



BURLINGTON
SCHOOL DISTRICT



2025 ANNUAL REPORT

FEBRUARY 2026: For this report and additional information, see the Burlington School District website at www.bsdvt.org.

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همن اجل خدمات الترجمة لهذه الموثق على الرقم ٨٠٢٢٨٨٦٤٨

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

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

2025 ANNUAL REPORT

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TOWN MEETING DAY: March 3, 2026

Voting Information: burlingtonvt.gov/Elections

Where to vote:

Ward 1: Mater Christi, 100 Mansfield Ave.

Ward 2: Integrated Arts Academy, 6 Archibald 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 Elementary School Gym, 299 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 3, 2026 Annual City Election. Voters are encouraged to register at the Clerk/Treasurer's Office or online at <http://olv.sec.state.vt.us> in advance of Election Day.

Absentee ballots:

For Town Meeting Day 2026, the City of Burlington will mail ballots to all registered voters. Ballots will be mailed on February 11th.

Deadline to vote absentee: Ballots can be dropped off at locations throughout the city until 4:30 pm on March 2. You can also bring your ballot to your polling place on election day.

Early Voting: Ballots will be mailed on February 11th and voters can return them immediately.

SCHOOL BOARD		
Ward	Commissioner	Home Phone
1	Gary Golden	735-6058
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: Matthew Price	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 2024-2025 (SY25), BSD served nearly 3,200 PreK - Grade 12 students across more than 12 campuses, including additional locations for Burlington Technical Center programs. We provided support for 128 PreK students in BSD programs and another 290 PreK students in 52 different partner programs in the area. In SY25, students in BSD came from homes representing 42 different first languages.

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

STRATEGIC PLAN UPDATE

In 2024-2025, Year 3 of BSD's 5-year strategic plan, we began working with BSD parents Charlotte Safran and Liz Clements to support and revitalize the Strategic Plan Guiding Coalition. They began by engaging in empathy interviews with different groups of BSD stakeholders not currently involved in the coalition. The feedback from those conversations is being used to create themes to help us refine our work and plan for the coming years.

At the same time we were planning for the future, we also made significant progress in our priority areas:



1 Belonging and Well-Being

Priority Area 1 is focused on substantially improving Individualized Education Programs (IEPs) for students and understanding how to improve the feeling of belonging for multilingual caregivers.

By law, all IEP meetings must be supported by a Local Educational Agency (LEA) representative, an individual who is legally responsible for ensuring the plan best meets the students' needs and that the District is able to provide all that it entails. All school principals, assistant principals, and school psychologists received high-quality training to help these staff members learn how to perform this role. This training for leaders across BSD has helped us improve IEP quality and ensure that schools are

aligned in their approaches to serving student needs. A huge thank you to the Ability Challenge team and the Associate Directors of Student Support Services for providing this training!

We also worked with all special educators to ensure that students with IEPs also had appropriate post-secondary transition plans. The AOE was monitoring our progress on transition plans and working with us to ensure plans were appropriately created and submitted. As a result, BHS and EBA collectively passed with 100% accuracy on Secondary Transition plans, and the AOE is no longer concerned with our work in this area!

Our work with multilingual caregivers centered around communication. Through the empathy interviews mentioned above, meetings with multilingual parents, and questions on BSD's Annual Family Survey, we worked to understand if BSD communication was inclusive and accessible. We learned that while most feel BSD communication is inclusive and accessible, many families would like to see increased examples of honoring cultural differences and receive even more communication from principals and district leaders in their own language.

STRATEGIC PLAN CONTINUED



2/3 Deeper Learning for Every Student

We combined the teams working on priority areas 2 and 3 to focus on deeper learning for every student PreK-12. Our high school building is moving along well, and is on time and on budget, so we can shift our strategic energy to improving academic achievement and closing the opportunity gap.

The biggest strategy in this priority area last year was the creation of a [Learning Framework](#) for the District, which outlines a clear vision for rigorous and equitable learning for all students. It also outlines the skills educators need to better achieve student outcomes, and offers a clear plan to help us reach this vision. This year, we are using the Framework to help set goals for teachers. We will continue to use the Framework to guide professional learning throughout the District as we develop our plans for next year.

Priority Area 2/3 also worked to establish a baseline of [Multi-Tiered System of Supports](#) (MTSS) tools and practices. We are using the expertise of educators in schools and across departments to align our practices with the recommendations from the VT Agency of Education.

As part of our commitment to use high-quality curricular materials based on grade-level, content, and deeper learning principles, we also piloted [EL Education](#) literacy materials in both middle schools. During the 2023-2024 school year, middle school educators participated in a review of English Language Arts curricular materials based on evaluation reports from EdReports, and we decided to use EL Education's materials from this process. Teachers at both middle schools participated in professional learning during the August in-service time, which was an opportunity to launch the EL Education practices, core principles, and materials.

In addition to our continued focus on literacy, we also began to focus on improving our math instruction and the materials that support it. We piloted Illustrative Mathematics materials with 15 teachers throughout the District. Based on their feedback, we decided to expand the pilot into SY26, and we hope to adopt new materials in SY27.

