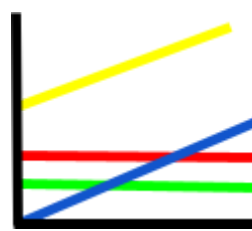
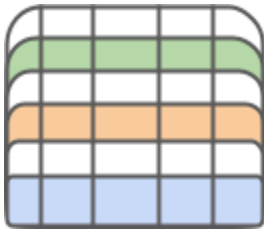




Addison Central School District



Annual Report & FY25 Budget Book

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Table of Contents

Introductory Section.....	4
Preface.....	4
Annual Meeting Notice for February 27, 2024.....	5
Special Meeting Notice for March 5, 2024.....	6
Addison Central School District - Minutes of February 28, 2023.....	7
Addison Central School District - Annual Meeting - March 7, 2023.....	8
Three Years Prior Comparison - Vermont Agency of Education.....	9
ACSD Board of Education and Student Representatives.....	10
ACSD District Administration and School Leadership.....	11
District Vision and Mission.....	12
Strategic Plan.....	13
Message from the Superintendent.....	14
Message from the Board Chair.....	15
General Financial Section.....	17
Executive Summary.....	17
Budget Components, Concepts and Terminology.....	18
FY25 Budget Process and Timeline.....	21
FY25 Budget Drivers.....	22
Budget Administration and Management.....	23
Grant Funds Summary and Detail.....	25
Year to Year Budget Summary.....	26
Cost Center By Function Code.....	29
Enrollment.....	31
Pupil Weights.....	34
Tax Rate Considerations.....	35
Equalized District Tax Rate Calculation.....	37
Common Level of Appraisal and Town Tax Rates.....	40
Detailed Financial Section.....	42
School Cost Center Methodology.....	44
Bridport Profile.....	45
Cornwall Profile.....	46
Mary Hogan Profile.....	47
MUHS Profile.....	48
MUMS Profile.....	49
Ripton Profile.....	50
Salisbury Profile.....	51
Shoreham Profile.....	52
Weybridge Profile.....	53

Cost Center: Student Services and Special Education.....	53
Cost Center: Board of Education and District Administration.....	56
Cost Center: Facilities.....	57
Cost Center: Transportation.....	58
Cost Center: Technology.....	59
Cost Center: Professional Development and Curriculum.....	60
Reserve Funds.....	62
Appendices.....	63
Appendix A: Historical District Tax Rates.....	63
Appendix B: Historical Equalized Pupil Data.....	64
Appendix C: Enrollment Data Tables.....	65
Appendix D: School Cost Center Budget Detail Report.....	67
Appendix E: Grant Funds Detail Report.....	68

Introductory Section

Preface

The FY24 Budget Book has three sections: **Introductory, General Financial, and Detailed Financial.**

The Introductory Section establishes the context of the work we have done to establish a strong fiscal foundation for our unified school district. It details the current fiscal and educational objectives of the Addison Central School District, and examines driving factors within the FY25 budget landscape.

The General Financial Section presents the big picture overview of the budget and explains all of the expenditures and revenues within it. It also presents the State-derived formula and parameters used in budgeting and details how those factors relate to district tax rates, town specific tax rates and local education spending.

The Detailed Financial Section examines the FY24 budget at the component level and explains the role that each cost center plays in the greater ACSD educational system.

We invite you to share any thoughts or comments you may have on the FY25 Budget Book with the Superintendent's Office.

Annual Meeting Notice for February 27, 2024

WARNING ADDISON CENTRAL SCHOOL DISTRICT

ANNUAL MEETING FEBRUARY 27, 2024

Member Districts are Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham, Weybridge

The legal voters of the Addison Central School District are hereby warned to meet at the Middlebury Union High School in Middlebury, Vermont on Tuesday, February 27, 2024 at 7:00 PM, to transact the following business:

ARTICLE 1: To elect the following officers: a) A Moderator b) A Treasurer c) A Clerk

ARTICLE 2: To elect a new ACSD at large member for the Patricia Hannaford Career Center.

ARTICLE 3: To hear and act upon the reports of the school district officers.

ARTICLE 4: To see if the voters of the Addison Central School District will vote to authorize its Board of Directors, under 16 VSA 562 (9), to borrow money by issuance of bonds or notes not in excess of anticipated revenue for the school year.

ARTICLE 5: To do any other business proper to come before said meeting.

PUBLIC INFORMATION HEARING

FEBRUARY 27, 2024

The legal voters of the Addison Central School District are hereby warned to meet at the Middlebury Union High School in Middlebury, Vermont on Tuesday, February 27, 2024 at 7:00 PM, for a Public Information meeting to discuss Australian Ballot articles warned for vote on Tuesday, March 5, 2024.

Hearing will take place immediately following adjournment of the Annual Meeting of said Addison Central School District.

Linda J. Barrett, Clerk
Addison Central School District

Barbara Wilson, Chair
Addison Central School District

The Addison Central School District Annual Report will be available in the following manner:
<https://www.acsdvt.org/district-link/annual-report-and-budget/annual-report-and-budget> or
call 802-382-1274 to request a copy.

Special Meeting Notice for March 5, 2024

WARNING

ADDISON CENTRAL SCHOOL DISTRICT

SPECIAL MEETING – MARCH 5, 2024

Member Districts are Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham and Weybridge

The legal voters of the Addison Central School District are hereby warned to meet at the following polling places on March 5, 2024 to vote by Australian Ballot on the following article(s) of business:

Town	Location	Polling Hours
Bridport	Bridport Community/Masonic Hall	7:00 AM-7:00 PM
Cornwall	Cornwall Town Hall	7:00 AM-7:00 PM
Middlebury	Middlebury Recreation Center/Gym, 154 Creek Road	7:00 AM-7:00 PM
Ripton	Ripton Community House	8:00 AM-7:00 PM
Salisbury	Salisbury Town Office	8:00 AM-7:00 PM
Shoreham	Shoreham Town Office	7:00 AM-7:00 PM
Weybridge	Weybridge Town Clerk's Office	7:00 AM-7:00 PM

ARTICLE 1: Shall the voters of the Addison Central School District vote to authorize the ACSD school board to expend \$50,604,080, which represents a 6.5% increase in Total Spending and is the amount the ACSD school board has determined to be necessary for the ensuing fiscal year?

ARTICLE 2: Shall the voters of the Addison Central School District vote to authorize the ACSD school board to appropriate \$2,033,842 of the FY 2023 Unassigned Fund Balance to the ACSD Capital Reserve Fund?

ARTICLE 3: To elect four (4) school directors from the nominees to serve on the Addison Central School District Board for the following terms:

One (1) who is a resident of Cornwall for a three-year term.

Two (2) who are residents of Middlebury for a three-year term.

One (1) who is a resident of Shoreham for a three-year term.

Ballots shall be commingled and counted at Middlebury Union High School by representatives of the Boards of Civil Authority of the member town school districts under the supervision of the District Clerk of Addison Central School District.

Linda J. Barrett, Clerk
Addison Central School District

Barbara Wilson, Chair
Addison Central School District

Addison Central School District - Minutes of February 28, 2023

ANNUAL MEETING

The legal voters of the Addison Central School District met at the Middlebury Union High School in Middlebury, VT on Tuesday, February 28, 2023. Moderator, James Douglas, called the meeting to order at 7:05 PM.

ARTICLE 1: To elect the following officers: a) A Moderator b) A Treasurer c) A Clerk

James Douglas turned the gavel over to the Board Chair, Victoria Jette, to elect a Moderator.

Suzanne Buck/Mary Gill nominated James Douglas for Moderator. James Douglas was elected unanimously. Moderator Douglas resumed the gavel.

Suzanne Buck/Victoria Jette nominated Michele Warren for Treasurer. Suzanne Buck/Mary Gill moved to close nominations and have the Clerk cast one ballot for Michele Warren. Motion passed.

Suzanne Buck/Mary Heather Noble nominated Linda Barrett as Clerk. Barbara Wilson/Mary Gill moved to close nominations and cast one ballot for Linda Barrett. Motion passed.

ARTICLE 2: To hear and act upon the reports of the school district officers.

Isabel Gogarty/Linda Barrett moved, "To accept the reports, as presented". Motion passed.

ARTICLE 3: To see if the voters of the Addison Central School District will vote to authorize its Board of Directors, under 16 VSA 562 (9), to borrow money by issuance of bonds or notes not in excess of anticipated revenue for the school year.

James Malcolm/Steve Orzech moved, "To approve Article 3". Motion passed.

ARTICLE 4: To do any other business proper to come before said meeting.

James Malcolm recognized and thanked the three Board members who are retiring. Those members are Jennifer Nueder, Mary Gill, and Victoria Jette.

Suzanne Buck/Barbara Wilson moved, "To adjourn the meeting". Motion passed. The meeting was adjourned at 7:10 PM.

PUBLIC INFORMATIONAL HEARING

Moderator Douglas called the Public Information Hearing to order at 7:10pm.

Moderator Douglas read **Articles 1 & 2** of the warning for March 7, 2023.

Superintendent, Peter Burrows, and Business Manager, Matt Corrente, presented the proposed budget and other information relative to the Articles. Discussion ensued.

Moderator Douglas read **Article 3**. Discussion ensued.

Moderator Douglas read **Article 4**. The candidates for Board positions were invited to speak. Ron Mordechai Makliff, Laura Harthan, Christopher Kramer, Ellen Whelan-Wuest, Suzanne Buck, and Jason Chance introduced themselves.

The Moderator adjourned the meeting at 8:15 PM.

Addison Central School District - Annual Meeting - March 7, 2023

Results of Australian Ballot Voting

ARTICLE 1: Shall the voters of the Addison Central School District vote to authorize the ACSD School Board to expend \$42,269,305 which is the amount the ACSD School Board has determined to be necessary for the ensuing fiscal year?

Total votes cast = 2391 1889 YES 465 NO

ARTICLE 2: Shall the voters of the Addison Central School District vote to authorize the ACSD School Board to appropriate \$1,520,974 the FY 2022 Unassigned Fund Balance to the ACSD Capital Reserve Fund?

Total votes cast = 2391 1966 YES 367 NO

ARTICLE 3: Shall the voters of the Addison Central School District vote to approve increasing the board stipend for each board member from \$500 to \$1200 per year?

Total votes cast = 2391 1595 YES 751 NO

ARTICLE 4: To elect five (5) school directors from the nominees to serve on the Addison Central School District Board for the following terms:

Two (2) who are residents of Middlebury for a three-year term.

One (1) who is a resident of Bridport for a three-year term.

One (1) who is a resident of Cornwall for a one-year term (unexpired term).

One (1) who is a resident of Salisbury for a three-year term.

Total votes cast = 2391

Middlebury:	Tricia Allen	1288
	Jason Chance	1108
	Laura Harthan	521
	Ron Mordechai Makleff	650

Bridport:	Suzanne S. Buck	1207
	Hilda Stone	816

Cornwall:	Christopher Kramer	589
	Jeffrey Taylor	392
	Ellen Whelan-Wuest	1143

Salisbury:	Ellie A. Romp	1705
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Respectfully submitted,
Linda J. Barrett, ACSD Clerk

Three Years Prior Comparison - Vermont Agency of Education

PRELIMINARY

Three Prior Years Comparisons - Format as Provided by AOE

ESTIMATES ONLY

District: Addison Central USD		U055		Property dollar equivalent yield		Homestead tax rate per \$0.171 of spending per pupil	
SU: Addison Central		Addison County		9,171	<--See bottom note	1.00	
FY25 is the first year of Act 127 Long Term Weighted Average Daily Membership for pupil counts. Equalized pupils are shown for FY22 - FY24. LTVACM is required to be used for FY25.				10,227			Income dollar equivalent yield per 2.0% of household income
Expenditures		FY2022	FY2023	FY2024		FY2025	
1.	Adopted or warned union district budget (including special programs and full technical center expenditures)	\$40,976,685	\$43,901,188	\$47,497,285		\$50,604,080	1.
2.	plus Sum of separately warned articles passed at union district meeting	-	-	-		-	2.
3.	Adopted or warned union district budget plus articles	\$40,976,685	\$43,901,188	\$47,497,285		\$50,604,080	3.
4.	Obligation to a Regional Technical Center School District if any	-	-	-		-	4.
5.	plus Prior year deficit repayment of deficit	-	-	-		-	5.
6.	Total Union Expenditures	\$40,976,685	\$43,901,188	\$47,497,285		\$50,604,080	6.
7.	S.U. assessment (included in union budget) - informational data	-	-	-		-	7.
8.	Prior year deficit reduction (if included in union expenditure budget) - informational data	-	-	-		-	8.
Revenues							
9.	Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)	\$8,206,578	\$9,337,870	\$10,500,049		\$10,562,568	9.
10.	Total offsetting union revenues	\$8,206,578	\$9,337,870	\$10,500,049		\$10,562,568	10.
11.	Education Spending	\$32,770,107	\$34,563,318	\$36,997,236		\$40,041,512	11.
12.	Addison Central USD pupils	1,735.44	1,721.61	1,702.32		2,487.15	12.
Education Spending per Pupil		\$18,882.88	\$20,076.16	\$21,733.42		\$16,099.36	
13.	Less net eligible construction costs (or P&J) per pupil	\$101.65	\$99.95	\$101.08		\$69	13.
14.	Less share of SpEd costs in excess of \$66,446 for an individual (per pupil)	\$2.20	\$0.87	\$2.18		-	14.
15.	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 pupil)	-	-	-		-	15.
16.	Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per pupil)	-	-	-		-	16.
17.	Estimated costs of new students after census period (per pupil)	-	-	-		-	17.
18.	Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per pupil)	-	-	-		-	18.
19.	Less planning costs for merger of small schools (per pupil)	-	-	-		-	19.
20.	Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per pupil)	-	\$65.15	\$34.05		\$72	20.
21.	Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting	-	-	-		-	21.
22.	Excess spending threshold	threshold = \$19,780	threshold = \$19,997	threshold = \$22,204		threshold = \$23,193	22.
23.	Excess Spending per Pupil over threshold (if any)	\$18,789.00	\$19,997.00	\$22,204.00		\$23,193.00	23.
24.	Per pupil figure used for calculating District Equalized Tax Rate	\$18,893	\$20,078	\$21,733		\$16,099.36	24.
25.	Union spending adjustment (minimum of 100%)	166.854%	150.790%	140.733%		175.546%	25.
26.	Anticipated equalized union homestead tax rate to be prorated [\$16,099.36 ÷ (\$9,171 ÷ \$1.00)]	\$1.6495	\$1.5079	\$1.4073		\$1.7555	26.
27.	Act 127 tax cap (FY25 - FY29 eligible)					\$1.4777	27.
Prorated homestead union tax rates for members of Addison Central USD		FY2022	FY2023	FY2024		FY2025	FY22 Per
T029	Bridport	1.6485	1.5079	1.4073		1.4777	100.00%
T053	Cornwall	1.6485	1.5079	1.4073		1.4777	100.00%
T123	Middlebury Id	1.6485	1.5079	1.4073		1.4777	100.00%
T167	Ripton	1.6485	1.5079	1.4073		1.4777	100.00%
T180	Salisbury	1.6485	1.5079	1.4073		1.4777	100.00%
T189	Shoreham	1.6485	1.5079	1.4073		1.4777	100.00%
T239	Weybridge	1.6485	1.5079	1.4073		1.4777	100.00%
		-	-	-		-	0.00%
		-	-	-		-	0.00%
		-	-	-		-	0.00%
		-	-	-		-	0.00%
28.	Anticipated income cap percent to be prorated from Addison Central USD [((\$16,099.36 ÷ \$10,227) × 2.00%)]	2.71%	2.52%	2.48%		3.15%	28.
Prorated union income cap percentage for members of Addison Central USD		FY2022	FY2023	FY2024		FY2025	FY23 Per
T029	Bridport	2.71%	2.52%	2.48%		3.15%	100.00%
T053	Cornwall	2.71%	2.52%	2.48%		3.15%	100.00%
T123	Middlebury Id	2.71%	2.52%	2.48%		3.15%	100.00%
T167	Ripton	2.71%	2.52%	2.48%		3.15%	100.00%
T180	Salisbury	2.71%	2.52%	2.48%		3.15%	100.00%
T189	Shoreham	2.71%	2.52%	2.48%		3.15%	100.00%
T239	Weybridge	2.71%	2.52%	2.48%		3.15%	100.00%
		-	-	-		-	0.00%
		-	-	-		-	0.00%
		-	-	-		-	0.00%
		-	-	-		-	0.00%

- Using the revised January 9th, 2024 Education Fund Outlook FY25 forecast, the FY25 education fund need results in a property yield of \$9,171 for every \$1.00 of homestead tax per \$100 of equalized property value, an income yield of \$10,227 for a base income percent of 2.0%, and a non-residential tax rate of \$1.452. These figures use the estimated \$13,000,000 surplus from the Education Fund. **New and updated data will likely change the proposed property and income yields and perhaps the non-residential rate.**

- Final figures will be set by the Legislature during the legislative session and approved by the Governor.

- The base income percentage cap is 2.0%.

