

beautiful places
balanced world

CUNINGHAM
G R O U P



BOARD REPORT

**MAPS FACILITIES
MASTER PLAN**



MOORHEAD

AREA PUBLIC SCHOOLS

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

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

SENECA, ROMAN PHILOSOPHER & POLITICIAN

PURPOSE

To give the board an update of
our progress on the collaborative
Facility Master Plan process.



**“THE BEST WAY
TO PREDICT
THE FUTURE
IS TO
DESIGN IT”
—BUCKMINSTER
FULLER**

MASTER PLAN

- Road map for the future
- Focused on your Vision for Learning
- Living/breathing document
- Allows logical implementation of improvements over time
- Physically & Fiscally responsible



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



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.



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 values 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.***
- ***seeking continuous improvement and planning for the future.***
- ***advocating for children and youth within our community and district.***
- ***celebrating students and staff.***
- ***promoting pride in the Moorhead community and schools.***

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.



All workshop presentations, meeting notes,
and videos are posted online at
www.moorheadschoools.org/facilities

DESIGN WITH, NOT FOR.

welcome to the design team!

LETS REVIEW

21st CENTURY & BEYOND

“If you’re not prepared to be wrong, you’ll never come up with anything original.”

— SIR KEN ROBINSON

TED

FORCES OF CHANGE



LIMITING BELIEFS



INNOVATION



I SEE...
WE SEE

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.

FACILITY PRINCIPLES: WHAT DO WE BELIEVE?



FACILITY PRINCIPLES:

**OVERARCHING COMMITMENTS TO WHAT'S
IMPORTANT FOR MOORHEAD AREA PUBLIC
SCHOOLS**

FACILITY PRINCIPLES

Attractive and Inviting

MAPS is committed to being a community development partner

This means:

- Promote our assets
- Develop relationships through community engagement
- Invest in people and facilities that IGNITE experiential learning

FACILITY PRINCIPLES

Community

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

This means:

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

FACILITY PRINCIPLES

Future Focused / Adaptable and Flexible

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

This means:

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

FACILITY PRINCIPLES

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:

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

FACILITY PRINCIPLES

Quality and excellence in education

MAPS is committed to fostering quality and excellence in education.

This means:

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

FACILITY PRINCIPLES

Technology

MAPS is committed to supporting evolving learning approaches through technology

This means:

- Support for reliable and agile technology tools
- Support for community and beyond using various online resources
- Providing technology to support integrated learning

FACILITY PRINCIPLES

Safety

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

This means:

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

**Recap of Workshop
ONE**



**Virtual
TOUR**



**Past & Parallel
STUDIES**



**Creating
FACILITY
STANDARDS**



**Think Outside the
BLOCKS**

FACILITY DESIGN STANDARDS

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

DEFINITIONS OF ZONES

1. BUILDING

Organization and design of the individual buildings;
their internal circulation and spaces

2. SITE

The grounds area outside the building, including drives,
parking, fields and landscaping

3. INTERIORS AND FINISHES

Fine scale issues relating to the materials and fixtures of
spaces within the building

4. SYSTEMS

Various infrastructure systems which operate within the building -
mechanical, electrical, communication, technology

5. COMMUNITY/OFF-SITE

Community based learning environments, or other environments
not physically located at an MAPS facility.

Building

1. Basic Learning Space
2. Varied Space for Program Delivery
3. Student Gathering Space
4. Whole-School Assembly Space
5. Integrated Learning
6. Specialized Lab Space for Program Delivery
7. Shared Space for Programs
8. Special Services Needs
9. Space for Young Children and Parents
10. Places for the Individual
11. Space for Activities
12. Staff Resource Space
13. Adult Learning Space
14. Daylighting and Views
15. Accessibility
16. Community Services Centers
17. Safety
18. Clear Main Entry
19. Welcoming and Respectful Main Office
20. Health Services Space
21. Facilities for Library/Media /Information Centers
22. Food Service
23. District Administration
24. Technology Space
25. Storage
26. Plumbing Core
27. Building and Energy Codes

