



**BURLINGTON
SCHOOL DISTRICT**

2018 ANNUAL REPORT



FEBRUARY 2019: For this report and additional information, see the Burlington School District website at www.bsdrv.org.

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

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ممن اجل خدمات الترجمة لهذه الوثيقة ٨٠٢٢٨٨٦٠٤٨ على الرقم سيمك اتصل مع نيازنا

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

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

2018 ANNUAL REPORT

WHAT'S INSIDE

- District Overview** 3
- Diversity and Equity**..... 8
- Assessments**..... 10
- Student and Staff Highlights** 10
- Financial Information**
 - Budget Summary..... 12
 - School Cost Comparisons..... 14



TOWN MEETING DAY March 5, 2019

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

Where to vote:

- Ward 1:** Mater Christi, 100 Mansfield Ave.
- Ward 2:** Integrated Arts Academy at H.O. Wheeler
6 Archibald St.
- Ward 3:** Sustainability Academy at Lawrence Barnes
123 North St.
- Ward 4:** St. Mark's Youth Center, 1271 North Ave.
- Ward 5:** Burlington Electric Department, 585 Pine St.
- Ward 6:** Edmunds Middle School Gym, 275 Main St.
- Ward 7:** Robert Miller Community and Recreation Center
130 Gosse Ct.
- Ward 8:** Fletcher Free Library Community Room
235 College St.

To register to vote in Burlington:

Deadline: Same-day Voter Registration will be available for the March 5, 2019 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: Friday, March 1, 2019. 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, 2019. Office open until 5:00 p.m.

Voting Early: Beginning no later than February 13 – Special hours on Saturday March 2nd at the City Clerk's Office from 9 a.m. to Noon.

SCHOOL BOARD

Ward	Commissioner	Home Phone
1	Eric Gorman	310-4518
2	Stephen Carey	863-6290
3	Liz Curry	578-5793
4	Martine Gulick	488-4445
5	Mike Fisher	355-7856
6	Clare Wool	917-912-4333
7	Monika Ivancic	540-0830
8	Keith Pillsbury	862-3575
	District Central: Jean Waltz	355-7856
	District East: Kathy Olwell	660-4910
	District North: Mark Barlow	549-4433
	District South: Jeffrey Wick	917-282-5256

DISTRICT OVERVIEW

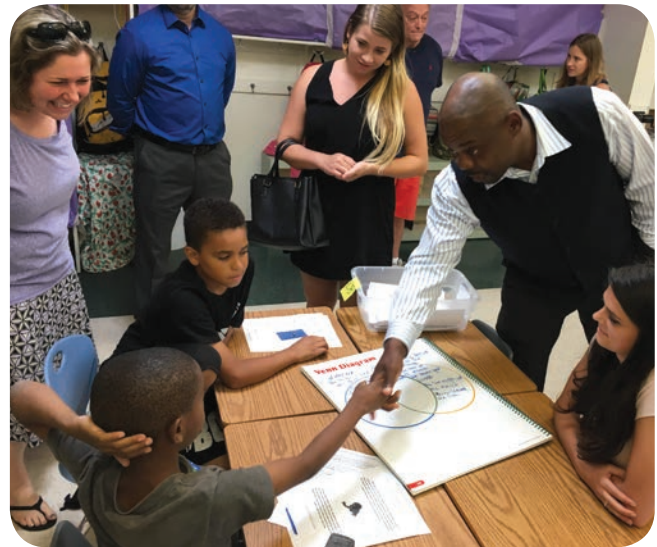
Superintendent Yaw Obeng

Burlington continues to be home to the most diverse and largest single-town school district in the state of Vermont, serving nearly 4,000 students, Pre-K to grade 12, across 10 campuses, with more than 45 different first-languages represented among students. We strive to build greater equity and inclusion across the Burlington School District (BSD), with continued implementation of a multi-year strategic plan and increased communication in order to keep our community informed and engaged in the education of our students.

