



Facilitator's Information

Thank you for participating in Rockland P.L.U.S. 2012. As a facilitator, you play a key role in helping the students engage in an exciting exchange of ideas and information with their peers and their mentors. With your guidance, they will gather input from mentors to improve their local plans, and then work in teams to apply what they've learned to develop a proposal for the Rockland Psychiatric Center Property.

The following schedule provides guidelines for the day to support the Agenda (**Appendix A**)

8:00 – 8:30 a.m. - Check- In (Ellipse Lobby)

Teachers will receive nametags for their full student group

Student tags will indicate their assigned group for Session I & 2

8:30 – 9:15 a.m. – Opening Remarks and Mentor Introductions (Ellipse Room)

School planning teams will be matched with their facilitator and mentors and proceed to room assigned for Session I.

9:20 – 9:50 a.m. - Session I – Poster Presentation 30 Minute Session (Student Union)

The goal of this session is for the students to **present their project ideas and considerations** to the mentors aided by illustrated posters. Students will then **gather feedback on the items the mentors noted as strengths with their projects, as well as their suggestions on improvements**. At the end of the session, the group will return to the Ellipse Room, where the posters and feedback forms will be hung for viewing during the snack break and after lunch.

Student Presentations

- Facilitator, students, and mentors introduce themselves. **(5 minutes)**
- Begin Student Poster Presentation. Give the students ample time to present. Encourage them to take their time as they touch on each of the sections of their poster. **(10 minutes)**
- **Facilitators help guide the team's presentation utilizing the Presentation Guidelines Form (Appendix B)**

Mentor Feedback (15 minutes)

- After the students have finished their presentation, the mentors will ask questions and provide suggestions and feedback. The goal is to encourage dialog.
- **Students complete the provided Planning Feedback Form (Appendix C)** outlining what the mentors noted as the strengths of the project as well as their suggestions for improvement. There is one form for each table.
- **Return to the Tech Building** with the poster and the Planning Feedback Form.

10:00 - 10:10 a.m. - Coffee and Breakfast Snack (Ellipse Room Lobby)

Students, facilitators, and mentors are invited to view the poster presentations that will be hung for display.

10:20 - 10:45 a.m.: Introduction to Rockland Psychiatric Center – (Ellipse Room) Participants are provided with an overview of the property, and explanation of the collaborative mapping session. New mentors who will be joining the collaborative session will be introduced. After the presentation, students from the four participating schools will be mixed to form new, integrated, planning groups for Session II.

10:55 - 12:00: Session II – Planning and Mapping (Student Union)

The student groups, their facilitators and the mentors will return to the Student Union to map out their plans for the Rockland Psych Center (RPC) Property. Each planning table will be supplied with: RPC Brief, Orangetown Brief, RCP Site Map, Community Enhancing Features worksheet (**Appendix D**), Rockland Pysch Center Planning Guidelines (**Appendix E**), a Large Map and pens and materials for mapping out their redevelopment plan for the RCP.

- **Introductions:** Encourage a round of quick introductions and the icebreaker activity which we will provide in the morning.
- **Review** the provided map and project highlights. Begin brainstorming a redevelopment plan for the Rockland Psychiatric Center by asking the students to think again of the My Place and the Community Enhancing Features activities that were done in the classroom – what features were important to include in a healthy community that addressed the needs of individuals at every age and stage of life (**Appendix D**).
- **Mentors** will be available to answer questions from any of the planning tables during the initial planning, but from 11:30-12:00, they will be assigned to a planning group to work with offering insights and feedback.
- The last 5-10 minutes are spent preparing the presentation that will be given to whole to the whole group back in the Ellipse Room after lunch. The presentation will be short (3-4 minutes), addressing the questions in the Final Wrap Up Form (**Appendix F**) – we suggest students use this form to jot down notes for their presentation.

12:10 - 12:40: Lunch - Students in Cafeteria. Facilitators and Mentors can eat in Cafeteria or Faculty Lounge

12:50 - 1:20: Student Presentations (Ellipse Room)

Students will provide highlights from their RPC planning projects including the most valued feedback from their mentor.

Orangetown Mentors (one from each group) who are familiar with the project space are asked to provide quick feedback on:

- One strength of the plan
- The biggest challenge to the team in planning

1:20 p.m. – Evaluations

1:30 p.m. – Students depart



**ROCKLAND PLUS
APPENDIX A**

**Friday, December 14, 2012
Rockland Community College**

8:30 – 9:15 AM	Welcome & Introductions - Ellipse Lobby, Tech Bldg. Welcome from Dr. Woods President SUNY RCC Mentor Activity Overview of the Day
9:20 – 9:50	Student Presentations of Local Project – Student Union, 3214 & 3114. Each school team presents to a mentor team for feedback on their project plan
10:00 – 10:15	Snack Break - Ellipse Lobby, Tech Bldg.
10:20 - 10:45	Introduction to Our New Planning Site – Ellipse Room, Tech Bldg. Students will receive some background information on the Rockland Psychiatric Center in Orangetown and on the local Orangetown Community and Comprehensive Plan
10:55 – 12:00 PM	Collaborative Mapping Project – Student Union, 3214 & 3114 Students will work in mixed school teams to develop a plan for the new project site. Mentors will provide feedback and guidance during the process.
12:10 – 12:40	Lunch in the Faculty Lounge & Student Cafeteria, Cultural Arts
12:50 – 1:20	Presentations in Ellipse – Each Team (4 minutes per project) <ul style="list-style-type: none">• Students Share Maps & Plans (Include the main themes from planning sheet)• Comments from Mentors
1:20	Wrap up and reflection/ Evaluation form
1:30	Dismissal



PLANNING FEEDBACK FORM
ROCKLAND P.L.U.S. SUSTAINABLE PLANNING

PRESENTATION GUIDELINES
APPENDIX B

A. THE MAP– Where is your site located? What currently exists there? What might have existed there in the past? Why did you pick this site – what vision did you have for this site?