Site

- 28. Safe and Accessible
- 29. Traffic Control
- 30. Parking and Service Access
- 31. Landscape Character
- 32. Safe Outdoor Play
- 33. Outdoor Learning Settings
- 34. Planned Expansion
- 35. Permanent Facilities

Interiors and Finishes

- 36. Flexible/Adaptable Space
- 37. Appropriately-Scaled Space
- 38. Signage and Display
- 39. Experiential Interiors
- 40. Furniture and Finishes for Learning

Systems

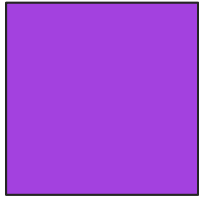
- 41. Quality HVAC/Plumbing
- 42. Ample Electrical Service and Systems
- 43. Technology Infrastructure and Hardware
- 44. Technology Enhanced Systems

Community / Off-Site

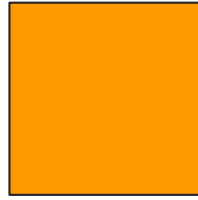
- 45. Off-Site Learning Settings
- 46. Joint-Use Facilities
- 47. Connections between School Sites

**THINK OUTSIDE
THE BLOCKS**

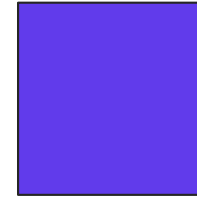
BLOCK COLOR KEY



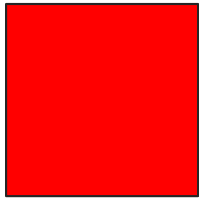
learning space



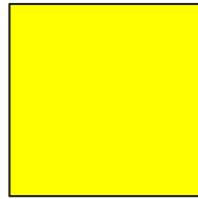
staff/admin.



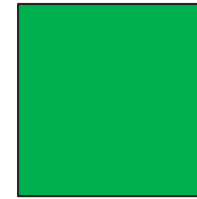
specialized learning
space e.g. science, art



small/medium
group space

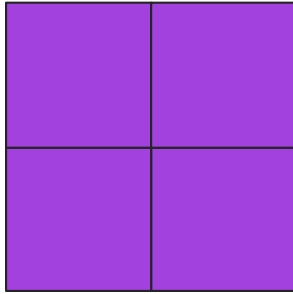


gym/café/media
center/performance

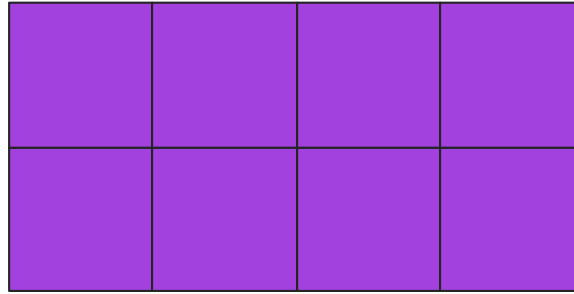


special ed.

