

2017

Annual Report



February 2018

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

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

تمن اجل خدمات الترجمة لهذه الوثيق ٨٠٢٢٨٨٦٠٤٨ على الرقم سيمك تصل مع نياز

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

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

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

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

Xin liên l□c c□ Nijaza Semic 802-288-6048 cho các d□ch v□ d□ch thu□t cho tài li□u này.

2017 ANNUAL REPORT

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TOWN MEETING DAY March 6, 2018

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

Where to vote:

Ward 1: Mater Christi, 100 Mansfield Avenue

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

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

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

Ward 5: Burlington Electric Department, 585 Pine St.

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

Ward 7: Robert Miller Community and Recreation Center
130 Gosse Court

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 6, 2018 Annual City Election. Voters are encouraged to register at the Clerk/Treasurer's Office or online at <http://olvr.sec.state.vt.us> in advance of Election Day.

Absentee ballots:

Deadline to request ballot mailed to you:

Monday, March 2, 2018. Call the City Clerk's Office at 865-7000, or request online at <http://mvp.sec.state.vt.us>.

Deadline to vote absentee by coming to City Hall:

Monday, March 5, 2018. Office open until 5:00 p.m.

Voting Early: Beginning no later than February 14 – Special hours on Saturday March 3rd at the City Clerk's Office from 9 AM to noon.

SCHOOL BOARD

Ward	Commissioner	Home Phone
1	Mark Porter	878-6666
2	Kat Kleman	222-1259
3	Liz Curry	864-5067
4	Anne Judson	999-8783
5	Susanmarie Harrington	540-0776
6	Stephanie Seguino	660-0972
7	David Kirk	862-8216
8		
	District Central: Ryan McLaren	235-9095
	District East: Kathy Olwell	660-4910
	District North: Mark Barlow	549-4433
	District South: Jeff Wick	917-282-5256

District Overview

Superintendent Yaw Obeng

Burlington schools serve nearly 4,000 students, pre-k to grade 12, across 10 Campuses. Burlington continues to be home to the largest, most diverse school district in the state of Vermont. We strive to build greater equity and inclusion across our school district and have done so by continuing to build a multi-year strategic plan and working to improve our district communication so that all people can be kept informed and engaged in our education system.

Over the 2016 - 17 school year we continued our Multi-Year Strategic Planning Process. Following a year-long input gathering process, the School Board adopted a new mission, vision, and core beliefs.

Our mission is to graduate students who:

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



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

Our Core Beliefs:

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





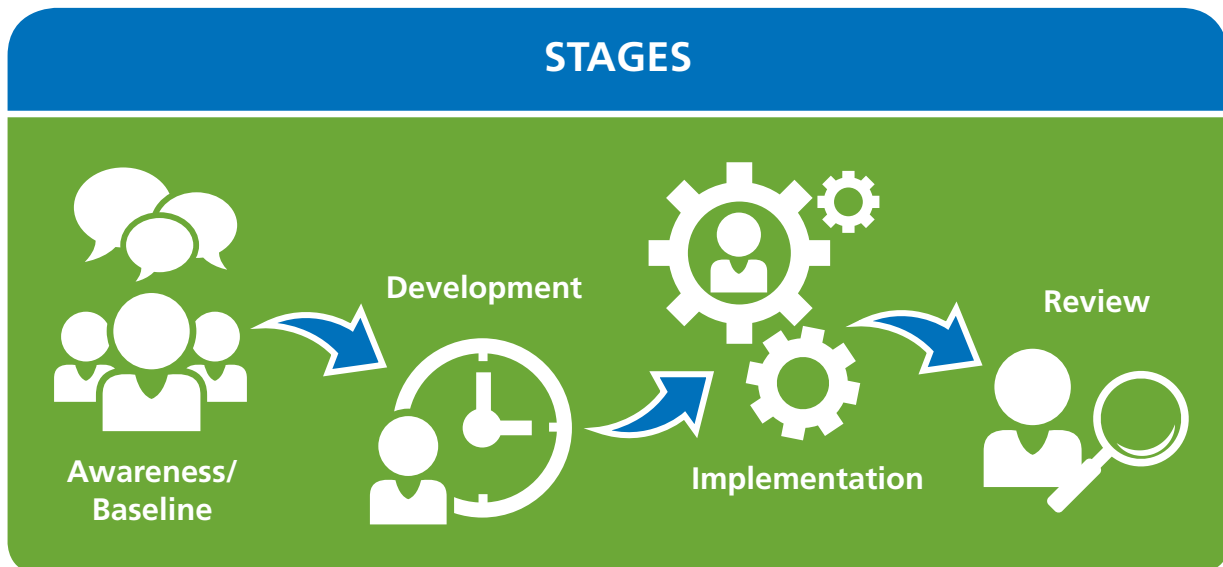
District Priority “Rocks” and “Pebbles”

Following the strategic planning process, groups of staff formed to develop year-1 strategic plans for each priority area.

