

IT IS THE MISSION OF THE SCHODACK CENTRAL SCHOOLS to develop our students to become "...active, reflective, creative learners. In our schools, they will engage in rewarding work and practice behaviors that are intelligent in both an academic and a practical sense. Students will develop the attitudes, skills and understandings that will allow them to fulfill their potential and to function successfully in their individual and social roles."

SCHODACK CENTRAL SCHOOL DISTRICT
1216 Maple Hill Road, Castleton, New York 12033-1699

April 19, 2016

District Office

BOARD OF EDUCATION MINUTES – SPECIAL

1. Meeting called to order by President Hiser at 7:00 a.m.
2. Bruce Romanchak moved for approval of present agenda, Christian Olsen seconded, all present in favor.
3. Board Discussion: None.
4. Meeting open for public discussion: None.
5. Consent/Appointments:
 - a. Paul Puccio moved to appoint Superintendent, Robert Horan, as Pro Tem District Clerk for the April 19, 2016 special board meeting, Jeanne Strazza seconded. All present in favor.
 - b. Paul Puccio moved to approve the 2016-17 tentative Administrative Budget of the Rensselaer-Columbia-Greene BOCES in the amount of \$5,882,746.00, Jeanne Strazza seconded. All present in favor.
 - c. Paul Puccio moved to approve a resolution for election of four individuals to three-year terms, July 1, 2016–June 30, 2019, as members of the Board of Cooperative Educational Services, Rensselaer, Columbia, Greene Counties, Jeanne Strazza seconded. All present in favor.
6. Adjournment: Having no further business before the board, President Hiser adjourned the meeting at 7:07 am.

Respectfully submitted,

Michele A. Reickert
District Clerk



2016-2017 Tentative Budget



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QUESTAR III

March 15, 2016

Dear Colleagues:

As you prepare a budget for the 2016-2017 school year, Questar III BOCES stands poised and ready to serve your needs and to provide exceptional value through our various shared programs and services.

The work of New York State's BOCES demonstrate the power of inter-municipal cooperation to achieve economies and efficiencies, expand educational opportunity, close gaps in student achievement, improve educational equity and serve children.

On behalf of the Questar III Board of Education, it is our pleasure to invite component district school board members to our Annual Meeting on April 6 at our conference center in Castleton. Questar III conducts an Annual Meeting to review its tentative operating plan, in accordance with state law.

We also invite you to learn more about next year's proposed program and service budgets by reading this document. With BOCES as a catalyst, we will continue to work together to offer hands-on programs and services that serve children and districts regardless of enrollment, income or size of tax base.

Looking ahead, challenges remain as we seek to help school districts contain state mandate-driven costs and still provide extraordinary learning opportunities for students. Our cooperative and collaborative approach, time-tested for more than 50 years, continues to achieve positive results for our school districts.

Thank you for your interest and support for our continuing efforts to serve your school districts, students and communities.



John C. Hill
President
Questar III BOCES



Gladys Cruz
District Superintendent
Questar III BOCES

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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 administrative budget, which is subject to approval of component school boards, provides for a variety of operational and support activities of the BOCES as well as services to school districts.

The proposed administrative budget of \$5,882,746 is at contingency level, with only an increase related to Other Post-Employment Benefits (OPEB) of \$46,874 or 0.80 percent from the previous year.

Revenues for the administrative budget include non-component administrative fees, statewide service administrative fees, fees from administering various grants and contracts, and interest income. These miscellaneous revenues total \$845,731 for 2016-2017. The difference between these revenues and the expenses funded in the administrative budget is raised through charges to 22 component school districts. (This is the BOCES equivalent of a "tax levy.") For 2016-2017 the actual administrative charge to component districts is \$5,037,015, which is an increase of \$38,395 or 0.77 percent.

New York State Law requires the Boards of Education of each of our 22 component school districts to convene on Tuesday, April 19, 2016 to vote on the proposed administrative budget. The administrative budget is the only portion of the BOCES budget voted on.

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 predetermined expenditures, as with school districts.

As a result, final program budgets for the 2016-2017 school year will depend upon service requests from districts. Each tentative program budget is adjusted as program enrollments or district participation fluctuates.

Budgets for services, programs and grants make up approximately 89 percent of Questar III's total budget. A large percentage of services are instructional programs that include career and technical education (CTE), special education programs and other services for students.

Total Budget – Executive Summary

EXPENDITURE CATEGORY	ACTUAL	ADJUSTED	PROPOSED
	EXPENDITURES 2014/15	BUDGET 2015/16	BUDGET 2016/17
INSTRUCTIONAL SALARIES	\$17,798,572	\$17,553,938	\$17,643,587
NON-INSTRUCTIONAL SALARIES	6,112,934	6,822,193	7,128,399
EQUIPMENT	3,660,592	4,321,160	3,438,078
SUPPLIES & MATERIALS	1,649,755	2,038,686	1,508,885
CONTRACTUAL SERVICES	2,810,141	4,250,156	2,709,434
PROFESSIONAL SERVICE CONTRACTS	1,778,391	1,912,311	1,353,101
RENTAL OF FACILITIES	1,175,071	1,169,464	1,200,713
PAYMENTS TO SCHOOL DISTRICTS & OTHER BOCES	11,637,509	12,979,314	12,012,978
EMPLOYEE FRINGE BENEFITS	10,668,787	13,369,693	14,196,932
POST RETIREMENT BENEFITS	2,675,000	2,892,274	2,987,624
TRANSFER TO CAPITAL	505,402	498,500	500,000
TRANSFER CHARGES FROM OPERATIONS & MAINT	1,521,769	2,622,097	2,071,915
TRANSFER CHARGES FROM OTHER SERVICES	2,765,156	3,240,042	3,250,520
TRANSFER CREDITS	(1,568,989)	(1,613,578)	(1,744,848)
TOTAL	\$63,190,090	\$72,056,250	\$68,257,318

EXPENDITURE CATEGORY	ACTUAL	ADJUSTED	PROPOSED
	EXPENDITURES 2014/15	BUDGET 2015/16	BUDGET 2016/17
CENTRAL ADMINISTRATION	\$5,356,083	\$6,015,926	\$5,882,746
CAPITAL (RENTS AND LEASES)	1,618,650	1,647,611	1,680,360
CAREER & TECHNICAL EDUCATION	7,791,255	9,537,923	8,975,941
SPECIAL EDUCATION	18,874,755	21,381,470	21,713,625
ITINERANT SERVICES	1,917,902	2,173,700	2,064,821
GENERAL EDUCATION	5,450,649	5,688,244	5,615,922
INSTRUCTIONAL SUPPORT	6,677,685	7,844,295	6,946,082
DISTRICT SERVICES	9,940,499	12,413,536	10,434,771
SPECIAL AID FUND	5,562,612	5,353,545	4,943,050
TOTAL	\$63,190,090	\$72,056,250	\$68,257,318

BOCES Overview

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 22 component districts (and one non-component) in Rensselaer, Columbia and Greene counties and provides more than 280 shared services to more than 675 school districts and BOCES statewide.

