

## **Work Session**

Tuesday, September 5, 2023 4:45 PM

917 Board Room, 130 145th Street East, Rosemount, MN 55068

### **I. Call to Order - Chair Cindy Nordstrom**

### **II. Conduct Pledge of Allegiance - Chair Cindy Nordstrom**

### **III. Integrity: Aligning our actions with our values and beliefs**

#### **III.A. Policies - Supt. Dr. Michael Favor**

*(Integrity)*

- 806 Crisis Management Policy - first and final reading
- 601 School District Curriculum and Instruction Goals - first reading
- 603 Curriculum Development - first reading
- 616 School District System Accountability - first reading
- 620 Credit for Learning - first reading

#### **III.B. Review Goals and Rubric for 2023-2024 - Dr. Michael Favor**

#### **III.C. Review Memorandum of Understanding for Paraprofessional Union - Dr. Melissa Schaller**

#### **III.D. Review Superintendent Annual Performance Summary for 2022-2023 - Chair Cindy Nordstrom**

### **IV. Adjournment - Chair Cindy Nordstrom**



**Intermediate School District 917**

***Purposeful. Personalized. Partners.***

1300 145th Street East, Rosemount, MN 55068 (651) 423-8229 \*

<http://www.isd917.org>

Dr. Michael Favor

TO: School Board  
FROM: Dr. Michael Favor  
DATE: September 5, 2023  
RE: First reading and first and final readings on policies

**The policy listed below is a first and final reading:**

- **806 - Crisis Management Policy.** Annual Review – no changes.

**The policies listed below are a first reading:**

- **601 – School District Curriculum and Instruction Goals**  
Adds definitions; updates WBWF plan; deletes obsolete provisions on reading
- **603 – Curriculum Development**  
Updates District Advisory Committee provisions; deletes curriculum development process (Art. VI)
- **616 – School District System Accountability**  
Deletes “graduation standards”; adds reports; updates District Advisory Committee provisions
- **620 – Credit for Learning**  
Removes online learning (see updated Policy 624); updates definitions; adds health care credit

**806** **CRISIS MANAGEMENT POLICY**

**I. PURPOSE**

It is the policy of the school district to provide a safe and healthy work environment for its staff and students. The purpose of this policy is to direct the superintendent or designee to develop and implement crisis management procedures.

**II. GENERAL STATEMENT OF POLICY**

- A. The Minnesota state legislature has mandated that each public school district has a crisis management plan.
- B. The school district has developed an Emergency Procedures Handbook for each of the sites which provides procedures for responding to a wide range of natural and man-made crisis situations. The handbooks include roles for school district administrators, staff and community/county agencies in addressing emergencies.

**III. POLICY IMPLEMENTATION AND REVIEW**

- A. The Emergency Procedure Handbooks are available for administrator and staff reference in each school/program office.
- B. The school district will conduct reviews of this policy and the crisis management plan, described in the Emergency Procedure Handbooks, as required by state and federal law.

***Legal Reference:*** Minn. Stat. § 121A.035 (Crisis Management Policy)

## **601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS**

### **I. PURPOSE**

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to establish the “world’s best workforce” in which all learning in the school district should be directed and for which all school district learners should be held accountable.

1.

### **III. DEFINITIONS**

- A. “Academic standard” means a summary description of student learning in a required or elective content area.
- B. “Antiracist” means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. “Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- E. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, understanding and skills.
- F. “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job

shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experiences, youth apprenticeship, or employment.

