



Welcome!

Rockford Public Schools 205 Long-range Facilities Planning
Steering Committee Meeting
December 11, 2023

Steering Committee Agreements

- Stay engaged (Ask and respond to questions etc.).
- Maintain confidentiality.
- Be mindful of being a dominant voice. We want to hear all voices.
- Share and make space for others to share questions and perspectives.
- One mic, one voice. Refrain from talking over one another or having a side conversation.
- Speak only from the “I” perspective.
- In the event of an absence, we commit to reading the materials from missed meetings and providing written feedback, if and where needed.



Agenda

- 1) Finalize the Guiding Principles
- 2) Overview of three key strategies to support Guiding Principles and Themes identified so far in the plan
 - a) Newcomer Center
 - b) Student Support Services
 - c) Early Childhood Center / Expansion

Process: Phase 1 – Phase 2 – Phase 3



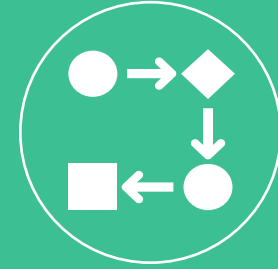
Phase 1: Deeper Understanding

- In-depth Review of Existing Data:
 - District Strategic Plan
 - Capacity & Utilization Validation
 - Area Comparison Analysis
 - Facility Condition Validation



Phase 2: Discover + Explore

- Student Ideation Workshops
- VALUES Workshops
- Curriculum & Instruction Workshops
- Educator and Staff Survey



Phase 3: Program

- Departmental Program Meetings
- Aligning Vision with Space
- Right-size spaces to align with programmatic goals

Process: Phase 4 – Phase 5 – Phase 6



Phase 4: Conceptualize

- Data analysis/synthesis
- Kit of Parts
- Build scenarios
- Start cost models
- Steering committee update
- Space size/quantity confirmation



Phase 5: Game Plan

- Finalize scenarios
- Steering committee workshop
- Refine cost models

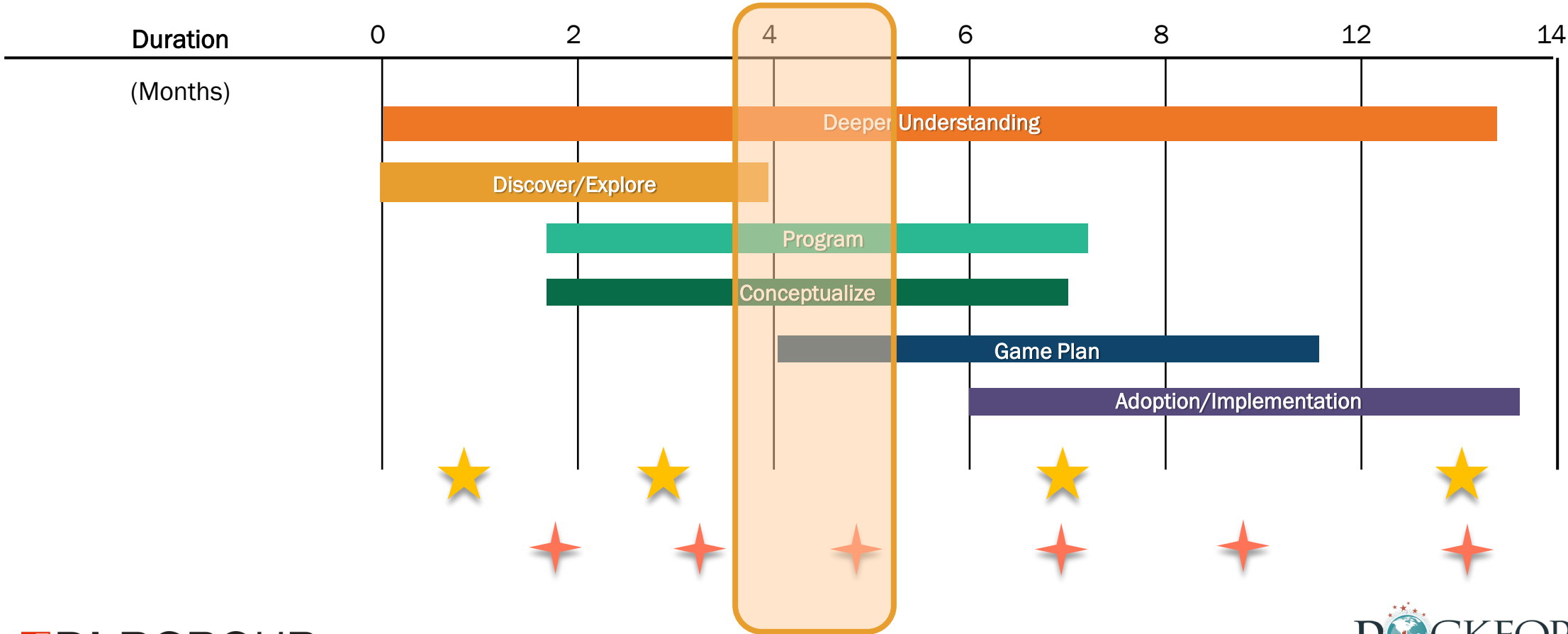


Phase 6: Adoption & Implementation

- Phasing identification
- Finalize implementation timeline
- Final Board presentation
- Community presentation
- Final budget alignment