Last but not least, District leaders participated in "Learning Walks" as a team. We visited over 25 classrooms, observing students and teachers in action. One thing we learned while developing the Learning Framework is that while many assignments meet the standards, the actual work students are asked to do often doesn't fully meet those grade-level standards. This is also reflected in our achievement data from the Spring of 2026. By bringing the leadership team into classrooms together, we hope to better understand this gap, and address it moving forward. This will be part of a three-year plan to deliver on a commitment to improve academic achievement across the district.

STRATEGIC PLAN CONTINUED

4

Educators Who Look Like Our Students

In SY25, we focused on expanding partnerships to help us reach our goals. We joined the **Diverse Educator Workforce (DEW)** coalition, a statewide partnership working to diversify the Vermont workforce under the leadership of the [Great Schools Partnership](#). We also attended Vermont's "Diversifying The Educator Workforce Summit," which focused on building and creating a pipeline of candidates, supporting and sustaining members of the global majority, and supporting program completion and streamlining the certification process to allow us to build a grow-your-own program.

Locally, the Burlington Education Association (BSD's teachers' union) leadership expressed interest in becoming strategic partners with this initiative. As a result, we helped establish a collaborative committee to support efforts to find and recruit candidates who look like our students. Both teams are excited about a collaborative approach.

Internally, we developed an exit interview process that allows us to capture employee satisfaction both confidentially and/or through an interview process. All employees exiting BSD will be sent an anonymous exit survey, and in-person exit interviews are now offered to everyone, with HR conducting interviews with educators of the global majority in person to ensure we are capturing their feedback specifically. While this is a long-term strategy, we continue to make measurable progress in this area.

5

Relationship-Based Communities through Restorative Practices

SY25's biggest success throughout the District came as a direct result of the work we have been doing in Priority Area 5 to reduce suspensions. In 2024-25, Students of the Global Majority made up 42% of BSD's student population, yet represented only 33% of suspensions. This means that for the first time, BSD eliminated racial disparities in suspensions over the course of a year. This is the result of years of work to create a Restorative Code of Conduct and partner with families and staff to understand suspendable behaviors and create a community of belonging.

In SY25, we also focused heavily on professional learning and collaboration. All BSD leaders participated in a year-long Anti-Racist Restorative Leadership Series. The goal of the series was to understand and develop antiracist and restorative mindsets, skills, and practices. Doing this allows us to build systems, structures, processes, and practices that center and take leadership from students and staff of the global majority and other historically marginalized groups. This ensures we can offer deep learning for all students and adults.

Last but not least, we launched BSD's Equity Collaborative. This revamping of the Restorative Practices Collaborative (RPC) focused on a broader vision of equity and antiracist work. The new group includes students from the Summer Racial Justice Academy as permanent members of the team, and centers their experiences so that we can learn from them. The goals of the Equity Collaborative are to:

- Create a thriving community where members are seen as equity champions and beacons of this work
- Identify bright spots across the District
- Observe RP being used more in classrooms to create relationships and belonging
- See ways that equity work is infused in schools
- Create a working model of youth-adult partnership
- Work with youth to follow through with Racial Justice Academy recommendations



CAPITAL IMPROVEMENTS

In the summer of 2025, we completed a major renovation of the Integrated Arts Academy. The final project included a brand new geothermal system and all new heating and cooling capabilities. We also created new kindergarten classrooms, completely replaced the exterior of the 1960s addition and remodeled the classrooms in this area, rewired the building to support more electrical power needs, renovated the kitchen, and more! The project cost \$17 million, including \$10 million of Covid-era ESSER-relief money and \$7 million of previously approved capital bond funds. To accommodate this project, IAA students attended school in classrooms at the former Sara Holbrook Center and the St. Mark's Church annex in Burlington's north end.

On the other side of town, one of the most exciting education programs in the state now has a great new home! Thanks to a \$10 million grant secured by then-

Senator Patrick Leahy, BSD also began work on Burlington Technical Center's new Aviation, Career, and Technical Education Center. The \$12 million project completely renovated a nearly decrepit airplane hangar at Burlington International Airport. The new space will host the school's automotive, design engineering & fabrication, and aviation programs. The building took the majority of the school year to complete and opened for students in October 2025.

In addition to these projects, we also continued work on our new high school and technical center. In 2022, Burlington voters overwhelmingly approved a \$165 million bond to support this project, which can now be seen as you drive along North Avenue in Burlington. The project remains on schedule to be open in the fall of 2026, and we are poised to save taxpayers money by borrowing less than the full \$165 million bond.

Additional Improvements!

- Rehabilitated our aging BHS track and turf field, preserving the value of this unique asset.
- Replaced the antiquated boiler system at Champlain Elementary.
- Improved the safety of stair railings at Edmunds.
- Completed major stormwater projects at Champlain and Flynn, with 90% of costs covered by grant funding.

- Replaced countless old countertops at CP Smith.
- Replaced the gym floor at Flynn.
- Retested all of our water fixtures for lead, in compliance with the AOE requirements.
- Completed AOE mandatory Radon testing and mitigation at Flynn and SA.