ACSD Board of Education and Student Representatives

Name	Committee Assignments	Term Expiration
Tricia Allen	Communications & Engagement / PAHCC	3/2026
Brian Bauer	Facilities	3/2025
Suzanne Buck	Policy / Negotiations	3/2026
Jason Chance	Finance / Facilities	3/2026
Joanna Doria	Policy	3/2025
Lindsey Hescok	Policy	3/2024
James Malcolm	Facilities / Finance	3/2025
Jamie McCallum	Policy / Negotiations	3/2025
Mary Heather Noble	Communications & Engagement	3/2024
Steve Orzech	Finance / Negotiations / PAHCC	3/2025
Ellie Romp	Communications & Engagement	3/2026
Ellen Whelan-Wuest	Facilities	3/2024
Barbara Wilson, Chair	Facilities / MCTV	3/2024



L to R back row: Suzanne Buck, Tricia Allen, Steve Orzech, Jason Chance, Mary Heather Noble, Jamie McCallum. Front row: Ellie Romp, Brian Bauer, Barb Wilson, Ellen Whelan-Wuest, Joanna Doria, James Malcolm. Not pictured: Lindsey Hescok and student representatives: Eddie Fallis (MUHS '24) and Sophia Lawton (MUHS '25)

ACSD District Administration and School Leadership

Addison Central School District Administration

Timothy Williams, *Interim Superintendent*

Nicole Carter, *Assistant Superintendent of Equity and Student Services*

Courtney Krahn, *Director Teaching and Learning*

Matthew Corrente, *Director of Finance & Operations*

Bruce MacIntire, *Facilities Director*

Will Hatch, *Director of Technology*

Emily Blistein, *Director of Communication and Engagement*

ACSD School Leadership

Matthew Brankman, *Bridport and Shoreham Elementary Principal*

Jenny Urban, *Bridport and Shoreham Elementary Assistant Principal*

Heather Raabe, *Cornwall Elementary Principal*

Jennifer Kravitz, *Mary Hogan Elementary Principal*

Stephen McKinney, *Mary Hogan Elementary Assistant Principal*

Caitlin Steele, *Middlebury Union High School Principal*

Benjamin Weir, *Middlebury Union High School Assistant Principal*

Zachary Jerome, *Middlebury Union Middle School Assistant Principal*

Michaela Wisell, *Middlebury Union Middle School Principal*

Megan Cheresnick, *Ripton Elementary Principal*

Bjarki Sears, *Salisbury Elementary Principal*

Christina Johnston, *Weybridge Elementary Principal*

District Vision and Mission

OUR VISION: Our vision is for all ACSD students to reach their full learning potential, have a sense of belonging in our schools, and enrich our community and the communities where they live in the future

OUR MISSION: Our mission is to provide high-quality, equitable, and varied learning environments that inspire a passion for learning and growth among our students.

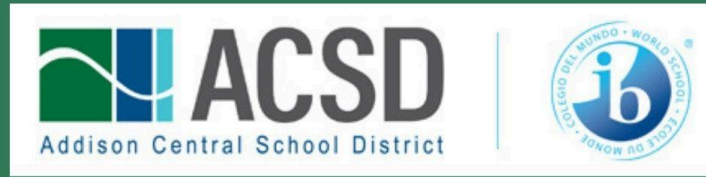
ACSD STRATEGIC GOALS:

BELONGING. Everyone will feel safe, welcomed, and included in our schools and the district. Students and families will be able to engage with the school system in valuable ways.

ACCESS. ACSD will allocate resources to address students' needs across the district in equitable, sustainable, and fiscally responsible ways. ACSD will maintain infrastructure and facilities that support varied learning and successful outcomes for all of our students.

SUCCESS. ACSD's learning environment will inspire a passion for learning and value diverse identities and abilities, while preparing our students to make positive contributions to the community and beyond.

Strategic Plan



Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham, Weybridge



2024-2029
STRATEGIC PLAN

Find the full Strategic Plan by clicking on the photo above or directly on our website at:

<https://www.acsdvt.org/district-link/strategic-plan>

Message from the Superintendent

Schools everywhere are contending with budget challenges, mostly brought on by the end of ESSER funding. In Vermont, those challenges are even more pronounced with the state's new funding mechanism – Act 127. Addison Central is not alone in grappling with Act 127's new funding formula, which provides less funding for ACSD while providing more funding for other schools. ACSD's decrease in state funding, the cessation of ESSER funds, and increasing employee costs (health care alone is increasing 16.4%) make it more difficult to provide the same level of programming for students.

The ACSD board and administration have worked hard to produce a budget that maintains programming while complying with Act 127. The results of those efforts are found within this budget book. We have worked to find efficiencies so that we may maintain services for students. This will be a multi-year process as we do not anticipate increased funding in future years.

The ACSD board recently adopted a [new five-year strategic plan](#) to guide the District. The plan will be at the center of future budget development. The plan's opening paragraph provides an overview of the plan and the District's path forward:

This 5-year Strategic Plan was deliberately rooted in equity and designed to prioritize the success of every student PreK-12 in the Addison Central School District (ACSD). Informed by a district-wide equity audit and a community-based examination of equity issues, the three foundational Board goals focus on students' **access** to resources, sense of **belonging**, and academic **success**. In concert, these goals are crucial to reaching our vision that all ACSD students reach their full learning potential, have a sense of belonging in our schools, and enrich our community and the communities where they live in the future.

The three bolded words – **access**, **belonging**, and **success** – are at the heart of the plan. I encourage you to read through the plan (posted on our website) so that you may learn more about the three goals associated with those three words. District leaders are eager to work on the three goals in concert with ACSD's next Superintendent, Dr. Wendy Baker.

Dr. Baker will be visiting with the ACSD school community over the next few months in preparation for her official start date of July 1, 2024. She will lead the District through the Strategic Plan and beyond. Dr. Baker is a proven leader who is up to the task of implementing the 2024-25 budget and leading ACSD through the challenging years ahead.

I look forward to watching the District continue with its mission of providing "high-quality, equitable, and varied learning environments that inspire a passion for learning and growth among our students." With a greater emphasis on efficiencies and fiscal responsibility, ACSD can navigate future challenges; our students deserve no less.

Sincerely,
Timothy P. Williams, Ed. D.
Interim Superintendent

Message from the Board Chair

This past year has been a busy one for the Board with a considerable amount of time focused on hiring a new superintendent. Since we were not able to find the right candidate during our initial search, we hired interim superintendent Dr. Tim Williams and then relaunched our search in the fall. In early December, we successfully hired Dr. Wendy Baker, who will be working with the Board and District leaders during the spring to prepare for her official start in July 2024.

In the meantime, the Board is very grateful for the leadership and guidance that Dr. Tim Williams has provided to the District as interim superintendent for the current school year. Over the past year, the Board has focused on board development with a major emphasis on planning and governance to help improve our effectiveness as a board. And in December, the Board passed the 2024-2029 ACSD Strategic plan, which will guide the District over the next 5 years. This 5-year Strategic Plan was deliberately rooted in equity and designed to prioritize the success of every student PreK-12 in the Addison Central School District (ACSD).

The budget presented was developed to preserve stability during our leadership transition and also responds to multiple financial drivers, each of which has significant impacts on next year's finances.

First, the Vermont Legislature enacted Act 127 in 2022 to improve student equity across the State by adjusting the school funding formula. Quoting from the enacted bill (S.287), "The legislation is designed to ensure that the financial resources available to local school districts for educating students living in poverty, English learners, students in small rural schools, students in sparsely populated school districts, and students in middle and high schools are sufficient to meet the cost of educating these students."

As a result of Act 127, ACSD will receive a reduced portion of the State Education Fund starting with FY25. The State also set a lower per pupil property yield. The combination of these two factors will reduce ACSD's portion of the state's education fund by roughly \$4.5M compared to FY24, resulting in a significant increase to our local tax rate. Luckily, the new legislation has provisions to ease this burden and cap the tax rate impact at 5% over the next 5 years. The 5% cap is available to districts that limit annual increases in education spending per LTWADM (Long Term Weighted Average Daily Membership) to be under 10%. The Board is committed to keeping increases in education spending under the 10% threshold and will be working with the new Superintendent to address the impact that Act 127 has on our District over the next several years.

In addition to Act 127, this budget also responds to several other factors, including the expiration of Federal ESSER funding next year. Despite the loss of these funds the Board is committed to providing all students with the necessary tools and resources they need to be successful and supports carrying forward several critical positions which were previously funded through ESSER funds in FY24. This investment in student wellness and success continues to be a critical need and priority. Finally, the budget also responds to a 16.4% increase in healthcare premium costs, anticipated wage increases due to contract negotiations, and a decline in "non-tuition" student enrollment.

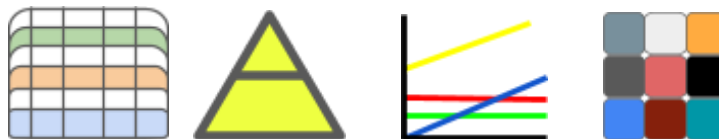
Due to the above drivers, the ACSD 2024–2025 budget sees an increase in education spending of 8.2%. Our estimated cost per Long Term Weighted Average Daily Membership (LTWADM) pupil spending will be \$16,099 which is up 9.9% over the previous year. Given the impact of Act 127 and the escalating increases in healthcare and other uncontrolled expenses, the Board will be forced to make difficult choices about the District’s operational budget in the future. In addition, strategies that have emerged from our Strategic Plan may require realignment of priorities and resources to ensure more equitable support and resources for our most vulnerable students and marginalized populations of our learning community. The Board is committed to engaging with the ACSD community as we take on the hard work that is ahead of us to ensure that the District is able to support all students and continue to offer robust learning opportunities for all. It is the Board’s responsibility to secure long-term financial viability to ensure continued delivery of a great education for our students. It is with that in mind that we prepare for the work of 2024-2025.

It is with confidence and genuine commitment to our community that we present this budget to you for your support.

There will be many opportunities to be involved in the work of our schools and district in the year to come. Stay up-to-date with all aspects of Board and Committee work at [About the Board -Addison Central School District](https://www.acsdvt.org/about-the-board-addison-central-school-district) (acsdvt.org).

Respectfully submitted,
Barbara Wilson
ACSD Board Chair

General Financial Section



Executive Summary

This FY25 Budget will be the eighth funding plan for the unified Addison Central School District. In every budget, our aim remains the same: to ensure that each child has the opportunity to learn and thrive in school while also considering the realistic constraints of the fiscal landscape we find ourselves in. As the last pandemic relief funds sunset this year, we face a multitude of fiscal challenges and changes ahead. This budget lays out a blueprint for navigating those challenges and changes. It is designed to be a bridge to the post-Covid era that both honors the lasting effects of interrupted learning and strategically positions the District to achieve future fiscal and educational goals.

In FY21, ACSD made a commitment to the education and social emotional development of all students by using federal pandemic relief grants primarily to fund the support personnel needed to address learning loss. While next year the funding will be gone, the need will remain. This budget incorporates the majority of those educational support personnel costs as a critical part of ACSD's broader commitment to providing student services. By locally funding support personnel in FY25, this budget establishes a strong baseline in support of the ACSD Strategic Plan's mission to target and reduce the educational achievement gap and to increase all educational outcomes significantly over the next five years.

Set against a new system of pupil weighting under Act 127, this budget reflects the realities of a diminished District tax capacity. The same now costs more. This concept is complex and is unpacked throughout the Annual Report, but may be summarized as follows:

As a District, ACSD was obligated to limit new spending to a year-to-year increase of 9.9% per equalized pupil to prevent a drastic increase in District property tax rates.

This spending plan meets those growth constraints, maximizes educational spending for our students, and provides District taxpayers with a fiscally responsible tax rate for FY25.

Matthew Corrente
Director of Finance and Operations

Budget Components, Concepts and Terminology

We continue to work towards making our budget more accessible and transparent each year. As such, this section provides a brief overview of the budget's component parts and essential concepts.

Addison Central School District (ACSD) - The unified district providing for the education of PreK-12 students in Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham, and Weybridge.

Act 173 - The Vermont statute governing how the state funds Special Education including the revenue, reporting, and budgeting requirements associated with all Special Education services.

ACSD Strategic Plan - An effort of community, board, administrators, teachers, staff, students, and parents working together to build a long-sighted vision for our district.

Addison Central Supervisory Union (ACSU) - The administrative, planning, and educational body predating ACSD. ACSU was composed of separate school districts for each of the seven elementary schools and one district for the Middle and High schools. The governing board was made up of representatives appointed from each school district's board. The SU adopted a budget that was allocated among the member districts.

Australian Ballot - A voting system where the voter's name is withheld from the ballot to ensure voting privacy. Also called a secret ballot.

Average Daily Membership (ADM) - The full-time equivalent number of resident and state-placed students whose education is paid for by the district of residence. Measured from the 11th day through the 30th day of the school year.

Budget 101 - To promote transparency and budget literacy, we have included Budget 101 modules throughout this report. These tools are meant to target and unpack the most complex components of a school budget.

Capital Reserve Fund - A separate, dedicated financial account that is created to fund specific capital expense purposes whose balance is carried over from year to year.

Centralized Cost Centers - Unification provided the opportunity to centralize common expenditures across our schools to reduce duplication of effort and leverage each taxpayer dollar to its maximum use. Today, student services, special education, facilities, technology, district administration, transportation, food service, professional development, and curriculum have all been centralized. The organization of these cost centers is fluid and continues to adapt to both internal and external conditions.

Contingency - We continue to carry a line item for unexpected expenditures as we have made considerable efforts to budget each line item as close to the anticipated cost as possible. However, unanticipated costs still occur, and having a properly calibrated contingency provides flexibility for those expenditures without us having to freeze spending in other areas.

Common Level of Appraisal (CLA) - A method of ensuring that each town is paying its fair share of education property tax to the state's Education Fund.

Elementary and Secondary School Emergency Relief (ESSER) funding - Federal funding targeted to help school districts address the impact of the COVID19 pandemic.

Full Time Equivalent (FTE) - Each 1.0 FTE represents a full time position at ACSD. The District uses fractional FTE to divide the funding of some personnel across multiple cost centers (fund or location). Fractional FTE are a vital part of calibrating staff appropriately at very small schools.

Facilities Master Plan - A process of the ACSD board working to ensure that investments in our buildings and infrastructure support our student learning objectives.

Fund Balance - The difference between assets and liabilities. In other words, essentially what is owed or left over after a fund's assets have been used to meet liabilities.

General Fund - ACSD's basic operating fund that accounts for everything not accounted for in another fund.

Grant information - We have included a brief synopsis of grants within this book to provide details on where this money comes from and how it is used.

Historical & Comparative Analyses - Wherever possible this book presents historical and comparative information about our schools. We believe that our budget should be set in the context of longitudinal data from past years, made pliable to adapt to the present conditions, and set purposefully towards our future goals.

International Baccalaureate (IB) - A renowned curricular framework that focuses on big-picture concepts and promotes an inquiry-based approach to teaching and learning. It emphasizes student agency (voice, choice, and ownership) in local and global contexts to help students understand themselves, others, their communities, and the world.

Long Term Weighted Average Daily Membership (LTWADM) - LTWADM replaces Equalized pupils as the State's method of pupil counting. It sums grade level weights based on two-year average enrollment data with additional equity based factors: students in poverty, English language learners, students from sparsely populated rural towns, and students from small schools.

Local Education Spending - This is the amount to be raised by District property taxes and provided to ACSD by the Vermont Education Fund. Total spending less offsetting revenues is how Ed Spending is calculated.

Per Pupil Spending - The amount that reflects the district's average cost per Long Term Weighted Average Daily Membership. It is calculated by dividing Local Education Spending by LTWADM (defined above).

Reserve Funds - Funds which exist outside of the budget as savings. These funds result from prior year's budget surpluses being moved to Reserve upon taxpayer approval.

School Cost Centers - Each school operates as an independent cost center, administered by the principal, within our district budget. These building based budgets tell the story of each school's direct instruction services and fundamental operating expenses. They meld with the Centralized Cost Centers to create our district-wide educational system.

Social Emotional Learning - How people acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy, establish and maintain supportive relationships, and make responsible and caring decisions.

Tax Rate - The rate on which education taxes are based. The rate is determined by dividing Local Education Spending by Equalized Pupils, then dividing that number by the Property Yield. The rate is further divided by each Town's CLA to determine each Town's tax rate.

Total Budget - The first page of the Financial Section provides ACSD's total budget, which includes expenditures and revenues from all local, state, federal, and other sources.

Transition Mechanism - In the eleventh hour, the State of Vermont realized that the 5% tax cap mechanism in Act 127 would not be able to generate the tax revenues needed to support the incredible amount of projected new spending in FY25. Legislation was drafted to replace that cap with a discount of \$0.01 per 1% of relative share loss within the Education Fund from FY24 to FY25. This new discount, replacing the cap, is being referred to as the *Transition Mechanism* and would serve the intended purpose of transitioning disadvantaged districts from their former tax capacity to their newly diminished tax capacity in 5 graduated annual steps.

