TO: Instruction and Curriculum Advisory Committee

FROM: Dr. Jeremy Larson, Assistant Superintendent of Learning and Accountability

DATE: December 4, 2020

RE: December 10, 2020 Meeting

The Instruction and Curriculum Advisory Committee (ICAC) will meet on Thursday, December 10, 2020 at 7 a.m. in the Board Room at the Moorhead Schools Operation Center.

7:00-7:05	1. Introductions
7:05-7:10	2. Minutes from October 8, 2020 (Attachment A)
7:10-7:20	3. AVID Update – Brandy Haugen and Angela Jelinek (Attachment B)
7:20-7:35	4. Achievement & Integration - PEER Teacher Program Update – Joanna Struck (Attachment C)
7:35-7:50	5. Achievement & Integration - BARR Update – Rachel Lerum and Spencer Stowers (Attachment D)
7:50-8:00	6. Moorhead Area Career Academy Pathways – New Course Proposal – Josh Haag (Attachment E)
7:50-8:00	7. Moorhead High School Design Update – Jeremy Larson (Attachment F)
8:00-8:05	8. Other

Future Meetings: January 14, February 11, March 11, April 8, and May 13, scheduled in the Board Room at Moorhead Schools Operation Center.

Instruction and Curriculum Advisory Committee
October 8, 2020 Meeting Minutes

Members Present: Jeremy Larson, Tanya Ochoa, Josh Haag, John Wirries, Carol Ladwig, Cassidy Bjorkland, Teresa Shume. Donna Norquay, Angela Doll, Bill Tomhave **Members Present Remotely:** Brandy Haugen, Chizuko Shastri, Joelle Hofer, Kathy Hunstad, Rachel Stone, Julie Wellnitz, Tony Huseby

Guests: Kristin Dehmer

1. Approval of Minutes from September 10, 2020

Donna Norquay motioned, Carol Ladwig seconded to approve the minutes as changed. Motion carried.

2. District Financial and Enrollment Update

Kristin Dehmer, executive director of human resources and operations, reported the opening enrollment was 7,153 students, which is 66 students more than the 2019-20 opening day and 314 more students than were enrolled at the end of the 2019-20 school year. The Spuds Academy enrollment on opening day was 1299 students, but there was some fluctuation in and out of that program. Our largest classes are the 5th grade class at 624 and the 1st grade class at 603 students. The smallest classes are 10th grade at 494 and 11th grade at 508 students.

There was a question if the number included early learning services and it was stated that it is for grades K-12 enrollment. Joelle Hofer, early childhood coordinator, noted that currently in Jumpstart there are 150 students enrolled in the 4 year old program and 90 in our 3 year old jumpstart classes. It is down from last year but to be expected with families choosing to keep kids home.

Dehmer went over highlights of the annual operating plan. The general fund revenue was $93.9 million and expenditures were $95.5 Million. She stated the reason for expenditures being higher than the general fund was due to construction of the Operation Center.

Dehmer went over the food services budget and stated they can also use those funds for equipment, staff and construction of kitchens in buildings . There was discussion on how COVID affected the food services budget. Dehmer stated starting in March of last year we were allowed to use the Summer Food Program to provide meals for all Moorhead students. All students had the opportunity to receive meals, not just free and reduced students. The number of meals were kept track of and we were reimbursed by the state.

Activities funds are under board control this year. She stated there have been changes on how funds are spent and they need to be used for items directly related to students.

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3. Update on Moorhead Area Career Academy

Josh Haag, principal of career academy and alternative education, stated construction started in August and they are in the process of working on the inside of the building. The outside of the building is being painted and there will be all new windows and doors installed. The goal is to open fall of 2021.

Haag went through the blueprint of the building and some of the programs that will be offered at the career academy. There will be an onsite clinic and daycare that will help support the health, early childhood and CNA classes that will be offered. The daycare will be open for both students and the public. M-State is interested in moving their CNA program over to our building which would allow our students to have access to the CNA program and all the equipment.

The Alternative Learning Center will move to the upstairs area of the building and will have their own space for their classes. They will also have access to those electives offered at the career academy. The building will also have a gym for the ALC students to use along with a weight room for classes.

Haag said some of the classes coming over to the Career Academy are already offered at the high school but there will be some new offerings as well. He said they are working on the possibilities but with the situation that we are in there is not enough time to have all new course selections next year. The plan is to phase in new classes over the next 2-5 years. The goal is to create something for our students that gives them opportunities to check out different career opportunities.

There was some discussion about M-State and possibly working with them. An example was the diesel program and how we could pair up with either students or teachers. M-State state is very open to working so that we are both getting the best opportunities for our students.

Jeremy Larson, assistant superintendent of learning and accountability, noted that they are hoping to bring some of the new ideas for classes to the ICAC committee in December so that we are ready for kids to start registering in February.

4. Library Services and Technology Act Grant (LSTA)

Julie Wellnitz, media program manager stated the goal of the LSTA grant is to work towards culturally competent libraries to reflect the diversity of the school and the community. She said they are hoping to empower students as library users and to help make students more empathetic to diversity issues throughout their lives.

During the 2020-21 school year, Moorhead Public School and Concordia College will organize and host a pilot learning project for approximately 50 eighth grade students.

