



Addison Central School District

# **Annual Report & FY27 Budget Book**

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# ACSD FY26 Annual Report and Budget Book: Introductory Section

## Preface

The FY27 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 FY27 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 FY27 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 FY27 Budget Book with the Superintendent's Office.



**WARNING  
ADDISON CENTRAL SCHOOL DISTRICT**

**ANNUAL MEETING  
FEBRUARY 24, 2026**

**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 24, 2026 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 hear and act upon the reports of the school district officers.

**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.

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

**PUBLIC INFORMATION HEARING**

**FEBRUARY 24, 2026**

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 24, 2026 at 7:00 PM, for a Public Information meeting to discuss Australian Ballot articles warned for vote on Tuesday, March 3, 2026.

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

Mary Gill, Clerk

Barbara Wilson, Chair

Addison Central School District

Addison Central School District

**The Addison Central School District Annual Report will be available in the following manner: [Budget Book Link](#) or call 802-382-1274 to request a copy.**

**WARNING**

**ADDISON CENTRAL SCHOOL DISTRICT  
SPECIAL MEETING – MARCH 3, 2026**

***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 3, 2026 to vote by Australian Ballot on the following article(s) of business:

<b>Town</b>	<b>Location</b>	<b>Polling Hours</b>
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 approve the school board to expend **\$52,999,495.00** which is the amount the school board has determined to be necessary for the ensuing fiscal year?

The Addison Central School District estimates that this proposed budget, if approved, will result in per pupil education spending of **\$15,638.00** , which is **3.58%** higher than the per pupil education spending for the current year.

**ARTICLE 2:** Shall the voters of Addison Central School District vote to close Ripton Elementary School?

**ARTICLE 3:** To elect four (4) 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 Salisbury for a three-year term.

Ballots shall be commingled and counted at Middlebury Recreation Center 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.

Mary Gill, Clerk  
Addison Central School District

Barbara Wilson, Chair  
Addison Central School District

**ADDISON CENTRAL SCHOOL DISTRICT-Minutes of February 25, 2025**  
**ANNUAL MEETING**  
**DRAFT**

Then legal voters of the Addison Central School District met at the Middlebury Union High School in Middlebury, VT on Tuesday, February 25, 2025.

Board Chair, Barbara Wilson, called the meeting to order at 7:00PM and read Article 1.

**ARTICLE 1: TO ELECT THE FOLLOWING OFFICERS: a) A Moderator b) A Treasure c) A Clerk**

- a. Lyn DuMoulin/MaryGill nominated James Douglas for Moderator. Passed unanimously.

Moderator Douglas resumed the gravel.

- b. Suzanne Buck and Mary Gill nominated Michelle Warren for Treasure. Passed unanimously.
- c. Suzanne Buck and Chip Malcom nominated Mary Gill as Clerk. Passed unanimously.

**ARTICLE 2: To elect a new ACSD At-Large Board Member for Patricia A. Hannaford**

No longer applicable to this years Annual Meeting Voting

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

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

James Malcom/Diana Bain moved, "To approve Article 4". Motion Passed.

**Article 5: To do any other business proper to come before you before said meeting.**

Diana Bain requested the Budget Handout for tonight's meeting be available with color printing for easier reading. Lyn DuMoulin requested more amplification in order to hear speakers. Barbara Wilson thanked board members who are stepping down, Chip Malcom and Joanna Dora for their service to the board and the ACSD Community. Jason Chance thanked MUHS Student Sophie Lawton for her service to the board.

Moderator Douglas called the Public Information Hearing to order at 7:00pm. And read the three ARTICLES on the warning for March 4, 2025

Moderator Adjourned the meeting at 7:19 PM  
1st Dian Bain and 2nd Eric Warren

## Public Informational Hearing

Superintendent Wendy Baker, EdD spoke of the extensive budgeting building work of the board. Instead of using the index system and trying to stick to a certain percentage of increase, they realigned the budget based on the Strategic Plan of equity of access to resources, sense of belonging, and academic success. Matthew Corrente, Director of Finance and Operations, presented a comprehensive explanation of the proposed budget.

Moderator invited the candidate for Board positions to introduce themselves:

Vance Bishop	Middlebury
Ron Makleff	Middlebury
Steve Orzech	Middlebury
Jess Venable-Novak	Middlebury

Respectfully Submitted,  
Mary C. Gill, ACSD Board 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**

SU: **Addison Central**

FY25 was the first year of Act 127 Long Term Weighted Average Daily Membership for pupil counts. Equalized pupils are shown for FY23 & FY24. LTWADM are the new counts to use.

**U055**

Addison County

Property dollar equivalent yield

8,849

<--See bottom note

12,154

Expenditures		FY2024	FY2025	FY2026	
1.	<b>Adopted or warned union district budget</b> (including special programs and full technical center expenditures)	\$47,497,285	\$50,604,080	\$51,719,284	
2.	<i>plus</i> Sum of separately warned articles passed at union district meeting	-	-	-	
3.	<b>Adopted or warned union district budget plus articles</b>	\$47,497,285	\$50,604,080	\$51,719,284	
4.	<i>plus</i> Obligation to a Regional Technical Center School District if any	-	-	-	
5.	<i>plus</i> Prior year deficit repayment of deficit	-	-	-	
6.	<b>Total Union Expenditures</b>	\$47,497,285	\$50,604,080	\$51,719,284	
7.	S.U. assessment (included in union budget) - informational data	-	-	-	
8.	Prior year deficit reduction (if included in union expenditure budget) - informational data	-	-	-	
<b>Revenues</b>					
9.	Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)	\$10,500,049	\$10,562,568	\$10,346,674	
10.	<b>Total offsetting union revenues</b>	\$10,500,049	\$10,562,568	\$10,346,674	
<b>Education Spending</b>					
11.	<b>Education Spending</b>	\$36,997,236	\$40,041,512	\$41,372,610	
12.	Addison Central USD pupils	1,702.32	2,487.15	2,743.20	
<b>Education Spending per Pupil</b>		<b>\$21,733.42</b>	<b>\$16,099.36</b>	<b>\$15,081.88</b>	
14.	<i>minus</i> Less net eligible construction costs (or P&I) per pupil	na	na	-	
15.	<i>minus</i> Less share of SpEd costs in excess of \$66,446 for an individual (per pupil)	Excess spending penalty suspended for FY24 & FY25 - Sec. 8 of Act 127, 2022.			na
16.	<i>minus</i> Less amount of deficit if deficit is SOLELY attributable to tuitions paid to public schools for grades the district does not operate for new students who moved to the district after the budget was passed (per pupil)				na
17.	<i>minus</i> Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per pupil)				na
18.	<i>minus</i> Estimated costs of new students after census period (per pupil)				na
19.	<i>minus</i> Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per pupil)				na
20.	<i>minus</i> Less planning costs for merger of small schools (per pupil)				na
21.	<i>minus</i> Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per pupil)				na
22.	<i>minus</i> Costs incurred when sampling drinking water outlets, implementing lead remediation, or retesting.				na
23.	Excess spending threshold	threshold = \$22,204 na	threshold = \$23,193 na	threshold = \$15,926 \$15,926.00	
24.	<i>plus</i> Excess Spending per Pupil over threshold (if any)	suspended thru FY29			-
25.	Per pupil figure used for calculating District Equalized Tax Rate	\$21,733	\$16,099	\$15,082	
26.	<b>Union spending adjustment (minimum of 100%)</b>	140.733%	162.735%	175.452%	
		based on yield \$15,443	based on yield \$9,785	based on \$8,596	
27.	Anticipated equalized union homestead tax rate to be prorated [\$0.00 + (\$8,849 / \$1.00)]	\$1.4073	\$1.4974	\$1.6105	
		based on \$1.00	based on \$1.00	based on \$1.00	
28.	Tax rate "cent discount" (FY25-FY29) adjusted by statewide adjuster of 70.33%				
29.	Cent discount adjusted anticipated district equalized homestead tax rate				

**Prorated homestead union tax rates for members of Addison Central USD**

	FY2024	FY2025	FY2026
T029 Bridport	1.4073	1.4974	1.6105
T053 Cornwall	1.4073	1.4974	1.6105
T123 Middlebury Id	1.4073	1.4974	1.6105
T167 Ripton	1.4073	1.4974	1.6105
T180 Salisbury	1.4073	1.4974	1.6105
T189 Shoreham	1.4073	1.4974	1.6105
T239 Weybridge	1.4073	1.4974	1.6105

## ACSD Board of Education and Student Representatives

Name	Committee Assignments	Term Expiration
Tricia Allen	Communications & Engagement /Policy	3/2026
Suzanne Buck	Executive / Negotiations/ Finance/SEPAC	3/2026
Steve Cash	Student Outcomes/Facilities	3/2028
Jason Chance	Finance / Facilities	3/2026
Laura Harthan	Policy/PAHCC	3/2027
Ron Makleff	Student Outcomes/Communication & Engagement	3/2028
Jamie McCallum	Policy / Communication & Engagement	3/2028
Mary Heather Noble	Executive/ Facilities/SEPAC	3/2027
Steve Orzech	Student Outcomes / Negotiations / PAHCC	3/2028
Ellie Romp	Facilities / Finance	3/2026
Jess Venable-Novak	Communication & Engagement/Student Outcomes	3/2028
Ellen Whelan-Wuest	Student Outcomes/Policy	3/2027
Barbara Wilson, Chair	Executive	3/2027



L to R back row: Suzanne Buck, Jason Chance, Ellen Whelan-Wuest. Jamie McCallum, Steve Cash, Steve Orzech Front row: Mary Heather Noble, Ron Makleff, Tricia Allen, Ellie Romp, Jess Venable-Novak, Barb Wilson, Laura Harthan Not pictured: Student Representatives (not pictured) Navah Glikman (MUHS '26) and Taryn Burns (MUHS '27)

## **ACSD District Administration and School Leadership**

### **Addison Central School District Administration**

Wendy Baker, *Superintendent*

Courtney Krahn, *Director Teaching and Learning*

Matthew Corrente, *Director of Finance & Operations*

Bruce MacIntire, *Facilities Director*

Will Hatch, *Director of Technology*

Gail Leach, *Director of Human Resources*

Emily Blistein, *Director of Communication and Engagement*

### **ACSD School Leadership**

Jenny Urban, *Bridport Principal*

Nadya Bech-Conger, *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*

Feih Chan, *Middlebury Union Middle School Assistant Principal*

Michaela Wisell, *Middlebury Union Middle School Principal*

Tracy Harrington, *Salisbury Elementary Principal*

Lashawn Whitmore-Sells, *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.

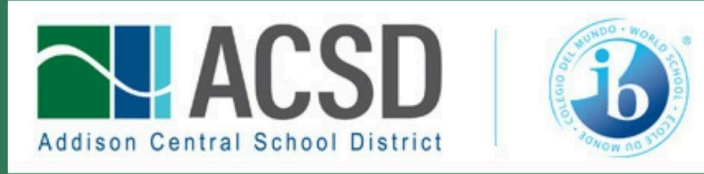
### ACSD STRATEGIC GOALS:

**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



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**

One of the responsibilities I treasure most as Superintendent is the time I spend with our seniors as they prepare to graduate. Their dedication leads them to be insightful, curious, and passionate human beings with hope and confidence. This is a testament to the families, communities, and educators who nurture their growth during their time within our schools.