KIT OF PARTS



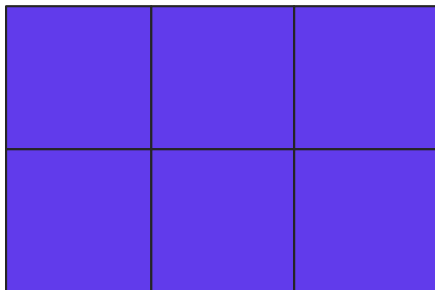
learning space



double learning space



staff collaboration +
administration



specialized learning space



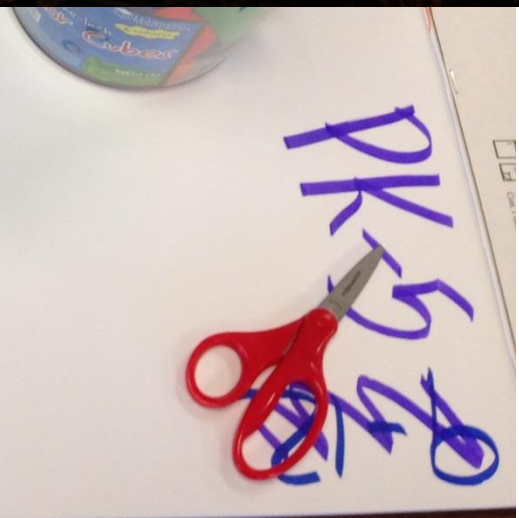
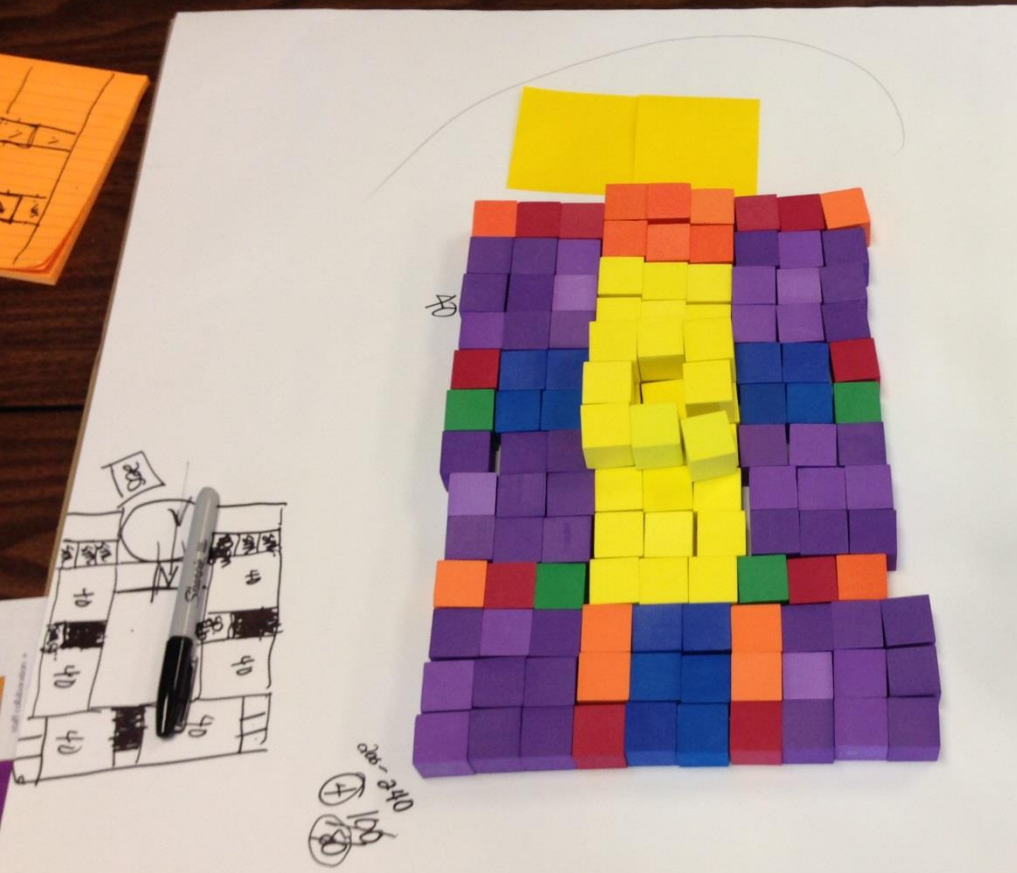
small
group



