

Moorhead Area Public Schools Workshop 1



Workshop 1

09.15.2014



ATTENDEES

Deb Becker
Madison Brenamen (student) (day 2)
Bert Chamberlain
Kim Citrowske
Brian Cole (day 1)
Missy Eidsness
Pam Gibb
Brianna Gruenberg (student) (day 2)
Jay Haiby
Chad Hansen
Nathan Heskin
Todd Jelinski
Tom Krabbenhoft (day 1)
Dave Lawrence
Brandon Lunak
Brian Mancini
Dan Markert
Chris Olson (day 1)
Clint Rosslund (day 1)
Jill Skarvold
Kjersten Skatvold
Chris Triggs
Andrew Thomason
Trudy Wilmer
Del Rae Williams (day 2)
Matt Valan

Workshop 1

09.15.2014

The following is an account of the 1st of 5 visioning workshops for Moorhead Area Public Schools that took place on the 15th and 16th of September, 2014. A task force was assembled by the District comprised of members of the community including parents, teachers, community leaders, district employees and leadership, teachers, principals and students. The Facilities Master Planning Task Force is charged with shaping the District's baseline standards, criteria and priorities for the Moorhead Area Public Schools facilities through a series of workshops facilitated by Cuningham Group Architecture, Inc.

The primary purpose of workshop 1 was to introduce the group to the visioning process - the schedule, activities, participants and expected results of each day. Day one's primary goal revolved around co-creating a clear and compelling shared facility vision that will help inform the master plan and facility principals through a series of exercises, videos, discussions and team activities which culminated in the following vision statement:

"We envision safe, inviting, and inclusive learning environments that support a sustainable culture of excellence in 21st Century learning, while fostering meaningful and collaborative community partnerships."

Day two's goal was to establish a series of facility principles based on the vision statement established on the previous day; as well as beginning the preparations for workshop 2. The sessions were each approximately 4 hours in length, with 23 participants on Day 1 and 22 participants on Day 2. This document is a record of the activities that took place during workshop 1.

KICK-OFF VISIONING SESSION – DAY 1, SEPTEMBER 15, 2014

Purpose: to co-create a clear and compelling Shared Facility Vision that will help inform the Master Plan and Facility Principles

AGENDA

5:00pm

- I. Welcome and Introductions/Highest Hopes: Dr. Kovash
- II. Process Overview: Project Milestones, Timeline, Communications Protocol
- III. Purpose, Agenda, Expected Results
- IV. Provocation and Reflections: Sir Ken Robinson
- V. Major Forces of Change (Group Work)
(large scroll)
- VI. Break
- VII. Innovation
- VIII. Limiting Beliefs
 - a. whole group exercise (CG to script)
- IX. 21st Century and Beyond
- X. Creating a Shared Vision: I See/We See
10 min-private time; 20 min-table talk; 20 min-whole group
- XI. Final Reflections/Next Steps

KICK-OFF VISIONING SESSION – DAY 2, SEPTEMBER 16, 2014

Purpose: to review the Shared Facility Vision Statement and to develop the Facility Principles

AGENDA

8:00 am

- I. Welcome
- II. Reflections from Yesterday
- III. Vision Statement Unveiling
- IV. Purpose, Agenda, Expected Results for Today
- V. Provocation and Reflections: ie High Tech High
- VI. Creating Facility Principles
 - What are they and how will they help inform the FMP?
 - Step 1 – What do we believe?
 - Based on the Facility Master Plan Vision Statement, and District Mission and Vision
 - Individual Work - I believe our facilities should...(one issue or belief per post-it)
 - Table Work – what are the categories your statements reflect?
 - Whole Group Work – round the room – record & discuss categories
- VII. Break
 - During break, everyone places their post-its on the category pages
- VIII. Step 2 – What will we commit to?
 - Working in small groups around the created categories create a series of Facility Principles
- IX. Report Out
- X. Next Steps

Workshop 1

09.15.2014

NOTES FROM WORKSHOP 1 – DAY 1 SEPTEMBER 15, 2014

HIGHEST HOPES:

(Participants were asked to introduce themselves and simply express their highest hope for the outcome of working together. These are as follows.)

- Future use of facilities. Facilities that are relevant and useful in the future, facilities may be either existing or new.
- Make a great system even better; maximize use of facilities
- Listen. To have the voices of the community and schools be heard.
- Wise use of tax money to best educate children
- Follow-through
- Deliver on expectations
- Listen to teacher voice
- Unconventional approach
- Remember value of Technology
- Shape facilities to be fluid with environment
- Excited to see long term planning
- Voice for future students
- Plan Properly for growth of:
 - District
 - Community >bridge gap. Bridge the gap between the district and the community
- Provide value for everyone, biggest bang for our buck
- Provide community use of facilities i.e. seniors
- Plan thoughtfully for growth
- Opportunities for ALL learners. Provide an all inclusive learning environment.
- Conducive to the way all children learn
- Located appropriately
- The whole community benefits
- Building facilities and technology that address the needs of the students
- Satisfy needs of district in a responsible manner for now and future
- Create plan to address growth
- Helpful Ideas. Generate ideas that would be helpful to the education system.
- Make sure we are giving kids best opportunities in the future.
- How will we be addressing growth - now and future
- Look at facility design to best benefit children

LIMITING BELIEFS:

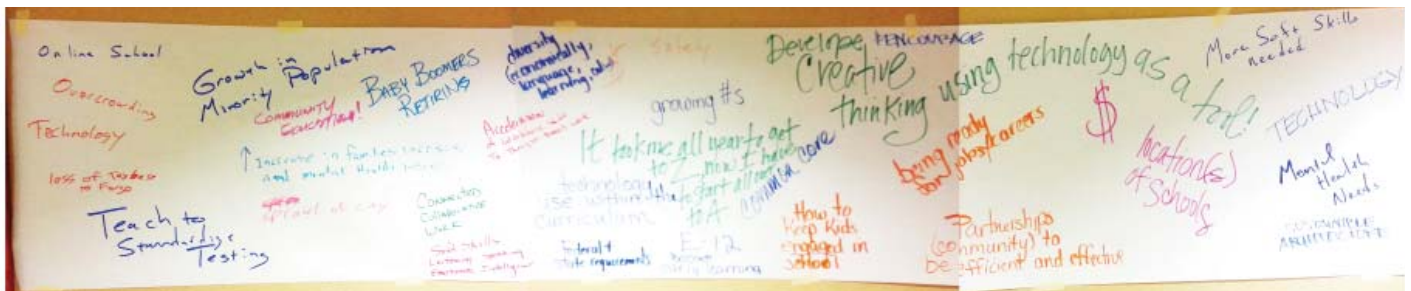
Participants were then asked to identify personal, public, community-wide, culture and tradition based and/or institutional beliefs that might prevent, or limit them, in facing the challenges presented by the Forces of Change. It was further explained that these might be in the form of obstacles, fears, and/or preconceptions. Simply put, participants were asked to identify those things that get in the way of successfully tackling these challenges.

- Honor the past. Refers to the idea that most people will be resistant to change and prefer the way things were always done over newer ideas.
- Finances - not enough money; taxes are too high
- Comfort in familiarity
- Outside forces - State, Federal. Refers to pressures from the government to meet testing standards for funding, ranking etc.

- North Dakota - parents bring students because of superior Special ED. Programs. Refers to the perception that special education programs in Moorhead are being patronized by parents from North Dakota creating a larger population in Special Education than there should be.
- Road to Hell is paved with good intentions
- Public Perception and status quo. Refers to the perception that Moorhead receives a negative image in media.
- Good enough for me, good enough for the kids
- Fear of change
- Mistrust
 - Community questioning. Refers to the community questioning every decision of the district.
 - Administration. Refers to the lack of faith in the district administration.
 - Politicians
- Preconceptions on idea of teaching (i.e. class size)
- Minnesota vs. North Dakota's service
- Leaders who don't have kids in the system now
- Cultural/ Language/Custom barriers
- Moorhead is an education town
- Cannot afford to do this
- Kids need structure

MAJOR FORCES OF CHANGE:

With the intent of harnessing the unique perspective that each individual brings to this process, the Facility Master Planning Task Force participants were asked to identify the major forces of change that they believe will impact Moorhead Area Public Schools ISD #152 over the next 13 years, or the length of time a child is in school. Borrowing from Tim Brown's book, Change By Design, on the significance of animating our conversations, participants were asked to graphically represent their ideas are illustrated and listed on the following pages.



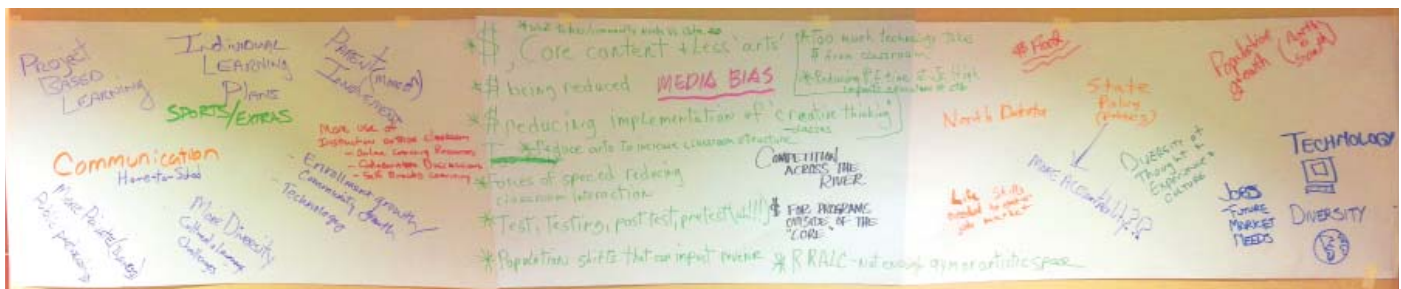
PAPER ROLL:

- Online School
- Overcrowding
- Technology
- Loss of tax base to Fargo
- Teach to standardize testing
- Growth in minority population
- Community education
- Increase in families in crisis and mental health issues
- Sprawl of city
- Baby boomers retiring
- Connected Collaborative work
- Soft skills listening, speaking, emotional intelligent

Workshop 1

09.15.2014

- Diversity (economically, language, learning)
- Acceleration of workforce shift to thought – based work
- \$ Safety
- Growing Numbers
- It took me all year to get to Z, now I gave to start all over to A
- Technology use within the curriculum
- Federal and state requirements
- E- 12 early learning
- Common core
- Develop and encourage creative thinking using technology as a tool!
- How to keep kids engaged in school
- Being ready for jobs/careers
- Partnerships (community) to be efficient and effective
- \$ locations of schools
- More soft skills needed
- Technology
- Mental health needs
- Sustainable architecture
- Project based learning
- Communication
- Home-to-school
- More private (Business)
- Public Partnerships
- More diversity cultural and language challenges
- Individual learning plans
- Sports/extras
- Parent (More of) Involvement
- More use of Instruction outside classroom
 - Online learning resources
 - Collaborative discussions
 - Self directed learning
- Enrollment growth, community growth
- Technology



