

# Cloquet Public Schools Organizational & Regular Meeting

Monday, January 10, 2022 at 6:00 PM

Garfield Board Room

302 14th Street

Cloquet, MN 55720

302 - 14th Street, Cloquet, MN

5:30 pm Working Session

6:00 pm Organizational and Regular Meeting

## I. Roll Call

## II. Pledge of Allegiance

## III. Consider Approval of Board Agenda

1. January 10, 2021 Organizational and Regular School Board Agenda

4

## IV. Organizational Meeting

6

1. Election of Board Officers
2. Establish School Board Salaries, Meeting Per Diem and Mileage Reimbursement
3. Set Regular School Board Meeting Dates/Times for 2022
4. Consider Approving the Designation of Official Newspaper Resolution (through June 30, 2022)
5. Review of 2022 Adopted Schools
6. Review of 2022 School Board Committees

21

23

24

25

27

28

## V. Regular Meeting

## VI. Consider Approval of School Board Minutes

1. December 13, 2021 School Board Meeting Minutes

29

## VII. Open Forum and Reception of Delegations, Petitions, and Communications

1. Building and Department Reports

33

## VIII. Claims, Hand Checks, Wire Transfers

1. Claims, December 21, 2021
2. Claims, January 5, 2022
3. Hand Checks, December 13, 2021
4. Hand Checks, December 17, 2021
5. Wire Transfers, December 13, 2021
6. Wire Transfers, December 22, 2021
7. Wire Transfers, December 29, 2021

37

43

47

49

51

52

54

## IX. Consent Items

### 1. *Retirement Letters*

- a. 3 hrs/day Food Service Staff at Garfield (Heike Speyerer)

### 2. *Resignation Letters*

- a. 6.75 hrs/day Paraprofessional at Northern Lights Academy (Stephani Johnston)
- b. On Call Cleaner (Joyel Peterson)
- c. 3 hrs/day Food Service Staff at Washington Elementary (Joy Herron)

### 3. *Recommendations for Employment*

- a. Homebound Instructor at Cloquet Middle School (Kyle Wordelman)
- b. Homebased Instructor at Cloquet High School (Warren Peterson)

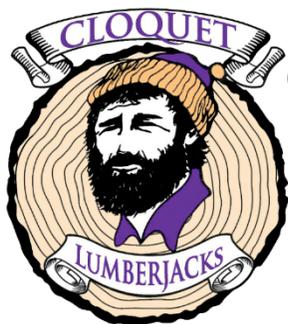
55

56

c. 6.5 hrs/day Floating Paraprofessional at Washington Elementary School (Hailee Meisner)	57
d. 6.75 hrs/day Temporary Paraprofessional at Northern Lights Academy (NLA) (Laec Lekander)	58
e. 6.5 hrs/day Supervisory Assistant Paraprofessional at Cloquet High School (Patrick Marciniak)	59
f. 6.5 hrs/day Consistent Support Paraprofessional at Washington Elementary (Brittany Finn)	60
g. 6.75 hrs/day Part Time Cleaner at Cloquet High School (Joyel Peterson)	61
h. 3 hrs/day Food Service Staff at Cloquet Schools (Joshua Rilea)	62
i. Recreational Class Instructor with Community Education (Debra Carter)	63
j. AWD Program Assistant with Community Education (Tina Swartwoudt)	64
<b>4. <i>Extra Service Contracts</i></b>	
a. Extended Day High School (EDHS) Instructor at Cloquet High School (Lindsay Smith)	65
<b>5. <i>Permission to Post</i></b>	
a. 1.0 FTE Ojibwe Culture Literacy and Instructional Coach	66
b. Homebound Instructor at Cloquet High School	67
c. Homebound Instructor at Cloquet Middle School	68
d. 1.0 FTE 2nd Grade Long Term Substitute Teacher at Churchill Elementary for Approximately 8 Weeks (April 15 - June 9, 2022)	69
e. .483 FTE Long-Term Substitute Art Teacher at Churchill Elementary for Approximately 12 weeks (March 21 - June 9, 2022)	70
f. 1.0 FTE Long-Term Substitute Social Studies Teacher for Approximately 7 weeks (April 23-June 9, 2022)	71
g. 6.75 hrs/day Paraprofessional at Northern Lights Academy (NLA)	72
h. 3 hrs/day Food Service Staff at Garfield and Washington Elementary	73
<b>6. <i>Staffing Adjustments</i></b>	
a. Reduction in Hours for Cloquet High School Paraprofessional (Noah Niemi)	74
<b>7. <i>Grant Applications/Grant Awards/Donations</i></b>	
a. Pollinating Healthy Choices Through Art Grant Application with Northland Foundation	75
<b>X. <i>School Board Committee Report</i></b>	
1. Student Enrollment Report as of January 6, 2022	81
<b>XI. <i>Agenda Addendums</i></b>	
<b>XII. <i>New Business</i></b>	
1. 2022-2023 Community Education Agreement with the City of Cloquet	82
2. Consider Approving the Northern Lights Special Education Cooperative Family School Support Worker Contracts (#13 Amber Male,#14 Zachary Summers, #15 Carolyn Woods and #6 Brenda Denman)	86
3. Consider Approving the Annual Policy #107 Policies and Procedures Regarding Students Residing on Indian Lands	95
4. Consider Approving Policy #491 Mandatory Covid-19 Vaccination or Testing and Face Covering Contingent That There is No Stay Order in Place From a Ruling Court.	99
<b>XIII. <i>Superintendent's Report</i></b>	
1. Progress on Masking Metrics	
2. OSHA ETS - New Policy #491	
3. Carlton Tuition Agreement	
4. Lil' Lumberjacks Renovation	
5. 2022-23 School Calendar	
<b>XIV. <i>For Your Information</i></b>	

1. City of Cloquet Notification of 2022 Street Improvements on 22nd Street and Carlton Ave	106
2. Washington January 2022 Newsletter	107
3. Cloquet Education Foundation Grant Requests	109
4. Superintendent Mid-Year Review at the January 24, 2022 Meeting	239
<b>XV. Upcoming Meetings/Events</b>	
1. Tuesday, January 11, 2022 - Health, Safety and Crisis Committee Meeting - 3:45 p.m. - Boardroom	
2. Thursday, January 13, 2022 - Technology Committee Meeting - 3:45 p.m. - Held Virtual	
3. Tuesday, January 18, 2022 - DAC Committee Meeting - 4:00 p.m. - Boardroom	
4. Tuesday, January 18, 2022 - District Wellness Policy Committee Meeting - 3:45 p.m. - Garfield Cafeteria	
5. Tuesday, January 18, 2022 - Community Education Advisory Committee - 3:45 p.m.- Held Virtual	
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5:30 p.m. Working Session	
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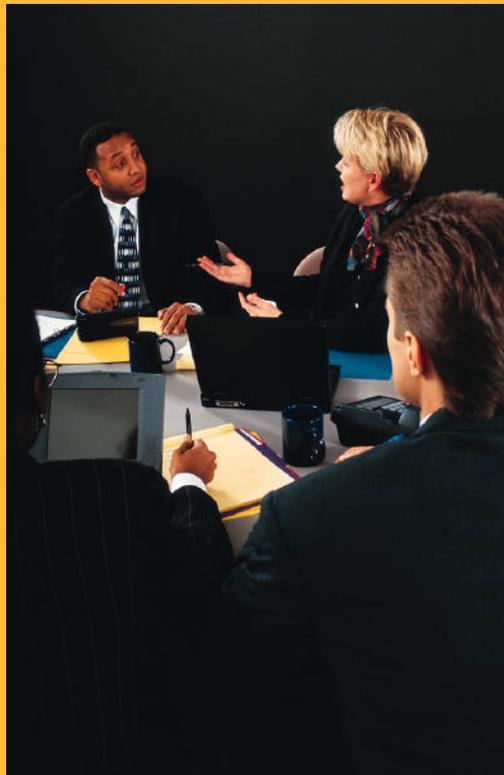
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# The First Monday in January



**EVERYTHING** you need to know for  
your school board's **Organizational Meeting**

6

Updated December 2021

## Table of Contents

Introduction.....	ii
The First Meeting in January .....	1
Date of the Organizational Meeting.....	1
Sample Organizational Meeting Agenda .....	2
Seating New Board Members .....	2
Open Meeting Law .....	2
Election of Officers.....	3
Procedures for Election of Officers .....	3
Voting .....	4
Number of Votes Required .....	4
Order of the Vote .....	5
Board Unable to Elect a Chair .....	5
Vice Chair .....	6
Clerk.....	6
Treasurer .....	6
Other Business Conducted.....	6
Designate District Depositories .....	6
Select Official Newspaper .....	7
Select District’s Legal Counsel.....	7
Fix Board Member Compensation.....	7
Fix Regular Board Meeting Schedule for the Year .....	7
Appoint Board Committee Members.....	7
Appendix.....	9
Board Membership and Elections.....	9
Canvass of Returns and Certificate of Election .....	9
Qualified Board Member .....	9
Term of Office .....	9
Post-Election and Pre-Seating of New Members.....	10
Election of Officers and Sample Resolution.....	10
Index .....	12

## **Introduction**

On the first Monday in January (or as soon as practicable thereafter) each year, newly elected school board members' terms of office begin, and school boards must meet to organize for the year (M.S. 123B.14, Subd. 1). School boards typically combine the work of seating newly elected school board members and organizing for the year into a single meeting. The purpose of this booklet, *The First Monday in January*, is to help school boards prepare for and conduct the organizational meeting.

The guidance provided in this booklet is based on relevant laws, knowledge of school board and superintendent roles and responsibilities, school board meeting processes and procedures, best practices, and experience. While the content addresses many issues related to the organizational meeting, this booklet cannot address every potential problem or circumstance school boards may encounter. As a result, school boards would be well served to review the contents and establish their processes for officers' elections prior to the organizational meeting. Upon review, school board members and superintendents are encouraged to call MSBA with any questions pertaining to their unique situation.

Before beginning to look at the actual content of this booklet, five general terms used throughout this document should be explained. From this point forward, except in quotations from statute, the words, "board," "board member," "district," "chair," and "meeting," will be used instead of the formal terms, "school board," "school board member," "school district," "school board chair," and "school board meeting."

## **The First Meeting in January**

Under Minnesota law, “the board must meet and organize by selecting a chair, clerk, and a treasurer, who shall hold their offices for one year and until their successors are selected and qualify” (M.S. 123B.14, Subd. 1). A remote possibility exists that all of the most recently selected board officers and members will no longer be on the board or are unavailable; in that case, the board as a whole should call the meeting to order. If the most recently selected chair (the person elected chair last year) is still on the board, that board member should call the meeting to order and run the meeting until his or her successor is selected and qualifies. If the most recent chair is no longer on the board or is not available, the most recently selected vice chair (if the board has one), clerk, or treasurer, in that order, should be asked to call the meeting to order and run the meeting. Otherwise, the board must select a different member to open the meeting and preside over the election of the chair, who will then move into place and conduct the rest of the elections and meeting. If all of the most recently selected officers are unavailable and the board is unable to reach a consensus, the board should use an agreed-upon method, such as calling on the most senior board member present or the member who draws the shortest straw, to choose a person to serve in that capacity. The board should use a similar process for determining who will serve as clerk and be responsible for recording the minutes until a successor is selected by the board. Additionally, because superintendents are considered ex officio, or nonvoting, members of the board (M.S. 123B.143), at no time should the superintendent act as chair. From this point on, the officers selected by the process just described to serve until new officers are selected will be referred to as “acting” officers.

Boards need to adopt basic rules for conducting the organizational meeting. The rules chosen may be past practices or one of several options presented in *Robert’s Rules of Order Newly Revised* or another parliamentary procedure if the board has adopted one. The adopted rules allow the board members to discuss and make decisions in a timely and orderly manner. Boards are wise to keep the rules as uncomplicated as possible. The most commonly used option for electing officers is for the acting chair to open the floor for nominations. The rest of the process is provided beginning on Page 3.

## **Date of the Organizational Meeting**

Minnesota law does not specify that the organizational meeting must be a regular meeting. Because the law includes the words “as soon thereafter as practicable,” many boards prefer to schedule the January organizational meeting as early as possible, often scheduling a special meeting, to avoid the confusion that can result if situations requiring the board’s immediate attention arise before the board has organized for the year. In the event of an emergency between January 1 and the first Monday of the month, the board members whose terms are ending may be called upon to help the board until the new board members are seated.

The board cannot transact business on any holiday, except in cases of necessity (M.S. 645.44, Subd. 5). State statute stipulates that when New Year's Day, January 1, falls on Sunday, the following day shall be a holiday. So, if January 1 falls on a Sunday or Monday, the first Monday in January will be a holiday. Also, boards cannot meet on the observance of Martin Luther King

Jr.'s birthday, the third Monday in January. Boards are wise to consider these dates when planning their organizational meetings. MSBA's *Dates with Meeting Restrictions* offers guidance.

### **Sample Organizational Meeting Agenda**

The organizational meeting agenda should clearly state the business the board will transact. If the board schedules a special meeting to organize, the board must limit its business to the purpose(s) stated on the meeting notice (M.S. 13D.04, Subd. 2). A sample organizational meeting agenda is provided below.

- Call meeting to order  
The acting chair calls the meeting to order and conducts the meeting until a successor is elected by the board.
- Seat new board members  
The acting chair may administer a ceremonial oath of office to the new board members (depending on the board's election cycle and practice).
- Approve meeting agenda
- Elect a chair (who presides over remainder of meeting)
- Elect a vice chair, if appropriate
- Elect a clerk
- Elect a treasurer
- Set dates, times, and location(s) for regular board meetings
- Conduct other business
  - Designate district depositories
  - Name board's legal counsel and authorized contacts
  - Fix board members' compensation, if any
  - Appoint board committee members
  - Designate a board member as the Minnesota State High School League representative

### **Seating New Board Members**

Boards seat their newly elected board members at their first meeting in January. At that time, the acting chair and the rest of the board welcome the new board member(s), and the acting chair may administer a ceremonial oath of office. Then, the board moves to the organizational meeting. However, when a vacancy on a board occurs before the end of the term, the board must appoint a replacement or a special election must be held, or both (M.S. 123B.09, Subd. 5b). Additional information concerning board members' elections and pre-seating newly elected board members can be found in the Appendix beginning on Page 9.

### **Open Meeting Law**

All board meetings must comply with the Minnesota Open Meeting Law (M.S. Chapter 13D). In addition, all votes must occur at an open meeting, and board members may not cast any straw votes or votes by secret ballot (M.S. 13D.01, Subd. 4). Boards may vote by paper ballot, but the voters must be identified and votes recorded. A schedule of the board's regular meetings must be kept on file at its primary office. If a special meeting is scheduled for the purpose

of organizing the board, written notice of the date, time, place, and purpose of the meeting must be posted on the board's principal bulletin board (or on the door of the board's usual meeting room if no principal bulletin board exists) at least three days before the special meeting. All other requirements of the statute also must be satisfied (M.S. 13D.04).

## **Election of Officers**

State law requires that school boards elect a chair, a clerk, and a treasurer from among the school board members. The board may decide to have additional officers, such as a vice chair (M.S. 123B.14). These officers shall hold office for one year and until their successors are selected and qualified. Persons who perform the *duties* of the clerk and treasurer need not be members of the board. The board, by resolution, may combine the duties of the offices of clerk and treasurer in a single person in the "Office of Business Affairs." A sample resolution is in the Appendix.

## **Procedures for Election of Officers**

Minnesota law is silent as to the method of electing officers, except that the election must be by open vote and not by any form of secret ballot (M.S. 13D.01, Subd. 4). Each board may establish its own procedures, including procedures for nominating officers and voting procedures. The board should establish procedures in advance of the meeting so that everyone will know what to expect from the outset. The board must follow the procedures, but the procedures can be changed if the majority of the board members agree. Suggested steps for election of officers are provided below. Once the meeting has been called to order, the acting chair has been determined, and the agenda has been approved:

- The acting chair asks for nominations.
- Any board member may nominate any other board member, and nominations do not require a second.
- If no other nominations are immediately received, the acting chair should pause and repeat the call for nominations.
- The acting chair should again pause and repeat the call for nominations a third time to ensure that any board member wishing to nominate has ample opportunity to do so.
  
- Under most rules of procedure, a motion to close nominations before such an opportunity is provided should be declared out of order. In fact, among bodies with rules that permit motions to close nominations, *Robert's Rules of Order Newly Revised* calls for a two-thirds majority vote to adopt the motion.
- After the third call for nominations, if no other nominations are forthcoming, the acting chair should close the nominations for the office.
- A motion to reopen nominations may be adopted on a majority vote.