medium
group



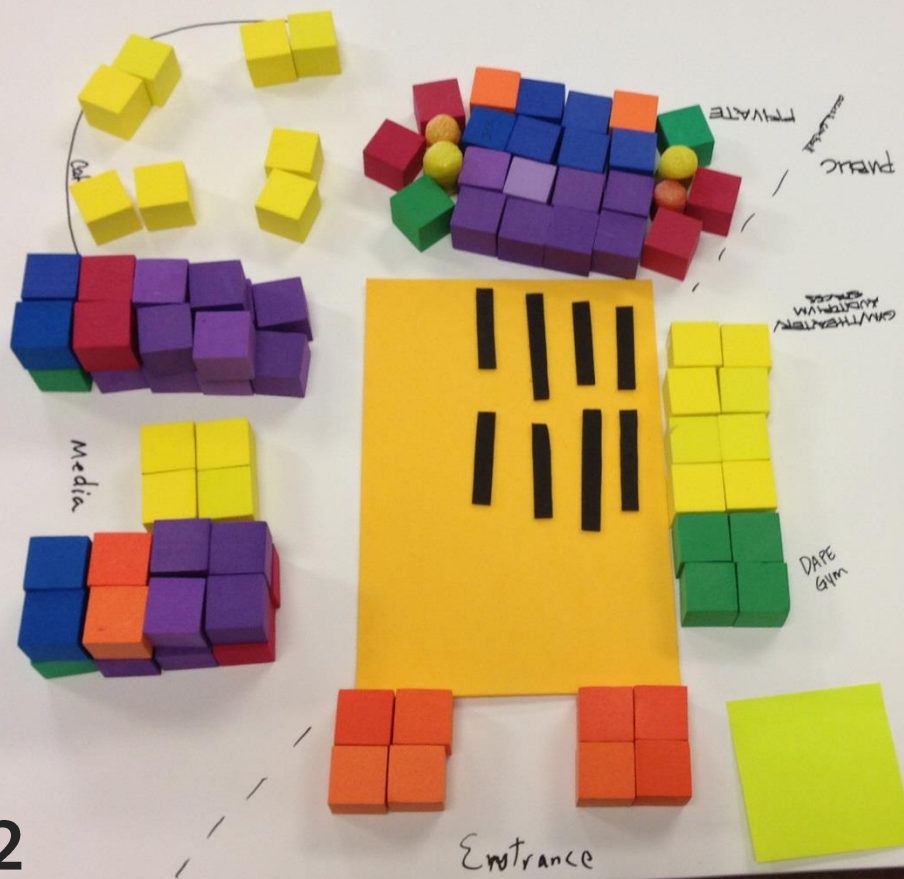
special ed.



GRADES PK-5

3M

9-12



9-12



I. Access (control) entrance

- A. Main office (control) entrance
1. secondary
2. community events
3. welcoming space

B. Open space (center)

1. high funnel three
2. tables centered
3. ability to access all other space
4. safety/access hand wash

C. Learning spaces (Reading Area)

1. traditional learning spaces (stacked tables)
2. specialized learning spaces (PBL/ breakout)
3. small group (PBL/ breakout)
4. small group (PBL/ breakout)
5. shift spaces
6. shift spaces
7. in per storage

multi-use area

1. 1. in per storage
2. 2. in per storage
3. 3. in per storage
4. 4. in per storage
5. 5. in per storage
6. 6. in per storage
7. 7. in per storage

COMMON THEMES

- Community Friendly
- Light
- Secure
- Inviting
- Active
- Sharing
- Flexible
- Student friendly
- Sprinkling of Activities
- Display
- Flow
- Cost Effective
- Intergenerational
- Community Spaces
- Innovative
- Common Areas
- Different levels of Community at different scales Linking to specific space for Community Partnerships to attract more of the Community
 - Reference models in North Dakota
 - All Ages
 - YMCA/City/District
- Team with Businesses

GAP ANALYSIS

KEY

GREEN - MEETS OR EXCEEDS STANDARDS

YELLOW - WORKABLE

RED -- DOES NOT MEET STANDARD

BLUE -- NOT APPLICABLE



Application of Standards in Planning: Gap Analysis

13. Adult Learning Space	3	1	5	3	1	1	3
<i>Provide space to allow for education of adults, both employees of the district and community members. Spaces should support Professional Learning Community (PLC) activities and learning. Schools should serve as a professional development “home” for staff.</i>							
14. Daylighting and Views	1	5	4	3	3	1	2
<i>Rooms that house people should have windows for connection to the outside and for natural light. Designs must consider security and control of light, glare and heat gain/loss. Incorporate windows to other spaces for distribution of light and visual connections.</i>							
15. Accessibility	5	5	5	3	5	5	3
<i>Each facility should apply the concepts of Universal Design as well as meeting ADA requirements, to make accessible features useful for all. Modify existing buildings to remove barriers to public spaces and provide convenient access to all levels as a first priority.</i>							