- What teachers/community needs vs. administration
 - Funding, core content and less 'Arts'
 - Funding being reduced
 - Media bias
 - Funding reducing implementation of 'creative thinking'
 - classes
 - Reduce arts to increase classroom structure

- Forces of spec, ed. Reducing classroom interaction
- Test, Testing, post test, pretest (ah!!!)
- Population shifts that can impact revenue
- RRALC - Not enough gym or artistic space
- Too much technology takes funding from classroom
- Reducing P.E. time at Jr. High impacts education of students
- Competition across the river
- Funding for programs outside of the “Core”
- North Dakota
- Life skills needed to enter job market
- State policy (politics) - More accountability?!?!
- Diversity of thought and experience and culture
- Population growth (north vs. south)
- Jobs - future market needs
- Technology - Diversity

REFLECTIONS:

- We need to be thinking creatively to address the uncertainty of the future
- Create spaces that are conducive to creative learning and how children learn differently
- Adaptation to different learning styles
- Core competency focused
- Original ideas that have value = creativity
- Value of music and the arts
- Life skills need to be taught - practical application
- Personalized learning that taps into their joy
- Experiences that help all kids feel “Normal”

WE SEE...

(The first step in creating a shared vision involved being clear about expectations. Participants are invited to individually write down “I see...” statements in response to their vision. The individual statements are not shared in the whole group setting, but rather they are discussed in small groups to create “We See...” statements.)

GROUP 1

- Partnerships
 - Staff
 - Board
 - Community
- Passion
 - To teach
 - To learn
- 4 C's
 - Communication
 - Collaboration
 - Critical thinking
 - Creativity
- Inclusion
 - Community
 - Unity
- Fiscal Responsibility \$

Workshop 1

09.15.2014

Group 2

- Modern and community- based facilities
- Culture: relationship and Rigor
- Student engagement with technology and active participation
- Relevant preparation
- Students collaborating
- Community partnerships

Group 3

- Learning can be anywhere (not just in the “classroom”)
- Multiple teachers working together
- Resources - online available 24/7/365
- Students flow (Can learn anywhere)
- Students engaged (projects not just work sheets)
- Arts, Sports/Community Use
- Elem schools = 600 students in order to be student and family-friendly
- Embedded services expanded
- Students involved in the community
- Multi use spaces - flexible spaces
- Technology infused - no labs

Group 4

- Excited Students engaged in life-long learning
- System aligned to provide an opportunity for all to be successful
- Sustainable facilities and flexible, open environment
- Receptive to community spaces, learning, commitment

Group 5

- Personal Learning Environments
- For teacher’s professional development
- For small group, large group, and individual instruction
- Where cross- curricular instruction and project based learning is possible

Cultural spaces

- That accept ALL abilities of all learners
- Where families can connect/conference
- That encourage community involvement through the arts/service learning
- That promote positive energy in the building for staff/students/community

Physical Space

- Green
- Inviting
- Open
- Light that’s natural
- Creative/Collaborative spaces
- That allow children to move
- Allow all ages to perform
- That avoid noise pollution
- Are safe and secure
- That promote community/school colors

Students Learning

- Spaces that support active learning
- That creates, collaborates, connects, and allows for critical thinking
- That embraces technology
- That collaborates with students/community

Post-its

- Technology Infused where appropriate
- Flexible and Adaptable spaces
- Open campus
- Energy efficient facilities
- Flexible learning spaces accommodating, flexible teaching styles/methods
- Environmental connection to nature
- Multiple pathways to success
- Kids succeeding in the “here and now” not just focused on “competing in the future marketplace”.
- Intersection of Arts, Vocation, Athletics, and involvement
- Creative Problem – solving
- Innovation
- High educational outcomes
- Applying
- Connected campuses – connections from K-12
- Students leading peers
- Challenger atmosphere
- Engaged community partners
- Life – long learning
- Engaged students hungry to learn more
- Happiness
- Students that feel secure
- High morale among stakeholders...
- Excitement
- Pride

Workshop 1

09.15.2014

WORKSHOP 1 – DAY 2 SEPTEMBER 16, 2014

FACILITY PRINCIPLES

Beginning the process of creating Facility Principles, the Task Force identified 'Issues,' also described as the big ideas that the Master Plan should attend to in looking at facilities. These were sorted into categories after additional review, summarizing and removing redundancies; the following contains the final facility principles that will carry the process forward.

Attractive and Inviting

MAPS is committed to being a community development partner

This means:

- 1) Promote our assets
- 2) Develop relationships through community engagement
- 3) Investing in people and facilities that IGNITES experiential learning

Community

MAPS is committed to fostering community and engagement within schools inclusive of all stakeholders within the district.

This means:

- 1) Facilities will share quality instructional and gathering space with community ED, community partners and citizens
- 2) Explore strategic community partnerships that include shared investments of equipment, facilities and people.

Future Focused / Adaptable and Flexible (combines one each from Teams 2 and 4)

Moorhead Area Public Schools is committed to providing adaptable and flexible facilities for our changing community and educational needs

This means:

- 1) Ability to flexibly scale current and future facilities to reflect growing or reducing populations
- 2) Facilities will provide environments for active learning for all learners, learning styles and instructional delivery methods
- 3) Facilities will allow space for staff collaboration and storage for efficient use of time and resources

Student Centered

Moorhead Area Public Schools is committed to serving and inspiring innovative growth and learning to the Moorhead Students, staff and community.

This means:

- 1) Facilities conducive to a well thought out E-12 Progression.
- 2) Programs and facilities available to foster growth to learners with varying learning styles and ages.