- H. “Institutional racism” means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- I. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- J. “Performance measures” are measures to determine school district and school site progress toward curricular and instructional goals and include:
  - 1. measures that are aligned with what is being taught, collects timely information, and provides meaningful interpretations to the people who will be making decisions.
  - 2. standardized norm-referenced tests, curriculum-referenced tests, ability tests, state-required tests and assessments, and other appropriate performance measures.
  - 3. analysis of the opportunity gap between white students and students of color and other historically marginalized students.
- K. “World’s best workforce” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and student not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

#### **IV. CONTINUOUS IMPROVEMENT PLANS**

- A. Each ISD 917 Principal/Assistant Director shall adopt a comprehensive, continuous improvement plan to support and improve learning and teaching that is aligned with state and federal regulations and includes the following:
  - 1. clearly defined goals and benchmarks for instruction and student achievement for all students;
  - 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness;
  - 3. a system to periodically review and evaluate the effectiveness of all

instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision. 8, or 122A.41, subdivision 5;

4. strategies for improving instruction, curriculum, and student achievement,
5. a process to implement strategies to support students from historically marginalized groups,
6. education effectiveness practices that
  - a. integrate high-quality instruction, instructional and assistive technology, and curriculum that is accurate, antiracist, and culturally sustaining;
  - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
  - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality performance, and effectiveness;
7. a system to periodically review and evaluate the effectiveness of continuous improvement plans, including: instruction and curriculum, strategies and best practices, and student outcomes.

B. Goals for the Continuous Improvement Plan shall include the following:

1. Student Achievement and Engagement,
2. Social-Emotional Learning, and
3. Equity.
4. Every child is reading at their ability level. Students who are not at their ability level are receiving support in achieving their individualized reading goals.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation)

Requirements for Minnesota Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)  
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral) 20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:*** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

## 603 CURRICULUM DEVELOPMENT

### I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum ~~that comply with requirements established by federal and state educational agencies.~~

### II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district. ~~The policy of the school district is to align its curriculum with all federal and state requirements established by law.~~

### III. RESPONSIBILITY

~~A.~~ The Director of Teaching and Learning shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development ~~program~~plan. Timelines shall be determined by the Director of Teaching and Learning that will provide for periodic reviews of each curriculum area.

### IV. District Advisory Committee

A. The school board shall **must** delegate to the Director of Teaching and Learning to establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

A.B. The ~~D~~istrict Aadvisory Ccommittee, to the extent possible, shall **must** reflect the diversity of the district and its school sites, include teachers, parents or guardians, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents or guardians and other community residents shall **must** comprise at least two-thirds of advisory committee members.

B.C. The ~~D~~istrict Aadvisory Ccommittee shall **must** pursue community support to accelerate the academic and native literacy and achievement of multilingual~~English~~ learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.

~~C.D.~~ The **school** district may establish site teams as subcommittees of the ~~D~~istrict ~~A~~advisory ~~C~~committee.

~~D.E.~~ The ~~D~~istrict ~~A~~advisory ~~C~~committee shall **must** recommend to the school board

1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, ~~section 120B.022~~, subdivisions 1a and 1b, and ~~section 120B.35~~;
2. district assessments;
3. means to improve students' equitable access to effective and more diverse teachers; ~~strategies to ensure the curriculum is accurate, anti, and~~
4. program evaluations.

~~E.~~ **F.** School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

## V. Curriculum Development Process

~~A.~~ ~~Within the ongoing process of curriculum development, the following needs shall be addressed:~~

- ~~1. Provide for articulation of courses of study from early childhood through transition.~~
- ~~2. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.~~
- ~~3. Provide a program for assessing students' academic needs and ongoing monitoring of student progress.~~
- ~~4. Provide for specific, particular, and special needs of all members of the student community. Develop a local literacy plan to improve reading for every student.~~

~~5.~~ ~~Meet all applicable requirements of the Minnesota Department of Education and federal law.~~

A. The Director of Teaching and Learning shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.

B. The Director of Teaching and Learning shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum

development.

*Legal References:* Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement](#))  
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)  
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; [Personal Learning Plans](#))  
[Minn. Stat. § 124D.59 \(Definitions\)](#)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

*Cross References:* MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)  
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

MSBA/MASA Model Policy 617 (School District Ensurance of  
Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)  
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

## **616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

### **I. PURPOSE**

**The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.**

### **II. GENERAL STATEMENT OF POLICY**

Implementation of the Minnesota Academic Standards and federal law requires accountability for Minnesota independent school districts. Intermediate School District 917 will support its member school districts which establish a system of transition to the graduation requirements of the Minnesota Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment. Intermediate School District 917 is accountable to member districts.