KEY

GREEN - MEETS OR EXCEEDS STANDARDS

YELLOW – WORKABLE

RED -- DOES NOT MEET STANDARD

GROUP WAS BROKEN UP INTO TEAMS, AND WERE ASSIGNED SEPARATE BUILDINGS, WITH THE PURPOSE OF IDENTIFYING THE PRIORITIES IDENTIFIED WITHIN EACH BUILDING'S GAP ANALYSIS. THE FOLLOWING PRIORITIES ARE A RESULT OF THIS EXERCISE.

GAP ANALYSIS- PRIORITIES



Robert ASP and Ellen Hopkins Elementary

- Inadequate Storage
- Classroom
- Support (Tech resource rooms)
- Move Students to new school
- Safety – entrance and facility access
- Restrooms (inadequate)
- Cooling (Mechanical systems) – not balanced
- Hopkins parking (in/out)
- Lack of Flex (Furniture)



GAP ANALYSIS- PRIORITIES



S.G. Reinertsen Elementary

- Storage Space
- Overcrowded – used gathering space for classrooms
- Traffic Area – Student pick-up and bus drive conflict

Probstfield

- Varied spaces for different teaching and learning needed
- Spaces for young learners and parents – need gathering spaces
- Collaborative spaces
- Safety – clear main entry; long way to office
- Accessible outdoor play
- Positives: larger classrooms with bathrooms; green space



GAP ANALYSIS- PRIORITIES



Horizon

- Need adequate commons area
- Furnishings – variety in common areas and learning spaces
- Performance area
- HVAC – air-handling
- Outdoor learning

Moorhead High School

- Safety/Welcoming, clear main entry (includes parking lot)
- Student gathering spaces and flexible learning spaces with variety of furnishings
- Natural light, Boiler (mechanical efficiency)
- Dated building appearance (interior, exterior, landscaping/signs)
- Inconsistent staff resource/collaboration space
- Food service
- Reduce space used in Sports Center



GAP ANALYSIS- PRIORITIES



Red River Adult learning Center

- Lack space for front entrance
- Lack gathering space
- Flexible learning spaces
- Adequate sized learning spaces
- Gym



