



CAC-LRP Summary Report INNOVATION



Significant Opportunity APPROACH FOR INNOVATION	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	POTENTIAL RESULTS AND/OR OUTCOMES
<p><u>Check All Boxes that may apply:</u> <i>“Compared with current Rhinebeck practices, this Innovation Approach would ...”</i></p> <ul style="list-style-type: none"> ⊗ Be new/original ⊗ Improve ⊗ Revise ⊗ Extend ⊗ Update ⊗ Transform 	<p><u>Innovation Approach #1:</u> Individualized Learning and Development Planning for All Students</p> <hr/> <p><u>Discussion:</u></p> <ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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.



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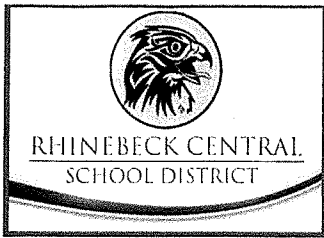
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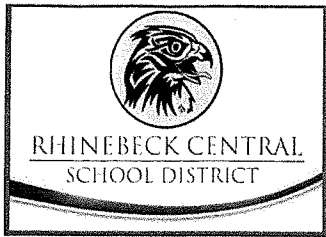
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<p><u>Check All Boxes that may apply:</u> <i>“Compared with current Rhinebeck practices, this Innovation Approach would ...”</i></p> <ul style="list-style-type: none"> ⊗ Be more multi-disciplinary and continuous K-12 ⊗ Improve ⊗ Revise ⊗ Renew ⊗ Extend ⊗ Update ⊗ Transform 	<p><u>Innovation Approach #3:</u> Connected and Interdisciplinary Programming</p> <hr/> <p><u>Discussion:</u></p> <ul style="list-style-type: none"> • Improve and expand STEAM programs, including to be a continuous part of grade-by-grade level experiences • Help students make connections across disciplines • Use grade-level or school-wide Essential Questions to be integrated both within disciplines and across disciplines • Co-ordinate cross-curricular teaching among teachers and programs • Revisit and/or use multi-disciplinary teams in Middle School as a means of addressing this area 	<ul style="list-style-type: none"> • 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.



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<p><u>Check All Boxes that may apply:</u> <i>“Compared with current Rhinebeck practices, this Innovation Approach would ...”</i></p> <ul style="list-style-type: none"> ⊗ Be new/original ⊗ Be different than current school offering models or grade level organizational patterns ⊗ Initiate ⊗ Introduce ⊗ Improve ⊗ Revise ⊗ Extend ⊗ Update ⊗ Transform 	<p><u>Innovation Approach #5:</u> Explore and Undertake Short Term Means for Extending or Providing Programs</p> <hr/> <p><u>Discussion:</u></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.



RHINEBECK CENTRAL
SCHOOL DISTRICT

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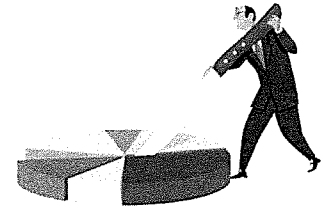


