

Organizational Board Meeting

Thursday, January 8, 2026 6:15 PM

District Office Board Room, 405 School Avenue, Carlton, MN 55718

1. **The Acting Chair, Vice Chair, calls the organizational meeting to order.**
2. **Approve the meeting agenda.**
3. **Approve the election of officers.**
4. **Set Board meeting dates, times, and locations – attached**
5. **Set work session meeting dates, times, and locations - attached**
6. **Recommend and approve the annual designations, authorizations, and appointments.**
 - 6.1. Designate banking, PMA Financial Network, and the Minnesota School District Liquid Asset Fund as Official District Depositories.
 - 6.2. Designate the Superintendent as Chief Financial Officer of the district with authorization to pay bills in advance.
 - 6.3. Authorize the Superintendent and Business Manager to make Official District Electronic Transfers.
 - 6.4. Designate legal counsel and authorize the Superintendent as contact for legal counsel.
 - 6.5. Review and set board member compensation rates – attached
 - 6.6. Designate the Pine Knot News as the official district publication – attached
 - 6.7. Set the annual mileage reimbursement rate to the IRS standard rate of \$0.70 per mile (effective 01.01.2026)
 - 6.8. Appointments to Board Committees (by Board Chair) – see description below.
 - 6.9. Appoint representatives to organizations and advisory groups – see description below.
7. **Annual review of the MSBA Board roles and responsibilities – attached**
8. **Personnel – attached**
9. **Review and recommend approving the Annual Calendar of Agenda Events – attached**
10. **Discuss the draft resolution to transfer the MS/HS building – attached**
11. **Other business**
12. **Motion to adjourn**

**Carlton ISD #93
2026 School Board Calendar
7:00 PM Meetings**

January

8 Organizational Mtg. / Joint Session
12 Work Session
26 Regular Mtg.

February

2 Joint Session TBD
9 Work Session
23 Regular Mtg.

March

2 Joint Session TBD
9 Work Session
16 Regular Mtg.

April

13 Joint Session TBD
20 Work Session
27 Regular Mtg.

May

4 Joint Session TBD
11 Work Session
18 Regular Mtg.

June

1 Joint Session TBD
8 Work Session
15 Regular Mtg.

July

6 Work Session
20 Regular Mtg.

August

3 Work Session
17 Regular Mtg.

September

14 Work Session
21 Regular Mtg.

October

5 Work Session
19 Regular Mtg.

November

2 Work Session
16 Regular Mtg.

December

7 Work Session
21 Regular Mtg.

*If a meeting is cancelled, it will be rescheduled for the next business day, same time & location.
Listed dates recognize the 2026 Holiday schedule.*

Board Adopted: / /

**Carlton ISD #93
2026 School Board Calendar
7:00 PM Meetings**

January

8 Organizational Mtg. / Joint Session
12 Work Session
26 Regular Mtg.

February

2 Joint Session TBD
9 Work Session
23 Regular Mtg.

March

2 Joint Session TBD
9 Work Session
16 Regular Mtg.

April

13 Joint Session TBD
20 Work Session
27 Regular Mtg.

May

4 Joint Session TBD
11 Work Session
18 Regular Mtg.

June

1 Joint Session TBD
8 Work Session
15 Regular Mtg.

July

6 Work Session
20 Regular Mtg.

August

3 Work Session
17 Regular Mtg.

September

14 Work Session
21 Regular Mtg.

October

5 Work Session
19 Regular Mtg.

November

2 Work Session
16 Regular Mtg.

December

7 Work Session
21 Regular Mtg.

*If a meeting is cancelled, it will be rescheduled for the next business day, same time & location.
Listed dates recognize the 2026 Holiday schedule.*

Board Adopted: / /

Pine Knot News

The Pine Knot News, a local community newspaper published on Fridays and located in Cloquet, respectfully presents the following bid for printing all official business for the Carlton School District from January 1 to December 31, 2026.

The Pine Knot News meets the State of Minnesota's requirements of a legal newspaper, as presented in Minnesota Statute Section 331A.04 (attached), which outlines the priorities that public bodies must use when selecting an official newspaper.

The bid is for \$9 per column-inch; the Minnesota Newspaper Association Index for the proposed rate is 0.796. The bid is for a Standard Advertising Unit of 6 points and column-width of 1.57 inch (9.42 picas) in six-column broadsheet format.