The students are nominated by their teachers or media specialist. The event will bring together media specialists, librarians, teachers and students from MAPS and Concordia College to implement a collaborative learning experience in cultural competency, diversity, equity, and inclusion. Each student will receive a book of their own and will be asked to read and study that book. At the end of the pilot, students will have a project to convey their learning about cultural competency in reading and writing.

The pilot project will have eight major meeting dates throughout the year. All of the meetings, training with students, and events will be held on Concordia Campus or via Google Meet, depending on COVID. There is a budget for food for the meetings and also to compensate teachers for their time in facilitating the workshop and extra time spent on this project.

5. Spuds Academy Update: Edgenuity Courses

Larson went over some of the courses that are offered through Edgenuity for grades 7-12. The courses are Minnesota created courses that are based on Minnesota standards. Tony Huseby, supervisor of distance learning, worked with the buildings and the counselors to try to align what classes the high school students had requested. There were some electives at Moorhead High that were not available on Edgenuity so we purchased all of the electives that they offered to give the students some other options. For the classes that are not offered they worked with the families to give the students some other options that they could take. They also worked to make sure AP classes were available in Edgenuity.

There was a discussion to whether or not some of these classes would be offered in the Career Academy. Larson stated the district would like to explore being our own online vendor, but this was purchased specifically for the online option for this year.

There was a question on how we are going to track and ensure the quality of the instruction for this program. The district hired 23 Moorhead staff to run our Spuds Academy and to provide support for the students. The teachers created daily live sessions for students to interact with the teachers to try and make some personal connections. There is also a progress reporting built into Edgenuity so we can keep track and visit with the families on the students progress.

6. Other

There was a question about the LSTA grant and if the students who will be working with the grant have already been chosen. Julie Wellnitz stated they are working with the 8th grade teachers to have them chosen by the next week.

The meeting adjourned at 8:19 am

AVID Update

Brandy Haugen & Angela Jelinek

What is AVID?

Advancement
Via
Individual
Determination

★ College, Career, and Life Readiness
★ Voluntary participation
  ○ *Individual Determination*
★ Students who have the potential, just need the support
★ Skills focused, awareness oriented
  ○ College Tutors & Tutorials

———

Two Components to AVID

AVID Elect

★ A year long class to help selected students.
★ Has it's own dedicated curriculum that runs 7-12 and even into elementary if implemented
★ Has proven success at a regional, state, and national level.
★ Growing support worldwide
★ Creates a sense of community for this group of kids.

AVID Schoolwide

★ Research based strategies for all students to close the achievement gap by providing rigorous instruction. .
★ Staff members are trained and provided ongoing PD in the strategies.
★ A data gathering system called the CCI is utilized by each site to determine equity and improve practices.

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Horizon East

★ 8 AVID Classes; 7 teachers
  ○ 3 7th Grade classes: # students
  ○ 3 8th Grade classes: # students
  ○ 2 AVID Excel classes: # students
★ Out of #, # of staff that are AVID trained
★ Work on skill building such as:
  ○ Writing: Informal & formal, Essays, personal responses & reflections, note-taking
  ○ Inquiry: Asking questions, advocating for themselves, research skills
  ○ Communication: Emails, Public Speaking, Participation
  ○ Organization & Time Management: Planners, Binders, Google Drive
  ○ Reading: Non-fiction & informational texts; Book study (to begin 2021-2022)
★ Community Involvement:
  ○ Concordia College Campus Visit
  ○ Elementary Volunteers (Postponed due to covid)

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Moorhead High

- ★ 7 AVID Elect Sections:
  - ○ 2 Freshman, 2 Sophomore, 2 Junior, 1 Senior
- ★ Graduated 3 senior classes
  - ○ 95% of seniors accepted into a 4 year college
  - ○ 2 -4 students each year have received full ride scholarships
    - ■ 2 Recipients of the Concordia Community Access Scholarship
  - ○ Many others received scholarship money to help pay for college
    - ■ 2 Recipients of the Dell Scholarship
- ★ Had many special events for students and parents
  - ○ Homecoming parade float, Parent Night, T shirt making, Senior Night
- ★ Hosted School Wide College and Career Fairs monthly last year.

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District Efforts

★ Collaborative selection process between Horizon West, East, & High School
  - ○ Interview candidates & make selection
  - ○ 6th to 7th grade and 8th to 9th grade
  - ○ Vertical Alignment & Cyclical Skill Building

★ Professional Development & Schoolwide Strategies
  - ○ Note-taking, organization strategies, engagement & collaboration tools
  - ○ WICOR Wednesdays
  - ○ AVID for All @ East

★ Monthly Coordinator Meetings

★ Summer Institute Attendance & Collaboration

Future Planning

★ AVID Module Presenter Training
  ○ Hosting professional development for our district and others in the area
★ AVID Implementation at 5-6 grade
★ Collaboration between AVID students
  ○ Tutors
  ○ Volunteers
★ Parent/Student involvement in Site Team
★ Return to getting students on College Campuses through Field trips
★ Return to having guest speakers join AVID classes to share careers and wisdom

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Email Quote

Hello Mr.Ammerman,

I hope this message finds you well. It has been awhile since we have spoken! I have been working on my resume to prepare for the College of Science and Engineering Career Fair next week. During this process, I could not help but think back to the time you put in helping us draft our resumes. I just wanted to say thank you for all that you have done and continue to do, and that you were on my mind this morning. I have attached my resume to this email, if you care to use it as an example for your class! Additionally, I think you would be thrilled to hear that I continue to use the same binder system in College as I did in AVID; I've found this method works best for me. If there is anything I can do to provide resources or insight for you or to your classes, please let me know!