As educators, we are committed to providing an education that helps each student follow their own path through school and after graduation. Our current education landscape presents formidable challenges. As Vermont contends with how to preserve our sense of place and tradition in the presence of shrinking populations and rising costs, in ACSD, we are committed to having conversations together about how to meet these challenges. We have prepared a budget for you that puts student learning and the needs of taxpayers at the center.

The FY 27 budget represents a continuation of the investments our communities generously supported as we work to strengthen academic achievement in mathematics and literacy for all students. New FY 27 investments are dedicated to supporting new learning communities forming as Shoreham and Bridport students learn together next year, and Ripton and Salisbury students embark on their second year as a combined learning community.

Within each of our schools, our leaders and staff report a strong and sustained focus on student learning. As a district, we have a renewed focus on collecting and sharing evidence of student learning with families and with each other. This priority emerged from our successful K-12 accreditation visit from the New England Association of Schools and Colleges and the International Baccalaureate. We look forward to deliberately sharing more evidence of diverse types of student learning in the months ahead.

Our students are the pride of their communities, and they thrive when we work together. I look forward to deepening our partnership as we continue to advocate for the future of Vermont's children.

Respectfully submitted,

Wendy K Baker, EdD, Superintendent of Schools

## Message from the Board Chair

In 2025, the Board continued to work with Superintendent Baker and her team to operationalize our three foundational goals from the 5-year [Strategic Plan](#). Deliberately rooted in equity, they focus on students' **access** to high-quality learning opportunities, sense of **belonging**, and academic **success**. To support the successful implementation of the plan, we have worked to align our board policies, practices, and decision-making, including our Community Engagement and Vision policy, to help us partner well with our communities, and our District's school assignment policy, which will provide caregivers with more flexibility regarding their child's assigned elementary school.

On behalf of the Board, I would like to acknowledge the hard work and thoughtful discussions that made this equity-based budget a reality, thanks to the efforts of the District and building leaders, staff, and community members. I also want to acknowledge two particularly challenging decisions:

- Supporting the Superintendent's recommendation to place Ripton students into Salisbury Community School for the 2025-26 school year to ensure the integrity of their educational program. After additional input from district administration and the Ripton community, the Board decided to invoke Article 14 of the District Charter to place the decision of whether or not to close the Ripton Elementary School building before the ACSD voters. This vote is now presented to ACSD voters on Town Meeting on March 3rd.
- Voting to move Shoreham students to Bridport Central School, beginning in the 2026-27 school year. This decision was informed by student outcome data across our elementary schools and input from District administrators, building principals, and staff on the strongest approaches for improving student outcomes. A joint Bridport and Shoreham community working group formed in the spring to explore a K-5 single-grade configuration model; feedback from this group and members of both the Bridport and Shoreham communities helped guide the Board's decision.

The FY27 budget presented to the Board was developed with transparency and equity-based budgeting principles at the forefront, while continuing to support the Board's strategic priorities. Knowing that healthcare and wage increases would again drive costs up, the Board directed the Superintendent to cap education spending increases at 3%. The Board agrees that the proposed budget provides an equitable distribution of resources to meet the needs and goals of every ACSD student.

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

Respectfully submitted,

**Barbara Wilson**, ACSD Board Chair



## General Financial Section

### Executive Summary

In the tenth budget of the unified Addison Central School District, we are moving from the "bridge" of previous years to a period of deep structural alignment. Guided by the FY24 ACSD Strategic Plan and the continuous leadership of Superintendent Baker, the FY27 budget marks a pivot point. We are no longer simply reacting to the "recovery era" but are proactively designing a district that can thrive within a transformed Vermont educational landscape.

This budget reflects a sustained commitment to addressing historical inequities by continuing to develop our Block Budgeting framework. As a companion model to our traditional cost centers, the blocks provide a clear model for both the magnitude and the intent of our investment areas.

### The FY27 Landscape: Prevailing Factors

The Vermont public education sector is currently navigating a complex and dynamic era of fiscal and regulatory shifts. To ensure ACSD remains resilient, this budget accounts for the following prevailing factors:

- **The "One-Time Fund" Cliff:** The statewide education fund is facing a significant gap following the exhaustion of \$118 million in one-time buy-down funds used by the Legislature in previous years. This has placed upward pressure on property tax rates across the state. The use of additional state reserve funds would mitigate this pressure.
- **Health Care Volatility:** School districts continue to grapple with significant increases in healthcare premiums. For FY27, we are budgeting for an anticipated **7.4% increase** in VEHI premiums. Family plan premiums for ACSD employees now cost more than \$40,000.
- **Weighted Funding Maturity:** As Act 183's pupil weighting system enters its third year (of 5), the tax rate discount transition provision is sunsetting, shrinking the District's tax rate discount by an additional 20%.

## **Strategy: Refinement and Resilience**

To meet these challenges, the FY27 budget works off of the “zero based” philosophy introduced last year. Here is how:

1. **Equity-Driven Blocks:** We have further refined our Block Budgeting System to ensure that resources—staffing, specialized programming, and intervention services—are distributed based on the specific needs of each school community, rather than historical precedent.
2. **Fiscal Stewardship:** Recognizing the need to deliver a spending plan that balances affordability and opportunity, we have maintained a "sustainability-first" approach. By reimagining status-quo resources, we are funding innovation through internal efficiency rather than new taxpayer dollars.
3. **Transparency:** The FY27 Budget continues the trend towards systematic and data-driven resource allocations. This budget continues the work of refining the methods by which staffing ratios follow enrollment, specialized services follow individual needs, and opportunities are funded equitably across all of our schools.

Despite the headwinds of change created by Act 73, our disciplined approach to budgeting has allowed us to present a plan that protects the core of the ACSD experience. We are not just weathering the storm; we are building a more equitable and sustainable learning community for our students.

Respectfully submitted,

**Matthew Corrente** *Director of Finance and Operations*

## FY27 Budget Drivers

Budget Drivers are conditions in the economic landscape with the potential to significantly impact the development of the school budget. Each year, we begin the development process by identifying as many of these drivers as possible in order to make the most informed decisions possible. Budget drivers may be broken into two major categories: internal and external. By considering the effects of these conditions, we define the context and climate which will guide the budget development process and ultimately help deliver a well informed and sustainable plan to the Board.

### **External drivers are those outside the District's control. This year these included:**

- Legislative Uncertainty - foresight and planning are made more difficult when the future of Education Funding in Vermont is being actively legislated.
- The Excess Spending Threshold - FY26 saw the return of double taxation for any spending in excess of the statewide average plus an allowance for inflationary growth.
- Healthcare Costs - Healthcare plan premiums are bargained at the statewide level and have risen more than 50% since FY23. FY27 rates are projected to rise 7.4%.
- The Tax Rate Discount - Under Act 183, ACSD received a tax rate discount to help offset the disadvantage of the new weighting system. Now, in Year 3, that discount shrinks by an additional 20%.

### **Internal Drivers exist inside of the District control and include:**

- School Configuration - the FY27 Budget includes the Board approved plan to create a single learning community for Bridport and Shoreham K-5 students.
- The Strategic Plan Implementation - status quo resources from Ripton/Salisbury (FY26) and Bridport/Shoreham (FY27) reconfigurations have been maintained and/or reinvested in pursuit of accelerated educational growth.
- FY27 Wage Increases - How will wage growth, both negotiated and non-union, relate to the inflationary landscape?

### **Financial Feasibility Target**

Stemming from the presentation of these drivers, the Board elected to set a Financial Feasibility Target of 3% education spending growth for FY27. This top-level target served as a guard rail in building our spending plan, ensuring that the ACSD educational vision was properly scaled to the financial climate around us.

## FY27 Expense Modeling: Block Budgeting

In order to better configure our budget to serve as an equity generator, we recategorized our cost centers as seven building blocks. Each block represents a different type of investment, from the fundamental operational expenses contained in Block 1 up to the high-leverage investments in Block 7.

This new architecture provides us with the framework to allocate resources using both enrollment-based and need-based staffing rules. This forms a level baseline investment for every ACSD student. Additionally, we are now able to chart and intentionally invest additional dollars towards Student Opportunities across the District for the sake of enriching the educational experience at our nine schools. Finally, we are able to identify and target inequities in our system using data-driven performance budgeting for Equity Investments.

Block Title		FY26 Block Amount	FY27 Block Amount	Difference	% Difference
Block 1	<b>District Operations</b> (Debt, District Office, Transportation, Food Service, Technology, Facilities)	\$ 10,390,496.00	\$ 10,912,333	\$ 521,837.49	5.02%
Block 2	<b>Tuition</b> (PAHCC and UPK)	\$ 2,317,709.00	\$ 2,575,619	\$ 257,910.41	11.13%
Block 3	<b>Required Gen Ed. Staffing</b>	\$ 22,176,918.00	\$ 23,097,148.00	\$ 920,230.00	4.15%
Block 4	<b>Required Gen Ed. Services and Materials</b>	\$ 1,413,857.00	\$ 1,564,477.06	\$ 150,620.06	10.65%
Block 5	<b>Student Services and Special ED</b>	\$ 10,829,880.60	\$ 11,672,906.90	\$ 843,026.30	7.78%
Block 6	<b>Student Opportunities (Direct Instruction)</b>	\$ 1,822,626.00	\$ 1,617,688.20	\$ (204,937.80)	-11.24%
Block 7	<b>Equity Investments (DI and PD&amp;C)</b>	\$ 1,475,395.40	\$ 1,609,597.69	\$ 134,202.29	9.10%
<b>Block Total</b>		<b>\$ 50,426,882.00</b>	<b>\$ 53,049,771</b>	<b>\$ 2,622,888.75</b>	<b>5.20%</b>

## Summary of Positional Changes by Block

Block Title	FTE in FY26	Additions	Reductions	FTE in FY27	Comments
<b>Block 1</b> District Operations	46.5	0.5	-1.0	46	Reduced Ripton operations. added District driver
<b>Block 2</b> Tuition	0.33	0	0	0.33	
<b>Block 3</b> Required Gen Ed. Staffing	214	5.0	-5.8	213.2	Reduced 4.3 Ripton positions, 1 MH teacher, transfer 0.5 Library to Block 7. Added 1.0 Inst. Specialist, 0.2 MH Spanish, and 3.0 Shoreham PreK
<b>Block 4</b> Required Gen Ed. Services and Materials	0	0	0	0	
<b>Block 5</b> Student Services and Special ED	123.8	2.5	-4.0	122.3	Reduced 3.0 special educators and 1.0 admin on assignment. Added 2.0 Admin Assist, 0.5 Driver.
<b>Block 6</b> Student Opportunities (Direct Instruction)	4.6	0	0	4.6	
<b>Block 7</b> Equity Investments (DI and PD&C)	19.2	2.0	-1.0	20.2	Reduced 1.0 Inst. Specialist. Added 1.5 intervention and 0.5 Library
<b>Block Total</b>	<b>408</b>	<b>10.0</b>	<b>-11.8</b>	<b>406.2</b>	<b>With wage and benefit growth, this represents a 5% increase in total expense.</b>

