar Abdullahi, recipient of the Burlington Partnership for a Healthy Community's Youth and Families Award. Thank you,

Coach Mukhtar, for your stellar work both on and off the field, and for your leadership and care for our youth!

- Bev Robertson was named Metro Division Girls Basketball Coach of the Year
- Margaret Russell was selected to receive the **KidSafe Collaborative 2024 Gregory Packan Children's Advocacy Award!**
- Amy Truchon was announced as the 2023 ISTE Making IT Happen Awardee!
- Stacey Ladd was selected as BTC's Vermont Outstanding Educator of the Year and was honored at UVM's ceremony for all of the nominees across the state.
- Joe Resteghini, principal at Champlain, and Kolby Snellenberger, principal at Edmunds Elementary are participating in the Waddington Leadership program.
- Champlain teachers continued their antiracist teaching and learning practices, using the book *Culturally Responsive Teaching and the Brain*, by Zaretta Hammond, as the anchor text.

District Highlights

- Secured \$16 million in state funding to assist with the environmental cleanup of PCBs on the site of the former high school and technical center and made progress in our continued lawsuit against Monsanto to hold them accountable.
- Awarded nearly \$150,000 in additional ARP ESSER funds from the AOE to support our summer programs following a competitive process.
- Created a [Restorative Learning Pathways](#) library for students to engage in deep reflection and learning after HHB incidents or other harm. This work has been shared with educators across the state.
- IAA expands its arts programming through community partnerships, including ongoing collaborations with ONE-Sings (Young Tradition), ONE-Moves (Flynn Theatre), and ONE-Strings (LCCMF Lake Champlain Chamber Music Festival).
- Completed District-wide training around writing IEPs in an equitable and effective way.
- Implemented a regular data review system that includes suspensions, disciplinary reports, truancy, honors/AP class enrollment, and academic achievement.
- Property Services and Expanded Learning Opportunities staff participated in a professional learning series covering topics of safety, HHB, implicit bias, microaggressions, and more.
- The EMS Expanded Learning program and BTC's Digital Media Lab joined efforts to partner with [Future Fields Studio](#) to offer the Make Music after-school music recording and production club.
- BHS Awarded JED Foundation/VPA High School Grant which works to equip school and district leaders with evidence-based systems, tools, and resources to support student mental health.
- Partnered with the Vermont Agency of Education to create an [Alternate Reclassification Process](#) for multilingual students, giving them an alternative to WIDA testing to move from EL status to proficient status. Our Director of Multilingual Programs, Miriam Etesham-Cating, played a major role in developing the new process with the AOE.
- HMS and BHS partnered to create a 6th-grade mentoring program. BHS Juniors and Seniors served as classroom helpers and mentors to 6th graders!

FY26 BUDGET PROJECTED TO DECREASE PROPERTY TAX RATES BY 4%!

FY25 Budget Summary

Our FY26 proposed budget is projected to decrease tax rates by just over 4% for the citizens of Burlington while maintaining our level of service and helping us plan for the future. The budget was approved by the Burlington Board of School Commissioners on January 21, 2025.

We entered this budget cycle with a desire to drive resources to schools while being mindful of the need to keep tax increases low after a big ask last 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 in response to last year's tax rate increase.
- 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.

An estimated 4% tax decrease is possible this year as a result of disciplined budgeting, strong School Board and District leadership and advocacy, and the strength in the State's education fund. Specifically:

- We use an equitable budgeting model that aligns staffing with enrollment; we have followed this model responsibly, reducing positions over the past four years in response to enrollment trends.
- We did not create a fiscal cliff with ESSER funding by adding multiple positions with the funds. Instead, we allocated most of our ESSER funds to PPE, curriculum, and facilities. Where we did add positions, those positions were largely reduced once the funding expired.
- We successfully advocated for equitable funding at the state level, and we are now seeing the benefits of this change.

We are confident that this budget gives BSD the resources needed to keep our five Strategic Plan Priority Areas at the forefront of all we do.

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

Tax Implications

After Burlington's most recent City-wide home value reappraisal, the average home value in Burlington is \$370,000. We estimate that **the average property taxpayer can expect a tax rate decrease of 4%** as a result of our proposed budget, **resulting in an estimated tax bill decrease of \$238 per year**. For those who pay based on income, we estimate a tax rate decrease of 12%, or \$165 less per year (based on a \$50,000 income); this means that those paying based on this level of income will be paying \$35 less than they were three years ago.