BIG ROCKS – MAJOR AREAS OF EMPHASIS			
Sustainable Finance and Facilities	Equitable Climate and Culture	Inclusive Teaching and Learning	
PEBBLES – PRIORITIES (PLANS)			
Sustainable Finance and Facilities	Equitable Climate and Culture	Inclusive Teaching and Learning	
Financial Management	Equity in Education	Professional Development Innovation	
Capital and Renewal Projects	Mental Health	Instructional Technology	
	School Climate (Students & Staff)	ELL (EL)	
	Restorative Practices	Achievement Gap	
		Pre-K	
STRATEGIES			
Professional Development	Equity Lens	Communication	Engagement

Using the plans that were submitted, priorities were identified for the upcoming budget and were integrated into our FY 19 budget proposal.

Namely, our two main district priorities are reducing disparities and closing the achievement gap, while raising the bar at the same time.



Capital Improvement

In March 2017, a bond was passed authorizing the Burlington School Board to borrow funds of up to \$39 million over the next ten years to establish a Capital Reserve to address deferred and maintenance needs. Since the approval of the bond, the district has been very busy in the design and development stage, identifying the district's priority projects.

2017 Voter Approved Pre-K through 8 Ten Year Capital Reserve	
Champlain Elementary School	\$3,942,042
Edmunds Elementary & Middle Schools	\$10,007,561
Flynn Elementary School	\$844,036
Integrated Arts Academy	\$1,269,772
Sustainability Academy	\$1,299,837
Smith Elementary School	\$352,556
Hunt Middle School	\$6,103,505
IRA Allen	\$3,239,601
Property Services	\$357,956
BHS Accessibility & Maintenance Reserve	\$1,700,000
Design & Contingency	\$9,883,134
Total:	\$39,000,000

(Detailed Facilities Conditions Assessment available at www.bsdrv.org under the Capital Planning tab)
Video: www.youtube.com/watch?v=_qx7jSEVeN4&feature=youtu.be

Here are some projects planned to break ground in the summer 2018:

Preschool Centers

Due to the districts increased enrollment in preschool, based on the Universal Pre-Kindergarten Act 166 law, the district has identified the need to offer additional preschool services in the north and south ends of Burlington.

Plans are in the works to construct a five classroom preschool center located at 287 Shelburne Rd. (on the District Property Services property behind Champlain Elementary School), as well as a five classroom satellite preschool program on the property shared with Smith Elementary School.

Advantages for North & South End Preschools:

- More convenient for north and south end families
- Greater program support options available, being adjacent to existing elementary school

- More efficient bus routes with less travel time for students
- Both sites allow for potential future growth
- Buildings could be designed to accommodate additional programs on second floor
- Proposed site work for both north and south programs also provide significant improvements to Champlain Elementary & CP Smith for student drop off and pick up
- Potential additional Act 166 funding available

Edmunds Campus Cafeteria

The Edmund's Elementary & Middle schools currently share a cafeteria that also serves as the primary gym for Edmund's elementary students. Based on the need to have adequate space to provide the appropriate amount of physical education classes, as well as our ability to provide our students with well balanced meals each day,

the district has identified the need to create separate cafeteria space in the basement of “C” building. The district has identified the need to create one secure ADA accessible entry point for the campus, which we will also incorporate in our “C” building renovations.

ReEnvisioning the Burlington High School/ BTC Campus – GET INVOLVED!

The Burlington School District has commissioned a community-based group, self-named the *ReEnvisioning Committee*, to understand the challenges of learning and working at the current High School campus and make recommendations for consideration.

The campus is 53 years old, comprised of five buildings connected by free-standing, uninsulated and unconditioned hallways. The building, which has functioned beyond the typical 50 years, is plagued by problems. The plumbing and electrical systems need overhauls, the tech infrastructure cannot keep up with modern demands, and classroom designs are outdated. Maintenance issues are vast and spread over multiple buildings, and energy efficiency is a challenge due to the isolated building connectors, old windows, and lack of insulation.

The goal of the *ReEnvisioning Committee* is to gather community input and, with that input, choose a proposal to put forward to the superintendent. **We invite you to view a recording of one of the community forums, submit comments to the Committee, or learn more about the work at <http://bhs.bsdtv.org/bhs-renovations/>.**

For more information on District Capital Planning, please visit: <http://www.bsdtv.org/district/budget/capital-planning/>.

