**Innovation Approach #1:** Individualized Learning and Development Planning for All Students

**Discussion:**
- Use alternative educational delivery systems* to provide and achieve consistently planned opportunities for individual students during their journey through the grades. Help students project and do "backward planning" - - - "By the time the student graduates ......."
  
  * Note: Alternative educational delivery systems (including distance learning) for extending and enhancing student learning opportunities is important as a stand alone area of innovation as well as a means to provide individualized support and development.

- Create an individualized repository and tool to capture and detail appropriate programs for and the accomplishments of each student in their from K-12 development. Naviance was cited as a vendor-based example of a potential tool that also supports career education and college planning (Innovation Approach #2).

- Individual Learning Plans (ILPs) for all? .... No, not a precise IEP as an explicit and regulated set of intervention services. The spirit of this is that every child gets an intentional and intentionally periodic review of his/her progress and interests. Then opportunities for support and development are provided year-to-year. Build upon examples of progress monitoring methods in current use (e.g., reading and math folders).

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**Outcome:** Identify and expand the utilization of a variety of educational delivery systems to meet and support the needs of individual students.

**Outcome:** Create an individual learning and development process with periodic reviews for every student with a system for projecting, recording and monitoring progress and aspirations from year-to-year.
## CAC-LRP Summary Report

### INNOVATION

<table>
<thead>
<tr>
<th>Significant Opportunity APPROACH FOR INNOVATION</th>
<th>DESCRIPTION AND POTENTIAL FOR IMPACT</th>
<th>POTENTIAL RESULTS AND/OR OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check All Boxes that may apply: &quot;Compared with current Rhinebeck practices, this Innovation Approach would ...&quot;</td>
<td>If the Board/District considers and addresses this approach for innovation, then the following may be possible or available in our schools</td>
<td>• Outcome: Prepare students to be productive and successful in life. The overall school program is broadened to provide focus and preparation for the non-college student, as well as strong college preparation.</td>
</tr>
<tr>
<td>☑ Be new/original</td>
<td></td>
<td>• Outcome: Provide consistent annual opportunities that prepare all students for successful choices in both college and non-college bound post high school pursuits.</td>
</tr>
<tr>
<td>☑ Improve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Revise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Extend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Update</td>
<td></td>
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</tr>
<tr>
<td>☑ Transform</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Innovation Approach #2:

- Career Development Services for all students
- Prepare students who are not necessarily College Bound

### Discussion:

- Provide opportunities for hands on internships, community service and learning experiences in both public and private sectors
- Develop relationships with local employers and other community service providers
- Prepare students with practical life skills after graduation (e.g., financial planning and budgeting, interviewing skills, independent living considerations, etc.)
- Provide Career Fairs, other career development experiences and community service learning
- Revise existing K-12 programs to incorporate career awareness, development and community based learning experiences.
- Use this approach as part of a parallel commitment to development and improve emotional/social well being as students grow and mature.

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January 9, 2019
<table>
<thead>
<tr>
<th>Innovation Approach #3: Connected and Interdisciplinary Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion:</strong></td>
</tr>
<tr>
<td>• Improve and expand STEAM programs, including to be a continuous part of grade-by-grade level experiences</td>
</tr>
<tr>
<td>• Help students make connections across disciplines</td>
</tr>
<tr>
<td>• Use grade-level or school-wide Essential Questions to be integrated both within disciplines and across disciplines</td>
</tr>
<tr>
<td>• Co-ordinate cross-curricular teaching among teachers and programs</td>
</tr>
<tr>
<td>• Revisit and/or use multi-disciplinary teams in Middle School as a means of addressing this area</td>
</tr>
</tbody>
</table>

**Potential Results and/or Outcomes**

- Outcome - Move from pockets of learning experiences and excellence in this area to more continuous learning experiences throughout the grades.
- Outcome – students will experience learning as making connections across curricula in addition to learning discrete discipline content.
- Outcome – Interdisciplinary learning will develop students' abilities to learn and apply learning.

January 9, 2019
### Innovation Approach #4: Metric Based Planning and Program Implementation

**Discussion:**
- Review current measures for program effectiveness (including student results) and create new or revised sets of benchmarks for performance that are based in part on analysis of external sources and/or exemplary similar schools.

- When new initiatives are undertaken or changes are made to current practices, establish means for accounting for the results, impact and/or effectiveness of that undertaking. Establish also checkpoints at which time assessments will be made about the results that are being realized or impacts that are being observed. Include innovations or reallocations that are undertaken on the basis of this report as part of this process.

- Make a K-12 assessment of the consistency of implementation of school programs and initiatives as actually realized in the learning experiences of students. Inconsistent implementation based on individual teacher practice, training, expectation or school emphasis creates uneven learning opportunities and experiences for students.