Best Regards,
Clay Hall

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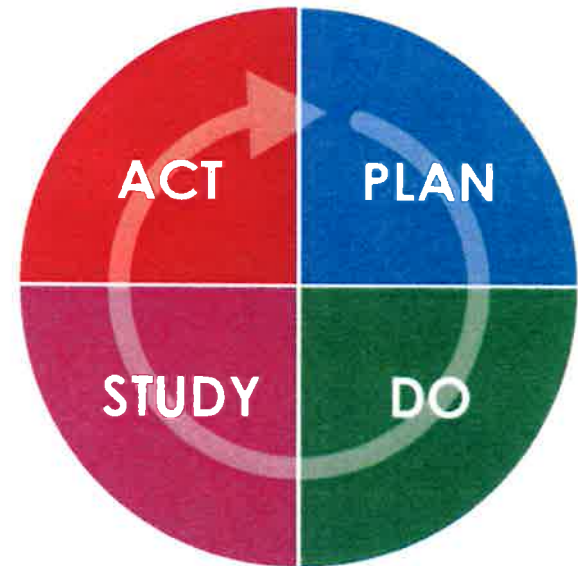A and I Strategy for Instruction and Assessment:

PEER Partnerships

Partnering for **E**quity, **E**ngagement, and **R**igor

What is a PEER Teacher?

Partnering for
Engagement,
Equity and
Rigor

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Christa
Burson
DDE

Jessica
Rieniets
HOPK

Ondrea
Cook
HZNW

The
P
E
E
R
Team

Joanna
Struck
DDE

Maggie
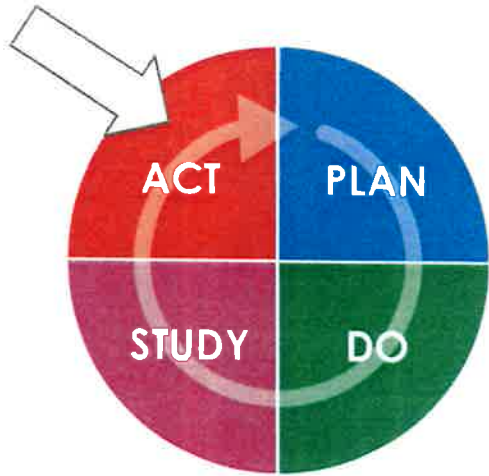Thoreson
HOPK

Joni
Jensen
ASP

Shannon
Rieder
SGR

Kari
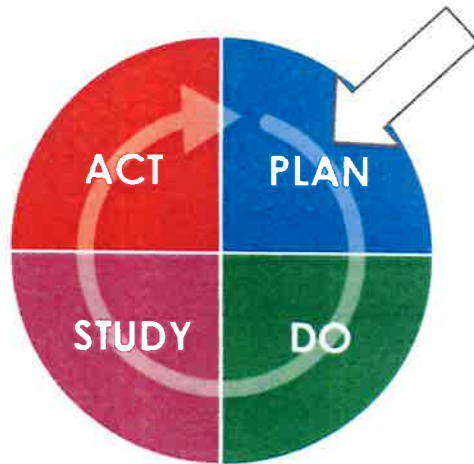Yates

3

Let's Take a Closer Look...

Act:

We initiate a <u>P</u>artnership because *we* are thinking about _____ to increase student success. Commit and Collaborate.

A closer look...

- 3rd grade teacher inquires about a partnership
- Content: Word study
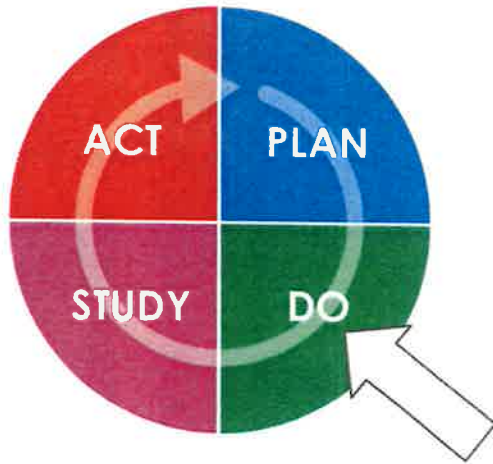- Balance: rigor of grade level content vs. support level of students

Plan:

We make a plan focused on **E**ngagement, **E**quity, & **R**igor.

A closer look...

- Plan to collect data
- Plan path of instruction
  - ○ Support students who need it in small group
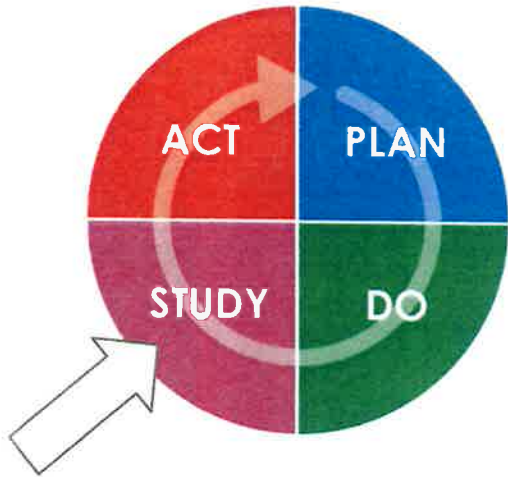 - ○ Whole group grade level content
  - ○ ENVoY, choice

Do:

We gather baseline data. *We* carry out the plan together. Co-teach. Celebrate. Notice. Discuss. Observe. Reflect. Plan.

