



2021-2022 | TENTATIVE BUDGET



MARCH 2021

Dear Colleagues:

On behalf of the Questar III Board of Education, it is our pleasure to provide our local school board members and superintendents with our annual Tentative Budget document. As you prepare a budget for the 2021-2022 school year, Questar III is prepared and ready to serve your needs, and to provide exceptional value, leadership and service through shared services and collaboration.


We understand that the COVID-19 pandemic has created new challenges for our local districts. Please know that the work and operations of Questar III have continued uninterrupted since last March. The structure and mission of the BOCES continues to demonstrate the power of intermunicipal cooperation to achieve economies, efficiencies, expand educational opportunities, close gaps in student achievement and engagement, improve educational equity, and serve all children of all ages, abilities, backgrounds and interests.

Looking ahead, we are focused on preserving, strengthening, and

expanding opportunities and programs for our students and school districts. It is our pleasure to invite component district school board members to our Annual Meeting on April 14 virtually through Zoom. Every April we hold this meeting to review our tentative budget, in accordance with state law. We also invite you to learn more about next year's tentative program and service budgets by reading our publication.

We continue to be driven by a mission to "change lives, realize dreams and do together what cannot be done alone." For more than six decades, our tri-county region has partnered with BOCES to put students first. Looking ahead, we will continue to work together to meet the varied and ever-changing needs of our students and communities.

Thank you for your interest and support for our continuing efforts to serve your school districts, students, and communities. Please contact us at John.Hill@questar.org or gcruz@questar.org with any questions.



John C. Hill, *Board President*



Dr. Gladys I. Cruz, *District Superintendent*

Questar III Board of Education

Questar III board members are volunteers elected to three-year terms by our component school districts' boards of education. Questar III board members have more than 300 years of school board experience in our region.



John C. Hill
Board President



Nadine Gazzola
Board Vice President



Edmund Brooks



Lynn Clum



Mary Daly



Joseph Garland



Jennifer Haggerty



Mark Mann



Mary Marro-Giroux



Frank Zwack, Jr.



Mary Yurista

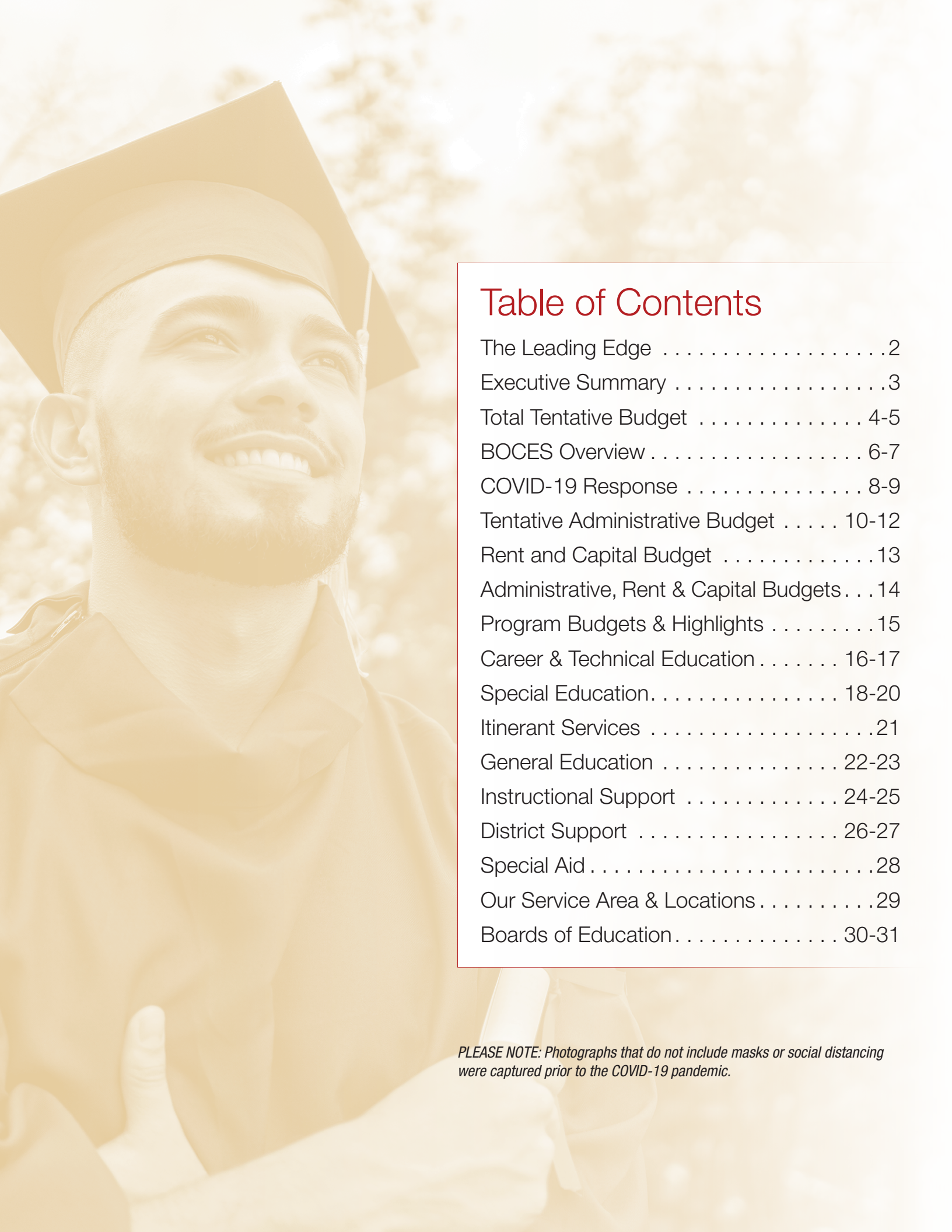


Table of Contents

The Leading Edge	2
Executive Summary	3
Total Tentative Budget	4-5
BOCES Overview	6-7
COVID-19 Response	8-9
Tentative Administrative Budget	10-12
Rent and Capital Budget	13
Administrative, Rent & Capital Budgets . . .	14
Program Budgets & Highlights	15
Career & Technical Education	16-17
Special Education	18-20
Itinerant Services	21
General Education	22-23
Instructional Support	24-25
District Support	26-27
Special Aid	28
Our Service Area & Locations	29
Boards of Education	30-31

PLEASE NOTE: Photographs that do not include masks or social distancing were captured prior to the COVID-19 pandemic.

The Leading Edge

ABOUT

Questar III BOCES serves 22 districts in Rensselaer, Columbia and Greene counties. Our region includes rural, suburban and urban school districts. Our districts range in size from North Greenbush with 20 students to East Greenbush and Troy with more than 4,000 students.

MISSION

Changing lives, realizing dreams and doing together what can't be done alone.

VISION

Creating a student-centered culture (putting students first) of excellence, leadership, service and innovation.



Core Values

Questar III is driven by three core values:

COMMITMENT TO EXCELLENCE

COMMITMENT TO LEADERSHIP & SERVICE

COMMITMENT TO INNOVATION

Executive Summary

Questar III continues to manage its costs aggressively. We want to ensure that we provide valuable services to all participating school districts.

The COVID-19¹ pandemic has caused much upheaval in the economy of New York State, resulting in a dependency on a certain level of funding by the federal government in order to alleviate major reductions in state aid to school districts. School districts may be faced with severe financial challenges. As a result, Questar III was aggressive in developing its budget to mitigate rate increases for the 2021-2022 fiscal year. More than 88 percent of Questar III's programs and services will not have a rate increase and will remain at the same level as 2020-2021. Overall, nearly 95 percent are below a two percent rate increase.

Subject to the approval of component school boards, the administrative budget provides for a variety of operational and support activities of the BOCES, as well as services to school districts. Details of the tentative administrative budget can be found on pages 10-12 of this document.

The 2021-2022 tentative administrative budget will remain at the same level as the 2020-2021 budget of \$6,710,997.

The 2021-2022 tentative rent and capital budget will also remain at the same level as 2020-2021 and continues to include funding for the renovation project at the Rensselaer Educational Center. Phase I was completed during the summer of 2019, Phase II was completed in September 2020, and Phase III is scheduled to be completed during the summer of 2021.

The budget for a BOCES differs in several significant ways from that of a school district. The most noticeable difference is that its total budget is a collection of several independent budgets. Another difference is that BOCES budgets are strictly revenue-based. That is, they are determined by the revenue generated rather than by predetermined expenditures, as with school districts. Unlike school districts, BOCES does not have any taxing authority.

As a result, final program budgets for the 2021-2022 fiscal year will depend upon service requests from districts. Each tentative program budget is adjusted when there are fluctuations in program enrollments or district participation.

Budgets for services, programs and grants make up approximately 89 percent of Questar III's total budget. The three largest program areas include special education, district support services and career & technical education.

The Total Tentative Budget charts, on pages 4 and 5, provide a summary of expenditures by program/service category and by object of expenditure category and includes the following financial data:

- The 2019-2020 Actual Expenditures represents the final actual costs for that year.
- The 2020-2021 Adopted Budget represents the budget adopted by the Questar III Board of Education based on initial service requests.
- The 2020-2021 Adjusted Budget represents the Adopted Budget increased by any additional requests for services that have occurred to date. Unlike a school district, over the course of the year, Questar III increases its budget in order to account for requests of additional purchased services from component and non-component school districts and other BOCES.
- The 2021-2022 Tentative Budget represents Questar III's estimate of purchased services based on historical trends and projected service requests.

After districts complete and approve the Final Service Requests (FSR), due by May 1st, the 2021-2022 Tentative Budget, excluding the Administrative, and Rent and Capital Budgets, will be adjusted to the actual program and service requests approved.