Communication Strategy

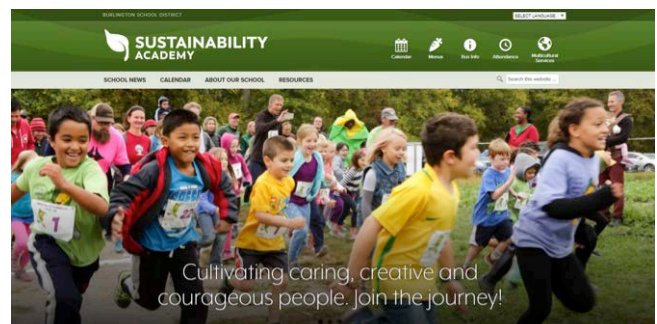
The Superintendent’s Office has worked to improve communication across the district so students, parents, and staff can have easy access to quality information. Through a Nellie Mae Foundation Grant, the district was able to build and launch a new website this past September.

The new website was built to have a platform for all schools in the district, one that includes greater accessibility with assistive technology for visual and hearing impairments and is mobile friendly for a variety of devices. The website allows the district to be able to “put a face” to the important work our staff does with students in the district, share school news, upcoming events, and house other important info for parents to access. The new communication strategy has been well received and we will continue to refine our processes.

We went from this...



To this...



We invite you all to familiarize yourself with the new website at www.bsdtv.org.

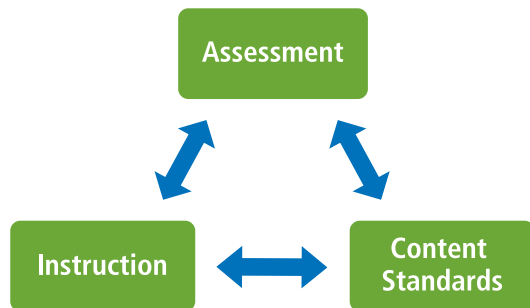
In the process of building a new website we recognized the need to have strong symbols to support the new vision and look of the district. This led to the creation of a new logo.



The district worked to include shapes and colors that represent hope, inspiration, and a celebration of diversity in a new logo. The fluidity of the shapes represent movement forward and an invitation to all to “Join the Journey!”

Curriculum, Instruction & Assessment

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



2016-2017 Professional Development Highlights:

- K-2 Literacy including Readers Workshop and Jolly Phonics Pilot
- K-8 Science - NGSX focused on Next Generation Science Standards
- K-5 Summer STEM Camp for Teachers
- Phase One of Instructional Coaching for K-12 Teacher Leaders
- 6-12 Standards, Proficiencies and Grading

Diversity and Equity

The District embraces its rich, diverse community as expressed through race, ethnicity, gender expression, religion, national origin, immigration status, language background, language proficiency and family structure. Our belief and vision is that all students and staff deserve an inclusive school and work environment where differences are valued and celebrated. To this end, the District has established diversity and equity goals and commitments set out in its 2014-2017 Strategic Plan for Diversity & Equity. Under

the leadership of the Superintendent, the DEALT (District Equity and Access Leadership Team) team is charged with the implementation and annual review of this plan.

Additionally, a Restorative Practices Collaborative has been formed, made up of administrators, teachers, and staff, to enact broad-based implementation of restorative practices as a means of promoting and protecting equity district wide. Please go to bsdvt.org/district/diversity-and-equity/ for more information about both of these groups.

Work continues on the District’s goal to increase the number of diverse and culturally proficient administrators, educators and staff. Our hiring process is regularly reviewed and evaluated for potential biases and barriers that may impede our efforts. Special attention is also being given to retention efforts to ensure a welcoming environment for our new and diverse educators.

Student Support Services

The Burlington School District Student Support Services continues to grow to meet the needs of our community. The District provides many resources for students with and without disability.

Service providers include nurses, school social workers, school psychologists, math/reading specialists, special educators, speech/language pathologists, guidance, physical therapists, and occupational therapists. Our early educational program provides important first-classroom experiences for students with and without disability, ages three to five.

The Burlington School District values belonging for students with a disability as full members in our community. We continue to improve a continuum of specialized instruction with the goal of providing these services in the least restrictive environment based on individual needs. Students with disabilities who do not qualify for special education instruction may qualify for accommodations and/or services under Section 504, the Americans with Disabilities Act (ADA). Other students in need of support may have their needs addressed through an Educational Support Team (EST) Plan.