DESIGNING A DISTRICT

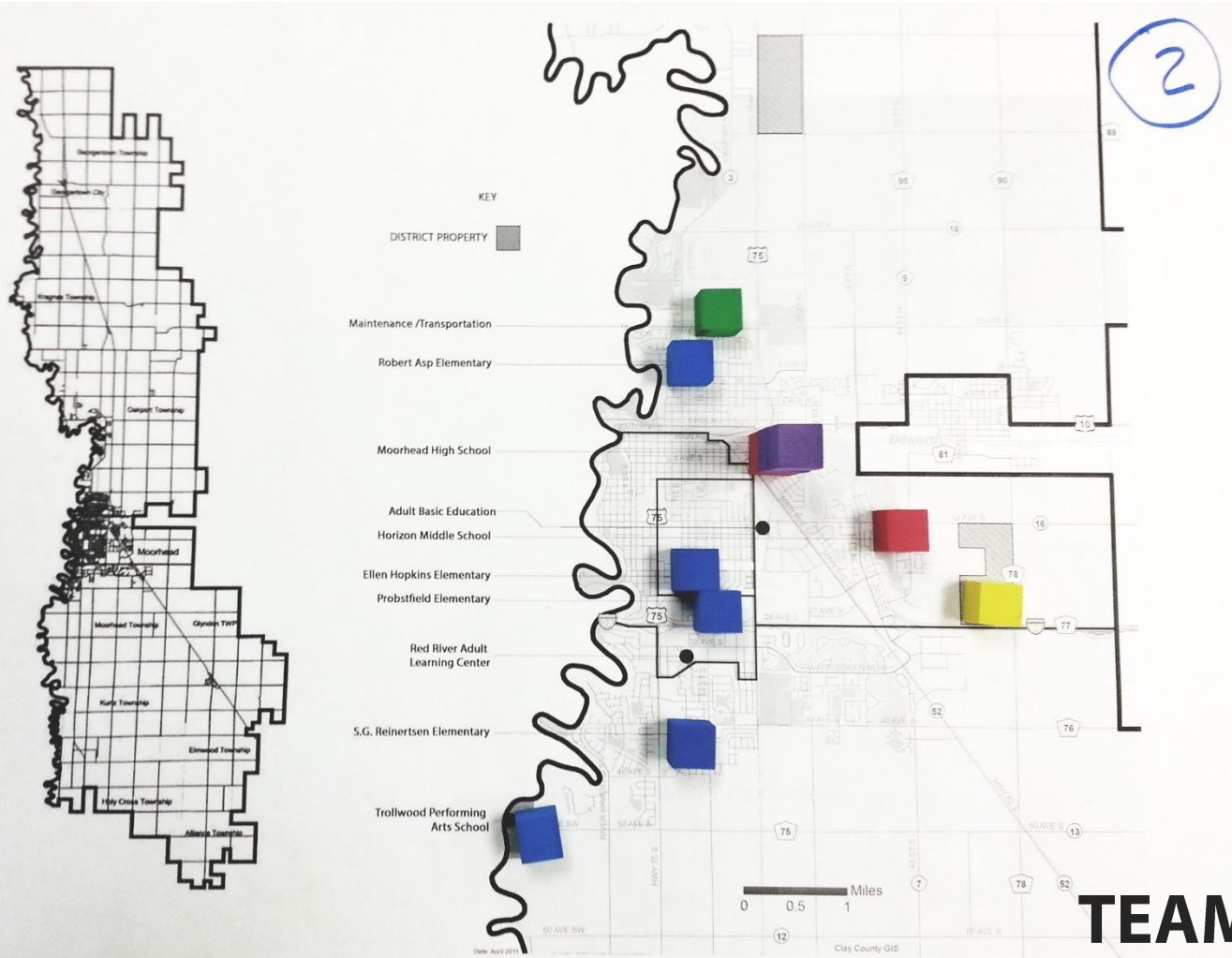
THE TASK FORCE WAS BROKEN UP INTO TEAMS, AND WERE PROVIDED WITH A DISTRICT MAP AND COLORED BLOCKS REPRESENTING THE DISTRICTS FACILITIES. COLORS WERE AS FOLLOWS:

- ELEMENTARY SCHOOLS AND PROBSTFIELD**
- MIDDLE SCHOOL**
- HIGH SCHOOL**
- RRALC AND ABE**
- TRANSPORTATION**

THEY WERE ASKED TO REDESIGN THE DISTRICT TAKING INTO CONSIDERATION THE FOLLOWING: THE SHARED FACILITY VISION STATEMENT, THE DISTRICT MISSION, THE FACILITY PRINCIPLES AND THE GAP ANALYSIS PRIORITIES. THE FOLLOWING IMAGES ARE A RESULT OF THIS EXERCISE.