Why is Education Spending Increasing if our Budget is Decreasing?

State and Federal Grants impact our overall budget but do not impact education tax rates. The overall budget is decreasing as a result of receiving fewer one-time grants, but the part of the budget that impacts tax rates (education spending) is increasing by about \$9 million. (Spending at this level is still projected to lower our tax impact by more than 4%).

The increase in education spending is a result of increased costs for

- Wages and benefits (health insurance is increasing 11.9% alone)
- Debt service (primarily due to the Integrated Arts Academy renovation and our new high school and technical center)
- Inflation/basic operational increases (for things such as rent/leases, licenses, and RISE)
- and a small amount needed to replace expiring external funds.

Thinking long-term, the budget also proposes adding \$600,000 in dedicated funds to support facilities improvements. This will allow us to be proactive in thinking about mid-sized capital project needs we may have in the future, address issues as they arise, and reduce the need for future bonding.

How are we Working to Control Costs?

We are also doing our part to keep costs down. In keeping with our equitable budgeting model and stewardship of ESSER funds, this budget recommendation includes the reduction of two positions this year, including one teacher at Flynn Elementary (where we have one fewer classroom next year due to enrollment) and a District Substitute position (one of the last remaining ESSER positions). Retirements will help us to make these reductions while minimizing layoffs; we are working with the individuals currently in these roles to try to find them a spot in BSD, as we have successfully done each of the previous four years. We also propose reducing Central Office budgets once again and we will no longer need to pay for leases for IAA students as our renovation of IAA nears completion.

How Does Borrowing for the BHS/BTC Project Impact this Budget?

The bond is a small portion of increased spending this year. Moving forward, debt service for this may increase slightly but will not be a significant driver of new spending. Without the bond, this year's budget would have resulted in an even larger tax rate reduction.

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

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

Key Budget Details

Total Budget	\$134,779,831
Total Budget Increase	-7%
Property Tax Rate Increase	-4%
Income Tax Rate Increase	-12%

Ballot Question

Shall the voters of the School District approve the School Board to expend \$134,779,831 which is the amount the school board has determined to be necessary for the ensuing fiscal year? Burlington School District estimates that this proposed budget, if approved, will result in per pupil education spending of \$14,825.77, which is 6.74% higher than spending for the current year.



Hypothetical Tax Impacts

Hypothetical Property Payer - \$370k example (avg value)	Property Tax Impact
Property rate change	-4.0%
Tax on \$370,000 homestead	\$5,676
Tax Difference from current rate	\$ -238

Hypothetical Property Payer - \$500k example	Property Tax Impact
Property rate change	-4.0%
Tax on \$500,000 homestead	\$7,671
Tax Difference from current rate	\$ -322

Hypothetical Income Payer - \$370,000 housesite	Income Tax Impact
Income Rate change	-12.0%
Income-sensitized tax amount for \$50,000 household income	\$ 1,120
Tax Difference from current rate	\$ -165

Hypothetical Income Payer - \$370,000 housesite	Income Tax Impact
Income Rate change	-12.0%
Income-sensitized tax amount for \$120,000 household income	\$ 2,904
Tax Difference from current rate	\$ -396