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.

How Questar III Operates

Questar III BOCES helps school districts operate more efficiently and cost-effectively by pooling their resources and sharing services. BOCES services are created when two or more school districts have similar needs that can be met by sharing staff members, classroom/office space, equipment, time or expertise.

BOCES has been – and continues to be – an agent for 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.

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.

How Districts Purchase Services

All services and programs (except for administration and rent) must be requested, in writing, each year through a final service request (FSR) process approved by local superintendents. Therefore, districts only pay for their share of requested programs and services. Prior to providing any service, the BOCES must receive the approval 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, each local board has the option to renew, increase, decrease or cancel 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 range from 36 to 78 percent, depending on school district wealth ratios. Each district's BOCES aid rate is updated annually.

Budget History

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

Through our shared decision-making process, we have achieved greater participation by our component school superintendents in our decision-making process. Superintendent committees 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 Budget Philosophy

Questar III's work embodies three core values—*Service, Learning and Excellence*—and a commitment to *Putting Students First*.

Through its budget development process, Questar III seeks to:

- 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.

Proposed Administrative Budget

Questar III's administrative budget supports the management, coordination and leadership provided by the BOCES. It includes the office of the district superintendent and central administrative expenses, traveling expenses, and a portion of the salaries and benefits of supervisors and administrative personnel necessary to carry out the administrative duties of the BOCES.

CENTRAL ADMINISTRATION	ACTUAL EXPENSES 2014/15	ADJUSTED BUDGET 2015/16	PROPOSED BUDGET 2016/17
INSTRUCTIONAL SALARIES	\$319,699	\$274,057	\$206,758
NON-INSTRUCTIONAL SALARIES	665,252	841,298	835,736
EQUIPMENT	86,193	53,100	5,250
SUPPLIES & MATERIALS	101,981	96,453	103,395
CONTRACTUAL SERVICES	349,465	189,883	149,952
PROFESSIONAL SERVICE CONTRACTS	212,166	332,494	294,395
EMPLOYEE FRINGE BENEFITS	400,495	525,562	561,965
POST RETIREMENT BENEFITS	2,675,000	2,892,274	2,987,624
TRANSFER CHARGES FROM OPERATIONS & MAINT	35,633	84,274	52,813
TRANSFER CHARGES FROM OTHER SERVICES	510,199	726,531	684,858
TOTAL	\$5,356,083	\$6,015,926	\$5,882,746

The administrative budget also contains funding to support activities associated with implementation and support for the state learning standards and regional initiatives in advocacy, board workshops and trainings, certification, communications support, district strategic planning initiatives, emergency management, grant research, planning, superintendent professional development and superintendent searches.

Next year's proposed spending plan eliminates an Assistant Superintendent position in addition to reductions in equipment and contractual services spending. There will be increases in health insurance for active as well as retired employees.

Questar III's proposed administrative budget for 2016-2017 is \$5,882,746, which is at a contingency budget level. This figure represents an increase of 0.80 percent from the previous year's budget, due solely to a \$46,874 projected increase in Other Post-Employment Benefits (OPEB).

However, the actual administrative charge to component districts is \$5,037,015, as this budget also includes \$470,231 in revenue earned through administrative fees

charged to non-components that buy our services and \$375,500 in interest and indirect cost revenues from the Special Aid Fund and other miscellaneous revenues.

Revenues from administrative fees to non-components and statewide service clients, along with fees from grants and contracts, help Questar III contain administrative costs for its 22 component districts. As our statewide services grow, net of interest income, so does our administrative revenue, which in turn reduces administrative charges to our components. The chart below shows how these revenues have increased approximately 120 percent since 2009-2010.

Year	Revenue	% Change
2009-10	\$377,741	
2010-11	\$603,651	59.81%
2011-12	\$711,015	17.79%
2012-13	\$728,313	2.43%
2013-14	\$769,683	5.68%
2014-15	\$778,147	1.10%
2015-16	\$813,252	4.51%
2016-17	\$828,731	1.90%

Other Post-Employment Benefits (OPEB) Mitigation

Prior to the 2013-2014 school year, Questar III had a longstanding practice of setting aside funds to pay for the future expenses associated with the post-employment benefits of our retirees. This practice, which was reported annually to school districts, was a fiscally conservative approach to manage post-retirement benefits. Over time, our actuaries estimated it would have saved component school districts approximately 65 percent of our net OPEB obligation if we were allowed to fund this liability as we do with pensions.

A Task Force of superintendents and business officials was convened after this practice was questioned by several districts. During the course of its work the Task Force vetted a variety of options. It also requested that the BOCES meet with the State Education Department (SED) and the Office of the State Comptroller (OSC) to seek guidance on the issue. These meetings were held on February 12, 2013 and April 16, 2013 respectively; with the BOCES submitting materials concerning the matter to both agencies.

The State Education Department did not object to the BOCES practice and deferred to the OSC. It took in excess of six months to receive a response from the OSC. The OSC's response, received on October 11, 2013 rejected the BOCES argument on the basis that the Comptroller establishes the accounting method to be used by local governments and it had chosen the modified accrual method.

The Questar III Board accepted the final OPEB Report of the Task Force, dated February 2014, at its regular meeting on April 15, 2014. This report was also shared

with districts in a letter dated July 25, 2014. Please visit www.questar.org/opeb for OPEB materials.

In this report, the Task Force recommended that the BOCES conduct an independent full forensic audit of the accrual to determine the source of the funds and to determine allocations to component districts and other entities. The Task Force recommended that the independent audit should include three scenarios for returning the funds to all contributors over a five, seven or 10-year period.