### **III. DEFINITIONS**

- A. **“Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.**
- B. **“World’s best workforce” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.**

## **IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING**

### **A. Continuous Improvement Plans**

- 1. Each ISD 917 Principal/Assistant Director shall adopt a comprehensive, continuous improvement plan to support and improve learning and teaching that is aligned with the district strategic directions, state and federal regulations.**
- 2. Site Continuous Improvement Plan goals and progress towards those goals will be posted on the district website.**

**B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards, Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.**

**1. The Director of Teaching and Learning will establish a curriculum review cycle.**

**C. Implementatoin of Graduatoin Requirements.**

**1. Intermediate School District 917 follows the guidance of member districts for local graduation requirements.**

2. Intermediate School District 917 Secondary Schools follows the guidance of member districts for local and ISD 917 graduation requirements.

***Legal References:*** 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:*** ISD 917 Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

## **620 CREDIT FOR LEARNING**

### **I. PURPOSE**

~~The purpose of this policy is to recognize~~ **This policy recognizes** student achievement ~~which that~~ occurs in postsecondary enrollment option and other advanced enrichment programs. ~~The purpose of this This~~ policy also ~~is to~~ recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. ~~The purpose of this policy also is to~~ **This policy addresses** the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

### **III. DEFINITIONS**

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. **“Concurrent enrollment” means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124d.091.** ~~“Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.~~
- C. **“Course” means a course or program.**
- ~~C. “Commissioner” means the Commissioner of MDE.~~
- ~~D. “Digital learning” is learning facilitated by technology that offers students an~~

~~element of control over the time, place, path, or pace of their learning and includes blended and online learning.~~

- E. “Eligible institution” means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota. An eligible institution must not require a faith statement from a secondary student seeking to enroll in a postsecondary course under this section during the application process or base any part of the admission decision on a student's race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.
- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. ~~“Online learning” is a form of digital learning delivered by an approved online learning provider.~~
- ~~H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.~~

#### IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
  - 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- B. Transfer of Academic Requirements from Other Schools
  - 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
    - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

- b. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
- 2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
  - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
  - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
  - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

**C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.**

## V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the ~~Minnesota Academic Standards content standards~~ **academic standards** corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program ~~that meets or exceeds a graduation standard or requirement shall~~ **must** be counted toward the graduation ~~and credit requirements of a student~~

~~completing the Minnesota Academic Standards.~~ **and subject area requirements of the district.**

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
  2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
  3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
  4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
  5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
  6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.**

## ~~VI. CREDIT FROM ONLINE LEARNING COURSES~~

- ~~A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota~~

~~Academic Standards.~~

- ~~B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.~~
- ~~C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.~~

**VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS**

**Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.**

**VII. ADVANCED ACADEMIC CREDIT**

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as

an elective course credit applied toward graduation requirements.

- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

### **VIII. PROCESS FOR AWARDING CREDIT**

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.14 (Advanced Academic Credit)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.445 (Nonpublic Education Council)  
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)

Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)  
Minn. Stat. § 124D.094 (Online Instruction Act)  
~~Minn. Stat. § 124D.095 (Online Learning Option)~~  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501-1410 (Academic Standards for Physical Education)

***Cross References:*** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)



## Intermediate School District 917

*Purposeful. Personalized. Partners.*

1300 145th Street East, Rosemount, MN 55068

(651) 423-8229 \* <http://www.isd917.org>

<b>2023-2024</b> <b>ISD 917 Superintendent Goals</b> <i>8/31/23 Draft</i>	
2022-2023	2023-2024
Goal #1: Identify baseline data, end-of-year goals, & measures of success for all 5 strategic directions	<b>Goal #1: Utilize a continuous improvement planning process to align district operations to achieve strategic directions.</b>
Goal #2: Amplify student, staff, and family voice in support of all 5 strategic directions	<b>Goal #2: Leverage internal strengths and external partnerships to amplify student, staff, and family voice in support of strategic directions, core values, staff recruitment, and staff retention.</b>
Goal #3: Align district learning environments and workplace culture to district core values to increase student and staff recruitment, retention, and satisfaction	<b>Goal #3: Lead the ISD 917 district leadership team to collaboratively prioritize staff recruitment, staff retention, core values, and strategic directions.</b>