MNA Index:

$9.42 \text{ picas per line} \times 12 \text{ points per pica} = 113 \text{ points per line}$

$11 \text{ lines per inch} \times 113 \text{ points per line} = 1243 \text{ points per inch}$

$1243 \text{ points per inch} \div 90 \text{ points lowercase alphabet} = 13.8 \text{ LCA per inch}$

$\$9 \text{ per inch} \div 13.8 \text{ LCA per inch} \rightarrow 0.796 \text{ index}$

Why should you choose us? We are independent, the only locally owned and operated newspaper in Carlton County, and we have by far the most in-county print subscribers. We do business and pay property taxes here. We publish legal notices in print and online, including on a statewide website so your legal ads reach a wide audience.

We currently have 2,030 subscribers, with 1,800 residing in Carlton County. An additional 320 copies are available every week at local newsstands. Our primary Pine Knot News office is located at 122 Avenue C in Cloquet and we have secondary offices in Carlton and Esko.

Thank you for the opportunity to apply for the privilege of serving you.

Sincerely,

Jana Peterson

Jana Peterson, Editor and General Manager

122 Avenue C ♦ Cloquet, Minnesota 55720 ♦ (218) 878-9332

The Role of the School Board

As the entity legally charged with governing a school district, each school board is responsible to its community to govern efficiently and effectively. This obligation imposes some fundamental duties on the board.

Vision

The board, with community input, envisions the educational future of its community and then formulates the goals, defines the outcomes, and sets the course for its district. An effective board:

- Provides direction through its planning and goal-setting efforts and by evaluating progress toward goal achievement.
- Develops a well-crafted district vision statement, goals, and outcomes that enable the board to monitor district performance and evaluate success.
- Ensures that the district vision, goals, and outcomes are articulated in written board policy, reflected in every part of the organization, and mirrored in the budget planning and implementation efforts.
- Uses clear, focused, attainable, and measurable goals and outcomes to make sure gains in student achievement are being made.

Structure

To achieve its vision, the board establishes a structure and hires a superintendent to accomplish that vision. An effective board:

- Creates an organizational structure and environment in which all students are provided the opportunity to attain their maximum potential.
- Selects and employs one person – the superintendent – as the district’s chief executive officer to lead and manage the district and holds the superintendent accountable for district performance and compliance with written board policy.
- Evaluates the superintendent’s performance and its own performance annually.
- Delegates the authority to the superintendent to recommend and evaluate all district staff within the standards established by written board policy and subsequently acts on the superintendent’s recommendation(s) at its meeting(s) as required in statute.
- Accepts ultimate responsibility for the care, management, and control of the district.
- Understands that the day-to-day operations of the district will be conducted by the staff.

Accountability

The board is accountable to the community for constantly monitoring the conditions affecting the district as a whole. An effective board:

- Has a duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- Uses data and other indicators as the basis for assessing progress toward district goals and compliance with written board policy.
- Recognizes the distinction between “monitoring data” (data used by the board to address accountability) and “management data” (data used by the staff for operations).

Advocacy

The board advances its vision by focusing on student achievement, partnering with the community, and being proactive in addressing issues that affect education on local, state, and national levels. An effective board:

- Uses ongoing, two-way communications to build trust and support among community, board, superintendent, staff, and students.
- Focuses on community-wide concerns and values that best support student achievement rather than being overly influenced by special interests.
- Utilizes a system of public relations that allows it to formalize the flow of information into and out of the district.

Conduct and Ethics

The board, as a whole, provides leadership to the community on behalf of the district by conducting its business in a fair, respectful, legal, and responsible manner. An effective board:

- Takes full responsibility for its activity and behavior.
- Encourages its members to express their individual opinions, respect others’ opinions, and vote their conscience.
- Speaks with one voice after reaching a decision.
- Spends its time on board work rather than staff work.
- Provides for orientation and ongoing training for all board members.
- Follows its established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
- Sets an example of respectful and civil leadership.

Standards for School Board Leadership

The Role of the School Board

As the entity legally charged with governing a school district, each school board is responsible to its community for governing efficiently and leading effectively to provide for equitable education, resulting in high student achievement.

The following five standards are essential to being an effective, high-performing school board team.

Standard 1: Conduct and Ethics

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the school board team consists of school board members and the superintendent and evaluates its performance at least annually.
- B. Take full responsibility for its activity and behavior at and away from the school board table.
- C. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
- D. Speak with one voice after reaching a decision.
- E. Spend time on board governance work rather than staff work - focuses on the ends not the means.
- F. Provide for orientation and ongoing training for all school board members.
- G. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
- H. Set an example of respectful and civil leadership.