FY25 Budget Process and Timeline

8/15/2023	Personnel verification process begins. HR/Payroll, Principals and Directors submit edits by October 1.
9/11/2023	Finance Committee meeting. Review timeline, budget environment, and drivers.
9/25/2023	Presentation: Budget Drivers to full Board
10/1/2023	Data collection due. Principals and Directors meetings #1 of 2
10/13/2023	Special education service plans complete
10/16/2023	Finance Committee meeting. Review Budget development and discuss parameters.
10/30/2023	Presentation: Budget Development #1 to full Board
11/1/2023	Principals and Directors meetings #2 of 2.
11/6/2023	Review budget environment and known fixed costs with Finance Committee
11/27/2023	Presentation: Budget Development #2 to full Board
12/1/2023	Tax commissioner recommends yield rates
12/11/2023	Presentation: Budget Development #3 to full Board
12/15/2023	Statutory deadline for release of equalized pupil count; possible CLA
12/18/2023	Finance Committee meeting. Review Tax Rate implications.
1/8/2024	Presentation: Budget Development #4: Taxes to full Board.
1/22/2024	Distribute Draft Budget Book. Presentation: ACSD FY25 Budget.
1/25/2024	Board vote on budget. Recommended motion to Adopt.
2/02/2024	Final updates and publication of Budget Book. Annual Meeting warned.
2/27/2024	ACSD Annual Meeting. Presentation: ACSD FY25 Budget to Public.
3/5/2024	Town Meeting Day - Budget Vote

FY25 Budget Drivers

Budget Drivers are identified external and internal forces with the ability to significantly impact the development of the school budget. They represent the set of challenges the District is faced with each year when determining how to make a financial plan for the coming year. This year's drivers are summarized below.

1. **Act 127** - In FY25, the State of VT will switch to the new pupil weighting system passed under Act 127. ACSD is disadvantaged by this new system and will lose 13% of its tax capacity. To mitigate the pain of that loss, the State will provide all disadvantaged districts with a \$0.01 per 1% discount on the District tax rate. ACSD will receive a \$0.13 discount in FY25.
2. **Healthcare Costs** - Healthcare costs have continued to increase at a rate far above inflation as the industry continues to lag on post pandemic cost normalization. This year's rate increase of 16.4% affects all VT school districts.
3. **Negotiations** - Both Teachers and Support Staff are currently negotiating new agreements with the School Board. The projected increase in salary expense is a major driver of the FY25 spending plan.
4. **ESSER Cliff** - ACSD will lose federal grant funding for several instructional and student services personnel in FY25. Incorporating those salaries into the local budget represents another significant budget driver.
5. **Career Center Tuition** - The Patricia Hannaford Career Center has announced a 14% increase in tuition.
6. **Transportation Costs** - Our Transportation contract will increase by 4.5% next year.
7. **Child Care Credit Tax** - a new state payroll tax on all wages to fund child care initiatives. While relatively small, this represents a significant new expense.

Budget Administration and Management

- Each school within ACSD functions as its own cost center under the management of the building principal(s) and their Administrative team members.
- ACSD's centralized departments provide the support services at each school and coordinate district-wide efficiencies and initiatives. Directors function as the Cost Center Administrators.
- The Finance Team assists with the coordination and management of each cost center by providing centralized accounting, bookkeeping, billpay, payroll, tax, insurance, banking, investment, and audit services for the District.

The ACSD Finance Team members:

Matthew Corrente, Director of Finance & Operations

Manages the district's overall financial and business operations.

Kathy Roberts, Assistant Business Manager

Specializes in all financial and accounting services, financial management of all grant funds and special education.

Gail Leach, Human Resources Coordinator

Manages human resources for the district including recruitment, onboarding, maintenance of benefits, and personnel issues.

Melissa Harrison, Finance Staff

Performs all aspects of accounts payable including billpay, invoicing, and tuition.

Bill Waller, Finance Staff

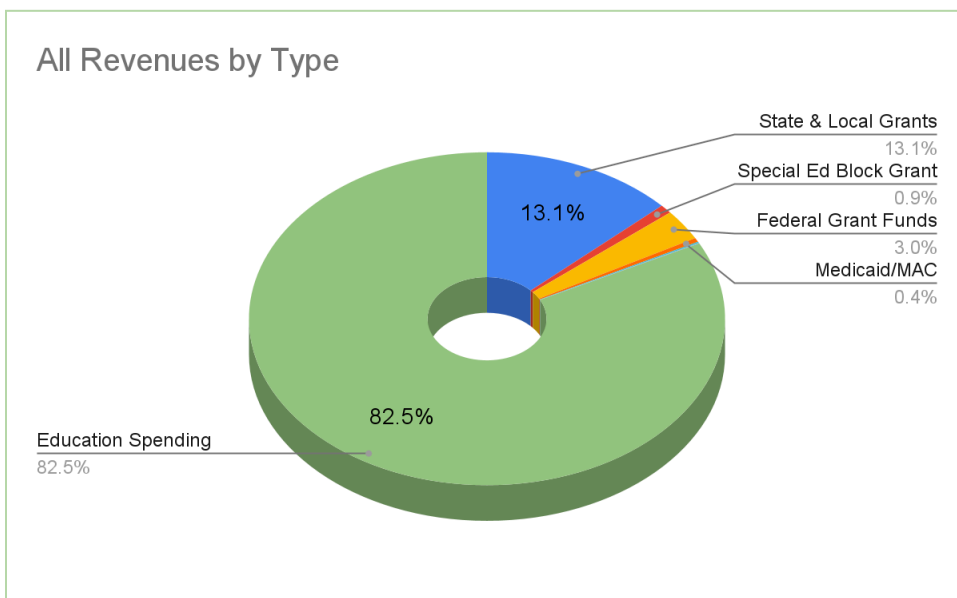
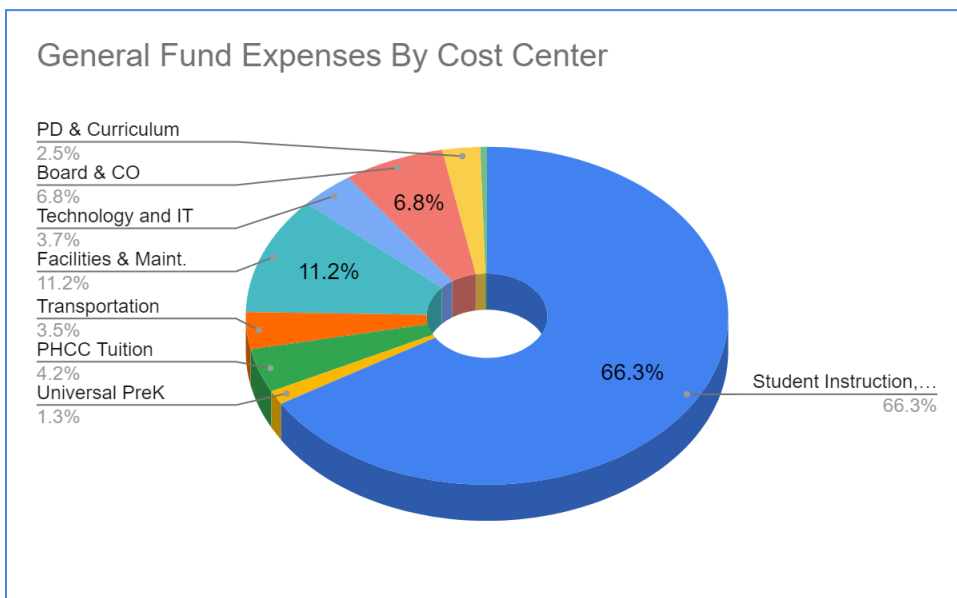
Performs finance and accounting services in support of insurance, transportation, and food service management. Specializes in banking services and accounts receivable.

Tara Huestis, Interim Payroll Coordinator and Administrative Assistant

Processes aspects of employee payroll, timecard maintenance, and PTO. Assists Director of Finance and Operations and Director of Teaching and Learning.

BUDGET 101: What's the General Fund?

The General Fund represents the vast majority of our annual expenditures. Revenue for the General Fund comes from the State Education Fund. The sources for this revenue include homestead education property tax, non-homestead education property tax, sales & use tax, purchase & use tax, meals & rooms tax, lottery transfer, Medicaid transfer, and other local revenues such as tuition received by ACSD. Federal grant funds are not part of the General Fund.



Grant Funds Summary and Detail

Budget 101: What is a Grant?

Grants are funds made available to us, usually by state or federal agencies, in a variety of different ways and for a variety of different reasons.

Title Grants (Title I, Title II, Title IV, IDEA) are formula-based federal grants and remain relatively static year to year. Another formula grant is our Census Block Grant, the Special Education funding we receive from the State.

Emergency grants, like ESSER, are one-time federal funds used to promote pandemic relief. Competitive grants represent a third type and ask applicants to demonstrate their business case for need within a pool of others and with some, or all, of the funding at stake.

FY24 Major Grants and Grant Funded Personnel

TITLE I. Federal Poverty Assistance. School Specific. Targeted or Schoolwide.	TITLE II. Federal Instructional Quality Support.	IDEA B Federal Special Education Funding.
<ul style="list-style-type: none">• 2.15 FTE Academic Interventionist (targeted)• 0.85 FTE Behavioral Specialist (targeted)• 1.5 Academic Interventionist (schoolwide)• Parent Liason and Homeless Tutor MoU	1.1 FTE Curriculum Leaders	<ul style="list-style-type: none">• 1.0 SLP• 1.32 Psychologist• 0.43 EEE• 2.2 Administrator• 0.55 Admin Assist
	TITLE IV. Federal Educational Enrichment.	MEDICAID/MAC State Medical Reimbursement
	0.4 FTE Teacher Leaders	<ul style="list-style-type: none">• 1.0 SLP• 1.32 Psychologist• 0.43 EEE• 2.2 Administrator• 0.55 Admin Assist

Year to Year Budget Summary

The following table shows all of the anticipated FY25 ACSD Expenditures and their offsetting Revenues. Expenditures other than those associated with the General Fund are color matched to show the link between those expenses and their revenue source. We have also included actual FY23 numbers for comparison purposes.

In order to perform the calculations which ultimately lead to the District Tax Rate, we subtract all Revenues from all Expenses to arrive at our Local Education Spending amount. This is the amount which the Vermont Agency of Education will provide to ACSD from the State Education Fund in FY25 and is the amount that the District's Towns will contribute to that fund through taxes.

Year to Year Budget Summary - Notes

Most of the components in the budget summary are detailed in the subsequent detail sections. The items below summarize changes in the few areas that do not have an expanded section.

- **Expenditures**

- We have added detailed “% of General Fund” info to all expense categories to help track relative fluctuations in specific cost centers.
- Other expenses: the FY24 Budget was revised to reflect the proper presentation of general fund expenses based on State reporting guidelines. “Other expenses” are those previously listed as Food Service expenses. There was no change to education spending or per pupil spending.
- The FY25 Budget also lists other expenses. These represent the projected costs of three items:
 - The new Child Care payroll tax on wages.
 - Additional costs from the Mary Hogan ESSER-funded HVAC project.
 - The normal shortfall between Food Service grant revenue and expense.

- **Revenues**

- Under Act 127, schools with fewer than 26 English Language Learner students are entitled to receive a \$25,000 ELL Grant. We anticipate that we will receive this as a new funding source and have added it into the Revenues section.

EXPENSE	FY23 ACTUAL	FY24 BUDGET	% of Total GF	FY25 PROPOSED	% of Total GF	Difference	% Diff.
General Fund:							
Student Instruction, Regular Education	\$ 23,538,325	\$ 24,581,951	58%	\$ 25,642,838	55%	\$ 1,045,887	4%
Student Services, Special Education	\$ 4,129,732	\$ 5,625,484	13%	\$ 7,826,464	17%	\$ 2,200,833	39%
Universal pop PreK	\$ 455,343	\$ 489,320	1%	\$ 508,893	1%	\$ 19,573	4%
Technical/Career Center Education	\$ 1,218,261	\$ 1,416,919	3%	\$ 1,615,287	3%	\$ 198,368	14%
Transportation	\$ 1,359,709	\$ 1,303,269	3%	\$ 1,361,916	3%	\$ 58,647	5%
Facilities and Maintenance	\$ 3,733,797	\$ 4,254,272	10%	\$ 4,307,252	9%	\$ 59,972	1%
Technology and IT	\$ 1,190,060	\$ 1,386,936	3%	\$ 1,418,472	3%	\$ 31,536	2%
School Board and District Administration	\$ 2,039,071	\$ 2,391,208	6%	\$ 2,600,009	6%	\$ 208,801	9%
Professional Development/Curriculum	\$ 682,128	\$ 703,776	2%	\$ 1,002,596	2%	\$ 273,820	39%
Debt Service	\$ 166,856	\$ 172,073	0.4%	\$ 172,073	0.4%	\$ -	0%
GenFund Subtotals	\$ 38,513,282	\$ 42,318,363		\$ 46,455,800		\$4,097,437	9.7%
Other Expenses	\$ -	\$ 1,046,197		\$ 420,000			
Fund Balance Transfer	\$ 2,323,099	\$ 1,520,974		\$ 2,033,842	<i>preliminary</i>		
Other Funds:							
Consolidated Federal Grant Program	\$ 952,771	\$ 856,460		\$ 856,460		\$ -	0.0%
Special Education Federal Grant Expenditures	\$ 615,229	\$ 586,106		\$ 586,106		\$ -	0.0%
ESSER	\$ 1,750,052	\$ 917,313		\$ -		\$ (917,313)	-100.0%
Medicaid/MAC	\$ 148,864	\$ 191,707		\$ 191,707		\$ -	0.0%
Special Funds	\$ 51,133	\$ 60,165		\$ 60,165		\$ -	100.0%
Total Other Funds:	\$3,518,049	\$2,611,751		\$1,694,438		-\$917,313	-35.1%
Total Expense:	\$44,354,430	\$47,497,285		\$50,604,080		\$3,106,795	6.5%

REVENUE					
	FY23 ACTUAL	FY24 BUDGET	FY25 PROPOSED	DIFFERENCE	% DIFF
General Fund (Tuition, State & Local Grants)	\$ 2,616,971	\$ 3,599,042	\$ 3,599,042	\$ -	0.0%
Special Ed Block Grant	\$ 2,349,758	\$ 2,768,282	\$ 3,185,246	\$ 416,964	15.1%
Federal Grant Funds	\$ 1,568,000	\$ 1,442,566	\$ 1,442,566	\$ -	0.0%
ESSER	\$ 1,750,052	\$ 917,313	\$ -	\$ (917,313)	-100.0%
Medicaid/MAC	\$ 148,864	\$ 191,707	\$ 191,707.31	\$ 0.31	0.0%
Special Funds	\$ 51,133	\$ 60,165	\$ 60,165	\$ -	0.0%
ELL Grant	\$ -	\$0	\$ 50,000	\$ 50,000	100.0%
Total Revenues	\$ 10,807,877	\$ 10,500,049	\$ 10,562,568	\$ (450,349)	-4.3%
Fund Balance Transfer	\$ 2,323,099	\$ 1,520,974	\$ 2,033,842		
	FY23 ACTUAL	FY24 BUDGET	FY25 PROPOSED	DIFFERENCE	% DIFF
Total Expenses	\$44,354,430	\$47,497,285	\$50,604,080	\$3,106,795	6.5%
less					
Offsetting Revenues	\$10,807,877	\$10,500,049	\$10,562,568	\$62,519	0.6%
Education Spending	\$33,546,553	\$36,997,236	\$40,041,512	\$3,044,276	8.2%
Long Term Weighted Average Daily Membership	na	2524.92	2487.15	-37.77	-1.5%
Ed Spending/LTWADM	na	\$14,653	\$16,099	\$1,447	9.87%

Notes: *Because FY23 used Equalized Pupils instead of LTWADM, it is not possible to compare spending per weighted pupil on the same basis.

Cost Center By Function Code

All of our expenses are sorted using the statewide Uniform Chart of Accounts (UCOA). This organizational framework allows all educational spending to be tracked on a common basis across all school districts. Function Codes are one of the primary sorting tools that the UCOA provides for sorting budget units. Function groups individual budget lines by their purpose rather than type. The following tables provide functional breakdowns of our two primary cost centers, Direct Instruction and Student Services. It is important to remember that a function contains all of the expense types within that function (personnel and non-personnel costs).

General Education Budget By Function Code				
Function	FY24 Budget	FY25 Proposed	Difference	% Diff.
Direct Instruction - 1100	\$ 17,726,485	\$ 18,261,593	\$ 535,108	3%
Guidance - 2120	\$ 1,132,335	\$ 1,195,283	\$ 62,948	6%
School Nurse - 2131	\$ 589,414	\$ 615,216	\$ 25,802	4%
Contracted Support Service - 2190	\$ 175,241	\$ -	\$ (175,241)	-100%
Library - 2220	\$ 685,637	\$ 700,668	\$ 15,031	2%
Technology Instruction - 2230	\$ 49,729	\$ 46,543	\$ (3,186)	-6%
Administration - 2490	\$ 1,486,204	\$ 1,638,164	\$ 151,959	10%
Security - 2670	\$ -	\$ 84,500.00	\$ 84,500	100%
Field Trips - 2715	\$ 19,472	\$ 19,472	\$ -	0%
Athletic and CoCurricular Transportation - 2716	\$ 108,400	\$ 139,700	\$ 31,300	29%
Totals	\$ 21,972,917	\$ 22,701,138	\$ 728,221	3%

Notes: Unused contract funds were reclaimed to offset costs. School Resource Officer added to budget this year. Significant increase in co-curricular/athletic transportation costs. Overall change represents net migration of costs to Student Services as an offset to budget drivers.