Based on the recommendations of the Task Force, Questar III issued an RFP for forensic accounting of the OPEB liability and an RFP for independent legal review. The independent forensic audit work was awarded to D'Arcangelo & Co., LLP and the independent legal review was awarded to Hodgson Russ, LLP.

On July 24, 2014, the independent auditor and attorney presented their findings to superintendents and business officials at a meeting held at Rensselaer City School District. As requested, these individuals shared three scenarios, both overall and district-specific, for liquidating the accrual over a five, seven, or 10-year period, commencing in the 2015-2016 school year.

Following the meeting held on July 24, 2014, each district was asked to submit, in writing, any questions or comments on the methodology along with their district's preference for the liquidation time period (five, seven or 10 years). Component districts submitted questions and comments and their preference on the liquidation by August 23, 2014.

The District Superintendent indicated that funds would be liquidated based on the majority responses of component districts. The majority of districts selected the five-year liquidation plan.

In September 2014, the District Superintendent recommended six actions, based upon the requirement from the OSC that the funds be liquidated and the recommendations of the BOCES-created OPEB Task Force, the report of the independent auditor, and the independent legal review. This information was shared with superintendents on September 5, 2014.

These recommendations were responsive to district concerns about "smoothing" the impact of the necessary increase in the Questar III Administrative Budget on school district budgets over time. The recommendations also sought to manage the required liquidation in a manner that would not result in future aid offsets to districts (a decision that lies with the state, not Questar III).

Questar III, which consulted with the State Education Department throughout this process, submitted its recommendations to SED for approval. A copy of the plan was also filed with the OSC. Please see page 32 for the letter from SED accepting Questar III's OPEB proposal.

The liquidation plan, approved by SED, provides specific actions regarding the 22 component districts (and one non-component district) in the cooperative. It also provides specific actions for other districts. These actions are described below in further detail.

The \$14,285,939.01 due to components and Hoosick Falls Central School District will be liquidated over a five-year period based on data from the forensic audit findings, the majority recommendation of superintendents, and the approval of the BOCES Board. Should any credit provided to a district exceed its share of the Questar III administrative levy in any year, the excess credit will be carried forward to the following year until exhausted.

The \$1,406,343.09 due to districts that are not part of the Questar III region will be credited to program purchases over a five-year period. Districts due credits of less than \$10,000, will be credited in one year. These credits will be subject to the same carry-forward procedures in the event program purchases do not exceed the respective annual credit.

Prior to the disbursement of funds or credits, Questar III required releases from future liability concerning the OPEB matter from any Board of Education receiving a credit. To date, Questar III has received all of 22 component releases and one non-component release. We also received 513 out of 672 statewide school district and BOCES releases. The 2016-2017 school year represents the second year of the liquidation plan for OPEB.

Administrative Budget Cost Containment Strategies

In recent years, Questar III has reduced a number of positions and implemented a vacancy control program whereby organizational needs are analyzed as vacancies occur within the agency. In addition, the business office staff now coordinate and perform a number of outside services, including claims auditor, grant management and purchasing agent (cooperative bidding) as a way to increase revenue and decrease the share component school districts contribute to support these positions. The 2016-2017 administrative budget eliminates an Assistant Superintendent position.

In October 2013, the Questar III Board of Education adopted a compensation/salary plan for employees not affiliated with a bargaining unit. This board-approved plan established salary ranges and a "job rate" or salary range maximum for each position.

Questar III also implemented a number of cost-cutting measures related to employee benefits, working with the Rensselaer-Columbia-Greene Health Insurance Trust to:

- Migrate all employees and retirees from the Indemnity Plan to the PPO Plan.
- Migrate from the PPO812 to the PPO816, increasing co-pays and deductibles.

- Create a sliding scale for employee contributions based on salary ranging from 5 to 15 percent.
- Carve out pharmacy benefits from our health insurance plan.
- Eliminate community rate or HMO products and migrate to Exclusive Provider Organization (EPO) to save on commissions and to benefit from our claims history.
- Limit coverage to employees that work at least half time.

Questar III mitigated the long-term impact of post-employment benefits on our component school districts by:

- Increasing the vesting requirement for such benefits from 10 to 15 years for employees.
- Providing individual health insurance only in retirement for employees hired after July 1, 2008.
- Matching contribution rates in retirement with those in place at time of retirement.
- Reducing instructional Local Education Agency (LEA) work (or contract work for the state) where we would be required to retain long-term instructional staff that would likely retire from Questar III with other post-retirement benefits.

District Superintendent Salary and Benefits

The BOCES Reform Legislation of 1993 requires the presentation of the administrative budget as separate from the rent and capital budget (rents and leases). The legislation limits the salary of the District Superintendent and mandates the separate reporting of the District Superintendent salary and benefits as follows:

State of New York portion of salary and fringe:

<i>District Superintendent Salary</i>	\$ 43,499
<i>plus all Medicare and Social Security taxes</i>	

BOCES portion of salary and fringe:

<i>District Superintendent Salary</i>	\$123,263
<i>New York State Teacher Retirement</i>	\$ 14,792
<i>Health, Dental & Disability Insurance</i>	\$ 26,179
<i>Workers' Compensation Insurance</i>	\$ 2,158
<i>Unemployment Insurance</i>	\$ 308

Rent and Capital Budget

The proposed 2016-2017 rent and capital budget includes a 1.99 percent increase over 2015-2016. This budget includes three components: rent to schools, rent to others and transfers to capital. Rent to others includes the central office building in Schodack, Tech Valley High School® and classrooms at colleges for New Visions and special education programs. The following is a rent and capital budget comparison:

2015-2016 Budget	\$1,647,611
2016-2017 Budget	\$1,680,360
Dollar increase	\$32,749
Percent increase	1.99%

Questar III occupies a number of instructional and office spaces in the tri-county region, including space owned and leased by the BOCES. 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 space is leased.

Questar III is nearing the completion of a three-phase renovation of the Columbia-Greene Educational Center with a total investment of approximately \$2.6 million. However, we continue to explore options for our CTE facility in Rensselaer County. The BOCES previously deferred investment at the Rensselaer Educational Center due to the recession and its impact on our component school districts. We are currently awaiting new regulations that should make capital investments more manageable for our component districts.

Questar III also continues to renew leases with school districts for instructional space including special education (Averill Park, Catskill, East Greenbush, Ichabod Crane, Rensselaer, Schodack); and career and technical education (Rensselaer). The classroom rental rate of \$7,000 per classroom (except new construction) is established by the Superintendents' Council.

