

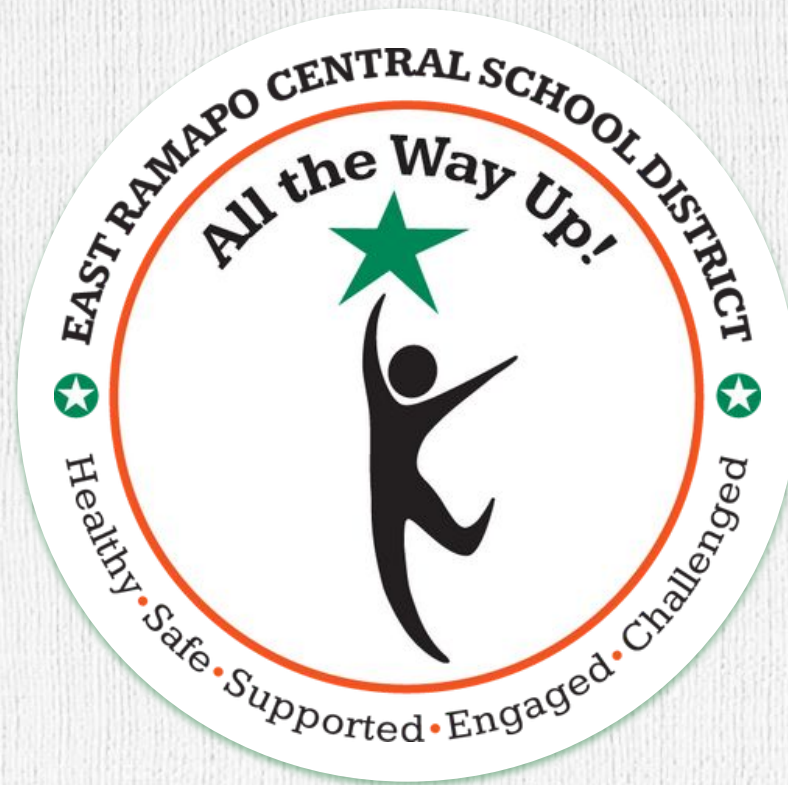


BOARD OF EDUCATION

Tuesday, March 4, 2025 at 7:30 PM

105 South Madison Avenue Spring Valley, New York

¿Necesita traducciones? 1-720-843-2672 código de acceso: 3705623
Ou bezwen tradiksyon? 1-720-843-2672 kòd aksè: 6392352



BOARD OF EDUCATION Superintendent's Report

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EAST RAMAPO

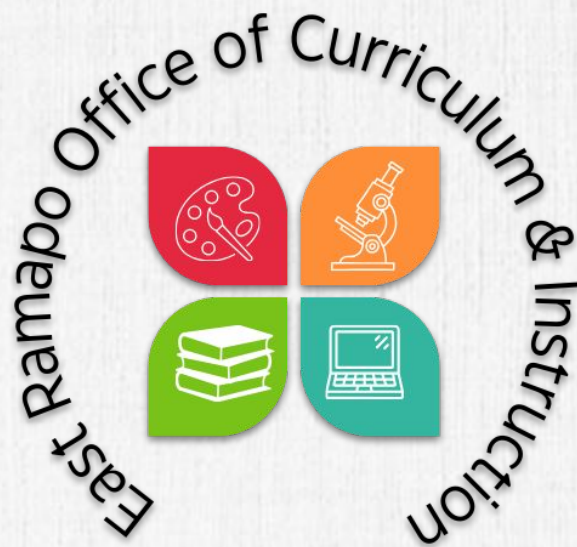
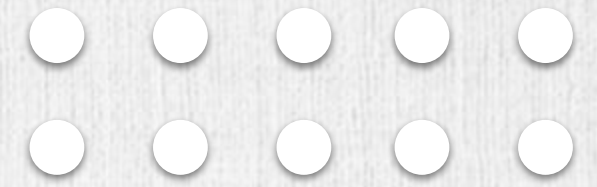
CENTRAL SCHOOL DISTRICT



2025-2026
BUDGET UPDATES



Introduction



Dr. Ronald Gonzalez

Assistant Superintendent of
Curriculum & Instruction



Karen Marconi

Assistant Superintendent of Pupil
Personnel Services



Katheryne Morales

Assistant Superintendent of
Multilingual Education

Investing in our future...

- Our primary goal is to provide sound education. Therefore it is crucial that we focus our attention on the most important aspect of education: **instruction for students.**
- We face an important decision that will shape the future of our children, our community, and our schools. The outlined academic approach, which includes what we support financially is a **reflection of where we prioritize our resources.**
- In the face of challenges, there is a clear path forward—one that prioritizes **the holistic development** of our students and sets them on a **path to success, academically and in life.**



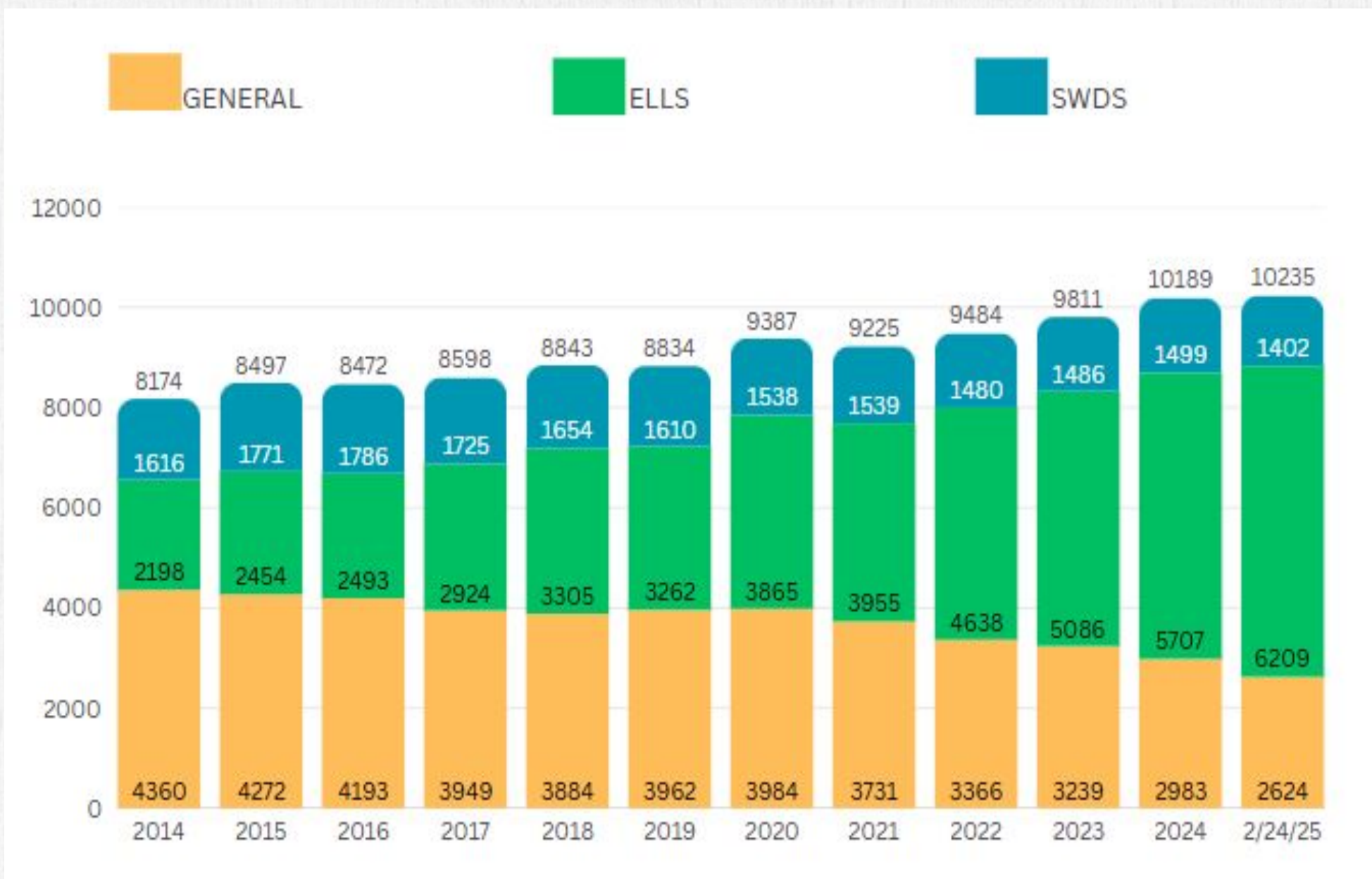
⦿ ⦿ ⦿ ⦿ ⦿ **The Urgency Our Students Need** ⦿ ⦿ ⦿ ⦿ ⦿

The Data

Enrollment Report

10,235

Total District Wide Enrollment



60.5%
English Language
Learners
(ELLs)

13.4%
Special Education
(Self Contained &
Receiving Services)

16.2%
Homeless

74.7%
Free & Reduced Lunch

The Data

NYSESLAT 2023 to 2024

Grade	Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Kindergarten	33%	42%	31%	27%	17%	14%	18%	16%	1%	1%
Grade 1	22%	14%	44%	46%	28%	29%	6%	10%	0%	1%
Grade 2	20%	25%	34%	32%	26%	22%	17%	19%	3%	2%
Grade 3	18%	15%	25%	30%	32%	34%	23%	20%	3%	2%
Grade 4	24%	24%	24%	25%	24%	23%	22%	24%	6%	3%
Grade 5	17%	22%	21%	22%	21%	28%	30%	24%	11%	5%
Grade 6	21%	25%	18%	21%	18%	19%	27%	24%	16%	11%
Grade 7	23%	21%	27%	30%	19%	17%	25%	28%	5%	4%
Grade 8	18%	19%	23%	29%	15%	20%	37%	28%	6%	3%
Grade 9	12%	18%	38%	36%	22%	23%	23%	21%	5%	1%
Grade 10	6%	9%	29%	35%	28%	21%	27%	28%	10%	7%
Grade 11	5%	6%	21%	21%	28%	32%	35%	33%	11%	7%
Grade 12	4%	2%	28%	23%	31%	34%	29%	34%	8%	7%

The Data

3-8 ELA & Math Results

ERCSD ELA		
Grade	2023	2024
3	12.00%	11.87%
4	18.00%	17.20%
5	18.00%	18.14%
6	28.00%	18.69%
7	22.00%	18.18%
8	32.00%	29.53%
	21.67%	18.94%
2024 NYS Average		46%

SUBGROUP ELA		
	2023	2024
Students with Disabilities	7%	6%
English Language Learners	3%	3%
Economically Disadvantaged	20%	17%