A closer look....

- Collect and analyze data: use to make decisions
- Word study plan for instruction
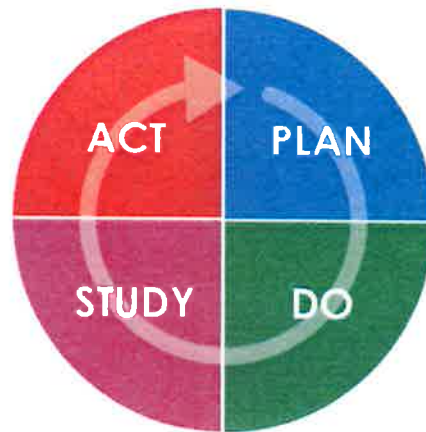- Embed choice, routine, pacing, small group support
- ENVoY

Study:

We collect data. *We* ask: What are the results for students? What can *we* celebrate, refine, try next? What did *we* learn?

A closer look...

- Collect data again
- Analyze and notice impacts with regards to EER
- Celebrate: routine, quick and engaging content
- Plan for follow-up

Share successes. REPEAT.

PEER Partners in the Hybrid Learning Model

19-20	20-21
4 rounds of 8 weeks 1-3 teachers per round - Ongoing ENVoY PD - Lead learners	3 rounds of 12 weeks 1-2 teachers per round - Ongoing ENVoY PD - Lead learners - Engagement in new normal - Family engagement - Problem solving relative to offsite learning

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Footprints...

- The power of developing sustaining routines
- Strengthened relationships with students and among staff
- Implementation and practice of strategies
- The power of collaboration
- Empowered classroom teachers
- ENVoY
- Impact on equity, engagement and rigor

PEER is...

- An innovative practice
- A learning process
- Refined as we go
- Adapted and grown with and through everyone who participates.

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Horizon East, Moorhead HS, Spuds Academy Update

Horizon East - Year #2 of Implementation
BARR Structure - Same, but different

Theme of the Year? Relationships!

- Use of ITime to foster a climate for learning
- Regular meetings of teacher teams
- Regular Risk Review meetings
- Focus on the Whole Student

East ITime Structure and Adaptations

Efforts to keep SEL a priority during hybrid learning

Lesson presentation adapted to learning environment

Virtual lessons for distance learning adapted by BARR program

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East Structure and Adaptations of Meetings

- Intentional scheduling
- Flexibility of meeting type
- Consistent language
- Wrap around approach at Big Block meetings
- Risk Review has remained unchanged

East Efforts -to Focus on Whole Student

Success of transitioning data

Support in school and at home

BARR Student Survey priority

Additional efforts in advising

    One Minute Meetings

    Advising Student Conferences

High School and Spuds Academy Year #1 Implementation
Evaluate Data - Intentional Scheduling - Consistant Google Meet Schedules

Teacher Blocks	Big Blocks
BARR Coordinator	BARR Coordinator
Teacher Houses (English, Science, Social)	Teacher Houses
4 Total House 9th Grade High School	Social Worker
1 House 9th Grade Spuds Academy	Student Wellness Facilitator
1 House Middle School Spuds Academy	Counselors
	Site Administration
	Counselors
	Liaisons and other Support Staff

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Risk Review Team

BARR Coordinator

Big Block Team without Teacher Team

Chemical Health Specialist

Community Resources:

https://docs.google.com/spreadsheets/d/1Dp9B7mN8P6A3Od0RePKkBIM_qxHXzO7F2lxFsYr-0WU/edit#gid=1935983298