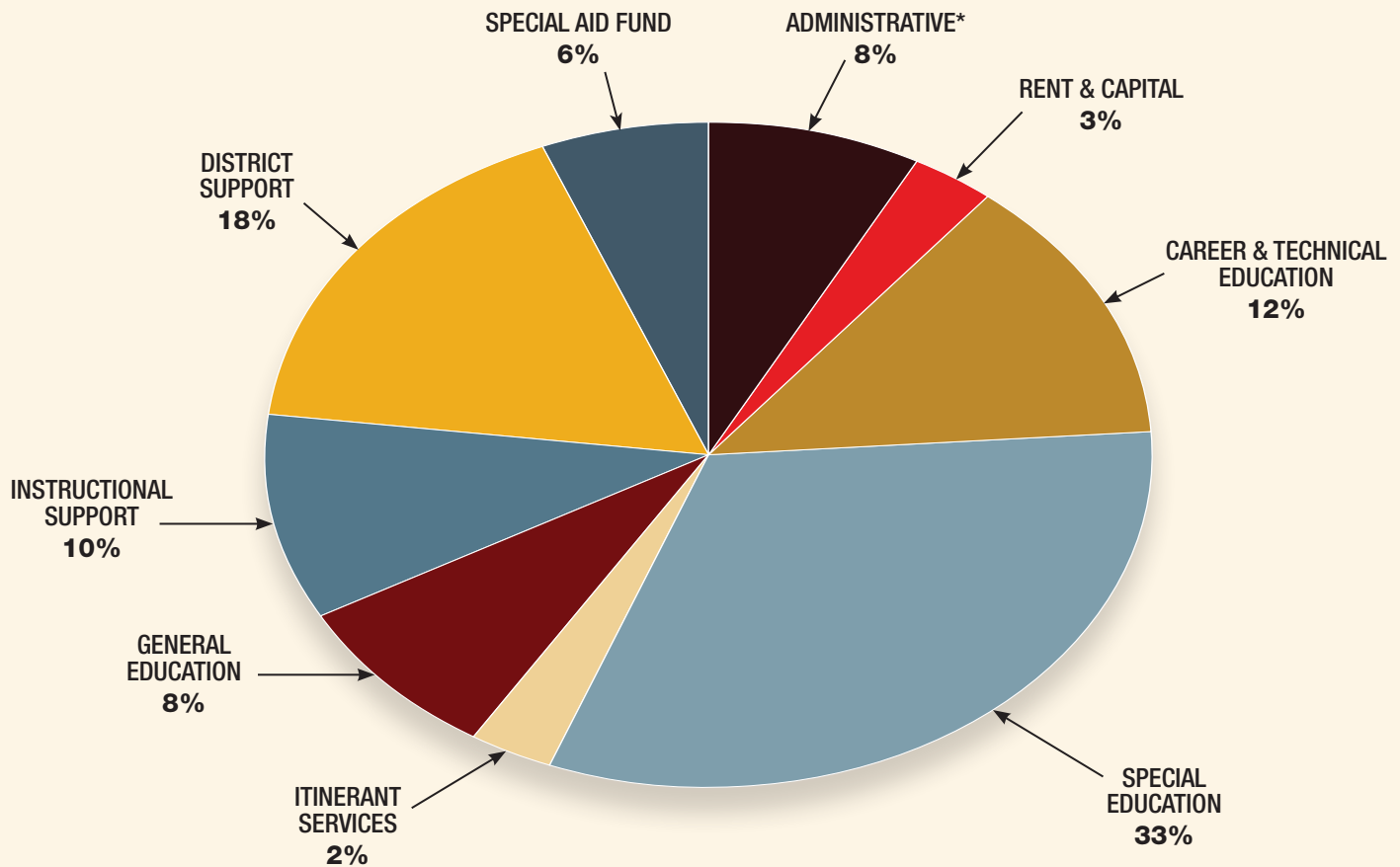


STATE LAW REQUIREMENT: New York State Law requires the Boards of Education of each of our 21 component school districts to convene on Tuesday, April 20, 2021 to vote on the tentative administrative budget. **The administrative budget is the only portion of the BOCES budget voted on.**

¹ Additional information on Questar III's COVID-19 response can be found on pages 8-9 of this document.

Total Tentative Budget

The Total Tentative Budget charts provide a summary of expenditures by program/service category and by object of expenditure category.



2021-2022 Tentative Budget by Program/Service Category

PROGRAM/SERVICE CATEGORY	2019-20 Actual Expenditures	2020-21 Adopted Budget	2020-21 Adjusted Budget	2021-22 Tentative Budget
Administrative*	\$6,199,673	\$6,710,997	\$7,068,202	\$6,710,997
Rent & Capital	2,219,217	2,205,217	2,205,217	2,205,217
Career & Technical Education	9,514,879	10,048,692	11,339,303	9,864,457
Special Education	24,015,290	25,881,410	27,825,854	26,305,849
Itinerant Services	1,479,689	1,535,004	1,722,148	1,707,017
General Education	5,902,750	6,096,810	6,215,052	6,221,528
Instructional Support	7,947,971	7,956,227	9,222,579	8,155,905
District Support	12,733,557	14,289,486	15,351,532	14,293,366
Special Aid Fund	4,110,506	5,021,990	4,351,757	5,099,569
Total	\$74,123,532	\$79,745,833	\$85,301,644	\$80,563,905

* The Administrative Budget is the only portion of the budget that component boards vote upon on April 20, 2021.



2021-2022 Total Tentative Budget by Expenditure Category

OBJECT OF EXPENDITURE CATEGORY	2019-20 Actual Expenditures	2020-21 Adopted Budget	2020-21 Adjusted Budget	2021-22 Tentative Budget
Instructional Salaries	\$18,750,067	\$19,931,957	\$19,791,880	\$19,838,438
Non-Instructional Salaries	7,071,740	7,669,286	7,693,985	7,483,201
Equipment	3,845,112	3,773,355	5,188,652	3,652,499
Supplies & Materials	2,108,084	2,215,639	3,170,398	2,404,111
Contractual Services	2,866,089	4,044,879	4,576,954	4,004,279
Professional Service Contracts	1,771,448	1,845,749	2,874,731	1,912,067
Rental Of Facilities	1,203,903	1,211,067	1,211,067	1,232,487
Payments To School Districts & Other Boces	14,453,862	14,225,456	14,532,526	14,764,522
Interest On Revenue Anticipation Notes	—	—	8,050	42,000
Employee Fringe Benefits	10,860,653	14,257,894	13,770,969	14,785,791
Other Post Employment Benefits	3,661,950	3,905,552	3,905,552	3,627,537
Transfer To Capital	1,036,384	1,000,000	1,000,000	1,000,000
Transfer Charges From Operations & Maint.	4,756,086	3,938,413	5,043,338	3,478,804
Transfer Charges From Central Services	1,738,154	1,726,586	2,533,542	2,338,169
Transfer Charges From Other Services	1,246,923	1,498,087	1,540,543	1,316,443
Transfer Credits To Other Services	(1,246,923)	(1,498,087)	(1,540,543)	(1,316,443)
Total	\$74,123,532	\$79,745,833	\$85,301,644	\$80,563,905

BOCES Overview

General Facts

63 YEARS OF SERVICE TO
LOCAL SCHOOL DISTRICTS

300 \approx PROGRAMS
AND SERVICES

400+ BUSINESS, EDUCATION
& COMMUNITY PARTNERS

690 \approx SCHOOL DISTRICTS
AND BOCES SERVED

1,652 SQUARE MILES IN THE
SUPERVISORY REGION

31,482 PUBLIC STUDENTS
SERVED LOCALLY

Boards of Cooperative Educational Services (BOCES) are public education cooperatives that serve as extensions of local school districts. A BOCES provides programs and services that districts are unable to offer on their own or that are more economical to share with other districts.

Questar III BOCES serves 21 component districts (and one non-component) in Rensselaer, Columbia and Greene counties and provides approximately 300 shared services to approximately 690 school districts and BOCES statewide.

It is anticipated, by June 30, 2021, that Berkshire Union Free School District, a special act school district of New York State and a component school district of Questar III BOCES, will be dissolved. The Berkshire Union Free School District dissolution will require action by the New York State Legislature to take effect. The dissolution will result in a reduction of component school districts served from 22 to 21.

The New York State Board of Regents and the Commissioner of Education charge the state's 37 District Superintendents and BOCES with providing leadership and support to local school districts. Questar III focuses on developing the capacity of local schools to enable students to meet the state learning standards and graduation requirements.

New York State Law requires the Boards of Education of each of our 21 component school districts to convene on **Tuesday, April 20, 2021** to vote on the tentative administrative budget. The administrative budget is the only portion of the BOCES budget that boards vote on each year.

How Questar III Operates

Questar III BOCES provides shared educational programs to the school districts served. Partnerships with districts allow for the delivery of a broad range of programs and services that help meet the evolving educational needs of students. BOCES programs and services prepare diverse populations for roles in the local, regional, state, national and global economies, provide cost-effective shared services to districts and ignites collaboration to close gaps in student achievement.

Like public school districts, Questar III is governed by a policy-making board of education. The 11 members of the Questar III Board serve three-year terms and are elected by component boards through a special vote held each April. Questar III Board Members either serve or have served on local school boards. Most of them also have experience as board presidents in their districts of residence.

BOCES has been – and continues to be – an agent of change and a vehicle for family and student choice in our public education system. Through BOCES, school districts can provide a rich variety of learning experiences for students of all interests, ages and abilities. Also, Questar III strives to be the program of choice through its Commitment to Excellence, Commitment to Leadership and Service, and Commitment to Innovation.

How Districts Purchase Services

All services and programs (except for administrative, rent and capital) must be requested, in writing, each year through a final service request (FSR) process approved by local superintendents. Therefore, districts only

BOCES Overview

pay for their share of requested programs and services. All services offered by the BOCES have gone through the approval process of the Commissioner of Education through the submission of a proposed programmatic and financial operating plan for each service, known formally as a Cooperative Service Request, or “Co-Ser.”

Every year, districts have the option to renew, increase or decrease any service. Questar III and the component districts enter into formal contracts through final service requests. Specified in each contract are the number and types of services to be furnished by the BOCES, the number of students to be served, and the amount to be paid to the BOCES.

Paying for BOCES Services

Questar III has no taxing authority. It is funded by the member school districts forming the cooperative. As an incentive to cooperate and share resources, New York State provides aid to partially reimburse districts for participating in BOCES programs and services. Commonly known as “BOCES Aid,” these funds are distributed to districts based on a state-approved formula. BOCES Aid for Questar III’s component districts ranges from 36 to 81 percent, depending on each school district’s wealth ratio. Each district’s BOCES aid rate is calculated by the State Education Department (SED), annually.

Budget History and Philosophy

Questar III has been aggressive in controlling and containing costs for component districts despite being faced with the same economic challenges as our region’s schools. We continue to strive for fiscal responsibility, accountability and transparency in our program and budget development efforts.

Through our shared decision-making process, we have achieved greater participation by our component school superintendents. Superintendent subcommittees continue their active involvement in program development and rate setting. Through this collaborative process, new services are developed, or existing services are eliminated and/or refined to better meet district, school and student needs. This process has allowed Questar III to gain a better understanding of the shared services districts need and value.

Questar III’s core values – commitment to excellence, leadership and service, and innovation – drive how we develop, refine and evaluate our programs and services as part of our budget development process.

Through its budget development process, Questar III seeks to:

- Develop programs and services to meet the needs of our component districts and students in an efficient and cost-effective manner.
- Improve its capacity to deliver educational programs that support student achievement and high academic standards.
- Be faithful stewards and make effective use of the financial resources entrusted to us by our component school districts.
- Move resources, both human and financial, closer to our students and points of service.
- Provide the best possible service to our customers as quickly as possible.
- Increase productivity and provide districts with value for their money.

Our Changing Landscape

In the past five years, we have welcomed a number of new leaders to our region, including:

11

NEW BUSINESS OFFICIALS

14

NEW SUPERINTENDENTS

14

NEW CHAIRS OF
SPECIAL EDUCATION

49

NEW SCHOOL COUNSELORS
& LIBRARIANS

50

NEW PRINCIPALS, ASSISTANT
PRINCIPALS & DEANS OF STUDENTS

85

NEW SCHOOL BOARD MEMBERS

COVID-19 Response



Questar III BOCES played a pivotal leadership role in the public education system's response to the COVID-19 pandemic in Rensselaer, Columbia, and Greene counties since March 2020. This included the coordination of efforts with new or changing state requirements, health and safety needs, distribution of technology and meals, professional development, communications, and more.