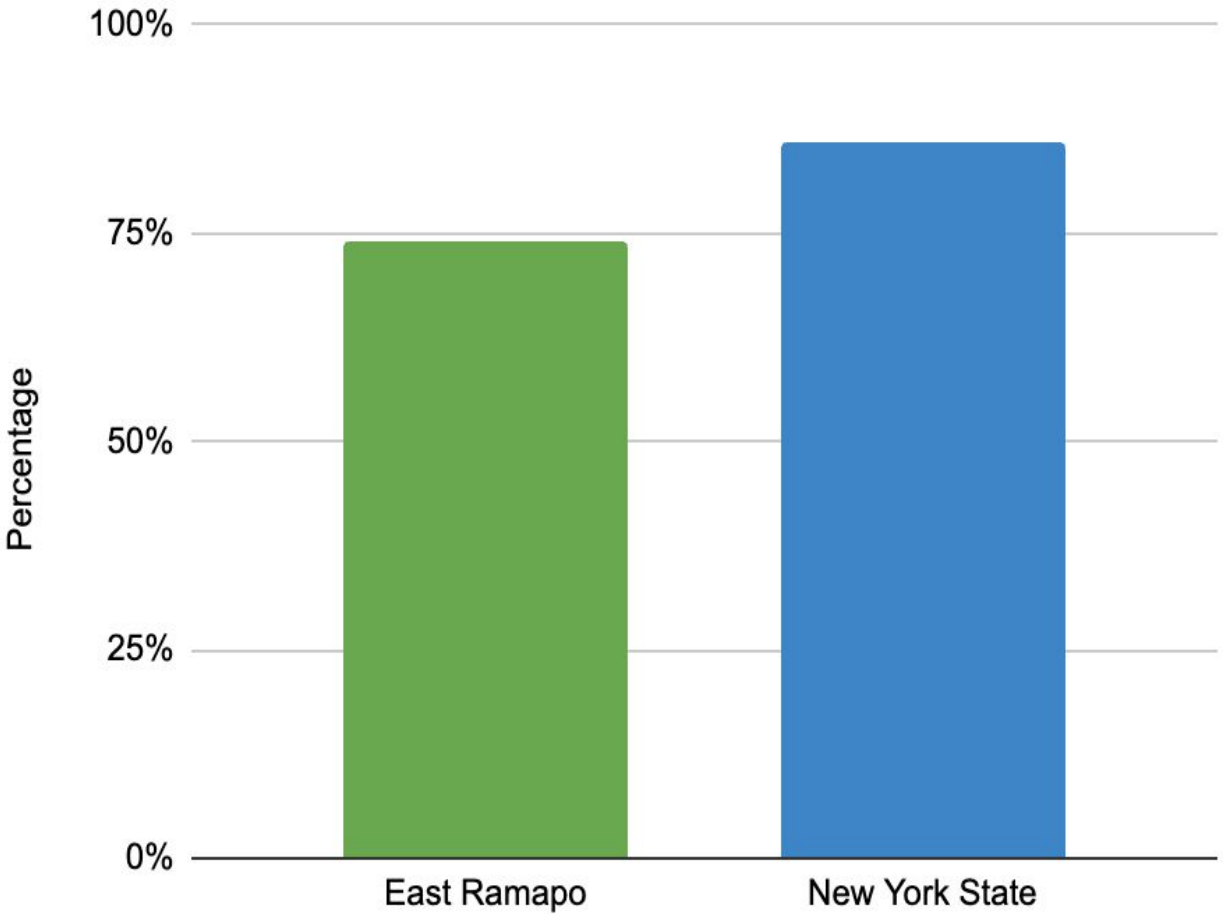
ERCSD MATH		
Grade	2023	2024
3	15.00%	19.20%
4	18.00%	20.84%
5	13.00%	21.28%
6	22.00%	22.44%
7	18.00%	14.73%
8	12.00%	12.75%
	16.33%	18.54%
2024 NYS Average		54%

SUBGROUP MATH		
	2023	2024
Students with Disabilities	6%	8%
English Language Learners	4%	7%
Economically Disadvantaged	17%	19%

The Data

Graduation Rate

NYSED 2020 4-year August Cohort Graduation



Chronic Absenteeism

ELEMENTARY/MIDDLE

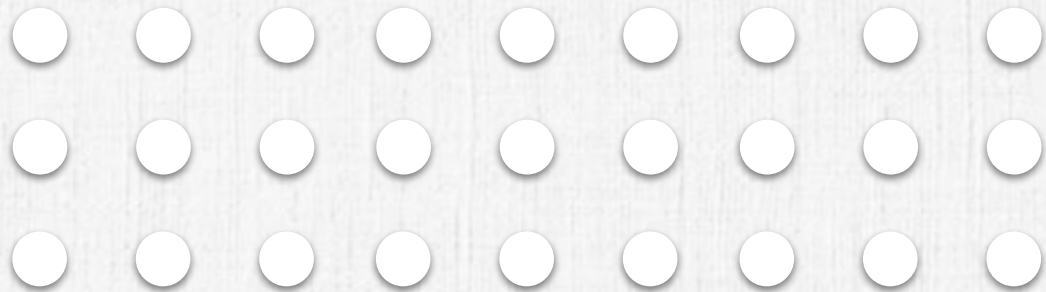
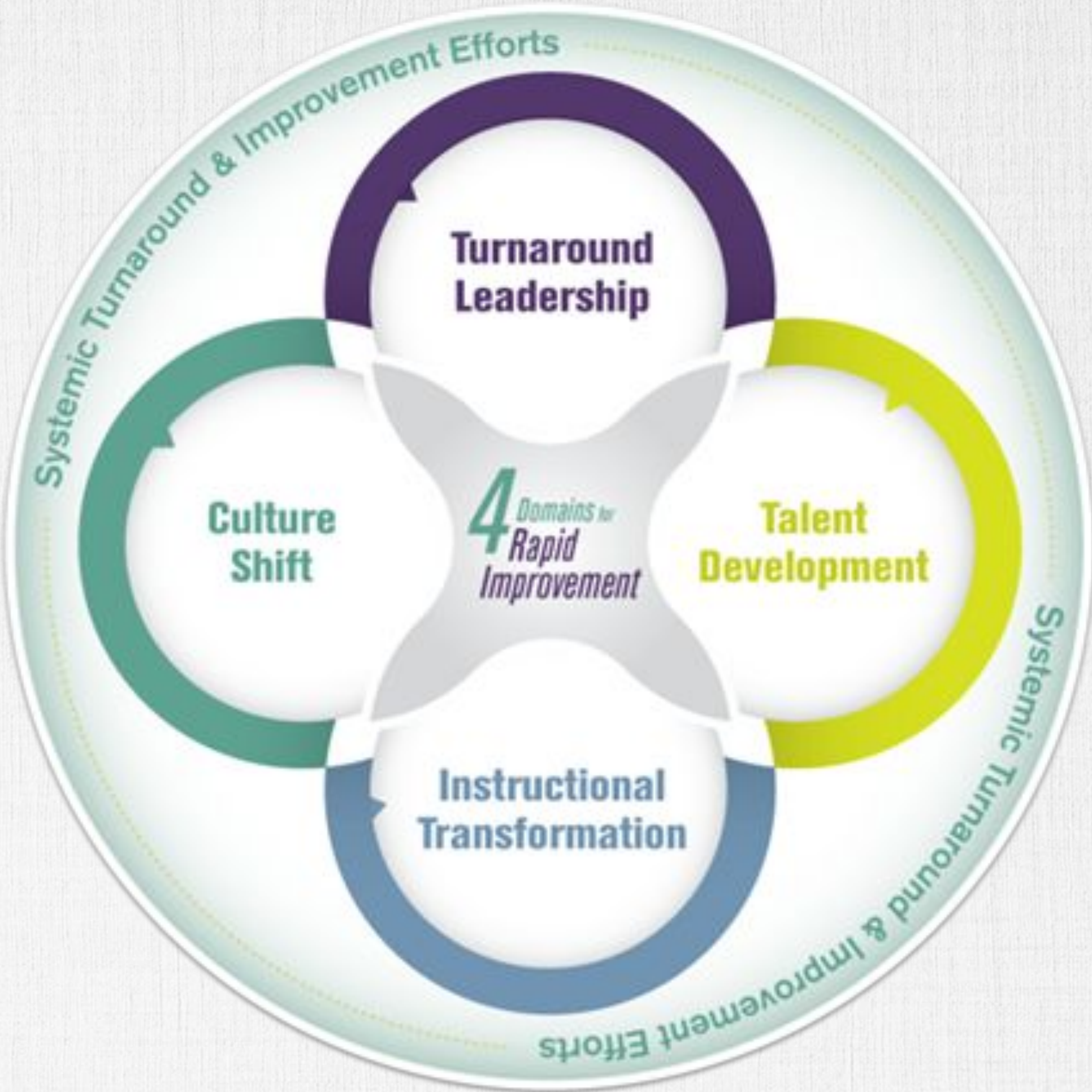
Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
6,912	2,215	32%

