

Work Session  
Monday, January 22, 2024 5:30 PM Central

High School Media Center  
810 First Street North  
Pine River, MN 56474

1. Call to Order and Pledge to the Flag

Members: Leslie Bouchonville, Wanda Carlson, Chris Cunningham, Roger D. Hoplin, Nicki Linsten-Lodge, David Sheley, Ryan Trumble and Superintendent Jonathan Clark

2. World's Best Workforce Report - Rachel LeFavor
3. Superintendent Report
4. School Board Vacancy
5. Communication Methods
6. 2024-25 School Calendar Options
7. Superintendent Evaluation - The meeting will be closed.
8. Adjourn

# PINE RIVER-BACKUS SUMMARY - WORLD'S BEST WORKFORCE GOALS & RESULTS

		2022-2023 Goal	2022-2023 Results	2023-2024 Goal
<b>Kindergarten Readiness</b> <i>Strategic Gold Assessment</i>		<b>80% ready for Kindergarten</b> Enrollment in early childhood/pre-k program	No 72.88%	Increase from 72.88% of students in 2022 ready for Kindergarten by enrollment in early childhood/pre-K program to 80% in 2023.
		<b>Increase Average Proficiency to 80%</b> Letter Recognition (2022- 67%) Writing Their Name (2022- 97%) Number Sense (2022- 70%) Patterns (2022-86%)	<b>78.84%</b> 53.33% 98.67% 71.67% 91.67%	Increase average proficiency on Strategic Gold Assessment from 78.84% in spring 2022 to 80% in spring 2023.
<b>3rd Grade Literacy</b> <i>MCA</i>		Proficiency (meet or exceed) at 60%	No 48.6%	Increase MCA from 48.6% to 60% proficient
<b>Achievement Gap</b> <i>MCA &amp; MTAS</i>	FRPL Reading	<b>Reduce gap to 5% in 2023</b> 2022 at 9.5%	No 16%	<b>Reduce gap from 16% to 14%</b> Increase non FRPL from 56% to <b>58%</b> proficiency Increase FRPL from 40% to <b>44%</b> proficiency
	FRPL Math	<b>Reduce gap to 5% in 2023</b> 2022 at 8.2%	No 14.8%	<b>Reduce gap from 14.8% to 12%</b> Increase non FRPL from 42.6% to <b>45%</b> proficiency Increase FRPL from 27.8% to <b>33%</b> proficiency
	Special Ed Reading	<b>Reduce gap to 15% in 2023</b> 2022 at 23.2%	No 31.3%	<b>Reduce gap from 31.3% to 29%</b> Increase non SpEd from 51.8% to <b>54%</b> proficiency Increase SpEd from 20.5% to <b>25%</b> proficiency
	Special Ed Math	<b>Gap may temporarily increase to 15% in 2023</b> 2022 at 4.8%	No 15.8%	<b>Reduce gap from 15.8% to 14%</b> Increase non SpEd from 36.2% to <b>38%</b> proficiency Increase SpEd from 20.4% to <b>24%</b> proficiency
<b>Career and College Readiness</b> <i>ACT</i>		37% of 11th grade students will meet benchmarks in Math, Science, Reading, and English ACT	No 19.35%	The percentage of 11th grade students who will meet benchmarks in Math, Science, Reading and English will increase from 19.35% to <b>22%</b>
<b>Graduation Rate</b> <i>4 Year Grad Rate MDE Report Card</i>		80% Graduation rate	Yes-HS 84.3% No-Dist 69.6%	Increase graduation rate from 84.3% to 86% for the High School and Increase graduation rate from 69.6% to 72% District wide.





## 2022–23 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

**District or Charter Name:** 2174-01 Pine River-Backus School District

**WBWF Contact:** Jonathan Clark

**Title:** Superintendent

**Phone:** 218-587-8081

**Email:** jclark@prbschools.org

**A&I Contact:**

**Title:**

**Phone:**

**Email:**

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

Yes  No

What year of your Achievement & Integration plan are you reporting on?

Year 1 (3-year plan spans 2023–25 SY)

Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 SY?

Yes  No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2022–23 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2022–23 SY. No charter schools should complete this section.

***Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.***

## World’s Best Workforce

### Annual Report

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the district’s WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders: All school board meetings are live streamed, recorded, and available for public viewing. Agendas, minutes and notes are also available. WBWF information is published in all of those areas and will be available on the new Teaching & Learning website.

Provide the direct website link to the A&I materials:

### Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year.** *Report on this measure for the 2022–23 SY.* School Board meeting on 1/22/24 will discuss WBWF and show our [public facing document](#) and [Website link](#)

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2022-23 SY: January 22, 2024

## Goals and Results

### *All Students Ready for School*

Does your district/charter enroll students in Kindergarten? Yes

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The percentage of children ready to enter Kindergarten as measured by ECFE/Preschool/Headstart attendance will Increase from 80% in 2021 to 85% in 2022.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>The percentage of children ready to enter Kindergarten as measured by ECFE/preschool/Headstart attendance in 21-22 was 72.88%</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Increase average proficiency on Strategic Gold Assessment from 75.55% in spring 2021 to 80% in spring 2022 based on scores from the Letter Recognition, writing their name, number sense, and patterns sections of TS Gold.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>Average proficiency on Strategic Gold Assessment was 78.84% based on scores from the Letter Recognition, writing their name, number sense, and patterns sections of the Spring 2022 assessment.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Our enrollment goal for kindergarten was a lofty one for the previous year since we had already met the 80% threshold.