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



Following a year-long community input process, BSD spent the 2017/18 school year implementing the pilot stage, or “Phase 2,” of our new Strategic Plan. In the area of “Sustainable Finance and Facilities,” we operated with a budget surplus for the fourth consecutive year and continued to work towards addressing our capital plan needs. In the area of “Equitable Climate and Culture,” we rolled out Restorative Practices throughout the District and conducted a District-wide climate survey of more than 2,000 staff, teachers, parents, administrators, and students. Under “Inclusive Teaching and Learning,”

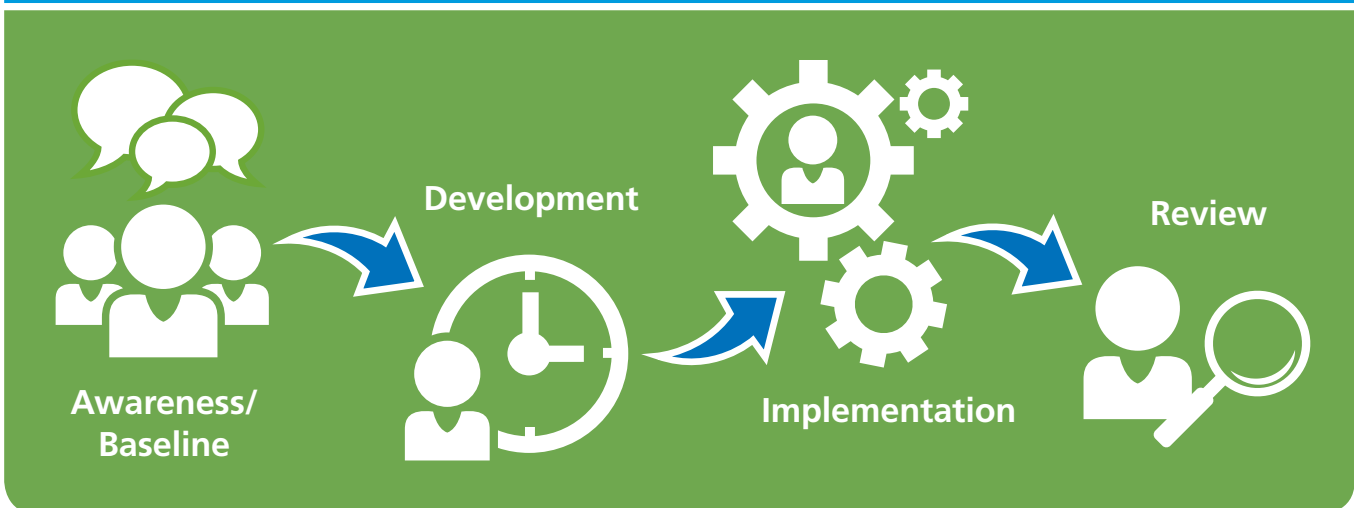
we began looking at first-best instruction with a coaching model proven throughout the country. We also successfully lobbied for the creation and funding of the District’s first “Achievement Gap Lead” position, as well as incorporated Multilingual Liaisons into our general budget after grant money was no longer an option for these essential positions. As we move into Phase 3 of our Strategic Plan, we encourage you to visit www.bsdt.org to see how we strive every day to reduce disparities and close the achievement gap, while raising the bar for each of our students.



PHASE 2 – ROCKS AND PEBBLES: PRIORITIES

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)	English Learners
	Restorative Practices	Achievement Gap
		Pre-K

STAGES



Capital Improvement

“Education has changed in the last 50 years; our building has not. In addition to significant accessibility and maintenance upgrades, our students need contemporary and engaging modular spaces, classrooms with up-to-date STEM standards, makerspaces, and high-quality literature centers which will better engage and serve them on their educational journey.”

– Superintendent Obeng



In 2017, Superintendent Obeng directed the establishment of a Burlington High School (BHS) ReEnvisioning Committee. Comprised of community members, staff, educators, and Black River Architects (who were awarded the BHS contract after a competitive bid process in 2013), this group was tasked with finding a path forward for BHS. This recommendation took more than a year to present to the School Board as the ReEnvisioning Committee read all of the previous stakeholder input reports and held numerous public input sessions to gather more feedback. In **April 2018**, the Board accepted the ReEnvisioning Committee’s recommendation to the Superintendent of expansion and renovation of the campus’ A, B, and F buildings, with demolition of C, D, and possibly E buildings.

On **November 6th, 2018**, after months of preparation and efforts to inform the community about the needs at BHS (including numerous tours, media interviews, and public forums), Burlington voters approved a \$70 million bond to completely reshape the educational experience delivered at the school. The bond passed with more than 73% of voters supporting the project! Now that the bond has passed, the District will begin putting together a plan to start the detailed design process, as well as site, traffic, and engineering studies. Community and staff members will continue to be invited to participate in the work that will be done over the next 18 months in order to break ground in **spring of 2020**.