Student Services Budget By Function Code				
Function	FY24 Budget	FY25 Proposed	Difference	
CSAC Contract, Direct Inst. - 1101	\$ 245,508	\$ 245,508	\$ -	0%
Special ED Portion of Regular Ed. - 1102	\$ 252,326	\$ 268,832	\$ 16,505	7%
EEE, Direct Inst. - 1201	\$ 86,741	\$ 114,330	\$ 27,590	32%
CSAC Contract, Guidance - 2120	\$ 523,995	\$ 353,914	\$ (170,081)	-32%
Prevention - 2125	\$ 13,400	\$ 18,900	\$ 5,500	41%
Psychology, Contract - 2140	\$ 2,000	\$ 2,000	\$ -	0%
SLP, Regular Ed. - 2151	\$ -	\$ 74,463	\$ 74,463	100%
Occupational Therapy, Regular, Ed. - 2160	\$ 4,840	\$ 3,950.00	\$ (890)	-18%
Physical Therapy, Regular, Ed. - 2170	\$ 10,300	\$ 9,900	\$ (400)	-4%
Other Support Specialist, Contracted - 2190	\$ 52,335	\$ 60,600	\$ 8,265	16%
Special Education - 1201	\$ 4,203,904	\$ 4,404,204	\$ 200,300	5%
Psychology Services - 2140	\$ 120,158	\$ 178,278	\$ 58,120	48%
Speech and Language Services - 2151	\$ 684,508	\$ 722,291	\$ 37,783	6%
Occupational Therapy, Special Ed - 2160	\$ 75,500	\$ 55,000	\$ (20,500)	-27%
Physical Therapy, Special Ed. - 2170	\$ 78,825	\$ 40,000	\$ (38,825)	-49%
Support Specialist, Personnel - 2190	\$ 64,450	\$ 568,250	\$ 503,800	782%
ACP Program, HS and MS	\$ -	\$ 378,043	\$ 378,043	100%
Totals	\$ 6,418,791	\$ 7,498,465	\$ 1,079,673	17%

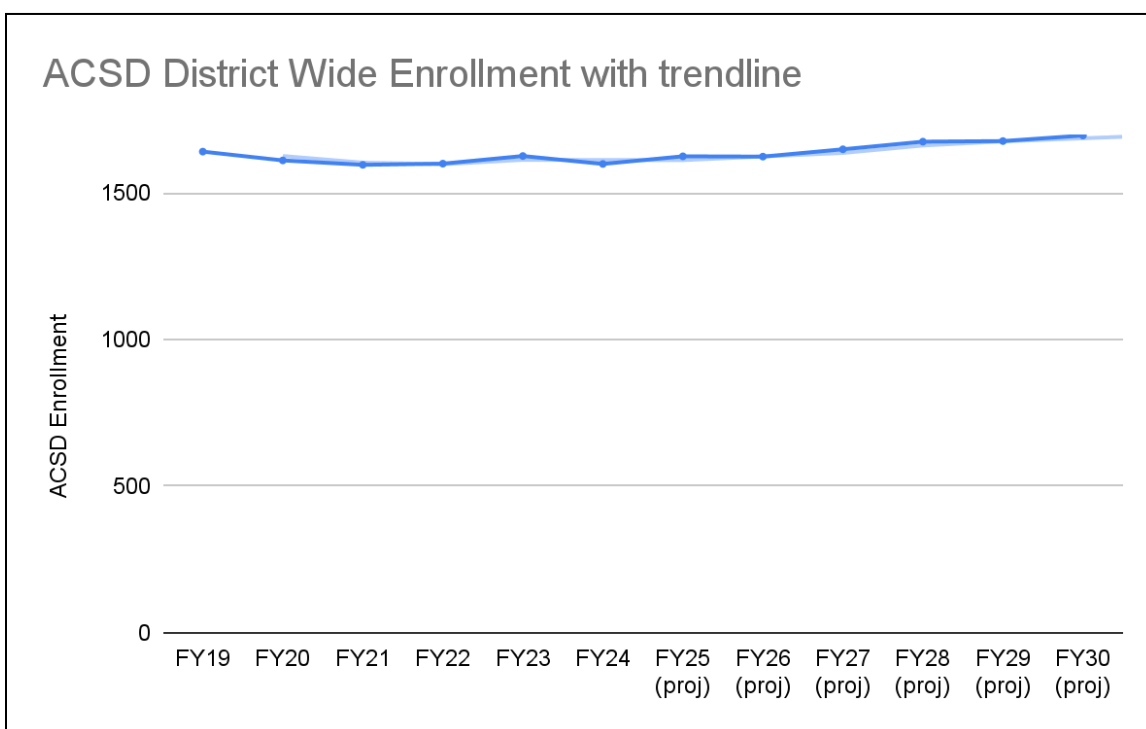
Notes: Purple shading represents migrated expenses from Direct Instruction. ESSER support positions added to yellow shaded line. ACP program added to budget in FY25 including budget for newly formed Middle School Program.

Enrollment

Enrollment is a cornerstone of the school budget. Each ACSD student represents a portion of the total revenue that funds the operation of our schools on an annual basis. A properly calibrated spending plan must therefore take both historical and projected enrollment figures into account to ensure that spending remains sustainable over time.

The following three graphs chart ACSD enrollment over a 10 year timeframe, from FY19 until FY30. This provides a look back at where we have come from as well as a projection for what lies ahead.

In the first chart, we show ACSD enrollment across all schools. The data shows a minimal trough shape where enrollment is forecast to tick upwards after a low point in FY24. This suggests that the District should be in the early stages of preparation to accommodate up to 100 new students by the end of the decade. Increased enrollment against otherwise fixed costs will lower the cost per pupil and subsequent District Tax Rate.

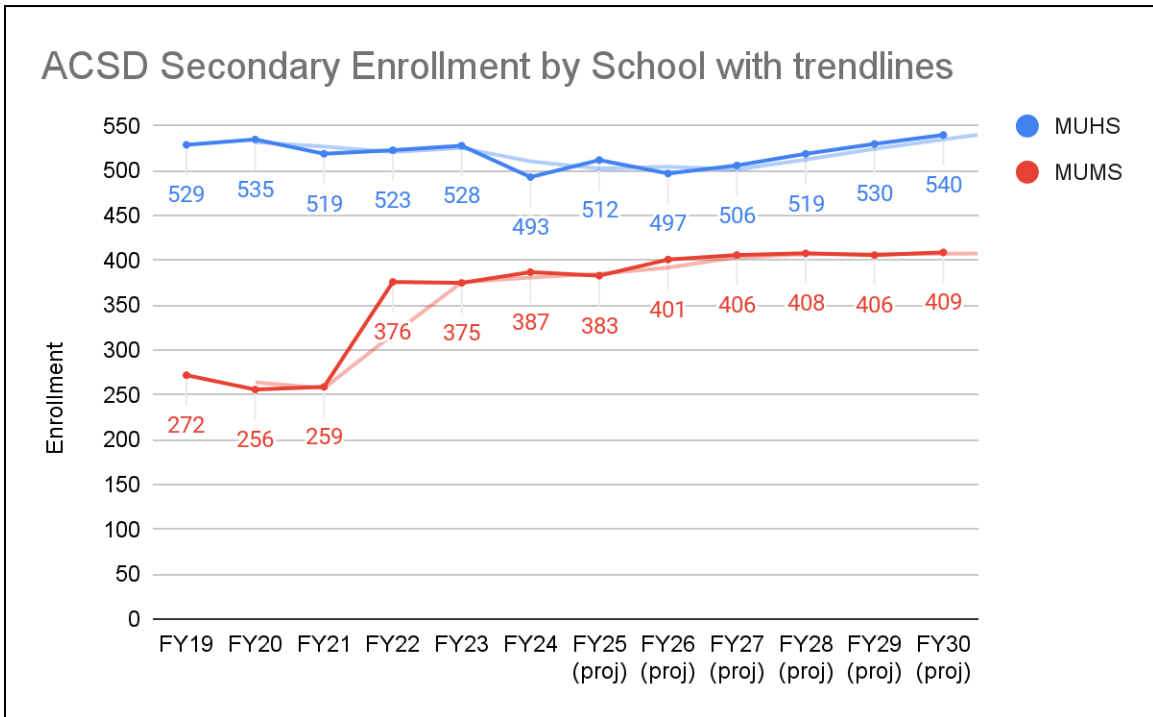


Notes:

- Trendlines use a rolling average to predict trends.
- Projected data uses live birth rate information to predict enrollment.
- FY24 Enrollment is used to calculate funding for FY25 and is predicted to be the second lowest enrollment in the 10 year timeframe.

- Variance contained within 100 student range.

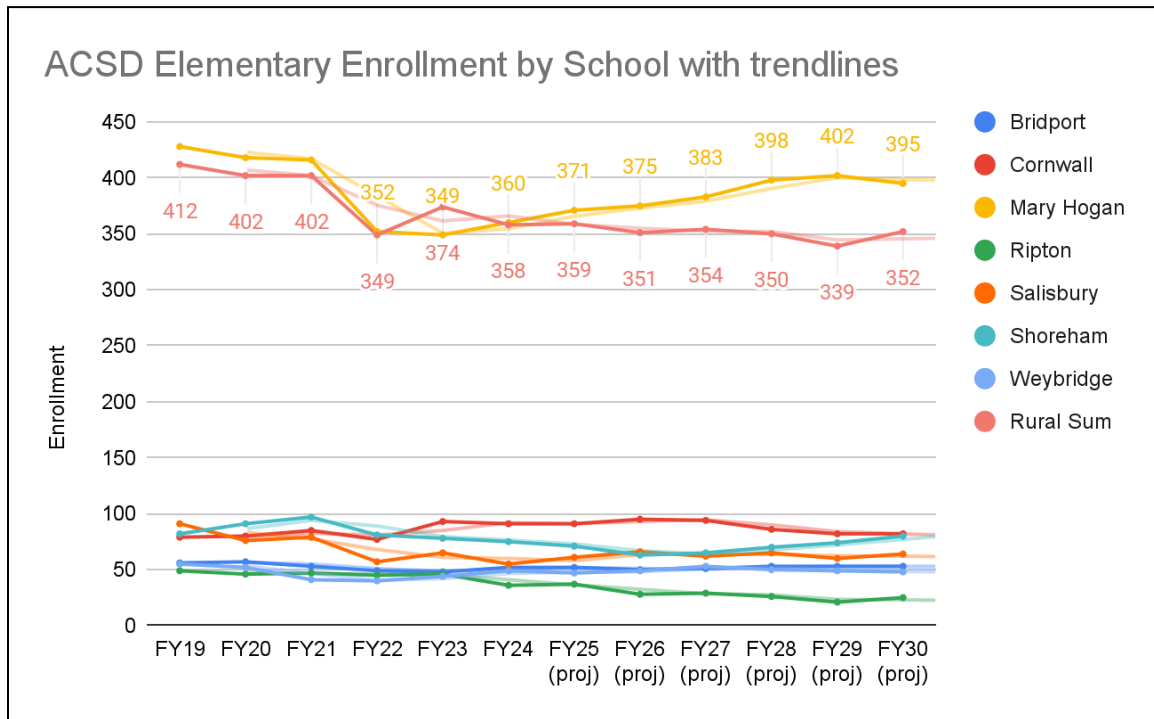
The second chart breaks out secondary enrollment by school. Aside from the major spike at MUMS when 6th grade was added, we see the same steady growth curve play out here. Estimates show growth of 25-40 new enrollments at each school by FY30. This translates to roughly 10 students per grade level.



Notes:

- Trendlines use a rolling average to predict trends.
- Projected data uses live birth rate information to predict enrollment.
- 6th Graders moved to MUMS in FY22, causing the large increase.
- Variance contained within a 50 student range.

The final enrollment graph shows Elementary data. Rural elementary schools are aggregated in an additional series to chart their collective trends against the similar-sized population of Mary Hogan. This also helps insulate some very small sample sized data from becoming statistically blurry. For trends, we see that rural elementary schools do not match the District-wide forecasted increase in enrollment. Instead, the aggregate score suggests rural enrollment will be fairly level, with a slight decline of -6. At Mary Hogan, the prediction estimates 35-40 new enrollments by FY30, approximately 6 students per grade level.



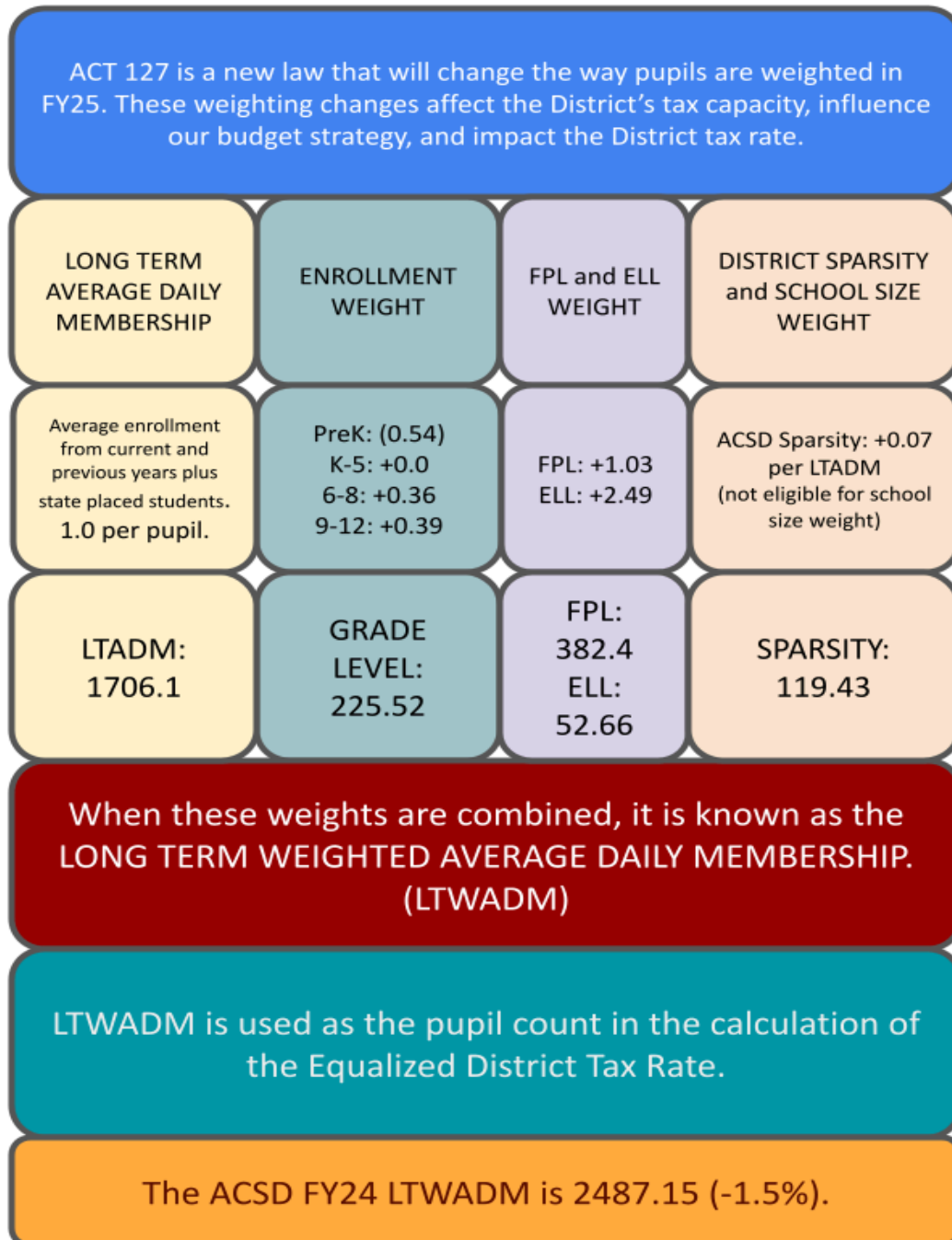
Notes:

- Trendlines use a rolling average to predict trends.
- Projected data uses live birth rate information to predict enrollment.
- MH enrollment roughly equal to the sum of other schools. “Rural Sum” series added for scaled comparison.
- Variance contained within 75 student range at MH scale, smaller at small schools.

Pupil Weights

Budget 101: What are the pupil weighting effects of Act 127?

The following chart provides an overview of ACT 127 and a detailed summary of the new pupil weights.



Tax Rate Considerations

The proposed FY25 budget includes net local education spending of \$40,041,512 (+8.2%); and an education cost per weighted pupil of \$16,099(+9.9%).

There remain a number of unknown variables that will affect the final figures and ultimately, our tax rates:

- Federal funding revenue via grants are not awarded until Spring 2024. Budget figures are based on estimates. Although these revenues are offset by their expenses, they have the ability to impact the dollar figure we ultimately receive from the state education fund.
- The State legislature has the ability to adjust the property yield rate to adjust tax revenue throughout the legislative session. Yield reductions increase tax rates.
- Special education costs and associated reimbursements are based on estimates of eligible expenses. As student needs change, expenditures also change, which results in more or less reimbursement.