I-Time

Focus on Whole Student

Lesson Presentation adapted to learning environment

Intentional Observation of Students
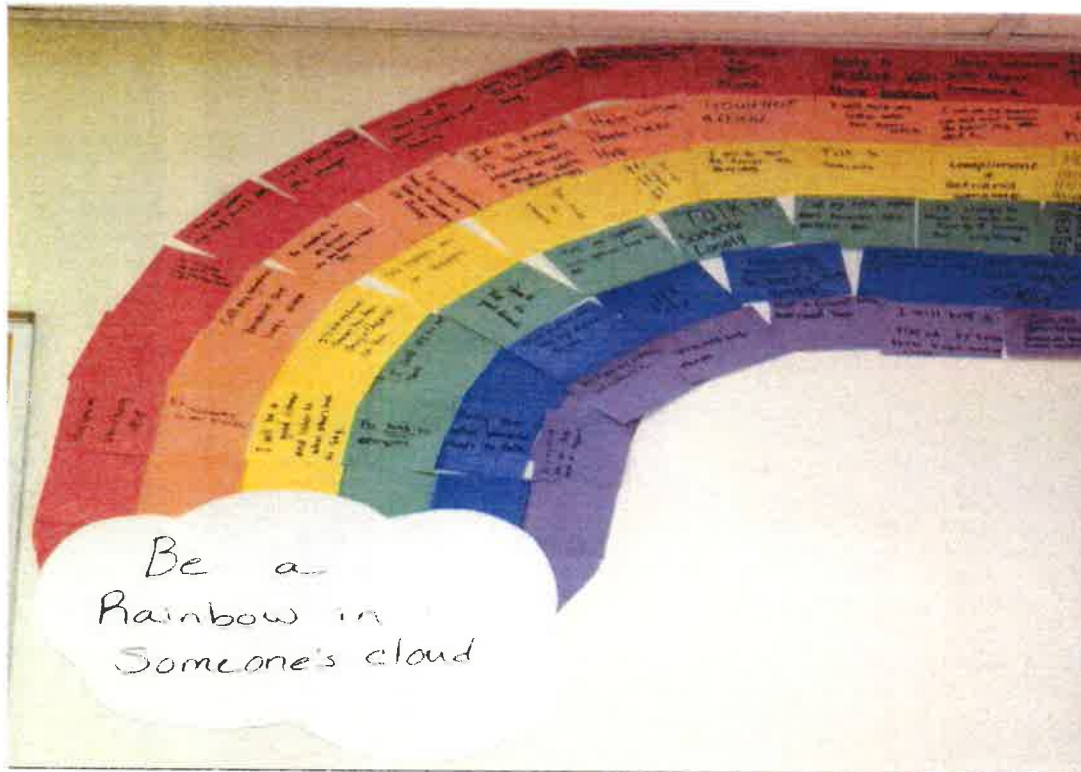
In Person during Hybrid - Virtual during Distance Learning

Smart Goal Example: Google Form

Next Slide (Session 1 A Rainbow in the Clouds)

Session 1 A Rainbow in the Clouds

Be a Rainbow in Someone's cloud

How its working - Hybrid/Distance Learning

Goal: Reduce Failure Rate and Increase Graduation

EL Priority (Vian Mustafa our EL Liaison has been awesome)

Failure Totals Evaluated Weekly (data will determine interventions)

PRE ACT (10th Grade): Common Assessment - Materials Ordered

Collaboration that Wouldn't Be Possible Otherwise (All Resources Coming to The Table Every Week with Intentional Meetings)

Are Students Connected? (provide support)

Spud Postcards (students whom have made a turnaround)

Academics and Attendance (interventions through communication/support)

Focus on Whole Student

Success of Transitioning Data

Support in School and at Home

BARR Student Survey

Loom Videos sent to all 9th Grade Students (Success Strategies and BARR Intro)

Pledge to Graduate (9th grade students will sign when we retu

CLASS OF 2024
PLEDGE TO GRADUATE

BARR
Same Students. Same Teachers.
Better Results.

MOORHEAD
Spuds M

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Background: a template will help educators begin pathway development with the end in mind. What does it mean to begin with the end in mind? It means to "Understand the **end** result. **Begin with the End in Mind means to begin** each day, task, or project with a clear vision of your desired direction and destination, and then continue by flexing your proactive muscles to make things happen."

The driving question is what is the end result of each pathway? How will we define that "end" for each pathway and then build toward it over the next four years?

Goals: this template will be a tool to be used by each pathway committee to define the pathway for students. Finalized charts will sit in the student Course Registration book.

Definitions:
- Pathway:
- Exploratory: courses at the exploratory level offer a general, broad overview of the pathway and be experiential in nature.
- Investigative: courses at the investigative level offer a deep dive into specific knowledge, attitudes, skills, and habits needed in this career field.

Framework: courses are not restricted by student's age or grade level or status requiring additional support, such as EL, special education, etc. When a specific, defined skill progression exists, a course at the investigative level may require that students first take an exploratory course. However, there is no general expectation that every pathway will require exploratory courses prior to entrance into investigative courses.

Pathway Name: ALC
Specific careers to be reviewed within this pathway across all courses/experiences:
Administrative Portfolio holder: Andrea Thiner
Pathway teacher lead: Amy Serck
Name and define in a sentence each exploratory course(s) within this pathway and show the (anticipated) year the course will be deployed. This table expands from the cursor in the far right box by right-clicking and selecting "insert row below".

Course name	Description	Year of deployment
Food Geography (1 Credit)	This course will combine the standards for World Geography and Food Science to allow students to learn about the world they live in with a specific emphasis on food cultures worldwide and then apply that knowledge by creating those foods themselves.	2021

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Name and define in a sentence each investigative course(s) within this pathway, including internships. This table expands from the cursor in the far right box by right-clicking and selecting "insert row below".

Course name	Description	Year of deployment

Specific credentialing (if any) within this pathway, signaling full pathway completion:

Is this course part of the National Technical Society?

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2020-2021 New Course & Renamed Courses--Business Department

NEW COURSES

Entrepreneurship I
Grades 9-12; 1/2 credit
Block (Quarter)

In this course, students explore and learn the basics of planning and launching their own successful business. Whether they want to start their own entrepreneurial business venture or create a non-profit to help others, this course helps students develop the core skills they need to be successful. Students will learn what makes a good entrepreneur, how to come up with new business ideas, how to attract investors and create a business plan. The class explores entrepreneurial theory as well as real world situations. Students will read about and hear inspirational stories of entrepreneurs who have turned their ideas into reality as models for planning and executing their own business ideas. If being your own boss is your goal, we can help give you the tools!