DESIGNING A DISTRICT

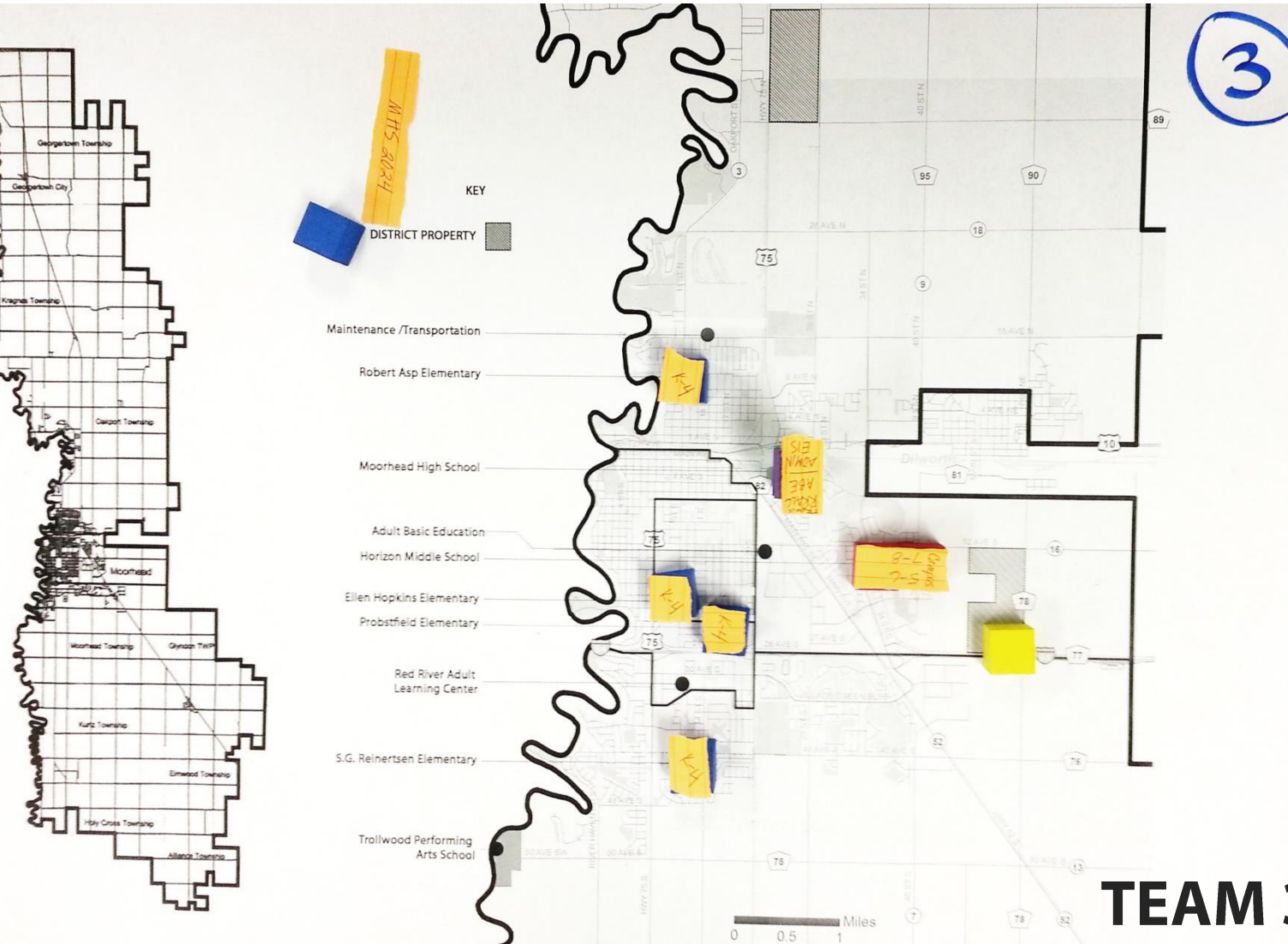
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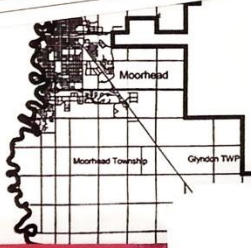
TEAM 2