SECONDARY

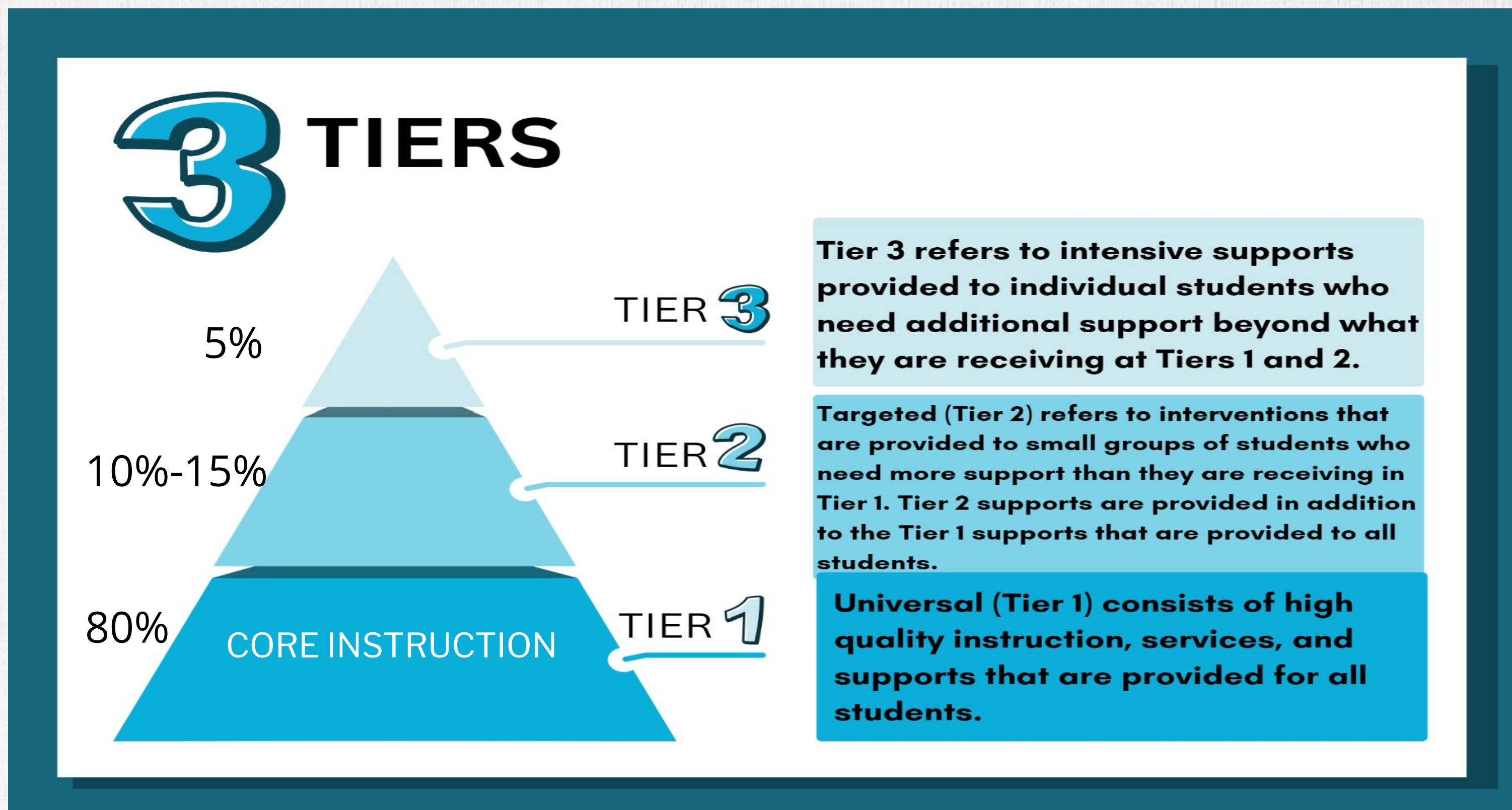
Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
3,613	1,784	49.4%

Source: NYSED 2020 4-year August Cohort Graduation
<https://data.nysed.gov/gradrate.php?year=2024&instid=800000039112>

Four Domains for Rapid School Improvement

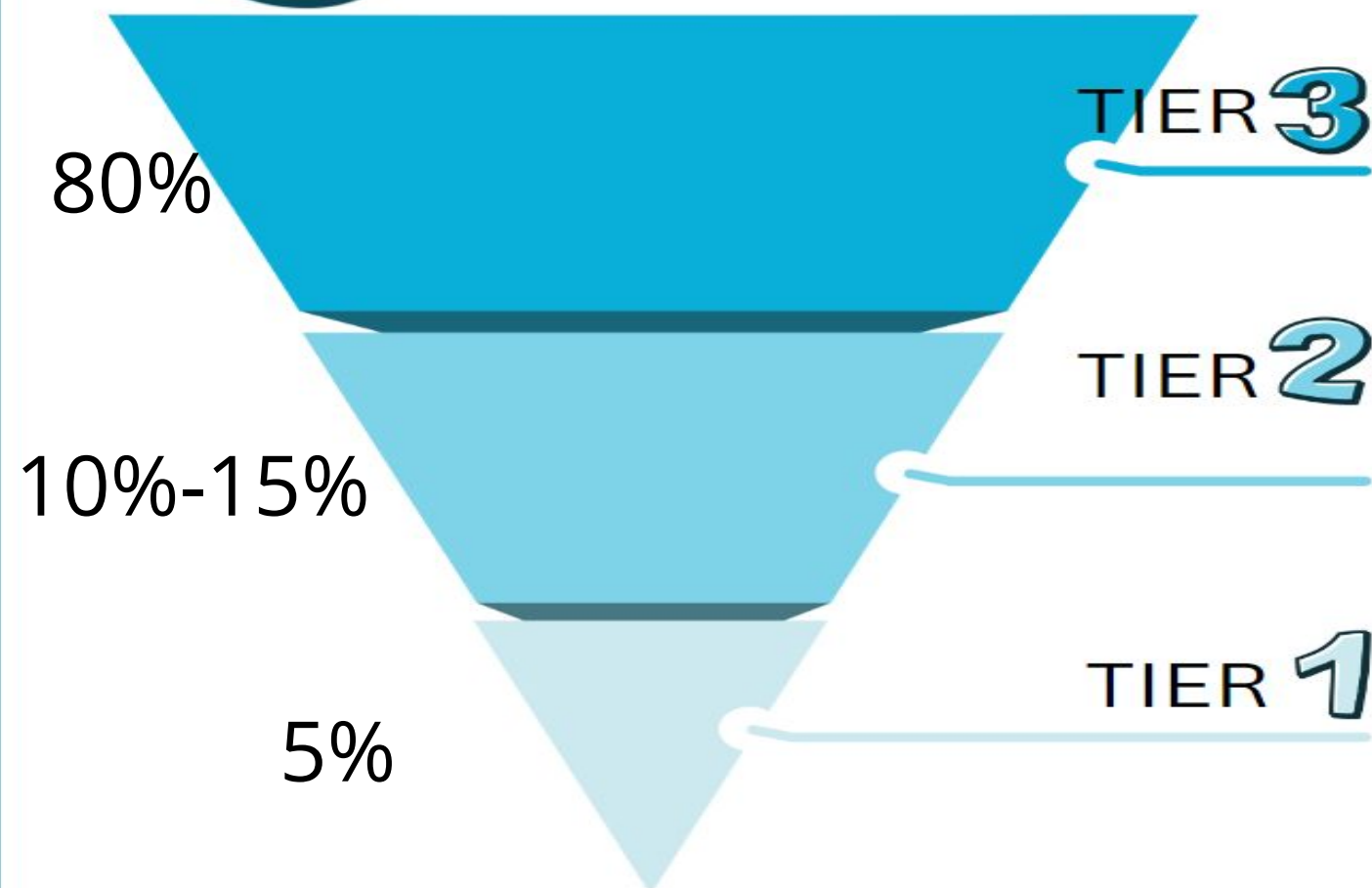


Multi-Tiered System of Supports (MTSS-I)



Multi-Tiered System of Supports (MTSS-I)

3 TIERS



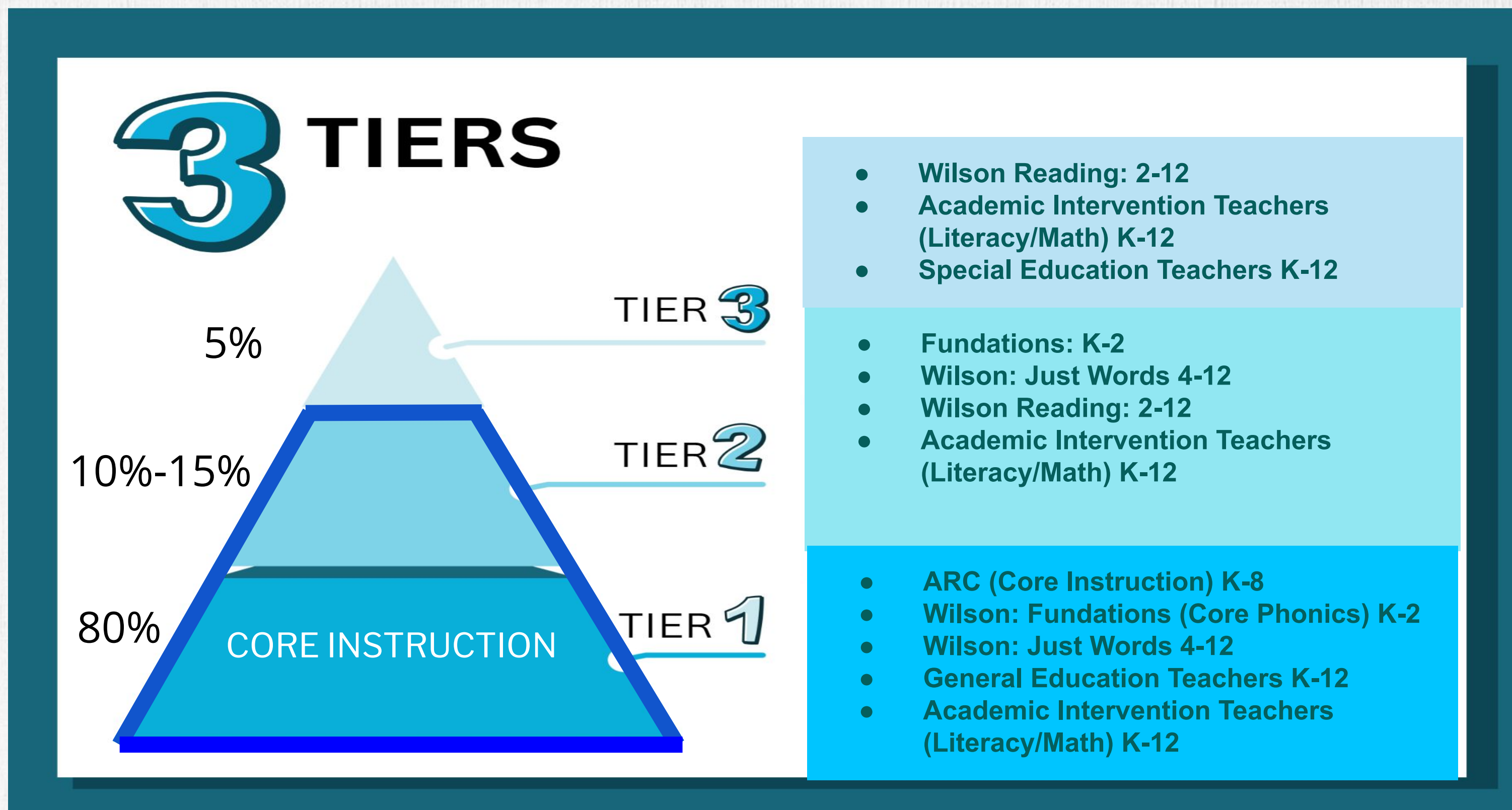
Tier 3 refers to intensive supports provided to individual students who need additional support beyond what they are receiving at Tiers 1 and 2.