- Provide students with explicit knowledge of and teaching in how to set goals and monitor their own achievement of learning goals in grade level and discipline-based coursework.

**Potential Results and/or Outcomes:**
- Outcome: Metrics based planning, training and assessments will result in the long-term opportunity of consistently disseminated, implemented and learned results for both students and teachers.

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*January 9, 2019*
### Description and Potential for Impact

If the Board/District considers and addresses this approach for innovation, then the following may be possible or available in our schools.

### Innovation Approach #5:
Explore and Undertake Short Term Means for Extending or Providing Programs

**Discussion:**

- Use alternative delivery systems and technology to continue low enrollment and/or support programming, as well as a means for expanding learning opportunities consistent with district goals. This includes reaching out to BOCES and to regional school district or other on-line partners to share in scheduling and providing instructional content and courses.

- Reorganize the district into a K-6 and 7-12 structure to provide new opportunities for how instruction and services are provided.

- Improve scheduling matrix K-12 to provide opportunities to improve student choice and preserve appropriate class size.

- Consider and provide alternate groupings or formats for classes and grades; e.g., group students across multiple grades by subject or educational service (4-6 or 9-12) in order to continue to provide access to courses, programs or academic support.

### Potential Results and/or Outcomes

- Outcome: Short-term tensions presented by declining enrollment and tightening fiscal resources may be addressed through collaboration and other organizational/scheduling efficiencies to insure students’ continuing access to quality instructional options.

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January 9, 2019
### Innovation Approach #6:
**Engage Students and Teachers in providing feedback and/or supporting learning across grade levels**

#### Discussion:
- Provide means for students to give feedback on their classes and their assessment of their teachers.
- Encourage Middle School and High School students to engage in created opportunities to teach lower-grade students.
- Provide means for teachers to give feedback to other teachers on cross grade level student outcomes and student learning results.
- Provide means for teachers to exercise flexibility in both methods and curricula delivery while insuring that students have access to consistent learning outcomes.

#### Potential Results and/or Outcomes:
- **Outcome:** Students are engaged as mentors for younger learners.
- **Outcome:** Students are provided with opportunities to provide feedback as consumers of Rhinebeck's learning programs.
- **Outcome:** Teachers are provided with means for interactive communication about outcomes while having support for exercising their unique capacities as professionals.
## CAC-LRP Summary Report
### ALLOCATION OF RESOURCES

<table>
<thead>
<tr>
<th>ALLOCATION OF RESOURCES</th>
<th>DESCRIPTION AND POTENTIAL FOR IMPACT</th>
<th>POTENTIAL RESULTS AND/OR OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check All Boxes that may apply: &quot;Prioritizing future Rhinebeck resources in this manner would enable/create ...&quot;</td>
<td>If the Board/District considers setting priorities within this budget expenditure area, then these Human, Fiscal, Operational and/or Regional resources may be supported and/or sustained in the future.</td>
<td>- Outcome: Potentially identify inefficiencies in current staffing patterns.</td>
</tr>
<tr>
<td>Efficiency in staff allocations</td>
<td></td>
<td>- Outcome: Potentially identify and implement new staffing and/or instructional grouping patterns that will reduce costs and continue to provide necessary services.</td>
</tr>
<tr>
<td>Effectiveness in redistributing current costs to other priorities and/or to maintain valued services</td>
<td></td>
<td>- Outcome: Potentially a means of identifying human resource priorities and related costs that may then be redistributed rather than reduced within the budget.</td>
</tr>
<tr>
<td>An Updated Staff Priority or Focus</td>
<td>Allocation or Reallocation Priority #1: Examine Staffing and Administration Allocations</td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td>Discussion:</td>
<td></td>
</tr>
<tr>
<td>Reduction</td>
<td>- Conduct a district-wide study comparing Rhinebeck’s current patterns of allocating administrative and teaching staff with those of other districts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Consider any new staffing pattern analyses and proposals in relation to state regulations and requirements, as well as current contractual commitments.</td>
<td></td>
</tr>
</tbody>
</table>

January 9, 2019
### ALLOCATION OF RESOURCES

**Check All Boxes that may apply:** "Prioritizing future Rhinebeck resources in this manner would enable/create ..."
- Source of Revenue
- An Update
- Expansion

<table>
<thead>
<tr>
<th>Allocation or Reallocation Priority #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-examine Out-of-District Tuition Policies</td>
</tr>
</tbody>
</table>

**Discussion:**
- Reduce out-of-district tuition as a means of attracting new school registrants, increase enrollment (or balance declining enrollment), and potentially be a revenue stream.
- Consider the implications of implementing district policies that create an open enrollment tuition policy on the potential costs of other expenses of incoming students (e.g., special services, overloading certain grades or staffing, etc.)