Over the past decade Questar III worked with districts to better locate and cluster appropriate space for special education students. District costs have been reduced by this effort as there is less travel for related service personnel and resources can be deployed in a more efficient manner. It has also resulted in better quality instructional space for our special education students.

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 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.

Budget Vote

By law, the 22 component districts' Boards of Education within Questar III are required to vote on the BOCES administrative budget on April 19, 2016. This is the only portion of the BOCES budget that component districts vote on each year.

Program Budgets and 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 rather than predetermined expenditures rolled from year-to-year. 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 during the year. Services are added or eliminated based on client demand, often in a counter-cyclical business environment (i.e., as districts face difficult times they rely more on the BOCES).

In recent years, Questar III has worked hard to contain costs and to minimize rate increases for school districts. The following chart shows that the majority of programs have kept rates below two percent over the past five years.

<u>Year</u>	<u>% of Programs with a Rate Increase ≤ 0%</u>	<u>% of Programs with a Rate Increase ≤ 2%</u>
2012-13	56.03%	90.95%
2013-14	66.67%	88.19%
2014-15	55.78%	69.72%
2015-16	53.59%	87.05%
2016-17	79.80%	91.30%

Career and Technical Education

Questar III's Career and Technical Education (CTE) programs offer high school students the opportunity to learn career skills while earning a Regents diploma, often with a technical endorsement. These half-day programs integrate classroom learning with professional training in a wide range of exciting fields, many of which offer a variety of certifications or industry credentials.

CAREER & TECHNICAL EDUCATION	ACTUAL	ADJUSTED	PROPOSED
	EXPENSES 2014/15	BUDGET 2015/16	BUDGET 2016/17
INSTRUCTIONAL SALARIES	\$3,587,205	\$3,620,823	\$3,736,398
NON-INSTRUCTIONAL SALARIES	607,085	568,262	559,588
EQUIPMENT	45,076	118,718	37,406
SUPPLIES & MATERIALS	275,672	418,349	289,615
CONTRACTUAL SERVICES	466,565	619,765	446,949
PROFESSIONAL SERVICE CONTRACTS	41,924	125,306	113,600
PAYMENTS TO SCHOOL DISTRICTS & OTHER BOCES	48,114	87,432	40,000
EMPLOYEE FRINGE BENEFITS	1,876,775	2,383,538	2,446,112
TRANSFER CHARGES FROM OPERATIONS & MAINT	742,327	1,334,731	1,035,332
TRANSFER CHARGES FROM OTHER SERVICES	484,027	613,713	634,591
TRANSFER CREDITS	(383,515)	(352,714)	(363,650)
TOTAL	\$7,791,255	\$9,537,923	\$8,975,941

Pass rates on the CTE technical assessments continue to increase, from 64 percent in 2011 to 85 percent in 2015. In addition, we are continuing to close the gap between the achievement of general and special education students on these assessments. Approximately 30 percent of our CTE students are students with disabilities. Closing the gap and raising the achievement of all students has been a focus of our programs. The most recent technical assessment results narrowed the gap between general education and special education students by six percentage points. Pass rates of general education and special education students continue to be higher than statewide CTE pass rates.

Questar III CTE programs continue to thrive with high demand by students and districts thanks to the success and reputation of our programs. Questar III works closely with its districts and appreciates the ongoing input from our Superintendent Subcommittee on Academic Programs to ensure that the programs are aligned to district needs, student interest, and industry demands. Between the two educational centers, satellite programs at high schools, and programs housed at local colleges, Questar III is offering a total of 10 two-year CTE programs, four senior only

programs, and three New Visions programs for the 2015-2016 school year (Science, Technology, Engineering and Math (STEM), Visual and Performing Arts, and Scientific Research and World Health). Questar III also partners with Capital Region BOCES to offer students of our region two additional options for New Visions programs.

Looking ahead to the 2016-2017 school year, Questar III has been diligent in meeting the needs of our school districts. Knowing that this is a difficult budget year, Questar III has worked to keep the CTE budget from increasing for the 2016-2017 school year. With the normal yearly inflation of salary, benefits, and service costs, keeping the CTE budget stable was accomplished by carefully evaluating program needs, resources, and staffing. The reductions included discontinuing the satellite pilot Media Communications program at Catskill High School, withdrawing from the Aviation Flight program in Schenectady, and carefully planning for equipment and supply expenses. In addition, the launch of a welding program at Rensselaer Educational Center has been postponed.

Even with this challenging budget and budget cuts, we are excited to offer a new health program this fall – New Visions Medical. This program was a result of research and input from the superintendents and business partners in looking at the career needs in high demand areas.

Programmatically, we are focusing on increasing the use of different technologies throughout our CTE programs. Our goal is twofold: (1) Use technology in ways that enhances rigorous, engaging instruction, and (2) Equip students with the skills needed to succeed in our technological society. The staff is receiving professional development to support the use of technology in the classrooms. We are also developing a fiscally conscious technology replacement plan to remain current with the level of technology in our programs.

Career Studies

Our Career Studies programs provide special needs students 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 experiences in a supportive learning environment. Career Studies programs have a small student-teacher ratio and are taught by certified teachers who have substantial real world experiences in their given trades.

In addition, based on the needs and requests of our districts, we have added math and science integration into the Career Studies classes. This integration raises the level of rigor by allowing students to dive deeper into math and science concepts related to their career studies area and allows districts the option of awarding math and science credits to their students. Next year we are planning to add the integration of English language arts to allow for academic credit to be earned in this area as well.

Like our districts, Questar III continues to implement the Common Core Learning Standards and Annual Professional Performance Review (APPR) in our CTE programs. Teachers continue to receive support to make sure instruction aligns with the Common Core Learning Standards and involves best practices.

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).