Our Health & Safety Service led efforts to assist our school districts in preparing and responding to the pandemic. The organization's strong partnerships with the local counties allowed for an easy transition into response mode. Questar III continues to host and facilitate weekly meetings with each local health department since March 14, 2020. As a result, the Health & Safety Service has become the point of contact for our school districts, counties and BOCES in sharing of related information, best practices and supplies for COVID-19 response.

In addition, Questar III provided guidance on the myriad of state memos and actionable items distributed by Governor Cuomo's office. These include executive orders, interim guidance documents, reopening planning, positive case response and contact tracing protocols. Questar III's Communications Service created a variety of materials to be used regionally, including videos, letters, sample notifications, template and social media posts.

The Questar III Health & Safety Service helped to identify approved cleaning and disinfection products, sanitizing supplies, temperature taking equipment and personal protective equipment (PPE). During the early months of the pandemic, the staff connected frequently with the specific school district departments on meal deliveries and the reopening of school in the Fall of 2020.

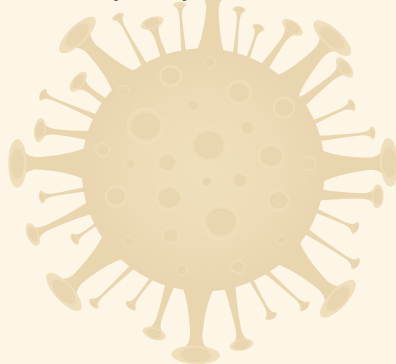
Our Health & Safety Service also acquired the limited-service laboratory certification (LSL) to assist all school districts within our BOCES in preparation of the Governor's zone testing requirements of the in-person school populations. With this came the acquisition of almost 12,000 test kits and the training of related school staff in preparation of implementing the zone testing programs as indicated by regional positivity rates.

As the region progresses through the pandemic, the Health & Safety and Communications services continue to support our districts in coordinated responses and advocacy for our schools at local and state levels. We continue to assist in advocating for vaccines for our school communities from our county partners. We will continue to support the region as we look forward in returning to a new normalcy locally and across the state.

Here are some of our region's accomplishments over the past year:

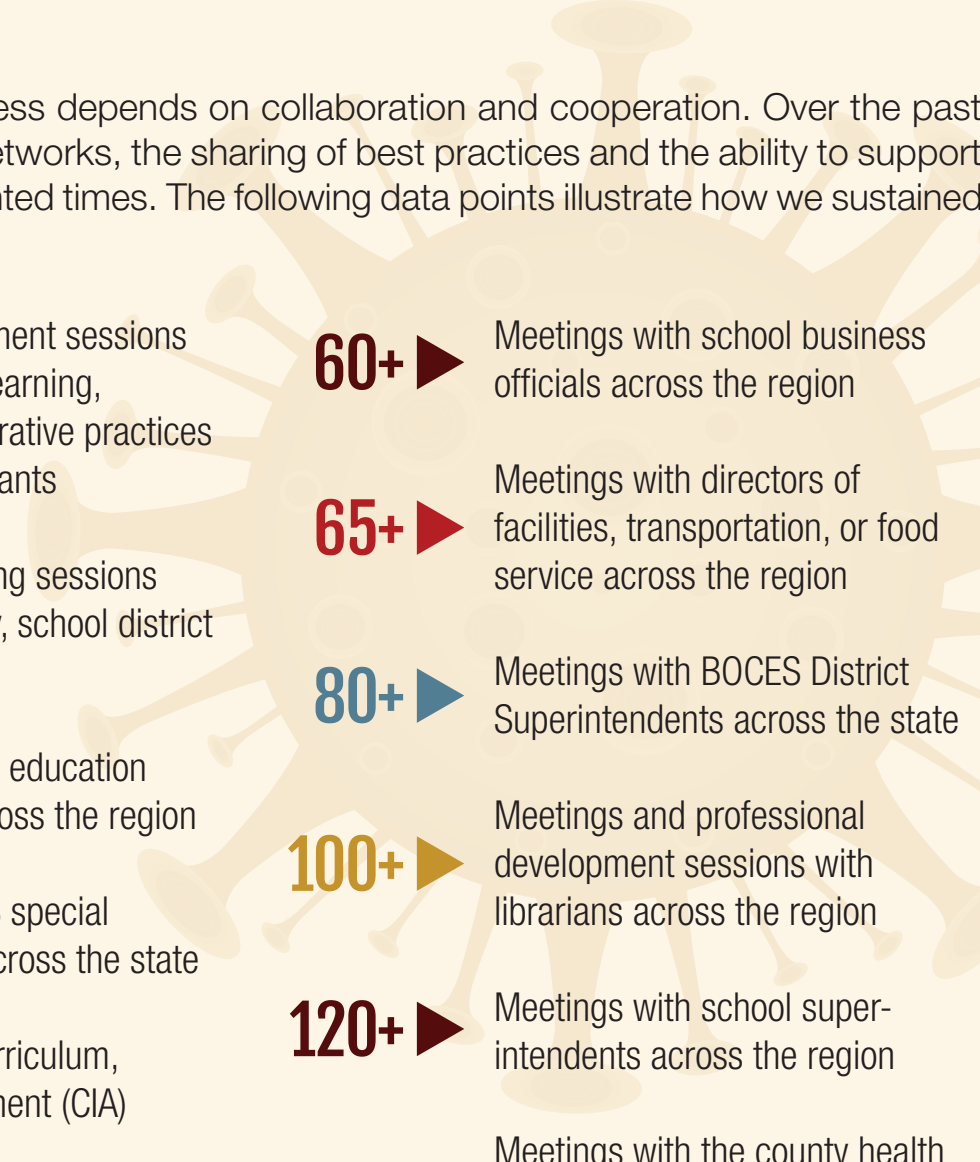
- Meeting additional requirements and responsibilities from the state, including remote learning, childcare and meals to students in need. During the closures, the region's schools served 56,000 meals per week.
- Planning graduations and year-end celebrations to recognize our students' efforts.
- Creating reopening plans based on state and federal guidance in a short period of time.
- Engaging families and staff in the refinement and understanding of those plans.
- Reopening BOCES programs for in-person instruction five days/week in September in coordination with our school districts.
- Taking on additional responsibilities from the county health departments for contract tracing and meeting additional reporting requirements.
- Creating educational plans and materials on the new COVID-19 protocols.
- Expanding our communications with staff and families. This includes notifying stakeholders about positive cases and changes to operations as well as addressing rumors, misinformation, or concerns.
- Expanding our cleaning and disinfecting protocols to ensure that our schools and offices remain clean, safe and ready for our students and staff.
- Assessing and allocating technology to tens of thousands of students and employees.
- Staying on top of local, regional, statewide and national developments, including changes to guidance (such as quarantine, sports and vaccinations).
- Being flexible, adaptive and patient – making decisions on facts and data, not emotion.

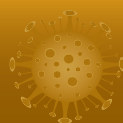
Questar III is proud of our individual and collective work to sustain and expand the regional public education system over the past year. As a BOCES, we continue to look ahead to the future to develop and evolve programs to align with the needs of our students, school districts and communities. We know that COVID-19 has in many ways disrupted the paradigm and we need to be thoughtful about planning for and getting beyond the pandemic. Together, we will not only get through this public health crisis, but we will seize the opportunity to learn from our experiences to make our BOCES, school districts and public education system stronger.



COVID-19 Response

As a BOCES region, our success depends on collaboration and cooperation. Over the past year, we have expanded our networks, the sharing of best practices and the ability to support each other through unprecedented times. The following data points illustrate how we sustained and expanded our networks:

- 
- 29** ▶ Professional development sessions on social-emotional learning, mental health & restorative practices involving **619** participants
 - 30+** ▶ Meetings and fit testing sessions with nurses by county, school district or BOCES
 - 40+** ▶ Meetings with special education directors & chairs across the region
 - 40+** ▶ Meetings with BOCES special education directors across the state
 - 45+** ▶ Meetings with the Curriculum, Instruction & Assessment (CIA) Council
 - 45+** ▶ Town halls with Questar III staff
 - 50+** ▶ Meetings with elementary principals across the region
 - 50+** ▶ Meetings with secondary principals across the region
 - 60+** ▶ Meetings with school business officials across the region
 - 65+** ▶ Meetings with directors of facilities, transportation, or food service across the region
 - 80+** ▶ Meetings with BOCES District Superintendents across the state
 - 100+** ▶ Meetings and professional development sessions with librarians across the region
 - 120+** ▶ Meetings with school superintendents across the region
 - 170+** ▶ Meetings with the county health departments, superintendents and the BOCES
 - Many** ▶ Conversations and emails with the Questar III Board of Education and officials at the State Education Department.



Tentative Administrative Budget

The Tentative Administrative Budget chart provides a summary of expenditures by object of expenditure category.

The Questar III administrative budget contains two components: (1) other post-employment benefits (OPEB) for retiree health insurance, and (2) the general administrative operations. The general administrative operations support the management, coordination and leadership provided by the BOCES. It includes the Office of the District Superintendent, central administrative expenses, Board of Education expenses, and a portion of the supervisors' and administrative personnel salaries and benefits necessary to carry out the administrative duties of the BOCES.

The administrative budget also contains funding to support activities associated with implementation of regional initiatives in advocacy, certification, communications support, district strategic planning, emergency management, grant research, superintendent searches, Annual Leadership Institute for Superintendents, business and operational support, professional development for boards of education, superintendents and staff, and COVID-19 regional support.

OBJECT OF EXPENDITURE CATEGORY	2019-20 Actual Expenditures	2020-21 Adopted Budget	2020-21 Adjusted Budget	2021-22 Tentative Budget
INSTRUCTIONAL SALARIES	\$166,520	\$177,547	\$188,547	\$189,825
NON-INSTRUCTIONAL SALARIES	793,131	862,208	839,574	860,693
EQUIPMENT	31,597	10,500	71,794	10,500
SUPPLIES & MATERIALS	59,199	94,200	89,373	96,700
CONTRACTUAL SERVICES	146,075	230,439	221,215	239,365
PROFESSIONAL SERVICE CONTRACTS	185,001	280,875	500,950	326,975
INTEREST ON REVENUE ANTICIPATION NOTES	—	—	8,050	42,000
EMPLOYEE FRINGE BENEFITS	414,772	551,720	551,771	600,975
OTHER POST EMPLOYMENT BENEFITS	3,661,950	3,905,552	3,905,552	3,627,537
TRANSFER CHARGES FROM OPERATIONS & MAINT.	202,986	84,378	129,394	212,179
TRANSFER CHARGES FROM OTHER SERVICES	538,442	513,578	561,982	504,248
TOTAL	\$6,199,673	\$6,710,997	\$7,068,202	\$6,710,997

The Tentative Administrative Budget for 2021-2022 is equal to the 2020-2021 budget.

Questar III's tentative administrative budget for 2021-2022 is \$6,710,997, which is unchanged from the previous year.