THANK YOU TO THE BSD PROPERTY SERVICES TEAM!

CURRICULUM, INSTRUCTION, AND ASSESSMENT

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 SY25, continued support was given to the implementation of K-5 literacy materials adopted in SY23. To continue our commitment to the goals of improved student literacy, a middle school workgroup reviewed high-quality curricular materials and selected Expeditionary Learning (EL) 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

In addition, we began a pilot of new K-5 math materials with 15 different teachers, grades 3-5.

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 teaching 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 SY25, we continued our commitment to this work throughout the year on every level:

- K-5 educators engaged in equitable literacy learning with American Reading Company, focused on implementing the new curricular materials.
- Early Education educators, para-educators, K-5 specialists, and 6-12 educators engaged in professional learning around anti-racist instructional practices.
- Directors and principals engaged in anti-racist leadership skill-building throughout the year.

Assessments

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

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

The 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. The winter/spring of 2026 is the next administration of the NAEP for selected BSD schools. <https://nces.ed.gov/nationsreportcard>

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

DIVERSITY, EQUITY, AND INCLUSION

There are 42 home languages represented in BSD

Commitments to Diversity, Equity, and Inclusion in the Burlington School District:

The diversity of our students, families, and staff is an asset to the Burlington community. Burlington School District (BSD) believes that all students and staff deserve a safe, inclusive, and joyful learning and work environment where differences are valued and celebrated. The District also believes that every student has the right to strive to learn to their highest potential. As BSD considers changes in education at the National and State levels, we firmly believe we must deepen our commitment to supporting our most vulnerable students and our students and staff of the Global Majority.

We are committed to the principles of equity, which include:

- Actively working to acknowledge, disrupt, and eliminate systems and practices that perpetuate White supremacy culture, historical inequities, and present disparities that negatively affect the ability of students, families, and staff to participate in diverse and inclusive learning and working environments.
- Ensuring that student success is not predicted or predetermined by protected identities.
- Acknowledging that equity goes beyond equality, where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.

- Providing every student with access to high-quality, accessible, culturally-responsive curriculum, programs, teachers and administrators, extracurricular activities, and support services to meet students' unique needs.
- Centering marginalized students and families in the District's goal to meet their unique needs.
- Creating safe, inclusive, accessible, and multicultural school environments to support the well-being of students, teachers, staff, administrators, families, and caregivers.

While suspensions were down and students reported an increasing sense of belonging and well-being, we also worked to respond to incidents of hate speech and other inappropriate language. We leaned into teaching



opportunities about hate speech and the harm that it causes. Our Office of Equity helped launch a District-wide “Stop the Hate” awareness and in our middle schools, and we asked teachers to hold open, honest conversations with students and with each other. As a result, we saw these behaviors slow last year, and there were no suspensions or behavior/discipline referrals due to anti-semitic or Islamophobic behavior through the first quarter of SY26! In addition, in SY25, District departments worked collaboratively to continue to advance equity work in the District, including (but not limited to):

- BHS [Peer Mediation](#) expanded outreach and conducted professional learning workshops for other school districts, including Marlboro, Montpelier High School, and the HOBY Leadership Seminar

- Piloted Peer Mediation at Eagle Bay Academy
- Student leaders and student videographers created a series of [Public Service Announcements](#) (PSAs) with public messages that were shared with the student body to emphasize a community of care.
- Established an [Equity Collaborative](#) as an authentic youth-adult partnership team with representatives from all school sites.
- Sponsored LGBTQ+ Staff Affinity events.
- Worked with ArtLords, a team of artists from Afghanistan, to create a mural for the Sustainability Academy cafeteria to raise awareness of worker rights in the dairy industry.

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)}		3,195	69,789
Racial Diversity ^{(1) (3)}	White	58.0%	88.7%
	Black African American	20.0%	2.5%
	Asian	7.0%	2.2%
	Hispanic or Latino of Any Race (Note: listed as Latinx on BSD website)	6.0%	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	8.0%	3.5%
Students receiving English Language Learning Services ^{(1) (4)}		17.0%	2.0%
Home languages of students		42	NA
Special Education identified (IEP Only) ^{(1) (4)}		22.0%	15.4%
Four-Year Cohort Graduation Rate ⁽⁵⁾		75.0%	82%
Six-Year Cohort Graduation Rate ⁽⁵⁾		82.0%	85%
Qualify for free/reduced meals ^{(1) (6)}		57%	61.4%
"(1) 2024-25 BSD Data from PowerSchool Report, October 2024 (represents PreK-12) www.bsdvt.org/district/district-overview/ (2) 2024-205 State Data https://education.vermont.gov/data-and-reporting/vermont-education-dashboard/enrollment (3) Most recent State data is from 2020-21 https://education.vermont.gov/data-and-reporting/vermont-education-dashboard/student-characteristics (4) Most recent State data is from 2019-20 https://education.vermont.gov/data-and-reporting/vermont-education-dashboard/student-characteristics (5) Most recent data is from 2023-24 https://education.vermont.gov/data-and-reporting/vermont-education-dashboard/student-information (6) Data from AOE Annual Report of Percent of Students Approved for Free and Reduced-Price School Meals https://education.vermont.gov/student-support/nutrition/school-meals/free-and-reduced-meals#report			