SPECIAL EDUCATION	ACTUAL EXPENSES 2014/15	ADJUSTED BUDGET 2015/16	PROPOSED BUDGET 2016/17
INSTRUCTIONAL SALARIES	\$8,287,301	\$8,017,207	\$8,443,973
NON-INSTRUCTIONAL SALARIES	1,723,834	1,977,382	2,142,651
EQUIPMENT	64,517	370,184	101,000
SUPPLIES & MATERIALS	122,745	273,358	172,120
CONTRACTUAL SERVICES	146,610	493,234	283,276
PROFESSIONAL SERVICE CONTRACTS	39,670	38,500	126,200
PAYMENTS TO SCHOOL DISTRICTS & OTHER BOCES	1,929,538	2,362,800	1,987,424
EMPLOYEE FRINGE BENEFITS	4,814,942	5,953,067	6,619,802
TRANSFER CHARGES FROM OPERATIONS & MAINT	560,867	814,450	679,717
TRANSFER CHARGES FROM OTHER SERVICES	1,184,731	1,081,288	1,157,462
TOTAL	\$18,874,755	\$21,381,470	\$21,713,625

The cost of delivering high-quality programs and services to students with disabilities has increased over time. As a result, we continue to explore more effective and cost efficient ways of educating students with disabilities.

In keeping with state regulations, Questar III continues to move students along our continuum of services from a more restrictive to a less restrictive environment as appropriate to meet their needs. During the 2014-2015 school year, Questar III decreased the number of the most restrictive classes from 21 to 16. This trend continued during the 2015-2016 school year as, once again, the number of our most restrictive classes decreased from 16 to eight. These classes continue to exist mainly at the elementary level, which allows Questar III to better meet students' needs at a younger age and move them along the continuum of services over time. Of the students who moved to a less restrictive program, all have been successful with the exception of one student who is being recommended to return to the most restrictive program.

This movement from the most to the least restrictive environment has allowed Questar III to not only better serve students, but also to better account for the actual cost of the programs. As a result, all but one of the program rates have remained the same due to a better accounting of program costs.

Questar III in working with district Committee on Special Education (CSE) chairs and the Superintendent Subcommittee on Academic Programs has developed new methodology for the configuration of classes and rates. This continues the work that began several years ago to address costs, including the reduction of 1:1 teaching assistant/aides needed for students. We are moving towards shared assistants/aides with the goal of students becoming more independent.

Another change is the addition of a Practical Assessment Exploration System (PAES) lab at Rensselaer Academy to afford students the opportunity to learn job readiness skills. Those students working towards a Career and Occupational Studies (CDOS) credential will accrue needed work-based learning hours toward this goal.

A trend that is being observed through the intake process is additional referrals to our Therapeutic Youth Program (TYP). Last year there were eight classes at the middle and high school levels and this year there are nine classes. Additionally, districts are referring young students coming out of pre-school or those who have not participated in pre-school experiences.

Last year, 95 percent of students (19 out of 20) from the special education class of 2015 achieved their projected credential (Regents, local diploma, CDOS or Skills and Achievement Commencement credential) – a success that is a testament to the partnership between our staff, school districts, families, students and others. The other student returned to his home district.

As with all Questar III instructional programs, the special education budget continues to support implementation of the Common Core Learning Standards and the APPR by allocating funds to support embedded professional development for our special education staff.

Itinerant Services

Through its itinerant services, Questar III staff members are shared between school districts. This includes both certified and specialty support personnel. Services may be provided at the local district, a BOCES site, or at another location depending on the nature of the request or service provided.

ITINERANT SERVICES	ACTUAL	ADJUSTED	PROPOSED
	EXPENSES 2014/15	BUDGET 2015/16	BUDGET 2016/17
INSTRUCTIONAL SALARIES	\$787,517	\$751,510	\$721,178
NON-INSTRUCTIONAL SALARIES	284,805	304,312	333,553
EQUIPMENT	1,516	2,600	850
SUPPLIES & MATERIALS	3,031	994	1,389
CONTRACTUAL SERVICES	34,106	63,675	22,184
PROFESSIONAL SERVICE CONTRACTS	1,344	10,301	-
PAYMENTS TO SCHOOL DISTRICTS & OTHER BOCES	346,086	482,562	370,898
EMPLOYEE FRINGE BENEFITS	420,049	497,383	550,138
TRANSFER CHARGES FROM OPERATIONS & MAINT	8,805	15,431	37,042
TRANSFER CHARGES FROM OTHER SERVICES	30,643	44,932	27,589
TOTAL	\$1,917,902	\$2,173,700	\$2,064,821

Itinerant services include: consultant teaching, music therapy, occupational therapy, orientation and mobility, physical therapy, adaptive physical education, school psychologist, psychological counseling, speech and language therapy, speech improvement, teacher of the blind/visually impaired, teacher of the deaf/hard of hearing, and transition coordination. District services such as claims auditing, public information/communications coordinator and shared business manager are also itinerant services.

Over the past several years there has been an increase in non-instructional salaries of the itinerant services budget due to requests for our non-instructional itinerant services and related supervision of these services. Fringe benefit costs have also increased primarily due to changes in employee-selected health insurance coverage.

The cost of itinerant services depends primarily on the salaries of the individuals providing the service. Due to staff changes the cost of these services can have significant fluctuations from year to year.

General Education

Questar III offers a wide array of general and alternative education offerings in distance learning, arts-in-education, pre-kindergarten, and regional competitions.

GENERAL EDUCATION	ACTUAL EXPENSES 2014/15	ADJUSTED BUDGET 2015/16	PROPOSED BUDGET 2016/17
INSTRUCTIONAL SALARIES	\$853,848	\$741,728	\$698,723
NON-INSTRUCTIONAL SALARIES	79,093	49,831	253,837
EQUIPMENT	11,412	38,649	-
SUPPLIES & MATERIALS	166,992	158,482	112,400
CONTRACTUAL SERVICES	20,043	80,239	17,500
PROFESSIONAL SERVICE CONTRACTS	218,446	379,648	160,500
PAYMENTS TO SCHOOL DISTRICTS & OTHER BOCES	3,475,322	3,461,380	3,568,040
EMPLOYEE FRINGE BENEFITS	465,754	459,941	573,485
TRANSFER CHARGES FROM OPERATIONS & MAINT	77,244	118,298	65,800
TRANSFER CHARGES FROM OTHER SERVICES	82,495	200,048	165,637
TOTAL	\$5,450,649	\$5,688,244	\$5,615,922

Distance Learning

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

Currently there are 11 districts participating in this service. Participating schools both host and receive courses that serve more than 5,847 students. This includes 69 regular school and 20 summer school course selections.

Expanded Distance Learning

Questar III, in partnership with NERIC, increased participation to the Expanded Distance Learning program. This program is for districts that are interested in growing their existing distance learning program or looking to start one on a smaller scale. Key components of the service include initial and ongoing training and technical support; bridging, scheduling and recording of daily classes; and program

support through a regional committee for course planning. There are currently 10 districts participating in the service, a 25 percent increase from the prior school year.