During the 2016-2017 school year, approximately 590 students with disabilities received specialized instruction provided through an Individualized Education Plan (IEP). These disabilities include autism, deaf-blindness, developmental delay, emotional disturbance, hard of hearing, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury and visual impairment. Approximately 250 students with disabilities were accommodated with Section 504 Plans. Approximately 100 students between the ages of three and five received early education services in our district-based programs and through our community partnerships.

Community Partnerships

AARP Vermont
 Association of Africans Living in Vermont
 Boys & Girls Club
 Building Bright Futures
 Burlington City Arts
 Burlington Community Justice Center
 Burlington Electric
 Burlington Parks, Recreation & Waterfront
 Champlain College
 Champlain Valley Office of Economic Opportunity (Head Start & Financial Literacy Programs)
 Children's Literacy Foundation
 City Market
 City of Burlington Community & Economic Development Office
 Community College of Vermont
 Community Health Centers of Burlington
 Dealer.com
 ECHO, Leahy Center for Lake Champlain
 Fletcher Free Library
 Flynn Center for the Performing Arts
 Howard Center
 The Intervale
 King Street Center
 Lake Champlain Community Sailing Center
 Let's Grow Kids

Mercy Connections
 NFI Vermont, Inc.
 Positive Spin Inc.
 Prevent Child Abuse Vermont
 RETN
 Sara Holbrook Community Center
 Seventh Generation
 Shelburne Farms
 South Burlington Community Justice Center
 Spectrum Youth and Family Services
 St. Michael's College
 University of Vermont (UVM) Caring Collaborative
 UVM College of Education & Social Services
 UVM Expanded Food & Nutrition Program
 UVM Medical Center
 Vermont Adult Education Council
 Vermont Community Garden Network
 Vermont Dept. of Health: Women, Infant, and Children
 Vermont Family Network
 Vermont Humanities Council
 Vermont Legal Aid
 Vermont Refugee Resettlement Program
 Very Merry Theater
 Young Tradition Vermont
 VSA VT

Burlington: Vermont's Most Diverse Schools

<i>Most recent information available is presented. See notes below for dates and sources.</i>		Burlington	Vermont
Number of students ⁽¹⁾		3,600	84,433
Racial Diversity ⁽²⁾	White	65.2%	90.8%
	Black African American	14.6%	2.0%
	Asian	11.8%	2.0%
	Hispanic or Latino of Any Race	2.1%	1.8%
	American Indian or Alaskan Native	0.2%	0.2%
	Native Hawaiian or other Pacific Islander	0.0%	0.1%
Two or More Races		6.1%	3.1%
Students receiving English Language Learning Services ^{(2) (3)}		14.7%	2.0%
Home languages of students		47	NA
Special Education identified ^{(2) (3)}		14.4%	15.0%
Four-Year Cohort Graduation Rate ⁽⁴⁾		79.6%	87.7%
Qualify for free/reduced meals ^{(3) (5)}		44.9%	44.1%

(1) Data is for 2016-17 from: <http://edw.vermont.gov/REPORTSERVER/Pages/ReportViewer.aspx?%2FPublic%2FEnrollment%20Report>

(2) Data is for 2016-17 from: <http://edw.vermont.gov/ReportServer/Pages/ReportViewer.aspx?/Public/School%20Report&orgid=PS052&schoolyear=2015-2016&codevalue=7>

(3) 2016-17 BSD data from: <http://www.bsdt.org/wp-content/uploads/2017/07/Equity-Inclusion-2017-Data-Report.pdf>

(4) For comparison, the annual youth dropout rate from BHS for 2015-16 was 4.6%. Of these students who did not graduate, nearly half of them entered a program leading toward high school credentials. These students are not considered graduates in any of the rates presented here. BSD and VT data is for 2015-16 from: <http://education.vermont.gov/documents/data-dropout-completion-tables>

(5) VT data is for 2016-17 from: <http://education.vermont.gov/sites/aoe/files/documents/edu-nutrition-free-and-reduced-eligibility-report-2017.pdf>

Assessments

From March through May of 2017, our district joined thousands of schools across the United States in the third administration of the Smarter Balanced Assessments Consortium (SBAC). The SBAC tests are given to students in grades 3-8 and 11, and measure achievement in English Language Arts and Mathematics. While the assessments are designed to measure academic achievement, scores are also impacted by a student's familiarity with technology.

NECAP is a collaborative partnership involving three states: New Hampshire, Vermont, and Rhode Island. This partnership was established in response to the federal No Child Left Behind Act (NCLBA), which requires that states annually measure the achievement of all students in science not less than one time during grades 3-5, 6-9 and 10-12.