For example, the board might follow the procedure provided below.

Acting Chair: "Nominations are now in order for the office of chair."

Board Member James: "I nominate Jane Smith."

Acting Chair: “Jane Smith is nominated. Are there any other nominations for the office of chair?”

Acting Chair: “Are there any further nominations for the office of chair?”

Acting Chair: “Are there any further nominations for the office of chair?”

Acting Chair: “If there are no further nominations ... [pause] ... nominations for the office of chair are closed.”

## **Voting**

If only one board member is nominated, board rules may allow the acting chair to declare that candidate elected. The acting chair could say, “Jane Smith is the only candidate nominated for the office of chair, and I hereby declare her elected by acclamation and direct the acting clerk to so record in the minutes.”

Board rules may provide for a show of hands or voice vote in which each board member has an opportunity to vote. The newly elected chair then immediately assumes the office and conducts the election of other officers.

If two or more members are nominated for an office, a show of hands or voice vote is necessary. All votes must be recorded as required by Minnesota’s Open Meeting Law. Another option is for each board member to be given a piece of paper (ballot) on which to write the name of the person for whom they are voting, but the board member must also write his or her own name on that ballot so each vote may be recorded. The results of each individual board member’s vote may be read aloud at the meeting and must be recorded in the minutes. The person receiving a majority of the votes cast is elected and assumes the office, having been “selected and qualified.”

## **Number of Votes Required**

Unless board rule or policy requires a majority of the board’s *full* membership or other stipulation, the number of votes required to elect an officer is the same as the vote to carry other motions—namely, “more than half the votes cast, excluding abstentions.” Absences or abstentions can reduce the number of votes required to less than a majority of the full board. For example, for a seven-member school board with two board members absent or abstaining, three votes would elect an officer, 3-2. Any other requirement to elect officers should be clearly articulated in the board’s policies or procedures.

If more than two candidates are nominated, the possibility exists that no candidate will get a majority of the votes cast. For example, a seven-member board with three candidates could have an initial vote of 3-3-1, and, because four votes constitute a majority, no candidate would have enough votes to be elected. Some boards, in such instances, drop off the low vote getter and conduct a second vote. *Robert’s Rules of Order Newly Revised* recommends retaining the low vote getter because a low vote getter could turn out to be the most satisfactory compromise for supporters of the two front runners and may be helpful in breaking a tie. If a multiple-candidate contest continues to produce no majority choice, the board may be left with no other option than to drop the low vote getter in an attempt to complete the election. If the board includes this option in its policies and procedures, language should specify when and how the decision would be made.

## **Order of the Vote**

The voting procedure used may follow the order the board typically uses to vote on motions. The acting chair may ask for a show of hands or go around the table calling on members by name, or the acting clerk may conduct a roll-call vote. A script for the voting procedure is provided below.

Acting Chair: "All in favor of Jane Smith for the office of chair raise their hands."

Acting Chair: Then, "All in favor of James Nelson for the office of chair raise their hands."

Acting Chair: "Jane Smith received a majority of the votes cast and is elected chair of this school board."

To avoid any question regarding the validity of an election between two or more candidates, the board may need to conduct a roll call vote in the order the board normally follows and record each board member's vote in the minutes. A script for calling a roll-call vote is provided below.

Acting Chair: "The acting clerk will now call the roll for voting on the office of chair."

Acting Clerk: "Board member Arthur Brown."

Board member Arthur Brown: "I vote for Jane Smith."

Acting Clerk: "Board member Margo Anderson."

Board member Margo Anderson: "I vote for James Nelson."

And so on until all board members have been polled.

Acting Chair: "The acting clerk will now tally the votes."

Acting Clerk: "Jane Smith received four votes. James Nelson received three votes."

Acting Chair: "Jane Smith received a majority of the votes cast and is elected chair."

## **Board Unable to Elect a Chair**

Although the election of officers usually raises no significant question as to procedure or legal requirements, exceptions arise from time to time. For example, in the event of a tie between two candidates, a second vote should be taken, followed by a third vote prior to the close of the meeting, and, if the board is still unable to elect a chair, the election of a chair should occur at subsequent meeting(s), for as many meetings and votes that may be required, until one candidate is elected. If a second vote to elect a new chair is unsuccessful, the board could: 1) move on to elect the other officers before attempting to vote a third time to elect a chair or 2) move on to conduct the other business before attempting to vote a third time to elect a chair before the close of the meeting. The acting chair presides until the deadlock for chair is broken, even if other officers have been selected.

Once a chair is elected, the newly elected chair assumes the duties of the presiding officer and conducts the elections of a vice chair (if applicable), clerk, and treasurer following the same procedures.

## **Vice Chair**

Minnesota law does not require the board to elect a vice chair. If the board includes a vice chair, the newly elected chair should use the same call for nominations and election procedures to elect a vice chair as described for electing a chair.

## **Clerk**

The chair should next call for nominations for the office of clerk. Nominations and the election should be handled in the same manner as for chair. In selecting a clerk, certain tasks (such as keeping a record of all board meetings of the district; within three days after an election, notifying all persons elected of their election; and filing a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year with the board by September 15 of each year) require the clerk to be available regularly in the district administrative office. Board members who take minutes at meetings while participating in the meetings often have difficulty balancing the responsibilities. Fortunately, Minnesota law allows other persons (such as the superintendent's administrative assistant or board secretary under the direction of the board clerk) to perform the duties of clerk. The board can designate an alternate, or "deputy clerk," from among the board members to sign documents if the clerk is unavailable.

## **Treasurer**

The chair should next call for nominations for the office of treasurer. Certain tasks of the treasurer (such as depositing district funds in the official depository; making reports called for by the board and performing all duties a treasurer usually performs; and, in the event of insufficient funds to pay valid orders presented to the treasurer, receiving, endorsing, and processing the orders according to the law) require the treasurer to be available regularly to the district's administration. The law allows the board (by resolution) to name a person in the business office to perform the duties of the offices of clerk and treasurer.

## **Other Business Conducted**

Minnesota law allows the board to conduct other business at the organizational meeting. Other business items commonly transacted at the organizational meeting include designating district depositories, selecting the official district newspaper, selecting the district's legal counsel and individuals authorized by the board to contact legal counsel, fixing board member compensation, setting the board's regular meeting schedule, and appointing board committee members. These items are described below.

### **Designate District Depositories**

Minnesota law requires the board to designate one or more official depositories for district funds (M.S. 118A.02, Subd. 1). While state law does not specify when the designation must be made, many boards designate depositories at the annual organizational meeting.

## **Select Official Newspaper**

School districts are required by law to publish their meeting proceedings and many notices in their official newspaper. A board may select an official newspaper whenever it chooses, and most boards decide at the board's organizational meeting. Franconia and Prinsburg must designate an official newspaper in the first meeting following July 1.

## **Select District's Legal Counsel**

The organizational meeting is a good time for the board to select one or more attorneys or firms to serve as the district's legal counsel and the individuals authorized to contact legal counsel. Persons authorized may include the chair, the superintendent, and the chief business official of the district. In addition, other district staff, including the human resources director or a person with similar duties, may be authorized to contact legal counsel.

## **Fix Board Member Compensation**

Many boards set the board member compensation for the year at the organizational meeting. Minnesota law allows the clerk, treasurer, and superintendent to receive such compensation as may be fixed by the board. The law also allows the board to fix compensation for the other members of the board (M.S. 123B.09, Subd. 12).

## **Fix Regular Board Meeting Schedule for the Year**

Minnesota law includes specific notice requirements that must be satisfied for the board to meet, whether for regular, special, or emergency meetings. Many boards set the regular meeting schedule for the year at the organizational meeting. If the board sets a schedule for regular board meetings to be held during the year, with the date, time, and place for such meetings designated, and that schedule is kept at the district office, then no additional notice of those regular meetings is required (M.S. 13D.04, Subd. 1). If a regular meeting date, time, or location is changed, additional notice is required. Other notice requirements are in the *MSBA Law Bulletin C*. When setting the schedule for regular board meetings, the board must keep in mind the dates when meeting restrictions and/or prohibitions apply. Please see the *MSBA Dates with Meeting Restrictions*.

## **Appoint Board Committee Members**

Boards often use standing or ad hoc committees to facilitate the mission and work of the school board, are advisory, and have only that authority specified by the board. However, some boards avoid using committees and opt for the board to work as a whole instead. Many boards believe the organizational meeting is a good time to appoint board committee memberships. If the board has a policy on board committees, the board should follow that policy and

established procedures. If the board utilizes committees, policy should clarify the following: when, how, and by whom the appointments will be made, the allowable number of board members per committee, whether committee appointments are continuing or rotating, and, if rotating, a schedule for doing so. Finally, board committee and subcommittee meetings are subject to the Open Meeting Law (even when the committee membership is less than a quorum of the board). The notification and public meeting requirements for board committees and subcommittees are the same as for board meetings.

## **Appendix**

The Appendix provides additional background information concerning the board's first meeting in January. Specific topics addressed in the Appendix include board membership, elections, canvass of returns, certificates of election, qualified board members, term of office, and seating of new board members.

### **Board Membership and Elections**

The membership of the board consists of six elected members, or seven members if the district voters have approved a seven-member board (M.S. 123B.09, Subd. 1). Elections take place on the first Tuesday after the first Monday in November of either the odd-numbered or the even-numbered year (M.S. 205A.04). The number of members may be different for combining or consolidating boards that are in a transition period (M.S. 123A.48, Subd. 2). The board includes ex officio (non-voting) members. Superintendents are the only ex officio members of the board who are mentioned in statute (M.S. 123B.143). Board vacancies are filled by special election if more than one year remains or by board appointment by resolution at a regular or special meeting if less than one year remains (M.S. 123B.09, Subd. 5b).

### **Canvass of Returns and Certificate of Election**

State law requires the board to canvass the returns and declare the results of the election between the third and tenth day after a district election, other than a special election (M.S. 205A.10, Subd. 3). The district clerk must certify the results of the election to the county auditor, and the clerk is the final custodian of the ballots and the returns of the election (M.S. 205A.10, Subd. 3).

### **Qualified Board Member**

To "qualify," a newly elected board member must complete a few necessary steps. The district clerk must ensure that each successful candidate has filed a campaign finance report certification (M.S. 211A.02 and M.S. 211A.05, Subd. 1) before issuing a certificate of election. The clerk must deliver, by personal service or certified mail, the certificate to the successful candidate who must return the certificate of election within thirty days, sign the oath of office, and sign the acceptance of office. A person who fails to qualify prior to the specified time shall be deemed to have refused to serve (M.S. 205A.10, Subd. 3).

### **Term of Office**

The term of office for school board members is four years. Generally, a board member is elected to fill an open seat on the board created by the expiration of a term (except as may be otherwise provided by a transition schedule from odd- to even-numbered year or from even- to odd-numbered year elections) beginning the first Monday in January (M.S. 123B.09, Subd.1). The member takes office on that date regardless of the date of the organizational meeting (M.S. 123B.09, Subd. 1; M.S. 205A.04; Op. Atty Gen. 161C, August 17, 1962).

Exceptions to this law exist. A board vacancy occurs when a member dies, resigns, ceases to be a resident of the district (M.S. 123B.09, Subd. 3), or is unable to serve on such board and attend its meetings because of illness or prolonged absence from the district (M.S. 123B.09, Subd. 4). A board vacancy must be filled by board appointment, evidenced in an adopted resolution, and is effective 30 days following the appointment, unless a petition to reject the appointee is filed and meets the requirements described in M.S. 123B.09, Subd. 5b (b). A special election must be held to fill the remainder of the term no later than the next General Election day unless the vacancy occurs less than 90 days prior to the General Election day. If the vacancy occurs that close to the General Election day and in the third year of the term or any day within the fourth year of the term, no special election is required. If the vacancy occurs that close to the General Election day and in years one or two of the term, the special election must be held no later than the General Election day of the next calendar year. A person filling a vacancy by special election takes office immediately after qualifying. To qualify for an elected office means the certificate of election has been received, the acceptance of office has been signed, the finance report has been turned in, and the oath of office has been taken and signed.

### **Post-Election, No Pre-Seating of New Members**

Board members are elected in November (M.S. 205A.04), but their terms of office do not begin until the first Monday in January (M.S. 123B.09, Subd. 1). Currently serving members retain their seats until the expiration of their respective terms (M.S. 123B.09, Subd. 1). During the time between being elected and the first Monday in January, board members-elect are citizens who are not board members yet. For this reason, board members-elect should not be treated the same as seated members. As a result, wise boards do not allow board members-elect to sit at the board table, participate in the deliberations, be asked how they would vote on a topic during a meeting, or be allowed to conduct or otherwise participate in any other board business. These restrictions avoid the confusion that can result when members-elect are allowed to participate in meetings prior to being officially seated.

As members of the hiring and governing authority (M.S. 123B.02, Subd. 14), sitting board members have the right to receive or be given access to data that are classified as non-public when needed to make decisions (M.S. Chapter 13). To protect the data privacy rights of the district's students and staff, board members-elect should not be given access to non-public data.

In the interim, board members-elect can spend time preparing to take office. Boards can help board members-elect by providing an orientation, inviting them to meetings, sending them meeting agendas and packets (public information only) prior to the meetings, and encouraging them to attend MSBA's new board member trainings (Phase I and Phase II, which include school board member training in school finance and management as required under M.S. 123B.09, Subd. 2). Additional information can be found on MSBA's website.

### **Election of Officers and Sample Resolution**

As previously noted, Minnesota law requires boards to select from its members a chair, a clerk, and a treasurer. Minnesota law does not allow the board to select one of its

members to serve in the combined office of clerk/treasurer. The law allows a board to combine and delegate the duties of the offices of clerk and treasurer to a single person who is employed by the district in its business office. A resolution is required if the duties of the clerk and treasurer are delegated. The resolution is a one-time requirement, not an annual one. Even so, the law still requires that an elected school board member hold each of the offices of chair, clerk, and treasurer. A "Sample Resolution" is provided below.

### **SAMPLE RESOLUTION**

WHEREAS, Minnesota Statutes 123B.14, Subd. 1, empowers the School Board to combine the duties of the offices of Clerk and Treasurer of the School Board in one person in the Office of Business Affairs of the School District.

WHEREAS, the School District has decided to combine the duties of the Clerk and Treasurer in one person in the Office of Business Affairs.

THEREFORE, BE IT RESOLVED THAT the \_\_\_\_\_ of the School District is designated by the School Board of Independent School District No. \_\_\_\_ to perform the duties of Clerk and Treasurer of the District.

Moved by:

Seconded by:

The following voted in favor:

The following voted against:

WHEREUPON the resolution was declared adopted.

## Index

Appoint Board Committee Members .....	7
Chair, Board Unable to Elect .....	5
Clerk.....	6
Date of the Organizational Meeting.....	1
Designate District Depositories .....	6
District’s Legal Counsel, Select.....	7
Election of Officers.....	3
Election of Officers and Sample Resolution.....	10
First Meeting in January, The .....	1
Fix Board Member Compensation.....	7
Fix Regular Board Meeting Schedule for the Year .....	7
New Board Members, Seating of.....	2
Official Newspaper, Select .....	7
Open Meeting Law .....	2
Organizational Meeting Agenda, Sample .....	2
Other Business Conducted.....	6
Procedures for Election of Officers .....	3
Treasurer .....	6
Vice Chair .....	6
Vote, Order of .....	5
Votes, Number of Required .....	4
Voting .....	4
Appendix.....	9
Board Membership and Elections.....	9
Canvass of Returns and Certificate of Election .....	9
Post-Election and Pre-Seating of New Members.....	10
Qualified Board Member .....	9
Term of Office .....	9

### **Legal Notice**

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INDEPENDENT SCHOOL DISTRICT NO. 94

Cloquet, Minnesota  
January 10, 2022

RESOLVED by \_\_\_\_\_

That the following persons be elected Officers of the School Board of Independent School District No. 94, effective January 10, 2022:

**CHAIR:**

- \_\_\_\_\_ nominated \_\_\_\_\_ as Chair and \_\_\_\_\_ seconded the nomination.
- \_\_\_\_\_ nominated \_\_\_\_\_ as Chair and \_\_\_\_\_ seconded the nomination.
- \_\_\_\_\_ nominated \_\_\_\_\_ as Chair and \_\_\_\_\_ seconded the nomination.
  - Nominations Closed.
  - Voice Vote: T. Lammi, N. Sandman, D. Battaglia, G. Huard, M. Juntunen, K. Scarbrough

**CLERK:**

- \_\_\_\_\_ nominated \_\_\_\_\_ as Chair and \_\_\_\_\_ seconded the nomination.
- \_\_\_\_\_ nominated \_\_\_\_\_ as Chair and \_\_\_\_\_ seconded the nomination.
- \_\_\_\_\_ nominated \_\_\_\_\_ as Chair and \_\_\_\_\_ seconded the nomination.
  - Nominations Closed.
  - Voice Vote: T. Lammi, N. Sandman, D. Battaglia, G. Huard, M. Juntunen, K. Scarbrough

**TREASURER:**

- \_\_\_\_\_ nominated \_\_\_\_\_ as Chair and \_\_\_\_\_ seconded the nomination.
- \_\_\_\_\_ nominated \_\_\_\_\_ as Chair and \_\_\_\_\_ seconded the nomination.
- \_\_\_\_\_ nominated \_\_\_\_\_ as Chair and \_\_\_\_\_ seconded the nomination.
  - Nominations Closed.
  - Voice Vote: T. Lammi, N. Sandman, D. Battaglia, G. Huard, M. Juntunen, K. Scarbrough

Motion for the adoption of the foregoing resolution was duly seconded by member

\_\_\_\_\_ and it was declared adopted on the following vote:

	YEA	NAY	
TED LAMMI, ACTING CHAIR			PASSED: January 10, 2022
NATE SANDMAN, ACTING CLERK			
DAVE BATTAGLIA			BOARD CHAIR:
GARY HUARD			
MELISSA JUNTUNEN			ATTEST (BOARD CLERK):
KEN SCARBROUGH			

INDEPENDENT SCHOOL DISTRICT NO. 94

Cloquet, Minnesota

January 10, 2022

RESOLVED by \_\_\_\_\_

That the School Board of Independent School District No. 94 shall be paid \$ \_\_\_\_\_ (currently \$250.00) per month, effective January 10, 2022.