Quality and excellence in education

MAPS is committed to fostering quality and excellence in education.

This means:

- 1) Facilities will inspire and foster creativity, problem solving, collaboration and communication.
- 2) Facilities will have collaborative areas for active learning by all students and staff.
- 3) Facilities will have flexible spaces
- 4) Facilities will enable teachers to promote 21st century learning and development of skills
- 5) Facilities will serve all learners

Technology

MAPS is committed to supporting evolving learning approaches through technology.

This means:

- 1) Support for reliable and agile technology tools.
- 2) Support for community and beyond using various online resources
- 3) Providing technology to support integrated learning.

Safety

MAPS is committed to providing safe and secure learning environments for all community stakeholders

This means:

- 1) School facilities will leverage smart structural, environmental technological, and process design
- 2) All students, staff and community are participants in creating a culture of safety

Workshop 1

09.15.2014

POWERPOINT



**CUNINGHAM
GROUP**


beautiful places **balanced world**



MOORHEAD
AREA PUBLIC SCHOOLS

**CHARRETTE
WORKSHOP #1**

**Creating a Shared
Vision for Facilities**




WHY WE'RE HERE

STUDY WILL ADDRESS:

- Demographics
- Curriculum changes
- Obsolescence of facility equipment, systems and infrastructure

OVERRIDING THEMES:

- Health, safety and security of students and staff
- Optimizing the student learning environment while minimizing the impact on operating costs



**YOU NEVER CHANGE THINGS BY
FIGHTING THE EXISTING REALITY.
TO CHANGE SOMETHING, BUILD
A NEW MODEL THAT MAKES THE
EXISTING MODEL OBSOLETE.**

BUCKMINSTER FULLER



Highest Hopes

Introduce yourself, your connection to Moorhead Public Schools, and one idea that reflects your highest hope for this work.





IT IS NOT BECAUSE
THINGS ARE DIFFICULT
THAT WE DO NOT DARE.
IT IS BECAUSE WE
DO NOT DARE THAT
THEY ARE DIFFICULT.

PURPOSE

To co-create a clear and compelling Shared Vision that will help inform the Facility Master Plan.

ORCA, KARA FALCOWSKI & TOYOTA






3 DAY AGENDA


SESSION ONE... Today
Creating a shared vision.

SESSION TWO... Tomorrow
Developing facility principles.




CREATING A SHARED VISION

The purpose of a facility related vision statement is to guide the master planning effort, help us set priorities, align resources, and facilitate an efficient decision making process.

MISSION
The mission of the Moorhead Area Public Schools is to develop the maximum potential of every learner to thrive in a changing world.

VISION
Moorhead Area Public Schools will be a progressive school district recognized for excellence at all levels. We will work collaboratively with our community to provide a premier education for every learner to achieve success while providing a safe and nurturing environment that celebrates diversity and practices mutual respect.




CORE VALUES

Moorhead Area Public Schools is committed to the education and well being of each student. We are committed to:

- creating a positive learning environment that respects children and youth.
- supporting all learners.
- holding high standards and expectations for all learners.
- making research-based, data-driven, collaborative decisions inclusive of stakeholder perspectives.
- making continuous improvement a self-planning for the future.
- advocating for children and youth within our community and district.
- celebrating leaders and staff.
- preserving pride in the Moorhead community and schools.






CONSIDER PREVIOUS EFFORTS

Comprehensive Facilities Master Plan for the next 10 years (2025) will build upon previous efforts:

District Planning Documents

- World's Best Workforce
- Strategic Priorities
- Curriculum Review Plan
- Technology Plan

2011 Facilities Master Plan




Workshop 1

09.15.2014

Committee Roles

Steering Committee (COT)
The District's Steering Committee, composed of a cross section of District Leaders, will be responsible for guiding the overall Facilities Master Plan process.

Facilities Master Plan Task Force
Responsible for shaping district's baseline standards, criteria and priorities for facilities work. Provides diverse perspectives both within and outside of the district.



OVERALL TIMELINE






Design Workshop

A fun, creative working process that promotes full collaboration among all of the key stakeholders and that utilizes virtual modeling tools to openly and effectively share design thinking to make great decisions.



DESIGN WITH, NOT FOR.
welcome to the design team!

SUGGESTED GUIDELINES

RELAX AND ALLOW. Constant self monitoring will get in the way of group performance. Let go...

DON'T WORRY ABOUT WHO GETS CREDIT. When everyone genuinely collaborates, everyone ends up being more creative. (SEEK THE COMMON GROUND)

CLARITY IS NOT A VIRTUE. If everything you say is detailed and explicit, you won't give your collaborators room to run. Put ideas out there that are half-baked.

CREATIVITY IS RISKY. Put yourself in an environment that rewards failure. Successful creative teams are also the ones who fail the most often.