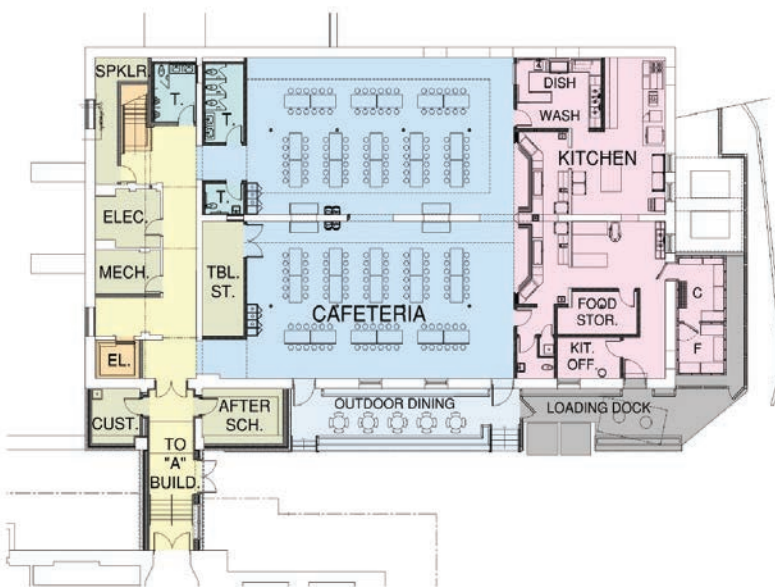
As part of the District’s ongoing capital improvements plan, we began a \$4.8M renovation in **June 2018** to the Edmunds campus, transforming the back entrance of the building and creating a new dedicated cafeteria and kitchen in the basement of “C” building below the existing shared cafeteria/elementary gym. This project is currently on schedule and under budget and will be completed in **September 2019**.

A large component of our capital plan for space constraints and deferred maintenance is creating viable solutions for the needs of our Pre-K/Early Education Program.

As we look to address the inequities and needs in our Pre-K offerings, we are engaging the broader community in ways to update these programs and bring these facilities into 21st Century teaching and learning. Through this process, we have created a Pre-K Task Force as well as a Pre-K Resource Committee, both of which are now actively meeting and looking at options to better serve our preschool students.

Next Capital Plan Priorities:

- ★ Planning and Design Work Continues
 - Early Ed Preschool Center Option
 - IAA Sprinkler System Upgrade
 - Hunt Parking Lot Paving & Sidewalk Upgrade
 - IAA Building Envelope & HVAC Upgrade
 - Edmunds Phase II Site Improvements
 - Edmunds Boiler & HVAC Upgrade
 - Champlain Student Drop-off Site Improvements



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.bsdt.org under the Capital Planning tab)

Video: www.youtube.com/watch?v=_qx7jSEVeN4&feature=youtu.be

Curriculum, Instruction, and Assessment

BSD provides a 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.

2017-2018 Professional Development Highlights:

- Restorative Practices Collaborative Created
- K-8 Science - NGSX focused on Next Generation Science Standards
- Early Literacy - Jolly Phonics and Orton-Gillingham
- Instructional Coaching for K-12 Teacher Leaders
- 6-12 Assessments, Grading and Reporting through the lens of Proficiencies
- 6-12 Personalized Learning
- K-5 Writing Benchmarks



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 Equitable Climate and Culture as a major priority in the Strategic Plan and has committed to viewing all initiatives through an equity lens. Under the leadership of the Superintendent, DEALT (the District Equity and Access Leadership Team) is charged with the implementation and annual review of District-wide planning for equity. Specifically, DEALT's purpose is to ensure and support equitable access and outcomes for every learner in the Burlington School District by addressing inequities and removing barriers to student success.

Additionally, the Restorative Practices Collaborative, made up of administrators, teachers, and staff, continues its work to carry out broad-based training and implementation of Restorative Practices as a means of promoting and protecting equity throughout the District. Please visit www.bsdt.org/district/diversity-and-equity/ for more information about this work.

The District's goal of increasing the number of diverse and culturally-proficient administrators, educators, and staff remains paramount. 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.

In the 2017/18 school year, the District achieved the following successes in Diversity, Equity, and Inclusion:

- BSD's first "Beyond Black History Month" community event drew hundreds to BHS for a look at how we integrate curriculum to study black history and all histories throughout the course of the year.
- BHS became the second school in Vermont to raise the "Black Lives Matter" Flag.
- In collaboration with Vermont Legal Aid, local congressional offices, and the BHS International Club, DEALT hosted several information nights at BHS focusing on the rights of New Americans, including immigrants and refugees.
- BSD adopted a new equitable and inclusive procedure regarding the observance of religious holy days across

all faith traditions within our community. Neither students nor staff will be penalized for absences related to these observances.