Furthermore, the actual administrative charge to districts is \$5,439,815 and is also unchanged from the previous year. The administrative charge

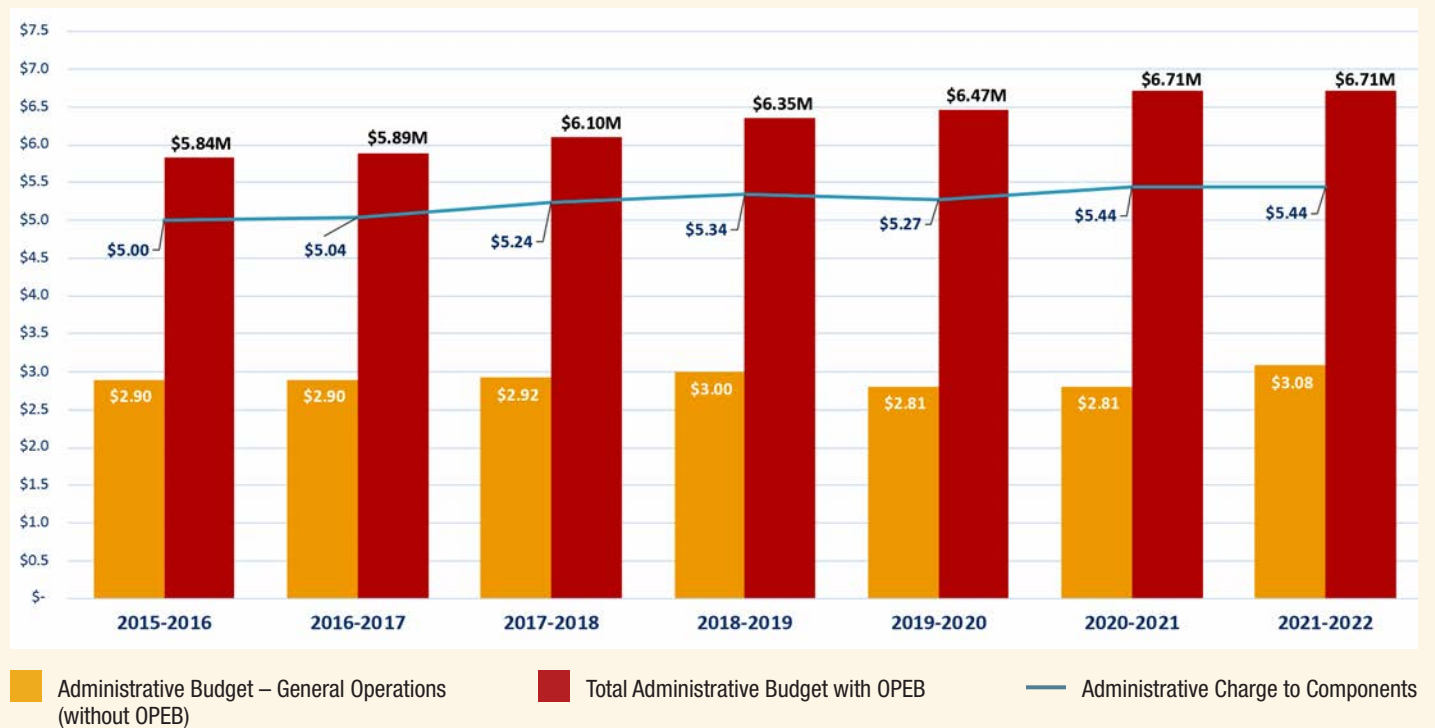
for individual component districts is derived from the administrative budget of \$6,710,997 and is reduced by \$1,271,182 in revenues earned from administrative fees for statewide services, indirect costs from grants and contracts, interest income and other miscellaneous revenues.

ADMINISTRATIVE BUDGET SUMMARY	2020-21 Adopted Budget	2021-22 Tentative Budget	Dollar Change	Percent Change
Total Administrative Budget	\$6,710,997	\$6,710,997	—	0.00%
Less: Other Revenues	1,271,182	1,271,182	—	0.00%
Administrative Charge to Components	\$5,439,815	\$5,439,815	—	0.00%



History of the Administrative Budget

The administrative budget has been aggressively managed in an effort to minimize the effect of the cost of OPEB. This chart reflects the history of the administrative budget both with and without OPEB. The total increase of the general operations portion of the administrative budget (without OPEB) in the last six years was approximately \$188,000, representing, on average, an annual increase of under \$32,000 per year.



Tentative Administrative Budget

Administrative Revenues

(excluding interest income)

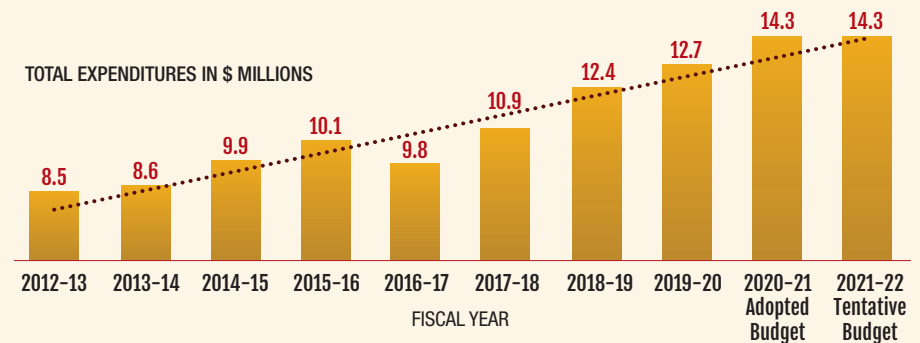
The revenues from administrative fees charged to non-components for statewide services, indirect costs, interest and other miscellaneous revenues help Questar III contain administrative costs for its 21 component districts. As our statewide district support services grow, so does our administrative revenue (net of interest income), which in turn reduces administrative charges to our components. The chart below demonstrates the continued growth in administrative revenues over the last decade.

Year	Revenue	Year-to-Year % Change
2012-13	\$ 728,313	N/A
2013-14	\$ 769,683	5.68%
2014-15	\$ 778,147	1.10%
2015-16	\$ 813,252	4.51%
2016-17	\$ 828,731	1.90%
2017-18	\$ 844,199	1.87%
2018-19	\$ 987,866	17.02%
2019-20	\$1,138,851	15.28%
2020-21	\$1,246,182	9.42%
2021-22	\$1,261,182*	1.20%

* Excludes interest income of \$10,000. Total Administrative Revenues, including interest income, is \$1,271,182.

District Support Services Revenue Growth

The generation of administrative revenues are directly attributed to Questar III's drive to be the program of choice and to continue to develop new services to meet the needs of districts. This is demonstrated by the growth in Questar III's District Support Services provided to districts.



Office of the Superintendent

The District Superintendent serves as the Chief Executive Officer of Questar III BOCES and is the representative of the New York State Commissioner of Education in the Questar III Supervisory District. Both New York State and Questar III BOCES pay the District Superintendent's salary. The BOCES Reform Legislation of 1993 limits the salary and mandates the separate reporting of the District Superintendent salary and benefits as follows:

State of New York portion of salary and fringe:

District Superintendent Salary \$ 43,499
 Plus all Medicare and Social Security taxes

BOCES portion of salary and fringe:

District Superintendent Salary \$ 155,117
 New York State Teacher Retirement \$ 15,512
 Health, Dental & Disability Insurance \$ 29,613
 Workers' Compensation Insurance \$ 2,637
 Unemployment Insurance \$ 1,551



Rent & Capital Budget

Questar III occupies a number of instructional and office spaces in the tri-county region, including space owned and leased by the BOCES. In December 2020, Questar III added another facility to its owned spaces. The Cairo-Durham Central School District donated the Durham Elementary School Building to Questar III. The Durham Building houses the southern region's Heavy Equipment Program. Planning is underway for additional programming at the site. Additional owned spaces include the two educational centers in Hudson and Troy, the Sackett Center in Schodack and the office/warehouse facility at 1070 Route 9 in Castleton. All other spaces are leased.

The tentative 2021-2022 rent and capital budget includes two components: (1) rent for leased spaces at schools and other entities and (2)

transfers to capital. Rent to other entities includes the central office building located in Schodack, Tech Valley High School® and classrooms at colleges and other private entities for New Visions and special education programs. Transfers to capital supports capital improvement needs at space owned by the BOCES.

Questar III also continues to lease instructional space with school districts for special education programs (Averill Park, Catskill, East Greenbush, Rensselaer, Schodack). The classroom rental rate of \$7,000 per classroom (except new construction) is established by Questar III's superintendents.

Over the past decade, Questar III has worked with districts to better locate and cluster appropriate space for special education students. This work has resulted in better quality instructional space.



Rensselaer Educational Center Modernization Project

Over the past several years, Questar III has explored its options for creating a new state-of-the-art facility to house career and technical education (CTE) and special education programs.

After exploring various options based on the best value/location and much deliberation and discussion, Questar III moved forward with the renovation of the Rensselaer Educational Center in Troy. Renovations have been occurring in three phases that began in June 2019 and are anticipated to be completed

in 2021-2022. Phase I, completed in August 2019, was comprised of site work that improved drainage, provided new walkways, improved the bus loop and parking and included brick repointing of the building. The building rehabilitation is segregated into two phases in order to minimize disruption to students during construction. Approximately half of the building was rehabbed under Phase II, completed in September 2020, and the remainder of the building will be under Phase III, to be completed during the summer of 2021.

Rent and Capital Budget Summary	2020-21 Adopted Budget	2021-22 Tentative Budget	Dollar Change	Percent Change
Rent Budget	\$1,205,217	\$1,205,217	—	0.00%
Capital Budget	1,000,000	1,000,000	—	0.00%
Total Rent and Capital Budget	2,205,217	2,205,217	—	0.00%
Less: Grant Revenue	5,850	5,850	—	0.00%
Total Rent and Capital Charge to Components	\$2,199,367	\$2,199,367	—	0.00%

Administrative, Rent & Capital Budgets

Impact of the Administrative, Rent and Capital Budgets

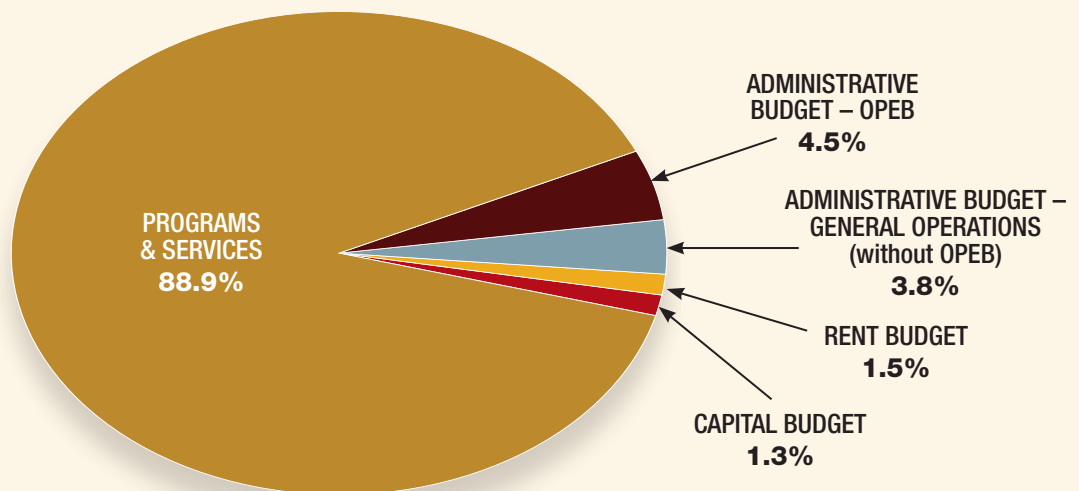
Sections 1950 and 1951 of the NYS Education Law established BOCES and the requirement of member or component districts to pay a proportionate share of the administrative, rent and capital costs.