## Financial Summary EXPENSE BUDGET

<b>Expense</b>				
<b>GENERAL FUND</b>				
<b>Cost Center</b>	<b>FY26 Budget</b>	<b>FY27 Requested</b>	<b>Difference</b>	<b>% Difference</b>
Gen Ed	\$ 24,680,037	\$ 25,412,969	\$ 732,932	3.0%
Student Services	\$ 9,922,277	\$ 10,505,389	\$ 583,112	5.9%
UPK	\$ 540,893	\$ 491,924	\$ (48,969)	-9.1%
PHCC	\$ 1,776,816	\$ 2,019,846	\$ 243,030	13.7%
Transport	\$ 1,428,863	\$ 1,504,598	\$ 75,735	5.3%
Facilities	\$ 4,536,289	\$ 4,809,506	\$ 273,217	6.0%
Tech	\$ 1,426,785	\$ 1,440,665	\$ 13,880	1.0%
Board/Admin	\$ 2,579,005	\$ 2,749,540	\$ 170,535	6.6%
PD&C	\$ 1,380,686	\$ 1,560,032	\$ 179,346	13.0%
Debt	\$ 119,554	\$ 108,025	\$ (11,529)	-9.6%
Additional Funds/FoodServ	\$ 300,000	\$ 300,000	\$ -	0.0%
Fund Balance Transfer	\$ 1,297,237	\$ -	\$ (1,297,237)	-100.0%
<b>General Fund Subtotal</b>	<b>\$ 49,988,442</b>	<b>\$ 50,902,495</b>	<b>\$ 914,053</b>	<b>1.83%</b>
<b>OTHER FUNDS</b>				
Consolidated Federal Grants Program	\$ 817,563	\$ 850,000	\$ 65,895	8%
Special Education Federal Grants	\$ 636,572	\$ 840,000	\$ 203,428	32%
Medicaid/MAC	\$ 250,000	\$ 342,000	\$ 92,000	37%
Other Funds	\$ 65,000	\$ 65,000	\$ -	0%
<b>Other Fund Subtotal</b>	<b>\$ 1,769,135</b>	<b>\$ 2,097,000</b>	<b>\$ 327,865</b>	<b>19%</b>
<b>ALL FUNDS</b>				
Combined Total Expense	\$51,719,284	\$ 52,999,495	\$ 1,280,211	2.48%

## Financial Summary REVENUE BUDGET and ED SPENDING

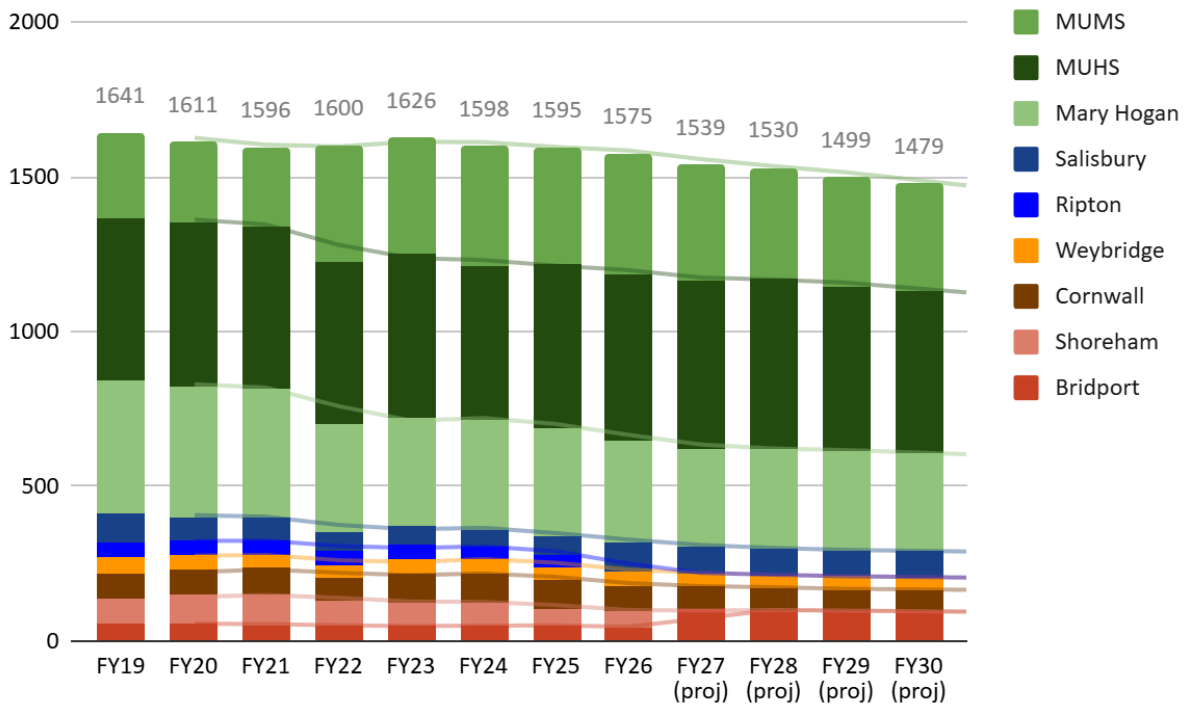
<b>Revenue</b>				
<b>All revenues that offset Education Spending</b>				
Revenue Source	FY26 Budget	FY27 Requested	Difference	% Difference
Tuition, State and Local Grants	\$ 3,705,032	\$ 4,333,472	\$ 628,440	17%
Special Education Block Grant	\$ 3,575,270	\$ 3,992,885	\$ 417,615	12%
Revenue from Other Funds	\$ 1,769,135	\$ 2,097,000	\$ 327,865	19%
Fund Balance Transfer	\$ 1,297,237	\$ -	\$ (1,297,237)	-100%
<b>Combined Revenues, All Funds</b>	<b>\$ 10,346,674</b>	<b>\$ 10,423,357</b>	<b>\$ 76,683</b>	<b>1%</b>
<b>Education Spending</b>				
	FY26	FY27	Difference	% Difference
Total Expenses, ALL FUNDS	\$51,719,284	\$ 52,999,495	\$ 1,280,211	2.48%
Total Revenues, ALL FUNDS	\$10,346,674	\$ 10,423,357	\$ 76,683	0.74%
<b>Education Spending</b>	<b>\$41,372,610</b>	<b>\$ 42,576,137</b>	<b>\$ 1,203,527</b>	<b>2.91%</b>

## 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 top line shows a new pattern this year. While the FY26 planning process forecast a small uptick in enrollment by 2030, current data does not support that claim. Instead, we are projecting a downward trajectory in enrollment over the coming years.

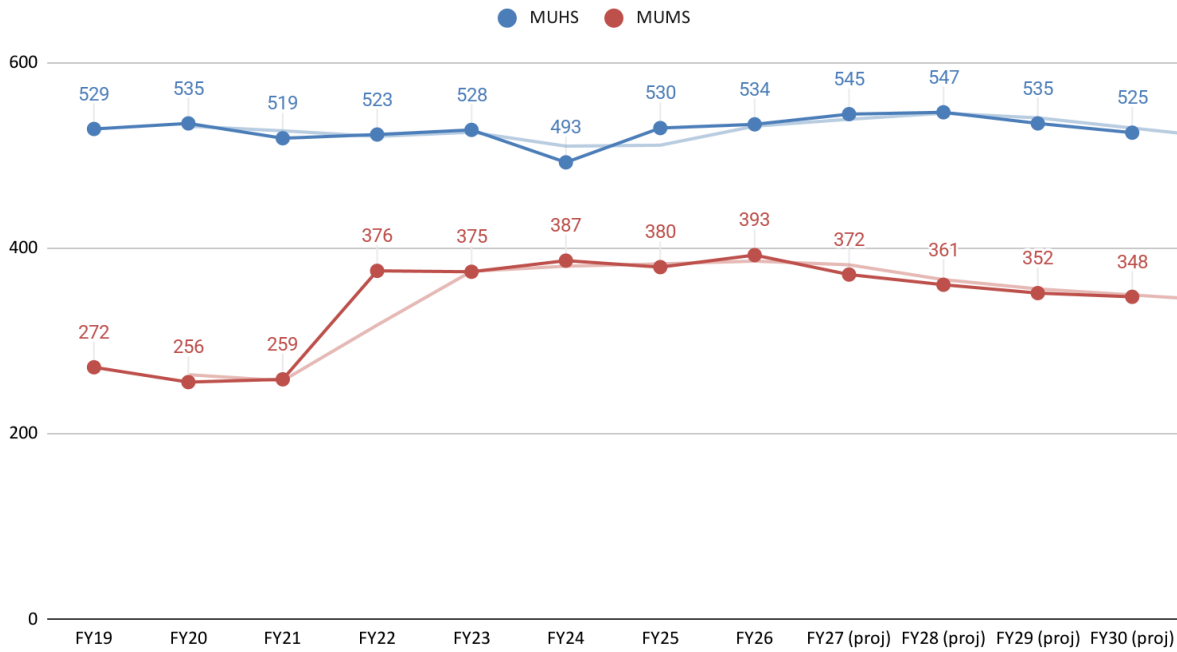


**Notes:**

- Projected data uses birth rate information and preK data to predict enrollment.

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 curve play out here. Estimates show a decline of 25-40 new enrollments at each school by FY30. This translates to roughly 10 students per grade level.

ACSD Secondary Enrollment by School with Trendlines

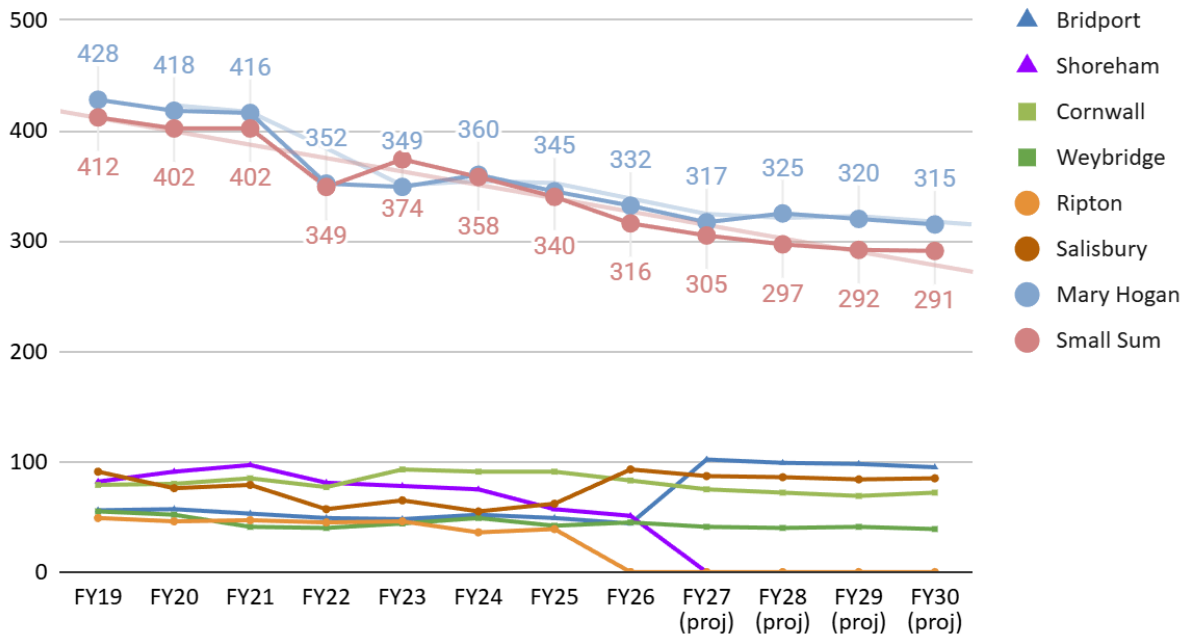


Notes:

- Trendlines use a rolling average to predict trends.
- 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. Small 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 small elementary schools match the District-wide forecasted decline in enrollment.