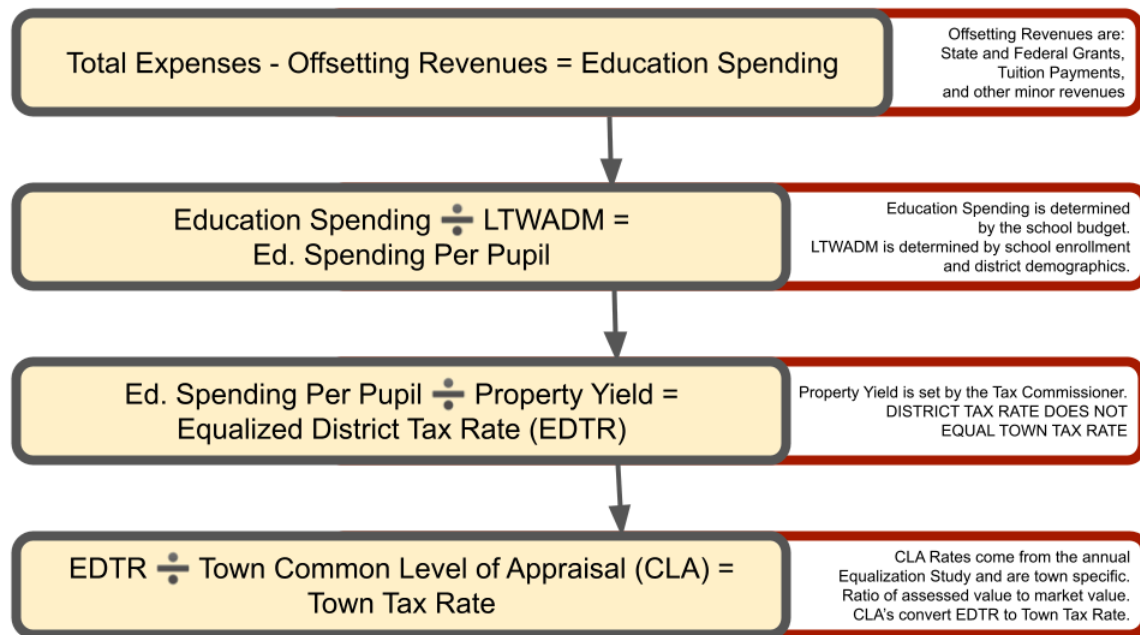
We have a preliminary balance of \$2,033,842 in undesignated funds from FY23. We propose that the undesignated fund balance be transferred to the Capital Reserve Fund in anticipation of addressing substantial deferred maintenance.

The proposed FY25 budget results in a projected equalized district-wide tax rate (EDTR) of \$1.47 - 1.52, a \$0.07 - \$0.12 increase from the current year. This rate does not include Common Level of Appraisal (CLA) adjustments for each Town. Town specific tax rates adjusted for CLA can be found on page 23.

Budget 101: Education Spending and Property Tax Rates

There is a direct relationship between a district's school budget, the subsequent education spending, and the annual Equalized District Tax Rate. Understanding this relationship helps us understand the impacts of school spending on the local taxpayers who vote on the budget and ultimately are asked to fund it through Education Property Taxes.

The following flowchart walks through the entire process of determining a town's homestead property tax rate, starting with the school budget.

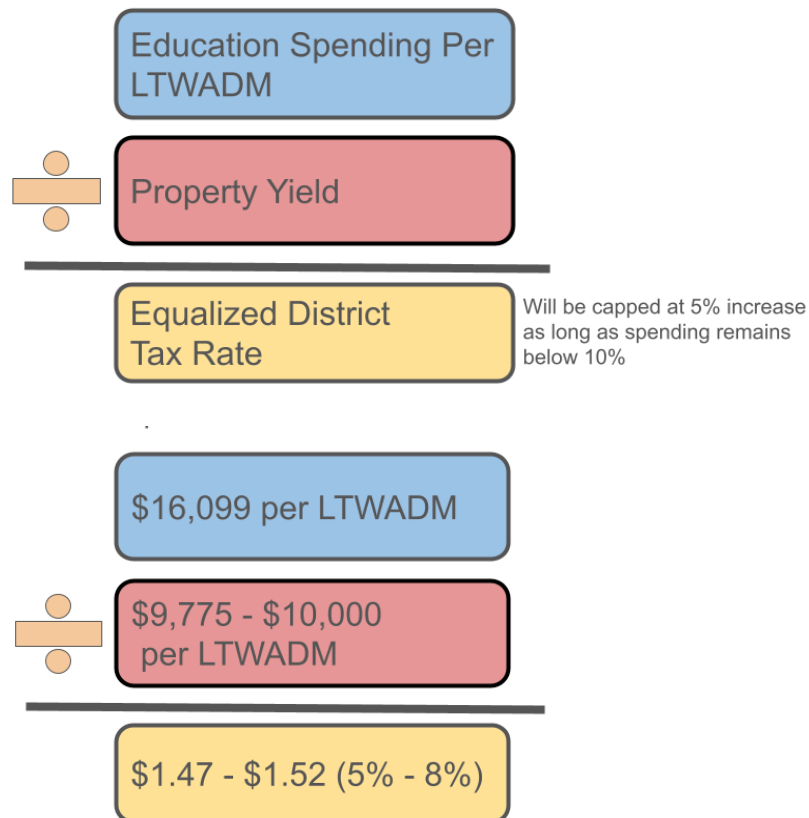


By controlling education spending, the District has the ability to control the cost per pupil and subsequent Equalized District Tax Rate (EDTR). The District does not control the property yield, enrollment weights, or town CLA's.

Equalized District Tax Rate Calculation

Our total Local Education Spending amount of \$40,066,512 is the first and only figure used in calculating the Equalized District Tax Rate, and the only one over which we have control. The other components in the formula are supplied by the VT Tax Department or Agency of Education and *are subject to changes by the State Legislature*.

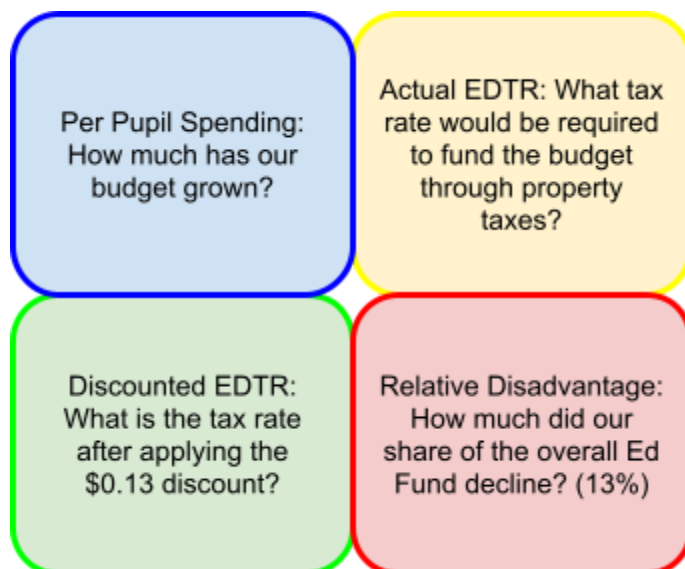
Calculation of Equalized District Tax Rate



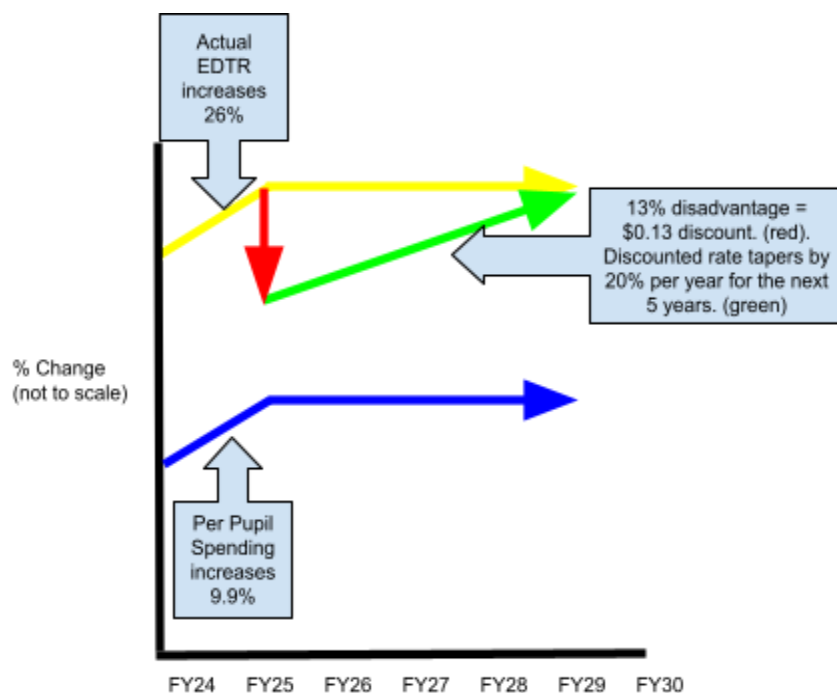
The estimated EDTR of \$1.47 - \$1.52 is then divided by each town's Common Level of Appraisal (CLA) as set by the VT Department of Taxes to determine each Town's estimated tax rate. CLA and Town Tax Rates are included at the end of the next section.

Budget 101: What is the Transition Mechanism Discount? How does it relate to the Budget?

First, we need to understand the four main elements of the relationship:



Next, we look at relationship between these four elements:



How does the Transition Mechanism affect the FY25 Budget?

ACSD receives a \$0.13 discount on the Actual Tax Rate to help offset the impact of the lost tax capacity.

Common Level of Appraisal and Town Tax Rates

Once we determine the Equalized District Tax Rate, it must then be converted to the Town Tax rate for each of ACSD's six member towns. Property tax follows property values. The values of a town's properties are assessed on a 5-10 year cycle and recorded on the town's Grand List. In between assessments, a town's property will appreciate, depreciate, or remain the same. Towns can also gain or lose housing units during this timeframe. To account for the difference between a town's current property values (measured as the average of annual home sales) and the grand list value, the State of Vermont performs an annual Equalization Study and assigns each town in the state with a CLA. The CLA is tied only to relative fluctuations in property value, not to the school budget. It ensures that each town pays their fair share of the taxes needed.

Budget 101: What is the Common Level of Appraisal? (CLA)

ASSESSED VALUE MARKET VALUE

- If the Average Grand List Assessment exceeds the 3-Year Average Market Value, a town will be assigned a CLA of more than 1.0
- If the Average Grand List Assessment falls short of the 3-Year Average Market Value, a town will be assigned a CLA of less than 1.0
- CLA's of less than one will trigger a statutory requirement for a town to reappraise its properties.
- **Low CLA's normally correlate to HIGH property yields because homes are now worth more. FY25 spending increases are masking this effect.**

Vermont towns are facing historically low CLA rates for FY25. This represents the culmination of three years of statewide property value increases.

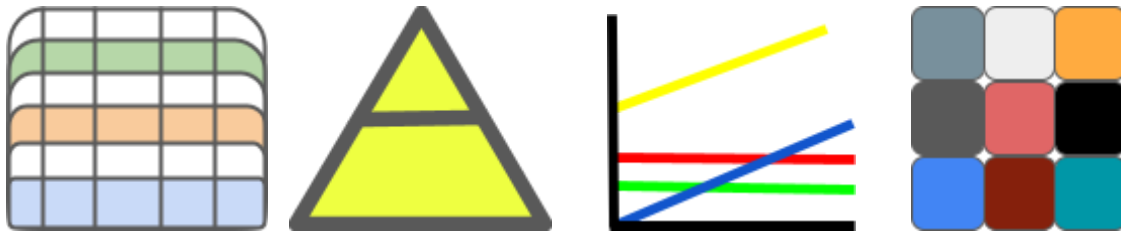
TOWN	FY24 CLA	FY23 CLA	Change
Bridport	70.67	79.29	-8.62 (11%)
Cornwall	70.60	85.67	-15.07 (18%)
Middlebury	76.95	83.97	-7.02 (8%)
Ripton	73.29	79.45	-6.16 (8%)
Salisbury	68.33	75.97	-7.64 (10%)
Shoreham	76.09	82.90	-6.81 (8%)
Weybridge	77.07	84.75	-7.68 (9%)

CLA: Chart of year-to year CLA changes by Town. FY24 CLA is used for the FY25 Budget.

TOWN	FY24 CLA	FY25 Town Tax Rate Projection (\$1.47 EDTR)	FY24 Town Tax Rate (\$1.40 EDTR)	Change
Bridport	70.67	2.08	1.78	+\$0.30 (17%)
Cornwall	70.60	2.08	1.64	+\$0.44 (27%)
Middlebury	76.95	1.91	1.68	+\$0.23 (14%)
Ripton	73.29	2.01	1.77	+\$0.24 (13%)
Salisbury	68.33	2.15	1.85	+\$0.30 (16%)
Shoreham	76.09	1.93	1.70	+\$0.23 (14%)
Weybridge	77.07	1.91	1.66	+\$0.25 (15%)

Town Tax Rates: Chart of projected FY25 Town Tax Rates and FY24 comparison.

Detailed Financial Section



Introduction to Detailed Financial Section

As a district, we gain strength in efficiency. Each school and central department acts as an individual cost center within the district entity.

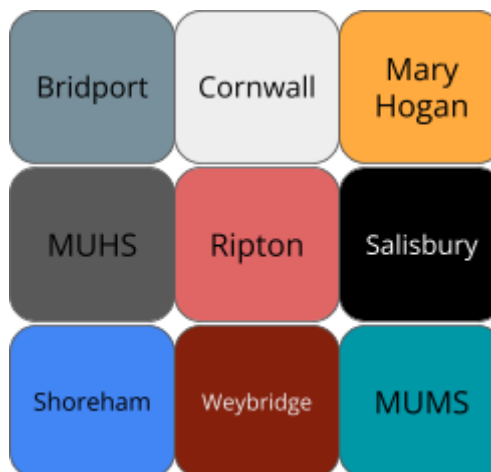
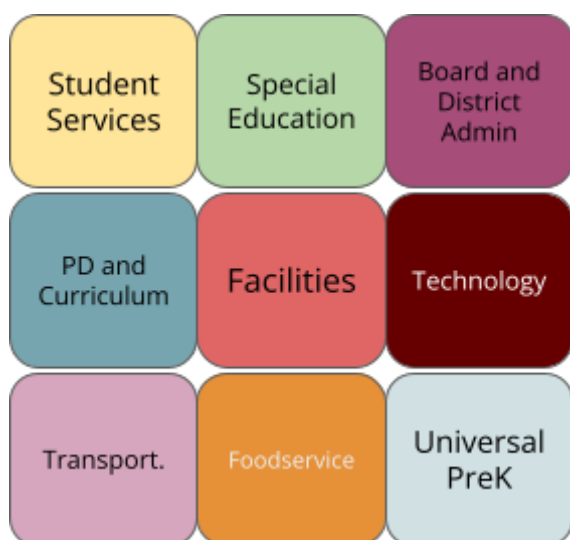
This model allows our principals to steward the financial operations of the core educational functions of their schools with the support and structure of the District Finance Team.

Our model also allows for centralized departments to assess and respond to district wide needs with adaptability and flexibility. This could be seen in how allocated resources are able to follow students with Individual Education Plans throughout all of our schools and flexible pathway programs. We find efficiency in curricular continuity, negotiating larger transportation contracts, sharing and streamlining food service resources, district-wide technology solutions, and pooled facilities resources.

The following sections will display detailed budget information about each ACSD cost center to show how they help form our total budget.

Budget 101: What is a Cost Center? What are the ACSD Cost Centers?

Our schools are Cost Centers. Within each school budget are the resources required to provide direct educational services to the enrolled students. The principal of the school is the administrator of that cost center and works cooperatively with the District Department Leaders on a regular basis.



We also have centralized District Cost Centers. These departments are administered by Directors and the Superintendent. Their purpose is to optimize pooled resources and overlay a network of operational and educational support at each individual school.