Online Learning

The Online Learning service was developed to respond to changes to the State Education Department's regulations. Districts can now grant credit to students who have completed coursework using online learning courseware. Questar III currently works with seven courseware vendors to offer districts choices in service plans. Eighteen districts use the service to provide credit recovery, credit accrual, home schooling, tutoring and Regents test preparation for more than 3,359 students.

Instructional Support

This budget funds high-quality professional development and other instructional support services that benefit students, teachers and administrators across the region. All school improvement initiatives are coordinated by the Office of School Improvement, which responds directly to identified needs.

	ACTUAL EXPENSES 2014/15	ADJUSTED BUDGET 2015/16	PROPOSED BUDGET 2016/17
INSTRUCTIONAL SUPPORT			
INSTRUCTIONAL SALARIES	\$1,412,741	\$1,334,649	\$1,196,362
NON-INSTRUCTIONAL SALARIES	472,721	551,035	617,998
EQUIPMENT	3,098,903	3,594,030	3,253,722
SUPPLIES & MATERIALS	437,491	557,128	418,550
CONTRACTUAL SERVICES	445,502	546,914	441,288
PROFESSIONAL SERVICE CONTRACTS	157,960	181,810	138,760
PAYMENTS TO SCHOOL DISTRICTS & OTHER BOCES	469,810	679,451	605,195
EMPLOYEE FRINGE BENEFITS	691,843	969,310	942,660
TRANSFER CHARGES FROM OPERATIONS & MAINT	45,202	88,804	77,830
TRANSFER CHARGES FROM OTHER SERVICES	81,792	97,013	121,825
TRANSFER CREDITS	(636,280)	(755,849)	(868,108)
TOTAL	\$6,677,685	\$7,844,295	\$6,946,082

Questar III continues to be a leader in the region and state, offering ongoing embedded professional development in mathematics, ELA, science and integration of technology for educators who serve all student populations. Our goal is to provide support where teachers need it the most – in the classroom.

Several years ago, through its Office of School Improvement, Questar III BOCES developed a regional approach to implement the Regents Reform Agenda. A Steering Committee called the Superintendent Subcommittee on APPR, Common Core, Leadership and Professional Development is spearheaded by superintendents and also includes principal coaches and advisors. The Subcommittee continues to provide leadership and guidance on how Questar III can best assist districts with the implementation of the Common Core Learning Standards, APPR and other Regents Reform Agenda elements.

There continues to be strong demand for ongoing embedded professional development, which requires Questar III to recruit, hire and retain high-quality staff. The recruitment of such staff has been a challenge due to shortages in the areas of science and mathematics.

Data Coordination and Analysis

The budget continues to support the increased responsibilities of School Improvement data analysts. This service provides districts with an onsite data coordinator/analyst to help ensure that accurate reporting of data is accomplished. The data analysts are experts at providing this level of support, as well as providing analysis of the data and how it can be used for instructional decision-making. This team ensures that changes in data reporting requirements are implemented by the districts they serve and that the analysis of test result data can be used effectively to make programmatic and instructional decisions, leading to improved student achievement.

Online Professional Development

Through a variety of online software products, several of our services offer training opportunities that allow staff to access professional development remotely (thus avoiding mileage costs) and participate via live, interactive sessions that incorporate all of the benefits of a face-to-face meeting.

Regional Scoring of New York State Assessments

School Improvement coordinates the regional scoring of the 3-8 state assessments in ELA, Mathematics, Science and the New York State English as a Second Language Achievement Test. Demand for this service continues to be strong.

District Services

Districts face many challenges that require innovative solutions or a high level of technical expertise. Questar III's district services extend, enhance and enrich the capacity of participating districts. Next year there will be minimal rate increases driven by employee costs. The cost for some services will decrease due to increased participation or process improvements.

DISTRICT SERVICES	ACTUAL	ADJUSTED	PROPOSED
	EXPENSES	BUDGET	BUDGET
	2014/15	2015/16	2016/17
INSTRUCTIONAL SALARIES	\$569,011	\$651,857	\$573,491
NON-INSTRUCTIONAL SALARIES	1,655,287	1,918,368	1,801,434
EQUIPMENT	259,088	107,998	39,850
SUPPLIES & MATERIALS	284,012	419,764	338,788
CONTRACTUAL SERVICES	626,000	1,503,379	666,460
PROFESSIONAL SERVICE CONTRACTS	491,666	529,144	314,362
PAYMENTS TO SCHOOL DISTRICTS & OTHER BOCES	5,219,713	5,819,689	5,355,421
EMPLOYEE FRINGE BENEFITS	941,956	1,325,726	1,276,116
TRANSFER CHARGES FROM OPERATIONS & MAINT	51,691	166,109	123,381
TRANSFER CHARGES FROM OTHER SERVICES	391,269	476,517	458,558
TRANSFER CREDITS	(549,194)	(505,015)	(513,090)
TOTAL	\$9,940,499	\$12,413,536	\$10,434,771

Business Office Support

Questar III provides a variety of services to support the increasingly complex school district business operations. This includes a Central Business Office (CBO) service that includes general ledger maintenance, accounts payable and payroll processing, revenue/budget analysis and long-term financial planning. Questar III conducted a programmatic review of the CBO service which revealed that participating districts need expanded support. We are anxious to fulfill those additional needs.

The Questar III Purchasing Department routinely generates regional Requests for Proposals (RFP's) or bids for various goods and services. It has been our experience that regional RFP's and bids save our districts both time and money.

Governmental accounting standards complexity is increasing. Questar III shares its expertise to ensure that all of our districts and BOCES clients comply with the new Governmental Accounting Standards. Our Other Post-Employment Benefits (OPEB) Valuation and Fixed Asset Inventory services are such examples.

The Governmental Accounting Standards Board (GASB) 45/OPEB Valuation service assists approximately 140 school districts and BOCES across the state calculate and manage their OPEB liability. We have successfully redesigned the GASB 45 service to expedite the preparation of actuarial reports and to reduce costs.

The GASB 34/Fixed Asset Inventory service continues to be valued by participating districts. Questar III helps over 30 school districts statewide comply with GASB 34 accounting standards and to accurately account and monitor their fixed assets. Moreover, Questar III expanded the training and consulting services offered by Financial Services. This includes a Coordination of Insurance Management service to assist districts with risk management.