**POTENTIAL RESULTS AND/OR OUTCOMES**
- **Outcome:** Find means of increasing district enrollment to balance or diminish the projections for declining enrollment in the years ahead.
- **Outcome:** Potentially increase enrollment with a new or updated policy that nets a positive revenue stream when compared with the costs of providing required services for additional students.

January 9, 2019
**ALLOCATIONS OF RESOURCES**

**DESCRIPTION AND POTENTIAL FOR IMPACT**
If the Board/District considers setting priorities within this budget expenditure area, then these Human, Fiscal, Operational and/or Regional resources may be supported and/or sustained in the future.

**POTENTIAL RESULTS AND/OR OUTCOMES**

- Outcome: Essential and valued educational programs and operations may be funded into the future through systematic analysis and multi-year planning.

- Outcome: RCSD is recognized, valued and considered a leading stimulus for visionary educational and fiscal partnerships and collaboration within the region.

- Outcome: RCSD taxpayers are well served with strategic stewardship of fiscal resources and RCSD families continue to have access to excellence in educational programming and services.

<table>
<thead>
<tr>
<th>Allocation or Reallocation Priority #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share Services with Other Districts and/or Partners</td>
</tr>
</tbody>
</table>

**SPECIAL NOTE:**
This allocation approach came up frequently. Importantly, it was often discussed as part of a systematic process of both short range (current and next two years) and longer range (3-5 year) planning. It would assume a process that included strategic outreach to community partners, neighboring districts, appropriate on-line sources and regional educational entities (e.g., BOCES and higher education) to assess the feasibility of providing specific fiscal, operational and/or instructional services along a continuum of options that might include:

- RCSD provides educational programs and continues operating independently, seeking efficiencies and reorganization of costs/services from within. Existing shared services are examined, concluded, continued and/or expanded as deemed appropriate within annual or multi-year fiscal planning.

- RCSD develops new community and/or other educational partners to share in the provision and operation of district functions and services. Some district operational and personnel costs may be expanded for educational purposes or use of technologies, but are offset by other expenditures being consolidated and/or eliminated.

- RCSD undertakes a district consolidation process for all or substantial segments/aspects of district operations and planning. This is accomplished with other school system partners or regional entities that have been engaged and committed to a common process; e.g., Use State regulations and seek community approvals.

**Discussion:**
- Anticipate an ongoing context of declining enrollment that will exacerbate the need for fiscal, operational and programmatic choices
- Examine low subscription programs, athletics, clubs and services
- Share staffing and operational costs with other partners, schools, etc.

January 9, 2019
## CAC-LRP Summary Report

### ALLOCATION OF RESOURCES

| Check All Boxes that may apply: “Prioritizing future Rhinebeck resources in this manner would enable/create …” |
| Efficiency in facility expenses |
| A Source of Revenue |
| A Partner to Share Costs |
| A Partner to Provide/Sustain Programs |
| An Updated Staff Priority or Focus |
| Improvement |
| Expansion |

### DESCRIPTION AND POTENTIAL FOR IMPACT

| Allocation or Reallocation Priority #4: Generate Other Sources of Revenue |

**Discussion:**

- **Rental of District Space to Outside Entities** –
  This would require both analysis of current and anticipated future district space utilization and advanced outreach to interested entities seeking space to permit necessary transitional planning.
  (e.g., Astor Programs)

- **Grant Writing** –
  Explore opportunities to engage grant writers for both district and/or collaborative projects. This could be to acquire planning grants, efficiency grants, project expansion revenues and reimbursable or other aided expenses.

### POTENTIAL RESULTS AND/OR OUTCOMES

- **Outcome:** Acquire additional revenues for operating district programs and services.

- **Outcome:** Could be a means of developing partnerships and efficiencies among collaborators.

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January 9, 2019
### Allocation of Resources

**Description and Potential for Impact**

If the Board/District considers setting priorities within this budget expenditure area, then these Human, Fiscal, Operational and/or Regional resources may be supported and/or sustained in the future.

### Potential Results and/or Outcomes

- Outcome: Cost efficiencies are achieved through both environmental and technology based solutions.

### Allocation or Reallocation Priority #5

**Go Green and Utilize Appropriate Technology Solutions**

**Special Note:**

This allocation approach came up often as both a process consideration and a means for saving or being efficient in expenditures. The notion is that budget planning as represented in operational and fiscal planning will ask routine questions, such as:

- Are there means for the district to be more environmentally friendly in its expenditures and/or gain efficiencies in our expenditures through environmentally conscious delivery systems?
- Are there additional or other means to employ new or revised technologies to achieve what we are doing operationally and educationally?

**Discussion:**

- Go Green – Explore opportunities to save money with environmental resource expenditures
- Use Technology – To monitor, provide and streamline operational and educational expenditures