SUGGESTED OUTLINES

**BE WHO YOU ARE AND SAY
WHAT YOU FEEL BECAUSE
THOSE WHO MIND DON'T
MATTER AND THOSE WHO
MATTER DON'T MIND.**

- DR. SEUSS

**HAVE
FUN!**

**"If you're not prepared to be wrong, you'll
never come up with anything original."**

- SIR KEN ROBINSON

TED

REFLECTIONS

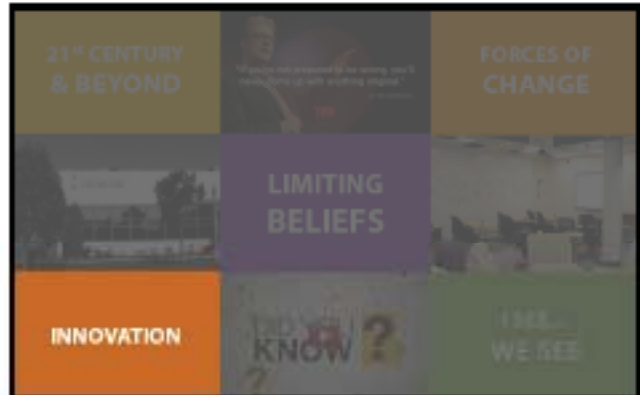
21 st CENTURY & BEYOND		FORCES OF CHANGE
	LIMITING BELIEFS	
INNOVATION	DID YOU KNOW ?	THE WE SEE

**FORCES OF
CHANGE**

Workshop 1

09.15.2014

FORCES OF CHANGE:
Please identify the major forces of change that you believe will impact public education over the next 10 years.



21st CENTURY & BEYOND

FORCES OF CHANGE

LIMITING BELIEFS

INNOVATION

DO YOU KNOW?

I SEE... WE SEE

INNOVATION



theory's already been done.
it's time for action.



**INNOVATION
ECONOMY**



WHAT IS IT?



**WHAT COULD BE THINKING
THAT RESULTS IN
RAPID TRANSFORMATION
OF A SERVICE OR PRODUCT
THAT CHANGES THE WORLD**



**"THE WEALTH GENERATED IN
OTHER ECONOMIC SECTORS
WILL FALL IN COMPARISON
TO THE WEALTH GENERATED
IN THESE NEW ECONOMIES."**



"PERMANENT BETA"

The old way of doing things – getting a college degree and working for a company for 50 years – is finished. Everyone is now an entrepreneur. To adapt, workers must be in a permanent beta phase, constantly learning and gaining new skills.

- Reid Hoffman, LinkedIn Co-founder at DASH Conference



WHAT'S BEHIND IT?



**DOES ANYONE DOUBT THAT
THINGS NEED TO CHANGE?**



**DOES ANYONE DOUBT THAT
NEW IDEAS ARE REQUIRED?**



Workshop 1

09.15.2014

**IF WE DON'T FIGURE IT OUT
SOMEBODY ELSE WILL
GLOBAL OPPORTUNITY**



**TECHNOLOGY
HAS CHANGED THINGS
PERMANENTLY.**



MASS PRODUCTION ON



PLEASE NOTE



INNOVATION



IS NOT SOMETHING



YOU CAN FORCE



FORTUNATELY



**IT IS SOMETHING YOU CAN
CULTIVATE**



WHAT MAKES IT GROW?



**HOWEVER
DIVERSITY
ALONE IS NOT ENOUGH**



**INNOVATION IS NOT
COLLABORATION
IS THE WAY TO GET TO THERE**



Workshop 1

09.15.2014

COLLABORATION IS NOT
TECHNOLOGY
EMPOWERS IT



TOP 10

PROFITABLE COMPANIES
IN 2014'S FIRST SEMESTER

■ = TECHNOLOGY SECTOR
■ = OTHER

1. Google
2. Bloomberg Philanthropies
3. Xiaomi
4. Dropbox
5. Netflix
6. Airbnb
7. Nike
8. Zillow
9. DonorChoose.org
10. Yelp



INNOVATION INVOLVES
CREATIVITY
INVOLVES TAKING RISKS



CREATIVITY IS
RISKY BUSINESS
LEADS TO GREATER REWARDS



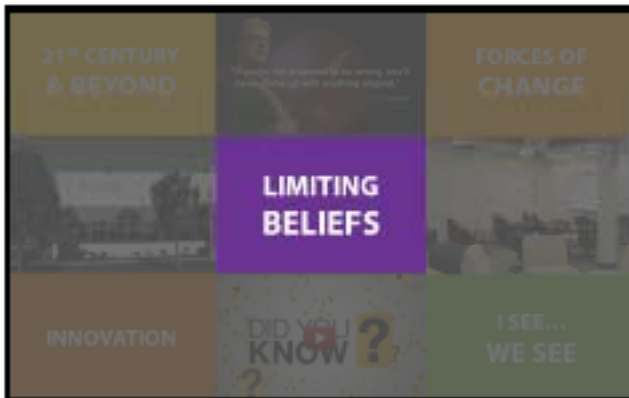
FAIL AGAIN
FAIL FASTER
FAIL BETTER...

-SAMUEL BECKETT



I'VE LEARNED SO MUCH
FROM MY MISTAKES...
I'M THINKING OF MAKING
A FEW MORE.






PRECONCEPTIONS: (i.e. limiting beliefs)

Identify personal and/or institutional beliefs that might prevent or limit you in facing the challenges presented by these forces.