Targeted (Tier 2) refers to interventions that are provided to small groups of students who need more support than they are receiving in Tier 1. Tier 2 supports are provided in addition to the Tier 1 supports that are provided to all students.

Universal (Tier 1) consists of high quality instruction, services, and supports that are provided for all students.

How to
respond to an
upside down
triangle

Multi-Tiered System of Supports (MTSS-I)



Student Services

Leadership

- Ensure district and school-based student services teams **collaborate closely** with general education, multilingual learner, and special education departments to provide **coordinated, holistic support** for all students.
- Equip school leaders with the **knowledge and tools** to lead student services efforts that address the **academic, social-emotional, and mental health needs** of students across all learner groups, including multilingual learners and students with disabilities.
- Provide **targeted training** for principals aligned with Part 100, Part 200, and Part 154, ensuring they understand their roles and responsibilities in creating **inclusive, supportive, and legally compliant** environments for all students, particularly focusing on **equity, nondiscrimination, and student rights**.

Culture

- Promote a **school-wide culture of inclusion** where all students—regardless of language background, ability, or learning needs—have **equitable access** to academic, social, and emotional supports.
- Foster **inclusive programming** that affirms **linguistic and cultural diversity** while supporting positive identity development for multilingual learners and students with disabilities.
- Ensure that student services programming supports **academic engagement, social connectedness**, and a sense of **belonging** for all students through family outreach, peer mentorship, and **culturally responsive programming**.

Talent Development

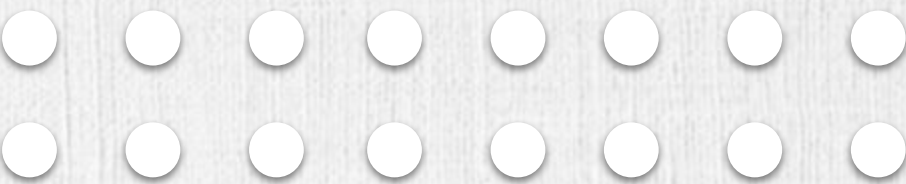
- Provide **comprehensive professional development** for counselors, social workers, psychologists, and other student services.
- Build the capacity of student services staff to **collaborate effectively** with general education and special education teachers to ensure a **unified approach** to student support.
- Establish **mentorship and collaborative networks** that empower student services staff to refine their skills, share best practices, and adapt to evolving challenges in supporting student success.

Quality Instruction

- Deliver comprehensive, **tiered academic, language development, mental health, and behavioral supports** that address the needs of all students within a cohesive **MTSS (Multi-Tiered Systems of Support) framework**.
- Regularly analyze data across academic progress, behavior, attendance, language development, and mental health referrals to ensure student services are **responsive and equitable** for all learners.
- Empower instructional leaders to integrate **innovative, evidence-based teaching strategies** and leverage **data-driven insights**, fostering **continuous improvement** and high-quality instruction across all departments.

Materials & Services Costs:	\$300,000
Personnel Costs:	\$4,050,000

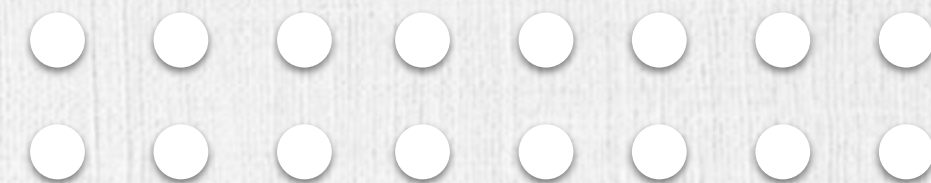
Literacy & Language



Leadership	<ul style="list-style-type: none">• Training in the new Curriculum Adoption• Provide leadership and teacher training in culturally responsive pedagogy, encourage collaboration between specialists and classroom teachers, create a language-rich school environment, and monitor student progress for timely interventions.• Ensure leaders receive training in implementing the new research-based curriculum with a Universal Design for Learning (UDL) framework to support diverse learners.
Culture	<ul style="list-style-type: none">• Providing an affirming environment that outwardly expresses the District's appreciation of student diversity and one that honors their voice.• Value students' diverse languages, use visual aids and hands-on activities to support comprehension, and build on students' first language skills to aid English development. Involve parents in the learning process and encourage them to share cultural practices.• Promote an inclusive culture where literacy strategies are adapted for students with disabilities, including assistive technology and multimodal instruction.
Talent Development	<ul style="list-style-type: none">• Build-in specific, dedicated time for staff to collaborate during school hours. Known as PLCs, this time will deepen teachers' understanding by learning with and from each other.• Build understanding of language acquisition, develop culturally responsive practices, differentiate instruction for varying language proficiency levels, and practice scaffolding techniques to support language development in all subjects.• Provide professional development for all educators on differentiated instruction, Individualized Educational Plan (IEP) alignment, and literacy interventions for students with disabilities.
Quality Instruction	<ul style="list-style-type: none">• Ensure reading instruction integrates the Science of Reading principles to enhance language acquisition, phonemic awareness, and overall literacy development across all student groups.• Virtual learning options.• Create a supportive classroom environment, teach vocabulary and concepts before reading, use visuals and real-world connections, incorporate native languages where possible, offer oral communication opportunities, and differentiate instruction based on language proficiency.• Implement structured literacy approaches that incorporate explicit, systematic phonics instruction, scaffolding, and multi-sensory techniques.

Materials & Services Costs:	\$3,160,000
Personnel Costs:	\$1,035,000

Identified Schools



Comprehensive Support & Improvement (CSI):

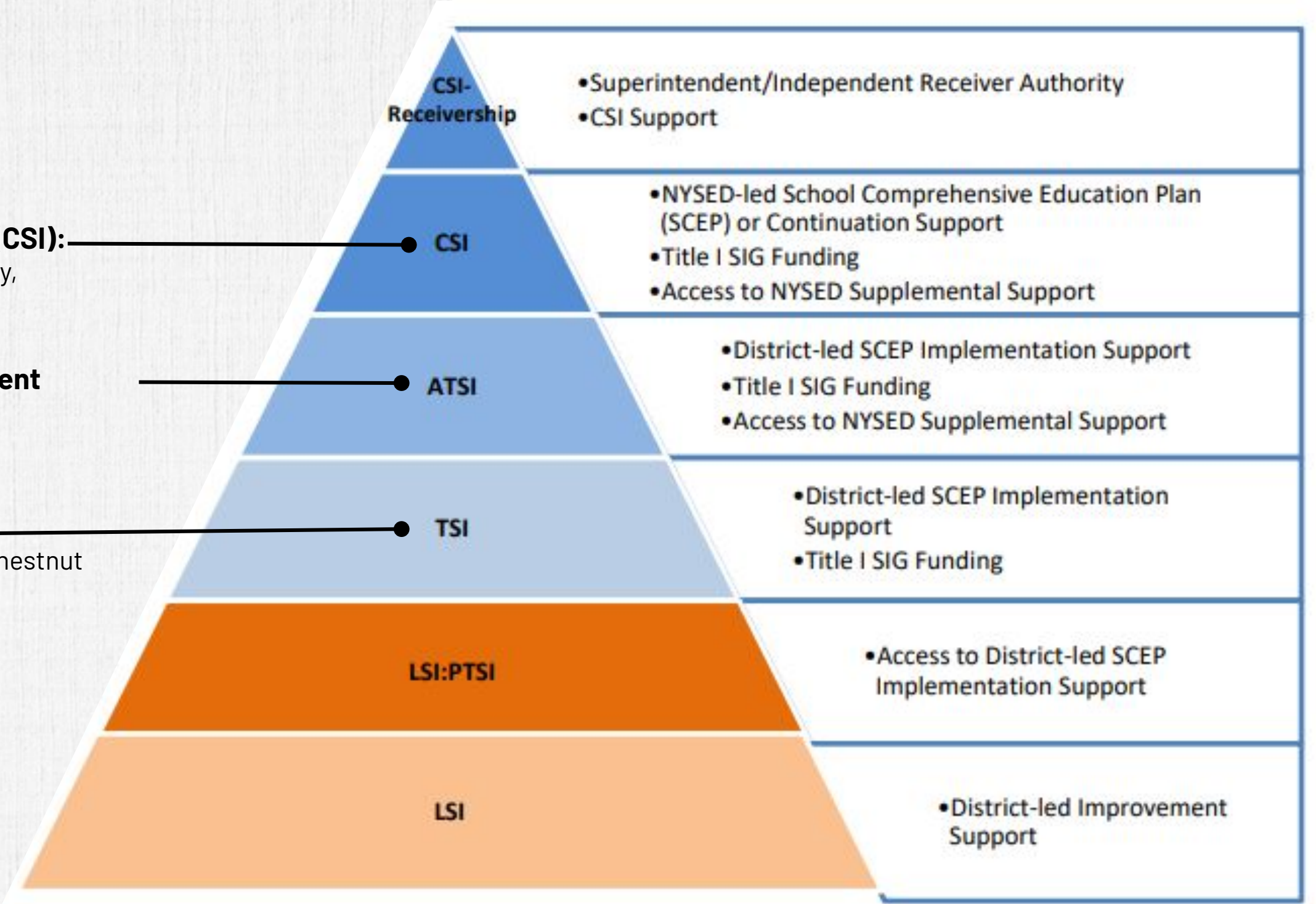
Fleetwood Elementary, Summit Park Elementary,
Eldorado Intermediate, Pomona Middle

Additional Targeted Support & Improvement (ATSI):

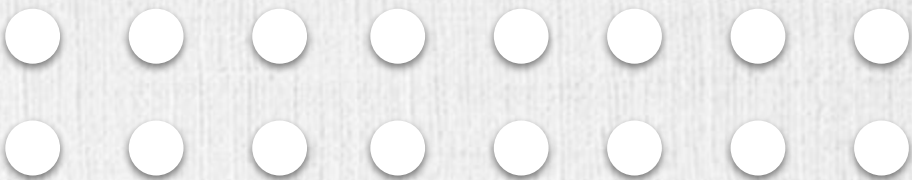
Spring Valley High

Targeted Support & Improvement (TSI):

Margetts Elementary, Elmwood Intermediate, Chestnut
Ridge Middle (new)



Identified Schools



Leadership

- **Year-long coaching & mentoring**, professional organizations & conferences
- Focus on providing strong **professional development** opportunities tailored to the specific needs of the school, empowering leaders with autonomy and decision-making power, building strong collaborative relationships with teachers and the community, utilizing **data-driven decision making**, and ensuring access to necessary resources and strategies to implement positive changes, while also fostering a **culture of continuous improvement** and positive change within the school.
- Ensure **IEP teams collaborate with school leadership** to align school improvement efforts with the needs of students receiving special education services.