ACSD Elementary Enrollment by School with Trendlines



Notes:

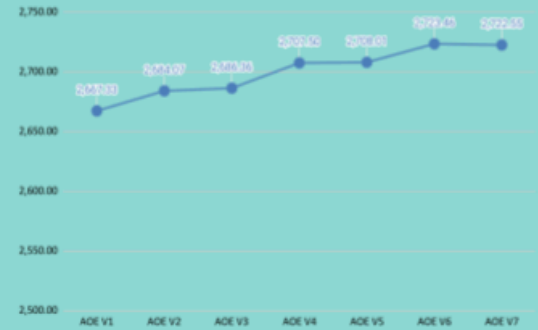
- Trendlines use a rolling average to predict trends.
- In FY26 the K-5 students from Ripton joined Salisbury Community School
- In FY27 the K-5 students from Shoreham will join Bridport Central School
- Projected data uses live birth rate information and preK data to predict enrollment.
- MH enrollment roughly equal to the sum of other schools. “Small Sum” series added for scaled comparison.
- Variance contained within 75 student range at MH scale, smaller at small schools.

## Pupil Weights: Long Term Weighted Average Daily Membership

**2,722.55** (-0.65%)

**Preliminary LTWADM\* (v.7)**

**\*Long Term Weighted Average Daily Membership:**  
Weighted pupil count using 2 year average enrollment and subsequent weights for Grade Level, Demographics, and District Sparsity.



v.3.0

### Pupil Weights: Long Term Weighted Average Daily Membership

Town of Residence	LT ADM	Grade weights							FRL weights		EL weights		Sparsity weights		LTW ADM	
	2-yr avg				Elem, k-5	Middle, 6-8		Secondary, 9-12				55 ≤ pop/mi <sup>2</sup> < 100		Added Weight	Long-term Weighted ADM	
	ADM	EEE/pK		Count	Count	Count	Count	Count	Count	ML students		Count	Count			
	plus SPS	Count	Weight	Count	Count	Weight	Count	Weight	Count	Weight	Count	Weight	Count	Weight		
		ADM		ADM, no weight	ADM		ADM		FRL		EL		ADM			
Bridport	121.71	14.88	-8.04	46.39	26.03	9.37	34.41	13.42	55.08	56.73	2	4.98	121.71	8.52	84.98	206.69
Cornwall	200.93	10.46	-5.65	85.5	41.56	14.96	63.41	24.73	59.2	60.98	2	4.98	200.93	14.07	114.07	315
Middlebury	837.56	78.23	-42.25	333.87	177.38	63.86	248.08	96.75	298.3	307.25	19	47.31	837.56	58.63	531.55	1,369.11
Ripton	82.5	9.5	-5.13	30.5	16.5	5.94	26	10.14	23	23.69	-	-	82.5	5.78	40.42	122.92
Salisbury	162.96	15.37	-8.3	62.38	32	11.52	53.21	20.77	81.15	83.58	2	4.98	162.96	11.41	123.96	286.92
Shoreham	166.1	19.63	-10.6	56.17	47.3	17.03	43	16.78	64.9	66.85	7	17.43	166.1	11.63	119.12	285.22
Weybridge	97	10	-5.4	41.5	25.5	9.18	20	7.81	16	16.48	2	4.98	97	6.79	39.84	136.84
Addison Central USD	1668.76	158.07	-85.37	656.31	366.27	131.86	488.11	190.4	597.63	615.56	34	84.66	1668.76	116.83	1053.94	<b>2722.6</b>

- Pupil Weighting Summary is shown here in the same format as ACSD receives it from the Agency of Education
- ACSD does not qualify for Small School weight and so those columns have been removed.
- ADM is calculated by the Town of Residence. Resident students who are home schooled or are tuitioned to a non-ACSD school are

counted here.

## **Tax Rate Considerations**

The proposed FY27 budget includes net local education spending of \$ 42,576,137 (+2.91%); and an education cost per weighted pupil of \$15,638 (3.58%).

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

- Federal funding revenue via grants are not awarded until Spring 2026. Budget figures are based on estimates.
- 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.

The proposed FY27 budget results in a projected adjusted equalized district-wide tax rate (AEDTR) of \$1.65, a \$0.035 increase from the current year. This adjusted and equalized District rate is ultimately impacted by the Common Level of Appraisal (CLA) adjustments for each Town. Town specific tax rates adjusted for CLA can be found in the next section below.

## Equalized District Tax Rate Calculation

Our total Local Education Spending amount of \$ 42,576,137 is the first and only figure used in calculating the Equalized District Homestead Property Tax Rate. 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.*

<b>Per Pupil Ed Spending</b>				
Per Pupil Spending uses LTWADM (weighted pupil count)				
	FY26	FY27	Difference	% Difference
Education Spending	\$ 41,372,610	\$ 42,576,137	\$ 1,203,527	2.91%
LTWADM	2,740.36	2,722.55	-17.81	-0.65%
<b>Equals ED Spending/LTWADM</b>	<b>\$ 15,098</b>	<b>\$ 15,638</b>	<b>540.82</b>	<b>3.58%</b>
<i>Excess Spending Threshold Check</i>	<i>Threshold Amount</i>	<i>ACSD Difference</i>	<i>% Difference</i>	<i>Outcome</i>
	<i>\$16,331 per LTWADM</i>	<i>\$693</i>	<i>4%</i>	<i>Below Threshold</i>
<b>District Tax Rate</b>				
Per Pupil Spending uses LTWADM (weighted pupil count)				
	FY26	FY27	Difference	% Difference
ED\$/LTWADM	\$15,098	\$15,638	\$541	3.58%
YIELD, ADJUSTED*	\$8,596	\$8,849	\$253	2.94%
DISCOUNT, ADJUSTED	\$0.1388	\$0.1143	-\$0.02	-17.66%
<b>DISTRICT HOMESTEAD PROPERTY TAX RATE</b>	<b>\$1.62</b>	<b>\$1.65</b>	<b>\$0.035</b>	<b>2.19%</b>

\* At this time, the Property Yield has not been finalized for FY27. For income based rate details, see next section.

## Income Based District Tax Rate Calculation

For property-owning Vermonters who pay some or all of their Education Taxes based on Income, the District calculates a maximum % of taxable income based on the proposed budget. The calculation is similar to the Homestead Property Tax Rate. Instead of calibrating based on \$1 of property tax, the income rate is based on a 2% 'floor'. For this, we use the Income Yield generated by the State Department of Taxes. This year, it is set at \$12,154.

This means that qualifying resident homeowners would use 2.6 % of their income in determining income sensitivity. If a property tax bill obligates the resident to more than 2.6% of their income, the difference would be issued as a credit the following year.

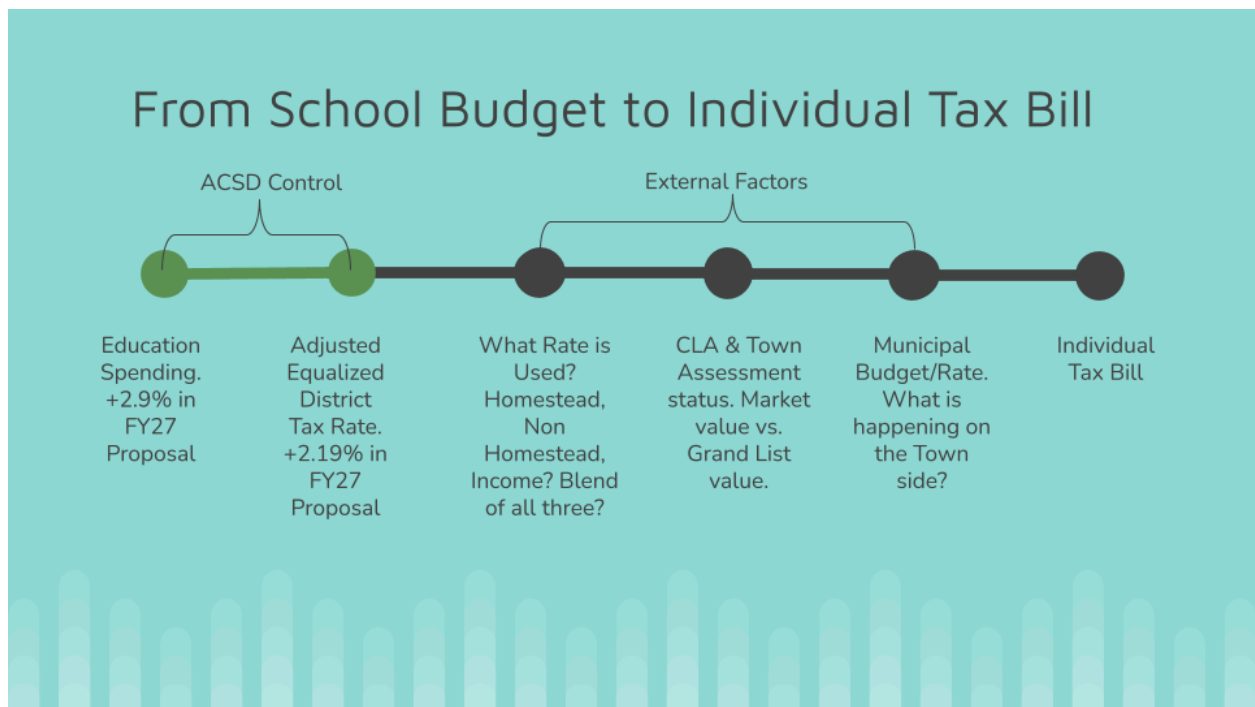
Non-homestead residents, such as renters, pay into the system indirectly. Landlords are charged a non-homestead tax rate (fixed at \$1.79 state-wide). These costs are passed to renters in their monthly rent.

ACSD Per Pupil Education Spending	\$ 15,849
<u>divided</u> by State Income Yield	\$ 12,154
<u>times</u> base income rate	2.0%
<b><u>equals</u> ACSD % of income paid towards education taxes</b>	<b>2.6%</b>

## Common Levels of Appraisal and Town Tax Rate Projections

Disclaimer: The Town-specific tax rates listed below are Homestead tax rates used by each town to calculate the education portion of property tax bills. Large fluctuations in rate are the result of recently conducted property reassessments. Rates decline because the listed values of the property are now higher. Projected changes in Town rates should not be considered as anticipated changes in property tax bills. The chart below shows the three important questions to answer between the ACSD equalized district tax rate and an individual tax bill:

1. How does the taxpayer pay?
2. What is the town's assessment status?
3. What effect has the town's budget had on the municipal rate of the tax bill?