That the School Board of Independent School District No. 94 shall be eligible to claim \$ \_\_\_\_\_ (currently \$50.00) per meeting attended and mileage reimbursement in the amount of \$.585/mile effective January 1, 2022.

Motion for the adoption of the foregoing resolution was duly seconded by member \_\_\_\_\_ and it was declared adopted on the following vote:

	YEA	NAY	
TED LAMMI			PASSED: January 10, 2022
NATE SANDMAN			
DAVE BATTAGLIA			BOARD CHAIR:
GARY HUARD			
MELISSA JUNTUNEN			ATTEST (BOARD CLERK):
KEN SCARBROUGH			



## Cloquet Public Schools School Board Meeting Dates January – December 2022

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**Central Administration Office**  
**302 – 14<sup>th</sup> Street, Cloquet, MN 55720**  
**218-879-6721 / [www.isd94.org](http://www.isd94.org)**

Contact: Dr. Michael Cary, Superintendent, ext. 6202  
Mary Marciniak, Executive Assistant, ext. 6204

### JANUARY

Monday, January 10  
Monday, January 24

### FEBRUARY

Monday, February 14  
Monday, February 28

### MARCH

Monday, March 14  
Monday, March 28? Spring Break Week

### APRIL

Monday, April 11  
Monday, April 25

### MAY

Monday, May 19  
Monday, May 23

### JUNE

Monday, June 13  
Monday, June 27

### JULY

Monday, July 11

### AUGUST

Monday, August 8  
Monday, August 22

### SEPTEMBER

Monday, September 12  
Monday, September 26

### OCTOBER

Monday, October 10  
Monday, October 24

### NOVEMBER

Monday, November 14  
Monday, November 28

### DECEMBER

Monday, December 12

#### **Please note:**

- Working sessions begin at 5:30 p.m.
- Regular meetings begin at 6:00 p.m.
- School Board Working Sessions and Regular School Board meetings are held in the Garfield School Board Room on the 2<sup>nd</sup> Floor.

# 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 Cloquet School District in 2022.

The Pine Knot News meets the State of Minnesota's requirements of a legal newspaper, as presented in Minnesota Statute Section 331A.01 Subd. 8. We are also the only newspaper that meets the top legal priority for selecting a local newspaper: having our primary office in your service area.

The bid is for \$8.00 per column-inch; the Minnesota Newspaper Association Index for the proposed rate is 0.708. The bid is for a Standard Advertising Unit of 7 points and column-width of 1.57 inch (9.42 picas) in six-column broadsheet format.

MNA Index:

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

$9 \text{ lines per inch} \times 113 \text{ points per line} = 1017 \text{ points per inch}$

$1017 \text{ points per inch} \div 90 \text{ points lowercase alphabet} = 11.3 \text{ LCA per inch}$

$\$8.00 \text{ per inch} \div 11.3 \text{ LCA per inch} \rightarrow 0.708 \text{ index}$

We currently have 1,870 subscribers, with 1,590 residing in Carlton County. An additional 250 copies are available every week at local newsstands and the Pine Knot News office at 122 Avenue C in Cloquet.

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  
news@pineknotnews.com ♦ www.pineknotnews.com

INDEPENDENT SCHOOL DISTRICT NO. 94

Cloquet, Minnesota

January 10, 2022

RESOLVED by \_\_\_\_\_

That the School Board of Independent School District No. 94 hereby designates the PINE KNOT NEWS to be the official newspaper of Independent School District No. 94 for the time period January 1, 2022 – June 30, 2022, per the cost of \$8.00 per column-inch, as presented (copy on file in the Superintendent’s Office).

Motion for the adoption of the foregoing resolution was duly seconded by member \_\_\_\_\_ and it was declared adopted on the following vote:

	YEA	NAY	
TED LAMMI			PASSED: January 10, 2022
NATE SANDMAN			
DAVE BATTAGLIA			BOARD CHAIR:
GARY HUARD			
MELISSA JUNTUNEN			ATTEST (BOARD CLERK):
KEN SCARBROUGH			



**CLOQUET SCHOOL DISTRICT  
2022 SCHOOL BOARD “ADOPTED” SCHOOLS**

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As of January 10, 2022

***Churchill Elementary School***

Melissa Juntunen

***Garfield School***

Gary Huard

***Middle School***

Dave Battaglia

***Washington Elementary School***

Ted Lammi

***Senior High School***

Nate Sandman and Ken Scarbrough



## CLOQUET SCHOOL DISTRICT 2022 SCHOOL BOARD COMMITTEES

As of January 10, 2022

- |  |   |
|--|---|
| ❖ <b>Budget/Staffing Committee:</b>  | <u>Dave Battaglia, Ted Lammi, Nate Sandman</u>      |
| ❖ <b>Buildings &amp; Grounds Committee:</b>  | <u>Dave Battaglia, Ted Lammi, Ken Scarbrough</u>    |
| ❖ <b>Community Education and Recreation Advisory Council:</b>  | <u>Melissa Juntunen</u>                             |
| ❖ <b>Curriculum &amp; Instruction/DAC/District Calendar:</b>   | <u>Melissa Juntunen, Ken Scarbrough</u>             |
| ❖ <b>District Health, Safety &amp; Crisis Committee:</b>   | <u>Gary Huard, Ken Scarbrough</u>                   |
| ❖ <b>District Insurance Committee</b>  | <u>Melissa Juntunen, Nate Sandman</u>               |
| ❖ <b>District Policies Review Committee:</b>   | <u>Dave Battaglia, Nate Sandman</u>                 |
| ❖ <b>District Technology Committee:</b>  | <u>Melissa Juntunen, Nate Sandman</u>               |
| ❖ <b>Ice Arena Committee:</b>  | <u>Gary Huard, Nate Sandman</u>                     |
| ❖ <b>Local Indian Education Committee:</b>   | <u>Nate Sandman, Ken Scarbrough</u>                 |
| ❖ <b>MSBA Legislative Liaison:</b>   | <u>Ted Lammi</u>                                    |
| ❖ <b>Minnesota State High School League:</b>   | <u>Dave Battaglia</u>                               |
| ❖ <b>Salary Negotiations Committees:</b>   | <u>Dave Battaglia, Gary Huard, Ken Scarbrough</u>   |
| <ul style="list-style-type: none"> <li>• <b>AFSCME Council #65 Units -</b><br/>Custodial, Dietary, Paraprofessionals/AIE/COTAs, and Secretaries</li> </ul> |   |
| <ul style="list-style-type: none"> <li>• <b>Education Minnesota – Cloquet (EMC)</b></li> </ul>   | <u>Dave Battaglia, Ted Lammi, Ken Scarbrough</u>    |
| <ul style="list-style-type: none"> <li>• <b>Non-Certified Administrative Support Association</b></li> </ul>  | <u>Melissa Juntunen, Ted Lammi, Ken Scarbrough</u>  |
| <ul style="list-style-type: none"> <li>• <b>Superintendent, Principals, Business Manager</b></li> </ul>  | <u>Melissa Juntunen, Ted Lammi, Nate Sandman</u>    |
| <ul style="list-style-type: none"> <li>• <b>Other Contracts</b> (Technology, Print Shop, Community Ed, Data Information Specialist)</li> </ul>             | <u>Gary Huard, Melissa Juntunen, Ken Scarbrough</u> |
| ❖ <b>Special Education Cooperative Advisory Committee:</b>   | <u>Ken Scarbrough</u>                               |
| ❖ <b>Transportation Ad Hoc Committee:</b>  | <u>Gary Huard, Melissa Juntunen (As needed)</u>     |

December 13, 2021

Board Chair Ted Lammi called the working session to order at 5:30 p.m.

Topics discussed:

Dr. Cary and the School Board held a discussion regarding possible changes to the current health and safety guidelines and policy. Due to timing of the Truth in Taxation Meeting, the Working Session was adjourned to be resumed later by Board Chair Ted Lammi at 6:00 p.m.

December 13, 2021

The Truth in Taxation Special Meeting of the School Board of Independent School District No. 94, in the City of Cloquet on December 13, 2021 was called to order by Board Chair T. Lammi at 6:01 p.m.

Roll Call – The following members were present on roll call:

- David Battaglia
- Melissa Juntunen
- Ted Lammi
- Nate Sandman
- Ken Scarbrough

**APPROVAL OF BOARD AGENDA**

- RESOLVED by D. Battaglia to approve the December 13, 2021, Truth in Taxation special board agenda, as presented. K. Scarbrough seconded the motion, and the resolution was approved by unanimous yeas vote of all members present on roll call.
- G. Huard returned to the meeting at 6:03 p.m.

**TRUTH IN TAXATION PUBLIC MEETING PRESENTATION**

- C. Nelis, Business Manager, presented the annual Truth in Taxation information.

**ADJOURNMENT**

There being nothing further to discuss, Board Chair Ted Lammi adjourned the meeting at 6:16 p.m.

December 13, 2021

Board Chair T. Lammi resumed the working session at 6:17 p.m.

Topics discussed:

Further discussion was held around the topic of health and safety guidelines and potential policy revisions. Dr. Cary reviewed other meeting agenda items including safe routes to school grant program, request for additional floater paraprofessional positions (1 at each building), Coffee in the Community listening sessions and MREA board of director vote. There being nothing further to discuss, Board Chair Ted Lammi adjourned the meeting at 6:48 p.m.

December 13, 2021

The Regular Meeting of the School Board of Independent School District No. 94, in the City of Cloquet on December 13, 2021 was called to order by Board Chair T. Lammi at 6:53 p.m.

Roll Call – The following members were present on roll call:

- David Battaglia
- Gary Huard
- Melissa Juntunen
- Ted Lammi
- Nate Sandman
- Ken Scarbrough

Present in Person:

- Dr. Michael Cary, Superintendent
- Mary Marciniak, Exec. Asst. to the Superintendent
- Candace Nelis, Business Manager
- Dylan Carlson, Director of Building and Grounds
- Sarah Ellena, District Nurse
- Ashlee Lennartson, EM-C Teacher Union Rep.
- Bill Bauer, Technology Support Specialist
- Jen Vandenhouten, Pine Journal Newspaper Rep.

Building principals, teacher representatives, AIE Director, Community Education Director, District Facilities & Grounds Director will be excused from attending Board meetings until further notice.

#### **APPROVAL OF BOARD AGENDA**

- RESOLVED by K. Scarbrough to approve the December 13, 2021, regular board agenda with moving consent item #4f – permission to post for four (4) 6.5 hrs/day floating consistent support paraprofessionals to the new business section of the agenda, and otherwise as presented. G. Huard seconded the motion, and the resolution was approved by unanimous yea vote of all members present on roll call.

#### **APPROVAL OF MEETING MINUTES**

- RESOLVED by K. Scarbrough to approve the November 22, 2021, school board meeting minutes, as presented. M. Juntunen seconded the motion, and the resolution was approved by unanimous yea vote of all members present on roll call.

#### **OPEN FORUM AND RECEPTION OF DELEGATIONS, PETITIONS, AND COMMUNICATIONS**

- Public comment was taken.
- Building and Department Reports were reviewed.

#### **CONSIDER APPROVAL OF CLAIMS, HAND CHECKS, AND WIRES**

- RESOLVED by N. Sandman to approve Claims, December 3, 2021; Hand Checks, November 29 and December 2, 2021, as presented. K. Scarbrough seconded the motion, and the resolution was approved by unanimous yea vote of all members present on roll call.

#### **CONSENT ITEMS**

- RESOLVED by D. Battaglia to approve the Consent Items, as presented.

##### **1. Resignations:**

- Monica Dahl, 6.5 hrs/day EBD Paraprofessional at Cloquet Middle School, effective December 19, 2021
- Crystal Gabrisko, 6.75 hrs/day LPN/Health Assistant at Northern Lights Academy, effective January 3, 2022
- Tara Anderson, 6.5 hrs/day CS Paraprofessional at Washington Elementary, effective December 14, 2021 (move to AIE tutor at CMS)
- Kelsey Martin, CS Paraprofessional at Washington Elementary, effective December 24, 2021
- Kanyapat (PK) Baker, 4 hrs/day Part Time Cleaner at Cloquet High School, effective December 23, 2021
- Kaylee Besch, Program Assistant at Kids Corner, effective December 6, 2021
- Tom Lenarz, Head Football Coach

##### **2. Recommendations of Employment:**

<u>NAME</u>	<u>POSITION/LOCATION</u>	<u>SALARY**</u>	<u>START DATE</u>
a. Nathan Knutson	1.0 Special Ed Teacher at NLA pending licensure	BA Step 1	12/14/21
b. Kyle Wordelman	Homebased Teacher (5 hrs+1 hr prep/week)	\$31.25/hr	Immediate
c. Lance Horvat	Homebound Teacher (5 hrs+1 hr prep/week)	\$31.25/hr	Immediate
d. Shelly Ross	Homebound Teacher (5 hrs+1 hr prep/week)	\$31.25/hr	Immediate
e. Makayla Langenbrunner	6.75 hrs/day LPN at CMS	Step 1 Frozen	December 13, 2021
f. Aliza Kettlehut	7 hrs/day AIE Tutor at CMS	\$19.31-Step 8	December 6, 2021
g. Tara Anderson	6.5 hrs/day AIE Tutor at CMS	\$19.03- Step 7	December 14, 2021
h. Hannah Beaudry	6.5 hrs/day CS Para at Washington Elementary	\$17.41/hr	December 14, 2021
i. Nick Smoczynski	6.5 hrs/day CS Para at CMS	\$17.41/hr	December 13, 2021
j. Gail Korich	6.5 hrs/day CS Para at Washington Elementary	\$17.41/hr	January 4, 2022
k. Reese Kolodge	6.75 hrs/day Part Time Cleaner at Churchill	\$16.30/hr	January 3, 2022
l. Paul Schuster	On Call Part Time Cleaner	\$14.66/\$16.29	TBD
m. Joyel Peterson	On Call Part Time Cleaner	\$14.66/\$16.29	TBD
n. Taya Flaim	Program Assistant at Li'l Lumberjacks	\$14.85/hr	December 7, 2021

**3. Extra Services Contracts**

- a. Dawn Schwantke, 7<sup>th</sup>/8<sup>th</sup> Grade Girls' Basketball Coach stipend, \$600
- b. Volunteer Robotics Coaches (see attached)
- c. Mary Jacobson, Senior High Knowledge Bowl Advisor, \$2,018

**4. Permission to Post**

- a. FTE Early Childhood Special Education Teacher
- b. 0.8 FTE Long Term Substitute Math Teacher at Cloquet High School effective approximately May 1, 2022 until June 9, 2022
- c. One (1) Homebased Teacher at Cloquet Middle School
- d. Two (2) Homebased and Two (2) Homebound Teacher at Cloquet High School
- e. 6.75 hrs/day Licensed Practical Nurse(LPN)/Paraprofessional at Northern Lights Academy
- f. 6.5 hrs/day Consistent Support Paraprofessional at Cloquet Middle School
- g. 6.5 hrs/day Consistent Support Paraprofessional at Washington Elementary School
- h. 6.25 hrs/day Consistent Support Paraprofessional at Washington Elementary School
- i. 6.75 hrs/day Temporary Paraprofessional at Northern Lights Academy
- j. 6.75 hrs/day Part Time Cleaner at Cloquet High School
- k. Head Football Coach

**5. Grant Application/Grant Awards/Donation**

- a. Carlton County Green Grant Project for Washington Elementary

G. Huard seconded the motion, and the resolution was approved by unanimous yeas vote of all members present on roll call.