Culture

- **Prioritizing vacancy fulfillment**
- Cultivate an **asset-based approach to teaching English language learners (ELLs)/ Multilingual Learners (MLLs)** by creating a culture where we acknowledge strengths and expect success focusing on a shared vision inclusive of **learning and language goals** and best instructional strategies for ELLs/MLLs.
- Foster a **school-wide commitment** to inclusive practices, including **MTSS (Multi-Tiered Systems of Support)** including support for students with disabilities.

Talent Development

- Access to **development and coaching** (in-house & out of district).
- Hire **qualified and certified teachers** to teach ELLs/MLLs and/or support unqualified staff as they work towards obtaining the qualifications within a reasonable period of time. Provide high-quality **Professional Development** (PD) on topics such as **instructional strategies for advancing English proficiency**, or teaching ELLs/ MLLs in content areas.
- Increase **coaching opportunities for special education teachers** on high-leverage literacy strategies.

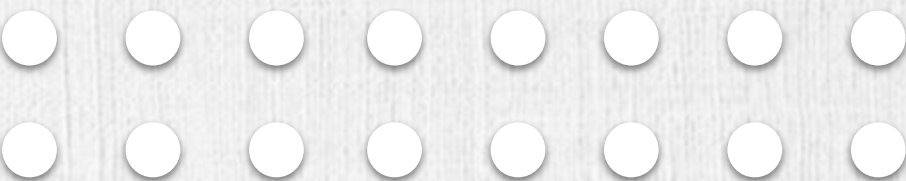
Quality Instruction

- In-school **instructional coach**.
- **Additional Professional Development** days built **into curriculum contracts** with partners.
- **Instructional coach consortium** for all district-wide coaches (internal & otherwise) to come together for planning and delivering quality support.
- Ensure all identified schools implement **structured, research-based interventions** for students with IEPs.

Materials & Services Costs: \$150,000

Personnel Costs: \$6,660,000

Innovating the High School Experience



Leadership

- **Hiring, Onboarding, Mentoring and Professional Development:** with carry over from 24-25 alongside participation in professional organizations and conferences for continuous growth.
- Edify the **understanding of regulations** concerning English Language Learners (ELLs)/ MLLs (Commissioner’s Regulations Part 154). Commitment to finding innovative ways to ensure that ELLs/MLLs are provided with the services that they need and ensuring that Bilingual Education programs are available.
- Train school leaders on inclusive pathways for **college and career readiness**, including transition planning and vocational training.

Culture

- **Enacting Comprehensive Counseling Plan** and fostering a College & Career environment: Implementing a holistic counseling approach while promoting a strong culture of college and career readiness.
- Develop an asset-based approach for English Language Learners (ELLs)/MLLs that focuses on actively identifying and leveraging the students' existing strengths, including their cultural knowledge, multilingual abilities, prior learning experiences, and community connections, to support their **English language acquisition and academic success**, rather than solely focusing on perceived deficits or areas needing improvement.
- Promote a strengths-based approach to special education, **highlighting student abilities in career and technical education (CTE)**, dual enrollment, and work-based learning.

Talent Development

- **Compliance with State & Federal Standards** and Year-long Professional Development: Ensuring adherence to state and federal laws and requirements while providing year-round course offerings for administrators and staff.
- Professional development to support teachers’ development of expertise in providing students high challenge learning opportunities coupled with high support by offering services tailored to address the unique language assets facing individual classrooms and buildings. The main focus will **promote long-term academic and professional success**.
- Provide professional development for high school teachers on differentiation and scaffolding.

Quality Instruction

- **Course Development, Expansion, Dual Enrollment, and Extended Learning Interventions:** Expanding course offerings, including dual enrollment opportunities, while providing interventions through extended day programs and summer learning initiatives. **Virtual learning options**.
- Incorporate the needs of ELLs/MLLs while **increasing student achievement** through active engagement in academically and linguistically rigorous work.
- **Integrate assistive technology and UDL principles** in high school instruction to support accessibility in all subjects.

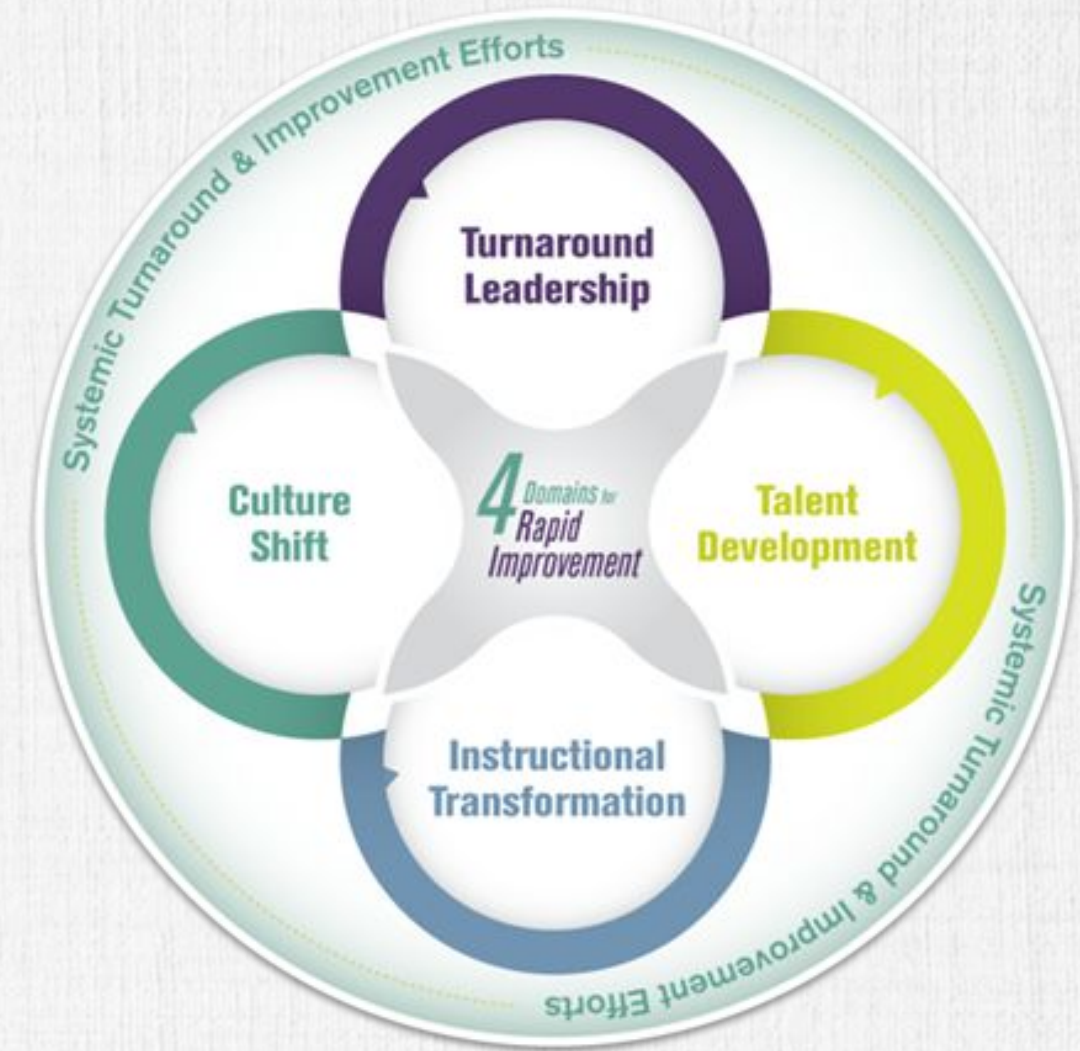
Materials & Services Costs:	\$428,000
Personnel Costs:	\$655,000

This instructional plan is focused on academics, invests in **accountable, skilled, and passionate teachers**, **builds leadership skills across all levels** and includes the **extra supports our students need and deserve**.

Our children deserve the best education possible, and this can only happen when leadership prioritizes these outcomes, and when our school fiscal resources are aligned to their **needs in order to provide a learning experience filled with instructional rigor, the necessary interventions, innovation, and hope**.

“For these are all our children. We will either profit by or pay for what they become.”

-James Baldwin



Budget Priorities



- Encourage the reallocation of resources to maximize student outcomes.
- Provide the necessary materials and professional development to our faculty in order to improve literacy in our student population.
- Include in the salary projections all of the new positions and vacancies that are needed to properly run a district of this size.
- Include funding for capital projects and maintenance in the A fund budget due to the district's inability to borrow funds.
- Move expenditures from prior years' cuts back into the A fund budget from the special aid funds.
- Correcting revenue and expense coding errors from prior years' budgets.