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ALLOCATION OF RESOURCES

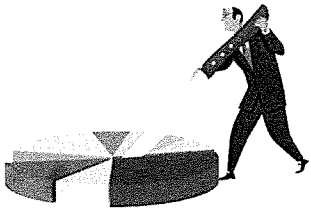


ALLOCATION OF RESOURCES	DESCRIPTION AND POTENTIAL FOR IMPACT If the Board/District considers setting priorities within this budget expenditure area, then these Human, Fiscal, Operational and/or Regional resources may be supported and/or sustained in the future.	POTENTIAL RESULTS AND/OR OUTCOMES
<p>Check All Boxes that may apply: <i>"Prioritizing future Rhinebeck resources in this manner would enable/create ..."</i></p> <ul style="list-style-type: none"> ⊗ Efficiency in staff allocations ⊗ Effectiveness in redistributing current costs to other priorities and/or to maintain valued services ⊗ An Updated Staff Priority or Focus ⊗ Revision ⊗ Reduction 	<p>Allocation or Reallocation Priority #1: Examine Staffing and Administration Allocations</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Conduct a district-wide study comparing Rhinebeck's current patterns of allocating administrative and teaching staff with those of other districts. • Consider any new staffing pattern analyses and proposals in relation to state regulations and requirements, as well as current contractual commitments. 	<ul style="list-style-type: none"> • Outcome: Potentially identify inefficiencies in current staffing patterns. • Outcome: Potentially identify and implement new staffing and/or instructional grouping patterns that will reduce costs and continue to provide necessary services. • Outcome: Potentially a means of identifying human resource priorities and related costs that may then be redistributed rather than reduced within the budget.



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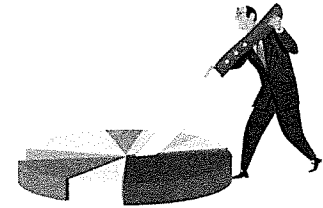
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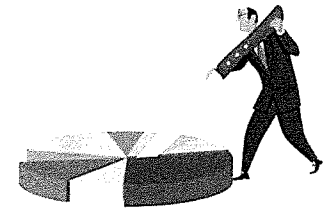


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<p>Check All Boxes that may apply: <i>“Prioritizing future Rhinebeck resources in this manner would enable/create ...”</i></p> <ul style="list-style-type: none"> ⊗ Efficiency in fiscal operations and educational programming ⊗ A Source of Reallocated Revenues ⊗ Partners to Share Costs and Provide or Sustain Programs ⊗ An Updated Staff Priority or Focus ⊗ Improvement ⊗ Revision ⊗ Reduction ⊗ Expansion 	<p>Allocation or Reallocation Priority #3: Share Services with Other Districts and/or Partners</p> <p>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:</p> <table border="1" data-bbox="453 818 1360 1237"> <tr> <td data-bbox="453 818 764 1237"> <p>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.</p> </td> <td data-bbox="764 818 1058 1237"> <p>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.</p> </td> <td data-bbox="1058 818 1360 1237"> <p>RCSD undertakes a district consolidation process for all or substantial segments/aspects of district operations and programming. 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.</p> </td> </tr> </table> <p>Discussion:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p>	<p>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.</p>	<p>RCSD undertakes a district consolidation process for all or substantial segments/aspects of district operations and programming. 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.</p>	<ul style="list-style-type: none"> • 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.
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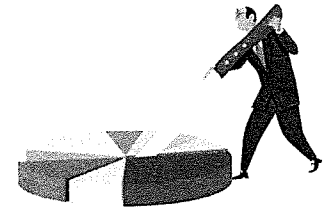


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<p>Check All Boxes that may apply: <i>"Prioritizing future Rhinebeck resources in this manner would enable/create ..."</i></p> <ul style="list-style-type: none"> ⊗ Efficiency in facility, operational and/or educational expenses ⊗ A Source for Reallocated Revenue ⊗ A Partner to Share Costs ⊗ A Partner to Provide/Sustain Programs ⊗ An Updated Staff Priority or Focus ⊗ Improvement ⊗ Expansion 	<p style="background-color: #cccccc; padding: 2px;">Allocation or Reallocation Priority #5</p> <p>Go Green and Utilize Appropriate Technology Solutions</p> <p>SPECIAL NOTE: This allocation approach came up often as both a process consideration and a means for saving or being efficient with expenditures. The notion is that budget planning as represented in operational and fiscal planning will ask routine questions, such as:</p> <ul style="list-style-type: none"> - 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? <p>Discussion:</p> <ul style="list-style-type: none"> • Go Green – Explore opportunities to save money with environmental resource expenditures • Use Technology – To monitor, provide and streamline operational and educational expenditures 	<ul style="list-style-type: none"> • Outcome: Cost efficiencies are achieved through both environmental and technology based solutions.