**SCHOOL BOARD COMMITTEE REPORTS**

- Student enrollment report from November 17, 2021 was reviewed.

**AGENDA ADDENDUMS**

- None were presented at this time.

**NEW BUSINESS**

- RESOLVED by G. Huard to approve the 2021 School Levy payable in 2022, as presented. K. Scarbrough seconded the motion.
- RESOLVED by N. Sandman to approve the resolution of support for the Safe Routes to School Grant Project, as presented. M. Juntunen seconded the motion, and the resolution was approved by unanimous yeas vote of all members present on roll call.
- RESOLVED by K. Scarbrough to approve the request to post for proposals and legal notices regarding transportation services, as presented. D. Battaglia seconded the motion, and the resolution was approved by unanimous yeas vote of all members present on roll call.
- RESOLVED by N. Sandman to approve the request from the All-Night Graduation Party Committee, as presented. M. Juntunen seconded the motion, and the resolution was approved by unanimous yeas vote of all members present on roll call.
- RESOLVED by M. Juntunen to approve the 2021-2023 Non-Certified Administrative Support Association contract, as presented. G. Huard seconded the motion, and the resolution was approved by unanimous yeas vote of all members present on roll call.
- RESOLVED by K. Scarbrough to approve the proposed 2021-2022 Health and Safety Measures effective Monday, January 31, 2022, as presented. M. Juntunen seconded the motion. A roll call vote was called: T. Lammi-yeas, N. Sandman-nays, D. Battaglia-nays, G. Huard-nays, M. Juntunen-yeas, K. Scarbrough-yeas. The motion failed due to a lack of majority by a 3-3 vote.
- RESOLVED by T. Lammi to table the proposed changes to the 2021-2022 Health and Safety Measures until the January 10, 2022 meeting and to direct Superintendent Cary to bring back potential indicators that could be used to determine when to switch to or from mandated masking for the Board to consider. D. Battaglia seconded the motion, and the resolution was approved by unanimous yeas vote of all members present on roll call.

- RESOLVED by G. Huard to approve the posting of Four (4) 6.5 hrs/day Floating Consistent Support Paraprofessional (1 per building) for the remainder of the 2021-2022 school year, as presented. D. Battaglia seconded the motion. A roll call vote was called: T. Lammi-yea, N. Sandman-yea, D. Battaglia-yea, G. Huard-yea, M. Juntunen-yea, K. Scarbrough-nay. The motion passed by a 5-1 vote.

#### **SUPERINTENDENT'S REPORT**

Dr. Cary covered most of the items in the working session. He thanked everyone for their input on the proposed changes to the health and safety measures. He wanted to express that this was a difficult decision and he wanted them to know that he and the School Board were listening to all the feedback and input.

#### **FOR YOUR INFORMATION**

- MREA Board of Directors Vote
- December Washington Elementary School Newsletter

#### **UPCOMING MEETINGS/EVENTS**

- Tuesday, December 21, 2021 - Community Education Committee Meeting - 5:30 p.m. - Held Virtual
- December 23, 2021 - January 3, 2022 - Winter Break
- Monday, January 10, 2022-World's Best Workforce and A&I Presentation Special Meeting, 5:15 p.m., Boardroom
- Monday, January 10, 2022 - Organizational and Regular School Board Meeting, 5:30 p.m. Working Session and 6:00 p.m. Regular Meeting
- Tuesday, January 11, 2022 - Health, Safety and Crisis Team Meeting - 3:45 p.m. - District Boardroom
- Thursday, January 13, 2022 - Technology Committee Meeting - 3:45 p.m. - Held Virtual
- Tuesday, January 18, 2022 - Wellness Committee Meeting - 3:45 p.m. - Garfield Cafeteria
- Tuesday, January 18, 2022 - DAC Committee Meeting - 4:00 pm - District Boardroom
- Tuesday, January 18, 2022, Community Education Advisory Committee - 5:30 p.m. - Held Virtual

#### **ADJOURNMENT**

There being nothing further to discuss, Board Chair Ted Lammi adjourned the meeting at 7:48 p.m.

ATTEST:

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Clerk of the School Board

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Chair of the School Board

## Department Reports

### Churchill Elementary:

Churchill just held their first Family Literacy Night and on a snowy evening had 75 students and family members attend. There are three other family evenings scheduled and the next evening is February 9<sup>th</sup> at the public library. The Churchill PIE group will hold their next meeting on January 18<sup>th</sup> and a Dairy Queen fundraiser that same evening. Planning for the Kids Heart Challenge begins January 19<sup>th</sup>. The Kids Heart Challenge is a fundraiser and jumpathon for the American Heart Association. January PLC meetings will be held jointly with Washington and will focus on the GELN Literacy Standards which both schools are studying. A Kindergarten Round-Up planning meeting will be held jointly with Washington teachers on January 19<sup>th</sup>.

Submitted by David Wangen, Churchill Elementary Principal

### Washington Elementary:

Happy New Year from Washington!

-Students and staff were excited to return after winter break!

-Fresh snow brings lots of recess joy at an elementary school so we'll focus on the positive!

-Winter benchmark testing begins on January 10<sup>th</sup>. Our team of Interventionist Teachers will be working hard on ensuring all students are benchmarked and that we review data to place students in intervention groups for the second semester.

-The Washington Partners In Education (P.I.E.) group will be meeting on Tuesday, 1/11/22, at 6:30pm in the Washington Media Center. All are welcome to join us and be partners!

-4<sup>th</sup> graders were the winners of our in-building competition to show "Purple Pride" and as a result they will select the theme for our next spirit day on January 14<sup>th</sup>.

-All students will be getting a refresher on our Code of Conduct, and new this year our Student Advisory Team members will be helping staff review for students K-4. We are excited to have our student leaders help us remind everyone of school expectations and great purple pride!

-Plans are in the works for professional days on January 17<sup>th</sup> and 24<sup>th</sup>. Staff are looking forward to some time to focus on our own learning!

Submitted by Robbi Mondati, Washington Elementary Principal

### Cloquet Middle School:

The teachers and staff are excited to be back and begin to wrap up the first semester. As we approach the midway point of the school year, I would like to thank the CMS staff for all they have done for our students. They continue to rise to the challenge at every turn, and they do this because they are committed to their student's academic and social/emotional well-being. As a building leader, I could not be prouder of them.

You see in your packet that we have extra dollars through our CLSD grant and are asking for permission to post a 1.0 FTE Ojibwe Culture Literacy and Instructional Coach. This position will implement the MDE coaching process to build the capacity of core literacy instruction through identified evidence-based practices, Ojibwe content knowledge, and culturally responsive teaching practices, leading to improved student outcomes in literacy. This position will serve both the Middle and High schools.

Submitted by Tom Brenner, Cloquet Middle School Principal

### Cloquet High School:

- Semester 2 is coming to an end on Jan. 21.
- 2022-2023 student class registration will take place during the last week of Jan. We've got a number of student/parent meetings this month leading up to registration.
- December had our band and choir concerts – I was impressed with the performances of our students and teachers after a long break from live performances due to COVID.
- Our ACT test date is set for April 19 at CHS.
- We're in the heart of the winter sports season – I encourage you to follow along over the next month or two as playoff/conference positioning will start to organize.
- We've got a number of activities/seasons coming up – First Robotics, Knowledge Bowl, Mock Trial, One Act Play.
- Our custodians replaced the ceiling tiles in our main offices over break – things look great.

Submitted by Steve Battaglia, Cloquet High School Principal

### Cloquet Area Alternative Education Programs:

We are all back after a restful winter break and eager to get back to work. 18 quarter credits were recovered during the winter credit recovery academy held between Christmas and New Year's. The end of quarter 2 (and 1<sup>st</sup> semester) is January 21. We have some students that will be working hard to earn all of their course credits this semester. At the start of the 2<sup>nd</sup> semester, all seniors will have met with the counselor and/or the principal regarding what needs to happen for students to graduate this spring. We are transparent with parents in regards to their children and their credit needs. Mid quarter conferences are scheduled for February 16. At this time we will have a clearer picture of who is on track to graduate in the spring and who will need to return in the fall.

Submitted by Connie Hyde, CAAEP Principal

### Community Education

#### Age to Age

The Groundhog Medallion Hunt returns!

The Medallion will be hidden somewhere on public property in Cloquet. Clues will be aired on WKLK, then posted on our website each day starting February 2 until the medallion is found or we run out of clues. One of the middle school teachers will be creating a one-of-a-kind 3D printed medallion. The prize package contains gift cards to area businesses. This family free event is sure to get our residents out to enjoy our winter season!

#### Aquatics

We received a very nice posting on our facebook page from a parent:

I just have to take a second to give the High School lifeguard on duty at the middle school last night a huge shout out!!! During lessons my daughter lost her pool noodle in an area where she couldn't touch while her teacher was distracted with another student and the lifeguard noticed her start to struggle and without one second of hesitation blew his whistle, jumped in and had her in his arms within 2 seconds. Very thankful for his attentiveness, you hired a great kid!!

#### Adult Enrichment

Among our offerings for Winter, we held a "Becoming a Cloquet District Employee" event on Thursday, January 6 at the middle school. The attendees learned about the different opportunities we have, the process for applying with the school district, and answers to their questions. There will be another offering specific for becoming a para on January 25.

Submitted by Erin Bates, Community Education Director 34

### Business Department:

Candace Nelis, Business Manager, will be attending in person

### American Indian Education Department:

Greetings School Board Members,

Winter Symposium with the CAAEP AIE Program was a fun and unique time to learn about Maa'iingan (wolf). Keeping students engaged in this learning model is easy to do when the schedule is jam packed with activities. Students learned from FDL Conversation Wildlife Biologist, Mike Shragg, the many techniques used to track and preserve local wolf populations. A baiting site was setup with trail cam to capture images of wolves. Although no wolves visited the site, we did capture images of waawaashkeshi (deer), migizi (eagle) and a very large gidagaa-bizhiw (bobcat). Students also did wolf research, visited the Wildlife Science Center and cheered on our own wolves the Minnesota Timberwolves at the Target Center.

The current Johnson O'Malley (JOM) count for Cloquet Schools is 155 with 21 pending certifications. Last year's reported numbers 182 which shows a slight decrease to the JOM Student count. There is not a clear determining factor for the reduction. We collect forms and send them off to tribal agencies for certification throughout the year.

Many new exciting titles were released from Black Bears and Blueberries Publishing for younger readers. We appreciate Native authors and illustrators who create books that can be implemented into our programming, libraries and into the hands of youth. Nenaboozhoo and the Highbush Cranberries, Why Eagles Build their Nests in the Tallest Trees, and The Thunderbirds and the First Humans are a few of the titles that will be included in Makoons Club this year.

A big MIIGWECH for the AIE Team for their dedication to our program, schools, students/families and community! We have gained some new faces over the past few months and have really been able to meet the many needs of the American Indian Education mission.

Take care, be safe.

Submitted by Teresa Angell, American Indian Education Director

### Building and Grounds

Cloquet High School Part Time Cleaner position has been filled. As a result, an On Call Cleaner position has opened.

Headman Meeting Update: Some topics of discussion was training processes for the newly added On Call Cleaner positions. It was decided it would be a good idea to have all new cleaners work directly with the head custodians in each building before shadowing cleaning shifts. We reviewed Break projects and cleaning plans. Some bigger projects included 2 gang sink replacements at Churchill, ceiling and lighting upgrades at the high school, and a painting project at Garfield. Moving forward with some recommissioning plans we identified some suspect problem areas in each building to start with.

Submitted by Dylan Carlson, Building and Grounds Director

### Technology

The Technology Department was able to take some much needed time off over Winter Break as well as perform some needed server updates. The big news from the department is that we were able to secure additional federal funding from the Emergency Connectivity Fund. The funding comes in 2 parts. First, we received \$121,000 from ECF to pay for the first year of the lease for the iPads and laptops at CMS. Second, we received \$166,000 to pay

for wifi hotspots through June of 2022. These hotspots will be useful for students who lack reliable internet access while they're on quarantine.

Submitted by T.J. Smith, Technology Director

**Cloquet Public Schools**  
**Detail Payment Register By Check**  
**Fund Summary**

<b>Fund</b>	<b>Description</b>	<b>Total</b>
01	General	\$503,115.50
02	Food Services	\$5,604.95
03	Transportation	\$17,028.88
04	Community Services	\$3,266.61
05	Capital Expenditure	\$18,454.32
07	Debt Redemption #94	\$867,225.00
12	Activities	\$12,606.34
45	OPEB Irrevocable Trust	\$1,295.92
<b>Report Total</b>		<b>\$1,428,597.52</b>

## Cloquet Public Schools

### Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
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			95741	159546	Check	1	7573		AIRE SERV HEATING & AIR CONDITI	Yes	No	No	USD	12/21/2021	4,566.21
			95675	159547	Check	1	10562		ALBERTSON NICOLE	Yes	No	No	USD	12/21/2021	50.00
			95784	159548	Check	1	9300		ALLEN, CHANDRA	Yes	No	No	USD	12/21/2021	24.20
			95730	159549	Check	1	6078		AMAZON	Yes	No	No	USD	12/21/2021	6,453.16
			95663	159550	Check	1	10518		ANDERSON JARED	Yes	No	No	USD	12/21/2021	35.00
			95734	159551	Check	1	6516		ANDERSON, HEIDI	Yes	No	No	USD	12/21/2021	154.19
			95775	159552	Check	1	8863		ANGELL, TERESA	Yes	No	No	USD	12/21/2021	157.43
			95642	159553	Check	1	02547		APPLE INC	Yes	No	No	USD	12/21/2021	7,314.00
			95643	159554	Check	1	02766		ARCC	Yes	No	No	USD	12/21/2021	270.00
			95665	159555	Check	1	10552		ARROWHEAD BAND INSTRUMENT S	Yes	No	No	USD	12/21/2021	75.00
			95649	159556	Check	1	1006		ARROWHEAD SPRINGS	Yes	No	No	USD	12/21/2021	295.50
			95674	159557	Check	1	10561		AT ENTERTAINMENT	Yes	No	No	USD	12/21/2021	450.00
			95731	159558	Check	1	6134		AT&T MOBILITY	Yes	No	No	USD	12/21/2021	2,143.05
			95644	159559	Check	1	03250		B & B MARKET	Yes	No	No	USD	12/21/2021	600.00
			95648	159560	Check	1	10003		BAKER JAMIE	Yes	No	No	USD	12/21/2021	49.50
			95708	159561	Check	1	3609		BAKER, BRET	Yes	No	No	USD	12/21/2021	39.90
			95768	159562	Check	1	8609		BALOW, JORDAN J	Yes	No	No	USD	12/21/2021	60.00
			95760	159563	Check	1	8268		BATES, ERIN	Yes	No	No	USD	12/21/2021	60.00
			95764	159564	Check	1	8486		BATTAGLIA, SCOTT M	Yes	No	No	USD	12/21/2021	280.00
			95776	159565	Check	1	8867		BELPEDIO, NICOLE	Yes	No	No	USD	12/21/2021	28.79
			95745	159566	Check	1	7984		BENOIT, JOHN	Yes	No	No	USD	12/21/2021	122.00
			95657	159567	Check	1	10394		BENSON WENDY	Yes	No	No	USD	12/21/2021	244.85
			95669	159568	Check	1	10556		BERGER CAMDEN	Yes	No	No	USD	12/21/2021	120.00
			95645	159569	Check	1	05105		BERNICKS VENDING	Yes	No	No	USD	12/21/2021	1,949.28
			95646	159570	Check	1	05150		BEST OIL COMPANY	Yes	No	No	USD	12/21/2021	332.04
			95732	159571	Check	1	6157		BIEBL, STEPHANIE	Yes	No	No	USD	12/21/2021	36.60
			95735	159572	Check	1	6644		BOND TRUST SERVICES	Yes	No	No	USD	12/21/2021	867,225.00
			95672	159573	Check	1	10559		BRENNA OWEN	Yes	No	No	USD	12/21/2021	71.00
			95647	159574	Check	1	06553		BRENNER, MICHELLE	Yes	No	No	USD	12/21/2021	244.85
			95740	159575	Check	1	7378		BSN SPORTS LLC	Yes	No	No	USD	12/21/2021	988.95
			95696	159576	Check	1	2566		BUYTAERT, KATY	Yes	No	No	USD	12/21/2021	81.02
			95658	159577	Check	1	10401		CITY OF CLOQUET	Yes	No	No	USD	12/21/2021	7,551.25
			95700	159578	Check	1	3021		CLOQUET ED FOUNDATION	Yes	No	No	USD	12/21/2021	100.00
			95678	159579	Check	1	11006		CLOQUET SANITARY	Yes	No	No	USD	12/21/2021	5,105.95
			95737	159580	Check	1	6766		CLOQUET SERVICE CENTER	Yes	No	No	USD	12/21/2021	1,174.48
			95679	159581	Check	1	11051		CLOQUET TRANSIT CO	Yes	No	No	USD	12/21/2021	436.34
			95797	159582	Check	1	9800		COCA-COLA BEVERAGES OF DULUT	Yes	No	No	USD	12/21/2021	453.40
			95680	159583	Check	1	11550		COMMUNITY PRINTING	Yes	No	No	USD	12/21/2021	2,580.30
			95791	159584	Check	1	9578		CONSTELLATION NEWENERGY -GA	Yes	No	No	USD	12/21/2021	13,382.08
			95684	159585	Check	1	1587		DALCO	Yes	No	No	USD	12/21/2021	198.84