## Preliminary Town Tax Rate Projection

Town	Projected Adjusted CLA*	Projected Adjusted EDTR	Projected FY27 Tax Rate	FY26 Town Tax Rate	Difference	Percent Change
<b>Bridport</b>	141%	\$1.65	\$1.17	\$1.09	\$0.09	9%
<b>Cornwall*</b>	156%	\$1.65	\$1.06	\$2.02	-\$0.95	-47%
<b>Middlebury</b>	99%	\$1.65	\$1.67	\$1.66	\$0.02	1%
<b>Ripton*</b>	144%	\$1.65	\$1.15	\$1.91	-\$0.76	-40%
<b>Salisbury</b>	127%	\$1.65	\$1.30	\$1.20	\$0.11	8%
<b>Shoreham</b>	139%	\$1.65	\$1.19	\$1.10	\$0.10	9%
<b>Weybridge*</b>	149%	\$1.65	\$1.11	\$1.77	-\$0.65	-37%

\*Based on results of 2025 Equalization Study (12/26/2025). Reassessment in Cornwall, Ripton, Weybridge

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## Detailed Financial Section



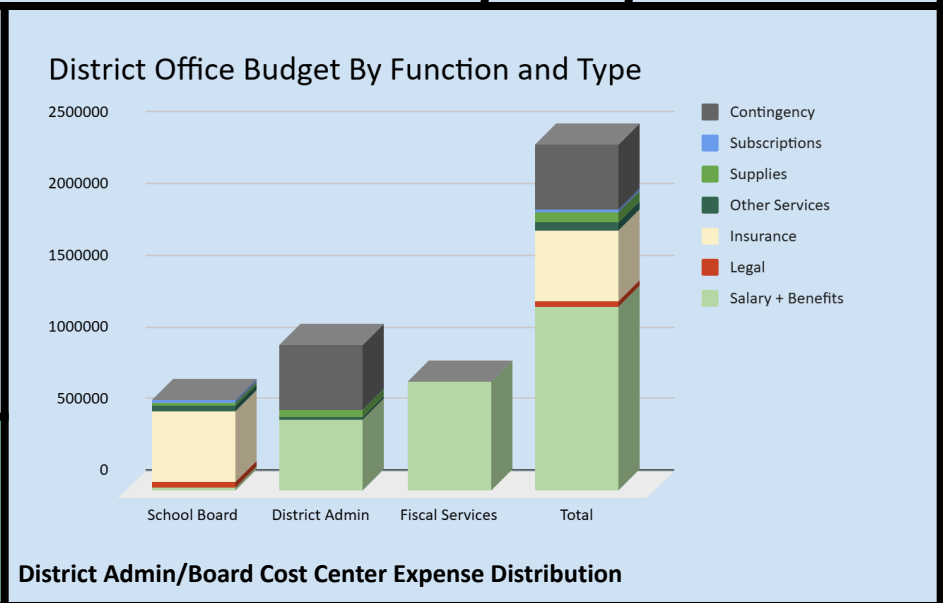
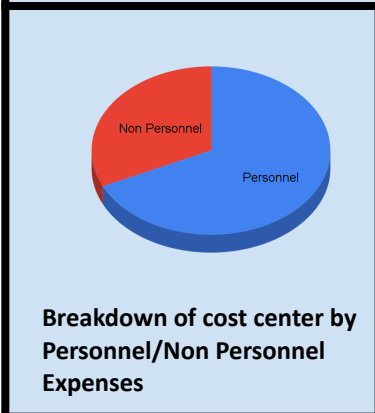
### **Introduction to Detailed Financial Section**

The following section presents the detailed financial breakdown of the FY27 budget, organized by the operational cost center. Our goal in this section is to provide maximum transparency regarding how the total approved education spending translates into resources and services across the Addison Central School District. Each cost center ties to the new Block Budgeting framework, providing a clear line of sight from high-level objectives down to individual expenditure categories. Cost center “Price Tags” provide an additional unit cost metric of how the funds assigned to each of our weighted pupils are disbursed.

For each cost center, you will find analytics that highlight financial distribution and/or cost history. Additionally, we have included a narrative explanation of the key budget drivers and notable changes within each cost center to help chart the year to year development.

## Cost Center: District Office

<b>Cost Center Staffing Profile:</b>  Wendy Baker, Superintendent Nelly Collazo, Assistant Superintendent of Specialized Services (25%) Sonya Oefelein, Director of Equity, Inclusion, and Restorative Practice (25%) Matthew Corrente, Director of Finance and Operations Emily Blistein, Director of Communications Gail Leach, Director of Human Resources Kathy Roberts, Assistant Business Manager Fiscal Services Team - 3.0 FTE Administrative Assistants - 3.0 FTE	FY25 Actual	\$ 2,240,210.90
	FY26 Budget	\$ 2,579,005.00
	FY27 Proposed	<b>\$2,749,540 (+6.6%)</b>
	Price Tag	<b>\$1015 per LTWADM</b>



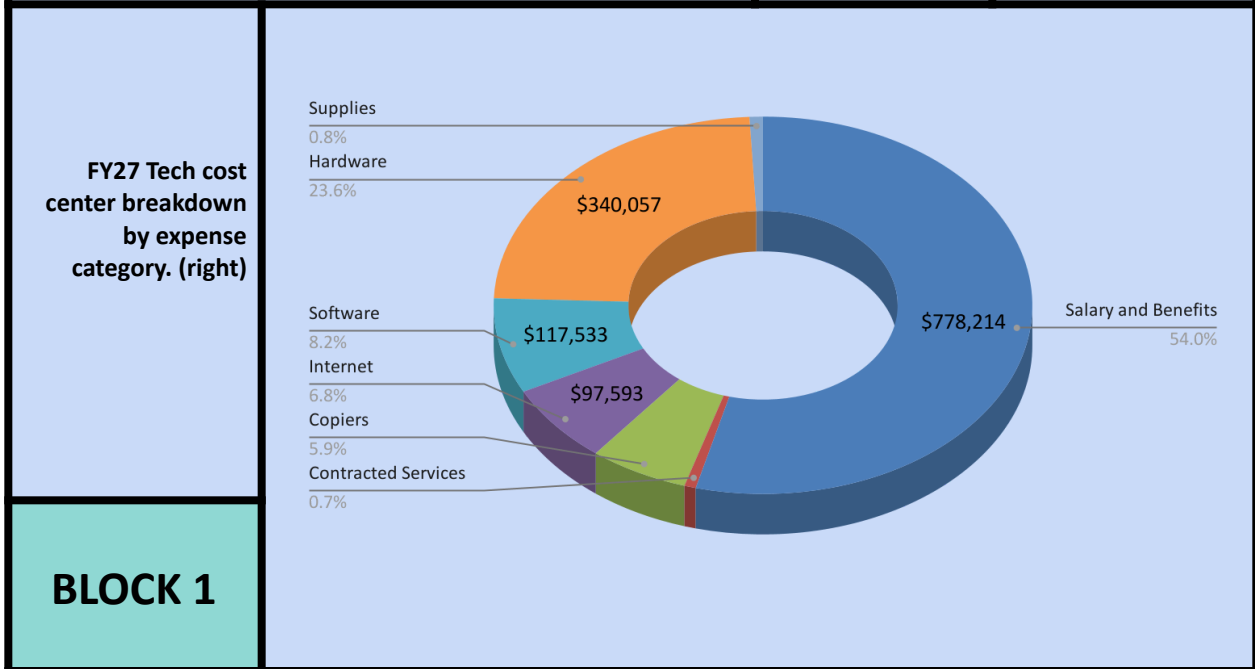
BLOCK 1

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 general fund.

In addition to the Healthcare and Wage drivers, the FY27 budget increase comes from the reclassification of District positions, a new MCTV contribution (\$15,000) and a new mandatory flood insurance rider (\$14,000)

## Cost Center: Technology

<b>Cost Center Staffing Profile:</b>  Will Hatch, Director of Technology Nick Striglia, Assistant Director District Tech Team 5.0	FY25 Actual	\$ 1,321,792
	FY26 Budget	\$ 1,426,785
	FY27 Proposed	<b>\$ 1,440,665 (-1%)</b>
	Price Tag	<b>\$532 per LTWADM</b>

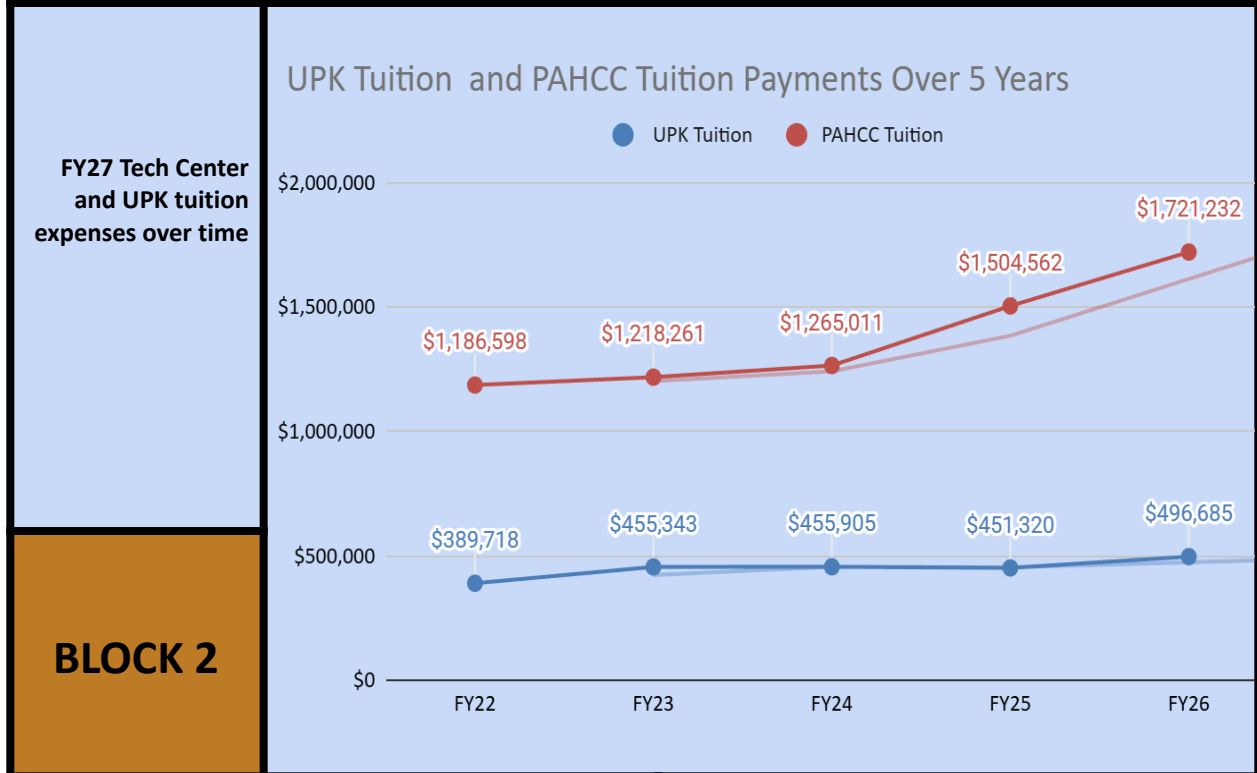


Within the Technology cost center lie all aspects of the District’s computing, networking, cyber security, and support. The Technology cost center received a 23% funding boost in FY24 to better match spending to the District’s need. That boost appears to have been correctly calibrated as the cost center is projecting only a slight change in the face of the FY27 budget drivers.

In addition to a more organized budget that allows for better tracking of hardware and software costs across all buildings, the FY27 Tech budget looks to respond to increased cybersecurity concerns, AI integration, and districtwide hardware updates.