B. IMPORTANT FEATURES OF THE SITE – What is special about the site? Are there features they want to preserve? How does it fit within the community – Does it currently provide for the community in some way? What possibilities are there to enhance the community with this property?

C. SITE PLAN – Focus on the site map and explain the key features of the project. How does the plan address the three key spheres of sustainable planning that we have talked about in class – **S.E.E.** the Community through **Socially** connecting it - **Economically** supporting it– and **Environmentally** protecting it

D. GREEN FEATURES/LEED – What green features are included:

Energy & Atmosphere

Water Efficiency

Transportation/Transit

Indoor Environmental Quality

Sustainable Site – such as reducing heat island effect or light pollution, or increasing biodiversity

Other

E. MITIGATIONS OF EXISTING SITE ISSUES OR PROJECT DEVELOPMENT ISSUES - How does the project mitigate existing impacts on the environment? And/or if the new project has impacts, how was it adjusted to minimize them?

F. STAKEHOLDERS – How would you engage a wider group of stakeholders in the project? Suggest stakeholder groups and individuals to reach out to include in the project.



PLANNING FEEDBACK FORM

APPENDIX C

ROCKLAND P.L.U.S. SUSTAINABLE PLANNING

Social-Economic-Environmental (SEE)

Our mentors help us SEE the community

POSITIVE THINGS THIS PLAN BRINGS TO THE COMMUNITY:

1.

2.

3.

SUGGESTIONS FOR HOW TO IMPROVE THIS PLAN:

1.

2.

3.



APPENDIX D

PLAN FOR A HEALTHY SUSTAINABLE COMMUNITY

Social Interaction for all Life Ages & Stages	Environment: Enhance Existing Resources	Traffic connections, volume & congestion
_____ Skateboard Park	_____ Large older trees	_____ Wide & paved walkways and bikeways to connect neighborhoods to businesses, recreation and social spaces, schools, churches, post office etc.
_____ Stage for outdoor theater and concert	_____ Protected historic sites	
_____ Community Pool	_____ Historic stone walls	
_____ Public Park with playground, recreation & picnic areas	_____ Wilderness corridors and greenways, to adjacent parks	_____ Paths, foot bridges along streams and ponds
_____ Natural parkland and trails with scenic areas, such as beachfront, woodlands, and overlooks	_____ Pond/Lake for wildlife	_____ centralized shopping
	_____ Any size undisturbed wilderness area for diverse wildlife	_____ Mixed residential, commercial and residential uses
_____ Community Center with open gym time seasonal events, workshops, trainings	_____ New building design to fit the existing neighborhood	_____ cul-de-sac streets with dead ends
		_____ Bus stop
_____ Movie Theater	Services desired within walking distance	
_____ Lake for fishing, skating and boating	_____ Neighborhood Center with meeting rooms, kitchen	
_____ Sport Field complex	_____ Farmer's Market & community vegetable garden	
_____ Community garden	_____ Housing for all ages & stages of life	
	_____ Medical Facilities	
	_____ Senior's Center	
	_____ Cafe or restaurant	
	_____ Corner store	
	_____ Daycare center	



ROCKLAND Psychiatric Center
Planning Guidelines
Appendix E

You are envisioning a redevelopment idea for sites that were once part of the Rockland Psychiatric Center. You will only be considering the development of property currently owned by the Town of Orangetown.

As you plan for this site, remember the activities we did in the classroom:

- a) My Place – How do our needs change at different ages and stages of life? What places and spaces provide a special connection to your community?
- b) Community Enhancing Features – What key features did you choose for your community? What features did you choose to support the economy, provide for social interaction and for a healthy environment?

Use the feedback from your mentors and what you learned from planning your own local redevelopment project to help you plan for the Rockland Psychiatric Center property:

1. Historic Considerations - Are there important historic pieces to preserve in the planning idea or as buildings?

2. Consider and ‘SEE’ Orangetown’s Needs – What are Orangetown’s needs for sustainable planning – SEE (socially, economically, environmentally)

3. Vision Plan Ideas

4. Potential Partnership Groups

5. Green Ideas

6. Mitigating Concerns

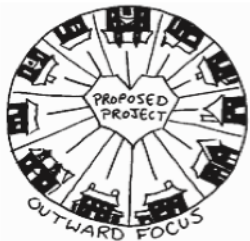


FINAL WRAP UP
APPENDIX F



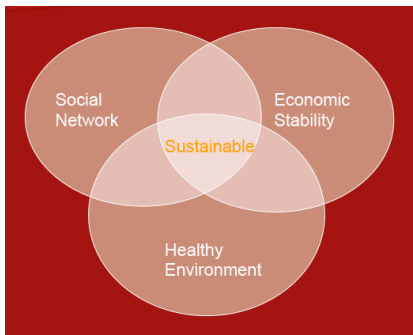
When the assumption is enhancement, every project becomes an opportunity to make its neighborhood a better place to live.

1. What are the needs of the community that you feel your plan will address?



The proposed project becomes the heart of its surrounding neighborhood.

2. How does your proposed project provide for and draw from the strengths of the community – becoming the 'heart' of the surrounding community?



3. How did you work to S.E.E. this new community – What did you include and how did it met the Social, Economic and Environmental Needs of Sustainable Planning.

**MENTOR
MINUTE**

4. What did your mentors suggest to help improve your project?