### ISD 917 Vision

Intermediate School District 917 models an innovative culture with diverse pathways serving students and families through equitable practices with highly trained staff.

### ISD 917 Core Values

Collaboration \* Empathy \* Innovation \* Stewardship \* Communication \* Integrity \* Personalization \* Equity \* Diversity

## Memorandum of Agreement

### Hiring Agency Procedure

It is hereby agreed between Intermediate School District 917, (hereafter District) and District 917 Special Education Program Assistants Federation Local #4242 (hereafter "Union") agree to the following:

WHEREAS, the Union and the District are parties to a collective bargaining agreement ("CBA") governing the negotiated terms and conditions of employment;

WHEREAS, the number of hires of new employees have increased over the past few years;

WHEREAS, the need to be consistent with all employees with dues deduction for the following years;

NOW , THEREFORE, the Union and the District agree to the following:

Starting in the 2023-24 school year and continuing until the completion of the 2024-2026 current collective bargaining agreement, Article IV section 6 will be replaced by the following:

**Section 6. Right to Dues Check Off:** The union has the right under PELRA to request dues deductions be withheld for each eligible employee working during a given school year. Such requests shall be in writing on a form provided by the Union and delivered to the payroll office no later than ten (10) days prior to each payroll deduction date. The first payroll deduction of the school year will occur on September 15 30 and the last on June 15 for **all employees new and returning**. Pursuant to such authorization, the School District shall deduct the amount requested by the union from each regular semi-monthly check. ~~Request by the employee to cease dues deductions submitted in writing to the School District office shall be honored and dues deductions ceased as of such written notice. The school district will notify the Union within three (3) days of receipt of such request.~~

This memorandum will cease to exist once the new collective bargaining agreement is agreed upon for the 2024-2026 school year.

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Local 4242 Representative

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School Board Chair

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Local 4242 Representative

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School Board Clerk

Dated: \_\_\_\_\_

On August 1st 2023 the School Board of ISD #917 conducted a closed meeting to discuss the results of the superintendent evaluation for the 2022-2023 school year. Previous to the meeting, board members were given an evaluation form electronically for them to fill out anonymously. The board was asked to evaluate Dr. Favor's performance relating to his school board established annual superintendent goals using a 4-point scale with 4 being distinguished and 1 being unsatisfactory. Dr. Favor's 3 goals were:

- 1). *Identify baseline data, end of the year goals, and measures of success for all 5 strategic directions.* For this goal the majority of scores were 3 with a few 4s. Board member comments indicate that progress toward full integration and identification of baseline data, end-of-year goals, and measures of success continues to develop with up to date data and programs in place.
- 2). *Amplify student, staff and family voices in support of all 5 strategic directions.* For this goal a slight majority of scores were 3s with the rest being 4s. Board member comments were that Dr. Favor identified and speaks to the importance of seeking diverse voices. He continues to be visible throughout the district meeting with staff and students. The Board enjoyed having students present at school board meetings, the 15 with Favor program and looks forward to Dr. Favor continuing to seek more family and student voices.
- 3). *Align district learning environments and workplace culture to district core values to increase student and staff recruitment, retention and satisfaction.* This goal had the highest score of all 3 goals with all but 1 Board member giving a score of 4 with the other score being a 3. Comments were that Dr. Favor promotes the core values on a regular basis including weekly updates and school board agendas and that he and his team have done an outstanding job in relating every aspect of 917's operations, programs, systems, policies, etc. to the Core Values.