Long-range Facilities Planning Process

- ★ Steering Committee Workshop
- ★ Interactive Sessions (Industry Partners, Leadership, Community, etc.)



Vision for Decision-making

Guiding Principles



How we use all this information



Guiding Principles

Big-picture aspirations about desired outcomes provide a roadmap for project decision-making



Finalize these today!



Strategies

Specific actions used to achieve a goal

- Physical design intervention
- Policy / practice
- Design guideline
- Advocacy
- Programs & partnerships
- Education & awareness



Start to dive into this today!

How will you describe the vision of your district?

A successful future for Rockford Public Schools is...

Try to include:

- Adjectives that describe the **experience** of the participants
- Verbs that express **what is happening** in the program and on campus
- **Characteristics** of the physical environment that support the district's mission

Directions:

1 – Share your thoughts:
Write down your own answer

2 – Become a pair:
Share your answer with your neighbor and combine your statements.

4 – Become a group of 4:
Discuss as a group and combine your statements on the poster paper.

Guiding Principles Revisions based on Cabinet Feedback

Statement 1 Original: Our schools allow students and teachers to create a broad and unique learners' experience that is inspiring and flexible to ensure students can reach their full potential.

Statement 3 Original: Our schools will reflect and promote inquiry and innovation within an academia-centered and welcoming environment.

Combined Statement 1 and 3 Rewrite:

Our schools will reflect and promote inquiry and innovation to support each unique learners' experience in facilities that are welcoming, inspiring, and flexible to support students in reaching their full potential.

Guiding Principles Revisions based on Cabinet Feedback

Statement 2 Original: Our schools will reflect the community to promote a sense of belonging.

Statement 2: *no changes have been made.*

Our schools will reflect the community to promote a sense of belonging.

Guiding Principles Revisions based on Cabinet Feedback

Statement 4: Students are able to achieve their fullest potential, to express themselves freely, to collaborate, and to communicate creatively, allowing their passion for learning to flourish.

Statement 4 Rewrite:

Our schools will create an environment where students can express themselves freely, collaborate and communicate creatively, allowing their passion for learning to flourish.

Guiding Principles Revisions based on Cabinet Feedback

Statement 5: Our district will balance the needs of the various learning models (Academy, inquiry, traditional, Project-based Learning, etc.) and how they work with the buildings we have, maximizing the well-being of all stakeholders.

Statement 5 Rewrite:

Our district will balance the needs of all our students, staff and programs and how the various learning models (Academy, Career Education, Early Childhood, Project-based Learning, etc.) work with the school facilities we have, maximizing the well-being of all stakeholders.

Refined Guiding Principles

Guiding Principle 1 (Statement 1 and 3): Our schools will reflect and promote inquiry and innovation to support each unique learners' experience in facilities that are welcoming, inspiring, and flexible to support **staff and** students in reaching their full potential.

Guiding Principle 2 (Statement 2): Our schools will reflect the community to promote a sense of belonging.

Guiding Principle 3 (Statement 4): Our schools will create an environment where **staff and** students can express themselves freely, collaborate and communicate creatively, allowing their passion for learning to flourish.

Guiding Principle 4 (Statement 5): Our district will balance the needs of all our students, staff and programs and how the various learning models (Academy, Career Education, Early Childhood, Project-based Learning, etc.) work with the school facilities we have, maximizing the well-being of all stakeholders.

Themes for a District Vision

Program and Access

Building Function & Investment

College and Career Education

Support Services Spaces in Schools

Athletic / Physical Education Spaces and Access

Inclusive Learning Environments

Safety and Security

Early Childhood Education

Academic Programming & Access (Space - Curriculum Alignment)

Arts Education

School Building Functionality (and Maintaining)

Equitable Investment / Decision-making

Professional Development

Bi-lingual Services / Access

Community Spaces/Access ; Parent / Family Support

Diversity / Flexibility of Spaces

Newcomer Center

WHAT IS THE NEED?

- Center for new students to the district that need language and cultural services before entering the schools.

HOW MIGHT WE ALIGN THIS WITH OUR GUIDING PRINCIPLES?