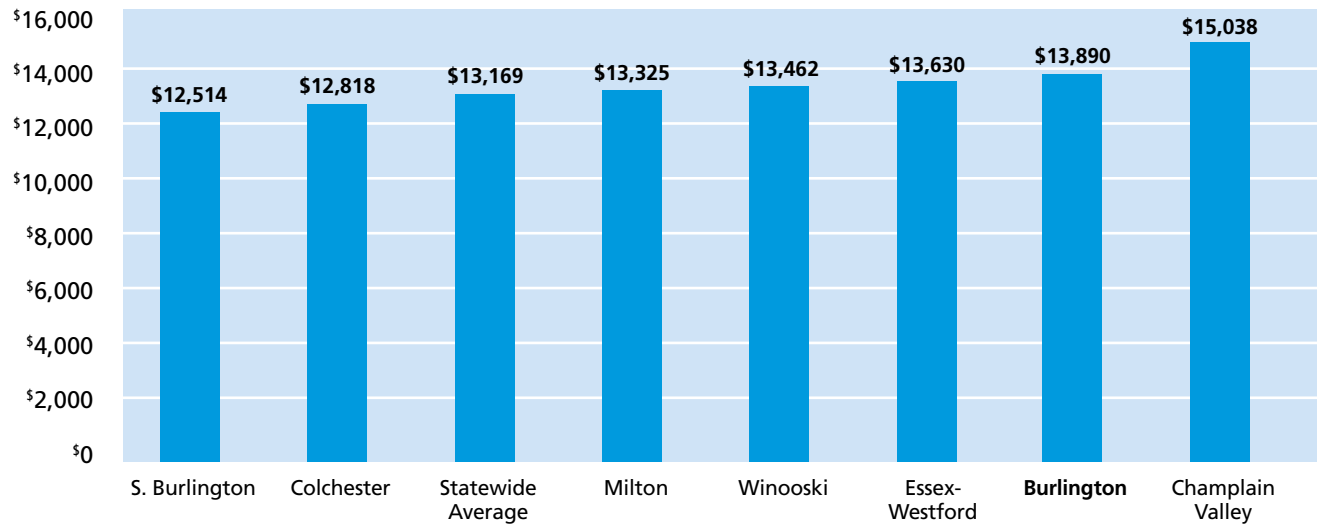
Reducing Injustice and Seek Equity (RISE) Allocation

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.

	FY23 RISE	FY24 RISE	FY25 RISE	Change
Elementary Equity Supports Interventionists • Special Education Positions • Professional Learning Drama Teacher				
Middle Equity Supports Literacy • Guidance Positions • Deeper Learning Professional Learning and Curriculum • Social-emotional Support				
Eagle Bay Academy Support Project-based Learning Materials Specialized Elective • Professional Learning for Student-centered Practices				
High School Equity Supports Reading Specialist • Mental Health Counselor • STEM Interventionist - Summer Credit Recovery • Year End Studies (YES) Funding				
SA	\$113,546	\$98,353	\$117,589	\$19,236
IAA	\$124,209	\$123,144	\$118,839	-\$4,305
Smith	\$90,335	\$74,718	\$90,477	\$15,759
Champlain	\$110,032	\$105,513	\$129,691	\$24,178
Edmunds EI	\$111,805	\$101,228	\$154,648	\$53,420
Flynn	\$150,586	\$151,860	\$155,687	\$3,827
Hunt	\$164,717	\$163,360	\$165,723	\$2,363
Edmunds MS	\$177,332	\$179,685	\$204,272	\$24,587
BHS	\$415,546	\$414,646	\$505,798	\$91,152
Eagle Bay	n/a	m/a	\$50,282	\$50,282

CHITTENDEN COUNTY EDUCATION SPENDING PER EQUALIZED PUPIL

FY25 Education Spending per Equalized Pupil



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 2024, the Burlington School District spent \$1,472,259 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