Standard 2: Vision

The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
- B. Develop a strategic plan which includes well crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
- C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
- D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.
- E. Communicate the strategic plan and the progress to the community.

Standard 3: Structure

The school board, to achieve its vision, establishes organizational and physical structures for student and staff success.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person – the superintendent – as the school district’s chief executive officer to lead and manage the school district.
- D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
- F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

Standard 4: Accountability

The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- B. Evaluate the superintendent’s performance at least annually.
- C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
- D. Recognize the distinction between “monitoring data” (data used by the school board to address accountability) and “management data” (data used by the staff for operations).

Standard 5: Advocacy and Communication

The school board advances its vision at the local, regional, state, and national levels.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
- B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
- C. Utilize a public relations strategy that supports the flow of information into and out of the school district.
- D. Engage and build relationships with both public and private stakeholders.
- E. Advocate on local, state, and national levels.

What Are the Roles and Responsibilities of the School Board?

The major function of the school board is to provide leadership, policy development, policy oversight, and communication. This is usually accomplished by adopting policies which the administrators and staff carry out.

Areas for which the board is responsible for policy include but are not limited to:

- Educational program development and monitoring
- Student assessment
- Student support services
- Employee relations including hiring, in-service, and evaluation
- Instructional materials
- Facility use
- Extracurricular activities
- Board operations

Other Board roles include:

- Budget adoption, revenue management, and expenditure authorization
- Superintendent selections, contract, and evaluation
- Long range planning
- Ratifying collective bargaining agreements
- Care and maintenance of facilities
- Public relations
- Legislative involvement

The qualities of leadership that have been identified are: integrity, perseverance, commitment, ability to plan, vision, initiative, and courage. Effective board members share a number of these characteristics and are also able to work as a team member.

Who Is Eligible?

In order to be eligible to be elected or appointed to a Minnesota school board, one must be:

- A. At least 21 years old
- B. A resident of the district for at least 30 days prior to the election or appointment
- C. An eligible voter

What Makes a Good Board Member?

Effective school board members share a number of common characteristics, but it's important to realize they did not become effective the instant they were elected. Many qualities are acquired through experience and are important to consider:

- A conviction that public education is important
- The ability to make decisions
- Loyalty to the democratic process
- Time and energy to devote to board business, including board development opportunities
- Ability to accept the will of the majority
- Respect for district staff
- Ability to communicate well with others
- Courage

Meeting Management

Best practices for conducting productive board meetings, addressing public input

Virtually every Minnesota school board has a policy or practice of allowing individuals to participate in a public comment period during regular school board meetings. The MSBA adage that “a school board meeting is a meeting in the public — it is not a public meeting” offers a sound reminder that the board determines whether and how public comment may occur.

While not required under Minnesota law, the public comment period demonstrates school boards’ commitment to public input. As stated in MSBA Model Policy 206:

The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants’ respective views. ... The policy of the school board is to encourage discussion by persons of subjects related to the management of the school district at school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.

Recently, school boards and other locally elected bodies across the nation have experienced an increase in contentious meetings that have disrupted the balance between inviting public comment and allowing the



Terence Morrow
Director of Legal
and Policy Services
tmorrow@mnmbsa.org

public officials to conduct necessary business. The July 24 Star-Tribune article entitled “**More Minnesota school board members resign in turbulent year**” links “unprecedented” school board resignations to a set of factors:

The reasons for those departures vary, but board members in districts of all sizes — rural, suburban and urban — have similar stories to share: e-mail and voice mail in-boxes filled with passionate and sometimes threatening messages about what will happen if they vote to require mask wearing, or if they do the opposite. Packed school board meetings where community members disregard rules and common courtesy to vent their frustrations, sometimes on topics over which the board has no control. Personal, stinging accusations that school board members don’t understand or care about students, families, or the communities where they live.

In this context, MSBA has been offering a range of supports, including webinars, individual district guidance, and collaboration with other organizations whose members are facing similar concerns. Below, we consider mechanisms that can help Minnesota school boards ensure

productive meetings that promote public input while simultaneously fulfilling critically important commitments to students, staff, and the community.

1. The Rules

MSBA Model Policy 206—Public Participation in School Board Meetings—provides a starting point for school boards that allow public comment at board meetings. Rules enable the public and the board to have common expectations regarding comment. These rules can provide an overall time limit for public comment and for individual speakers, the mechanism for signing up to speak, prohibitions on speech that would violate law, policy, or individual privacy, bans on personal attacks, and other factors. It may be useful to note that board members and staff will not engage in dialogue with speakers during the public comment period. Notes may be taken to allow for contact after the meeting with speakers. MSBA encourages school boards to review their policy and adjust it as best fits local circumstances.