### Cost Centers: PAHCC and UPK

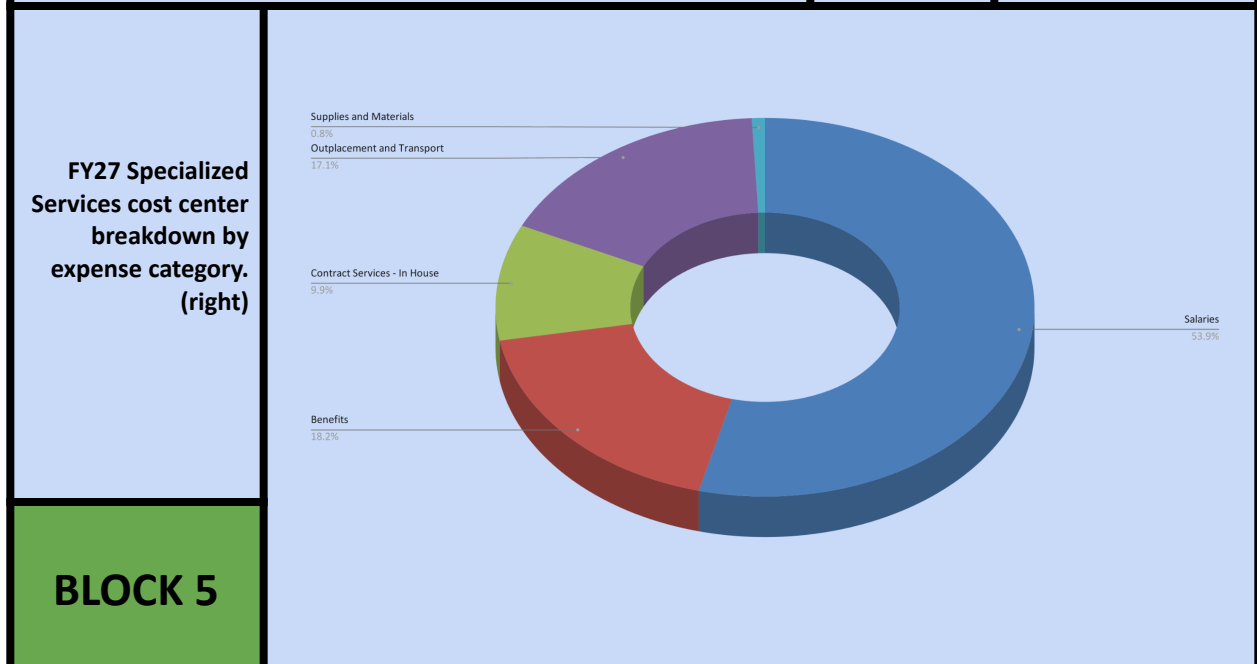
<b>PAHCC Tuition</b>  The district pays tuition to the Career Center on a 6-semester rolling average enrollment basis. That enrollment figure is multiplied by next year’s tuition rate to determine the total cost for the year. The annual payment in FY27 is going up due to increases in both average enrollment (+6%) and tuition rate (+11%).	FY25 Actual	\$ 1,504,562
	FY26 Budget	\$ 1,776,816
	FY27 Proposed	<b>\$ 2,019,846 (+14%)</b>
	Price Tag	<b>\$742 per LTWADM</b>



<b>BLOCK 2</b>		
FY25 Actual	\$ 547,272	<b>Universal PreK Tuition</b>  ACSD pays tuition to third party Pre-K providers at a universal rate (\$4,106) times the annual program enrollment. We estimate tuition enrollment to be between 115 and 125 FTE in FY26 and anticipate a 3% increase in tuition rate. Additionally, the coordinator expense listed here has been amended to only show our 1/3 share of the total, after reimbursement.
FY26 Budget	\$ 540,893	
FY27 Proposed	<b>\$ 491,924 (-9.1%)</b>	
Price Tag	<b>\$182 per LTWADM</b>	

## Cost Center: Specialized Services

<b>Cost Center Staffing Profile:</b>  Dr. Olga Nelly Collazo, Assistant Superintendent of Specialized Services Special Educators Special Education Paraprofessionals Speech and Language Pathologists Psychologists and Evaluation Team Interventionists Behavioral Teams Social Workers District Driver Administrative Assistants Specialized Services Coordinator	FY25 Actual	\$ 8,675,739
	FY26 Budget	\$ 9,922,277
	FY27 Proposed	<b>\$ 10,505,389</b> <b>(+5.9%)</b>
	Price Tag	<b>\$3879 per</b> <b>LTWADM</b>



BLOCK 5

The Specialized Services cost center contains all of the resources that support a continuum of services to support PreK-12 students with disabilities. Within this area of the budget, expenses fall into three major buckets: Personnel, Contracts, and Non-Personnel.

Personnel expenses cover the salaries and benefits of the positions listed above. Contracts are further split into Outplacement Tuitions, Specialized Transportation Costs, and Service Providers (PT, OT, SLP, etc). Finally, non-personnel lines cover specialized materials, supplies, and equipment to accommodate the needs of our learners.

## Cost Center: Professional Development and Curriculum

<b>Cost Center Staffing Profile:</b>  Courtney Krahn, Director of Teaching and Learning Curriculum Team 5.0 FTE Literacy Coordinator PD Coordinator Data Systems Manager	FY25 Actual	\$ 887,562
	FY26 Budget	\$ 1,380,686
	FY27 Proposed	<b>\$ 1,560,032 (+13%)</b>
	Price Tag	<b>\$573 per LTWADM</b>

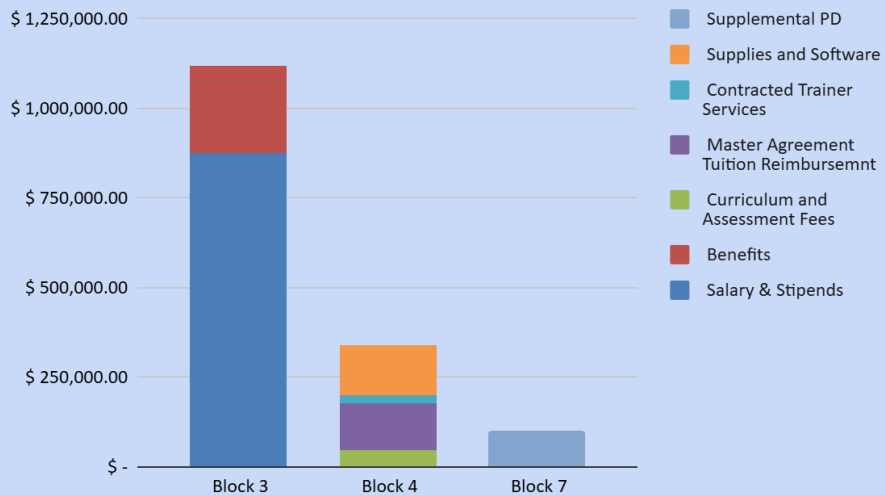
On the right, the chart breaks out the proposed PD&C budget by block to show how the expenses exist in three distinct zones.

**BLOCK 3**

**BLOCK 4**

**BLOCK 7**

PD and Curriculum Budget by Block



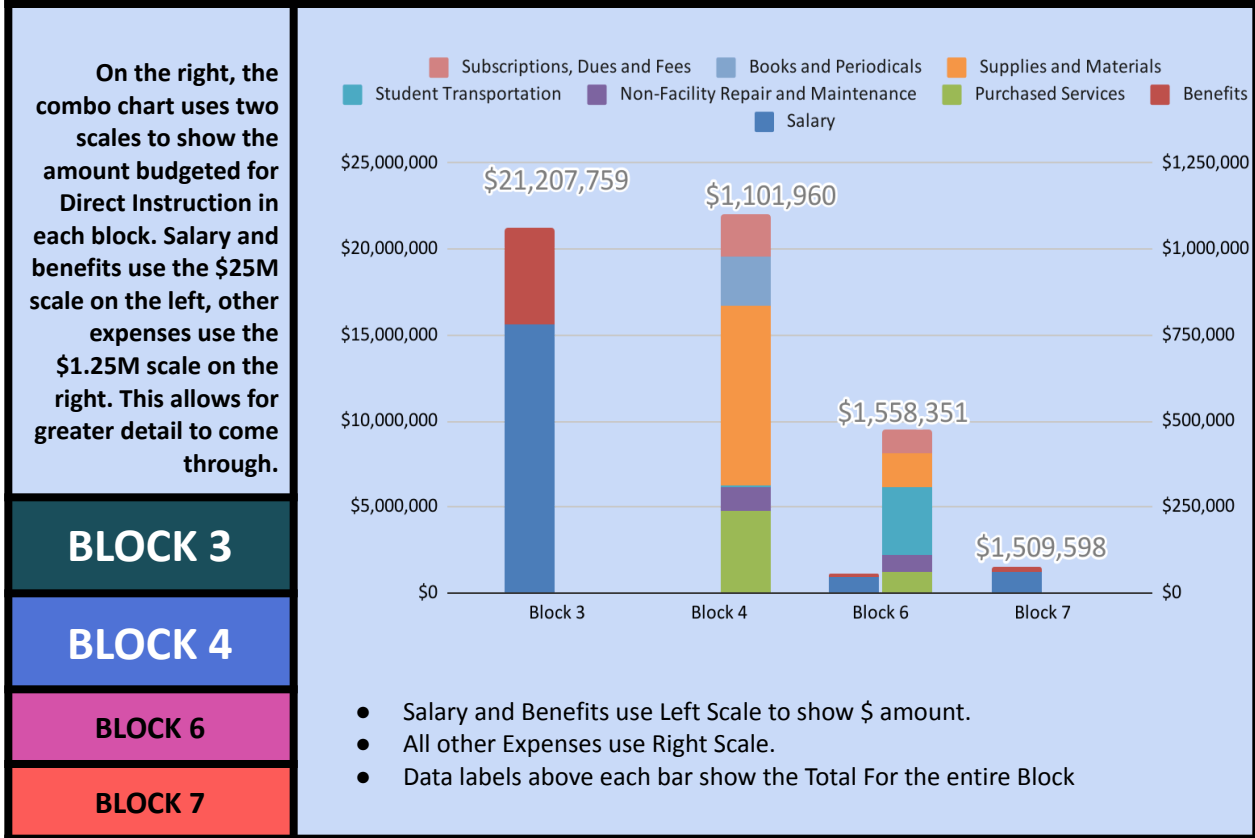
The two major functions of this cost center are Professional Development and Curriculum. In PD, the District funds the resources used for planning and executing District-run training and education for our staff as well as the allowances that professional staff are entitled to for their individual continuing education credits.

The Curriculum branch focuses on licensing and accreditation of our schools, curricular design and implementation, curricular unification and standardization, teacher training, software systems, and more.

As the administrator, the Director of Teaching and Learning oversees the PD&C operations while also spearheading our Federal Grant writing for the CFP Grants (Title I, IIA, and IV). The Director also collects, analyzes, and reports student achievement data across a variety of metrics.