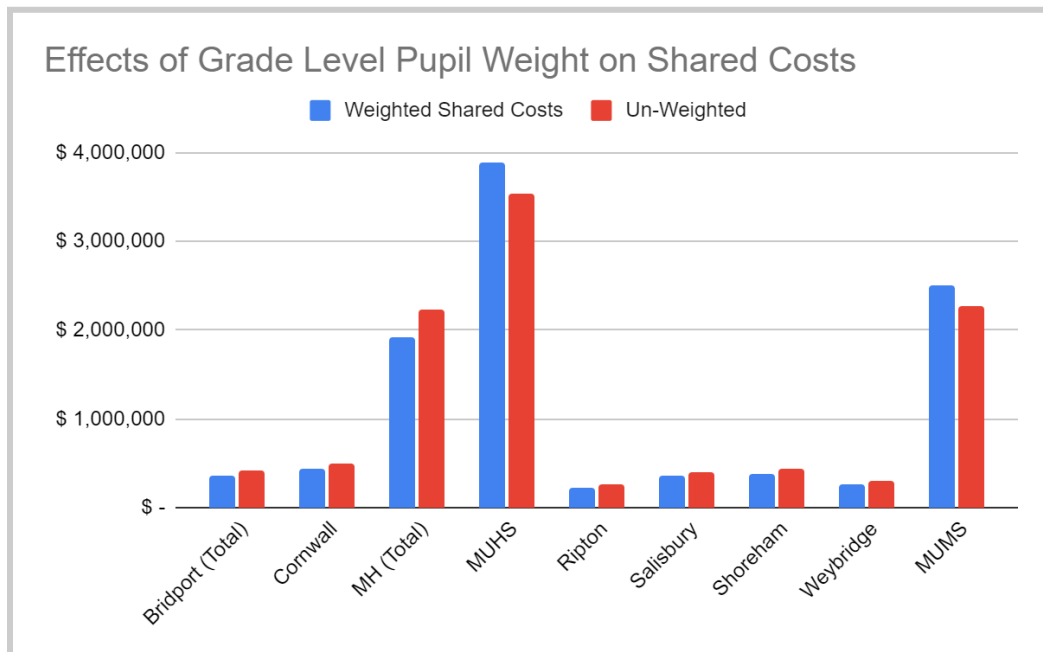
Taken as a whole, school cost centers make up the Direct Instruction component of the school budget. School budgets reflect the educational personnel and non personnel resources associated with each building. These resources are calibrated to ENROLLMENT and, in cases where we have Vermont Education Quality Standards, are calibrated to meet the minimum legal requirements of operating the school. This can be thought of as the 'cost floor', the foundational base price of educating each ACSD student.

District cost centers build off of that floor, adding additional complementary resources to each school. Rather than following enrollment, these cost centers are set up to distribute resources based on facility and student NEED. These are our 'walls and ceiling'. Together, School and District Cost Centers form the total ASCD educational experience.

School Cost Center Methodology

Each school's cost center budget is meant to accurately depict the operational expense associated with the building based on its enrolled students. As a unified district, the expense of all non-school cost centers is shared proportionately by our students. In the following school reports, each school's building budget (based on enrollment) is displayed next to the share of District costs associated with that same number of enrolled pupils. The only expenses that are not prorated in this manner are Student Services and the District Contingency portion of the Executive Administration/Board Budget. Student Service allocations are based solely on student need and so may not be prorated by general enrollment. Instead, those expenses are detailed in the Student Services cost center report. Contingency is excluded because its usage is conditionally reserved for emergency needs, which fall outside the realm of normal operating costs.

In order to properly calibrate Full Time Equivalent (FTE) resource allocations at each school based on enrollment, it was, in the case of student services, necessary to isolate state educational quality standards (what we are legally obligated to uphold) from ACSD quality standards (what we are currently doing to supplement state standards). Doing so allows us to define the 'floor', the base cost of educating a student independent of supplemental need-driven allocations. The three job classes which were budgeted in this manner are Nurse, Paraprofessional, and School Counselor. This organizational method is an important precursor to the implementation of the Strategic Plan as it provides a clear, logical framework for future resource allocation initiatives to build off of.




An example of a future resource allocation model is pupil weighting, similar to what the State has enacted under Act 127. In the chart above, we show the effect that this implementation would have on our shared District costs, were we to use the same grade level weights detailed on page 32.

Bridport Profile

Bridport Central School

3442 VT Route 22A
Bridport, VT 05734
(802) 758-2331
bridport.acsdvt.org




Bridport Central School serves students in PK-5th grade and follows the Primary Years Program (PYP) curriculum. Bridport is a schoolwide Title 1 school. It was built in 1955 and is 18,000sf.

Bridport students are served by one part-time principal and one part-time assistant principal. The staffing below represents the minimum staff allocation based on enrollment. Additional FTE allocations are found in the Student Services cost center (p.55) or supplemental grant funding (p. 26) based on student need. All student enrollment numbers are projected. Depending on enrollment, grades may be combined. PK students and staff are not included in the total projected enrollment.

2024-2025 Projected Enrollment + Staffing

<u>Students</u>	<u>Staff</u>
K: 7 students	1.0 Administrator
1st: 9 students	1.0 Admin Assistant
2nd: 10 students	4.0 Classroom Teachers
3rd: 7 students	0.2 Counselor
4th: 7 students	1.5 Paraprofessionals
5th: 9 students	0.2 Spanish Teacher
Total K-5 enrollment: 49	0.4 PE Teacher
PK: 15 spaces available	0.3 Music Teacher
	0.3 Art Teacher
	0.2 Librarian
	0.1 Nurse



Share of FY25 District Expenses

Transportation	\$41,839
Board + Central Office	\$67,586
PD + Curriculum	\$30,801
Facilities	\$185,705
Technology	\$42,906

FY 2025 TOTALS

Share of District Expenses	\$368,838
School Budget	\$1,148,934
Total Operational Cost	\$1,517,772

Learn more
about Bridport:



bridport.acsdvt.org/our-school/school-newsletters



@bridportcentralvt



@bridportcentralvt

Cornwall Profile

Cornwall Elementary School

112 School Road
Cornwall, VT 05753
802-462-2463
cornwall.acsdvt.org



Cornwall Elementary School serves students in K-5th grade and follows the Primary Years Program (PYP) curriculum. Cornwall was built in 1959 and is 13,700sf.

Cornwall students are served by one full-time principal. The staffing below represents the minimum staff allocation based on enrollment. Additional FTE allocations are found in the Student Services cost center (p.55) or supplemental grant funding (p.26) based on student need. All student enrollment numbers are projected. Depending on enrollment, grades may be combined.

2024-2025 Projected Enrollment + Staffing

Students

K: 8 students
1st: 12 students
2nd: 15 students
3rd: 18 students
4th: 16 students
5th: 9 students

Total K-5 enrollment: 78

Staff

1.0 Administrator
1.0 Admin Assistant
6.0 Classroom Teachers
0.3 Counselor
2.0 Paraprofessionals
0.3 Spanish Teacher
0.4 PE Teacher
0.3 Music Teacher
0.2 Art Teacher
0.4 Librarian
0.2 Nurse



Share of FY25 District Expenses

Transportation	\$77,702
Board + Central Office	\$125,518
PD + Curriculum	\$57,201
Facilities	\$168,265
Technology	\$83,312

FY 2025 TOTALS

Share of District Expenses	\$407,264
School Budget	\$1,146,632
Total Operational Cost	\$1,553,897

Learn more
about Cornwall:



cornwall.acsdvt.org/our-school/school-newsletters



[@cornwallschoolvt](https://www.instagram.com/cornwallschoolvt)

Mary Hogan Profile

Mary Hogan Elementary School

201 Mary Hogan Drive
Middlebury VT 05753
(802) 388-4421
maryhogan.acsdvt.org



Mary Hogan School serves students in PK-5th grade and follows the Primary Years Program (PYP) curriculum. Mary Hogan is a targeted Title 1 school. It was built in 1954 and is 72,500sf.

Mary Hogan students are served by one full-time principal and one full-time assistant principal. The staffing below represents the minimum staff allocation based on enrollment. Additional FTE allocations are found in the Student Services cost center (p.55) or supplemental grant funding (p.26) based on student need. All student enrollment numbers are projected. PK students and staff are not included in the total projected enrollment.

2024-2025 Projected Enrollment + Staffing

Students

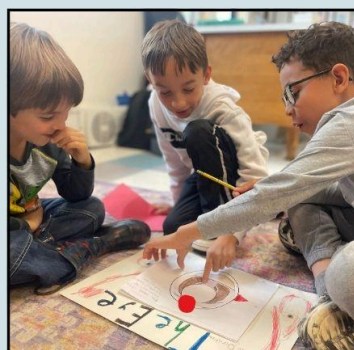
K: **56** students
1st: **71** students
2nd: **58** students
3rd: **52** students
4th: **55** students
5th: **68** students

Total PK-5 enrollment: 360

PK: **25** spaces available

Staff

2.0 Administrator
2.0 Admin Assistant
23 Classroom Teachers
1.3 Counselor
13 Paraprofessionals
1.0 Spanish Teacher
2.0 PE Teacher
1.0 Music Teacher
1.0 Art Teacher
1.0 Librarian
0.7 Nurse



Share of FY25 District Expenses

Transportation	\$307,392
Board + Central Office	\$496,554
PD + Curriculum	\$226,291
Facilities	\$827,848
Technology	\$315,277

FY 2025 TOTALS

Share of District Expenses	\$1,773,341
School Budget	\$4,439,675
Total Operational Cost	\$6,213,015

Learn more about
Mary Hogan:



maryhogan.acsdvt.org/our-school/school-newsletters



[@maryhoganschool](https://www.instagram.com/maryhoganschool)

MUHS Profile

Middlebury Union High School

73 Charles Ave
Middlebury, VT 05753
(802) 382-1500
muhs.acsdvt.org



Middlebury Union High School (MUHS) serves students in 9th-12th grade and follows the Middle Years Program (MYP) curriculum through 10th grade. In 11th-12th grade students have flexible pathways which include courses at the Hannaford Career Center and the Diploma Program (DP). MUHS was built in 1956 and is 142,000sf.

MUHS students are served by one principal, one assistant principal, and one activities director. The staffing below represents the minimum staff allocation based on enrollment. Additional FTE allocations are found in the Student Services cost center (p.55) or supplemental grant funding (p.26) based on student need. Student enrollment is projected.

2024-2025 Projected Enrollment + Staffing

Students

9th: **136** students
10th: **119** students
11th: **128** students
12th: **143** students

Total enrollment: 526

This includes an estimated 17 students who tuition from districts without a high school.

Staff

2.0 Administrator
5.0 Admin Assistant
27 Classroom Teachers
2.0 Counselors
4.0 Paraprofessionals
6.0 Language Teachers
3.0 PE/Health Teachers
2.0 Music Teachers
2.0 Art Teachers
2.0 Librarian
1.0 Nurse



Share of FY25 District Expenses

Transportation	\$420,956
Board + Central Office	\$680,003
PD + Curriculum	\$309,893
Facilities	\$1,772,664
Technology	\$3,067,463

FY 2025 TOTALS

Share of District Expenses	\$3,067,463
School Budget	\$ 8,162,546
Total Operational Cost	\$11,230,010

Learn more
about MUHS:



muhs.acsdvt.org/our-school/newsletters



@middleburyunionhsvt



@muhspostsecondary

MUMS Profile

Middlebury Union Middle School

48 Deerfield Lane
Middlebury, VT 05753
(802) 382-1600
mums.acsdvt.org



Middlebury Union Middle School (MUMS) serves students in 6th-8th grade and follows the Middle Years Program (MYP) curriculum. MUMS was built in 1998 and is 65,000sf.

MUMS students are served by one full-time principal, one full-time assistant principal, and one full time activities director. The staffing below represents the minimum staff allocation based on enrollment. Additional FTE allocations are found in the Student Services cost center (p.55) or supplemental grant funding (p.26) based on student need. All student enrollment numbers are projected.

2024-2025 Projected Enrollment + Staffing

Students

6th: **118** students
7th: **127** students
8th: **126** students

Total enrollment: 371

This includes an estimated 23 students who tuition from districts without a middle school.

Staff

2.0 Administrator
4.0 Admin Assistant
18 Classroom Teachers
2.0 Counselors
4.0 Paraprofessionals
3.0 Language Teachers
3.0 PE/Health Teachers
2.0 Music Teacher
1.0 Art Teacher
1.0 Librarian
0.8 Nurse



Share of FY25 District Expenses

Transportation	\$330,446
Board + Central Office	\$533,795
PD + Curriculum	\$243,263
Facilities	\$888,047
Technology	\$ 334,140

FY 2025 TOTALS

Share of District Expenses	\$1,904,451
School Budget	\$ 5,092,271
Total Operational Cost	\$ 6,996,722

Learn more about
MUMS:



mums.acsdvt.org/our-school/newsletters



[@middleburyunionmiddle](https://www.instagram.com/middleburyunionmiddle)



[@mumsvt](https://www.facebook.com/mumsvt)

Ripton Profile

Ripton Elementary School

753 Lincoln Road
Ripton VT 05766
(802) 388-2208
ripton.acsdvt.org



Ripton Elementary School serves students in K-5th grade and follows the Primary Years Program (PYP) curriculum. Ripton is a targeted Title 1 school. It was built in 1989 and is 11,700sf.

Ripton students are served by one part-time principal. The staffing below represents the minimum staff allocation based on enrollment. Additional FTE allocations are found in the Student Services cost center (p.55) or supplemental grant funding (p.26) based on student need. All student enrollment numbers are projected. Depending on enrollment, grades may be combined.

2024-2025 Projected Enrollment + Staffing

Students

K: 2 students
1st: 2 students
2nd: 8 students
3rd: 7 students
4th: 4 students
5th: 11 students

Total K-5 enrollment: 34

Staff

0.6 Administrator
1.0 Admin Assistant
3.0 Classroom Teachers
0.2 Counselor
1.0 Paraprofessionals
0.2 Spanish Teacher
0.2 PE Teacher
0.2 Music Teacher
0.2 Art Teacher
0.4 Librarian
0.1 Nurse



Share of FY25 District Expenses

Transportation	\$30,739
Board + Central Office	\$49,655
PD + Curriculum	\$22,629
Facilities	\$119,752
Technology	\$37,723

FY 2025 TOTALS

Share of District Expenses	\$214,302
School Budget	\$680,198
Total Operational Cost	\$894,500

Learn more
about Ripton:



ripton.acsdvt.org/our-school/school-newsletters



[@riptonelementaryvt](https://www.instagram.com/riptonelementaryvt)

Salisbury Profile

Salisbury Community School

286 Kelly Cross Road
Salisbury, VT 05769
(802) 352-4291
salisbury.acsdvt.org



Salisbury Community School serves students in K-5th grade and follows the Primary Years Program (PYP) curriculum. Salisbury is a schoolwide Title 1 school. It was built in 1996 and is 24,500sf.

Salisbury students are served by one full-time principal. The staffing below represents the minimum staff allocation based on enrollment. Additional FTE allocations are found in the Student Services cost center (p.55) or supplemental grant funding (p.26) based on student need. All student enrollment numbers are projected. Depending on enrollment, grades may be combined.

2024-2025 Projected Enrollment + Staffing

Students

K: **11** students
1st: **8** students
2nd: **13** students
3rd: **8** students
4th: **13** students
5th: **6** students

Total K-5 enrollment: 59

Staff

1.0 Administrator
1.0 Admin Assistant
5.0 Classroom Teachers
0.2 Counselor
1.0 Paraprofessionals
0.2 Spanish Teacher
0.4 PE Teacher
0.3 Music Teacher
0.3 Art Teacher
0.5 Librarian
0.1 Nurse



Share of FY25 District Expenses

Transportation	\$46,963
Board + Central Office	\$75,862
PD + Curriculum	\$34,572
Facilities	\$192,230
Technology	\$54,899

FY 2025 TOTALS

Share of District Expenses	\$336,680
School Budget	\$1,154,741
Total Operational Cost	\$1,491,420

Learn more
about Salisbury:



salisbury.acsdvt.org/our-school/school-newsletters

Shoreham Profile

Shoreham Elementary School

130 School Road
Shoreham, VT 05770
(802) 897-7181
shoreham.acsdvt.org



Shoreham Central School serves students in K-5th grade and follows the Primary Years Program (PYP) curriculum. Shoreham is a targeted Title 1 school. It was built in 1954 and is 15,300sf.

Shoreham students are served by one part-time principal and one part-time assistant principal. The staffing below represents the minimum staff allocation based on enrollment. Additional FTE allocations are found in the Student Services cost center (p.55) or supplemental grant funding (p.26) based on student need. All student enrollment numbers are projected. Depending on enrollment, grades may be combined.

2024-2025 Projected Enrollment + Staffing

Students

K: 15 students
1st: 7 students
2nd: 9 students
3rd: 8 students
4th: 11 students
5th: 22 students

Total K-5 enrollment: 72

Staff

1.0 Administrator
1.0 Admin Assistant
5.0 Classroom Teachers
0.2 Counselor
2.0 Paraprofessionals
0.4 Spanish Teacher
0.4 PE Teacher
0.5 Music Teacher
0.5 Art Teacher
0.4 Librarian
0.1 Nurse



Share of FY25 District Expenses

Transportation	\$ 64,040
Board + Central Office	\$ 103,449
PD + Curriculum	\$ 47,144
Facilities	\$ 157,722
Technology	\$ 70,036

FY 2025 TOTALS

Share of District Expenses	\$ 354,700
School Budget	\$ 969,787
Total Operational Cost	\$ 1,324,486

Learn more about
Shoreham:



shoreham.acsdvt.org/our-school/school-newsletters



@shorehamelementary



/shorehamelementaryschool

Weybridge Profile

Weybridge Elementary School

210 Quaker Village Road
Weybridge VT 05753
(802) 545-2113
weybridge.acsdvt.org



Weybridge Elementary School serves students in PK-5th grade and follows the Primary Years Program (PYP) curriculum. It was built in 1961 and is 15,500sf.

Weybridge students are served by one part-time principal. The staffing below represents the minimum staff allocation based on enrollment. Additional FTE allocations are found in the Student Services cost center (p.55) or supplemental grant funding (p.26) based on student need. All student enrollment numbers are projected. Depending on enrollment, grades may be combined.