- The District committed itself to the full adoption of Restorative Practices through ongoing training for staff and the development of the Restorative Practitioners Collaborative, which brings BSD staff and local consultants together to guide implementation across the District.
- DEALT gathered and shared resources highlighting equity, from Autism Awareness Month to proposed alternatives to Halloween celebrations in schools.
- DEALT team led "Love Your Neighbor Day" effort in response to international threats against the Muslim community.
- Despite the fact that black students make up 14% of the District's overall student population, the number of black students suspended consistently accounts for more than 14% of the suspended population. In December 2017, only 12% of all suspended students were black students. This means for the first time since we began tracking the data, the percentage of black students suspended was lower than the percentage of black students in the student body. This is a good first step towards equitable climate and culture in our district.

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

BSD values belonging for students with 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 2017/18 school year, approximately 650 students with disabilities received specialized instruction provided through an Individualized Education Plan (IEP);

Each year, the District publishes an "Equity Data Report" which can be found online:
www.bsdt.org/district/superintendent/school-assessments-data/

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 200 students with disabilities were accommodated with Section 504 Plans, and approximately 115 students with a disability ages three to five received early education services in our District-based programs and through our community partnerships.

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⁾		3,430	75,518
Racial Diversity ⁽²⁾	White	64.5%	90.5%
	Black African American	14.2%	2.1%
	Asian	11.6%	2.0%
	Hispanic or Latino of Any Race	2.1%	1.9%
	American Indian or Alaskan Native	0.2%	0.2%
	Native Hawaiian or other Pacific Islander	0.0%	0.1%
	Two or More Races	7.5%	3.3%
Students receiving English Language Learning Services ^{(2) (3)}		16.1%	2.0%
Home languages of students		45	NA
Special Education identified (IEP Only) ⁽²⁾		18.1%	15.0%
Four-Year Cohort Graduation Rate ⁽³⁾		84.3%	89.1%
Qualify for free/reduced meals ^{(2) (4)}		50.0%	41.0%

(1) Data is for 2017-18, K-12 from: <http://edw.vermont.gov/REPORTSERVER/Pages/ReportViewer.aspx?%2fPublic%2fEnrollment+Report>

(2) 2017-18 BSD data from: <http://www.bsdrv.org/wp-content/uploads/2018/11/11.7.18-Final-Equity-and-Inclusion-2018-Data-Report.pdf>. Vermont data, except FRL, is for 2016-17 from: <http://edw.vermont.gov/ReportServer/Pages/ReportViewer.aspx?Public/School%20Report&orgid=PS052&schoolyear=2016-2017&codevalue=6>

(3) Data is 2016-17 from: <http://edw.vermont.gov/ReportServer/Pages/ReportViewer.aspx?Public/School%20Report&orgid=PS052&schoolyear=2016-2017&codevalue=6>

(4) VT data is 2017-18 from: <https://education.vermont.gov/sites/aoe/files/documents/edu-nutrition-2018-free-reduced-eligibility-report.pdf>

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 the rates presented here.

Community Partnerships

AARP Vermont
 Amy Tarrant Foundation
 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
 Community Sailing Center
 Dealer.com
 ECHO, Leahy Center for Lake Champlain

Fleming Museum
 Fletcher Free Library
 Flynn Center for the Performing Arts
 Front Porch Forum
 Greater Burlington Sustainability
 Education Network
 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
 Rozalia Project
 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 Arts Council
 Vermont Community Garden Network
 Vermont Department of Health:
 Women, Infants, and Children
 Vermont Family Network
 Vermont Humanities Council
 Vermont Legal Aid
 Vermont Refugee Resettlement Program
 Very Merry Theater
 VSA Vermont
 Young Tradition Vermont
 Watershed Alliance

ASSESSMENTS

From **March through May of 2018**, our District joined thousands of schools across the United States in the fourth administration of the Smarter Balanced Assessments (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.

In **May 2018**, students in grades 5, 8, and 11 participated in the administration of Vermont’s new science assessment which is fully aligned with the Next Generation Science Standards (NGSS), the academic content standards that Vermont adopted in 2013. A new, NGSS-aligned science assessment will allow students to better represent their proficiency against the state’s current expectations for learning. The science assessment is administered via computer and makes use of innovative item clusters that make it possible to measure the full breadth of the NGSS standards. Federal law 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 addition to the state assessments in math, literacy, and science, teachers administer District-level assessments in math and literacy three times a year to monitor student progress.

