

**MEMORANDUM OF UNDERSTANDING**  
**between INTERMEDIATE SCHOOL DISTRICT 917**  
**and EDUCATION MINNESOTA LOCAL 3904**

**Regarding the Intermediate District Teacher Residency Apprenticeship Collaborative (ITRAC)**

WHEREAS, the District has participated in a collaborative effort with other Intermediate School Districts in Minnesota to create a teacher apprenticeship program in partnership with Minnesota State University - Mankato; and

WHEREAS, the District and its Intermediate School partners have currently secured multiple sources of funding for implementing said program for the 2025-2026 school year; and

WHEREAS, the parties are committed to creating alternative pathways to becoming a qualified educator in response to significant teacher shortages; and

WHEREAS, the parties are committed to our strategic priorities and core values with the drive toward improved student outcomes; and

WHEREAS, the parties agree that the experience of long-term mentorship to individuals by experienced and licensed teachers will aid in creating competent new educators and will allow for an increased ability to serve our students and community;

WHEREAS, members from this collective bargaining agreement will have the opportunity to serve as a journeyworker;

THEREFORE, the parties hereby agree as follows for the 2025-2026 school year:

1. Intermediate School District 917 will participate in the Intermediate District Teacher Residency Apprenticeship Collaborative (ITRAC) as designed by the representatives of Intermediate School Districts, Minnesota State University - Mankato, and other applicable partners and as a part of this collaborative will establish the roles of both the journeyworker and teacher apprentice.
2. The District will maintain sole discretion in the final selection and number of journey workers and apprentices for the program, but agrees to consult with Local 3904 about the implementation of the program and its effect on members of Local 3904.
3. The parties also agree that inter-district level programming recommendations will not govern the associated terms and conditions of employment, including compensation, for the journeyworkers and apprentices of ISD 917. Any agreements related to terms and conditions of employment will be governed by collective bargaining between the District and Local 3904. The employer agrees that its participation in this program will not result in the reduction of the number of personnel in the Local 3904 bargaining unit.
4. The selection of journeyworkers will be contingent upon successful completion of a District-determined selection process and commitment to completing all requirements of the program, including participation for two (2) consecutive years, guiding a teacher

apprentice who works alongside the journeyworker: following the teacher calendar which is 185-days per school year and teacher duty day. Failure to meet the requirements of the program in this role, as determined by the District, or if the journeyworker's assigned apprentice(s) is unable to meet the requirements of the program will result in prorated or no payment of the compensation described in this memorandum, dependent on the timing;

5. Journeyworkers will receive an annual stipend each school year that they serve in the program provided they meet all requirements of the role outlined below. The stipend will be paid out evenly over the course of the year in alignment with their standard regular paycheck. The stipend will be as follows:

- \$5,000 per journeyworker per school year (end-of August through the following mid-August)

6. To fulfill the role, the journeyworker must:

- Hold a Tier 4 license in autism spectrum disorders (ASD) and/or emotional behavioral disorders (EBD).
- Have at least three (3) years of experience teaching students with autism spectrum disorders (ASD) and/or emotional behavioral disorders (EBD) with a minimum of one (1) year in the district.
- Commit to a two (2) year program with one (1) or two (2) apprentices, assigned by the District.
- Demonstrate racial consciousness and a commitment to culturally responsive pedagogy.
- Use best practices in adult coaching and mentoring to collaborate with the teacher apprentice on the duties of a special education teacher, providing a gradual transition to special education teacher duties aligned to the 2023 Standards of Effective Practice and the pace of the two year teacher apprenticeship program.
- Follow the apprentice gradual release document provided through the teacher apprenticeship program, which includes but is not limited to:
  - Engage apprentice(s) in establishing a consistent, organized, and respectful learning environment
  - Engage apprentice(s) in providing positive and constructive feedback to guide students' learning and behavior.
  - Engage the apprentice(s) in student assessment and evaluation; including due process, district and state assessments, etc.
  - Engage the apprentice(s) in due process responsibilities, including Individual Education Plan (IEP) development and implementation.
  - Engage the apprentice(s) in instructional design and delivery.
  - Engage the apprentice(s) in family collaboration and communication.
  - Engage the apprentice(s) in collaboration and communication with school and community partners and team members.
  - Provide weekly review of on-the-job learning activities that are completed by the apprentice(s).
  - Provide opportunities for the apprentice(s) to implement job-embedded assignments.

- Provide at least one check-in meeting per week with the apprentice(s).
  - Provide timely and constructive feedback for the apprentice(s).
  - Use rubrics and feedback forms designed by and provided by the apprenticeship program to provide the apprentice(s) with constructive feedback on development of skills based on observations and/or to report the progress of the apprentice(s).
  - Collaborate with District and various apprenticeship team members; Participate in collaborative meetings at least one (1) time per month with the teacher apprentice and team members from the District and University.
  - Maintain confidentiality in data sharing.
  - Additional time outside of contract time may include supporting apprentices in completion of MSU coursework, professional development and connection with various apprenticeship partners in each of the two (2) years of the program compensated via the stipend.
7. Admittance will require commitment to additional paid work hours at the employee's hourly rate in the form of:
- Up to 40 hours for orientation for journeyworkers and apprentices in the first summer of the program.
8. Both journeyworkers and apprentices will collaborate with ITRAC program navigators and coordinators at the inter- and intra- district level as necessary to meet the requirements of the program.
9. If at any point the journeyworker is unwilling or unable to meet program requirements for coursework, mentorship, work experience, or any other expectation for completion, the District reserves the right to end the apprenticeship and terminate the associated and additional compensation described in this memorandum.

*This MOU does not create a precedent or past practice and memorializes the parties' entire agreement reached concerning this topic(s).*

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**Local 3904 President**

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**School Board Chair**

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**Local 3904 Lead Negotiator**

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**School Board Clerk**

School Board Meeting Review Date: May 6, 2025