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

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



- Initiated a process to implement BSD's Equity Policy across BSD, including embedding it into strategic plan work.
- [The Summer Racial Justice Academy](#) met for a 5th year, with peer leaders taking the lead.
- Launched the [Sankofa Project](#) Team and organized two new community events (Legacy and Light; Sharing our Stories) to celebrate Black excellence and expand Black History beyond February.
- Created a new course at HMS: Youth-led Participatory Action Research (YPAR) for School Equity.
- Created a [procedure](#) to support transgender and gender nonconforming students and to support [transgender staff](#).
- 11 BSD teachers and two student leaders attended Truss Leadership's Dismantling [White Supremacy Conference](#).
- Hosted Reading to End Racism in all elementary schools.
- Worked with partners to create two graduate-level classes: "Expanding Experience: Considering Narrative and Counternarrative in the Classroom" and "A First Step Toward Being an Antiracist Educator."
- Held the first annual Ruby Bridges Walk to School Day Celebration at HMS.
- Created a procedure to help address immigrant safety in our schools.
- Department of Multilingual Learners hosted a second statewide conference, "Welcome All: From Afghanistan to Zimbabwe: A Conference on the Education of Immigrant and Refugee Students."
- Conducted research and interviews to produce the Burlington School District's Needs and Asset Inventory Assessment, which summarized key assets, challenges, and needs.
- Hosted multiple meetings for multilingual families to learn about safety in schools, career paths for students, and support services.
- Partnered with the City of Burlington to recognize Indigenous Heritage Month.

In addition to these successes, 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 and to all students, not a disadvantage. Two examples of that work are the continuation and expansion of Cultural Connections groups and our high school summer school program, Pathfinder.

Last year, Cultural Connections groups for students of the same languages and/or cultural backgrounds were held at BHS, Hunt, and Edmunds Middle School. Through these groups, students had the opportunity to use their first or heritage languages, celebrate their cultures, and participate in activities to continue and share cultural practices, expand understanding, and address issues from critical perspectives informed by their status as multilingual students.

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

The summer Pathfinder program is a summer enrichment program for English Learners intended to support the most recently arrived high school students from refugee or immigrant backgrounds. Multilingual students are recommended by their teachers and must apply to enter the program. Pathfinder is entirely driven by the passions, proficiency, and learning needs of its students. Over the course of the four-week program, students enhance their skills in English and math through personal projects designed to help others learn about them – particularly their teachers. In 2024, 31 students from 10 different language groups successfully completed the summer program. The students developed a broad range of informational projects to help BSD staff better understand English Learners (ELs) as individuals, as well as recognize their strengths as multilingual learners. Student projects are featured on a professional learning site for BSD teachers and staff, and a panel of students presented their work at the Welcome All conference.



Pathfinder students present at the Welcome ALL Conference.



Arabic Cultural Connections groups bond over tea from various cultures.

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, School Safety and Emergency Preparedness, and Community Schools work. Each year, the District publishes an annual "Equity Data Report." You can find our most recent report and others online: <https://www.bsdvt.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 includes nurses, social workers, psychologists, special educators, speech/language pathologists, physical therapists, occupational therapists, and many more important roles. Additionally, 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 the different ways in which we provide special education services and specialized

instruction. We serve the vast majority of students in the general education setting, but we also have specific programs for students in our schools who need more. 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 SY25, approximately 920 students with disabilities received specialized instruction provided through an IEP. Approximately 231 students with disabilities were accommodated with Section 504 Plans, and approximately 85 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	ECHO, Leahy Center for Lake Champlain	New Farms for New Americans	UVM College of Education & Social Services
Amy Tarrant Foundation	Ethan Allen Homestead	NFI Vermont, Inc.	UVM College for Every Student
AALV	Everybody Wins! Vermont	North Avenue Alliance Church	UVM Engineering Department
BETA Technologies	Feeding Chittenden	ONE Community Center	UVM Expanded Food & Nutrition Program
Boys & Girls Club	Fleming Museum	The Offices of Senators Leahy and Sanders and Congressman Welch	UVM Lane Series
BTV Wildways	Fletcher Free Library	Old Spokes Home	UVM Medical Center
Building Bright Futures	Flynn Center for the Performing Arts	Parents4Change Taskforce	Vermont Adult Education Council
Burlington City Arts	Friends for A_Dog Foundation	Positive Spin Inc.	Vermont Afterschool Inc.
Burlington Community Justice Center	Front Porch Forum	Prevent Child Abuse Vermont	Vermont Agency of Education
Burlington Electric	Future Fields	ReSource	Vermont Arts Council
Burlington Fire Department	Gadue's Dry Cleaning	Rock Point School	Vermont Community Foundation
Burlington Partnership for a Healthy Community	Generator Makerspace	Rozalia Project	Vermont Community Garden Network
Burlington Parks, Recreation & Waterfront	Gordini, Inc	Sandbox VT	VDH: Women, Infants, and Children
Burlington Police Department	Greater Burlington Sustainability Education Network	Sara Holbrook Community Center	Vermont Family Network
Burlington YMCA	Greater Burlington YMCA	Sarom Cafe	Vermont Fish and Wildlife
Burton	HANDS	SD Associates	Vermont Folklife Center
Champlain College	Hannaford	Seventh Generation	Vermont Humanities Council
Champlain Valley Office of Economic Opportunity (Head Start & Financial Literacy Programs)	Hazlett	Shelburne Farms	Vermont Legal Aid
Chill	Hergenrother Realty Group	Shelburne Museum	Vermont National Guard
Children's Literacy Foundation	Heritage Aviation	South Burlington Community Justice Center	Vermont SportsCar
City Market	Hoehl Family Foundation	St. Michael's College	Very Merry Theater
City of Burlington Community & Economic Development Office	Howard Center	Stern Center	VSA Vermont
City of Burlington, Mayor's Office	Hunger Free Vermont	Justice Center	VTC
Clemons Family Farm	The Intervale	Spectrum Youth and Family Services	VT FEED
Community College of Vermont	Janet S. Munt Family Room	St. Mark's Church	Young Tradition Vermont
Community Health Centers of Burlington	King Street Center	St. Michael's College	Watershed Alliance
Community Sailing Center	Lake Champlain Chamber Music Festival	The Salvation Army	
Dealer.com	Lake Champlain Maritime Museum	Trinity Child Care Center	
	Let's Grow Kids	Turning Point Center	
	The Media Factory	UP For Learning	
	Mercy Connections	USCRI	
		University of Vermont (UVM)	
		Caring Collaborative	