2024-2025 Projected Enrollment + Staffing

Students

K: 3 students
1st: 8 students
2nd: 8 students
3rd: 10 students
4th: 7 students
5th: 7 students

Total K-5 enrollment: 43

Staff

0.5 Administrator
1.0 Admin Assistant
3.0 Classroom Teachers
0.2 Counselor
1.0 Paraprofessionals
0.2 Spanish Teacher
0.2 PE Teacher
0.2 Music Teacher
0.2 Art Teacher
0.5 Librarian
0.1 Nurse



Share of FY25 District Expenses

Transportation	\$41,839
Board + Central Office	\$67,586
PD + Curriculum	\$30,801
Facilities	\$ 119,926
Technology	\$ 42,995

FY 2025 TOTALS

Share of District Expenses	\$ 248,618
School Budget	\$ 613,742
Total Operational Cost	\$ 862,360

Learn more about
Weybridge:



weybridge.acsdvt.org/our-school/school-newsletters

Cost Center: Student Services and Special Education

ACSD Student Services

Student Services are additional supports and services allocated to students at individual schools from the district based on documented need of students. Student services are provided by ACSD employees and through contracts with local providers.

2024-2025 Projected Student Services + Staffing

Staff

0.5 Asst Supt. of Equity and Student Services
 2.0 Pk-12 Special Ed Administration
 0.4 Administrative Assistant
 29.5 Pk-12 Special Educator
 2.0 Pk-12 School Psychologist
 5.0 Speech Language Pathologist (SLP)
 2.0 Virtual SLP (contracted)
 6.5 K-12 Academic Interventionist
 2.0 K-12 Prevention Specialist
 13 K-12 Counseling Supports
 4.0 K-12 Additional Nursing
 2.0 K-8 Behavioral Board Cert Behavior Analyst (BCBA)
 2.15 Behavior Specialist
 7.0 ACP Alternative Program Staff (with ANSWD/MAUSD)
 34.0 Pk-12 Special Educator Paraeducator
 18+/- Contracted Services (CSAC, OCT, PT, BCBA)

Students

35% of ACSD students receive some type of student service

- 321 receive Special Education services
- 133 receive Non-Special Education services



Student Services can be supplemental to general education instruction, or intensive and specialized when related to Special Education. The chart below explains in more detail.

The need for supplemental services is identified through the district's 504 and Educational Support Team (EST) process, while specialized instruction is determined through the Special Education process.

Type of Service	All ACSD Students Receive Universal General Education (1,631 students)	Some ACSD Students Receive Supplemental/Intensive/Specialized Education (598 Students)
Administration	School Principals	Directors of Special Education (2)
Direct Instruction	Classroom Teachers, Librarians, School Guidance Counselors, Nurses, Paraeducators	Special Educators and Paraprofessionals, School Psychologists, Academic Interventionists, Prevention Specialists, Additional School Guidance + Nursing, Behavior Intervention-BCBA/BS, ACP Staff
Contracted Services	None	Occupational & Physical Therapists, SLP (Virtual), CSAC Mental Health and BI-BCBA/BI, BCBA, Additional Nurses and Guidance, Transportation

ACSD Student Services

Grant Funding ACSD will receive for Student Services

In total, ACSD receives about \$9,097.06 per student service need through combined federal and state student service grants. Local tax revenue supports an additional average of \$8,141.84 per student service need.



IDEA-B FY24

\$674,820

Census Block Grant FY25

\$3,185,246

Medicaid

\$270,000 +/-

**Total Federal and State
Grant Funding**

\$4,130,066 +/-

Allocated Funding FY 25 for Student Services

Special Education Direct and Contracted Services

\$6,123,666.56

Non-Special Education Student Services

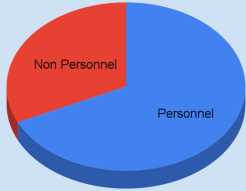
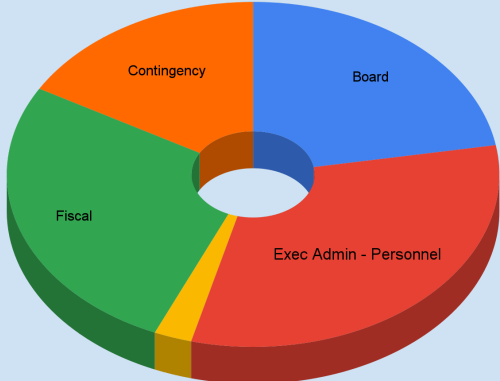
\$1,702,797.75

Total Student Services Allocated Budget

\$7,826,464.30

Cost Center: Board of Education and District Administration

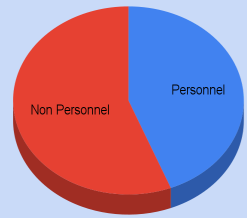
Cost Center Staffing Profile: Timothy Williams, Superintendent Nicole Carter, Assistant Superintendent (0.5) Courtney Krahn, Director of Teaching and Learning (0.75) Matthew Corrente, Director of Finance and Operations Emily Blistien, Director of Communications Fiscal Team - 5.0 FTE Admin. Assistants - 2.6 FTE		FY23 Actual	\$ 2,039,071
		FY24 Budget	\$ 2,391,208
		FY25 Proposed	\$ 2,600,009 (+9%)

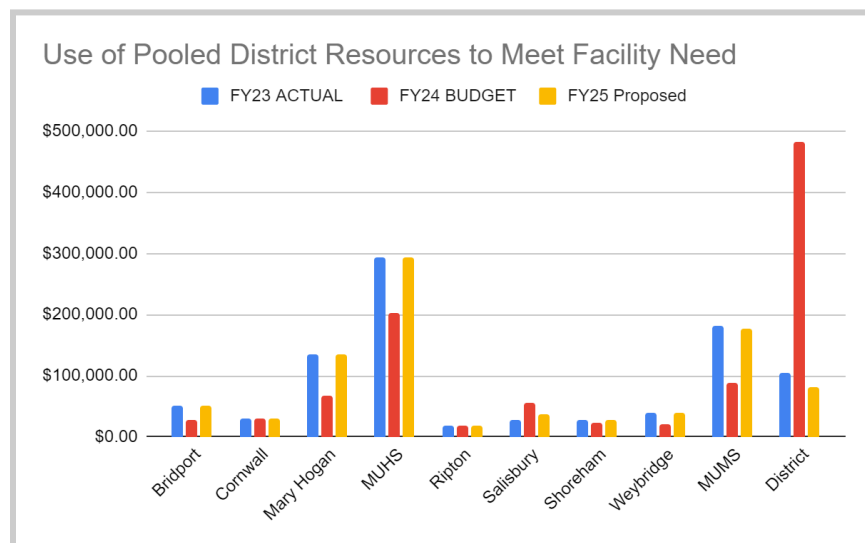
 <p>Breakdown of CO & Board center by Personnel/Non Personnel Expenses</p>	 <p>District Admin/Board Cost Center Expense Distribution</p>
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The Central Administration and School Board budget covers the costs associated with the District’s business operations, the salaries of the Superintendent’s Office and Finance Department, School Board member stipends, general insurance policies, and several other related expenses. It is also where we organize our contingency funds, normally reserved at or around 1% of the total budget.

In addition to the Healthcare and Wage drivers, the FY25 budget increase comes from: Contingency (\$50,000), General Insurance (\$43,500), Administrator Salary (\$22,000) and several Dues and Fees with increases of approximately \$10,000.

Cost Center: Facilities

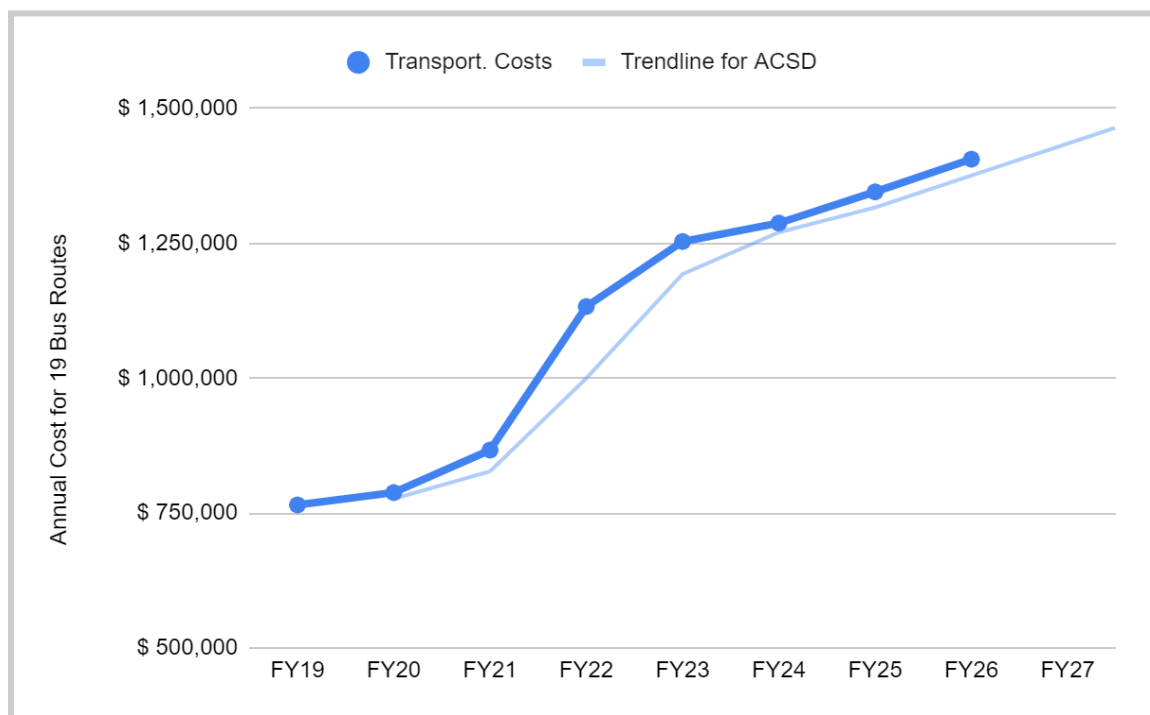
Cost Center Staffing Profile: Bruce MacIntire, Director of Facilities Eric Warren, Assistant Director Custodial, Buildings, and Grounds Staff - 19.6 FTE	FY23 Actual	\$3,773,797
	FY24 Budget	\$4,247,280
	FY25 Proposed	\$4,307,252 (+1%)
<p>In the FY24 Budget, ACSD increased the Facilities budget by 27%. This substantial increase was designed to 'right size' a cost center that historically had been unable to stay within its constraints. Much of this funding was held in a District pool to be strategically available to meet needs as they arose. This is represented by the largest red column in the chart below. In the FY25 budget, those pooled resources are distributed to the locations where actual expenses occurred in FY23. If those allocations exceed FY24 expenses, the funds will return to the pool and be rematched to need for the FY26 Budget. This creates a staggered two year feedback loop that maximizes fund availability by promoting capital velocity.</p>		
<div>  <p>Breakdown of Facilities Cost center by Personnel/Non Personnel Expenses</p> </div>		



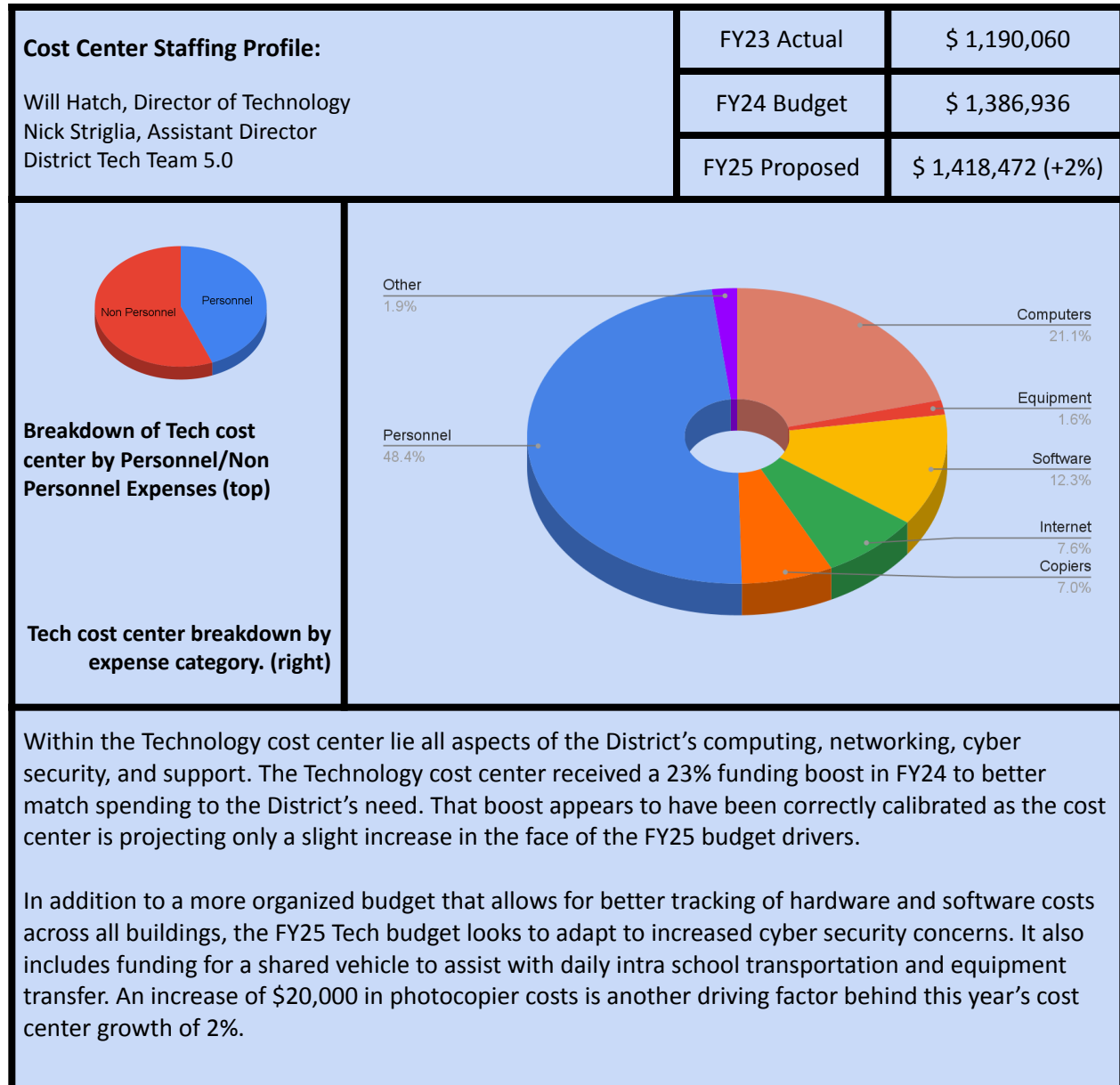
The FY25 Budget also reduces \$124,000 in Repair/Maintenance funding to help offset rising costs for Landscaping, Trash Services, Utilities, Wages, and Healthcare.

Cost Center: Transportation

Cost Center Profile: ACSD contracts with STA/Betcha Transit for all Transportation services. We are in a three year agreement with our provider for services during FY24, FY25, and FY26.	FY23 Actual	\$ 1,359,709
	FY24 Budget	\$ 1,303,269
	FY25 Proposed	\$ 1,361,916 (+4.5%)



Cost Center: Technology



Cost Center: Professional Development and Curriculum

Professional Development & Curriculum

ACSD students experience a curriculum that is coordinated horizontally (across our 9 schools) and vertically (from PK-12). Teachers collaborate across grades and subjects to ensure alignment and consistency. We initiated our coordinated curriculum in 2016, through the International Baccalaureate (IB) framework to reimagine and strengthen students' academic experience. Vermont's Act 173, when passed in 2018, confirmed that ACSD is at the forefront of building a coordinated curriculum* for our students.

ACSD'S Curriculum

PK-5th Grade Primary Years Program (PYP) All 7 Elementary Schools

Builds on a child's natural curiosity, creativity, and ability to reflect. Students investigate big ideas across six units: *Who we are*, *Where we are in place and time*, *How we express ourselves*, *How the world works*, *How we organize ourselves*, and *Sharing the planet*. Units are based on Vermont State standards, prioritize hands-on inquiry, concept-based instruction, transferable skills, and incorporate traditional subjects like language, spelling, reading, social studies, math, arts, and science. In their final year, students show their inquiry, social action, and presentation skills in an *Exhibition*.



6th-10th Grade Middle Years Program (MYP) MUHS & MUMS

Centers students in their learning and draws connections across subjects. We prioritize both local and global points of view and promote understanding of other cultures and human experience within eight subject areas: language + literature, individuals + societies, math, sciences, physical + health education, language, arts, and design. In 10th grade, students complete an interest-based *Personal Project*.



11-12th Grade Flexible Pathways MUHS

Students can blend offerings and experiences from MUHS core courses, the IB Diploma Program (DP), Career Center, the Aspire Program, Virtual High School (VHS), Dual Enrollment, Pamoja (online DP courses), Early College, and local institutions (eg Middlebury College). Students also engage in school-based independent studies and/or pursue other external opportunities. Students graduate with an MUHS diploma and may additionally graduate with an IB diploma, credit for IB courses and/or career technical experience.