Revenue Budget

2025-2026

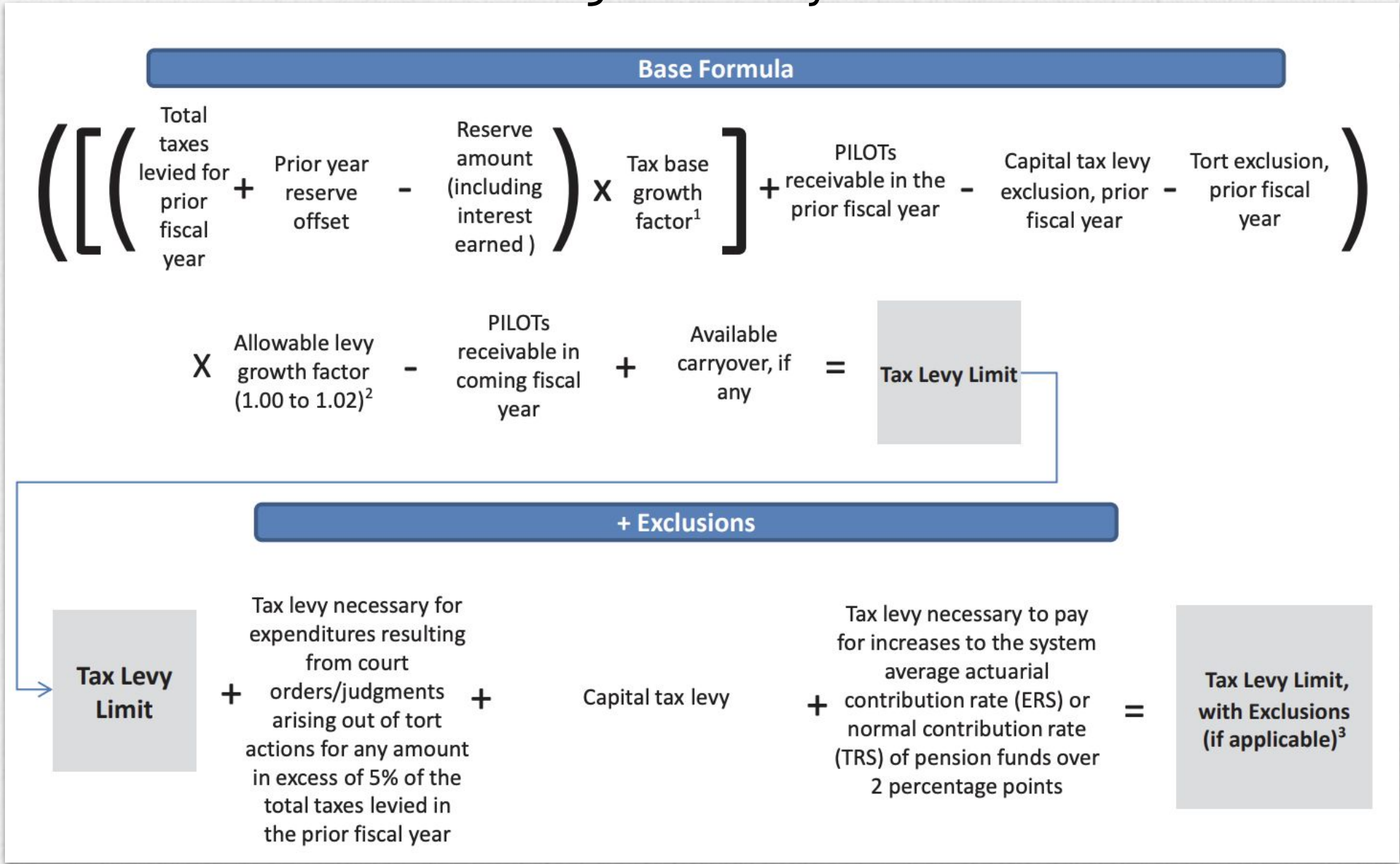


Tax Levy Calculations



Property Tax Cap

Formula for Determining Tax Levy Limit: School Districts



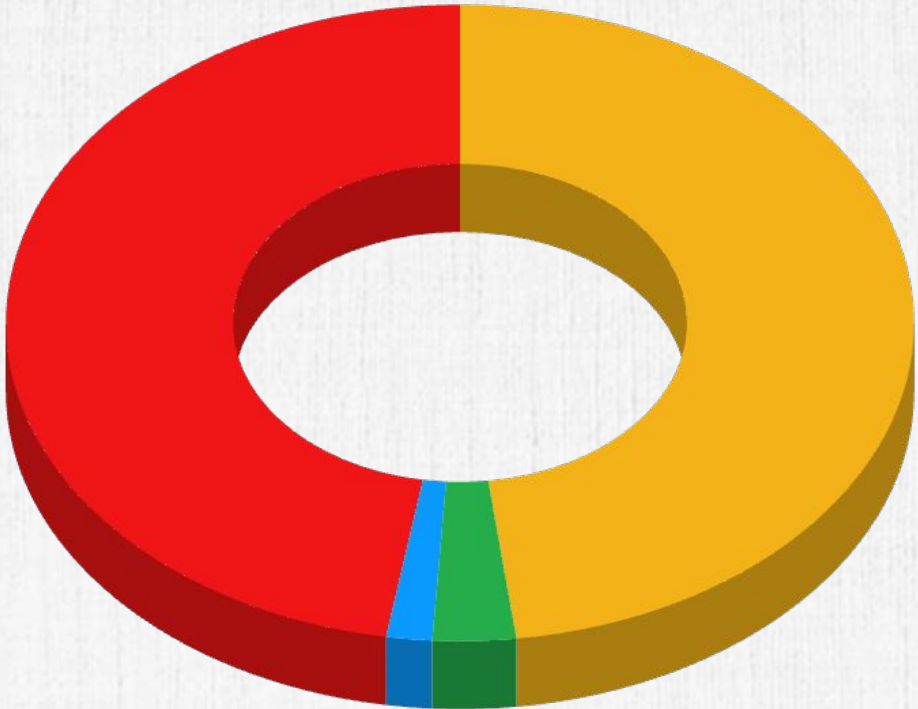
PRIOR YEAR TAX LEVY	\$162,801,802
Multiply by:	
TAX BASE GROWTH FACTOR	1.0074
Adjusted Tax Levy:	\$164,006,535
ADD PRIOR YEAR PILOTS	\$252,602
LESS PRIOR YEAR EXCLUSIONS	\$3,059,205
ADJUSTED PRIOR YEAR LEVY	\$161,199,932
Multiply by:	
ALLOWABLE GROWTH FACTOR	1.02
Tax Levy including Growth Factor:	\$164,423,930
LESS PILOTS FOR COMING YEAR	\$463,688
ADD AVAILABLE CARRYOVER FR 6/30/24	\$-
TAX LEVY LIMIT (before exclusions)	\$163,960,242
EXCLUSIONS(TRS,CAP. LEVY)	\$3,716,345
MAXIMUM ALLOWABLE LEVY	\$167,676,587
MAXIMUM LEVY AMOUNT INCREASE	\$4,874,785
TAX CAP	2.99%

Revenue Budget

	2024-2025	2025-2026		
<u>Revenues</u>	<u>Budget</u>	<u>Budget</u>	<u>Increase/(Decrease)</u>	<u>% Change</u>
Property Tax	\$162,801,802	\$165,225,000	\$2,423,198	1.49%
PILOTs	\$252,602	\$463,688	\$211,086	83.56%
NY State Aid	\$151,188,347	\$167,379,121	\$16,190,774	10.71%
Interest Income	\$-	\$2,731,429	\$2,731,429	N/A
Tuitions	\$1,903,000	\$100,000	\$(1,803,000)	(94.75)%
Rental Income	\$180,631	\$250,000	\$69,369	38.40%
Reimbursements	\$243,318	\$225,000	\$(18,318)	(7.53)%
Refunds	\$500,000	\$1,300,000	\$800,000	160.00%
Medicaid	\$800,000	\$400,000	\$(400,000)	(50.00)%
Other Income	\$1,500,000	\$200,000	\$(1,300,000)	(86.67)%
Interfund Transfers	\$53,055	\$53,055	\$-	0.00%
Fund Balance Appropriation Capital	\$-	\$5,250,000	\$5,250,000	N/A
Fund Balance Appropriation	\$19,225,903	\$5,000,000	\$(14,225,903)	(73.99)%
TOTAL REVENUES	\$338,648,658	\$348,577,293	\$9,928,635	2.93%

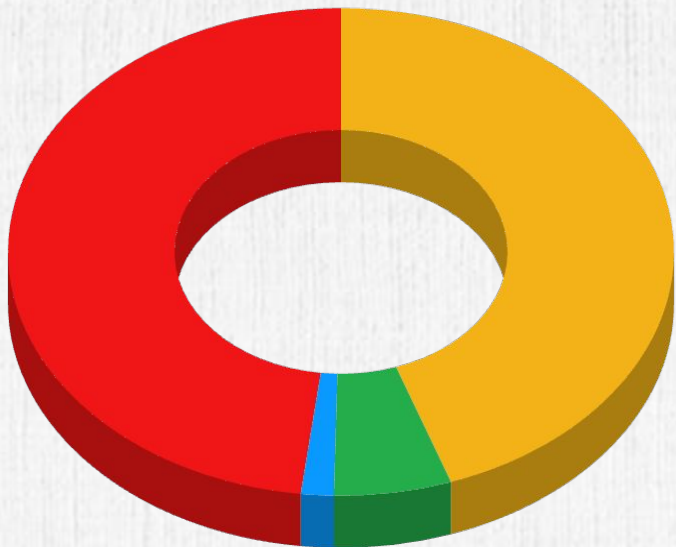
Revenue Budget Breakdown

2025-2026



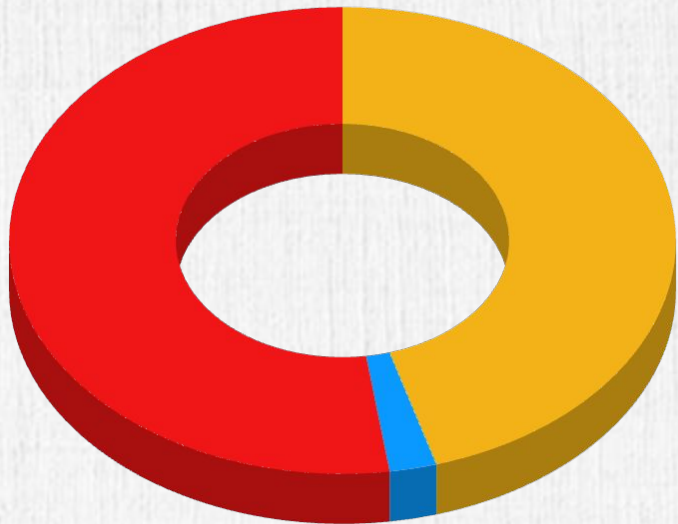
47%	Property Tax
48%	NYS State Aid
2%	All Other Items
3%	Transfers & Use of Fund Balance

2024-2025



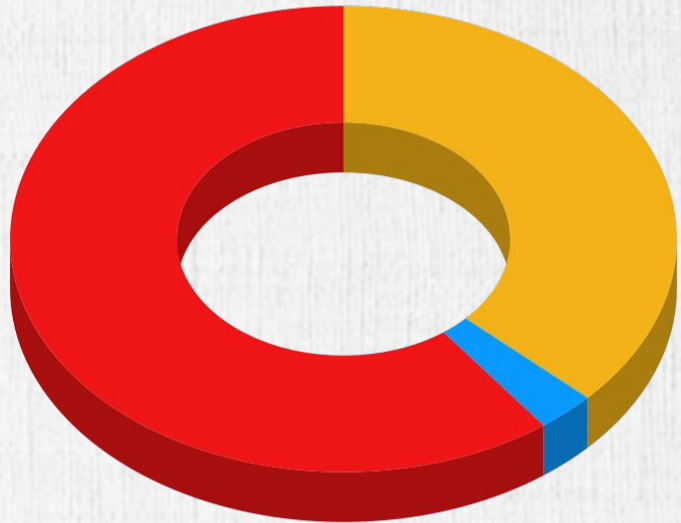
48.1%	Property Tax
44.6%	NYS State Aid
1.6%	All Other Items
5.7%	Transfers & Use of Fund Balance

2023-2024



52.3%	Property Tax
45.4%	NYS State Aid
2%	All Other Items
0%	Transfers & Use of Fund Balance