Entrepreneurship II
Grades 10-12; 1/2 credit
Prerequisite: Entrepreneurship I (with a final grade of a "C" or higher)
Block (Quarter), This class can be taken multiple times.

If you are willing to take on the challenge of running your own business, come learn the skills needed to turn your business dreams into a reality. Entrepreneurship II expands on the foundational elements covered in the Entrepreneurship I course. Students will work on a variety of projects that focus on the following concepts: innovation, pitching, networking, branding and launching. Students will create and launch a product to be sold in our school store. They will then have the opportunity to evaluate how the product is selling and make improvements as needed. Students will practice critical thinking, problem solving, and innovation in this course.

School Store I
Grades 9-12; 1/2 credit
Block (Quarter)

This course allows students to apply lessons of marketing and business in the operation of a school-based enterprise/school store. Students will be involved in all aspects of business operations: ordering and stocking of merchandise; inventory control; cash register operation; advertising and display; making marketing decisions about products, pricing, and promotion; conducting authentic marketing research and developing a promotional campaign.

School Store II
Grades 10-12; 1/2 credit
Prerequisite: School Store I (with a final grade of a "C" or higher)
Block (Quarter), This class can be taken multiple times.

This course has a specific focus on personnel, marketing, and business operations management functions. Students will perform the following management functions: employee orientation/training, supervising, and evaluating employee performance; evaluate the business' financial operations; and develop and execute marketing plans. A flexible schedule and the ability to work with a variety of people are essential for success in this course.

Digital Photography I
Grades 9-12; 1/2 credit
Block (Quarter)

This course will help students become well rounded in the fundamentals of digital photography. The main areas of instruction will be: how cameras work, manual mode settings, understanding light and strong photographic composition, and how to use photo-editing software for retouching, manipulation and compositing photos. During this course, the students will be photographing a variety of subjects to create a library of photographs to use as lab images.

Spuds Design
Grades 11-12; 1/2 credit
Prerequisite: Digital Design II, Video Productions II, Digital Photography or Web Design II (with a final grade of a "C" or higher)
Block (Quarter)

Spuds Design is a capstone course for students who have taken Digital Design II, Video Productions II Digital Photography or Web Design II. This course will allow students the opportunity to study their favorite design area more in-depth. Students will work with the instructor to create different marketing, promotional and design products based on content and area of interest. Students will gain the ability to juggle timelines for projects, present to clients, collaborate in teams, take creative direction from a mentor and develop rationale for projects. Adobe Creative Suite will be used for projects in this course. Students will learn how to go from a concept to finished product and will gain invaluable professional skills working alongside design and business professionals.

4

MHS/MACA Art Course
Computer Graphic Arts

Students that take this course will explore and gain skills that apply to various computer applications used for creating 2-dimensional art intended for print and/or display in a digital format. Students will work through the MN state standards of art in alignment with MHS visual arts. Projects will be created with practical application for MHS as well as the greater Moorhead area community. Students will learn traditional approaches that can be applied to other art class offerings at MHS. Projects may include but are not limited to Logo Design, Pamphlet Cover Design, Sign Making, Digital Painting, Photo Manipulation, Product Design, Character Design/Development and many more!

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Pathway Name: **Agriculture**
Specific careers to be reviewed within this pathway across all courses/experiences: **Ag Salesman, Agribusiness Operations Manager, Farm Manager, Ag Economist, Ag Technician, Agronomist, Animal Geneticist, Biochemist, Food Scientist, Ag Engineer, Environmental Engineer, Veterinarian, Ag/CTE Teacher**
Administrative Portfolio holder: **Josh Haag/Andrea Thiner**
Pathway teacher lead: **Gabriel Lassila**
Name and define in a sentence each exploratory course(s) within this pathway and show the (anticipated) year the course will be deployed. This table expands from the cursor in the far right box by right-clicking and selecting "insert row below".

Course name	Description	Year of deployment
Intro to Agriculture	**This course is an introductory course where students will gain knowledge in animal science, plant science, soil science, agriculture mechanics, economics/sales,**	**Fall 2021**

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	food science, careers, leadership skills, and FFA opportunities.	
Global Agriculture	**This course will cover a range of issues (social, cultural, ecological) that play an important role in global and international agricultural development.**	**Fall 2021**

Name and define in a sentence each investigative course(s) within this pathway, including internships. This table expands from the cursor in the far right box by right-clicking and selecting "insert row below".