## Cost Center: Direct Instruction

Direct Instruction is our largest cost center and covers the educational operations at each of our school buildings. A full staffing chart is included on the next page.	FY25 Actual	\$ 23,690,196
	FY26 Budget	\$ 24,680,037
	FY27 Proposed	<b>\$ 25,412,969 (+3%)</b>
	Price Tag	<b>\$9384 per LTWADM</b>



## Direct Instruction Staffing Model

K-5 Staffing Table	Bridport Central School (K-5)	Cornwall Elementary School	Mary Hogan Elementary School	Salisbury Community School	Weybridge Elementary School
Administrator	1.5	1.0	2.0	1.0	0.5
Student Response Coordinator			1.0		
Classroom Teacher	6.0	6.0	20.0	6.0	3.0
Librarian (Block 3/7)	0.5/0.5	0.6	1.0	0.6	0.4
Art (Block 3/6)	0.2/0.3	0.2/0.1	1.0	0.2/0.1	0.1
Music (Block 3/6)	0.2/0.3	0.2/0.2	0.8/0.2	0.2/0.2	0.1/0.1
PE/Health (Block 3/6)	0.4/0.4	0.4	2.0	0.4	0.2
World Language (Block 3/6)	0.4/0.1	0.4	1.2	0.4	0.2
<b>AMS Total FTE</b>	<b>2.3</b>	<b>1.5</b>	<b>5.2</b>	<b>1.5</b>	<b>0.7</b>
General Ed Para	2.0	2.0	5.0	2.0	1.0
Admin Assistant	1.0	1.0	3.0	1.0	1.0
Nurse	0.5	0.5	1.3	0.5	0.2
School Counselor	1.0	0.6	2.0	0.8	0.4
Academic Interventionist	2.0	1.0	3.0	2.0	0.5
Instructional Specialist	2.0	1.0	2.0	1.0	0.0
Special Educator	2.0	1.0	4.0	1.0	0.5
<b>Total FTE</b>	<b>21.3</b>	<b>16.2</b>	<b>49.5</b>	<b>17.4</b>	<b>8.2</b> v.2.0

PreK and Secondary Staffing Table	PreK (MH and SES)	MUMS	MUHS	Totals
Administrator	0.5	2.0	2.0	<b>10.5</b>
Student Response Coordinator		1.0	1.0	<b>3.0</b>
Classroom Teacher	4.0	16.0	<u>25.4</u>	<b>85.4</b>
Librarian (Block 3/7)		1.0	1.0	<b>5.6</b>
Art (Block 3/6)		3.0	<u>3.0</u>	<b>8.2</b>
Music (Block 3/6)		2.0	2.0	<b>6.8</b>
PE/Health (Block 3/6)		4.0	4.0	<b>11.8</b>
World Language (Block 3/6)		3.0	4.4	<b>10.1</b>
<b>AMS Total FTE</b>		<b>12.0</b>	<b>13.4</b>	<b>36.9</b>
General Ed Para	8.0	0.0	4.0	<b>24.0</b>
Admin Assistant		4.5	6.0	<b>17.5</b>
Nurse		1.3	1.3	<b>5.6</b>
School Counselor		3.0	3.0	<b>10.5</b>
Academic Interventionist		2.0	1.0	<b>11.5</b>
Instructional Specialist		2.0	0.0	<b>7.0</b>
Special Educator		5.0	7.0	<b>20.1</b>
<b>Total FTE</b>	<b>12.5</b>	<b>49.8</b>	<b>65.1</b>	<b>240</b>

v.2.0

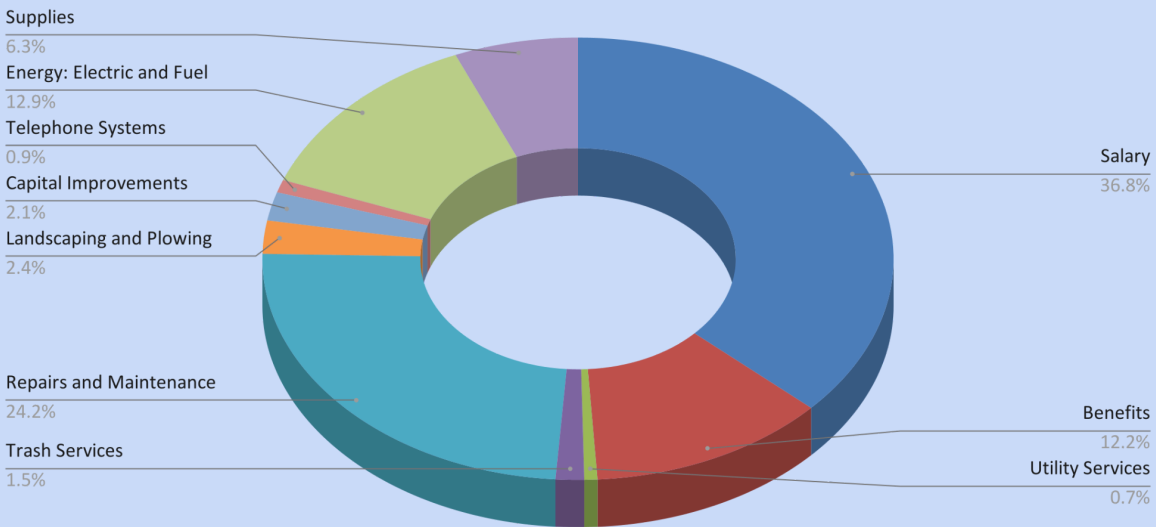


## Cost Center: Facilities

<b>Cost Center Staffing Profile:</b>  Bruce MacIntire, Director of Facilities Eric Warren, Assistant Director Custodial, Buildings, and Grounds Staff: 28.0 FTE	FY25 Actual	\$ 4,946,112
	FY26 Budget	\$ 4,536,289
<b>BLOCK 1</b>	FY27 Proposed	<b>\$ 4,809,506 (+6%)</b>
	Price Tag	<b>\$1812 per LTWADM</b>

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 due to the effects of substantial deferred maintenance. Much of this funding was held in a District pool to be strategically available to meet needs as they arose. We continue to monitor repairs and maintenance at each of our facilities to ensure that our budget provides us with the ability to respond to emergency needs and address known facility improvements as efficiently as possible.

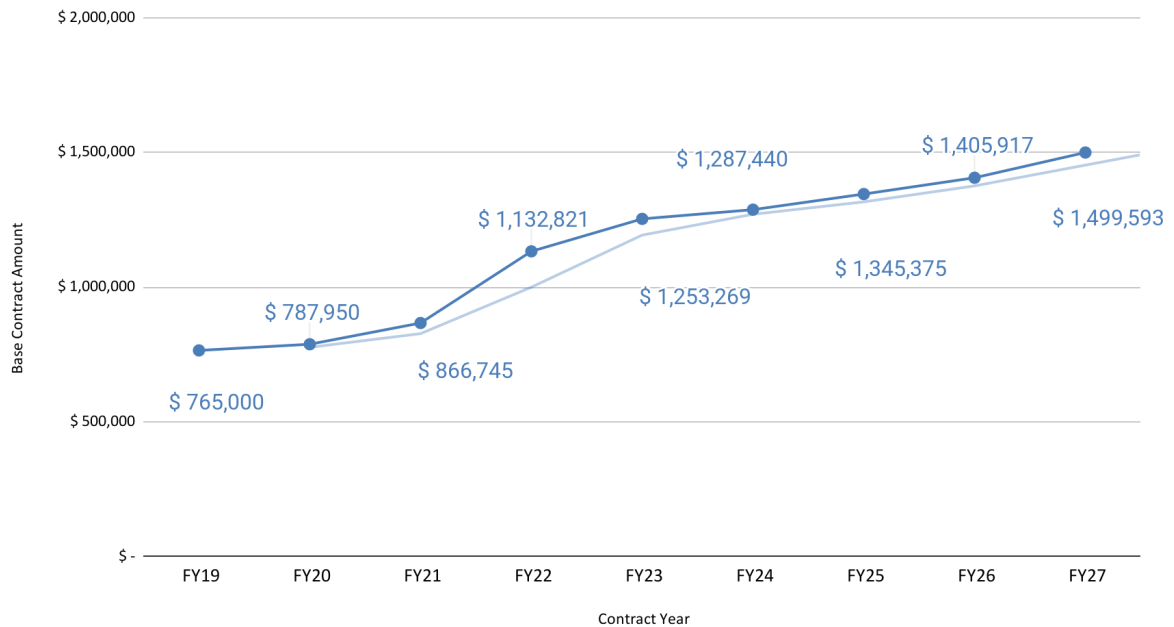
FY27 Facilities Budget by Expense Category



## Cost Center: Transportation

<p><b>Cost Center Profile:</b></p> <p>ACSD contracts with STA/Betcha Transit for all Transportation services.</p> <p>We are in a two year extension of our previous agreement, with growth capped at 3% on the base rates. Additional charges stemming from fuel and overtime use are added to the FY27 projection.</p> <p>There are currently no additional transportation costs projected as a result of the Ripton/Salisbury or Bridport/Shoreham reconfigurations.</p>	FY25 Actual	\$ 1,428,131
	FY26 Budget	\$ 1,428,863
	FY27 Proposed	\$ 1,504,598 (+5.3%)
<b>BLOCK 1</b>	Price Tag	<b>\$556 per LTWADM</b>

ACSD Base Transportation Contract Price History



**Cost Center: Debt**

<p><b>Cost Center Profile:</b></p> <p>The Debt cost center accounts for the District’s annual obligation towards repayment of borrowed funds for capital improvements.</p> <p>Construction loan in Bridport has reached maturity and will lower our debt service obligation in FY27.</p>	FY25 Actual	\$ 152,726
	FY26 Budget	\$ 119,554
	FY27 Proposed	\$ 108,024.76 (-9.6%)
<b>BLOCK 1</b>	Price Tag	<b>\$40 per LTWADM</b>

## 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 unanticipated expenses or revenue shortfalls.

Fund	Capital Reserves	Education Reserves
Purpose	Voter designated reserve fund used for capital improvements to ACSD school buildings. Funds must be spent within 5 years of transfer.	Stabilization fund to mitigate the effects of unbudgeted expenses or revenue shortfalls.
FY25 Starting Balance	\$ 1,792,453	\$ 2,333,262
FY25 Ending Balance	\$ 3,826,295	\$ 2,333,262
FY25 Activity	In FY25, the FY23 General Fund surplus was transferred to Capital Reserves. No funds were used.	There were no FY25 transfers to or from the Education Reserves.
FY26 Notes	In FY26, \$ 1,297,237 from FY24 was transferred into Capital Reserves and \$ 650,000 was approved by the Board for security updates at all schools.	In FY26, \$ 1,098,696 was transferred from the Education Reserves to the General Fund to restore a zero-basis after three special education accounts were melded into the GF.
FY27 Projection	\$ 4,473,532 available.	\$ 1,234,566 available.

### FY25 General Fund Balance

Our auditors, RHR Smith, have completed their fund balance verification. The audited balance is \$321,107 for the General Fund activity. This balance was added to the basis reconciliation calculation referenced above, mitigating the drawdown from Education Reserves. A copy of the audit report for the year ended June 30, 2025 will be posted on the ACSD website upon receipt.

# Appendices

## **Appendix A: Glossary of 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.

**Act 183** - The 2024 Vermont statute which modified the educational funding mechanism to include the changes present in the FY27 plan.