School districts pay an annual assessment toward the support of the administrative budget based upon their Resident Weighted Average Daily Attendance (RWADA). District charges vary based upon increases or decreases in student enrollment.

In summary, the administrative charge of \$5,439,815 and the rent and capital charge of \$2,199,367 are unchanged from the previous year, representing the net administrative, rent and capital charge to components for 2021-2022 of \$7,639,182. **The 2021-2022 tentative administrative budget is equal to the previous year's budget.**

Administrative, Rent & Capital Budgets & Charges to Components	2020-21 Adopted Budget	2021-22 Tentative Budget	Dollar Change	Percent Change
Total Administrative Budget	6,710,997	6,710,997	—	0.00%
Less: Other Revenues	1,271,182	1,271,182	—	0.00%
Administrative Charge to Components	5,439,815	5,439,815	—	0.00%
Rent Budget	1,205,217	1,205,217	—	0.00%
Capital Budget	1,000,000	1,000,000	—	0.00%
Total Rent and Capital Budget	2,205,217	2,205,217	—	0.00%
Less: Grant Revenue	5,850	5,850	—	0.00%
Total Rent & Capital Charge to Components	2,199,367	2,199,367	—	0.00%
Total Administrative, Rent & Capital Charge to Components	\$7,639,182	\$7,639,182	—	0.00%

Together the administrative, rent and capital budgets equate to 11.1 percent of the total Questar III Tentative Budget. The remaining 88.9 percent represents the programs and services purchased by districts and other BOCES.



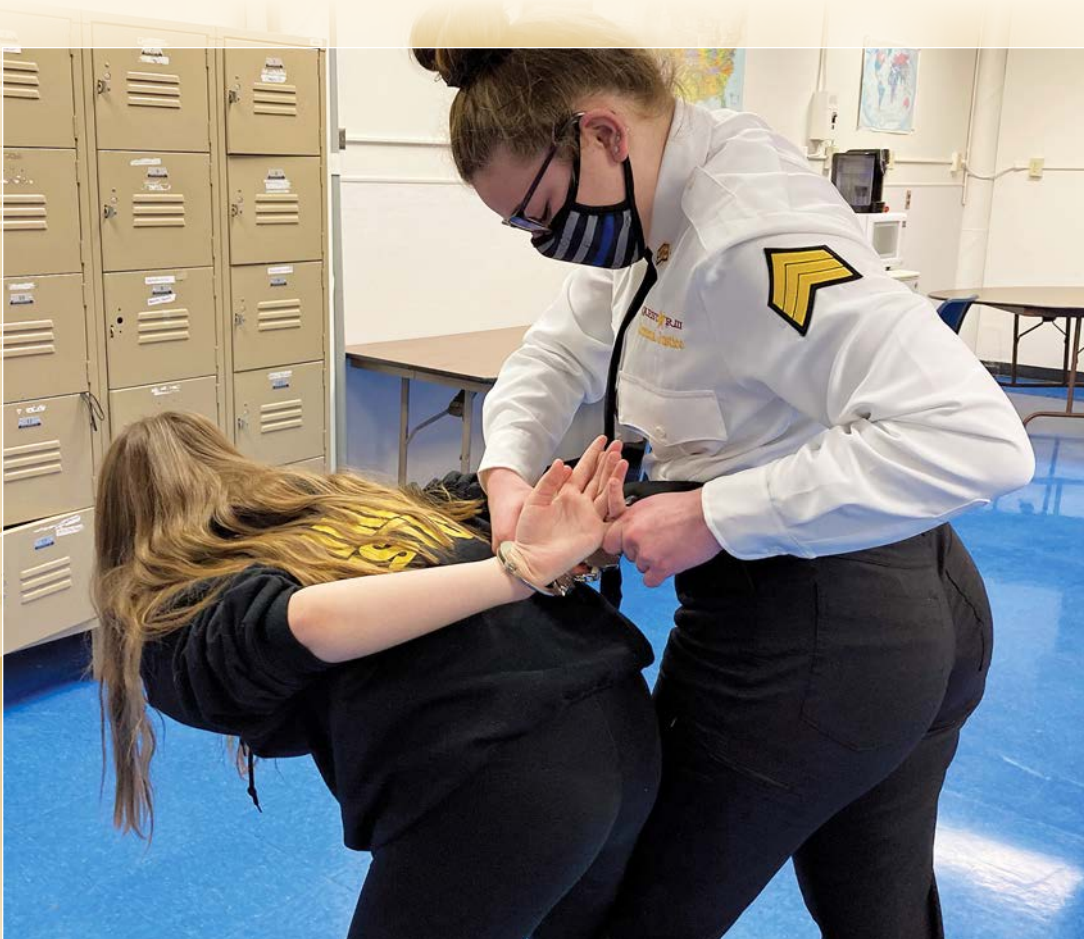
Program Budgets & Highlights

The budget for a BOCES differs significantly from that of a school district. The most noticeable difference is that a BOCES has no taxing authority. Also, the budget is a collection of several independent budgets. Another difference is that most BOCES budgets are strictly revenue-based. That is, they are determined by the revenue generated by purchases of programs and services annually, rather than predetermined expenditures. As a result, final program budgets depend upon district requests in May of each year.

Whereas school district budgets are fixed, the demand for BOCES services leads to staff (and thus budget) increases or decreases. Services may fluctuate based on district needs and demand.

The COVID-19 pandemic is placing uncertain financial stress on school districts. As a result, Questar III was aggressive in its budget development process by reducing costs in order to minimize rate increases for school districts. Striving to be the program of choice, Questar III's program participation remains strong despite pressures from regional student enrollment declines. This chart demonstrates how cost containment and strong participation mitigated rate increases in the majority of our programs. Overall, nearly 95 percent are below a two percent rate increase.

Year	% of Programs with No Rate Increase	% of Programs with a Rate Increase of 2% or Less
2017-18	63.49%	86.31%
2018-19	62.23%	86.30%
2019-20	66.48%	75.64%
2020-21	57.02%	77.53%
2021-22	88.62%	94.83%



Career & Technical Education (CTE)

4 ▶ Programs recognized by the CTE TAC of NY as model programs

8-15 ▶ College credits available to New Visions students

85 ▶ Students inducted in the National Technical Honor Society last year

94.8% ▶ Tech assessment passage rate

98.5% ▶ Graduation rate

200 ▶ Consultant committee partners help us to align curriculum and equipment to industry trends

4,056 ▶ Hours of student internships last year

Program Offerings

CTE

- Automotive Technologies
- Aviation
- Certified Nursing
- Construction Technologies*
- Cosmetology
- Criminal Justice
- Culinary Arts
- Emergency Medical Technician (EMT) & Health Careers
- Heavy Equipment Operation & Maintenance*
- HVAC & Renewable Energies*
- Information Technology
- Welding/Metal Fabrication/Machine Tool*

** Part of the Youth Apprenticeship Program*

New Visions

- Emergency Preparedness, Informatics, Cybersecurity & Homeland Security (University at Albany's College of Emergency Preparedness, Homeland Security & Cybersecurity)
- Medical (Samaritan Hospital)
- Pathways in Education (University at Albany's Main Campus)
- STEM (Rensselaer Polytechnic Institute)
- Scientific Research & World Health (University at Albany's Health Sciences Campus)
- Visual & Performing Arts (The Arts Center of the Capital Region)

Career Studies

- Automotive Services
- Building Trades
- Introduction to Employment/Career Exploration
- Introduction to Food Services



The Career & Technical Education budget is comprised of three areas of programming including CTE, New Visions and Career Studies. The Career & Technical Education rates are increasing by one percent or less for 2021-2022.

Budget for Career & Technical Education Programs

PROGRAM/SERVICE CATEGORY	2019-20 ACTUAL EXPENDITURES	2020-21 ADOPTED BUDGET	2020-21 ADJUSTED BUDGET	2021-22 TENTATIVE BUDGET
CAREER & TECHNICAL EDUCATION	\$9,514,879	\$10,048,692	\$11,339,303	\$9,864,457

CAREER & TECHNICAL EDUCATION

The Questar III CTE programs provide students in 11th and 12th grades with the academic and technical skills necessary to succeed in future careers and to become lifelong learners. Our CTE programs are based out of two schools, Rensselaer Educational Center in Troy, generally serving students in Rensselaer County, and Columbia-Greene Educational Center in Hudson, generally serving students in Columbia & Greene Counties.

The programs combine classroom learning with hands-on training in a wide range of high-need career fields. These programs are equipped with industry-recommended tools and equipment, have articulation agreements for students to earn college credit, and provide opportunities for students to obtain industry certification or credentials.

All CTE programs integrate academic learning into the CTE instruction giving students a deeper understanding of applied math, science, and/

or English Language Arts (ELA) concepts and skills needed in that career area, while affording students the opportunity to earn academic credits towards Regents graduation requirements.

The Heavy Equipment Operations & Maintenance program has an offsite classroom housed at Durham Elementary School. This high demand, high wage career training program is one of four programs that are in the new Youth Apprenticeship Program. The Youth Apprenticeship Program offers students nine college credits with Hudson Valley Community College which can count as related instruction in a NYS Department of Labor approved registered apprenticeship program. Also, students that qualify are offered a paid internship opportunity where the hours worked are counted toward a registered apprenticeship program.

NEW VISIONS

New Visions students gain valuable insight into career options from a real-world perspective. A one-year, honors-level program, New Visions turns area businesses, health care facilities, and college campuses into classrooms for highly motivated and academically successful high school seniors. The central goal of all New Visions programs is to act as the bridge between high school and the rigors of college and career level work. By participating in a New Visions program a student is better equipped to make the right decision for their future. New Visions programs are highly reputable with three programs receiving the "Model Program" award from the CTE Technical Assistance Center of NY for their innovation and academic rigor.