School boards should confirm that public speakers know the rules. In some school districts, the board chair reads the rules before public comment begins. In others, a copy of the rules accompanies a sign-up page and/or is posted on the podium or desk from

See MEETINGS, Page 3

The contents of this newsletter are provided for informational use only and are not to be construed as legal advice. If you need legal advice, consult your attorney.

MEETINGS: School board chairperson plays a key role in maintaining order

(Continued from Page 2)

which members of the public speak.

School boards should follow the rules consistently. This approach avoids the appearance of preferential treatment of some speakers and maintains the understanding that the board as a whole has established rules that require compliance.

2. The Gavel

The school board chair plays a pivotal meeting management role. Calm, clear, and consistent interaction with public speakers, even those who may be hostile, can maintain order and allow the meeting to proceed.

A gavel can be an indispensable tool in meeting management. Through consistent use of a gavel to open and close meetings, to announce a vote, and to restore order, a board chair enacts the role of meeting facilitator. A quick tap of the gavel can return focus to the chair, especially in circumstances in which order must be regained.

A chair should not strike the gavel repeatedly as a means of silencing a disruptive speaker, for this approach tends to inflame tension and to achieve counterproductive results.

3. The Recess

In the event that a chair cannot restore order, a recess may be implemented. The general parliamentary practice is that a recess requires a motion and a second. This nondebatable motion requires a majority vote. This process is often pursued when one or more board members believe that a break is needed.

In some situations, the chair

In the event that a chair cannot restore order, a recess may be implemented. The general parliamentary practice is that a recess requires a motion and a second. This nondebatable motion requires a majority vote. This process is often pursued when one or more board members believe that a break is needed.

may call a recess in order to restore order, especially if disruptive activity is preventing the meeting from proceeding.

4. The Law

The presence of law enforcement can help a school board run a positive, engaged meeting without undue disruption. In some school districts and other local governmental bodies, law enforcement attends every meeting. In other situations, law enforcement is asked to attend a particular meeting. In either case, it is essential that expectations and process are clearly understood by the board and law enforcement before the meeting begins. This includes discussion about who will determine whether conduct is disruptive and the actions to be taken.

The school board and law enforcement must follow the law, including the First Amendment and school district policy. For example, a school board may not challenge a public comment speaker on the basis of the *viewpoint* that the speaker is expressing. On the other hand, a speaker who violates school district policy and/or the

law may be subject to action.

Minnesota law on disorderly conduct illustrates the balance that school boards must take. **Minnesota Statutes 609.72—Disorderly Conduct**—states:

Whoever does any of the following in a public or private place, including on a school bus, knowing, or having reasonable grounds to know that it will, or will tend to, alarm, anger or disturb others or provoke an assault or breach of the peace, is guilty of disorderly conduct, which is a misdemeanor:

- (1) engages in brawling or fighting; or
- (2) disturbs an assembly or meeting, not unlawful in its character; or
- (3) engages in offensive, obscene, abusive, boisterous, or noisy conduct or in offensive, obscene, or abusive language tending reasonably to arouse alarm, anger, or resentment in others.

In a 2017 decision in *State v. Hensel*, the Minnesota Supreme Court invalidated the highlighted language as it was applied in a Minnesota city council meeting. **As the Star-Tribune reported in April 2017**, the Minnesota Supreme Court wrote:

The statute is broad and ambiguous, prohibiting any conduct or speech that “disturbs an assembly or meeting,” whether expressive or not. An individual could violate the statute by, for example, wearing an offensive t-shirt, using harsh words in addressing another person, or even raising one’s voice in a speech.

The *Hensel* decision does not bar a school board or law enforcement to take actions, which may include removal of a disruptive individual. Before removal, the board chair and law enforcement should attempt other means to restore order.