Finally, we know that healthier students perform better in every other aspect of school. Vermont’s Education Quality Standards has articulated a commitment to approaches to education and evaluation that support the “whole child” and, in particular, the value of physical education. The Agency of Education selected FitnessGram to serve as its statewide physical education assessment for state and federal accountability purposes. FitnessGram is a non-competitive fitness assessment developed by The Cooper Institute and is currently the most widely used fitness assessment tool in the nation. FitnessGram was field tested statewide in May 2018 with students in grades 4, 7, and 9, and it will be formally incorporated into the state’s accountability system beginning in the spring of 2019.

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



STUDENT HIGHLIGHTS:

- EMS students Rebecca Cunningham, Dahlia Rubin, and Elise Pricer placed First, Second, and Third, respectively, in the 2018 Hildene Lincoln Essay Competition.
- BHS Student Mary Markley named U.S. Presidential Scholar.
- BHS Student Senga Felekeni received the “Youth of the Year” Award from the Burlington Boys and Girls Club.
- EES students Atara Metzger, Megan Goldsmith, Sophia Ambroggio, and Kiki Kirkland’s music compositions were selected for public performance by members of the Vermont Symphony Orchestra. The opportunity, provided by community partner Music-Comp, is part of an ongoing composer mentoring program.
- Champlain students Nyankor Ateny (gr. 4), Julianna Bridges (gr. 4), Marcus Bussiere (gr. 5), Annie Harte (gr. 4), and Keats Overman-Smith (gr. 4) presented the school peer and mediation program at the University of Vermont Restorative Practices conference in March. In addition, Nyankor and Marcus presented peer mediation at UVM for the International Restorative Practices Conference sponsored by Vermont Law School in June.
- Champlain third-grader Emma Stearns completed the 2018 Reading is an Investment Program and was awarded a \$250 VSAC college savings account for her efforts.
- 4th graders at C.P. Smith planted more than 400 trees along the bank of the Winooski River as part of their work learning about local watersheds.
- BHS senior Kevin Garrison became the 11th Seahorses basketball player to score 1,000 career points.
- BHS Students Mary Markley, Caroline Saba, and Elias Standard named Vermont Presidential Scholars.

STAFF HIGHLIGHTS:

- District Principal Bonnie Johnson–Aten recognized by the State of Vermont’s State Board of Education for “extraordinary service and commitment to the State of Vermont.”
- Doug Davis, Director of Food Service, named President–Elect of School Nutrition Association.
- IAA Principal Bobby Riley nominated for the 2018 LifeChanger of the Year award, National Life’s educator recognition program.
- HMS Teachers Nathan Caswell and Anah Gagnon, and BHS Teachers Timony Norris and Josepha Austin all became National Board Certified!
- Josh Safran was named Vermont Basketball Coaches Association “Girls Coach of the Year.”

DISTRICT HIGHLIGHTS:

- Edmunds Elementary School recognized for the third year in a row as a VT PBiS Exemplar School by the State of Vermont, where “sustained implementation has had positive effects on learners’ academic and behavioral performance.”
- Expanded Learning Opportunities served over 1,700 students through high–quality afterschool and summer programming in 2017–2018.
- Sustainability Academy and Champlain Elementary schools hosted Reading to End Racism, bringing in dozens of community members to read to children K–5 on multiculturalism and anti–racism.
- Burlington Technical Center hosted the Tech@ Work series to bring non–traditional presenters to the programs and hosted mini–lab events for middle school students throughout the region, who visited campus to experience what it means to “learn by doing.”
- Once again the Burlington School Food Project has become a national model of excellence with our newly launched 100% local beef project. Thanks to a large grant from the USDA we have been able to make this change over the past two years, and now all of our cafeterias serve only Vermont–raised beef.
- The Burlington School Food Project began work on “cooking in the classroom” food education workshops that have been piloted at Champlain Elementary with great success.

- IAA was given the National Arts Integration Award through the Arts Schools Network. This award is presented to a school that has demonstrated leadership in bringing arts integration strategies into the curriculum.
- BSD leadership selected to participate in “Deeper Dozen Learning” experience with 11 other school districts from across North America.
- C.P. Smith Elementary School partnered with Dr. Amy Demarest to design and host a graduate education course for school and District faculty on Place–Based Education through St. Michael’s College.
- New Data and Research Team (K–12 team of District administrators, principals, and coaches) met monthly to create systems for how we gather, share and look at data and created a new process for gathering and approving research proposals from both within and outside the District.
- New Closing the Achievement Gap Team (K–12 teachers and administrators) met monthly to research best practices around closing the achievement gap and to make recommendations including having a more coordinated professional development plan focused on Restorative Practices and Tier I instruction, as well as the creation of a Data Coordinator and an Achievement Gap Lead position.
- BSD created and implemented a unified system for K–8 class placement that considers demographic and achievement data.
- C.P. Smith Elementary School named 2018 Champions of the Chittenden County Solid Waste District Recycle Rally.