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

2025 HIGHLIGHTS

Student Highlights

- The City of Burlington's Racial Equity, Inclusion, and Belonging Office announced Esther Lokossou as the recipient of the Juneteenth 2025 Youth Leadership Award for her outstanding leadership, commitment to civic engagement, and dedication to creating a welcoming and inclusive Burlington community.
- For the second time in three years, our Seahorses are the VPA Division 1 Boys Tennis Champions!
- Quinn Moore and Sam Wick became the 3rd Seahorses duo in the past five seasons to be crowned the State Doubles Champions in the Vermont State Individuals Championship Tournament.



- Eagle Bay Academy unveiled a brand new beautification project at Oakledge Park.
- Brendan Delaney, of Troop 658, earned his Eagle Scout Award.
- Unified Basketball advanced to the state semifinals. Alice Throop sang the National Anthem to kick off the Burlington City Youth Mini-Marathon!
- BTC inducted 75 students into the National Technical Honor Society.
- The BHS Boys Basketball Team and the BHS Girls Basketball Team BOTH won State Championships!
- 38 BSD students were reclassified from English Learners to Proficient (WIDA Bridging or Reaching)! 23 of these students exited through the WIDA ACCESS test, and 15 exited via the Vermont AOE Alternate Reclassification Process.
- BHS senior Connor Byam was named the Vermont High School Journalist of the Year by the New England Scholastic Press Association.

Major Athletic Milestones & Accolades

Please join us in congratulating the following student-athletes:

Nylah Mitchell '25 and Bree McDonald '25 for surpassing the 1,000-point career mark, the third and fourth players in BHS girls basketball history to achieve the rare milestone. Sharmon Selman '01 and Kayleigh Shappy '05 were previously the only two girls players in Burlington history to hit the career mark.

Lily McArthur '26 and Livia Jatlow-Carter, '27, on reaching the 100 career goals milestone! Livia reached the milestone in just ONE AND A HALF seasons of Varsity play. We look forward to many more goals from Lily and Livia, leading to many more wins for our girls' lacrosse program!

Abdi Sharif and Nylah Mitchell for the postseason honors of 2025 Mr. & Miss Basketball, adding to the accolades of a championship season!

- BHS Ethics Bowl Team named New England champions and joined 23 teams from around the country as qualifiers for the national tournament at UNC-Chapel Hill.
- Shania Oniell, Madeline Wegner, and Ibrahim Mohamed, and with their teacher Aziza Malik, spoke in front of Vermont Legislators at Farm to School Awareness Day. They spoke on the importance of school gardens, the school lunch program, and more.
- Students in Colby Skoglund's Advanced Principles of Engineering II class were named State Finalists in the Samsung Solve for Tomorrow competition!
- BSD SRJA students were selected to showcase their leadership work, speaking at VSA's Celebration of Public Education.
- Students in HMS's enrichment class, "The Power of Service: Youth Helping Youth", spent time mentoring students at CP Smith. HMS Panthers engaged in mindfulness activities after being trained on how to engage kindly and appropriately with younger students, then traveled to IAA to read to and spend time with the younger students!

Congratulations to our Vermont Presidential Scholars!

Sage Wydorf (BHS/BTC), Vermont presidential scholar of the Arts

Richie Amerson (BHS/BTC), Vermont Presidential Scholar

Isabella Benson (BTC/CHS), Vermont Presidential Scholars in Career and Technical Education.

Brianna Gallas (BTC/MHS), Vermont Presidential Scholars in Career and Technical Education.