1. Josephine Steller from MA to MA +15
2. Tim Cincoski from MA to MA +15
3. Contracted Business Manager services with McGregor ISD #4 @ \$45.00/hour

Carlton School Board Agenda – Calendar of Events

JANUARY

- Hold organizational meeting
 - (first Monday in January or as soon thereafter as practicable)
 - Elect officers — establish and clarify roles and responsibilities
 - Appoint board committees and representatives
 - Establish meeting times and dates
 - Designate official newspaper
 - Designate depository, banking, and signatories
 - Establish board member per diem and other allowance
 - Approve legal counsel for the school district
- Induct new members — establish and clarify roles and responsibilities
- Review student enrollment projections
- Review and Monitor Pay Equity Compliance
- Monitor curriculum, programs, initiatives, and necessary staffing changes for the following year, if needed
- Approve fund balance transfer, if needed
- Monitor legislative activity
- Consider MSBA Leadership Conference
- Solicit contract with school district auditor

FEBRUARY

- Update student open enrollment numbers for the following school year
- Review high school course changes and course registration booklet
- Deadline to approve the school calendar for the following year
- Meet with local legislators if needed
- Investment club and advisory updates
- Annual review of District's Strategic Initiatives
- Adopt the revised FY budget

MARCH

- Act on resolutions discontinuing and/or reducing programs and positions, if necessary
- Review district communications plan, if appropriate
- Consider closed meeting to set negotiations strategy for appropriate bargaining groups
- Review enrollment projections for upcoming school year

APRIL

- Approve preliminary summer work schedule and programs, if necessary
- Adopt resolution relating to the termination and nonrenewal of the teaching contract(s) of probationary teacher(s)
- Adopt resolution proposing to place continuing contract/tenured teacher(s) on Unrequested Leave of Absence (ULA)
- Review and approve curriculum modifications for subsequent school years
- Review and approve staff development plan for upcoming school year
- Attend MSBA Phase III Workshop if offered

MAY

- Review those policies for which annual review is required prior to development of student handbook
- Adopt resolution placing continuing contract/tenured teacher(s) on ULA, if necessary
- Annual resolution to establish combined polling places
- Initiate fall referendums for elections
- Review kindergarten numbers and sections for upcoming school year
- Provide the World's Best Workforce (WBW) meeting update

JUNE

- Approve and adopt initial revenue and expenditure budgets
- Complete superintendent evaluation, if appropriate
- Set school board goals for upcoming year, if appropriate
- Adopt official board agenda calendar for upcoming school year
- Begin review of handbooks (student, parent, teacher, crisis, athletic, etc.)
- Deadline resolution if placing tenured teacher(s) on ULA, if required
- Initiate fall board elections

JULY

- Call for bids or quotes for commodities (milk, bread, fuel, etc.)
- Approve MSBA membership and memberships in other organizations (i.e., MSHSL, MREA, Resource Training & Solutions)
- Approve district subscriptions
- Set date for annual board self-evaluation if appropriate
- Set annual process for reviewing and updating district policy manual
- Review of strategic plan goals
- Review and update the annual fee schedule for the coming year

AUGUST

- Award bids or contracts for commodities (milk, bread, fuel, etc.)
- Consider MSBA Summer Seminar
- Report on district test results
- Set substitute teacher rate of pay
- Consider revisions to the district's strategic plan and World's Best Workforce (WBWF) goals
- Tour buildings, facilities, and grounds
- Approve the 10-year long-term facilities and maintenance plan
- Authorize the IOWA designation to the Superintendent
- Provide an update to the Helena-Solar Garden and school district credits

SEPTEMBER

- Review of opening week, including student enrollment figures
- Certify proposed property tax levy (by September 30)
- Publish current and prior year budget information from the final audit on the web and local paper
- Monitor and adjust WBWF plan
- Submit any proposed MSBA legislative resolutions
- Attend MSBA Advocacy Tour meeting

OCTOBER

- Review audit report, if received
- Approve Assurance of Compliance reports
- Post Union seniority report for feedback
- Publish the district's WBWF plan
- Submit application for MSHSL grant, if applicable
- Review and submit compulsory attendance report (due December 1)

NOVEMBER

- Complete fall elections and canvass results
- Receive community education annual report
- Review compulsory attendance report and file 0-4 census report with MDE (due December 1)
- Submit required WBWF Report to Minnesota Department of Education (due December 1)
- Assign board mentor to newly elected board members, and begin mentoring new board members, if election year
- Begin work to revise annual budget, if necessary
- WBWF Report and curriculum update

DECEMBER

- Hold Truth in Taxation hearing in early December board meeting
- Certify and adopt the levy during the first board meeting in December
- Certify final Property Tax Levy to the Meeker county auditor(s)
- Review and accept the final budget audit report
- Hold/attend new board member orientations, if appropriate
- Make arrangements to attend MSBA Leadership Conference
- Approve continuing contract final seniority list
- Set fund balance reserve goal, if applicable
- Approve revised current year annual budget, if necessary
- Attend MSBA Phase I-Phase II Workshops for newly elected board members
- Consider any updates and renewal to the Combined Polling Place resolution