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			95652	159587	Check	1	10217		DENFELD NORDIC	Yes	No	No	USD	12/21/2021	285.00
			95762	159588	Check	1	8415		DETERS, CHEYENNE	Yes	No	No	USD	12/21/2021	928.47
			95722	159589	Check	1	5509		DOHNANSKY, ELIZABETH	Yes	No	No	USD	12/21/2021	96.49
			95788	159590	Check	1	9462		DONNELLY, LARISSA	Yes	No	No	USD	12/21/2021	168.29
			95774	159591	Check	1	8849		ECKLUND, ANTHONY E	Yes	No	No	USD	12/21/2021	71.00
			95773	159592	Check	1	8808		EMANUEL, BRAD	Yes	No	No	USD	12/21/2021	92.33
			95671	159593	Check	1	10558		ENGEL SPENCER	Yes	No	No	USD	12/21/2021	71.00
			95779	159594	Check	1	9062		ERICKSON, MATTHEW	Yes	No	No	USD	12/21/2021	85.00
			95756	159595	Check	1	8207		ERZAR, TYLER JAY	Yes	No	No	USD	12/21/2021	107.00
			95685	159596	Check	1	1694		ESSE, CHRISTINE	Yes	No	No	USD	12/21/2021	76.90
			95758	159597	Check	1	8229		ESSE, DAVID	Yes	No	No	USD	12/21/2021	123.20
			95765	159598	Check	1	8508		FARGO PUBLIC SCHOOL DISTRICT	Yes	No	No	USD	12/21/2021	266.88
			95688	159599	Check	1	2074		FOLLETT SCHOOL SOLUTIONS	Yes	No	No	USD	12/21/2021	1,638.54
			95686	159600	Check	1	19740		FOND DU LAC OJIBWAY SCHOOL	Yes	No	No	USD	12/21/2021	300,240.07
			95709	159601	Check	1	3900		FRABONIS	Yes	No	No	USD	12/21/2021	523.00
			95683	159602	Check	1	1314		GODNAI, JASON	Yes	No	No	USD	12/21/2021	3.99
			95666	159603	Check	1	10553		GONSOROWSKI MICHELLE	Yes	No	No	USD	12/21/2021	125.00
			95690	159604	Check	1	21950		GREAT LAKES ALARM	Yes	No	No	USD	12/21/2021	105.00
			95681	159605	Check	1	12271		GREAT LAKES OFFICE SOLUTIONS I	Yes	No	No	USD	12/21/2021	3,714.69
			95724	159606	Check	1	5590		GREER, SARAH	Yes	No	No	USD	12/21/2021	110.74
			95798	159607	Check	1	9812		GUTSY LLC	Yes	No	No	USD	12/21/2021	129.98
			95660	159608	Check	1	10462		HAYNES JEREMIAH	Yes	No	No	USD	12/21/2021	378.66
			95692	159609	Check	1	23630		HEDMAN, KAREN	Yes	No	No	USD	12/21/2021	34.00
			95727	159610	Check	1	5684		HILLYARD INC MINNEAPOLIS	Yes	No	No	USD	12/21/2021	5,674.53
			95767	159611	Check	1	8537		HOLLENHORST, ROBERT W III	Yes	No	No	USD	12/21/2021	122.00
			95755	159612	Check	1	8200		HOLMSTROM, TIMOTHY G	Yes	No	No	USD	12/21/2021	92.33
			95729	159613	Check	1	5992		HORIZON COMMERCIAL POOL SUPP	Yes	No	No	USD	12/21/2021	649.41
			95693	159614	Check	1	24795		HOUGHTON MIFFLIN CO	Yes	No	No	USD	12/21/2021	1,418.34
			95654	159615	Check	1	10219		HOUSER SHAWN	Yes	No	No	USD	12/21/2021	100.00
			95695	159616	Check	1	25280		INCLINE STATION	Yes	No	No	USD	12/21/2021	221.00
			95780	159617	Check	1	9072		INNOVATIVE OFFICE SOLUTIONS LL	Yes	No	No	USD	12/21/2021	3,092.80
			95725	159618	Check	1	5624		ISD #0094 - LIL LUMBERJACKS	Yes	No	No	USD	12/21/2021	425.25
			95694	159619	Check	1	2526		ISD #0094 - VAN	Yes	No	No	USD	12/21/2021	1,267.28
			95738	159620	Check	1	6866		ISD #0094 LIL THUNDER LEARNING	Yes	No	No	USD	12/21/2021	162.00
			95677	159621	Check	1	1063		ISD #0709 DULUTH	Yes	No	No	USD	12/21/2021	120,109.51
			95749	159622	Check	1	8104		JOUPPI, PETER	Yes	No	No	USD	12/21/2021	203.00
			95787	159623	Check	1	9394		KACHINSKE, HALEY	Yes	No	No	USD	12/21/2021	77.62
			95746	159624	Check	1	8020		KARNAS, JAMES	Yes	No	No	USD	12/21/2021	96.00
			95781	159625	Check	1	9096		KIMBALL, ANDREW A	Yes	No	No	USD	12/21/2021	60.00
			95796	159626	Check	1	9755		KITTO JULIAN	Yes	No	No	USD	12/21/2021	50.00

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**Check Register by Bank and Check**

Batch	Co	Bank	Pyemt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
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			95771	159628	Check	1	8749		KNUTSEN, JESSICA	Yes	No	No	USD	12/21/2021	322.45
			95759	159629	Check	1	8234		KNUTSEN, STEVEN J	Yes	No	No	USD	12/21/2021	170.00
			95689	159630	Check	1	2076		KOLODGE, JENNIFER	Yes	No	No	USD	12/21/2021	55.98
			95766	159631	Check	1	8513		KOSEY, RAY	Yes	No	No	USD	12/21/2021	203.00
			95761	159632	Check	1	8324		KUBIS, BRENT	Yes	No	No	USD	12/21/2021	162.00
			95699	159633	Check	1	29600		L & M SUPPLY	Yes	No	No	USD	12/21/2021	78.39
			95659	159634	Check	1	10426		LAKE SUPERIOR LAUNDRY INC	Yes	No	No	USD	12/21/2021	214.71
			95701	159635	Check	1	30365		LCS COACHES INC	Yes	No	No	USD	12/21/2021	15,526.01
			95792	159636	Check	1	9584		LEW DANE	Yes	No	No	USD	12/21/2021	107.00
			95790	159637	Check	1	9564		LIIMATAINEN NICHOLAS	Yes	No	No	USD	12/21/2021	71.00
			95707	159638	Check	1	3602		LINDE GAS & EQUIPMENT INC	Yes	No	No	USD	12/21/2021	195.95
			95739	159639	Check	1	7161		LINE, MICHELLE	Yes	No	No	USD	12/21/2021	949.00
			95778	159640	Check	1	9012		MARSH, STEPHANIE	Yes	No	No	USD	12/21/2021	56.80
			95697	159641	Check	1	2692		MASSP	Yes	No	No	USD	12/21/2021	1,070.00
			95705	159642	Check	1	33755		MATHCOUNTS FOUNDATION	Yes	No	No	USD	12/21/2021	120.00
			95769	159643	Check	1	8722		MCDONALD, JAMIE	Yes	No	No	USD	12/21/2021	312.37
			95668	159644	Check	1	10555		MCGEE JOE	Yes	No	No	USD	12/21/2021	81.00
			95728	159645	Check	1	5967		MEDIACOM	Yes	No	No	USD	12/21/2021	268.65
			95706	159646	Check	1	34186		MENARDS	Yes	No	No	USD	12/21/2021	861.14
			95795	159647	Check	1	9687		MILLER ANDREW	Yes	No	No	USD	12/21/2021	249.00
			95799	159648	Check	1	9873		MINNTEX	Yes	No	No	USD	12/21/2021	7.35
			95801	159649	Check	1	9889		NORDIN DRAKE	Yes	No	No	USD	12/21/2021	243.00
			95710	159650	Check	1	40801		NORTHEAST SERVICE COOP	Yes	No	No	USD	12/21/2021	1,215.00
			95711	159651	Check	1	40825		NORTHERN BUSINESS PRODUCTS	Yes	No	No	USD	12/21/2021	269.44
			95651	159652	Check	1	10216		NORTHERN STAR FOOD EQUIPMEN	Yes	No	No	USD	12/21/2021	42.50
			95662	159653	Check	1	10492		NORTHLAND CONSTRUCTORS	Yes	No	No	USD	12/21/2021	9,463.82
			95650	159654	Check	1	10132		OLIN, TYLER	Yes	No	No	USD	12/21/2021	1,302.88
			95747	159655	Check	1	8024		O'NEILL, THOMAS ROBERT	Yes	No	No	USD	12/21/2021	170.00
			95794	159656	Check	1	9664		ORIENTAL TRADING COMPANY	Yes	No	No	USD	12/21/2021	99.22
			95703	159657	Check	1	3249		PACK & MAIL STATION	Yes	No	No	USD	12/21/2021	67.29
			95743	159658	Check	1	7771		PAMS LUNCHROOM LLC	Yes	No	No	USD	12/21/2021	83.98
			95712	159659	Check	1	42846		PARENTEAU, THERESA	Yes	No	No	USD	12/21/2021	10.00
			95682	159660	Check	1	1289		PARK AVE FITNESS	Yes	No	No	USD	12/21/2021	36.00
			95673	159661	Check	1	10560		PEDERSON STEPHANIE	Yes	No	No	USD	12/21/2021	207.31
			95687	159662	Check	1	2037		PINE KNOT, LLC	Yes	No	No	USD	12/21/2021	256.00
			95800	159663	Check	1	9882		PMA ASSET MGMT	Yes	No	No	USD	12/21/2021	1,295.92
			95653	159664	Check	1	10218		PORTER JORDAN	Yes	No	No	USD	12/21/2021	71.00
			95744	159665	Check	1	7967		PROSEN, SARA	Yes	No	No	USD	12/21/2021	150.74
			95713	159666	Check	1	45540		QUILL CORPORATION	Yes	No	No	USD	12/21/2021	331.95
			95763	159667	Check	1	8427		RAJ, PAUL	Yes	No	No	USD	12/21/2021	85.00

## Cloquet Public Schools Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0094		2	95736	159668	Check	1	6703		RAYMOND GEDDES CO INC	Yes	No	No	USD	12/21/2021	119.30
			95664	159669	Check	1	10542		RNR YARDWORKS LLC	Yes	No	No	USD	12/21/2021	3,500.00
			95655	159670	Check	1	10356		ROBIDEAUX SHELLEY	Yes	No	No	USD	12/21/2021	274.21
			95752	159671	Check	1	8180		SALO, ADAM LEE	Yes	No	No	USD	12/21/2021	85.00
			95750	159672	Check	1	8134		SAWYER, ROBERT	Yes	No	No	USD	12/21/2021	92.33
			95789	159673	Check	1	9545		SCHMITT DIRECTOR CENTER	Yes	No	No	USD	12/21/2021	93.25
			95714	159674	Check	1	48700		SCHMITT MUSIC COMPANY	Yes	No	No	USD	12/21/2021	150.00
			95717	159675	Check	1	48801		SCHOLASTIC BOOK CLUBS	Yes	No	No	USD	12/21/2021	354.93
			95715	159676	Check	1	48761		SCHOLASTIC BOOK FAIRS	Yes	No	No	USD	12/21/2021	1,576.12
			95716	159677	Check	1	48799		SCHOLASTIC INC	Yes	No	No	USD	12/21/2021	290.38
			95670	159678	Check	1	10557		SCHOMMER PETER	Yes	No	No	USD	12/21/2021	71.00
			95753	159679	Check	1	8181		SHADIOW, ADAM	Yes	No	No	USD	12/21/2021	111.00
			95770	159680	Check	1	8745		SHELDON, DARREN	Yes	No	No	USD	12/21/2021	92.33
			95691	159681	Check	1	2203		SIGN PRO	Yes	No	No	USD	12/21/2021	377.00
			95757	159682	Check	1	8213		SILJENDAHL, ERIC	Yes	No	No	USD	12/21/2021	92.33
			95718	159683	Check	1	50250		SKUTEVIKS FLORISTS	Yes	No	No	USD	12/21/2021	40.00
			95783	159684	Check	1	9175		SMITH, TREVOR J	Yes	No	No	USD	12/21/2021	60.00
			95720	159685	Check	1	51875		ST LOUIS COUNTY AUDITOR	Yes	No	No	USD	12/21/2021	72.49
			95742	159686	Check	1	7615		STAR TRIBUNE	Yes	No	No	USD	12/21/2021	67.63
			95782	159687	Check	1	9137		SUPERIOR HIGH SCHOOL	Yes	No	No	USD	12/21/2021	380.00
			95719	159688	Check	1	5091		SVL SERVICE CORPORATION	Yes	No	No	USD	12/21/2021	1,008.18
			95786	159689	Check	1	9371		SWANSON, KAREN	Yes	No	No	USD	12/21/2021	71.00
			95733	159690	Check	1	6452		SWARTWOVDT, TINA	Yes	No	No	USD	12/21/2021	76.53
			95802	159691	Check	1	9923		TAFS WILLIAM	Yes	No	No	USD	12/21/2021	177.33
			95704	159692	Check	1	33710		THE MASTER TEACHER INC	Yes	No	No	USD	12/21/2021	10.00
			95656	159693	Check	1	10359		TKI	Yes	No	No	USD	12/21/2021	240.00
			95721	159694	Check	1	54900		TRANS-MISSISSIPPI BIOLOGICAL SL	Yes	No	No	USD	12/21/2021	283.88
			95723	159695	Check	1	55438		TWIN PORTS PAPER SUPPLY	Yes	No	No	USD	12/21/2021	968.27
			95754	159696	Check	1	8187		UJDUR, GERALD	Yes	No	No	USD	12/21/2021	107.00
			95726	159697	Check	1	56350		UPPER LAKES FOODS	Yes	No	No	USD	12/21/2021	1,082.64
			95676	159698	Check	1	10563		UW EAU CLAIRE TIM FADER	Yes	No	No	USD	12/21/2021	300.00
			95772	159699	Check	1	8794		VAN LOON, ALAN	Yes	No	No	USD	12/21/2021	162.00
			95777	159700	Check	1	8949		VANTAGE FINANCIAL	Yes	No	No	USD	12/21/2021	9,386.00
			95751	159701	Check	1	8148		VERHEL, COREY	Yes	No	No	USD	12/21/2021	111.00
			95785	159702	Check	1	9341		WEBER, AARON ALEXANDER	Yes	No	No	USD	12/21/2021	71.00
			95702	159703	Check	1	3210		WELSH, CYNTHIA	Yes	No	No	USD	12/21/2021	585.00
			95661	159704	Check	1	10482		WOOD CITY MOTORS	Yes	No	No	USD	12/21/2021	96.13
			95698	159705	Check	1	2731		YOUNG, HEATHER	Yes	No	No	USD	12/21/2021	316.95