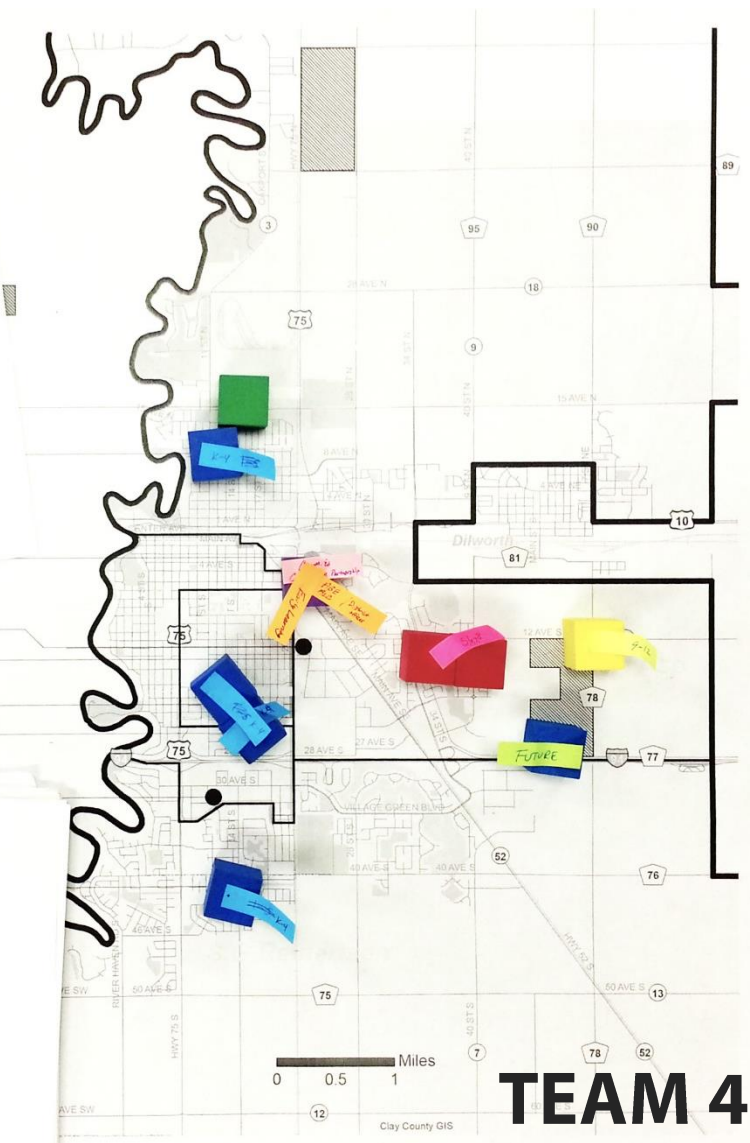
DESIGNING A DISTRICT



DESIGNING A DISTRICT



- Adult Basic Education
- Horizon Middle School
- Moorhead
- Wiggins Elementary
- Wiggins Field Elementary



2024 - 600 per grade level
 1-5 50K

- Past work honor 1/3 600
- min transition 78 00
- one high school High 2400
- prefer K-12 in elem Middle 2400
- hit by industrial area Elem 2400
- equity access 2400
- 600 students per grade 2400

600
2400
41300
14

TEAM 4



COMMON GROUND BY 2024

AFTER THE EXERCISE AND PRESENTATION THE TASK FORCE TOOK A BRIEF MOMENT TO REVIEW THE SIMILARITIES WITHIN THE DIFFERENT SOLUTIONS, THE FOLLOWING ARE A LIST OF THE ITEMS THAT FELL INTO THE CATEGORY OF COMMON GROUND:

- **REPURPOSING OF HIGH SCHOOL** (SOLUTION VARIED LISTED BELOW)
 - DISTRICT OFFICES/SERVICES, TRANSPORTATION, COMMUNITY CENTER AND ADULT LEARNING FACILITIES
 - NEW MIDDLE SCHOOL
- **(4) ELEMENTARY SCHOOLS**
- **(2) MIDDLE SCHOOLS**
 - HORIZON MIDDLE SCHOOL TO RECEIVE NEW PERFORMING SPACE
- CONSIDERATION OF A NEW HIGH SCHOOL

REFLECTIONS

Next Steps...



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