*The VT Agency of Ed. defines coordinated curriculum as a "common language that connects expectations and practices across all schools in a district," and exposes students "to the same standards, content, concepts, and skills across a grade level, regardless of classroom or context" - Act 173 Technical Guidance

Professional Development & Curriculum

Projected Staffing and Budget FY25



Teaching & Learning staff ensure our curriculum is responsive to learners' needs, and data, updated with emerging research, and implemented consistently across all 9 schools. They support our teaching staff PK-12 by pursuing professional development that supports their ability to design and implementation district-wide professional development for our staff (e.g. Responsive Classroom, Universal Design for Learning, All Learners Network). They also serve as key members of our ACSD MTSS Team. Dues and Fees includes annual IB school fees and membership fees to professional organizations.

Staff Allocation

- 0.25 Dir. of Teaching and Learning
- 1.0 FTE Elementary Curriculum Coordinator (.5 x 2 staff)
- 1.0 FTE Secondary Curriculum Coordinator (.5 x 2 staff)
- 1.0 FTE Math Coordinator
- 1.0 FTE Literacy Coordinator
- 0.5 Administrative Assistant
- 1.0 Data Manager



Budget detail: The FY25 budget increase of 39% reflects the addition of a district-wide data systems manager (partially reallocated from a former position), the inclusion of an ESSER funded Literacy Coordinator, and the partial reallocation of already-established positions moved in from other cost centers. The budget also reflects a 0.5 FTE reduction in an Administrative Assistant (the other 0.5 is now shared with Finance & Operations) and an anticipated reduction in IB fees from approximately \$80,000 in FY24 to approximately \$32,000 in FY25. Finally, we anticipate 2.5 FTE of the Curriculum Coordinator positions will be grant funded.



FY24 Budget	\$ 703,776
Total PD & Curriculum Allocated Budget	\$ 1,002,596

Reserve Funds

Budget 101: What are Reserve Funds?

Reserve funds are separate accounts which hold unbudgeted funds for a variety of reasons. Capital Reserves are used to fund construction projects and other capital improvements. Education Reserves are the most general in their usage and may be deployed by the School Board in response to any extraordinary need.

FY23 Fund Balance

Our auditors, RHR Smith, have not yet completed their fund balance verification. The unaudited balance is \$2,033,842 for the General Fund. We propose to allocate the entire fund balance to the Capital Reserve Fund for use on future capital projects. A copy of the audit for the year ended June 30, 2023 will be posted on the ACSD website upon receipt.

Education Reserve

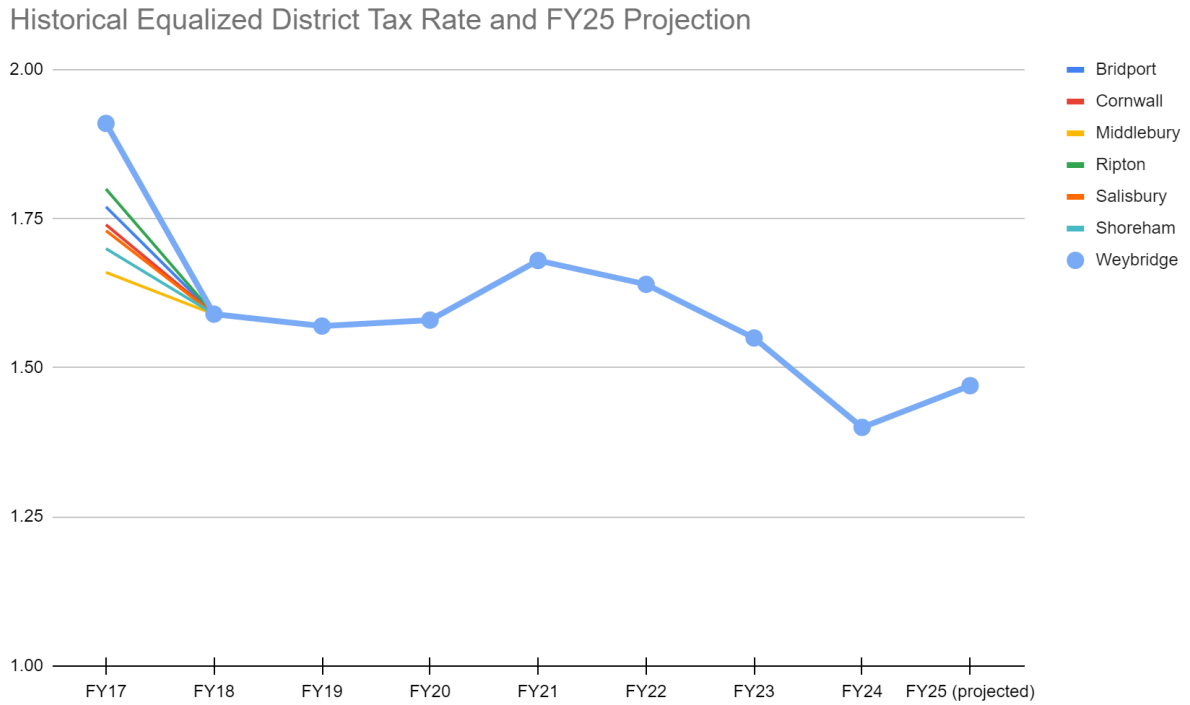
The Education Reserve is expected to have a balance of \$2,333,262 at the end of FY24. This includes carryforward from FY20, as well as the transfer of surplus from FY19 authorized by the voters for transfer to the Education Reserve fund in the amount of \$1,282,303.

Capital Reserve

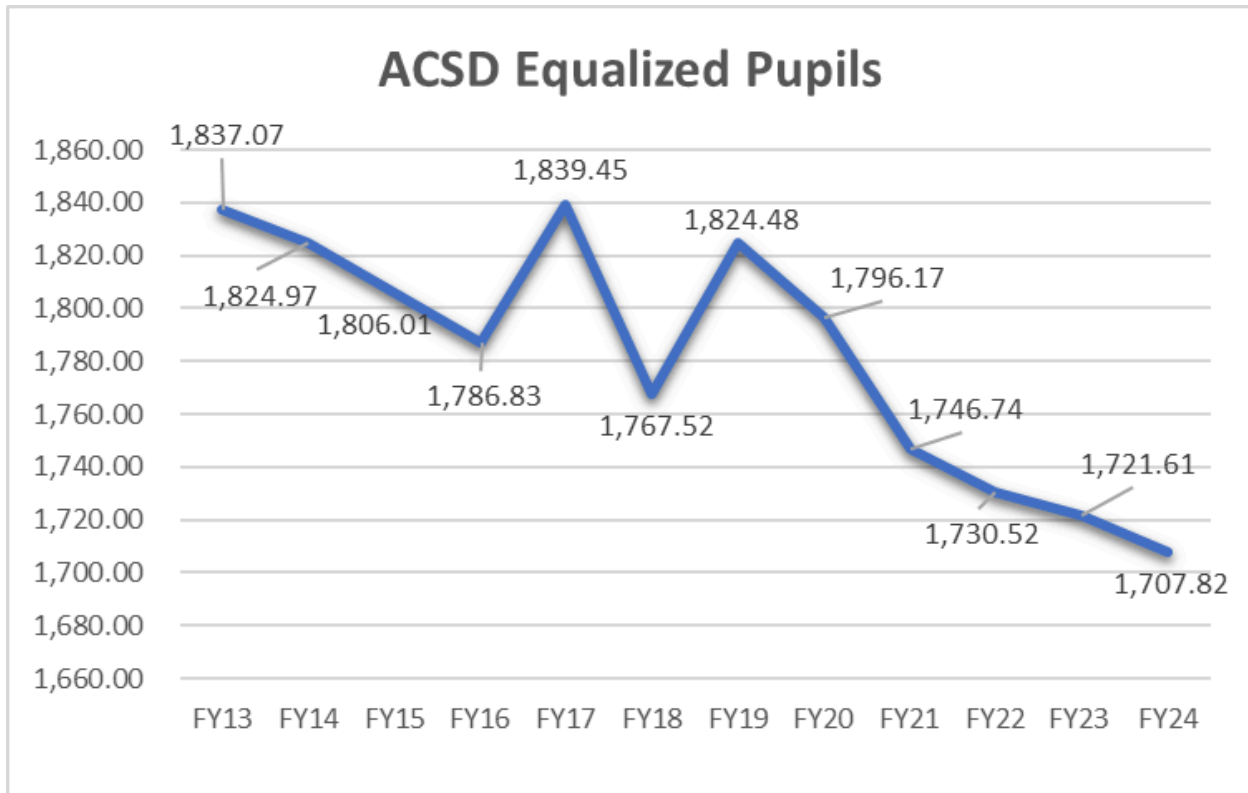
The Capital Reserve is expected to have a balance of \$1,520,974 at the end of FY24. This represents the transfer of surplus from FY22 authorized by the voters for transfer to the Capital Reserve fund in the amount of \$1,520,974.

Appendices

Appendix A: Historical District Tax Rates



Appendix B: Historical Equalized Pupil Data



Note: The Vermont Agency of Education has created a new set of weighting rules that will go into effect in FY25. Because these rules will affect the fundamental criteria used to determine equalized pupils, our FY25 EpPup data will not align with this historical record. If the new weighting system were applied to FY23 data, our EqPup would drop from 1721.61 to 1657.93.

Starting next year, we will begin charting the new LTWADM metric. FY25 will be the first data point.

Appendix C: Enrollment Data Tables

ACSD FY22 Enrollment (September 2021)

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total K-12	Total PK-12
Bridport	16	7	8	9	12	5	6								47	63
Cornwall		17	14	8	16	11	9								75	75
Mary Hogan	25	52	62	62	52	65	63								356	381
MUMS								127	124	129					380	380
MUHS											143	115	157	123	538	538
Ripton		7	6	10	8	9	4								44	44
Salisbury		8	10	7	7	12	13								57	57
Shoreham		9	11	21	18	12	12								83	83
Weybridge		8	5	6	5	8	8								40	40
Totals	41	108	116	123	118	122	115	127	124	129	143	115	157	123	1,620	1,661

ACSD FY23 Enrollment (September 2022)

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total K-12	Total PK-12
Bridport	15	9	6	8	9	11	5								48	63
Cornwall		15	19	19	9	16	15								93	93
Mary Hogan	25	56	53	61	63	50	66								348	374
MUMS								115	126	111					352	352
MUHS											124	130	112	126	492	492
Ripton		8	6	6	10	6	10								46	46
Salisbury		14	8	15	6	9	13								65	65
Shoreham		9	8	10	21	16	11								75	75
Weybridge		8	10	5	6	6	8								43	43
Totals	40	119	110	123	123	112	126	115	126	111	124	130	112	123	1,557	1597

Note: ACSD has, in the past, not included tuition students into the enrollment data set. There are 56 tuition students enrolled in FY23.

ACSD FY24 Enrollment (October 2023)

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total K-12	Total PK-12
Bridport	15	9	10	7	7	9	10								52	67
Cornwall		12	15	20	16	11	17								91	91
Mary Hogan	25	72	59	51	56	67	55								360	385
MUMS								126	126	135					387	387
MUHS											119	130	144	100	493	493
Ripton		1	8	7	4	11	5								36	36
Salisbury		7	13	7	15	6	7								55	55
Shoreham		7	9	9	11	22	17								75	75
Weybridge		8	8	10	6	7	10								49	49
Totals	40	116	122	111	115	133	121	126	126	135	119	130	144	100	1598	1623

Note: ACSD has, in the past, not included tuition students into the enrollment data set. Currently we have 42 tuition students projected to re-enroll in FY24. There are, at this time, no known new tuition students.

Appendix D: School Cost Center Budget Detail Report

Direct Instruction Function (1101) By School Cost Center

Bridport	FY24 Budget	FY25 Proposed	Difference	% Diff	Notes
Personnel	\$553,386	\$576,922	\$23,536	4.25%	
Non Personnel	\$11,573	\$11,573	\$0	0.00%	
Total Dir. Inst	\$564,959	\$588,495	\$23,536	4.17%	health plan adjustment: increase
Cornwall	FY24 Budget	FY25 Proposed	Difference	% Diff	Notes
Personnel	\$828,177	\$848,615	\$20,438	2.47%	
Non Personnel	\$12,428	\$12,428	\$0	0.00%	substitute budget increased
Total Dir. Inst	\$840,605	\$861,043	\$20,438	2.43%	health plan adjustments: decrease
Mary Hogan	FY24 Budget	FY25 Proposed	Difference	% Diff	Notes
Personnel	\$3,289,338.00	\$3,431,374.00	\$142,036.00	4.32%	
Non Personnel	\$284,088.00	\$284,088.00	\$0.00	0.00%	unused contract reduced
Total Dir. Inst	\$3,573,426	\$3,715,462	\$142,036	3.97%	addition of one teacher
Ripton	FY24 Budget	FY25 Proposed	Difference	% Diff	Notes
Personnel	\$465,039.00	\$463,747.00	-\$1,292.00	-0.28%	
Non Personnel	\$10,051.00	\$9,451.00	-\$600.00	-5.97%	
Total Dir. Inst	\$475,090	\$473,198	-\$1,892	-0.40%	vestigial afterschool lines cleaned
Salisbury	FY24 Budget	FY25 Proposed	Difference	% Diff	Notes
Personnel	\$686,757.00	\$773,862.00	\$87,105.00	12.68%	
Non Personnel	\$11,753.00	\$11,753.00	\$0.00	0.00%	substitute budget increased
Total Dir. Inst	\$698,510	\$785,615	\$87,105	12.47%	additional salary transferred in
Shoreham	FY24 Budget	FY25 Proposed	Difference	% Diff	Notes
Personnel	\$914,033.00	\$633,109.00	-\$280,924.00	-30.73%	
Non Personnel	\$17,514.00	\$17,514.00	\$0.00	0.00%	additional salaries transferred out
Total Dir. Inst	\$931,547	\$650,623	-\$280,924	-30.16%	reduction of one teacher
Weybridge	FY24 Budget	FY25 Proposed	Difference	% Diff	Notes
Personnel	\$412,549.00	\$401,646.19	-\$10,902.81	-2.64%	
Non Personnel	\$9,921.00	\$8,818.88	-\$1,102.12	-11.11%	redundant field trip line
Total Dir. Inst	\$422,470	\$410,465	-\$12,005	-2.84%	health plan adjustment: decrease

Appendix E: Grant Funds Detail Report

IDEA: Federal special education grant funds are distributed to states to help offset the cost of special education services and supports. Part B of the Individuals with Disabilities Education Act authorizes the allocation of grant funds to states and LEAs to offset part of the costs of services for K-12 students as well. In addition, it authorizes preschool state grants to help offset the cost of early childhood special education services.

ACSD receives an annual allocation of funds based on our child count (the number of students eligible to receive special education services). In FY23, ACSD received an allocation of \$584,518 for our IDEA-B Basic grant (ages 6-21), and \$19,102.00 for our IDEA-B Pre-K (ages 3-5). The FY23 allocation is \$598,072.00 for our IDEA-B Basic grant (ages 6-21), and \$19,033.00 for our IDEA-B Pre-K (ages 3-5). The grant funds for this fiscal year are helping to offset the cost of administration, the centralized evaluation team, occupational and physical therapy, other supports and services, and materials and supplies.

Title Funds: Each year ACSD receives federal grant money under Titles I, II, and IV of the Elementary and Secondary Education Act. Title I funds are targeted at schools with high percentages of students living in poverty. The purpose of this grant is to ensure that all children have equitable access to high-quality educational opportunities, and to support all students in reaching proficiencies measured against rigorous State standards. In FY23, schools that received these funds included Bridport, Mary Hogan, Ripton, Salisbury, and Shoreham.

Title II funds are shared across the district and targeted at improving educator quality largely through professional learning opportunities. This grant typically funds portions of curriculum leader salaries (described above), stipends to fund professional collaboration on school and district projects, registration fees and related expenses associated with targeted professional development, among other things. Title IV funds are spent to support well-rounded educational opportunities, safe and healthy student activities, and effective uses of technology. Reduced allocations and increasing costs mean these grants cover fewer expenses now than they once did.

In FY23, ACSD received allocations of \$508,835 in Title I; \$199,703 in II; and \$102,778 in IV. We have budgeted in anticipation of reduced allocations and increased costs again for FY24.

Medicaid Reimbursement Revenues - FY22

Medicaid money is available each year as a reimbursement for some school-based services provided to students who are eligible for special education. The amount of money in any given fiscal year varies widely and is very difficult to project due to this variation. Because of this, ACSD utilizes funds generated from the previous fiscal year. For example, the Medicaid money utilized in FY 2022 was generated during the 2020–2021 school year. For FY 2022, ACSD spent \$211,173.60 in Medicaid money on the following: Medicaid Claims Administration, a portion of Nursing salaries/benefits, a portion of Behavior Intervention services, a portion of Home School Coordination Services, professional development and staff training, and student materials and supplies. This spending was slightly higher than in FY21 because the need for prevention and intervention services and supplies continued to increase, as did the amount of medicaid funds the district was able to collect.