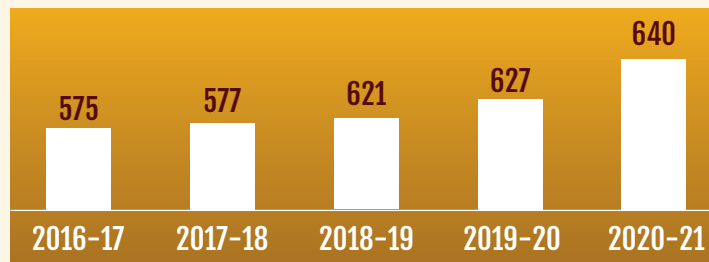
New Visions students learn and explore career options through mentoring, internships, interactions with professionals, group discussions

and creative projects, as well as more traditional methods. Students in each of our six programs will earn four academic credits toward their high school graduation; one in English, one in social studies, and two elective credits. All students also earn college credits from top universities in the area. Graduates of these programs have gone on to attend very competitive institutions of higher learning. This year Questar III relocated their Pathways In Education program to the University at Albany's College of Education. Next year Questar III will open its newest program, New Visions Emergency Preparedness, Informatics, Cybersecurity & Homeland Security. In partnership with the University at Albany, students will learn how to use cutting edge technology and critical thinking skills to help keep our communities safe.

CAREER STUDIES

Career Studies programs provide high school students (ages 16-21) with entry-level training in a technical area or trade at an alternative learning pace. These programs are designed to provide more customized career instruction and experience in a supportive learning environment. Career Studies programs have a small student-teacher ratio and are taught by certified teachers with substantial real-world experience in their given trade. The smaller class size provides an individualized course of instruction that helps students to become successful in the world of work.

CTE & New Visions Enrollment (5 year average components)



Special Education

A longtime leader in special education, Questar III provides an array of services for students with disabilities, based on their individual academic capabilities and social/behavioral needs in response to each student's individualized educational plan (IEP). Local school districts, including those outside the BOCES, refer students to Questar III programs through their Committee on Special Education (CSE) process.

Budget for Special Education Programs

PROGRAM/SERVICE CATEGORY	2019-20 ACTUAL EXPENDITURES	2020-21 ADOPTED BUDGET	2020-21 ADJUSTED BUDGET	2021-22 TENTATIVE BUDGET
SPECIAL EDUCATION	\$24,015,290	\$25,881,410	\$27,825,854	\$26,305,849

The Special Education Department provides individualized instruction to students, ages 5 through 21, in different academic settings including academy, CTE centers, district-based classrooms and a community arts center.

In recent years, Questar III has sought to find ways to explore more effective and cost-efficient ways to meet the ever-changing needs of

our students. This includes addressing greater mental health needs and moving students to a less restrictive environment in accordance with state regulations. Tuition rates are differentiated based on the level of service and class size ratio. The majority of the special education programs rate increases range from approximately 1.5 percent to 2.75 percent.

Questar III offers the following Special Education programs:

Spectrum Program

The Questar III Spectrum Program is a district-based program designed for students with an autism spectrum diagnosis. As appropriate for each individual student, classes are mainstreamed in general education classes for much of the day. Students also have a "home base" where they receive support for their academics and where instruction is provided where mainstreaming is not appropriate. There is a focus on developing social skills, problem solving skills and conflict resolution skills.

Career Academy

The Questar III Career Academy is for students in 11th and 12th grades working towards a Regents Diploma, with an opportunity to obtain a Career Development Occupational Studies (CDOS) credential, by spending half of their day taking academic classes and the other half of the day attending a CTE or Career Studies program at the Columbia-Greene Educational Center. Generally, students have social-emotional needs that are not being met in a district-based program and require the support of a smaller setting.



50 ► Classes in three counties

100% ► Of the Class of 2020 completed their graduation requirements (Regents, local diploma, CDOS or Skills and Achievement Commencement credential)

98 ► Physical therapy sessions per week

219 ► Occupational therapy sessions per week

229 ► Social work and individual counseling sessions per week

383 ► Speech therapy sessions per week

1,477 ► Average hours, over the last 3 years, of work-based learning, internships, service learning and school-to-work paid employment by students

2,712 ► Years of service and experience by Questar III staff



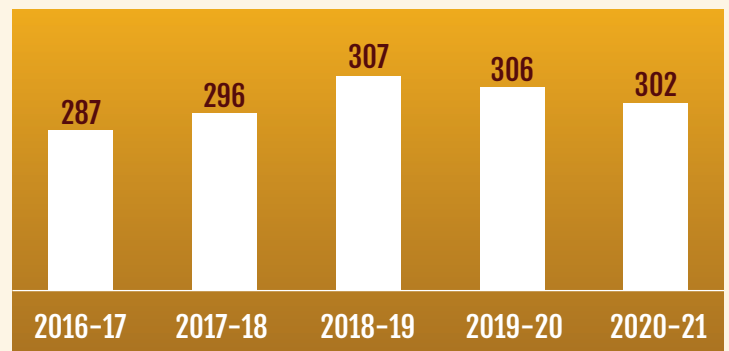
Questar III Facilities

- Academy at Rensselaer Educational Center
- Catskill Academy
- Columbia-Greene Educational Center
- George Washington School
- Paul Puccio School at Maple Hill
- Sackett Educational Center

District-Based Classrooms

- Columbia High School
- Rensselaer Jr.-Sr. High School
- Robin Sobol Transition Academy at the Arts Center of the Capital Region

Special Education Enrollment



Special Education *(continued)*

Questar III offers the following Special Education programs *(continued)*:

Regents Programs

The Questar III Regents 4:1:2 and 6:1:2 programs are designed for students with emotional and behavioral disabilities whose behaviors interfere with their ability to complete the Regents requirements. Students require multiple levels of support for extended periods of time on developing social skills, conflict resolutions and problem solving.

Therapeutic Youth Program (TYP)

The Questar III TYP 6:1:1 classrooms are designed for students with a mental health diagnosis that interferes with success in school, which may include school phobia and anxiety. This Regents-based program is for middle and high school students with a focus on academics and coping strategies.

Workforce Readiness

Questar III offers an array of opportunities for students to become better prepared for their future after they graduate school. While a student is enrolled at Questar III, they can participate in work-based learning, service learning and CDOS classes. These opportunities will cement the soft skills they'll need to become successful when they transition into the workforce.

Robin Sobol Transition Program

The Robin Sobol Transition program is an 8:1:2 class located at The Arts Center of the Capital Region in Troy. Students ages 18-21, who have completed their New York State Assessments, have the opportunity to participate in a life skills curriculum and work-based learning.

New York State Alternate Assessment Programs (NYSAA)

The NYSAA 6:1:2 and 8:1:1 classes allow students with significant cognitive disabilities, as well as social, behavioral and physical disabilities and academic delays, to demonstrate their performance toward achieving the NYS Learning Standards for English Language Arts (ELA), mathematics and science.

Students attending the 6:1:2 classes are in academy settings, which in addition to providing social work and psychologist support, also have crisis support. Students work on functional academics in all areas, including activities of daily living and life skills.

Students attending the 8:1:1 classes are in district-based buildings, as they do not exhibit behaviors that require supports and resources available in an academy setting. Students focus on daily living and life skills along with academics.

All of our Special Education programs assist families in connecting to local mental health resources.



Itinerant Services

Questar III staff members are shared between school districts through itinerant services. Specific schedules or student assignments are determined by school district needs. The cost of individual itinerant services is impacted by the salaries and benefits of the individuals providing the service. Furthermore, due to district purchases and changes in staff, the costs of these services may have significant year-to-year fluctuations.

Budget for Itinerant Services

PROGRAM/SERVICE CATEGORY	2019-20 ACTUAL EXPENDITURES	2020-21 ADOPTED BUDGET	2020-21 ADJUSTED BUDGET	2021-22 TENTATIVE BUDGET
ITINERANT SERVICES	\$1,479,689	\$1,535,004	\$1,722,148	\$1,707,017

107 ► Business engagement opportunities through School & Business Partnership Service

Instructional itinerant services include consultant teaching, music therapy, occupational therapy, physical therapy, adaptive physical education, school psychologist, psychological counseling, speech and language therapy, speech improvement, teacher of the blind/visually impaired, and English as a second language (ESL). District services such as claims auditing, communications/public information coordinator, and business and education partnerships are also provided as itinerant services.

55,000 ► Likes/follows on social media accounts managed by Questar III



General Education

Questar III offers a wide array of general and alternative educational offerings such as Tech Valley High School,[®] distance learning, arts in education, and pre-kindergarten. While many rates are not increasing, some will have less than a two percent increase. The Targeted Pre-kindergarten state grant has remained at the same level for nearly a decade, which continues to increase the local share for participating districts.

Budget for General Education Programs

PROGRAM/SERVICE CATEGORY	2019-20 ACTUAL EXPENDITURES	2020-21 ADOPTED BUDGET	2020-21 ADJUSTED BUDGET	2021-22 TENTATIVE BUDGET
GENERAL EDUCATION	\$5,902,748	\$6,096,810	\$6,215,052	\$6,221,528

97 ▶ Courses available through Distance Learning

794 ▶ Students attend courses through Distance Learning

1,105 ▶ Students participate in Online Learning courses year-round



General Education



Tech Valley High School (TVHS) is a four-year regional public high school that is built on the principles of project-based learning and collaboration. Students have ample access to technology, participate in Student Learning Teams, and earn college credit with College in the High School courses as well as the College Ready partnership with Excelsior College.

- ▶ **140 students from 30 school districts**
- ▶ **2-week annual career exploration program (called I-Term)**
- ▶ **4 years of math and science (and 2+ years of Mandarin Chinese)**
- ▶ **19 college credits earned, on average, by graduating seniors**
- ▶ **20+ monthly interactions with business, non-profit and higher education leaders**
- ▶ **60-credit associate degree available through Excelsior College**
- ▶ **100 hours of community service in order to graduate**
- ▶ **100+ presentations delivered across four years of school**

Pathways in Technology (P-TECH) and Early College High School (ECHS) Programs

Questar III's P-TECH and ECHS programs create opportunities for high school students to earn college credits and get an early start on innovative careers.

P-TECH and ECHS prepare students for in-demand jobs in STEM careers. The models directly address both education and workforce development skill gaps by providing innovative approaches to high school and college education while engaging corporate partners and local communities for student success. The programs are designed to give students historically underrepresented at the postsecondary level the opportunity to get a jumpstart on their college education and their future career.

Questar III P-TECH, accommodating up to 45 students each year, is a six-year program that culminates in both high school graduation and earning an Associate of Applied Science degree. Smart Scholars – Early College High School, (SS-ECHS), accommodating up to 25 students each year, is a four-year program that, similar to P-TECH, culminates in high school graduation and a minimum of 24 college credits. Both programs are in partnership with Hudson Valley Community College. Tech Valley High School is a valued partner in this new initiative, along with several industry partners. Industry partners will provide workplace learning opportunities that include mentoring, worksite visits, speakers, and internships. These programs allow institutions of higher education to partner with public school districts to create an opportunity for students to earn college credits while also completing their high school diploma. The programs will assist students on the path to a college degree while saving their families thousands of dollars in tuition costs.

Distance Learning

Questar III works closely with the Northeast Regional Information Center (NERIC) to offer access to a distance learning network that expands the offerings of districts in our cooperative. This allows participating districts to share courses that cannot be offered in most districts and offers students the opportunity for Advanced Placement (AP) and college courses.

Online Learning

Online Learning provides an option for school districts as they face increased requirements, limited resources, shortage of personnel and scheduling conflicts. Online Learning takes place using the Internet and is personalized and highly flexible. Students who enroll in online courses should be self-motivated and possess good time management and organizational skills. Every student sits in the front row in a virtual classroom.