2022-2023



60.2%	Property Tax
36.9%	NYS State Aid
2.8%	All Other Items
0%	Transfers & Use of Fund Balance

Fund Balance Analysis 2-28-25: Revenue

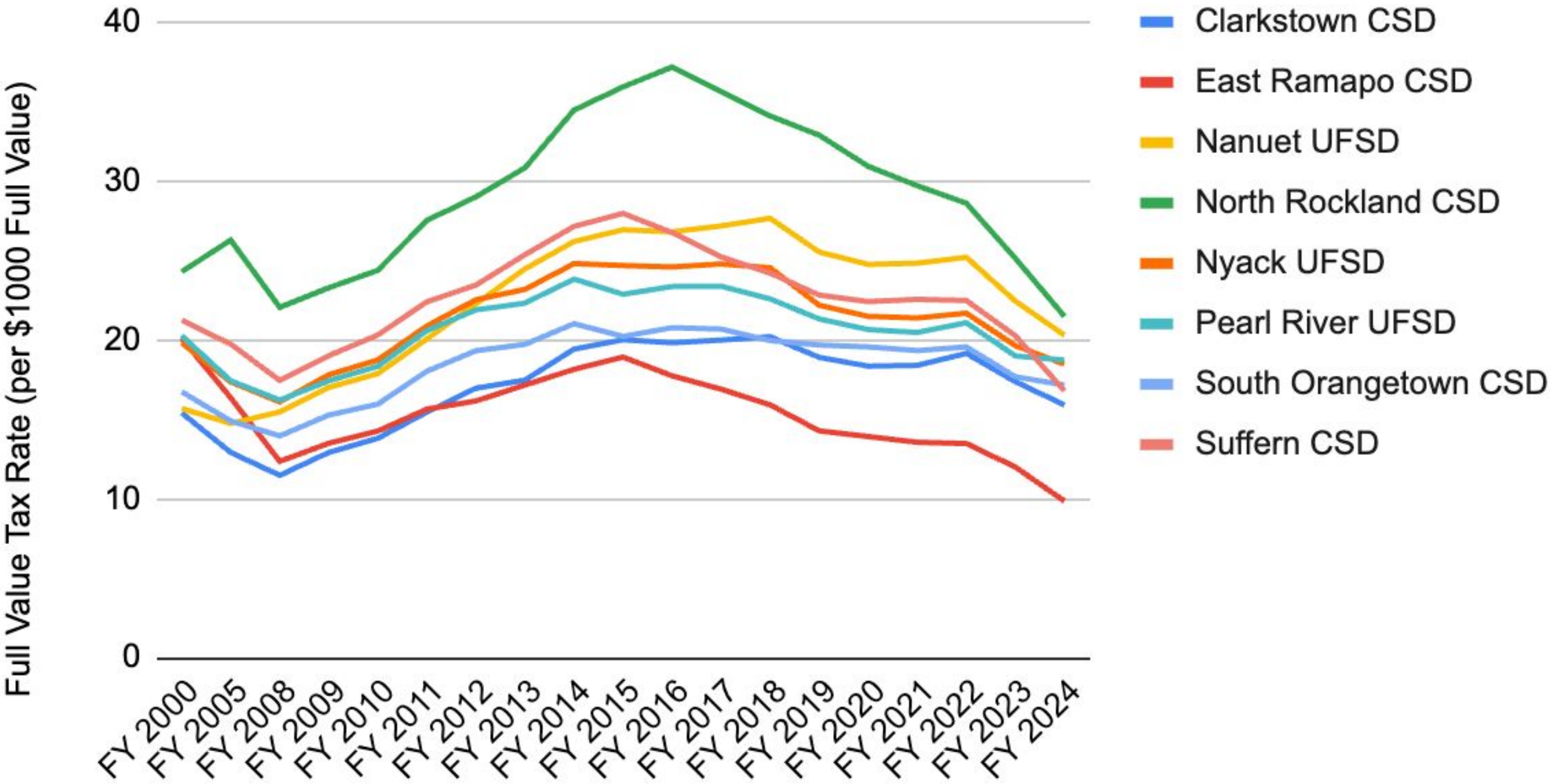
	Actual 2014-15	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20	Actual 2020-21	Actual 2021-22	Actual 2022-23	Actual 2023-24	Variance 14-15 vs. 23-24	%
Revenue												
Local (Property Taxes and Other)	\$150,194,296	\$151,808,046	\$154,388,735	\$155,592,731	\$155,428,416	\$157,655,791	\$157,346,084	\$156,442,630	\$163,594,337	\$161,163,256	\$ 10,968,960	7%
State (Foundation and Other Aid)	59,469,291	66,511,944	74,205,265	79,145,509	80,653,237	81,961,930	53,946,106	91,621,353	103,006,158	137,278,347	77,809,056	131%
Federal (Medicaid and Fed. Stimulus)	828,840	1,076,579	857,609	987,164	1,148,625	1,253,589	4,887,803	11,717,067	8,233,093	580,118	(248,722)	-30%
Transfers In/Other	212,603	216,566	212,902	56,351	398,535	66,976	102,018	334,591	992,228	53,055	(159,548)	-75%
Sale of Real Property	10,062,620											0%
Total Revenue	\$220,767,650	\$ 219,613,135	\$ 229,664,511	\$ 235,781,755	\$ 237,628,813	\$ 240,938,286	\$ 216,282,011	\$ 260,115,641	\$ 275,825,818	\$ 299,074,776	\$ 78,307,126	35%
Expense												
General Support	\$ 19,447,963	\$ 18,164,697	\$ 19,432,984	\$ 19,448,301	\$ 21,113,183	\$ 22,753,593	\$ 26,973,139	\$ 17,571,846	\$ 18,074,258	\$ 21,365,982	\$ 1,918,028	10%
Instruction	111,208,875	116,060,733	119,449,557	125,341,065	124,109,845	127,226,500	125,280,096	118,806,650	117,008,740	119,191,620	7,982,745	7%
Pupil Transportation	28,649,561	31,139,051	33,275,690	35,446,355	38,153,467	28,120,457	41,353,867	46,094,625	54,021,774	60,297,380	31,647,819	110%
Community Services	72,706	74,096	93,217	135,761	139,989	145,768	130,217	87,911	87,038	216,497	143,791	198%
Employee Benefits	47,455,694	47,086,279	48,263,483	50,701,132	51,746,293	50,489,305	52,905,459	43,648,528	44,849,238	52,882,406	5,426,712	11%
Debt Service	4,245,947	3,505,124	3,456,086	2,631,833	2,259,178	4,131,862	5,331,448	5,791,705	6,482,110	4,764,963	519,016	12%
Transfers to Other Funds	566,529	883,120	955,554	1,832,455	918,154	1,081,219	2,596,622	1,519,482	549,414	7,603,400	7,036,871	1242%
Total Expense	\$ 211,647,275	\$ 216,913,100	\$ 224,926,571	\$ 235,536,902	\$ 238,440,109	\$ 233,948,704	\$ 254,570,848	\$ 233,520,747	\$ 241,072,572	\$ 266,322,258	\$ 54,674,983	26%
Net of Revenue/Expense	\$ 9,120,375	\$ 2,700,035	\$ 4,737,940	\$ 244,853	\$ (811,296)	\$ 6,989,582	\$ (38,288,837)	\$ 26,594,894	\$ 34,753,244	\$ 32,752,518	\$ 23,632,143	259%
Beginning Fund Balance	\$ (6,662,120)	\$ 2,458,255	\$ 5,158,290	\$ 9,896,230	\$ 10,141,083	\$ 9,329,787	\$ 16,319,369	\$ (21,969,468)	\$ 4,625,426	\$ 39,378,670	\$ 46,040,790	-691%
Year End Fund Balance	\$ 2,458,255	\$ 5,158,290	\$ 9,896,230	\$ 10,141,083	\$ 9,329,787	\$ 16,319,369	\$ (21,969,468)	\$ 4,625,426	\$ 39,378,670	\$ 72,131,188	\$ 69,672,933	2834%
Fund Balance as % of Expense	1.2%	2.4%	4.4%	4.3%	3.9%	7.0%	-8.6%	2.0%	16.3%	27.1%		

	Actual 2014-2015	Actual 2023-2024	Variance 2014-2015 vs. 2023-2024	%
Local (Property Taxes and Other)	\$150,194,296	\$161,163,256	\$10,968,960	7%
State (Foundation and Other Aid)	\$59,469,291	\$137,278,347	\$77,809,056	131%

Rockland County Full Value Tax Rate History

Full Value Tax Rate History

Rockland County



Full Value Tax Rate:Rockland School Districts Compared To East Ramapo

Year	Clarkstown	East Ramapo	Nanuet	North Rockland	Nyack	Pearl River	South Orangetown	Suffern
FY 2000	76.70%	100.00%	78.10%	120.91%	98.66%	100.90%	83.33%	105.72%
FY 2005	78.97%	100.00%	90.10%	160.64%	106.05%	106.54%	91.08%	120.66%
FY 2008	92.88%	100.00%	125.16%	178.40%	130.26%	131.15%	112.94%	141.18%
FY 2009	95.70%	100.00%	126.00%	172.44%	131.93%	129.11%	113.11%	140.81%
FY 2010	96.78%	100.00%	125.30%	170.85%	131.32%	128.52%	111.84%	142.33%
FY 2011	98.85%	100.00%	128.26%	175.96%	133.50%	131.65%	115.28%	143.22%
FY 2012	104.95%	100.00%	137.81%	179.46%	139.42%	135.46%	119.55%	145.11%
FY 2013	101.81%	100.00%	142.60%	179.66%	135.08%	130.01%	114.92%	147.79%
FY 2014	107.00%	100.00%	144.30%	189.86%	136.64%	131.29%	115.81%	149.53%
FY 2015	105.76%	100.00%	142.34%	189.85%	130.44%	120.88%	106.87%	147.78%
FY 2016	111.72%	100.00%	151.07%	209.53%	138.61%	131.68%	117.08%	150.79%
FY 2017	118.28%	100.00%	160.77%	210.83%	146.63%	138.34%	122.37%	149.29%
FY 2018	126.96%	100.00%	173.79%	214.27%	154.24%	141.92%	125.46%	152.11%
FY 2019	132.35%	100.00%	178.78%	230.25%	155.32%	149.30%	137.82%	159.80%
FY 2020	131.82%	100.00%	177.80%	222.13%	154.31%	148.35%	140.52%	160.99%
FY 2021	135.69%	100.00%	183.11%	219.03%	157.67%	150.96%	142.55%	166.30%
FY 2022	142.06%	100.00%	186.94%	212.17%	160.83%	156.38%	145.10%	166.77%
FY 2023	144.75%	100.00%	187.00%	209.42%	163.67%	158.25%	147.33%	168.83%
FY 2024	161.36%	100.00%	205.88%	217.85%	187.32%	189.96%	174.04%	170.39%