## Cloquet Public Schools Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0094		2	95748	159706	Check	1	8044		ZBACNIK, THOMAS J	Yes	No	No	USD	12/21/2021	85.00
														Bank Total: 2	\$1,428,597.52
														Report Total:	\$1,428,597.52

**Cloquet Public Schools**  
**Detail Payment Register By Check**  
**Fund Summary**

<b>Fund</b>	<b>Description</b>	<b>Total</b>
01	General	\$42,677.71
02	Food Services	\$50,359.07
03	Transportation	\$104,846.26
04	Community Services	\$6,947.26
05	Capital Expenditure	\$18,679.69
07	Debt Redemption #94	\$1,648,803.13
12	Activities	\$3,150.23
47	OPEB Debt Service	\$777,853.13
<b>Report Total</b>		<b>\$2,653,316.48</b>

## Cloquet Public Schools

### Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0094		2	95808	159707	Check	1	10518		ANDERSON JARED	Yes	No	No	USD	01/11/2022	35.00
			95871	159708	Check	1	8469		ANDERSON, COLOMBE	Yes	No	No	USD	01/11/2022	345.60
			95848	159709	Check	1	7142		ANDERSON, LISA	Yes	No	No	USD	01/11/2022	224.00
			95855	159710	Check	1	8127		ANDERSON, RICK	Yes	No	No	USD	01/11/2022	100.00
			95881	159711	Check	1	8863		ANGELL, TERESA	Yes	No	No	USD	01/11/2022	60.00
			95876	159712	Check	1	8731		B&H PHOTO VIDEO	Yes	No	No	USD	01/11/2022	1,247.69
			95867	159713	Check	1	8268		BATES, ERIN	Yes	No	No	USD	01/11/2022	60.00
			95870	159714	Check	1	8468		BATES, KYLE	Yes	No	No	USD	01/11/2022	10,000.00
			95872	159715	Check	1	8486		BATTAGLIA, SCOTT M	Yes	No	No	USD	01/11/2022	80.00
			95844	159716	Check	1	6391		BROMAN, KIMBERLY	Yes	No	No	USD	01/11/2022	111.12
			95805	159717	Check	1	10397		CHRISTENSON NAOMI	Yes	No	No	USD	01/11/2022	156.80
			95837	159718	Check	1	55545		CINTAS CORPORATION LOCATION 2	Yes	No	No	USD	01/11/2022	435.29
			95824	159719	Check	1	3021		CLOQUET ED FOUNDATION	Yes	No	No	USD	01/11/2022	100.00
			95811	159720	Check	1	11051		CLOQUET TRANSIT CO	Yes	No	No	USD	01/11/2022	104,622.26
			95845	159721	Check	1	7093		DAUGHERTY APPLIANCE	Yes	No	No	USD	01/11/2022	3,718.00
			95836	159722	Check	1	5509		DOHNANSKY, ELIZABETH	Yes	No	No	USD	01/11/2022	60.00
			95843	159723	Check	1	6347		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	01/11/2022	246.67
			95831	159724	Check	1	4198		ELLENA, SARAH	Yes	No	No	USD	01/11/2022	152.27
			95878	159725	Check	1	8808		EMANUEL, BRAD	Yes	No	No	USD	01/11/2022	85.00
			95804	159726	Check	1	10243		ERICKSON AUSTIN	Yes	No	No	USD	01/11/2022	82.00
			95882	159727	Check	1	9062		ERICKSON, MATTHEW	Yes	No	No	USD	01/11/2022	315.00
			95815	159728	Check	1	1694		ESSE, CHRISTINE	Yes	No	No	USD	01/11/2022	39.00
			95864	159729	Check	1	8229		ESSE, DAVID	Yes	No	No	USD	01/11/2022	246.40
			95863	159730	Check	1	8222		FREEMAN, ZACH	Yes	No	No	USD	01/11/2022	85.00
			95828	159731	Check	1	3537		GAGNE, JESSICA	Yes	No	No	USD	01/11/2022	414.88
			95893	159732	Check	1	9586		GALLUS CLAYTON	Yes	No	No	USD	01/11/2022	164.00
			95892	159733	Check	1	9576		GIBSON BRETT	Yes	No	No	USD	01/11/2022	210.00
			95818	159734	Check	1	21450		GOPHER SPORT	Yes	No	No	USD	01/11/2022	1,507.76
			95819	159735	Check	1	21950		GREAT LAKES ALARM	Yes	No	No	USD	01/11/2022	1,190.00
			95838	159736	Check	1	5590		GREER, SARAH	Yes	No	No	USD	01/11/2022	139.34
			95842	159737	Check	1	59450		HAGENS GLASS & PAINT	Yes	No	No	USD	01/11/2022	61.39
			95825	159738	Check	1	3083		HARTLEY NATURE CENTER	Yes	No	No	USD	01/11/2022	70.00
			95809	159739	Check	1	10564		HAWK RIDGE BIRD OBSERVATORY	Yes	No	No	USD	01/11/2022	100.00
			95806	159740	Check	1	10462		HAYNES JEREMIAH	Yes	No	No	USD	01/11/2022	35.00
			95840	159741	Check	1	5684		HILLYARD INC MINNEAPOLIS	Yes	No	No	USD	01/11/2022	6,851.44
			95860	159742	Check	1	8200		HOLMSTROM, TIMOTHY G	Yes	No	No	USD	01/11/2022	277.00
			95850	159743	Check	1	7657		HUNT ELECTRIC CORPORATION	Yes	No	No	USD	01/11/2022	1,483.42
			95820	159744	Check	1	25280		INCLINE STATION	Yes	No	No	USD	01/11/2022	117.00
			95883	159745	Check	1	9072		INNOVATIVE OFFICE SOLUTIONS LL	Yes	No	No	USD	01/11/2022	107.99
			95891	159746	Check	1	9567		INTERQUEST DETECTION CANINES	Yes	No	No	USD	01/11/2022	660.00
			95810	159747	Check	1	1093		ISD #0094 FOOD SERVICE	Yes	No	No	USD	01/11/2022	628.80

## Cloquet Public Schools Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0094	2		95846	159748	Check	1	7096		JACKS HOMETOWN DAIRY	Yes	No	No	USD	01/11/2022	11,037.70
			95803	159749	Check	1	10154		JAMAR COMPANY	Yes	No	No	USD	01/11/2022	13,651.00
			95890	159750	Check	1	9492		JOHNSON CONTROLS FIRE PROTEC	Yes	No	No	USD	01/11/2022	853.00
			95898	159751	Check	1	9868		JOHNSON JARRETT	Yes	No	No	USD	01/11/2022	60.00
			95814	159752	Check	1	1552		JOHNSON, DARRIN	Yes	No	No	USD	01/11/2022	174.67
			95879	159753	Check	1	8818		KANGAS, KEVIN W	Yes	No	No	USD	01/11/2022	100.00
			95852	159754	Check	1	8020		KARNAS, JAMES	Yes	No	No	USD	01/11/2022	96.00
			95894	159755	Check	1	9755		KITTO JULIAN	Yes	No	No	USD	01/11/2022	50.00
			95865	159756	Check	1	8234		KNUTSEN, STEVEN J	Yes	No	No	USD	01/11/2022	85.00
			95873	159757	Check	1	8513		KOSEY, RAY	Yes	No	No	USD	01/11/2022	288.00
			95868	159758	Check	1	8324		KUBIS, BRENT	Yes	No	No	USD	01/11/2022	122.00
			95822	159759	Check	1	29600		L & M SUPPLY	Yes	No	No	USD	01/11/2022	310.57
			95823	159760	Check	1	30075		LAKESHORE LEARNING MATERIALS	Yes	No	No	USD	01/11/2022	284.99
			95896	159761	Check	1	9792		LEAF	Yes	No	No	USD	01/11/2022	992.88
			95847	159762	Check	1	7137		LENNARTSON, ASHLEE	Yes	No	No	USD	01/11/2022	30.86
			95861	159763	Check	1	8206		LIPINSKI, CRAIG	Yes	No	No	USD	01/11/2022	199.33
			95885	159764	Check	1	9086		MARUDAS PRINT SERVICES AND PR	Yes	No	No	USD	01/11/2022	162.40
			95854	159765	Check	1	8069		MCINERNEY, JENNIFER	Yes	No	No	USD	01/11/2022	97.77
			95826	159766	Check	1	34186		MENARDS	Yes	No	No	USD	01/11/2022	369.60
			95816	159767	Check	1	1750		MICHAUD DISTRIBUTING	Yes	No	No	USD	01/11/2022	1,229.00
			95807	159768	Check	1	10483		MOLLY OVENDEN CREATIVITY LLC	Yes	No	No	USD	01/11/2022	200.00
			95849	159769	Check	1	7603		MONT DU LAC	Yes	No	No	USD	01/11/2022	487.17
			95900	159770	Check	1	9889		NORDIN DRAKE	Yes	No	No	USD	01/11/2022	81.00
			95829	159771	Check	1	40825		NORTHERN BUSINESS PRODUCTS	Yes	No	No	USD	01/11/2022	94.55
			95827	159772	Check	1	3449		NORTHERN DOOR & HARDWARE INC	Yes	No	No	USD	01/11/2022	168.00
			95830	159773	Check	1	41000		NORTHERN PRINTERY	Yes	No	No	USD	01/11/2022	10.00
			95853	159774	Check	1	8024		O'NEILL, THOMAS ROBERT	Yes	No	No	USD	01/11/2022	85.00
			95851	159775	Check	1	7771		PAMS LUNCHROOM LLC	Yes	No	No	USD	01/11/2022	64.86
			95813	159776	Check	1	1326		PAN O GOLD	Yes	No	No	USD	01/11/2022	638.92
			95888	159777	Check	1	9369		PARENDO, DEREK	Yes	No	No	USD	01/11/2022	92.33
			95812	159778	Check	1	1289		PARK AVE FITNESS	Yes	No	No	USD	01/11/2022	607.50
			95866	159779	Check	1	8248		PILON, MICHAEL	Yes	No	No	USD	01/11/2022	299.00
			95817	159780	Check	1	2037		PINE KNOT, LLC	Yes	No	No	USD	01/11/2022	900.00
			95833	159781	Check	1	44930		PREMIERE THEATRES	Yes	No	No	USD	01/11/2022	100.00
			95821	159782	Check	1	2721		PRO PRINT	Yes	No	No	USD	01/11/2022	6,892.21
			95834	159783	Check	1	45540		QUILL CORPORATION	Yes	No	No	USD	01/11/2022	173.42
			95869	159784	Check	1	8427		RAJ, PAUL	Yes	No	No	USD	01/11/2022	96.00
			95874	159785	Check	1	8572		ROEMHILDT, MICHAEL L	Yes	No	No	USD	01/11/2022	80.00
			95877	159786	Check	1	8763		rSCHOOLTODAY	Yes	No	No	USD	01/11/2022	900.00
			95875	159787	Check	1	8631		RUPP, ANDERSON, SQUIRES & WALI	Yes	No	No	USD	01/11/2022	1,548.82
			95857	159788	Check	1	8180		SALO, ADAM LEE	Yes	No	No	USD	01/11/2022	85.00

### Cloquet Public Schools Check Register by Bank and Check

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0094		2	95856	159789	Check	1	8134		SAWYER, ROBERT	Yes	No	No	USD	01/11/2022	85.00
			95862	159790	Check	1	8213		SILJENDAHL, ERIC	Yes	No	No	USD	01/11/2022	85.00
			95858	159791	Check	1	8185		SISLO, ANDREW	Yes	No	No	USD	01/11/2022	192.00
			95899	159792	Check	1	9874		SKYLINE SOCIAL & GAMES	Yes	No	No	USD	01/11/2022	327.30
			95886	159793	Check	1	9175		SMITH, TREVOR J	Yes	No	No	USD	01/11/2022	60.00
			95884	159794	Check	1	9085		SOWL, MATT	Yes	No	No	USD	01/11/2022	103.00
			95897	159795	Check	1	9828		STARK TIMOTHY	Yes	No	No	USD	01/11/2022	123.20
			95835	159796	Check	1	53530		SUPER DUPER INC	Yes	No	No	USD	01/11/2022	209.00
			95901	159797	Check	1	9923		TAFS WILLIAM	Yes	No	No	USD	01/11/2022	85.00
			95880	159798	Check	1	8823		THOMSEN, RICHARD	Yes	No	No	USD	01/11/2022	188.33
			95895	159799	Check	1	9791		TYSON FOODS INC	Yes	No	No	USD	01/11/2022	486.60
			95887	159800	Check	1	9268		UHL COMPANY INC	Yes	No	No	USD	01/11/2022	5,266.30
			95859	159801	Check	1	8187		UJDUR, GERALD	Yes	No	No	USD	01/11/2022	107.00
			95839	159802	Check	1	56350		UPPER LAKES FOODS	Yes	No	No	USD	01/11/2022	36,406.70
			95832	159803	Check	1	4341		US BANK	Yes	No	No	USD	01/11/2022	2,426,656.26
			95889	159804	Check	1	9429		WALSH, MICHELLE	Yes	No	No	USD	01/11/2022	2,388.92
			95841	159805	Check	1	57280		WANGEN, DAVID	Yes	No	No	USD	01/11/2022	123.20
Bank Total: 2														\$2,653,316.48	
Report Total:														\$2,653,316.48	

**Cloquet Public Schools**  
**Detail Payment Register By Check**  
**Fund Summary**

<b>Fund Description</b>		<b>Total</b>
01	General	\$3,032.85
04	Community Services	\$802.08
12	Activities	\$1,400.00
<b>Report Total</b>		<b>\$5,234.93</b>

### Cloquet Public Schools Check Register by Bank and Check

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0094	2	95621	159525	Check	1	10545	BLAKE DON	Yes	No	No	USD	12/13/2021	1,400.00
		95622	159526	Check	1	25840	ISD #0704 PROCTOR PUBLIC SCHO	Yes	No	No	USD	12/13/2021	260.00
		95623	159527	Check	1	2721	PRO PRINT	Yes	No	No	USD	12/13/2021	1,321.08
		95624	159528	Check	1	9288	RASMUSSEN, BRENDA	Yes	No	No	USD	12/13/2021	25.76
		95625	159529	Check	1	1061	ISD #0094	Yes	No	No	USD	12/13/2021	2,228.09
<b>Bank Total: 2</b>													<b>\$5,234.93</b>
<b>Report Total:</b>													<b>\$5,234.93</b>

**Cloquet Public Schools**  
**Detail Payment Register By Check**  
**Fund Summary**

<b>Fund Description</b>		<b>Total</b>
01	General	\$48,271.62
02	Food Services	\$171.53
04	Community Services	\$1,152.28
12	Activities	\$1,696.73
45	OPEB Irrevocable Trust	\$1,645.00
<b>Report Total</b>		<b>\$52,937.16</b>

### Cloquet Public Schools Check Register by Bank and Check

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0094		2	95638	159530	Check	1	6134		AT&T MOBILITY	Yes	No	No	USD	12/17/2021	867.74
			95640	159531	Check	1	8486		BATTAGLIA, SCOTT M	Yes	No	No	USD	12/17/2021	80.00
			95637	159532	Check	1	5724		BLUE CROSS BLUE SHIELD	Yes	No	No	USD	12/17/2021	1,645.00
			95627	159533	Check	1	10548		CHISAGO LAKES HIGH SCHOOL	Yes	No	No	USD	12/17/2021	100.00
			95626	159534	Check	1	10401		CITY OF CLOQUET	Yes	No	No	USD	12/17/2021	2,462.05
			95632	159535	Check	1	4073		CONSOLIDATED COMMUNICATIONS	Yes	No	No	USD	12/17/2021	1,546.45
			95629	159536	Check	1	10551		EGERTON CRISTINA	Yes	No	No	USD	12/17/2021	25.00
			95630	159537	Check	1	35902		MCEA	Yes	No	No	USD	12/17/2021	676.00
			95636	159538	Check	1	5675		MINNESOTA ENERGY RESOURCES	Yes	No	No	USD	12/17/2021	6,349.61
			95631	159539	Check	1	36651		MINNESOTA POWER	Yes	No	No	USD	12/17/2021	34,133.59
			95628	159540	Check	1	10549		MINNESOTA TRUE TEAM TRACK	Yes	No	No	USD	12/17/2021	160.00
			95639	159541	Check	1	6299		NELSON, BETH	Yes	No	No	USD	12/17/2021	92.96
			95634	159542	Check	1	5087		PITNEY BOWES GLOBAL FINANCIAL	Yes	No	No	USD	12/17/2021	957.84
			95635	159543	Check	1	5286		PITNEY BOWES PURCHASE POWER	Yes	No	No	USD	12/17/2021	2,144.19
			95633	159544	Check	1	48761		SCHOLASTIC BOOK FAIRS	Yes	No	No	USD	12/17/2021	1,696.73
Bank Total: 2														\$52,937.16	
Report Total:														\$52,937.16	



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- Redemptions
- Initiate ACH Redemption
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- [Transfer](#)
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- Miscellaneous
- [Stop Payment Request](#)
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Transactions - Transaction Complete

Please print this page for your records.