Spring Strategic Gold results: Letter Recognition -67%, Writing Their Name - 97%, Number Sense- 70%, Patterns-86%

### *All Students in Third Grade Achieving Grade-Level Literacy.*

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The percentage of children proficient on the Grade 3 Minnesota Comprehensive Assessment in reading will increase from 55.6% to 60%.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>The percentage of children proficient on the Grade 3 Minnesota Comprehensive Assessment in Reading results showed 48.6% of students meeting or exceeding proficiency.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**Close the Achievement Gap(s) Between Student Groups**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The proficiency gap between students in Special Education and Non-Special Education on state Reading Accountability tests will decrease from 23.2% to 15%</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>The proficiency gap between students in Special Education and Non-Special Education on State Reading Accountability tests in 2023 was 31.3%</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The proficiency gap between students in Special Education and Non-Special Education on state</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>The proficiency gap between students in Special Education and</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

<p>Math Accountability tests will change from an artificially low 8.2% to 15% due to low test scores across the board.</p> <p>Increase non SpEd from 45.7% to 59% proficiency  Increase SpEd from 26.8% to 44% proficiency</p>	<p>Non-Special Education on State Math Accountability tests in 2023 was 15.8%.</p>	<p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
--	--	---

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The proficiency gap between students on Free and Reduced Priced Lunch (FRPL) and Non-FRPL on state Reading Accountability tests will decrease from 9.5% to 5%.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>The proficiency gap between students on Free and Reduced Priced Lunch (FRPL) and Non-FRPL on State Reading Accountability tests in 2023 was 16%.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The proficiency gap between students on Free and Reduced Priced Lunch (FRPL) and Non-FRPL on state Math Accountability tests will decrease from 8.2% to 5%.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>The proficiency gap between students on Free and Reduced Priced Lunch (FRPL) and Non-FRPL on State Math Accountability tests in 2023 was 14.8%.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The percentage of high school 11th grade students who met ACT Benchmark scores in Math, Science, English and Reading will increase from 37% to 60%.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>In 2023, 19.35% of 11th grade students who took the ACT met ACT Benchmark scores in Math, Science, English and Reading.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**All Students Graduate**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The percentage of PRB students graduating will increase from a four year graduation rate of 79.5% to 85%.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>According to the four year graduation rate, 84.3% of PRB High School Students graduated in 2022.</p> <p>*According to the four year graduation rate, 69.6% of PRB District Students graduated in 2022.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

\*These numbers take into consideration our ALP students who take an additional 1-2 years to graduate



## Steps to Fill a School Board Member Vacancy with Sample Application and Interview Questions

### Step to Fill a Vacancy

1. Board member formally resigns. Such resignation must be provided to the district in writing and include the last date the member will be serving.
2. Board declares at vacancy will exist on the date provided by the resigning member.
3. Board decides on a process to choose who to appoint.
4. Board completes process and picks a person to fill the open seat. Nominations are voted on using a roll call vote in the order the candidates were nominated.
5. Board passes a Resolution Filling a School Board Vacancy by Appointment.
6. Board waits 30 days to allow the public the opportunity to petition against the appointment.
7. Between the appointment date and the end of the 30-day waiting period, appointee signs Acceptance of Office and Oath of Office in front of a notary.
8. At the appointee's first board meeting, appointee may say public oath. This oath is ceremonial and therefore optional.

### Sample Application

Applicant Information			
Name			
Phone		Home	
		Work	
Email			
Address		City	Zip Code
Requirements to Hold Office			
<ul style="list-style-type: none"> <li>• At least 21 years of age</li> <li>• U.S. citizen and eligible to vote</li> <li>• Resident of School District (<u>DISTRICT #</u>) for at least 30 days</li> <li>• No record of criminal sexual misconduct for which registration is required</li> </ul>			
I verify that I meet these requirements:			
Signature		Date	
Application Submission			
Return completed application by ( <u>TIME</u> ) on ( <u>DATE</u> ) to:			
( <u>PREFERRED ADDRESS</u> )			

## Sample Questions

9. Why would you like to serve on the (DISTRICT NAME) School Board?
10. Please describe your background and experiences with community involvement. How would these serve you as a board member?
11. What experiences have you had serving on either private sector or public sector boards, what was your role, and what were your take-aways from that experience?
12. Describe your understanding of the decision process for public school board. How would you react/respond if the majority of the board took an action that you voted against?

## Interview Question Considerations

When deciding the method of collecting responses to interview questions, three options are available:

1. The board may include the interview questions in the application and not conduct an interview.
2. The board could ask some questions on the application and use this information to narrow the applicants before conducting interviews at a public meeting.
3. The board could use a simplified application and ask all interview questions at a public meeting.

No matter how the interview questions are posed, MSBA recommends evaluating the responses using a 3-point system (Exceeds, Meets, Does Not Meet) and then summarizing the collective responses before having a discussion at a public meeting. The applicant with the highest results on the points evaluation should not automatically be appointed. Board members may change their perspective after the discussion of the positive attributes of each of the applicants.

## Data Privacy Considerations

Under Minnesota Statute 13.601, the following information about applicants is public data:

- (1) name;
- (2) city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
- (3) education and training;
- (4) employment history;
- (5) volunteer work;
- (6) awards and honors;
- (7) prior government service;
- (8) any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to section [15.0597](#) (**does not apply to school boards**); and
- (9) veteran status.

If there is a public data request for a School Board Member Vacancy application, the district is responsible for having all non-public data redacted.