Expenditure Budget

2025-2026



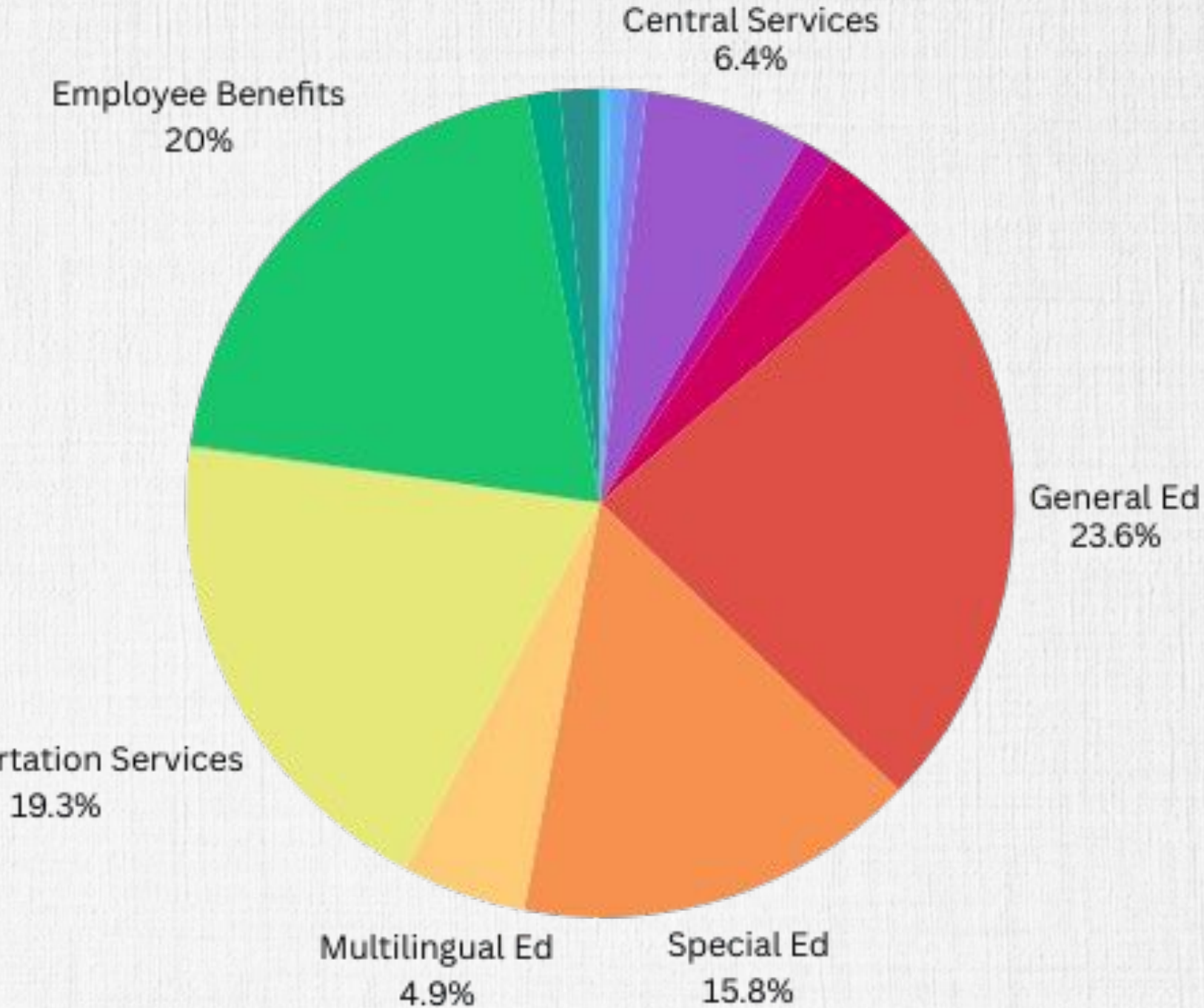
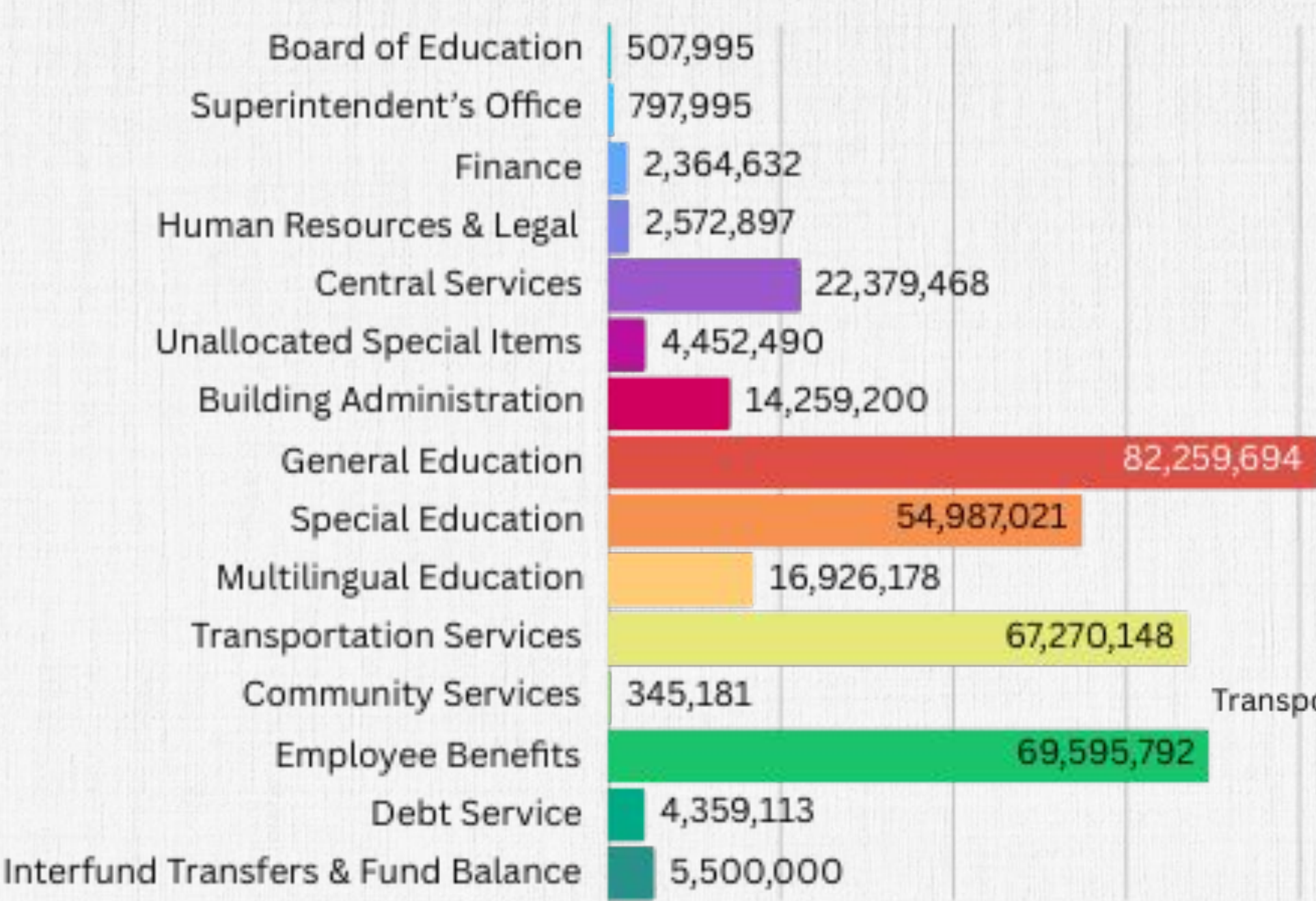
2025–2026 Expenditure Budget

	2024-2025 Budget	2025-2026 Budget	Increase/(Decrease)
Board of Education	389,452	507,995	118,543
Superintendent’s Office	463,973	797,995	333,510
Finance	2,229,199	2,364,632	135,433
Human Resources & Legal	2,409,323	2,572,897	163,574
Central Services	18,092,329	22,379,468	4,287,139
Unallocated Special Items	3,362,943	4,452,490	1,089,547
Building Administration	7,844,690	14,259,200	6,414,510
General Education	87,405,833	82,259,694	(5,146,138)*
Special Education	57,202,453	54,987,021	(2,215,432)*
Multilingual Education	8,288,996	16,926,178	8,637,182*
Transportation Services	77,244,757	67,270,148	(9,974,609)
Community Services	254,756	345,181	90,425
Employee Benefits	66,416,716	69,595,792	3,179,076
Debt Service	6,493,238	4,359,113	(2,134,125)
Interfund Transfers & Fund Balance	550,000	5,500,000	4,950,000
Total	338,648,658	348,577,293	9,928,635



*Teaching & Pupil Services decreased due to the reallocation of expenditures to Multilingual Education to better support student needs. Overall Instruction (including Teaching, Pupil Services and Multilingual Education) **increased** in **1,275,611**.

Expenditure Budget Pie Chart





Budget Vote 2025

East Ramapo Community
ercsd.org/budgetvote25

Link to *Running for Board of Education Trustee*

Trustee Candidate Petition & Statement of Expenditures
Forms

Deadline to file Petitions is
Monday, April 21, 2025 at 5 p.m.

BUDGET HEARING May 6, 2025

BUDGET VOTE DATE
May 20, 2025

VOTER REGISTRATION FORM

<https://www.rocklandcountyny.gov/?navid=105>

Must be registered at least 10 days prior to the Vote Date

Call To Action

I realized if you can change a classroom, you can change a community, and if you change enough communities you can change the world.

— Erin Gruwell —

The ERCSD Mission Statement reads: *As a unified community, the East Ramapo Central School District is committed to educating the whole child by providing a healthy, safe, supportive, engaging and challenging learning environment.*

As we prepare to vote on the budget for the 2025-2026 school year – vote with them in mind, with true learning in mind, with changing the narrative of a fractured community in mind.

Then, as a unified community, we will live out the quote by Leo Buscaglia, that reads: “Change is the end result of all true learning.”



BOARD OF EDUCATION Superintendent's Report

¿Necesita traducciones? 1-720-843-2672 código de acceso: 3705623
Ou bezwen tradiksyon? 1-720-843-2672 kòd aksè: 6392352