Staff Highlights

- Integrated Arts Academy's First LEGO League team, "Slay Submerged," secured a spot at the 2024–2025 Vermont State Championship.
- Our Bass Fishing team qualified for Nationals for the second time in program history, where they finished in the Top 20 nationally in their trip to Alabama.
- BTC programs Aviation, Criminal Justice, and Design, Engineering & Fabrication, competed in SkillsUSA competitions around the state. Aviation Maintenance students took 1st, 2nd, and 3rd places!
- C.P. Smith students Claire Dombrowski, Eleanor Dabritz, and Cefini Filemo, and second-grade teacher Suzanne Weishaar participated in a webinar presented by CWSO entitled "Local Heroes of Sustainability."
- The Burlington American Little Leaguers won the Vermont State 10-12-year-old tournament. [It was a lifetime achievement for the players involved.](#)
- Design & Illustration and Digital Media Lab Year 2 students worked with Burlington City Arts and hosted an Artist in Residence, Sarah Stefana Smith, with the goal of having student work exhibited at the BCA Gallery. The gallery opened on January 24th!
- Students from Sustainability Academy, Hunt Middle School, and BHS attended the Education Justice Coalition's first annual Statewide Youth Gathering.

- The Vermont School Custodial & Maintenance Association honored long-time Champlain custodian [Sam Jackson as Facilities Person of the Year!](#)
- Athletics Director Quaron Pinckney was named a keynote speaker at the VPA Leadership Academy.
- PreK teacher Marissa Fasoli had the amazing opportunity to participate in the Boston Marathon!
- Christine Harvey (Champlain Elementary) and Kate Gruner (BHS) have teamed up to publish a new children's book! [Pie for Breakfast](#).
- Lizzie Leonard received the KidSafe Collaborative 2025 Promising Professional Award at the 36th annual awards on Wednesday, April 16.
- Miriam Ehtesham-Cating, Director of Programs for Multilingual Learners, and Jason Reed, BTC Director, spoke at the Consolidated Federal Programs Learning Institute. Their panel focused on how Burlington schools, including the tech center, provide meaningful access to programs for multilingual learners.
- Troy Austin, [Burlington High School](#) campus safety liaison and organizer/founder of [Troy's Toy Drive](#), was recognized by the [Boston Celtics](#) as part of their "Heroes Among Us" program.
- Congratulations to Sabrina Butterfield and Maggie DiMasi! Sabrina has been recognized as SHAPE VT Middle School Physical Education Teacher of the Year, and Maggie DiMasi is the SHAPE Vermont Elementary PE Teacher of the Year!
- Two BSD teachers were honored at the University of Vermont for being Vermont Outstanding Educators: Tracey Bellavance (Champlain Elementary) and Jason Raymond (Burlington Technical Center).

District Highlights

- Created a District-wide Learning Framework designed to help set standards across all grades in all schools.
- Burlington School Food Project served 46,000 meals (breakfasts, lunches, suppers, and snacks) to children over summer break. Of these, 18,000 meals were distributed through weekly meal boxes, each containing enough food to support a full week of breakfasts and lunches.
- Collaborated with the Howard Center to offer the course, Transforming Trauma; The School as a Healing Community for school teams with Dave Melnick from NFI.
- Submitted and received \$16 million of reimbursements for PCB cleanup on the BHS/BTC project site.
- The Flynn and Sustainability Academy hosted the 1st Annual Burlington Trout Parade. The event celebrated the release of the brook trout SA raised in a tank in their lobby since January.
- VPA HALL OF FAME INDUCTEES – Congratulations to VPA Hall of Fame Class of 2025 inductees, Lou DiMasi III and Byron "BJ" Robertson, Sr.! It is great to see two Burlington alumni take their honorable place amongst state legends.
- BSD successfully negotiated contracts allowing us to give large raises to bus drivers and launched a successful campaign to increase the number of applicants.
- Burlington Partnership for a Healthy Communities' program "HealthyBTV" partnered with EMS and HMS youth prevention groups to host events for the community to come together over dinner and conversation to discuss challenges and opportunities to prevent substance misuse and foster youth resilience in Burlington.
- Received a \$60,000 grant from Shelburne Farms with the sole purpose of helping to reclaim Burlington School Food Project's once nationally recognized food education program. Funding was used to set up a council of District-wide stakeholders who are working to inspire our next steps.
- IAA awarded the prestigious Mr. Holland's Opus Foundation Adopt-A-School Grant!
- Hosted our third-annual [Playing Fields partnership](#) with the Flynn!
- BHS and EBA collectively passed with 100% accuracy on Secondary Transition plans. The AOE was monitoring our progress on transition plans and is no longer concerned with our work in this area!
- Co-planned a City-wide celebration in honor of BHS alumni and gold medalist, Ilona Mahar. She received the "Keys to the Field"!
- Received a \$45K ARP ESSER Homeless grant that will be used to purchase a van for transporting homeless students.
- Awarded a \$108,000 grant from the VT AOE to support implementation of a [Community Schools](#) model across BSD's 9-12 institutions.

Where do graduates go after BTC and high school graduation? Data from last year's class, six months after graduation:

19% Employed in a field related to their BTC program of study.