Course name	Description	Year of deployment
N/A		
N/A		
N/A		

Specific credentialing (if any) within this pathway, signaling full pathway completion: **TBD**

Is this course part of the National Technical Society? **Yes**

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Moorhead Area Public Schools
Global Agriculture
Agriculture Combined - 019901
Course Code
Instructor: Gabriel Lassila (Folder #1001957)
Grades 9-12; ½ credit, Block (Quarter)
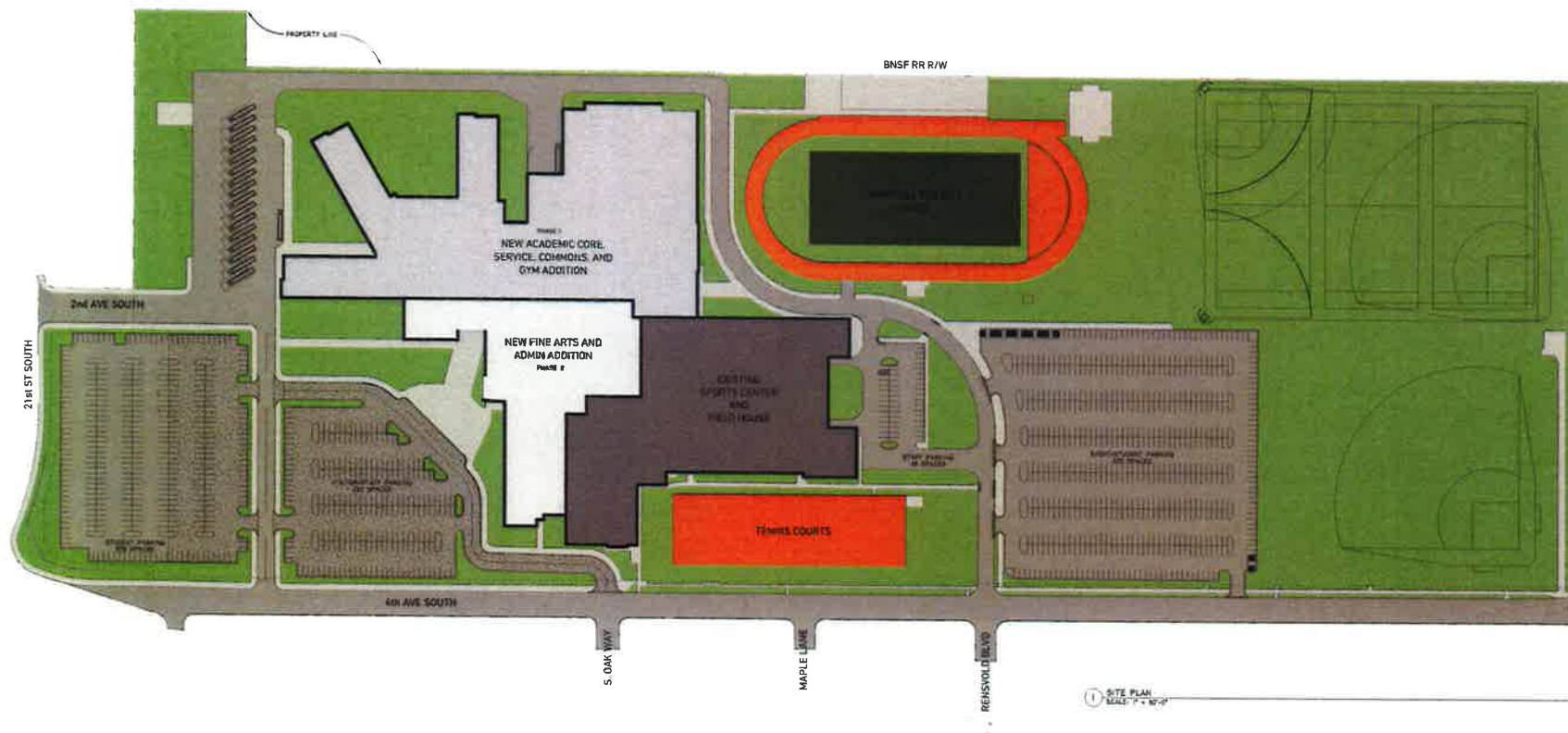**Hours - 62 ½**