21 C. AND BEYOND



21st Century Skills

- Critical thinking
- Creativity
- Collaboration
- Communication



Educational Trends

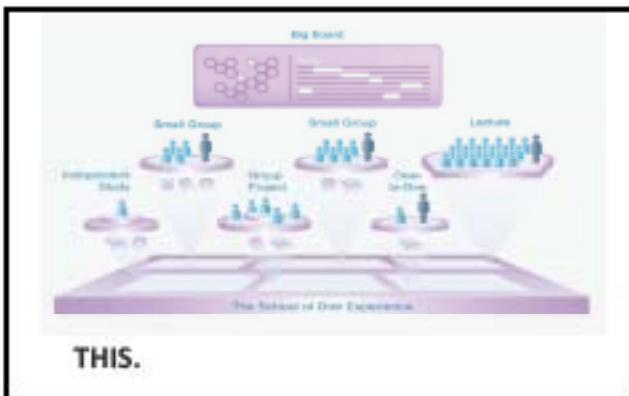
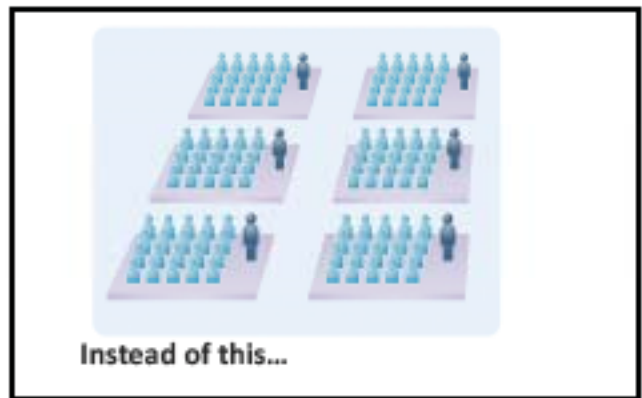
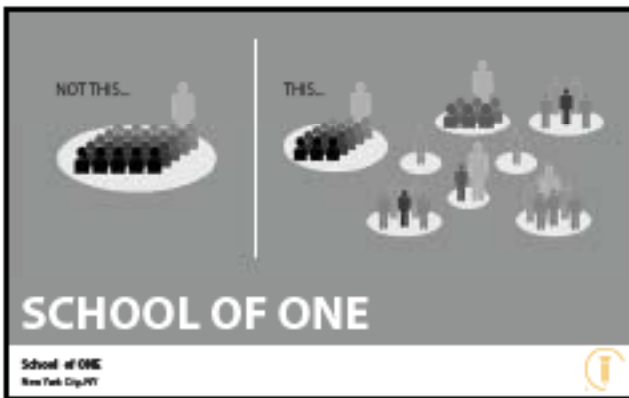
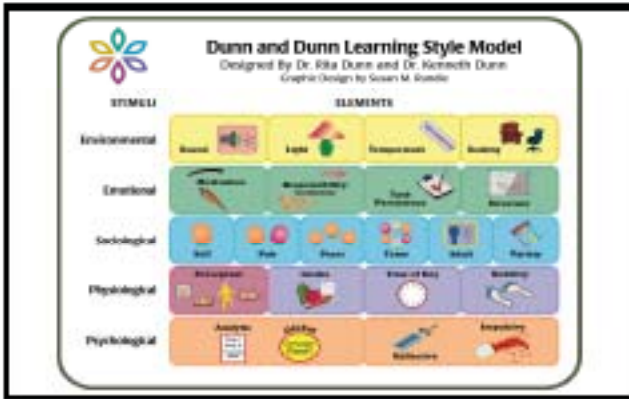
- Learning is Personal – mass customization of learning
- Learning Happens Everywhere – formal and informal
- Flexibility and Adaptability – of both space and furniture
- Collaboration – students need to see adults model working together
- Project Based Learning – relevant, engaging
- Technology – seamless, ubiquitous, BYOD



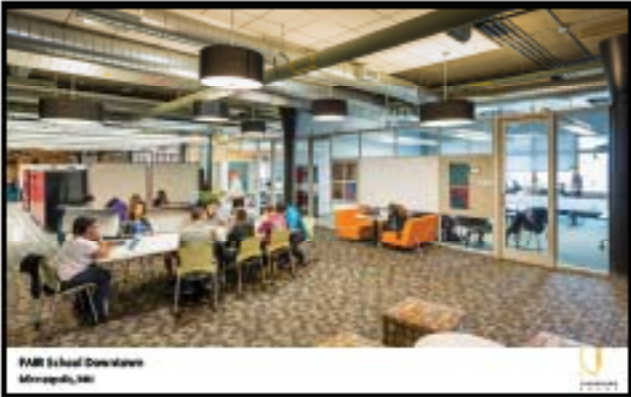
Learning is PERSONAL

Workshop 1

09.15.2014



Learning Happens
EVERYWHERE



**FLEXIBILITY &
ADAPTABILITY**

Workshop 1

09.15.2014





WE TRANSFORMED GALTIER!

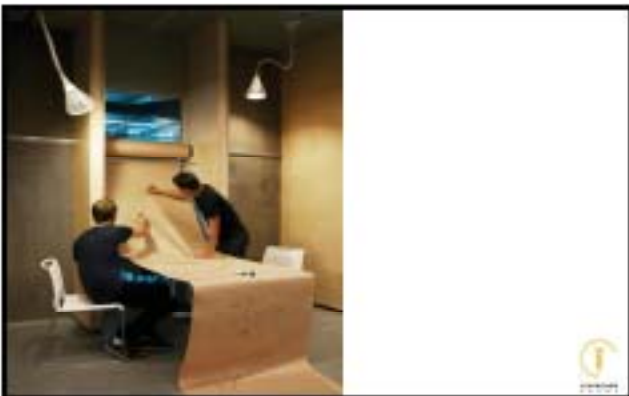
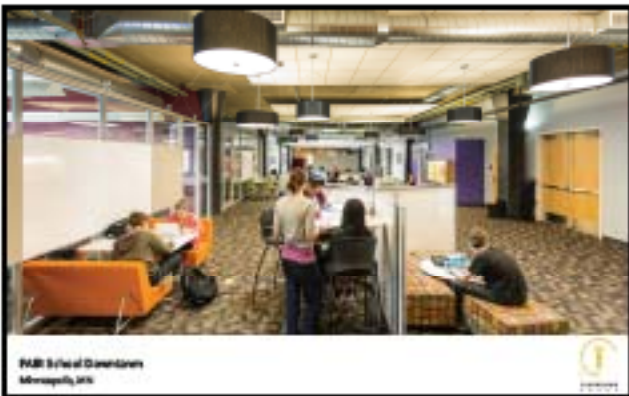
This graphic features a collage of images related to school renovation. On the left, there are smaller photos of interior spaces. On the right, a larger image shows a modern staircase with wooden treads and colorful wall panels. Below the images is a list of project details and the logo for GALTIER Construction, Inc.