Alternative Learning Program

The Questar III Alternative Education programs (ALP) offer options for students who are in danger of not completing high school, who have difficulty with attendance, grades or motivation, or need assistance to pass Regents exams required for graduation. ALP is an option for students that are struggling in the traditional educational setting.

Pre-Kindergarten

For nearly three decades, Questar III has been partnering with districts to create and deliver a model program for pre-kindergarten educational services. Two types of pre-kindergarten programs are offered: Targeted Pre-Kindergarten programs (TPK) and Universal Pre-Kindergarten (UPK) programs. Both programs incorporate high quality curricula to prepare students for future school success through strong foundational skills in early literacy and numeracy, social interaction and kindergarten readiness.

Arts in Education and Exploratory Enrichment

Questar III coordinates arts and enrichment programs for participating districts. Through dance, media arts, music, theatre, visual arts and writing, students learn from cultural and performing artists, authors and illustrators.



Instructional Support

The Questar III instructional support services provide high-quality professional development, technology services and other instructional support services that benefit students, teachers and administrators across the region. Nearly all of these services will have rates that remain unchanged for the 2021-22 school year. Increased participation, along with deploying a model of continuous improvement, has mitigated the need for additional rate increases.

Budget for Instructional Support Services

PROGRAM/SERVICE CATEGORY	2019-20 ACTUAL EXPENDITURES	2020-21 ADOPTED BUDGET	2020-21 ADJUSTED BUDGET	2021-22 TENTATIVE BUDGET
INSTRUCTIONAL SUPPORT	\$7,947,971	\$7,956,227	\$9,222,579	\$8,155,905

21 ▶ Districts provided embedded professional development

27 ▶ Teams advanced to the Odyssey of the Mind world finals in the past decade

200+ ▶ Unique workshops and trainings offered over the past year by School Improvement

370+ ▶ Home instruction students served, an increase of 93% over the last 2 years

6,310 ▶ Hours of embedded professional development provided by content specialists

8,000 ≈ ▶ Helpdesk tickets submitted and resolved through Technology Services

128% ▶ Increase in student checkouts thanks to Overdrive/Sora, an ebook and audiobook service provided by the School Library System

230,000 ≈ ▶ Vetted educational media resources, including streaming video and royalty free music, available through Media Library Service

433,000+ ▶ Titles in Follett catalogs supported by the School Library System

\$17 million+ ▶ In devices and technology assets managed for school districts



School Improvement

Embedded Professional Development

The Questar III School Improvement Office offers services and programs to assist all stakeholders in the education community. School Improvement programs and services support best practices guided by New York State learning standards and current research. Programs and services are tailored to meet the needs of school districts and individual schools. Content specialists have expertise in many content areas, including English/Language Arts, Mathematics, Science, Social Studies, Social-Emotional Learning, Mental Health, Restorative Practices and Special Education. The School Improvement Office also offers services in the following areas:

- Grant Writing
- Home Instruction Review Service
- Leadership Coaching
- Program Evaluation
- Regional Developed Assessments
- Regional Scoring
- Regional PD Day

Data Coordination and Analysis

The Data Coordination and Analysis service provides onsite expertise in data analysis and reporting. In-district professional development is offered in the area of data interpretation to inform practice. Qualtrics is used to develop surveys capturing qualitative and quantitative data in easy-to-understand reports. The service also provides expertise relating to ESSA Accountability.

School Library System and Related Services

School districts may purchase shared services that expand access to resources beyond the walls of the library. Services include building enhanced library collections, providing full library automation support and online resources. The Multimedia service continues to add products for streaming video and music licensing, with SWANK K-12 Streaming Services being added in the 2020-2021 school year. SWANK provides districts with a license to show popular movies in school without violating copyright laws.

Model Schools

Model Schools assists districts with integrating technology into the curriculum, training faculty and staff on a wide variety of software, and presenting on a wide variety of relevant topics. Robotics, virtual reality technology and coding materials can be borrowed, with appropriate embedded professional development, from the service. Virtual reality in the classroom allows all students the opportunity to explore simulated experiences.

Odyssey of the Mind

Odyssey of the Mind is a worldwide educational program that helps students develop creative problem-solving skills through teamwork. Questar III is the New York State Region 4 coordinator of this program, the second largest in the state. Questar III teams advance to state and world final competitions each year.

Technology Services

The Technology Services Department is comprised of a team of 20 dedicated computing professionals with decades of combined experience. Questar III provides information technology resources and services to address almost any district need. From staff augmentation to complete management of technology, the department addresses the most basic to the most complex requirements. With security expertise, years of experience and strategic partnerships, expeditious service is provided to meet any demands. Among the several services the department is able to provide, include:

- Fully redundant and secure data center hosting
- Security assessments and vetted solutions for distributed denial-of-service (DDoS) attacks
- Helpdesk as a service
- Management, planning and budgeting
- Technology evaluations and project scoping

District Support

Questar III's district support services extend and enhance the capacity of participating districts by providing innovative solutions or a high level of technical expertise. For 2021-22, the majority of these services will have rates that will remain unchanged, while some services will have rate increases at two percent or less that are driven by employee costs. Increased participation, along with deploying a model of continuous improvement, has mitigated the need for additional rate increases.

Budget for District Support Services

PROGRAM/SERVICE CATEGORY	2019-20 ACTUAL EXPENDITURES	2020-21 ADOPTED BUDGET	2020-21 ADJUSTED BUDGET	2021-22 TENTATIVE BUDGET
DISTRICT SUPPORT	\$12,733,557	\$14,289,486	\$15,351,532	\$14,293,366

90% ▶ Of all school districts (and 34 BOCES) served by the State Aid & Financial Planning Service

931 ▶ Students from 32 private and parochial schools received textbooks purchased and coordinated by Questar III

85,692 ▶ Students' safety impacted by our Health & Safety Service

6.6 ▶ Million square feet of fire inspections in 185 buildings

7.3 ▶ Million square feet of visual building inspections

\$70.2 ▶ Million in public and private excess cost aid secured by the STAC service for district clients

\$867.8 ▶ Million in successful school budget and capital project communications provided by Questar III last year

\$7.3 ▶ Billion in assets inventoried and managed by our Asset Management & Valuation Service in 1,256 buildings totaling 37.9 million square feet

\$19.7 ▶ Billion in OPEB liability valuation for 189 school districts served by our GASB 75 service

Asset Management & Valuation

The Asset Management & Valuation Service has teamed up with Asset-Works, Inc. to provide school districts and BOCES across the state with a comprehensive solution for managing fixed assets that includes a complete physical inventory with building appraisals, annual re-inventory and a web-based inventory software system.

Absence Management & Substitute Calling

The Absence Management & Substitute Calling Service is an automated system which allows school district staff to report absences by phone or online. The automated system then places calls to substitutes based on employee request and substitute availability.

Central Business Office

The Central Business Office provides the core functions of a district's business office to allow the Business Official to focus on the long-term financial plans of the district. The core functions include payroll, accounts payable, and general ledger accounting. Additional functions can be added and customized to meet the needs of the district.

GASB 75 Valuation

The GASB 75 Valuation Service assists school districts and BOCES across New York State in the valuation and management of their OPEB liability. The Government Accounting Standards Board (GASB) issued Statement No. 75 with the primary objective of improving accounting and financial reporting by state and local governments for postemployment benefits other than pensions (OPEB).

State Aid & Financial Planning

The State Aid & Financial Planning Service assists school districts and BOCES statewide in navigating their way through the complex world of school finance. During the COVID-19 pandemic, the State Aid Planning Team stayed abreast of the latest executive orders issued by the New York State Governor and any federal legislation implications through research and collaboration with state officials, colleagues, and associations in order to assist districts in implementing any necessary changes at a moment's notice. The service assists school districts and BOCES in interpreting the impact of any state aid reductions resulting from the pandemic. At a time when school business and school district administrators have more requirements than ever before, and the state providing historic levels of state aid, knowledge and fast, accurate information are essential.



Special Education Aid Assistance

The Special Education Aid Assistance Service works collaboratively with school districts to maximize their excess cost aid. The service provides training and shares best practices to ensure all reporting requirements are met in order to capture all available aids.

Health & Safety

The Health & Safety Service strives to be a clearinghouse of information that is pertinent to districts in providing a safe and compliant environment for education. Through various levels of cost-effective support, the service continues to assist districts in complying with federal, state and local regulations as well as school safety planning and emergency management.

Before the COVID-19 pandemic hit, the service was preparing to roll out a newly developed Regional Reunification Response Team to assist schools in responding to tragic events. During the COVID-19 pandemic, the service switched gears to assist Questar III's District Superintendent in leading our BOCES and our component districts to provide the needed guidance and support to manage the pandemic. As a result, the service partnered with a national firm to provide an antimicrobial application service for buses and buildings which has evolved into an additional statewide service. The Response Team is ready to be rolled out for 2021-2022.

Communications

The Communications Service supports 22 school districts throughout the year, from one-time requests to ongoing projects. In recent years, Questar III has added new services in response to district needs, including video production and drone videography/photography.

Questar III provides coordination for the Rensselaer-Columbia-Greene Health Insurance Trust and the Rensselaer-Columbia-Greene Workers' Compensation Consortium. These separate entities are governed by representatives of the participating school districts and Questar III.

Special Aid

The Special Aid Fund accounts for state and federal grants and other contracts that should not be accounted for in the General Fund. The availability of funding creates challenges for these programs, which creates budgetary variations from year-to-year. The Special Aid Fund represents anticipated funding for programs such as the Special Education Extended School Year Program, Internal Audit Service, Library programs, Title III Consortium, Targeted Pre-Kindergarten, P-TECH, Early College High School, Carl D. Perkins Career and Technical Education (Perkins V), and Adult Literacy Education Programs.

In addition, two programs are funded with contracts through the New York State Education Department – the Regional Bilingual Education Resource Network (RBERN) and the Puerto Rican / Hispanic Youth Leadership Institute (PR/HYLI). The RBERN supports multilingual learners (MLLs) in English as a New Language (ENL) programs across eight BOCES in New York State. PR/HYLI serves more than 200 Puerto Rican and Hispanic students throughout

the state each year. The culminating activities include a three-day institute in Albany featuring a mock session in the Assembly chamber.

Contracts and grants funded through the New York State Education Department are charged a state approved indirect cost rate. The revenue generated assists in reducing the administrative budget charge to component school districts.