The reference number for this transaction is: 3415794

Transaction Type	Exchange
Entry Date	12/13/2021
Transaction Date	12/13/2021
From Account	600041 - General Fund
Investment Type	MSDLAF+ MAX Class
Exchange To Investment Type	MSDLAF+ Liquid Class
Amount	\$950,000.00

## Candace Nelis

---

**From:** Rickey Lummus <lummusr@pfmam.com>  
**Sent:** Wednesday, December 22, 2021 9:21 AM  
**To:** Candace Nelis  
**Cc:** Amber Cannegieter; Melissa Shirk; David Whiting  
**Subject:** RE: Confirmation for transfer

Hello Candace,

Yesterday's Exchange of \$200,000 from Max to Liquid in the General Fund was completed with Confirmation # 3420989. Please let us know if you need anything additional.

Thank you,

Rickey Lummus  
Client Service Representative

---

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---

**From:** Candace Nelis <cnelis@isd94.org>  
**Sent:** Wednesday, December 22, 2021 10:03 AM  
**To:** Rickey Lummus <lummusr@pfmam.com>  
**Subject:** Confirmation for transfer

**ALERT:** This message is from an external source. **BE CAUTIOUS** before clicking any link or attachment

Rickey,

Can I please get the confirmation for yesterday's transfer and also the amount?

Thank you!

Candace Nelis  
Business Manager  
Cloquet Public Schools  
302 14<sup>th</sup> Street  
Cloquet, MN 55720  
P: 218-879-6721 ext. 6213  
F: 218-879-6724  
[cnelis@isd94.org](mailto:cnelis@isd94.org)



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- Transfers
  - [Transfer](#)
  - [Exchange](#)
  - [Participant to Participant](#)
- Miscellaneous
  - [Stop Payment Request](#)
  - [Pending Trans Manager](#)

Transactions - Transaction Complete

Please print this page for your records.

The reference number for this transaction is: 3424306

Transaction Type	Exchange
Entry Date	12/29/2021
Transaction Date	12/29/2021
From Account	600041 - General Fund
Investment Type	MSDLAF+ MAX Class
Exchange To Investment Type	MSDLAF+ Liquid Class
Amount	\$2,600,000.00



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## MEMORANDUM

---

TO: Dr. Michael Cary, Superintendent  
FROM: Tom Brenner, Middle School Principal  
DATE: December 21, 2021  
RE: Recommendation for Employment

RATE OF PAY:	\$32.02/hour
TOTAL COST:	Per contract
HOURS TO BE WORKED:	5 hours per week, with 1 hour prep
START DATE:	12/20/21
LENGTH OF CONTRACT:	2021-2022, remaining school year
BUDGETED CURRENT YEAR:	2021-2022
POSTED:	yes, internally & externally
RATIONALE FOR HIRE:	I am recommending Kyle Wordelman for the Homebound Instructor for an 8 <sup>th</sup> grade student in need.

(Employment is contingent upon Cloquet School Board approval.)

TB:KP



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## MEMORANDUM

---

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia

DATE: January 5, 2022

RE: **RECOMMENDATION FOR EMPLOYMENT**

I am recommending the employment for **Warren Peterson** to provide homebased instruction for a student at the Cloquet High School.

RATE OF PAY: \$32.02

HOURS TO BE WORKED: 5 hours/week

STARTING DATE: As soon as possible

LENGTH OF CONTRACT: Ongoing, until services are no longer needed

BUDGETED CURRENT YEAR: Yes

RATIONALE FOR HIRE: Cloquet High School needs a homebased teacher during a transitional period while awaiting an alternative educational placement.

(Employment is contingent upon Cloquet School Board approval)

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---

## MEMORANDUM

---

**TO:** Dr. Michael Cary, Superintendent  
**FROM:** Robbi Mondati, Washington School Principal  
**DATE:** December 21, 2021  
**RE:** Recommendation for Employment

I am recommending the employment of Hailee Meisner as a 6.5 hour/day Floating Consistent Support Paraprofessional at Washington Elementary. This position was approved at the past Board Meeting, and Ms. Meisner will be working one-on-one January 4, 2021 through January 21, 2021 with a student who is beginning a full schedule at Washington. After that time, Ms. Meisner will transition to a floating paraprofessional. Ms. Meisner will be a wonderful addition to the team.

<b>RATE OF PAY:</b>	\$17.41/hour – Step 1
<b>HOURS TO BE WORKED:</b>	6.5/Day (Monday – Friday)
<b>START DATE:</b>	January 4, 2022
<b>LENGTH OF CONTRACT:</b>	Ongoing
<b>BUDGETED CURRENT YEAR:</b>	Yes
<b>POSTED:</b>	Posted, internally and externally
<b>RATIONALE FOR HIRE:</b>	Ms. Meisner had a positive interview and her experiences will be a beneficial addition to our team. Her personal references had glowing things to say about her.
<b>STAR CODE:</b>	999821

(Employment is contingent upon Cloquet School Board approval.)

RM/BA



Northern Lights Academy Cooperative #6096-52  
302 14<sup>th</sup> Street ~ Cloquet MN 55820  
Office Phone ~ 218-878-3060  
Fax ~ 218-878-3061

Barb Mackey, Asst. Special Education Director  
[bmackey@nlacoop.org](mailto:bmackey@nlacoop.org)

TO: Dr. Michael Cary, Cloquet Superintendent  
FROM: Barb Mackey, Northern Lights Academy Assistant Special Education Director  
DATE: January 3, 2022  
RE: Recommendation for Employment

I am recommending the employment of Mr. Laec Lekander to fill open temporary paraprofessional position at Northern Lights Academy Cooperative #6096-52 for the 2021-2022 school year.

RATE OF PAY: Step 1 of the 2021-2022 Paraprofessionals' Master Agreement  
TOTAL COST: \$17.41 per hour  
HOURS TO BE WORKED: 6.75 hours/day (Monday-Friday)  
START DATE: January 11, 2022  
LENGTH OF CONTRACT: On going  
BUDGETED CURRENT YEAR: Yes  
POSTED: Yes, internally and externally.  
RATIONALE FOR HIRE:

NLA is recommending Mr. Lekander to fill the open temporary paraprofessional position at Northern Lights Academy. Mr. Lekander has great references and life experiences which qualify him for the position. We are excited to have him work with our students! There have been no other applicants for the position.

(Employment is contingent upon Cloquet School Board approval.)



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Community Education	2001 Washington Ave	218.879.1261

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## MEMORANDUM

---

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: January 5, 2022

RE: **RECOMMENDATION FOR EMPLOYMENT**

I am recommending the employment of **Patrick Marciniak** as a 6.5 hours Supervisory Support Paraprofessional at the Cloquet High School for the 2021-2022 school year.

RATE OF PAY: Step 1 – \$17.41/hr

TOTAL COST: Per Contract

HOURS TO BE WORKED: 6.5 hours/day (Monday – Friday)

STARTING DATE: TBD

LENGTH OF CONTRACT: 2021-2022 School year

POSTED: Yes

REASON FOR HIRE: Open Position

RATIONALE FOR HIRE: Pat has developed great people skills over his career serving on the Cloquet FD. He will be a great asset to CHS.

(Employment is contingent upon Cloquet School Board approval)

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---

## MEMORANDUM

---

**TO:** Dr. Michael Cary, Superintendent  
**FROM:** Robbi Mondati, Washington School Principal  
**DATE:** January 7, 2022  
**RE:** Recommendation for Employment

I am recommending the employment of Brittany Finn as a 6.5 hour/day Consistent Support Paraprofessional at Washington Elementary. This position is open following a resignation effective December 22, 2021. Ms. Finn presents as a candidate who will be a good fit for our school community and this position.

<b>RATE OF PAY:</b>	\$17.41/hour – Step 1
<b>HOURS TO BE WORKED:</b>	6.5/Day (Monday – Friday)
<b>START DATE:</b>	January 20, 2022
<b>LENGTH OF CONTRACT:</b>	Ongoing
<b>BUDGETED CURRENT YEAR:</b>	Yes
<b>POSTED:</b>	Posted, internally and externally
<b>RATIONALE FOR HIRE:</b>	Ms. Finn had a positive interview and her experiences will be a beneficial addition to our team. Her personal references spoke well of her, and she will be an asset here at Washington.
<b>STAR CODE:</b>	999822

(Employment is contingent upon Cloquet School Board approval.)

RM/BA



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# Memorandum

To: Dr. Michael Cary  
Superintendent

From: Dylan Carlson  
Director of Facilities and Grounds

Date: January 5<sup>th</sup>, 2022

Subject: Recommendation for Employment

I am recommending the employment of Joyel Peterson to fill a Part Time Cleaner position at Cloquet High School that became available due to resignation.

Rate of Pay:	\$16.30/Hour
Starting Date:	January 12 <sup>th</sup> , 2022
Length of Contract:	NA
Budgeted Current Year:	Yes
Reason for Hire:	Ongoing cleaning needs

Employment is based on Cloquet School Board approval.



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## MEMORANDUM

---

TO: Dr. Michael Cary, Superintendent  
FROM: Beth Dohnansky, Food Service Director  
DATE: January 4, 2022  
RE: Recommendation for Employment

I am recommending the employment of Joshua Rilea as a Food Service Staff at Cloquet School District.

RATE OF PAY:	\$16.68 per hour
HOURS TO BE WORKED:	3.0Hours/Day (Monday –Friday)
START DATE:	January 5, 2022
LENGTH OF CONTRACT:	Ongoing
BUDGETED CURRENT YEAR:	Yes
POSTED:	Posted, internally and externally
RATIONALE FOR HIRE:	Joshua is energetic and willing to learn. He will be a great addition to the Cloquet School District Food Service team.

(Employment is contingent upon Cloquet School Board approval.)

BD: mm

---

## MEMORANDUM

---

**TO:** Dr. Michael Cary, Superintendent  
**FROM:** Erin Bates, Community Education Director  
**DATE:** December 10, 2021  
**RE:** Hiring of Debra Carter

**I am recommending that Debra Carter be hired as the Recreational Class Instructor**

**RATE OF PAY:** 70% of class fees  
**HOURS TO BE WORKED:** 6-10 hrs. a week  
**STARTING DATE:** 10/14/2021  
**LENGTH OF CONTRACT:** ongoing  
**BUDGETED CURRENT YEAR:** Yes  
**REASON FOR HIRE:** To instruct recreation classes  
**QUALIFIES FOR BENEFITS:** No

**“Employment is subject to Cloquet School Board Approval”**

---

## MEMORANDUM

---

**TO:** Dr. Michael Cary, Superintendent  
**DATE:** December 9, 2021  
**FROM:** Erin Bates, Community Education Director  
**RE:** Hire Tina Swartwoudt for Adults With Disabilities

**I am recommending that Tina Swartwoudt be hired to work with the Community Education Adults With Disabilities program on a part time basis.**

**RATE OF PAY: Program Assistant: \$14.85 hour; Instructor:\$18.55 hour.**

**HOURS TO BE WORKED: Up to 8 hours per week.**

**STARTING DATE: January 7, 2022**

**LENGTH OF CONTRACT: ongoing**

**BUDGETED CURRENT YEAR: Yes**

**REASON FOR HIRE: Lack of availability of staff**

**QUALIFIES FOR BENEFITS: No**

**“Employment is subject to Cloquet School Board Approval”**



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Community Education	2001 Washington Ave	218.879.1261

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## MEMORANDUM

---

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia

DATE: January 5, 2022

RE: **RECOMMENDATION FOR EMPLOYMENT**

I am recommending the employment for **Lindsay Smith** to provide EDHS (Extended Day High School) instruction for students at the Cloquet High School.

RATE OF PAY: \$34.69

HOURS TO BE WORKED: Up to 6 hours/week

STARTING DATE: November 2021

LENGTH OF CONTRACT: Ongoing, until the permanent position is hired.

BUDGETED CURRENT YEAR: Yes

RATIONALE FOR HIRE: Cloquet High School is providing credit recovery options for students after school through EDHS. This position is funded by AIE.

(Employment is contingent upon Cloquet School Board approval)

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## MEMORANDUM

---

TO: Dr. Michael Cary, Superintendent

FROM: Tom Brenner, Middle School Principal  
Steve Battaglia, High School Principal

DATE: December 13, 2021

RE: Permission to Post

We are requesting permission to post for a 1.0 FTE Ojibwe Culture Literacy and Instructional Coach. This position will be shared between both middle and high school buildings. The position is funded from the CLSD Literacy Grant.

TB/SB:KP



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## MEMORANDUM

---

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: January 1, 2022

RE: **Permission to Post**

I am requesting permission to post for a homebound teacher for a CHS student. This request is for 5 hours per week of instruction and 1 hour per week of prep time. This is necessary during the transition time as we await an alternative educational placement.



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## MEMORANDUM

---

TO: Dr. Michael Cary, Superintendent  
FROM: Tom Brenner, Middle School Principal  
DATE: January 6, 2022  
Re: Permission to Post

I am requesting permission to post for One Homebound Teacher position for Cloquet Middle School for approximately 6 weeks, due to a student's medical restrictions from an injury.

TB:KP



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## Memorandum

---

To: Dr. Michael Cary, Superintendent

From: David Wangen, Churchill Elementary School Principal

Date: December 17, 2021

RE: Permission to Post

I am requesting permission to post for a 1.0 FTE 2nd Grade long-term substitute teacher for approximately 8 weeks starting April 15, 2022 through June 9, 2022. This is due to staff member being gone on a FMLA leave of absence.

DW:mb

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2001 Washington Avenue • 218-879-3328 • FAX-879-4175  
**Churchill Elementary School**  
515 Granite Street • 218-879-3308 • FAX-879-7034  
**Washington Elementary School**  
801 12th Street • 218-879-3369 • FAX-879-3360  
**Community Education**  
2001 Washington Avenue • 218-879-1261 • FAX-878-3013  
**Cloquet Area Alternative Education Programs**  
302 14th Street • 218-879-0115 • FAX-879-6941  
<http://www.isd94.org>

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## Memorandum

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To: Dr. Michael Cary, Superintendent

From: David Wangen, Churchill Elementary School Principal

Date: December 17, 2021

RE: Permission to Post

I am requesting permission to post for a .483 FTE long-term substitute art teacher for approximately 12 weeks starting approximately March 21, 2022 through June 9, 2022. This is due to staff member being gone on a FMLA leave of absence.

DW:mb

Linking school and community to provide life-long learning and success for all.



Independent School District No. 94  
Cloquet, Minnesota 55720

**Central Administration**  
302 14th Street • 218-879-6721 • FAX-879-6724  
**Cloquet Senior High School**  
1000 18th Street • 218-879-3393 • FAX-879-6494  
**Cloquet Middle School**  
2001 Washington Avenue • 218-879-3328 • FAX-879-4175  
**Churchill Elementary School**  
515 Granite Street • 218-879-3308 • FAX-879-7034  
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**Cloquet Area Alternative Education Programs**  
302 14th Street • 218-879-0115 • FAX-879-6941  
<http://www.isd94.org>

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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent

FROM: Tom Brenner, Middle School Principal

DATE: January 4, 2022

Re: Permission to Post

I am requesting permission to post for a social studies long-term sub position for Cloquet Middle School starting approximately April 23, 2022, through the end of the 2021-22 school year, June 9, 2022 (7 weeks).

TB:KP



Northern Lights Academy Cooperative #6096-52  
302 14<sup>th</sup> Street ~ Cloquet MN 55820  
Office Phone ~ 218-878-3060  
Fax ~ 218-878-3061

Barb Mackey, Asst. Special Education Director  
[bmackey@nlacoop.org](mailto:bmackey@nlacoop.org)

To: Dr. Michael Cary, Superintendent for the Cloquet Public Schools  
From: Barb Mackey, Assistant Special Education Director for the Northern Lights Academy  
Date: January 5, 2022  
Re: Permission to Post for 1 Paraprofessional Positions

The Northern Lights Academy is requesting permission to post for one 6.75 hour/day paraprofessional position to replace the paraprofessional who has resigned to take a para position at her son's school.