COLLABORATION



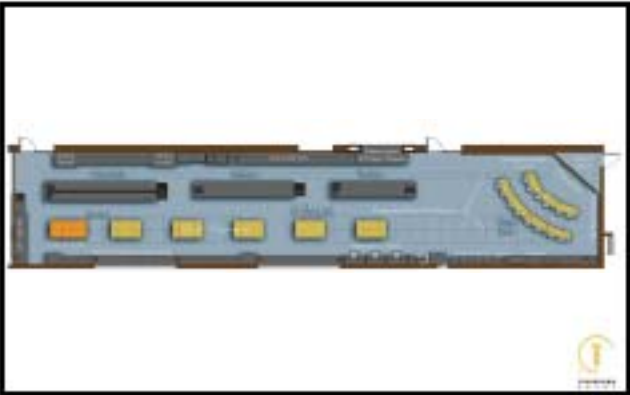
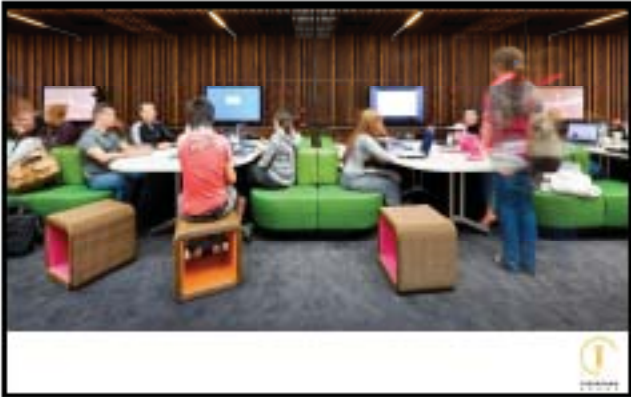
Workshop 1

09.15.2014



Workshop 1

09.15.2014



Workshop 1

09.15.2014



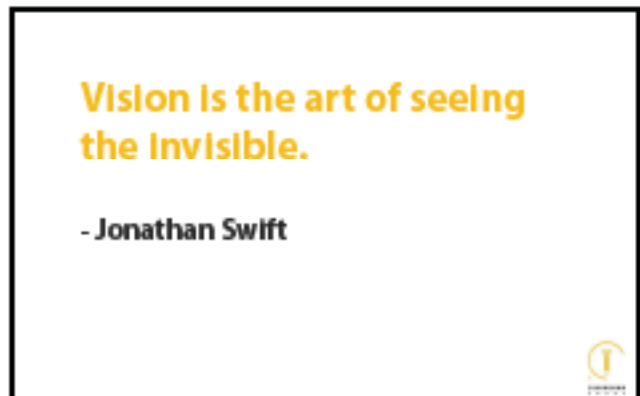
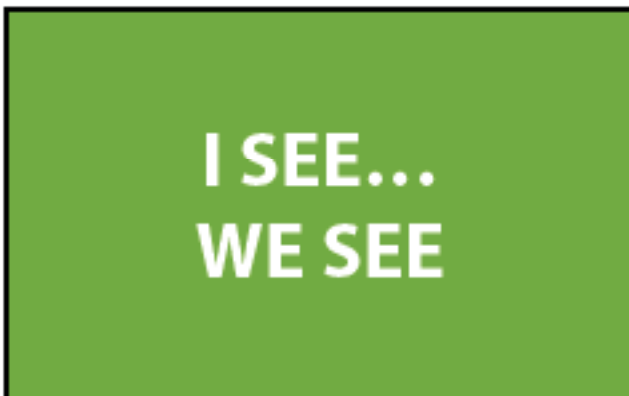
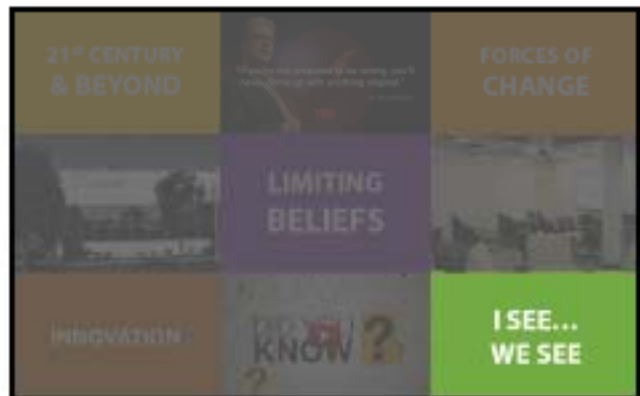
Workshop 1

09.15.2014



Workshop 1

09.15.2014



PERMISSION

Public schools did not exist forever. They did not come out of the forehead of a Greek or Roman God; they were contrived by ordinary men and women...and for just this reason they can be rebuilt or reconceived, dismantled or replaced, not by another set of Gods but by plain men and women. You and I can leave school as it is, change it slightly, or turn it inside out and upside down.

Jonathan Kozol



I SEE...

Imagine the district is successful beyond your highest expectations, and you're giving an international team of educators a tour of the district's schools in the year 2025.

What do you see?



WE SEE...