11% Employed in a field that is not directly related to their BTC program of study, but uses the transferable skills.

2% Military service (Students are pursuing careers in the military related to their BTC programs of study--all require advanced training.)

60% College or post-secondary training in a field related to their BTC program of study.

7% College or post-secondary training in a field that is not directly related to their BTC program of study.

FY27 BUDGET PROJECTED KEEPS PROPERTY TAX IMPACT TO 4.7%!

FY27 Budget Summary

Each year, our goal is the same: to be careful with public dollars while continuing to provide excellent schools for our students. The school budget supports classroom learning, social and emotional supports, arts and music, athletics, and afterschool and summer programs that many families rely on. We knew that keeping these programs at their current level would require about a 5% increase to the District's overall budget, even after making reductions due to lower enrollment. This is a reflection of the rising costs of health care, salaries, and the day-to-day costs of running our schools (inflation). We also knew that the community wanted to see a budget increase lower than 5%, and that recent achievement data has made it clear that we need to prioritize classroom instruction.

As a result, our proposed budget offers a number of reductions, allowing us to keep the budget increase to 4.47%, growth that remains below the rate of wage increases, rising healthcare costs, need-based special education investments, transportation costs, and more. While keeping taxes low, we are also positioned well to support a number of instructional activities designed to help student achievement:

- 🍎 Updating the academic coaching model to include increased time spent on direct student support (e.g., intervention)
- 🍎 Revising our teaching evaluations framework to align with District wide teaching and learning expectations.
- 🍎 Prioritizing early literacy through the use of universal screeners and training in the science of reading.
- 🍎 Expanding support for elementary mathematics.
- 🍎 Expanding in-District special education programming for students with the most significant needs.

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 moderate property tax impact of 4.7% as a result of our proposed budget, resulting in an estimated tax bill increase of \$266 per year. It's important to know that this projected Property Tax Rate increase assumes that the Vermont legislature will add \$75 million to Vermont's Education Fund, reducing the tax impact on every community in the state. We are confident that at least this amount will be added. Without this, the tax rate increase would be 8.99%.

For those who pay based on income, the household income percentage limit would increase by 1.89%, or \$23 per year on a \$50,000 income.

How Are We Working to Control Costs?

Because our annual budget is predominantly driven by wages and benefits, the first place we look for savings is in staffing. This year's budget reduces 6.5 teachers in response to a decline in enrollment, as well as 3.5 district office positions. While we have made reductions in staffing in each of the past four budget cycles, we have worked to avoid mass layoffs by spreading changes over time. As a result, attrition and restructuring have enabled us to retain almost all teachers impacted by reductions in the past few years. This remains our goal again this year. In addition, we have proposed reducing department budgets and restructuring some positions in Central Office.

During Fiscal Year 2025, the Burlington School District spent \$1,663,220 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.

How Does Borrowing for the BHS/BTC Project and Other Facilities Improvements Impact this Budget?

BSD has completed borrowing for the project. We were able to limit our total borrowing to \$159 million of the \$165 million voter authorization, saving taxpayers six million dollars of debt and well in excess of that amount in interest costs. The proposed FY27 budget includes \$13.5 million of debt service that represents the annual payment of principal and interest associated with the \$159 million that has been borrowed.

For context, the projected project tax impact would be about 5.6% lower were it not for this debt service.

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

Ballot Question

Shall the voters of the School District approve the School Board to expend \$140,807,830 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 \$15,774.58, which is 6.40% higher than per pupil education spending for the current year.

Key Budget Details

Total Budget	\$140,807,830
Total Budget Increase	4.47%
Property Tax Rate Increase	4.7%
Income Tax Rate Increase	1.89%

Hypothetical Tax Impacts

Hypothetical Property Payer - \$370k example (avg value)	Property Tax Impact
Property rate change	4.7%
Tax on \$370,000 homestead	\$5,913
Tax difference from current rate	\$266

Hypothetical Property Payer - \$500k example	Income Tax Impact
Property rate change	4.7%
Tax on \$500,000 homestead	\$7,991
Tax difference from current rate	\$359

Hypothetical Income Payer - \$50,000 income	Income Tax Impact
Household income percentage	1.89%
Income-sensitized housesite education tax	\$1,241
Difference from current rate	\$23

Hypothetical Income Payer - \$100,000 income	Income Tax Impact
Income rate change	1.89%
Income-sensitized housesite education tax	\$2,482
Difference from current rate	\$46

Reducing Injustice and Seeking Equity (RISE) Allocation

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

Elementary Equity Supports	Middle Equity Supports	Eagle Bay Academy Support	High School Equity Supports
Interventionists • Special Education Positions • Professional Learning (Math and Literacy) • Drama Teacher	Literacy • Guidance Positions • Deeper Learning Professional Learning and Curriculum • Social-emotional Support	Project-based Learning Materials Specialized Elective • Professional Learning for Student-centered Practices	Reading Specialist • Mental Health Counselor • Year End Studies (YES) • Deeper Learning Opportunities