PRELIMINARY

Three Prior Years Comparisons - Format as Provided by AOE

ESTIMATES
ONLY

District: Burlington SU: Burlington		FY25 was the first year of Act 127 Long Term Weighted Average Daily Membership for pupil counts. Equalized pupils are shown for FY23 & FY24. LTWADM are the new counts to use.			T037 Chittenden County		Property dollar equivalent yield	Homestead tax rate per \$8,553 of spending per LTWADM	
							8,553	<--See bottom note	
							12,260		
Expenditures					FY2023	FY2024	FY2025	FY2026	
1.	Budget (local budget, including special programs, and full technical center expenditures)		\$101,397,316	\$111,352,887	\$144,940,104	\$134,779,831	1.		
2.	plus Sum of separately warned articles passed at town meeting	+	-	-	-	-	2.		
3.	Locally adopted or warned budget		\$101,397,316	\$111,352,887	\$144,940,104	\$134,779,831	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		\$101,397,316	\$111,352,887	\$144,940,104	\$134,779,831	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.)		\$27,299,618	\$32,388,449	\$50,515,666	\$31,419,008	9.		
10.	Offsetting revenues		\$27,299,618	\$32,388,449	\$50,515,666	\$31,419,008	10.		
11.	Education Spending		\$74,097,698	\$78,964,438	\$94,424,438	\$103,360,823	11.		
12.	Pupils (eqpup FY23 - FY24, LTWADM FY25 - FY26)		3,837.18	3,702.88	6,798.20	6,971.70	12.		
13.	Education Spending per Pupil		\$19,310.46	\$21,325.14	\$13,889.62	\$14,825.77	13.		
14.	minus Principal and interest payments for all voter approved bonds prior to July 1, 2024	-	na	na	na	\$2,504.80	14.		
15.	minus Less share of SpEd costs in excess of \$96,446 for an individual (per pupil)	-	Excess spending penalty suspended for FY23 - Sec. 5 of Act 59, 2021.	Excess spending penalty suspended for FY24 & FY25 - Sec. 8 of Act 127, 2022.		na	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 equp)	-				na	16.		
17.	minus Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer pupils	-				na	17.		
18.	minus Estimated costs of new students after census period (per pupil)	-				na	18.		
19.	minus Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per pupil)	-				na	19.		
20.	minus Less planning costs for merger of small schools (per pupil)	-				na	20.		
21.	minus Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per pupil)	-				na	21.		
22.	minus Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting.	-				na	22.		
23.	Excess spending threshold		threshold = \$19,997	threshold = \$22,204	threshold = \$23,193	threshold = \$15,926	23.		
24.	plus Excess Spending per Pupil over threshold (if any)	+	na	na	na	\$15,926.00	24.		
25.	Per pupil figure used for calculating District Equalized Tax Rate		\$19,310	\$21,325	\$13,890	\$14,825.77	25.		
26.	District spending adjustment (minimum of 100%)		145.039% based on yield \$13,314	138.089% based on yield \$15,443	140.398% based on \$9,785	173.340% based on \$8,553	26.		
Prorating the local tax rate									
27.	Anticipated district equalized homestead tax rate (to be prorated by line 30) [\$14,825.77 ÷ (\$8,553 / \$1.00)]		\$1.4504 based on \$1.00	\$1.3809 based on \$1.00	\$1.4040 based on \$1.00	\$1.7334 based on \$1.00	27.		
28.	Tax rate "cent discount" (FY25-FY29) adjusted by statewide adjuster of 72.36%					-	28.		
29.	Cent discount adjusted anticipated district equalized homestead tax rate					\$1.7334	29.		
30.	Percent of Burlington pupils not in a union school district		100.00%	100.00%	100.00%	100.00%	30.		
31.	Portion of district eq homestead rate to be assessed by town (100.00% x \$1.73)		\$1.4504	\$1.3809	\$1.4040	\$1.7334	31.		
32.	Common Level of Appraisal (CLA)		104.41%	95.33%	87.83%	112.99%	32.		
33.	Portion of actual district homestead rate to be assessed by town (\$1.7334 / 112.99%)		\$1.3891 based on \$1.00	\$1.4485 based on \$1.00	\$1.5985 based on \$1.00	\$1.5341 based on \$1.00	33.		
		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.							
34.	Anticipated income cap percent (to be prorated by line 30) [(\$14,825.77 ÷ \$12,260) x 2.00%]		2.42% based on 2.00%	2.43% based on 2.00%	2.75% based on 2.00%	2.42% based on 2.00%	34.		
35.	Portion of district income cap percent applied by State (100.00% x 2.42%)		2.42% based on 2.00%	2.43% based on 2.00%	2.75% based on 2.00%	2.42% based on 2.00%	35.		
36.			-	-	-	-	36.		
37.			-	-	-	-	37.		
- Using the revised December 1, 2024 Education Fund Outlook FY26 forecast, the FY26 education fund need results in a property yield of \$8,553 for every \$1.00 of homestead tax per \$100 of equalized property value, an income yield of \$12,260 for a base income percent of 2.0%, and a non-residential tax rate of \$1.791. 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%.									

DON'T FORGET TO VOTE ON TOWN MEETING DAY!





BURLINGTON
SCHOOL DISTRICT



(သးခုတူၢ်လိာ်မုၢ်ဘၣ်ပှၢ်ကိးဂၢၤဒဲးလီၤ) • 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.