Course Description

The Global Agriculture course is designed to take a critical look at the global food, fiber and natural resource situation and the challenges faced by modern agriculture. The basic areas of study include: early agriculture history, agriculture in America, agriculture around the world, careers, current events in agriculture, the future of agriculture, and FFA (career and technical student organization) & SAE (work-based/community learning experiences). Students will be given the opportunity to participate in hands-on learning, through inquiry and experiential learning, as it relates to agriculture around the world. The basics of FFA and SAE will be introduced into this class, but students do not need to be an FFA member in order to enroll in this course.
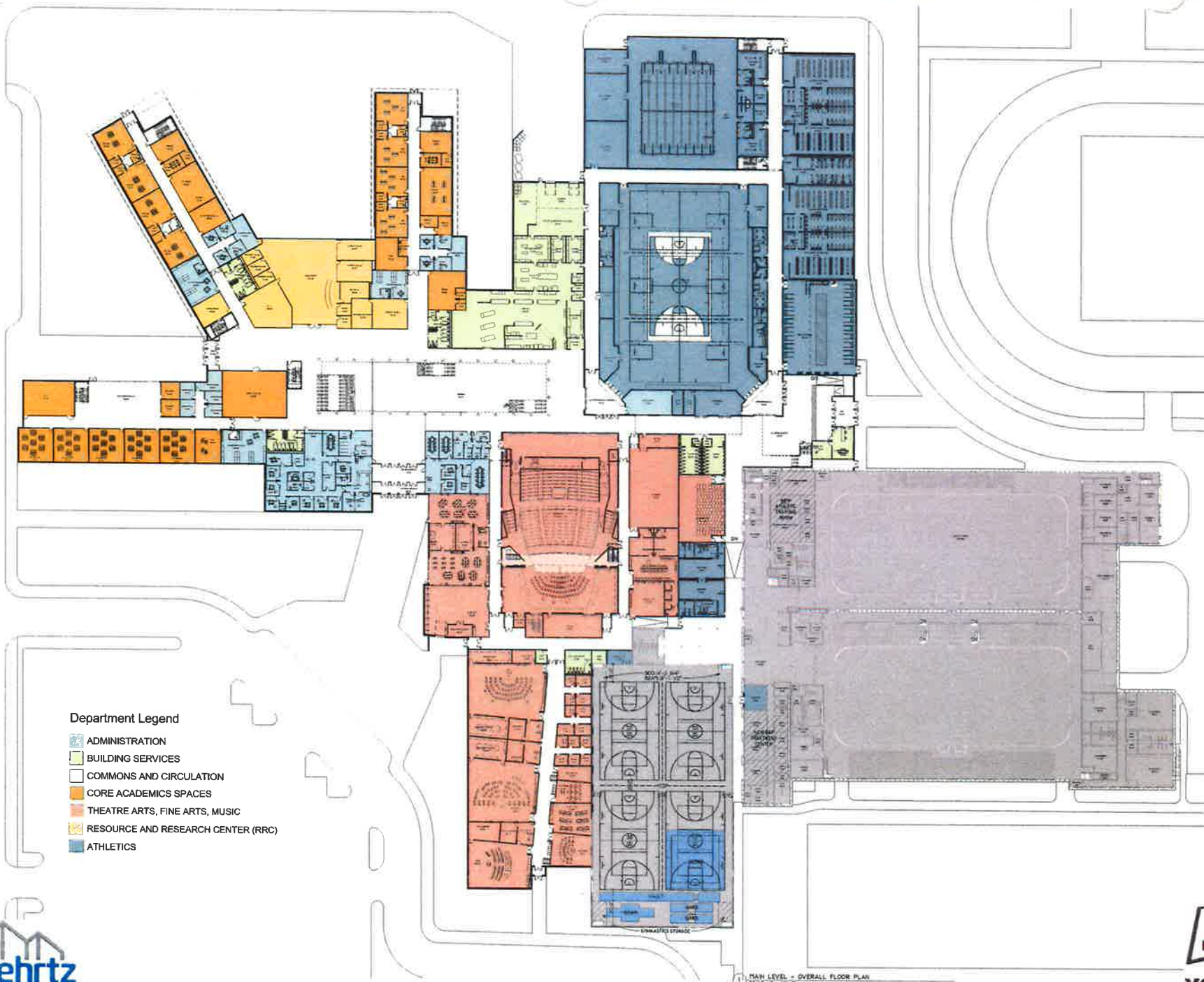
Moorhead Area Public Schools
Introduction to Agriculture
Agriculture Combined - 019901
Course Code
Instructor: Gabriel Lassila (Folder #1001957)
Grades 9-12; ½ credit, Block (Quarter)
Hours - 62 ½

Course Description

The Introduction to Agriculture course is an introduction to the subject of agriculture. This course exposes students to a broad understanding of a wide variety of agricultural areas and develops an awareness of the many career opportunities in agriculture. The basic areas of study include: introduction to agriculture, career exploration, plant science, animal science, forestry, natural resources/wildlife, agribusiness/agricultural economics, agricultural mechanics, and FFA (career and technical student organization) & SAE (work-based/community learning experiences). Students will be given the opportunity to participate in hands-on learning, through experiential learning, as it relates to knowledge and skills in agriculture. The basics of FFA and SAE will be introduced into this class, but students do not need to be an FFA member in order to enroll in this course.

PROPERTY LINE

BNSF RR R/W

2nd AVE SOUTH

21st ST SOUTH

NEW ACADEMIC CORE,
SERVICE, COMMONS, AND
GYM ADDITION

NEW FINE ARTS AND
ADMIN ADDITION

EXISTING
SPORTS CENTER
AND
FIELD HOUSE

TENNIS COURTS

4th AVE SOUTH

S. OAK WAY

MAPLE LANE

REHSVOLD BLVD

SITE PLAN

Department Legend

- ADMINISTRATION
- BUILDING SERVICES
- COMMONS AND CIRCULATION
- CORE ACADEMICS SPACES
- THEATRE ARTS, FINE ARTS, MUSIC
- RESOURCE AND RESEARCH CENTER (RRC)
- ATHLETICS

ZBA ZERRBERG

gehrtz
CONSTRUCTION SERVICES

MAIN LEVEL - OVERALL FLOOR PLAN
SCALE

MOORHEAD
AREA PUBLIC SCHOOLS

2

Department Legend

- ADMINISTRATION
- BUILDING SERVICES
- COMMONS AND CIRCULATION
- CORE ACADEMICS SPACES
- THEATRE ARTS, FINE ARTS, MUSIC
- ATHLETICS

SECOND LEVEL - OVERALL FLOOR PLAN
SCALE 1" = 30'-0"

ZB ZERRBERG

gehrtz
CONSTRUCTION SERVICES

MOORHEAD
AREA PUBLIC SCHOOLS

3

Department Legend

- ADMINISTRATION
- BUILDING SERVICES
- COMMONS AND CIRCULATION
- CORE ACADEMICS SPACES

4

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17

moorhead high school

18

moorhead high school

19