MULTI-YEAR BUDGET COMPARISON

PRELIMINARY

Three Prior Years Comparisons - Format as Provided by AOE

ESTIMATES ONLY

District: 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.			Property dollar equivalent yield		Homestead tax rate per \$9,212 of spending per LTWADM		
Expenditures		T037 Chittenden County		FY2024		FY2025		FY2026	
1.	Budget (local budget, including special programs, and full technical center expenditures)		9,212			12,711			
2.	plus Sum of separately warned articles passed at town meeting	+ -				-			
3.	Locally adopted or warned budget		\$117,760,191		\$144,940,104		\$134,779,831		
4.	Obligation to a Regional Technical Center School District if any	+ -				-			
5.	Prior year deficit repayment of deficit	+ -				-			
6.	Total Expenditures		\$117,760,191		\$144,940,104		\$134,779,831		
7.	S.U. assessment (included in local budget) - informational data	+ -				-			
8.	Prior year deficit reduction (included in expenditure budget) - informational data	+ -				-			
Revenues									
9.	Offsetting revenues (categorical grants, donations, tuitions, surplus, etc.)		\$38,795,753		\$50,515,666		\$31,419,008		
10.	Offsetting revenues		\$38,795,753		\$50,515,666		\$31,419,008		
11.	Education Spending		\$78,964,438		\$94,424,438		\$103,360,823		
12.	Pupils (eqpup FY23 - FY24, LTWADM FY25 - FY26)		3,702.88		6,798.20		6,971.70		
Education Spending per Pupil									
13.			\$21,325.14		\$13,889.62		\$14,825.07		
14.	minus Principal & interest payments per LTWADM for voter approved bonds prior to July 1, 2024	-	na		na		\$2,505		
15.	minus Less share of SpEd costs in excess of \$66,446 for an individual (per pupil)	-					na		
16.	minus Less amount of deficit if deficit is SOLELY attributable to the number of new students who moved to the district after the budget was adopted (per eqpup)	-					based on \$66,446		
17.	minus Less SpEd costs if excess is solely attributable to the number of new students who moved to the district after the budget was adopted (per eqpup)	-					na		
18.	minus Estimated costs of new students after costs of \$66,446 (per pupil)	-					na		
19.	minus Total tuitions if tutoring ALL students in the district have approved tuitions greater than average announced tuition (per pupil)	-					na		
20.	minus Less planning costs for new schools (per pupil)	-					na		
21.	minus Teacher retirement costs for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per pupil)	-					na		
22.	minus Costs incurred for sampling drinking water outlets, implementing lead remediation, or retesting.	-					na		
23.	Excess spending threshold		threshold = \$22,204		threshold = \$23,193		threshold = \$15,926		
24.	plus Excess Spending per Pupil over threshold (if any)	+ -	na		na		\$15,926.00		
25.	Per pupil figure used for calculating District Equalized Tax Rate		\$13,890		\$13,890		-		
26.	District spending adjustment (minimum of 100%)		138.089%		140.398%		172.465%		
			based on yield \$15,443		based on yield \$9,785		based on \$8,598		
Prorating the local tax rate									
27.	Anticipated district equalized homestead tax rate (to be prorated by line 30) $[\$15,774.58 + (\$9,212 / \$1.00)]$		\$1,3809		\$1,4040		\$1,7247		
			based on \$1.00		based on \$1.00		based on \$1.00		
28.	Tax rate "cent discount" (FY25-FY29) adjusted by statewide adjuster of 70.33%								
29.	Cent discount adjusted anticipated district equalized homestead tax rate								
30.	Percent of Burlington pupils not in a union school district		100.00%		100.00%		100.00%		
31.	Portion of district eq homestead rate to be assessed by town $(100.00\% \times \$1.71)$		\$1,3809		\$1,4040		\$1,7247		
32.	Common Level of Appraisal (CLA) divided by Statewide Adjustment		95.33%		87.83%		112.99%		
33.	Portion of actual district homestead rate to be assessed by town $(\$1.7124 / 107.14\%)$		\$1,4485		\$1,5985		\$1,5264		
			based on \$1.00		based on \$1.00		based on \$1.00		
34.	Anticipated income cap percent (to be prorated by line 30) $[(\$15,774.58 + \$12,711) \times 2.00\%]$		2.43%		2.75%		2.44%		
35.	Portion of district income cap percent applied by State $(100.00\% \times 2.48\%)$		2.43%		2.75%		2.44%		
36.			-		-		-		
37.			-		-		-		

- Using the revised December 1, 2025 Education Fund Outlook FY27 forecast, and the anticipated \$75 million rate buydown, the FY27 education fund need results in a property yield of \$9,212 for every \$1.00 of homestead tax per \$100 of equalized property value, an income yield of \$12,711 for a base income percent of 2.0%, and a non-residential tax rate of \$1.785. [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**



(သုတေသနလိုက်မှုဘုရားပုဂ္ဂိုလ်) • संखेलाइ स्वागत छा

Dhamaantiina soo dhowaada • Ikaze kuri bose

Wote wanakaribishwa • Hoan Nghênh Quý Vị

Tous sont les bienvenus • Svi su dobrodošli

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Translations of "All are Welcome" message provided by BSD's Multilingual Liaisons.