FY20 PROPOSED BUDGET

BSD is poised to make important new investments in staff and programming after another year of deficit-free financial performance. The strong financial progress is evidence of a shift from the deficit spending of the past toward consistent budget oversight. This disciplined financial management has assisted in laying the foundation to pursue the goals of the District's Multi-Year Strategic Plan, and the pattern of increased financial stability has been rewarded by the community with four straight years of positive votes supporting budgets and overdue investments in our aging schools.

Development of the District budget is informed by the District's Mission, Vision, and Core Beliefs (see page three). In 2017, the Board engaged in a strategic planning process (see <http://www.bsdt.org/district/strategic-plan/>) intended to align budgeting and expenditures with the District's strategic objectives. The strategic plan led to three areas of focus (as laid out in more detail on page four):

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

From September through early December of 2018, 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, staff, parents, and community members. Input was received at numerous board meetings and community forums, through the District's website, and through 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 nearly \$6 million) was narrowed to those investments which most-aligned with the District's Strategic Plan and could reasonably be implemented in the coming year. Cost estimates were produced, and then the list of possible investments was further



winnowed to a level where District leadership felt the costs of the proposed new investments could be sustained. The result of this process yielded \$2.3 million of new programmatic investments, including:

- Kindergarten paraprofessionals
- Special education teachers
- Elementary teacher interventionists
- Elementary social workers
- Middle school guidance
- Support for Restorative Practices rollout
- EL and Multilingual liaison supports
- District-wide security system design

The budget included \$820,000 of savings from Central Office to offset the costs of new programmatic investments, predominantly in the form of reducing non-instructional operations and behavior coaches.

The result of these reductions and additions is a 4.36% budget increase over the current year.

For detailed budget information, please visit: <https://www.bsdt.org/district/budget/>

FY18 School District Audit

The FY18 School District Audit is available online at: <http://www.bsdt.org/district/budget/>.

FY20 PROPOSED BUDGET

Ballot Question

“Shall the voters of the school district approve the school board to expend \$88,706,132 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 \$16,064.66 per equalized pupil. This projected spending per equalized pupil is 6.31% higher than spending for the current year.”

Key Budget Details

Total Budget	\$88,706,132
Total Budget Change	4.36%
Property Tax Rate Change	4.86%
Income Tax Rate Change	0.43%

Hypothetical Tax Impacts

Property Payers	Property Tax Impact
Estimated Tax Rate Increase	4.86%
Tax on \$250,000 homestead	\$4,849
Tax Difference from FY19	\$225

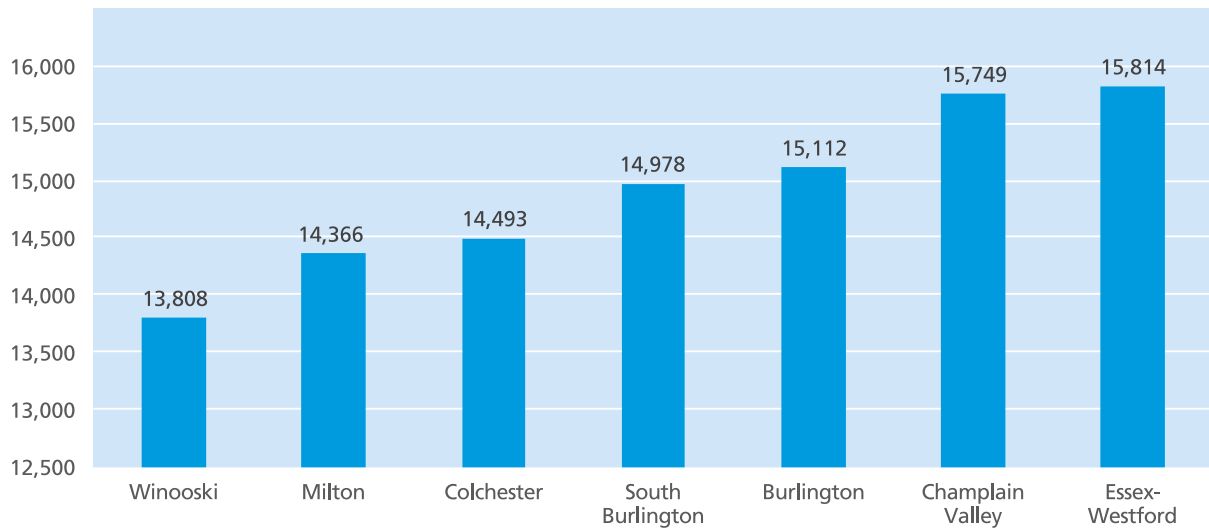
Income	Income Tax Impact
Estimated Tax Rate Increase	0.43%
Tax on \$50,000 household income	\$1,226
Tax Difference from FY15	\$5