In May of 2017, students in grades 4, 8 and 11 participated in the administration of the NECAP Science Assessment. Specifically, NECAP results are intended to show how well students are achieving learning targets within Grade Level Expectations. The science assessment measures what students know and are able to do in the areas of Earth & Space Science, Physical Science, Life Science, and Inquiry. In addition to the state assessments in math, literacy and science, teachers administer math and literacy district level assessments three times a year to monitor student progress.

Form more information about Vermont's commitment to standards and assessment visit:
<http://education.vermont.gov/student-learning>



Student Highlights:

Burlington High School and Technical Center

- BHS received continued NEASC Accreditation
- High School Senior **Anders Ode** was named a 2017 U.S. Presidential Scholar.
- **Eliza Kissam** was named Vermont Career Tech Ed Presidential Scholar
- BHS graduated **234 students**
- High School completion rate **increased over 4 percent**
 - **90.59% in SY 15-16**
 - Up from 86% in SY 14-15
- Within 16 months of graduation, **nearly 84%** of BHS 2014 graduates enrolled in some form of higher education for at least 3 semesters over 2 academic years. The State average is 81.5%.
- BHS saw it's suspension rate **decrease by 50%**, thanks in large part to the implementation of restorative practices.
- The first **Student Support Services parent forum** was held to assist in the restructuring of service delivery methods.
- Results from the **annual AOE survey to parents** show **92%** of respondents agreed/strongly agreed that District staff members are readily available to speak with them, and **84%** agreed/strongly agreed they are encouraged to participate in the decision making process.
- The **BHS International club** – In December, the club created a symbol to help spread the message that Vermont is a welcoming community despite increasing anti-immigrant and anti-refugee sentiments around the country. They were able to share how Burlington has been a welcoming community, something they wanted to make visible to all. See more at allarewelcome-vt.org.
- **116 students** from over **20 different** first language backgrounds were assessed and placed in schools using a **new centralized system**.
- **Doubled the size** of English Learning (EL) summer school at BHS – **60 slots** for newly arrived EL students in the **SUCCESS program**.



- A new position, targeted recruitment, and language support led to a **significant increase** in **Burlington Technical Center** enrollment for 2017-18 with 21 EL students registered for classes.

District-wide Highlights

- The **New Parent Advisory Committee** and an **Immigration Panel** brought more than 150 **New American family members** to Schools for active dialogues during the year.
- In March 2017, through group discussions and exercises, **Burlington educators shared culturally responsive teaching strategies** for the Pre-k- grade 12 classrooms in a District-coordinated Inclusive Strategies Conference.
- 30 **New Americans** graduated in the fourth **Parent University** class, a program made possible through collaboration with **numerous community partner organizations**.
- During the break **over 600 students** are taking part in free summer school and expanding learning opportunities available. Our Burlington School Food Project **offers free and healthy meals to anyone 18 years old or younger**, providing lunch and dinner service throughout the City.
- An example of one of our many successful community partnerships took place at J.J. Flynn where **second and third grade students**, with the help of community partners from **Dealer.com**, created a **weather station** that is now active in the school garden.
- The Ready for Kindergarten assessment was **nearly 76%**. Scores in VT start at 61%.



Staff Highlights:

- **Lisa Sitek** was honored as Burlington High School Teacher of the Year and was recognized as a VT Outstanding Teacher at UVM.
- **Jason Raymond & Justin Gonyea** led a team marketing effort at BTC that resulted in an enrollment increase of 30% this fall as BTC enters its 50th Year.
- **Kris Breen**, Program Development Coordinator at BTC, led collaborative work in landing two State innovation grants and three Perkins Federal grants totaling just over \$293,000.
- **Karen Downey**, BSD Occupational Therapist, **Simon Parlante**, BHS Transition/Job Coach, **Tracy Rubman**, Special Education Teacher, and **Joseph Austin**, Special Education Teacher, worked to develop and deliver Extended Year Services (EYS) with community partners for over 20 current and rising 9th grade BHS Students with exceptional needs over summer break.
- **Sharon Hayes** was recognized by the Vermont School Library Association Governing Board for her contributions to the field of librarianship in Vermont schools at the Dynamic Landscapes Conference.
- **Jason Evans & Dave Dall** in IT have overseen an extensive transition to VoIP phone system over summer break.
- **Heather McMorris**, EES, and **Molly Heath**, BHS, were Project Ignite Award Recipients as Vermont educators who exemplify innovative and transformative instructional practices.
- Food Services Director **Doug Davis** was named as National School District Public Policy and Legislation Committee Chair
- The **Achievement Gap Strategic Plan** group went to **Harvard** this summer to learn about **new strategies** to close the Achievement Gap.
- The first **EL Professional Learning Conference** for all elementary educators on 6/21 had 180 participants.