The State Aid and Financial Planning Service is expecting to serve 645 school districts and 34 BOCES in the 2016-2017 school year. The service continues to provide invaluable information and assistance to districts and BOCES in the areas of state aid, the property tax cap and other school finance and management issues. Last year the specialists developed and delivered a new program designed to provide state aid training for new school business officials. In addition, the new STAC (System to Track and Account for Children) service continues to grow. The service is currently working with over 30 districts across the state providing training, data collection and data reporting services related to claiming aid for students with disabilities.

Rensselaer-Columbia-Greene Health Insurance Trust

The Rensselaer-Columbia-Greene Health Insurance Trust (RCG HIT) has assisted local districts by successfully negotiating contract renewals with BlueShield of Northeastern New York below the national trend. The Trust provides health benefits to over 10,000 employees, retirees and dependents. By pooling resources, the Trust leverages great purchasing power to obtain lower premiums and to spread risks over a larger number of policyholders. In fact, the Trust has been able to save its members millions of dollars over the years, serving as a model for other municipalities across the region and state.

Health and Safety

Questar III's Health and Safety service now offers services statewide, ranging from on-site support to an array of safety services and trainings that can be purchased à la carte. The department continues to add new cost effective services that support facility management and address compliance needs. In 2016-2017, Health and Safety will add the following new programs: FEMA compliant school safety plans, American Heart Association training for high school students, Mold Assessment service, and acrylic sign engraving. The department also continues to partner with state and local law enforcement to provide a comprehensive and standardized approach to school safety.

Communications

The Communications Service continues to expand, providing a wide variety of services to more than 15 school districts across the region. This ranges from project-based work to ongoing support throughout the year.

This year, the department developed three new responsive website designs for school districts. This design standard provides an optimal viewing experience across computers, tablets and cell phones.

Additionally, it rolled out a new standalone video service. To date, the department has produced a series of short videos to help school districts tell a visual story about proposed capital projects and to provide recaps about events and activities with the Rensselaer Chamber, Lieutenant Governor and Summer Science Research program.

Social media continues to be a growing two-way communications vehicle for school districts and the BOCES alike. The department helps to manage more than 20 Facebook and Twitter accounts for school district and BOCES customers.

Additionally, the service also assists school districts with budget communications, producing 14 different newsletters to help residents make an informed decision about proposed spending plans.

The Communications Service is also available to support school districts during crises. Team members work with the our School Emergency Resource Team (SERT) on crisis management, communications and coordination with other agencies.

Special Aid

The Special Aid Fund accounts for the proceeds from state and federal grants and other contracts that are restricted to expenditures related to those activities, operations and programs/services. The availability of funding creates challenges for these programs, which creates significant budgetary variations between years.

The Special Aid Fund represents anticipated funding for 16 programs, including Special Education Summer School, Library programs, Regional Bilingual Education Resource Network (RBERN), Regional Special Education Technical Assistance Support Center (RSE-TASC), the Puerto Rican Hispanic Youth Leadership Institute (PRHYLI) and Adult Education.

SPECIAL AID FUND	ACTUAL	ADJUSTED	PROPOSED
	EXPENSES	BUDGET	BUDGET
	2014/15	2015/16	2016/17
INSTRUCTIONAL SALARIES	\$1,981,250	\$2,162,107	\$2,066,704
NON-INSTRUCTIONAL SALARIES	624,857	611,705	583,602
EQUIPMENT	93,887	35,881	-
SUPPLIES & MATERIALS	257,831	114,158	72,628
CONTRACTUAL SERVICES	721,850	753,067	681,825
PROFESSIONAL SERVICE CONTRACTS	615,215	315,108	205,284
RENTAL OF FACILITIES	61,823	20,353	20,353
PAYMENTS TO SCHOOL DISTRICTS & OTHER BOCES	148,926	86,000	86,000
FRINGE BENEFITS	1,056,973	1,255,166	1,226,654
TOTAL	\$5,562,612	\$5,353,545	\$4,943,050

Explanation of Budget Line Items

The following is a description of the budget categories presented in this document. These budget classifications are those that are prescribed by the New York State Department of Audit and Control for use by all BOCES:

- **Instructional Salaries:** includes salaries of BOCES personnel who are employed in positions requiring certification by the State Education Department. These individuals are generally members of the New York State Teachers' Retirement System. Salaries of teachers, teaching assistants and administrators would be reported in this category.
- **Non-Instructional Salaries:** includes the salaries of BOCES personnel who are employed in positions that do not require certification by the State Education Department. These positions generally are classified under the state and county Civil Service commissions, and these individuals are generally members of the New York State Employees' Retirement System. Salaries of secretaries, aides and custodians would be reported in this category. Also included in this category are certain positions which require licensing by SED, but which do not require certification (i.e., physical therapists).
- **Equipment:** includes costs for the purchase of equipment, furniture and fixtures.
- **Supplies and Materials:** includes items such as textbooks, periodicals, paper, tests, records, tapes, cleaning supplies, small tools, lumber, metal, paint, hardware, uniforms, gasoline, lubricants, tires, auto parts, etc.
- **Contractual Services:** contractual and purchased services such as utilities, equipment repair, insurance, legal fees, independent auditors and accountants, other professional and technical services, rental of equipment, advertising, postage and travel expenses are reported in this category.
- **Payments to School Districts and Other BOCES:** reports expenses for services purchased from districts and other BOCES, except for facility rentals.
- **Employee Benefits:** the amounts reported in each of the various categories presented represent the Board of Cooperative Educational Services' share of employee benefits. Included in this line are amounts budgeted for state retirement systems, social security, workers' compensation insurance, unemployment insurance and health insurance.
- **Transfer Charges from Operation and Maintenance of Plant:** the amount shown in this budget category for each service program represents the share of the total costs for the operation and maintenance of Board of Cooperative Educational Services facilities that have been prorated to the particular program.
- **Transfer Charges from Other Service Programs:** represent charges to a BOCES program for the use of other services provided by Questar III.
- **Transfer Credits from Other Service Programs:** the amounts reported in this category represent credits to a particular program, due to services provided by that program to other service programs in this BOCES.

Questions and Answers

What happens if the tentative administrative budget is not approved?