Note: Tax estimates are subject to change.

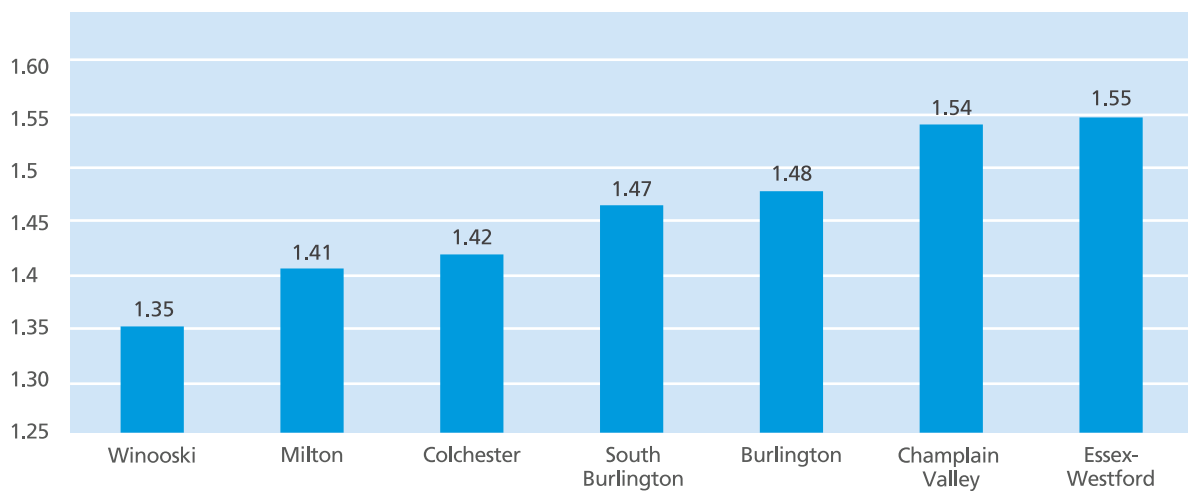
During Fiscal Year 2018, the Burlington School District spent \$1,621,901 on student transportation services. This spending includes provision of 211,793 subsidized GMT bus rides, as well as busing for preschool and students with special needs, field trips, and transportation to athletic and extra-curricular activities.