Guiding Principle 2

- What opportunities for community engagement might support vested interest in the center?
- Where might be the best location for this type of center?

Guiding Principle 3

- If district wide-center, what would be needed to ensure there is a sense of belonging for these students?
- What spaces would support this?

Guiding Principle 2

Our schools will reflect the community to promote a sense of belonging.

Guiding Principle 3

Our schools will create an environment where students can express themselves freely, collaborate and communicate creatively, allowing their passion for learning to flourish.

Support Services at Elementary Schools

WHAT IS THE NEED?

- Specific program needs, access and locations of those programs (ESL, IEP)

HOW MIGHT WE ALIGN THIS WITH OUR GUIDING PRINCIPLES?

Guiding Principle 1

- Where might there be gaps in support service programs and how they are accessed in the district?
- What opportunities do you see for support services?

Guiding Principle 4

- What opportunities are there for collaboration between support services?
- Are there examples of RPS schools that are doing this well?

Guiding Principle 1

Our schools will reflect and promote inquiry and innovation to support each unique learners' experience in facilities that are welcoming, inspiring, and flexible to support students in reaching their full potential.

Guiding Principle 4

Our district will balance the needs of all our students, staff and programs and how the various learning models (Academy, Career Education, Early Childhood, Project-based Learning, etc.) work with the school facilities we have, maximizing the well-being of all stakeholders.

Support Services at Elementary Schools

Identified Space Needs

- Multiple quiet small group space(s) for student meetings that can be used for varied services (speech, OT, psychologist, social work, ESL, coaches)
- Calming classrooms for students
- Sensory rooms
- Refocus-Reset-Restore program spaces
- In-school suspension space
- Outside counseling space(s)
- Large group space for meetings



Early Childhood Center and/or Expansion

WHAT IS THE NEED?

- Need to expand Early Childhood and look to incorporate more programs
- Transportation and security with how students get into school.

HOW MIGHT WE ALIGN THIS WITH OUR GUIDING PRINCIPLES?

Guiding Principle 1

- What additional programs make sense (Home Visit Program)?
- How might this enhance families' connection to the District?
- What would help families feel comfortable getting to and from school?

Guiding Principle 4

- Where (location-wise) is the greatest need for expansion?

Guiding Principle 1

Our schools will reflect and promote inquiry and innovation to support each unique learners' experience in facilities that are welcoming, inspiring, and flexible to support students in reaching their full potential.

Guiding Principle 4

Our district will balance the needs of all our students, staff and programs and how the various learning models (Academy, Career Education, Early Childhood, Project-based Learning, etc.) work with the school facilities we have, maximizing the well-being of all stakeholders.

Next Meeting – January 17

- Review high-level findings across the district
- Discuss Priorities

Proposed Schedule of Meetings

October 25, 2023	Kick-Off Meeting
November 13, 2023	Review of initial findings Starting to develop Guiding Principles
December 11, 2023	Continue development of Guiding Principles, Review/Finalize Guiding Principles
January 17, 2023	Develop prioritization methodology <ul style="list-style-type: none"> • Tangibles – how do Guiding Principles translate to facilities?
February 2024	Key Observations to inform Scenarios
March 2024 (1)	Plan Scenarios
March 2024 (2)	Cost Models
April 2024 (1)	Cost Models
April 2024 (2)	Scenario and Cost Models – Final Review
May 2024 (1)	Final recommendations for the Board
May 2023 (2)	Board Presentation – Attend and Present on 5/21

How to find Materials

<https://www.rps205.com/about-rps-205/facilities-master-plan>

Facilities Master Plan Updates



FACILITIES MASTER PLAN

Values Workshop

Rockford Public Schools
OCTOBER 6, 2023

You are cordially invited to attend our Community Values Workshop on Monday, October 23 from 6-7:30 p.m. at the College & Career Education Center located at 4151 Samuelson Road.

Last month, you gave us your input at the RPS 205 Facilities Master Plan Kickoff. Now that you have shared what improvements you would like to see at buildings and sites between 2025-2030, it's time to prioritize those projects and budget for our 5-year Facilities Master Plan.

At this event, you will be working in groups to discuss what values are important to not only the schools but your community. They include mobility, culture, environmental quality, equitable development, health & well-being, and many more.

FACILITIES MASTER PLAN

Updated Presentation & Survey

Rockford Public Schools
SEPTEMBER 29, 2023

View the updated presentation from the September 20, 2023 community kickoff meeting which now includes the survey results that attendees took. If you couldn't make the meeting, the survey is still open and we would love to get your feedback.

[PRESENTATION WITH RESULTS](#)

[RPS 205 & DLR GROUP SURVEY](#)