FY19 Proposed Budget

Burlington School District's recent audit revealed that the District is deficit-free for the third consecutive year. The strong financial progress signals a shift from deficit spending towards consistent budget oversight. This pattern of increased financial stability over the past three years has the District poised to make exciting new investments in its students and programs.

The disciplined financial management exhibited by the Board and District will assist in laying the foundation for the Multi-Year Strategic Planning already underway.

Development of the budget was informed by the Board's core beliefs that:

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

To align the budget with these beliefs, the Board has engaged in a strategic planning process (see <http://www.bsdt.org/district/strategic-plan/>) intended to align expenditures with the District's strategic objectives. The strategic plan has three broad objectives:

- Sustainable Finance and Facilities
- Equitable Climate and Culture
- Inclusive Teaching and Learning

From the September through early December of 2017, the District engaged in a process of soliciting stakeholder feedback on potential additions and reductions to the budget, and other budget-related input. The stakeholder input process engaged school board members, principals, teachers and school staff, parents, and other community stakeholders. Input was received at numerous board meetings, at community forums, via staff strategic planning groups, through the District's website, and numerous other informal channels, such as emails and letters.



Input from the stakeholder input process was reviewed and the list of possible new programmatic investments (totaling over \$6 million) was narrowed to those investments that aligned with the District's Strategic Plan and could reasonably be implemented in the coming year. Cost estimates were produced, at which time the list of possible new investments was further winnowed to a level at which the costs of the proposed new investments could be sustained. The result of this process yielded \$852,000 of new programmatic investments, including:

- Increased social worker presence
- More middle school elective staff
- Additional special education supports
- Increased support for English Learners
- Maintaining multilingual liaisons

The budget included \$787,000 of savings predominantly from non-instructional operations and administration to offset the costs of new programmatic investments. The result of these changes is an increase in Education Spending per Equalized Pupil of just 0.80%. Despite this modest growth, and for reasons unrelated to school spending decisions, the estimated tax increase is 7.99%.

For detailed budget information, please review the Burlington School District's comprehensive budget document at: : <http://www.bsdt.org/district/budget/>

FY17 School District Audit

The FY17 School District Audit is available online at: <http://www.bsdt.org/district/budget/>.

FY18 Proposed Budget

Ballot Question

“Shall the voters of the school district approve the school board to expend \$84,997,349 which is the amount the school board has determined to be necessary for the ensuing fiscal year? It is estimated that this proposed budget, if approved, will result in education spending of \$15,111.81 per equalized pupil. This projected spending per equalized pupil is 0.80% higher than spending for the current year.”

Key Budget Details

Total Budget	\$84,997,349
Total Budget Change	-0.64%
Property Tax Rate Change	7.99%
Income Tax Rate Change	2.00%