CHITTENDEN COUNTY SCHOOL TAX RATE COMPARISON

Chittenden County FY19 Education Spending per Equalized Pupil



Chittenden County FY19 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.bsdt.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 10,666	Homestead tax rate per \$10,666 of spending per equalized pupil 1.00
		Income dollar equivalent yield per 2.0% of household income 13,104					
Expenditures		FY2017	FY2018	FY2019	FY2020		
	Budget (local budget, including special programs, full technical center expenditures, and any Act 144 expenditures)	\$81,997,063	\$76,465,916	\$86,584,726	\$88,706,132	1.	
plus	Sum of separately warned articles passed at town meeting	-	-	-	-	2.	
minus	Act 144 Expenditures, to be excluded from Education Spending (Manchester & West Windsor only)	-	-	-	-	3.	
	Locally adopted or warned budget	\$81,997,063	\$76,465,916	\$86,584,726	\$88,706,132	4.	
plus	Obligation to a Regional Technical Center School District if any	-	-	-	-	5.	
plus	Prior year deficit repayment of deficit	-	-	-	-	6.	
	Total Budget	\$81,997,063	\$76,465,916	\$86,584,726	\$88,706,132	7.	
	S.U. assessment (included in local budget) - informational data	-	-	-	-	8.	
	Prior year deficit reduction (included in expenditure budget) - informational data	-	-	-	-	9.	
Revenues							
	Offsetting revenues (categorical grants, donations, tuitions, surplus, etc., including local Act 144 tax revenues)	\$23,706,888	\$14,981,733	\$24,631,307	\$23,328,122	10.	
plus	Capital debt aid for eligible projects pre-existing Act 60	-	-	-	-	11.	
minus	All Act 144 revenues, including local Act 144 tax revenues (Manchester & West Windsor only)	-	-	-	-	12.	
	Offsetting revenues	\$23,706,888	\$14,981,733	\$24,631,307	\$23,328,122	13.	
	Education Spending	\$58,290,175	\$61,484,183	\$61,953,419	\$65,378,010	14.	
	Equalized Pupils	4,124.30	4,101.18	4,099.67	4,069.68	15.	
	Education Spending per Equalized Pupil	\$14,133.35	\$14,991.83	\$15,111.81	\$16,064.66	16.	
minus	Less ALL net eligible construction costs (or P&I) per equalized pupil	-	\$818.37	\$928.44	\$873	17.	
minus	Less share of SpEd costs in excess of \$50,000 for an individual (per eqpup)	\$16.75	\$15.03	\$20.39	\$20.54	18.	
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 eqpup)	-	-	-	-	19.	
minus	Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per eqpup)	-	-	-	-	20.	
minus	Estimated costs of new students after census period (per eqpup)	-	-	-	-	21.	
minus	Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per eqpup)	-	-	-	-	22.	
minus	Less planning costs for merger of small schools (per eqpup)	-	-	-	-	23.	
minus	Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per eqpup)	-	-	-	-	24.	
	Excess spending threshold	Allowable growth \$14,133.35	threshold = \$17,386 \$17,386.00	threshold = \$17,816 \$17,816.00	threshold = \$18,311 \$18,311.00	25.	
plus	Excess Spending per Equalized Pupil over threshold (if any)	-	-	-	-	26.	
	Per pupil figure used for calculating District Equalized Tax Rate	\$14,133	\$14,992	\$15,112	\$16,064.66	27.	
	District spending adjustment (minimum of 100%)	145.690% based on \$9,701	147.557% based on yield \$10,160	147.865% based on \$10,220	150.616% based on yield \$10,666	28.	
Prorating the local tax rate							
	Anticipated district equalized homestead tax rate (to be prorated by line 30) [\$16,064.66 ÷ (\$10,666 / \$1.00)]	\$1.4569 based on \$1.00	\$1.4756 based on \$1.00	\$1.4787 based on \$1.00	\$1.5062 based on \$1.00	29.	
	Percent of Burlington equalized pupils not in a union school district	100.00%	100.00%	100.00%	100.00%	30.	
	Portion of district eq homestead rate to be assessed by town (100.00% x \$1.51)	\$1.4569	\$1.4756	\$1.4787	\$1.5062	31.	
	Common Level of Appraisal (CLA)	84.52%	82.42%	79.94%	77.65%	32.	
	Portion of actual district homestead rate to be assessed by town (\$1.5062 / 77.65%)	\$1.7237 based on \$1.00	\$1.7903 based on \$1.00	\$1.8498 based on \$1.00	\$1.9397 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.						
	Anticipated income cap percent (to be prorated by line 30) [(\$16,064.66 ÷ \$13,104) x 2.00%]	2.60% based on 2.00%	2.50% based on 2.00%	2.44% based on 2.00%	2.45% based on 2.00%	34.	
	Portion of district income cap percent applied by State (100.00% x 2.45%)	2.60% based on 2.00%	2.50% based on 2.00%	2.44% based on 2.00%	2.45% based on 2.00%	35.	
	#/N/A	-	-	-	-	36.	
	#/N/A	-	-	-	-	37.	

- Following current statute, the Tax Commissioner recommended a property yield of \$10,666 for every \$1.00 of homestead tax per \$100 of equalized property value. The Tax Commissioner also recommended an income yield of \$13,104 for a base income percent of 2.0% and a non-residential tax rate of \$1.58. New and updated data will likely change the proposed property and income yields and perhaps the non-residential rate.
 - Final figures will be set by the Legislature during the legislative session and approved by the Governor.
 - The base income percentage cap is 2.0%.



BURLINGTON
SCHOOL DISTRICT



(သးခုတူၢ်လိာ်မုၢ်ဘၣ်ပုၤကိးဂၢၤဒဲးလီၤ) • सबैलाई स्वागत छ।

Dhamaantiina soo dhowaada • Ikaze kuri bose

Wote wanakaribishwa • Hoan Nghênh Quý Vj

Tous sont les bienvenus • Svi su dobrodošli

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