**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.

**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.

**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.

**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.

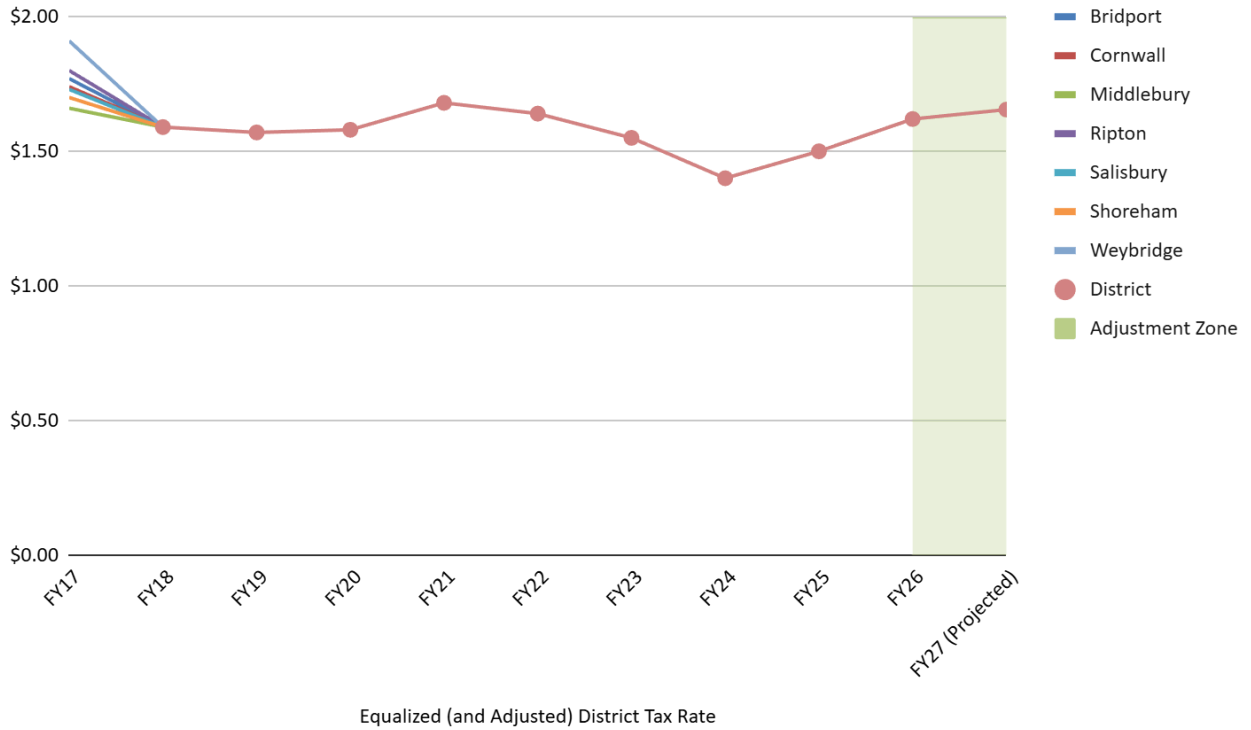


## Appendix B: FY27 Budget Process and Timeline

### FY27 Budget Process and Timeline

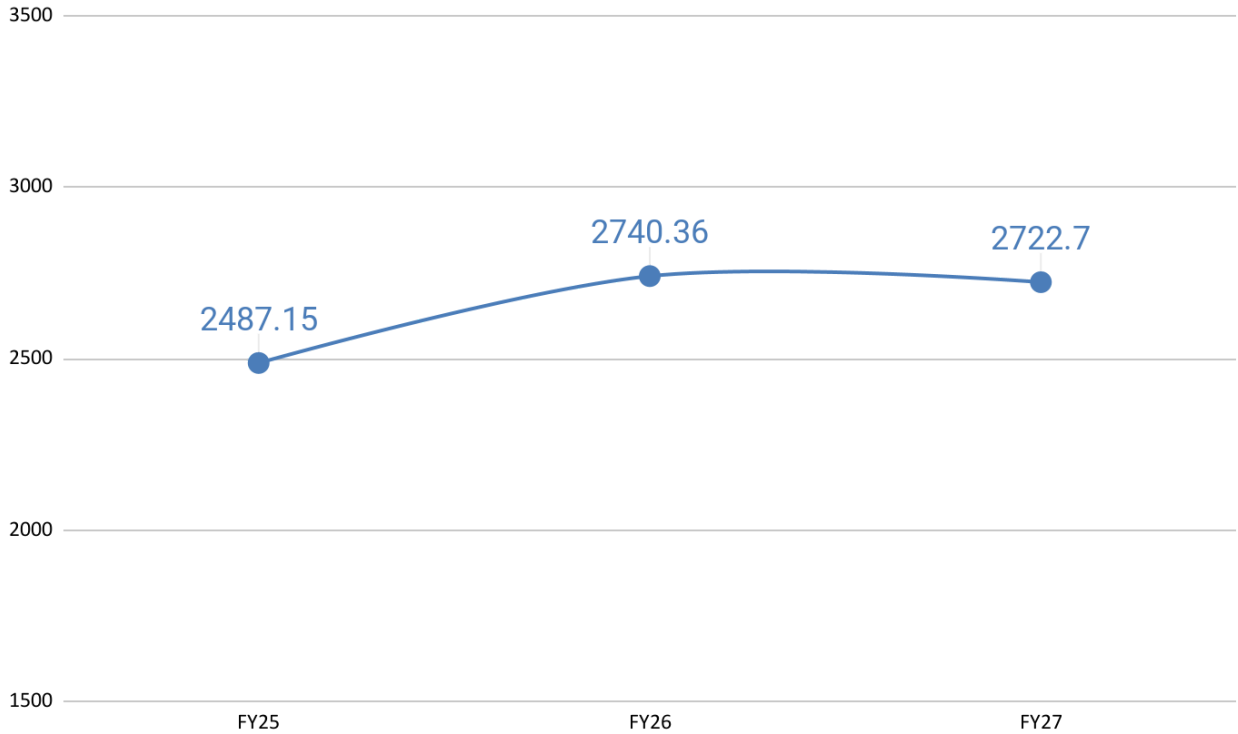
8/18/25	Personnel verification process begins to reconcile salaries and budget units.
9/22/25	<b>Board Presentation: Budget Drivers</b> to full Board
10/1/25	Data collection due. Principals and Directors budget meetings #1 of 2.
10/13/25	Special education service plans complete
10/27/25	<b>Board Presentation: Budget Development #1</b> to full Board
11/1/25	Principals and Directors budget meetings #2 of 2.
11/24/25	<b>Board Presentation: Budget Development #2</b> to full Board
12/1/25	Tax commissioner recommends yield rates
12/15/25	Statutory deadline for release of equalized pupil count; possible CLA
12/22/25	<b>Board Presentation: Cost Center Detail and Property Tax Rates</b>
1/26/26	Distribute draft budget books. <b>Board Presentation: ACSD FY27 Budget</b>
1/9/26 for 2/24	ACSD Annual Meeting Warned. (MIN30-MAX40)
1/19/26	Consider holding this date for an additional Board meeting as needed.
1/26/26	<b><u>Board discussion and vote on budget. Recommended motion to Adopt.</u></b>
1/27/26 -1/29/26	Town Meeting Warned. (MIN30-MAX40) Requires Board Approval of all Articles.
2/9/26	Board Meeting: Final Budget updates and publication of final budget book.
2/24/26	ACSD Annual Meeting. <b>Presentation: ACSD FY27 Budget</b> to Public.
3/3/26	Town Meeting Day - Budget Vote

## Appendix C: Historical Town and District Equalized Tax Rates



Notes: The chart above shows historical tax rate data for all years since consolidation. The FY26 Rate and FY27 projection are also noted as inside the Adjustment Zone. This is due to the new Adjustment Factor which reframes how the District Tax rate is stated, moving it closer to the state average.

## Appendix D: Historical Weighted Pupil Data



Note: We are in Year 3 of using Long Term Weighted Average Daily Membership to show our weighted pupil count. After a significant increase in FY26 due to a data collection error, the rate of change has essentially leveled off for FY27's budget development cycle.

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

### 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
<b>Bridport</b>	15	9	6	8	9	11	5								48	63
<b>Cornwall</b>		15	19	19	9	16	15								93	93
<b>Mary Hogan</b>	25	56	53	61	63	50	66								348	374
<b>MUMS</b>								115	126	111					352	352
<b>MUHS</b>											124	130	112	126	492	492
<b>Ripton</b>		8	6	6	10	6	10								46	46
<b>Salisbury</b>		14	8	15	6	9	13								65	65
<b>Shoreham</b>		9	8	10	21	16	11								75	75
<b>Weybridge</b>		8	10	5	6	6	8								43	43
<b>Totals</b>	<b>40</b>	<b>119</b>	<b>110</b>	<b>123</b>	<b>123</b>	<b>112</b>	<b>126</b>	<b>115</b>	<b>126</b>	<b>111</b>	<b>124</b>	<b>130</b>	<b>112</b>	<b>123</b>	<b>1,557</b>	<b>1597</b>

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

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.

## ACSD FY25 Enrollment Data

<i>Level</i>	<i>School</i>	0	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
Elementary	Bridport	4	10	9	7	6	11								47
	Cornwall	14	13	16	19	17	12								91
	Mary Hogan	46	64	63	50	56	68								347
	Ripton	3	2	8	7	8	11								39
	Salisbury	12	11	12	7	14	6								62
	Shoreham	8	7	10	7	9	17								58
	Weybridge	3	9	8	9	6	7								42
Elementary Total		90	116	126	106	116	132								686
Highschool	MUHS										139	121	129	137	526
Middle School	MUMS							119	132	130					381
<b>Grand Total</b>		<b>90</b>	<b>116</b>	<b>126</b>	<b>106</b>	<b>116</b>	<b>132</b>	<b>119</b>	<b>132</b>	<b>130</b>	<b>139</b>	<b>121</b>	<b>129</b>	<b>137</b>	<b>1593</b>

Note: This table excludes the 40 preK students in our Bridport (15) and Mary Hogan (25) programs. Including preK has the potential to skew comparability across elementary schools and will be stated separately until further notice.

## ACSD FY26 Enrollment Data

<i>Level</i>	<i>School</i>	0	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
Elementary	Bridport	7	4	10	10	7	7								45
	Cornwall	7	14	13	16	17	15								82
	Mary Hogan	48	51	60	60	54	59								332
	Ripton	0	0	0	0	0	0								0
	Salisbury	11	15	14	20	14	19								93
	Shoreham	7	9	5	10	11	9								51
	Weybridge	3	9	8	9	6	7								42
Elementary Total		83	102	110	125	109	116								645
Highschool	MUHS										135	153	120	126	534
Highschool Total											135	153	120	126	534
Middle School	MUMS							133	123	137					393
Middle School Total								133	123	137					393
<b>Grand Total</b>		<b>83</b>	<b>102</b>	<b>110</b>	<b>125</b>	<b>109</b>	<b>116</b>	<b>133</b>	<b>123</b>	<b>137</b>	<b>135</b>	<b>153</b>	<b>120</b>	<b>126</b>	<b>1572</b>

## Appendix F: 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 FY26, ACSD received an allocation of \$663,778 for our IDEA-B Basic grant (ages 6-21), and \$19,626.00 for our IDEA-B Pre-K (ages 3-5) The grant funds for this fiscal year are helping to offset the cost of virtual SLP services.

**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 FY26, these funds were available to Bridport, Mary Hogan, Ripton, Salisbury, and Shoreham elementary students.

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, 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 FY26, ACSD received allocations of \$534,140 in Title I; \$154,910 in II; and \$87,668 in IV.

**Medicaid:** 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 2026 was generated during the 2024–2025 school year. The estimated FY26 budget is \$300,000. MAC/EPSDT is another medical services reimbursement grant that functions similarly. This grant is projected at \$42,000 for FY27.