Imagine the district is successful beyond your highest expectations, and you're giving an international team of educators a tour of the district's schools in the year 2025.

What do you see?



**CHARRETTE
WORKSHOP #1**

**Creating a Shared
Vision for Facilities**



2 DAY AGENDA

SESSION ONE... Today
Creating a shared vision.

SESSION TWO... Tomorrow
Developing facility principles.

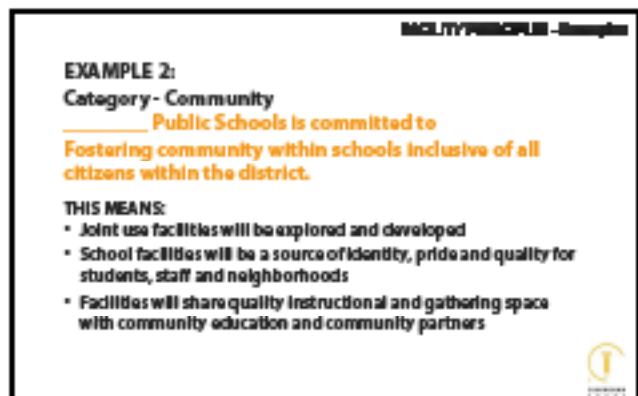
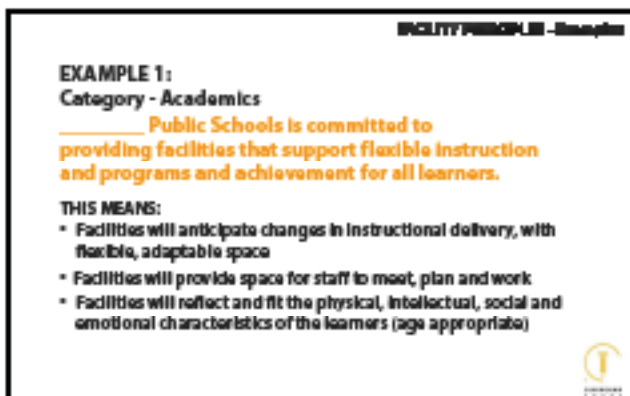
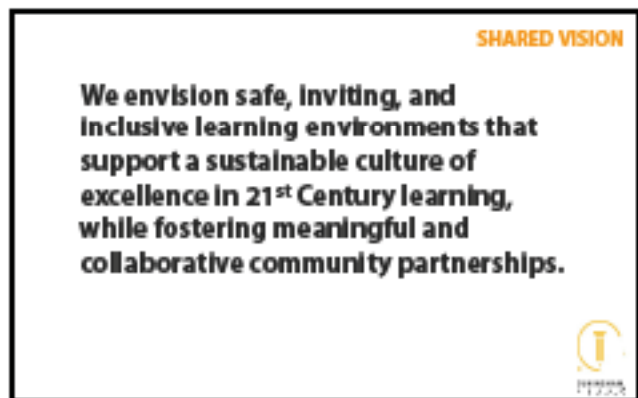
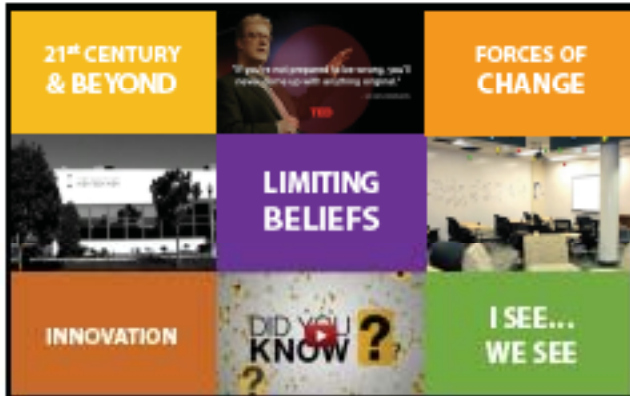


REFLECTIONS



Workshop 1

09.15.2014



I believe our facilities should...

Based on the work done to date, individually identify and write down on post-it notes the beliefs and commitments that we most address in this Facility Master Plan.

1 idea per post-it, please.



What are the categories your statements reflect...

Table talk! Discuss your commitment/belief statements and think about the categories these statements reflect. Be prepared to share one or two categories with the whole group.



Categories



Please sort your belief statements onto the Category Sheets



What will we commit to?

Create Draft Facility Principles
Define what these mean

Moorhead Area Public Schools is committed to...

This means...



REFLECTIONS

Next Steps...



Workshop 1

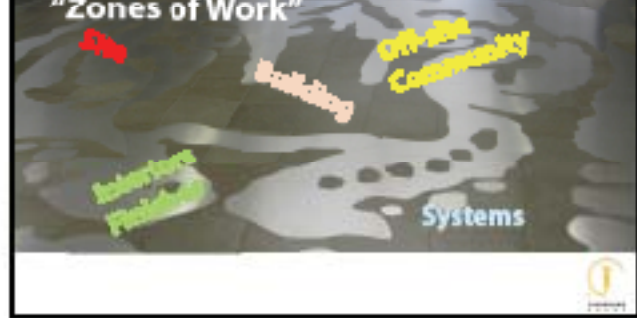
09.15.2014

FACILITY DESIGN STANDARDS

DEFINE CONSISTENCY, VALUE AND QUALITY ACROSS MOORHEAD AREA PUBLIC SCHOOLS PHYSICAL FACILITIES AS THEY ARE MAINTAINED, IMPROVED OR BUILT.



Facility Design Standards "Zones of Work"



CHARRETTE WORKSHOP #1

Creating a Shared
Vision for Facilities