Questar III must prepare and adopt a contingency administrative budget if a majority of the component school districts do not approve the tentative administrative budget, or if there is a tie vote (half approve, half disapprove). The proposed administrative budget of \$5,882,746 for 2016-2017 is at a contingency budget level.

Are there any limitations on a BOCES contingency administrative budget?

Yes. In a contingency budget for BOCES, the amount of the administrative budget may not exceed the amount in the prior year's budget, except for expenditures incurred in the supplemental retirement allowances, and other post-retirement benefits for retirees.

OPEB Letter from the State Education Department

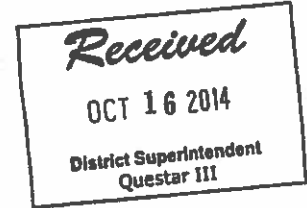


THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Office of P-12 Education

Charles A. Szuberla, Jr., Assistant Commissioner
Office of School Operations
Room 874 EBA

(518) 474-2238



October 6, 2014

Dr. Gladys Cruz
Interim District Superintendent
Questar III BOCES
10 Empire State Blvd., 2nd Floor
Castleton, NY 12033

Dear Dr. Cruz:

The New York State Education Department appreciates the work of your OPEB Task Force in working to bring resolution through the Other Post-Employment Benefits Liquidation Plan.

Our comments are as follows:

- The Department agrees with the recommendations for proper accounting set forth by the Office of the State Comptroller in its October 11, 2013 report. We agree with the Office of the State Comptroller that, under GASB 45, the prescribed modified accrual basis of accounting should be utilized.
- The Department is in agreement with recommendations one through six and supports the actions developed by the task force and accepted by your component districts.
- Since some of the funds identified for return to school districts represented aidable expenses at the time the funds were collected by the BOCES, some reconciliation must be made to avoid an overpayment of state aid. Questar III should develop a methodology to estimate the portion of each district's repayment that was aided in the first instance. Like other expenses refunded by the BOCES, these funds should be reported under account code A2701, Refund of Prior Year Expense, so that the appropriate state aid adjustments may be made.

Considering the concerns and strategies laid out with respect to the recommendations, the Department accepts your Other Post-Employment Benefits Liquidation proposal.

Sincerely,

Charles A. Szuberla, Jr.

Please visit www.questar.org/opeb for the full materials related to OPEB.

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Ms. Regina Rose, Board Member
Mr. Michael Stead, Board Member
Ms. Cheryl Trefzger, Board Member
Ms. Mindy Potts, Board Clerk

NEW LEBANON CENTRAL SCHOOL DISTRICT

Ms. Leslie Whitcomb, Superintendent

Board of Education

Mr. Timothy Lambert, Board President
Mr. Michael Bienes, Board Vice-President
Mr. Michael Brutsch, Board Member
Ms. Martha Esposito, Board Member
Ms. Sharon Putnam, Board Member
Mr. Timothy Smith, Board Member
Ms. Christine Sotek, Board Member
Ms. Kelly McGivern, Board Clerk

TACONIC HILLS CENTRAL SCHOOL DISTRICT

Dr. Neil Howard, Superintendent

Board of Education

Ms. Christine Perry, Board President
Ms. Nadine Gazzola, Board Vice-President
Mr. Clifford Campbell, Board Member
Mr. Joseph Costa, Board Member
Mr. Jeffrey Hotaling, Board Member
Mr. Donald McComb, Board Member
Mr. Ronald Morales, Board Member
Ms. Bonnie Torchia, Board Member
Mr. Harvey Weber, Board Member
Ms. Melissa Layman, Board Clerk

GREENE COUNTY

CAIRO-DURHAM CENTRAL SCHOOL DISTRICT

Mr. Anthony Taibi, Superintendent

Board of Education

Mr. David Infantino, Board President
Dr. Peter Byrne, Board Vice-President
Mr. John Amoroso, Board Member
Mr. Stephen Brandow, Board Member
Mr. Dennis Burke, Board Member
Mr. Brian Coletti, Board Member
Ms. Elizabeth Daly, Board Member
Mr. Robert MacGiffert, Board Member
Mr. Gary Warner, Board Member
Ms. Bridget Agostinoni, Board Clerk

CATSKILL CENTRAL SCHOOL DISTRICT

Ms. Annemarie Barkman, Interim Superintendent

Board of Education

Mr. Andrew Jones, Board President
Mr. Kyle Lyles Board, Vice-President
Ms. Tracy Darling, Board Member
Mr. William Fiske, Board Member
Ms. Christine Kirch, Board Member
Ms. Sasha Kubicek, Board Member
Mr. James Nearey, Jr., Board Member
Mr. Ryan Osswald, Board Member
Ms. Junait Shah, Board Member
Ms. Poscha McDougall, Board Clerk

COXSACKIE-ATHENS CENTRAL SCHOOL DISTRICT

Mr. Randall Squier, Superintendent

Board of Education

Mr. Joseph Garland, Board President
Ms. Beth Tailleux, Board Vice-President
Mr. Christopher Chimento, Board Member
Mr. Michael Donahue, Board Member
Ms. Jamie Dorr, Board Member
Mr. Richard Jewett, Board Member
Ms. Carol Ann Luccio, Board Member
Mr. Michael Petramale, Board Member
Mr. Barton Wallace, Board Member
Ms. Judith Zoller, Board Clerk

GREENVILLE CENTRAL SCHOOL DISTRICT

Ms. Tammy Sutherland, Superintendent

Board of Education

Ms. Ann Holstein, Board President
Ms. Patricia Macko, Board Vice-President
Mr. Thomas Connolly, Board Member
Ms. Jennifer Howard, Board Member
Mr. Duncan Macpherson, Board Member
Mr. Michael McAneny, Board Member
Ms. Tracy Young, Board Member
Ms. Jacqueline O'Halloran, Board Clerk

QUESTAR III

Dr. Gladys I. Cruz, District Superintendent

Board of Education

Mr. John C. Hill, Board President

Ms. Marilyn Noonan, Board Vice President

Mr. Edmund Brooks, Board Member

Ms. Lynn Clum, Board Member

Mr. Joseph Garland, Board Member

Mr. James Keegan, Board Member

Ms. Carol Orvis, Board Member

Mr. Paul Puccio, Board Member

Dr. Christopher Southard, Board Member

Mr. Frank Zwack, Board Member

Ms. Robin Emanatian, Board Clerk