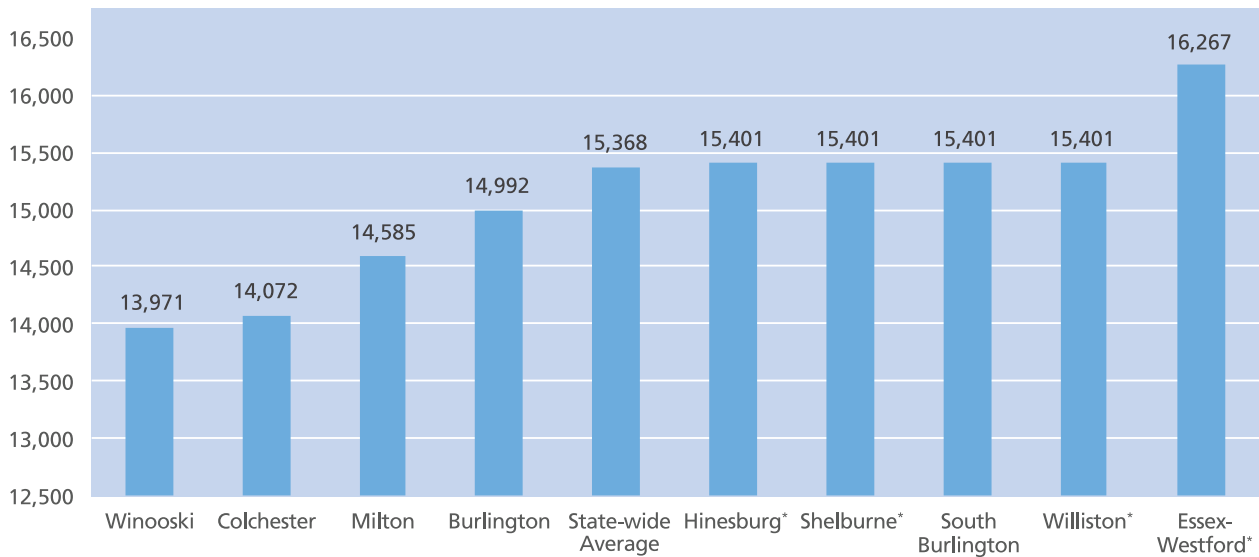
Hypothetical Tax Impacts

Property Payers	Property Tax Impact
Estimated Rate (per \$100 of value)	\$1.9333
Difference from FY18	\$0.1430
Tax on \$250,000 homestead	\$4,833
Tax Difference from FY18	\$358

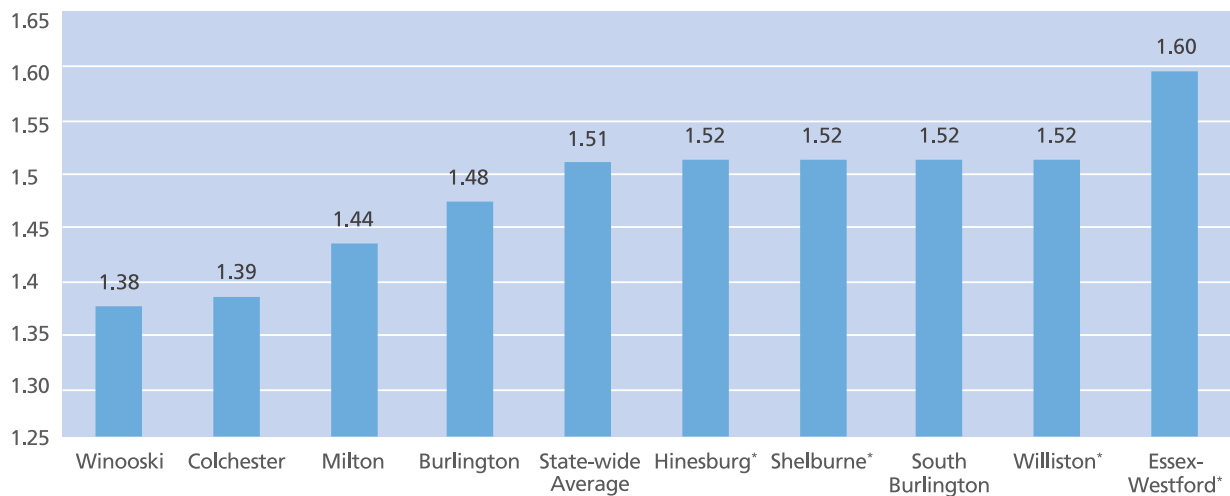
Income	Income Tax Impact
Income Cap Percentage	2.55%
Difference from FY18	0.05
Tax on \$50,000 household income	\$1,275
Tax Difference from FY18	\$25

Chittenden County School Tax Rate Comparison

Chittenden County FY18 Education Spending per Equalized Pupil



Chittenden County FY18 Equalized Homestead Tax Rates



*Rates do not reflect any merger tax incentives

Please note:

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

Multi-Year Budget Comparison

PRELIMINARY

Three Prior Years Comparisons - Format as Provided by AOE

ESTIMATES ONLY

District: **Burlington**
County: **Chittenden**

T037
Burlington

Property dollar equivalent yield

Homestead tax rate per \$9,842 of spending per equalized pupil

9,842

1.00

11,862

Income dollar equivalent yield per 2.0% of household income

Expenditures

	FY2016	FY2017	FY2018	FY2019	
1. Budget (local budget, including special programs, full technical center expenditures, and any Act 144 expenditures)	\$79,399,595	\$81,997,063	\$85,544,586	\$84,997,349	1.
2. <i>plus</i> Sum of separately warned articles passed at town meeting	-	-	-	-	2.
3. <i>minus</i> Act 144 Expenditures, to be excluded from Education Spending (Manchester & West Windsor only)	-	-	-	-	3.
4. Locally adopted or warned budget	\$79,399,595	\$81,997,063	\$85,544,586	\$84,997,349	4.
5. <i>plus</i> Obligation to a Regional Technical Center School District if any	-	-	-	-	5.
6. <i>plus</i> Prior year deficit repayment of deficit	-	-	-	-	6.
7. Total Budget	\$79,399,595	\$81,997,063	\$85,544,586	\$84,997,349	7.
8. S.U. assessment (included in local budget) - informational data	-	-	-	-	8.
9. Prior year deficit reduction (included in expenditure budget) - informational data	-	-	-	-	9.