Budget for Special Aid Fund Programs

PROGRAM/SERVICE CATEGORY	2019-20 ACTUAL EXPENDITURES	2020-21 ADOPTED BUDGET	2020-21 ADJUSTED BUDGET	2021-22 TENTATIVE BUDGET
SPECIAL AID FUND	4,110,506	5,021,990	4,351,757	5,099,569

63 ▶ Languages spoken by English language learners (ELLs) in the RBERN region

149 ▶ School districts with a total of 4,243 ELLs served by RBERN

250 ▶ Special Education students served in our extended year program

200+ ▶ High School students attend the PR/HYLI

13,600+ ▶ Employment Preparation Education and Workforce Investment Opportunity Act hours of instruction serving 222 students for High School Equivalency (HSE) preparation and adult literacy services

\$2.5+ ▶ Billion in school district and BOCES funds audited by Questar III



Our Service Area & Locations



- SCHOOL DISTRICTS WE SERVE
- QUESTAR III LOCATIONS



www.questar.org

NON-DISCRIMINATION NOTICE: Questar III does not discriminate on the basis of actual or perceived race, color, national origin, sex, disability, age, weight, ethnic group, religion, religious practice, sexual orientation, gender identity or expression, or other characteristic protected by federal or state law in its programs and activities, including but not limited to admission, access to and participation in educational programs, course offerings and student activities.

Questar III provides equal access to the Boy Scouts of America and other designated youth groups. The following persons at Questar III have been designated to handle inquiries regarding Questar III's non-discrimination policies and the application of regulations prohibiting discrimination:

- TITLE IX COMPLIANCE OFFICER – QUESTAR III BOCES, 10 Empire State Blvd., Castleton, NY 12033 | 518-477-8771
- 504 COMPLIANCE OFFICER – QUESTAR III BOCES, 10 Empire State Blvd., Castleton, NY 12033 | 518-477-8771
- SCHOOL ATTORNEY – QUESTAR III BOCES, 10 Empire State Blvd., Castleton, NY 12033 | 518-477-8771

For further information on notice of non-discrimination, or to inquire regarding the application of regulations prohibiting discrimination, contact the U.S. Department of Education, Office for Civil Rights.

Please contact the Questar III Business Office for additional information on the 2021-2022 Tentative Budget at 518-477-8771.

Boards of Education

RENSSELAER COUNTY

AVERILL PARK CENTRAL SCHOOL DISTRICT

Dr. James Franchini, Superintendent

Board of Education

Chris Foster, Board Member
Samantha Hicks, Board Member
Doug Kelley, Board Member
Meghan McGarry, Board Member
Ann Morone, Board Member
Jessica Zweig, Board President
Peter Schaefer, Board Vice President
Linda Primeau, Board Clerk

BERLIN CENTRAL SCHOOL DISTRICT

Mr. Aditya Joseph Dhara, Superintendent

Board of Education

Sherry Bowman-Kluck, Board Member
Rachel Finney, Board Member
Derrick Gardner, Board Member
Kellie Kaschak, Board Member
Jeffrey Paine, Board Member
Katie Snyder, Board Member
Frank Zwack, Jr., Board President
Mary Grant, Board Clerk

BRUNSWICK CENTRAL SCHOOL DISTRICT

Dr. Angelina Maloney, Superintendent

Board of Education

Andrew Casale, Board Member
Tammie Fanfa, Board Member
Darren Galipeau, Board Member
Anthony Grab, Board Member
Sandra Maxon, Board Member
Danielle Roadcap, Board Member
Kevin Shufon, Board Member
Judy Wienman, Board Member
Jack Roddy, Board President
Leah Wertz, Board Vice President
Stephanie Steinhart, Board Clerk

EAST GREENBUSH CENTRAL SCHOOL DISTRICT

Mr. Jeffrey Simons, Superintendent

Board of Education

Kathleen Curtin, Board Member
John Dunn, Jr., Board Member
Jennifer Massey, Board Member
Deanna Muth, Board Member
Michele Skumurski, Board Member
JoAnn Taylor, Board Member

EAST GREENBUSH CSD *(continued)*

Frank Yeboah, Board Member
Michael Buono, Board President
Mark Mann, Board Vice President
Darcy Mancino, Board Clerk

HOOSIC VALLEY CENTRAL SCHOOL DISTRICT

Mr. G. Michael Apostol, Superintendent

Board of Education

Joe Barton, Board Member
Karen Carlson, Board Member
Denise Reilly, Board Member
Margaret Rice, Board Member
Carolyn Stannard-Carlo, Board Member
Christine Pepe, Board President
Maureen Mayer, Board Vice President
Heidi Pascarella, Board Clerk

LANSINGBURGH CENTRAL SCHOOL DISTRICT

Dr. Antonio Abitabile, Superintendent

Board of Education

Kelley Bristol, Board Member
Marie Cole, Board Member
Robert Morris, Jr., Board Member
Daniella Richards, Board Member
Michelle Speanburg, Board Member
James Spear, Board Member
Jeff White, Board Member
Jason Shover, Board President
Michael Cusack, Board Vice President
Christina Williams, Board Clerk

NORTH GREENBUSH COMMON SCHOOL DISTRICT

Ms. Christine Hamill, Superintendent

Board of Education

Geraldine Farley, Board Member
Susan O'Connell, Board President
Matthew Jaworski, Board Vice President
Christine Hamill, Board Clerk

RENSSELAER CITY SCHOOL DISTRICT

Mr. Joseph Kardash, Superintendent

Board of Education

Dana Endres, Board Member
James Preston, Board Member
Lark Rutecki, Board President
Jennifer Haggerty, Vice President
Shailyn Payton, Board Clerk

SCHODACK CENTRAL SCHOOL DISTRICT

Mr. Jason Chevrier, Superintendent

Board of Education

Michael Charsky, Board Member
Sherri Gibson, Board Member
Daniel Grandinetti, Board Member
Michael Hiser, Board President
Kyle Hurysz, Board Member
Shelly Palmer, Board Member
Charles Peter, Board Member
Michael Tuttle, Board President
Mary Yurista, Board Vice President
Michele Reickert, Board Clerk

TROY CITY SCHOOL DISTRICT

Mr. John Carmello, Superintendent

Board of Education

Ann Apicella, Board Member
Rosemary Coles, Board Member
Stephanie Fitch, Board Member
Matthew Flowers, Jr., Board Member
Diana Heckman, Board Member
Elizabeth Poletto, Board Member
Ebony Pompey-Conway, Board Member
Thomas Mayo, Board President
Anne Wager-Rounds, Board Vice President
Theresa Kaniff, Board Clerk

WYNANTSKILL UNION FREE SCHOOL DISTRICT

Ms. Mary Yodis, Superintendent

Board of Education

Cathleen Castle, Board Member
Keith Hirokawa, Board Member
Eric Strang, Board Member
Andrew Lanese, Board President
Darcy Mack, Board Vice President
Heidi Hallock, Board Clerk

COLUMBIA COUNTY

CHATHAM CENTRAL SCHOOL DISTRICT

Dr. Salvatore DeAngelo, Superintendent

Board of Education

Denise Barry, Board Member
Muriel Faxon, Board Member
Matthew Fisch, Board Member
Destiny Hallenbeck, Board Member
Beth Hover, Board Member
Ted Miner, Board Member
Craig Simmons, Board President
Patricia Wilson, Board Vice President
Deborah Pottenburgh, Board Clerk

GERMANTOWN CENTRAL SCHOOL DISTRICT

Mr. Benjamin Bragg, Superintendent

Board of Education

Ralph DelPozzo, Board Member
Heather Anne Lincoln, Board Member
Lester Olsson, Board Member
Andrea Provan, Board Member
Teresa Repko, Board Member
Tammi Kellenbenz, Board President
Donald Coons, Board Vice President
Linda Anderson, Board Clerk

HUDSON CITY SCHOOL DISTRICT

Dr. Maria Suttmeier, Superintendent

Board of Education

Sage Carter, Board Member
Justin Elliott, Board Member
Linda Hopkins, Board Member
Charles Parmentier, Board Member
Lucinda Segar, Board Member
Carrie Otty, Board President
Willette Jones, Board Vice President
Leslie Coons, Board Clerk

ICHABOD CRANE CENTRAL SCHOOL DISTRICT

Ms. Suzanne Guntlow, Superintendent

Board of Education

Elaine Berlin, Board Member
John Kalisz, Board Member
Ruth Moore, Board Member
Jeffrey Ouellette, Board Member
Elizabeth Phillips, Board Member
Matthew Nelson, Board President
John Antalek, Board Vice President
Mindy Potts, Board Clerk

NEW LEBANON CENTRAL SCHOOL DISTRICT

Mr. Andrew Kourt, Superintendent

Board of Education

William Buckenroth, Board Member
John Kalisz, Board Member
Rob Long, Board Member
Sharon Putnam, Board Member
Richard Sime, Board Member
Timothy Lambert, Board President
Michael Brutsch, Board Vice President
Kelly McGivern, Board Clerk

TACONIC HILLS CENTRAL SCHOOL DISTRICT

Dr. Neil Howard, Superintendent

Board of Education

David Baylen, Board Member
Craig Bender, Board Member
Heidi Beneke Main, Board Member
Joseph Costa, Board Member
Linda Lee, Board Member
Alicia O'Rourke, Board Member
Theresa Sullivan, Board Member
Bonnie Torchia, Board President
Ronald Morales, Board Vice President
Ashley Goodacre, Board Clerk

GREENE COUNTY

CAIRO-DURHAM CENTRAL SCHOOL DISTRICT

Mr. Michael Wetherbee, Superintendent

Board of Education

Stephen Brandow, Board Member
Bernadette Gavin-Palmier, Board Member
Dale Handel, Board Member
Todd Hilgendorff, Board Member
Nicole Maggio, Board Member
Claudia Zucker, Board Member
Elizabeth Daly, Board President
Brian Coletti, Board Vice President
Bridget Agostinoni, Board Clerk

CATSKILL CENTRAL SCHOOL DISTRICT

Dr. Ronel Cook, Superintendent

Board of Education

Allan Couser, Board Member
Tracy Darling, Board Member
Patricia Dushane, Board Member
James Nearey, Jr., Board Member

CATSKILL CSD *(continued)*

Ryan Osswald, Board Member
Andrew Varone, Board Member
Deborah Johnson, Board President
Jeremy Engelin, Board Vice President
Judy Kusminsky, Board Clerk

COXSACKIE-ATHENS CENTRAL SCHOOL DISTRICT

Mr. Randall Squier, Superintendent

Board of Education

Tara Bachner, Board Member
Nicole Canning, Board Member
Jamie Dorr, Board Member
Ina Griffin Guilzon, Board Member
Maureen Hanse, Board Member
David Taylor, Board Member
Barton Wallace, Board Member
Michael Donahue, Board President
Michael Petramale, Board Vice President
Judith Zoller, Board Clerk

GREENVILLE CENTRAL SCHOOL DISTRICT

Ms. Tammy J. Sutherland, Superintendent

Board of Education

Raymond Albin, Board Member
David Finch, Board Member
Jay Goodman, Board Member
Eric Herbstritt, Board Member
Duncan Macpherson, Board Member
Patricia Macko, Board President
Tracy Young, Board Vice President
Daphane Pearson, Board Clerk



2021 – 2022 | **TENTATIVE BUDGET**

Commitment to Excellence / Commitment to Leadership & Service / Commitment to Innovation



THE BOARD OF COOPERATIVE EDUCATIONAL SERVICES FOR RENSSELAER, COLUMBIA & GREENE COUNTIES

10 Empire State Boulevard • Castleton, New York 12033 • T: 518-477-8771 • F: 518-477-9833 • www.questar.org