Revenues

10. Offsetting revenues (categorical grants, donations, tuitions, surplus, etc., including local Act 144 tax revenues)	\$21,413,755	\$23,706,888	\$24,060,403	\$23,043,930	10.
11. <i>plus</i> Capital debt aid for eligible projects pre-existing Act 60	-	-	-	-	11.
12. <i>minus</i> All Act 144 revenues, including local Act 144 tax revenues (Manchester & West Windsor only)	-	-	-	-	12.
13. Offsetting revenues	\$21,413,755	\$23,706,888	\$24,060,403	\$23,043,930	13.

14. Education Spending	\$57,985,840	\$58,290,175	\$61,484,183	\$61,953,419	14.
15. Equalized Pupils	4,190.48	4,124.30	4,101.18	4,099.67	15.

	FY2016	FY2017	FY2018	FY2019	
16. Education Spending per Equalized Pupil	\$13,837.52	\$14,133.35	\$14,991.83	\$15,111.81	16.
17. <i>minus</i> Less ALL net eligible construction costs (or P&I) per equalized pupil	-	-	\$818.37	-	17.
18. <i>minus</i> Less share of SpEd costs in excess of \$50,000 for an individual (per eqpup)	\$13.89	\$16.75	\$15.03	-	18.
19. <i>minus</i> Less amount of deficit if deficit is SOLELY attributable to tuitions paid to public schools for grades the district does not operate for new students who moved to the district after the budget was passed (per eqpup)	-	-	-	-	19.
20. <i>minus</i> Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per eqpup)	-	-	-	-	20.
21. <i>minus</i> Estimated costs of new students after census period (per eqpup)	-	-	-	-	21.
22. <i>minus</i> Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per eqpup)	-	-	-	-	22.
23. <i>minus</i> Less planning costs for merger of small schools (per eqpup)	-	-	-	-	23.
24. <i>minus</i> Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per eqpup)	-	-	-	-	24.
25. Excess spending threshold	threshold = \$17,103 \$17,103.00	Allowable growth \$14,133.35	threshold = \$17,386 \$17,386.00	threshold = \$17,816 \$17,816.00	25.
26. <i>plus</i> Excess Spending per Equalized Pupil over threshold (if any)	-	-	-	-	26.
27. Per pupil figure used for calculating District Equalized Tax Rate	\$13,838	\$14,133	\$14,992	\$15,111.81	27.
28. District spending adjustment (minimum of 100%)	146.289% <small>based on \$9,285</small>	145.690% <small>based on \$9,701</small>	147.557% <small>based on yield \$10,160</small>	153.544% <small>based on yield \$9,842</small>	28.

Prorating the local tax rate

29. Anticipated district equalized homestead tax rate (to be prorated by line 30) [$\$15,111.81 \div (\$9,842.00 / \$1,000)$]	\$1.4483 <small>based on \$0.99</small>	\$1.4569 <small>based on \$1.00</small>	\$1.4756 <small>based on \$1.00</small>	\$1.5354 <small>based on \$1.00</small>	29.
30. Percent of Burlington equalized 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 \$1.54)	\$1.4483	\$1.4569	\$1.4756	\$1.5354	31.
32. Common Level of Appraisal (CLA)	87.54%	84.52%	82.42%	79.42%	32.
33. Portion of actual district homestead rate to be assessed by town ($\$1,5354 / 79.42\%$)	\$1.6544 <small>based on \$0.99</small>	\$1.7237 <small>based on \$1.00</small>	\$1.7903 <small>based on \$1.00</small>	\$1.9333 <small>based on \$1.00</small>	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) [$(\$15,111.81 + \$11,862) \times 2.00\%$]	2.63% <small>based on 1.80%</small>	2.60% <small>based on 2.00%</small>	2.50% <small>based on 2.00%</small>	2.55% <small>based on 2.00%</small>	34.
35. Portion of district income cap percent applied by State (100.00% x 2.55%)	2.63% <small>based on 1.80%</small>	2.60% <small>based on 2.00%</small>	2.50% <small>based on 2.00%</small>	2.55% <small>based on 2.00%</small>	35.
36. -	-	-	-	-	36.
37. -	-	-	-	-	37.

- Following current statute, the Tax Commissioner recommended a property yield of \$9,842 for every \$1.00 of homestead tax per \$100 of equalized property value. The Tax Commissioner also recommended an income yield of \$11,862 for a base income percent of 2.0% and a non-residential tax rate of \$1.629. 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%.

Welcome

TO THE
BURLINGTON SCHOOL DISTRICT



We All Belong!