Please let me know if you have any questions.



Independent School District No. 94  
Cloquet, Minnesota 55720

**Central Administration**  
302 14th Street • 218-879-6721 • FAX-879-6724  
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2001 Washington Avenue • 218-879-1261 • FAX-878-3013  
**Cloquet Area Alternative Education Programs**  
302 14th Street • 218-879-0115 • FAX-879-6941  
<http://www.isd94.org>

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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent  
FROM: Beth Dohnansky, Food Service Director  
DATE: January 4, 2022  
RE: Permission to Post for Food Service Staff

I am requesting permission to post for the following positions for Cloquet School District.

- **3.0 hours / Day Food Service Staff, Washington Elementary**
- **3.0 hours / Day Food Service Staff, Garfield**

Linking school and community to provide life-long learning and success for all.



ISD 94 • Cloquet, MN 55720 • [www.isd94.org](http://www.isd94.org)

Central Administration	302 14th St	218.879.6721
Cloquet Senior High School	1000 18th St	218.879.3393
Cloquet Middle School	2001 Washington Ave	218.879.3328
Churchill Elementary School	515 Granite St	218.879.3308
Washington Elementary School	801 12th St.	218.879.3369
Cloquet Area Alternative Education	302 14th St	218.879.0115
Community Education	2001 Washington Ave	218.879.1261

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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: January 5, 2022

RE: **Reduction in Hours**

Starting January 10<sup>th</sup> through May 10<sup>th</sup>, Nick Niemi will have a reduction in hours to allow him to continue his education at FDLTCC. He will work the following hours per contracted day:

- Monday: 6.5/hours
- Tuesday: 6.5/hours
- Wednesday: 6/hours
- Thursday: 3.25/hours
- Friday: 0/hours

## Pollinating Healthy Choices Through Art

Make sure to click the **SUBMIT** button to complete and submit your application. If you have already submitted your application, you can click the **PRINT** button to save a copy for yourself.

### Proposal Details

**Total amount requested for this proposal.** \$5,000.00

**Proposal Title** Pollinating Healthy Choices Through Art

**Provide a short summary of your request.**

Our grant request, Pollinating Healthy Choices Through Art, will examine community knowledge of foods, pollinators and health. Cloquet Middle and High School students will learn in collaboration with community specialists from Carlton Soil and Water Conservation District, Fond du Lac Bimaaji'idiwin Ojibwe Garden Program, and the Northeast Minnesota Beekeepers Association. After listening to, examining and studying resources, students will apply new knowledge to design and create a mural with Cloquet artist Adam Swanson. Community members will be invited to participate in the painting process outside of regular school hours. The completed collaborative mural will serve as permanent teaching tool for our students and community. The mural will be affixed to the outside wall above the Cloquet Middle School garden and will be visible to all who visit the school.

**Describe the need/opportunity that your proposal addresses.**

Aside from providing students with an opportunity to learn from their community through shared ideas and artmaking, Pollinating Healthy Choices Through Art responds to needs expressed in a parent/family survey earlier this school year. Multiple families shared that students should have more opportunities to learn about healthy foods. Additionally, there were requests for an increase of diverse cultural representations in learning.

Pollinating Healthy Choices Through Art asks students to directly apply learning from diverse community perspectives about pollinators and healthy foods to create collaborative art. It provides an opportunity for real world learning and application of knowledge. This level of collaboration requires synthesization, problem-solving, ideation, revision and perseverance.

Students will be the synthesizers and designers. They will take ideas and make them known to each other and the community. The mural itself will be composed and created in collaboration with Adam Swanson. Students will experiment with ideas, design, composition, color mixing and brushstrokes to create a mural that communicates their collective message. This student created work will serve as an ongoing visual conversation on the importance of pollinators and healthy food as interpreted by students.

Community members will also be able to participate in the painting process and installation of the mural.

**Describe the characteristics of the people to be served by this grant.**

Pollinating Healthy Choices Through Art will serve 875+ Middle School and High School students. More than 50% of our population qualifies for free and reduced lunch. Approximately 20% of student population is designated as native american.

In addition to students, this project will also reach out to the greater Cloquet community.

**Describe the goals and key activities you will undertake to address this need/opportunity.**

- Students will learn about pollinators from Carlton Soil and Water Conservation District pollinator garden specialist Alyssa Bloss.
- Students will learn about pollinators from Northeast Minnesota Beekeepers Association specialist and FDL tribal member Jeff Tibbetts.
- Students will learn about healthy foods and community gardens from Fond du Lac Bimaaji'idiwin Ojibwe Garden Program specialist.
- Students will investigate local, state and global resources related to pollinators, food and health.
- Students will synthesize and create short informational texts for peers and school community.

- Students will sketch, ideate and collaborate on mural imagery ideas.
- Students will work with Adam Swanson to compose a collaborative mural that integrates their collective thinking.
- Students will prepare, create and paint mural in collaboration with Artist Adam Swanson.
- Students will create artistic contributions and unique painterly styles on individual composed sections of Polytab in school Art rooms that will later be assembled into one cohesive mural.
- Community members will contribute painting to Polytab mural sections outside of school day and will help assemble finished mural in final outdoor location.

Pollinating Healthy Choices Through Art will educate and give voice to students and the community simultaneously. Putting learning into action and real world voice is a true way to acknowledge that students have something of value to offer. This project addresses a local need, and meets the need by empowering students to ultimately become the knowledge bearers. They move the important conversation about pollinators, food and health forward through thinking, creating and making.

- 875+ Students will learn about pollinators from Carlton Soil and Water Conservation District pollinator garden specialist Alyssa Bloss.
- 875+ Students will learn about pollinators from Northeast Minnesota Beekeepers Association specialist and FDL tribal member Jeff Tibbetts.
- 875+ Students will learn about healthy foods and community gardens from Fond du Lac Bimaaji'idiwin Ojibwe Garden Program specialist.
- 875+ Students will investigate local, state and global resources related to pollinators, food and health.
- 875+ Students will synthesize and create short informational texts for peers and school community.
- 875+ Students will sketch, ideate and collaborate on mural imagery ideas.
- 875+ Students will work with Adam Swanson to compose a collaborative mural that integrates their collective thinking.
- 875+ Students will prepare, create and paint mural in collaboration with Artist Adam Swanson.
- 875+ Students will create artistic contributions and unique painterly styles on individual composed sections of Polytab in school Art rooms that will later be assembled into one cohesive mural.
- Community members will contribute painting to Polytab mural sections outside of school day and will help assemble finished mural in final outdoor location.

**Describe the anticipated impact of your proposed activities.**

<b>Proposed Project Start Date</b>	3/14/2022
<b>Proposed Project End Date</b>	6/1/2022
<b>Number of months</b>	3
<b>Counties/Nations this project will serve.</b>	Carlton; Fond du Lac
<b>List the communities you expect to serve.</b>	Cloquet, Scanlon, Fond du Lac Reservation.
<b>Annual Operating Budget</b>	\$4,500.00
<b>Proposed Project Budget</b>	\$16,000.00

**Project Budget**

<b>Sr. Number</b>	<b>File Name</b>	<b>Created Date</b>
1	1. Project Budget-Project Budget-Pollinating Healthy Choices Through Art Budget.doc	12/15/21

**Authorization**

Yes

**List Of Sources**

List any committed sources and/or sources that have been applied for, but not yet approved. Click on the "New" button to add the sources.

Source	Requested Amount	Date Request Was/Will be Submitted	Amount committed to date	Date committed or Anticipated Notification
Cloquet Educational Foundation	\$3,000.00	12/1/2021	\$0.00	12/9/2021
Arrowhead Regional Arts Council	\$4,000.00	1/10/2022	\$0.00	3/1/2021
Cloquet Art Department Budget	\$2,000.00	11/22/2021	\$2,000.00	11/22/2021
Cloquet Literacy Grants Fund	\$2,000.00	11/24/2021	\$0.00	1/14/2022

**Attachments****Board Roster**

Sr. Number	File Name	-	Created Date
1	3. Board Roster-3. Board Roster-School Board Information _ Board Members.pdf		12/09/21

**Optional Attachments**

Sr. Number	File Name	-	Created Date
1	4. Optional Attachments-Life House Mural- Artist- Link.pdf		12/15/21
2	4. Optional Attachments-Gitigaan.pdf		12/15/21
3	4. Optional Attachments-About Us – NE Minnesota Beekeepers Association.pdf		12/15/21

### Fiscal Sponsor Information

**Fiscal Sponsor Legal Name**

**Fiscal Sponsor Federal Tax ID Number**

**Fiscal Sponsor Street Address**

**Fiscal Sponsor City**

**Fiscal Sponsor State**

**Fiscal Sponsor Zip**

### Additional Contacts

Please provide information about the key contacts at your Organization.

**\*\*PLEASE READ BEFORE PROCEEDING\*\***

THIS CONTACT LIST SHOULD REFLECT:

1. Program Contact
2. Executive Director
3. Finance Contact

NOTE: Please list the Program Contact, Finance Contact and Reporting Contact **ONLY** if different from the person submitting this grant.

CLICK THE **+Add Existing User** BUTTON TO ADD A KEY CONTACT **78** AND FOLLOW THE INSTRUCTIONS ON THE NEXT PAGE.

**Contact**  
Andrea Cacek

**Role**  
Portal Applicant

## Project Contacts Added

First Name	Last Name	Email	Status	Role
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## Organization Information

Review and verify the organization information below. Please update and save any changes. When you have verified your information, click the **SAVE & NEXT** button.

<b>Legal Name of Organization</b>	Cloquet Public Schools-ISD #094
<b>Popular Name of Organization</b>	
<b>Primary Address Street</b>	302 14th Street
<b>Primary Address City</b>	Cloquet
<b>Primary Address State/Province</b>	MN
<b>Primary Address Zip/Postal Code</b>	55720
<b>Organization County/Tribal Nation</b>	Carlton
<b>Organization Phone</b>	(218) 879-6721
<b>Website</b>	<a href="http://www.isd94.org">http://www.isd94.org</a>
<b>Organization is 501(c)(3)/Unit of Govt</b>	Yes
<b>EIN</b>	41-6000450
<b># of Staff</b>	
<b># of FTE</b>	
<b>Mission Statement</b>	To promote, provide, and facilitate learning opportunities and social activities to serve individuals and families, while bridging generations, inspiring collaboration and building community.

## Contact Information

Review the information below and update your contact information as necessary.

After you have reviewed and verified your information, click the **SAVE** button at the bottom and then the **REVIEW/SUBMIT** button towards the upper right-hand corner of this form to submit your application.

<b>Full Name</b>	Andrea Cacek
<b>Title</b>	Art Teacher

**First Name**

Andrea

**Last Name**

Cacek

**Email**

[acacek@isd94.org](mailto:acacek@isd94.org)

**Business Phone**

(218) 879-3328 ext 2232

## 2021-2022 Student Enrollment Report

5/28/2021	Dates	9/8	9/22	10/6	10/19	11/4	11/17	12/8	1/6										
<b>CHURCHILL</b>																			
18	Handicap Kindergarten	16	17	18	18	18	19	19	18										
24	Early Five/Dev Kindergarten	12	11	12	12	13	13	13	13										
54	Kindergarten - All Day	69	72	70	70	69	69	69	70										
63	First Grade	55	54	54	54	54	54	53	54										
80	Second Grade	72	72	72	72	72	70	70	70										
76	Third Grade	68	68	68	68	68	68	68	69										
83	Fourth Grade	69	70	70	70	70	70	70	70										
398	<b>TOTAL CHURCHILL</b>	361	364	364	364	364	363	362	364	0	0	0	0	0	0	0	0	0	0
<b>WASHINGTON</b>																			
17	Handicap Kindergarten	17	18	19	19	18	18	18	18										
51	Kindergarten - All Day	83	82	81	82	82	81	80	80										
116	First Grade	76	76	75	75	75	75	75	76										
103	Second Grade	106	106	105	106	105	105	106	106										
98	Third Grade	113	112	113	113	112	112	113	112										
99	Fourth Grade	110	107	105	106	105	105	105	105										
484	<b>TOTAL WASHINGTON</b>	505	501	498	501	497	496	497	497	0	0	0	0	0	0	0	0	0	0
882	<b>TOTAL ELEMENTARY</b>	866	865	862	865	861	859	859	861	0	0	0	0	0	0	0	0	0	0
	Open Enrollment-Elementary																		
<b>MIDDLE SCHOOL</b>																			
193	Fifth Grade	192	189	189	191	193	190	190	189										
211	Sixth Grade	198	196	194	196	197	197	196	196										
217	Seventh Grade	218	214	213	214	213	211	209	210										
214	Eighth Grade	219	214	213	212	212	211	210	209										
835	<b>TOTAL MIDDLE SCHOOL</b>	827	813	809	813	815	809	805	804	0	0	0	0	0	0	0	0	0	0
	Open Enrollment-CMS																		
<b>HIGH SCHOOL</b>																			
224	Ninth Grade	221	220	221	221	219	221	219	221										
184	Tenth Grade	223	223	220	220	221	221	220	220										
165	Eleventh Grade	185	186	184	184	184	184	185	183										
170	Twelfth Grade	172	173	172	172	172	173	172	171										
743	<b>TOTAL HIGH SCHOOL</b>	801	802	797	797	796	799	796	795	0	0	0	0	0	0	0	0	0	0
	Open Enrollment-CHS																		
2460	<b>TOTAL HK-12</b>	2494	2480	2468	2475	2472	2467	2460	2460	0	0	0	0	0	0	0	0	0	0
	<b>TOTAL OPEN ENROLLMENT</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>CAAEP- FULL-TIME</b>																			
	High School (grades 9-12)	83	86	84	80	77	77	76	75										
	Junior High (grades 6-8)	6	6	8	8	9	9	11	11										
79	<b>TOTAL CAAEP-Full-Time</b>	89	92	92	88	86	86	87	86	0	0	0	0	0	0	0	0	0	0
<b>** CAAEP - PART-TIME</b>																			
	EDHS																		
	Extended Programming																		
	Targeted Services																		
2539	<b>GRAND TOTAL</b>	2583	2572	2560	2563	2558	2553	2547	2546	0	0	0	0	0	0	0	0	0	0

\*\* NOT included in totals.

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## **MEMORANDUM**

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**TO:** Dr. Michael Cary, Superintendent

**DATE:** December 29, 2021

**FROM:** Erin Bates, Community Education Director

**RE:** Approval of 2022, 2023 agreement with City

I am asking the board to approve a two year extension of the agreement with the City for the amount of \$77,342 for 2022 and \$79,662 for 2023. This is a 3% increase for each year of the contract.

**“Employment is subject to Cloquet School Board Approval”**

## COMMUNITY EDUCATION AGREEMENT

The City of Cloquet, by and through its Parks Commission, hereinafter called "City," and Independent School District #94 operating the Community Education Program in the City of Cloquet, hereinafter called "District," have entered into an agreement pursuant to statutes as follows:

WHEREAS, the City has and is desirous of utilizing the Community Education Program for supervision, development, implementation, management, control and scheduling activities of the recreation program, Cloquet sport associations and programs consisting of general health; and

WHEREAS, the City has the authority pursuant to Minnesota Statutes 471.15 and 471.16 and, also, general authority under Minnesota Statutes for the operation of and maintenance of the general health and welfare of the residents of the City, and

WHEREAS, the District currently operates and manages a Community Education Program for the citizens of Cloquet.

NOW, THEREFORE, BE IT RESOLVED, that the City hereby contracts with the District to provide the following services:

1. Administer a year-round program of recreation and leisure time services through the offices of the Community Education Director providing all office, telephone, and material costs necessary for said program.
2. Administer adult recreation leagues and promote group recreational opportunities for adults of all ages.
3. Operation of a variety of youth and adult education programs that are considered recreation. Examples of these types of programs include, but are not limited to arts and crafts, sports classes (such as skiing, tennis, swimming), or fitness programs.
4. Pay for the wages and materials for a variety of adult and youth recreation programs developed and directed by Community Education, including but not limited to school year swim programs, park programs, summer programs, recreation leagues and special events. Sport Associations who develop and direct their sports programs will pay for wages and materials as directed by their bylaws and written agreements with the city.
5. Provide the necessary staff and support personnel for the operation and management of Pinehurst Pool during the summer months and the administration of the Red Cross Swim Program for adults and students. The staff is provided by Community Education and the city will reimburse Community Education as otherwise agreed for wages of such employees.

6. Provide staff for scheduling facilities and the scheduling system for the following city parks/facilities: Athletic, Dunlap Island, Hilltop, Pinehurst, Pine Valley, Sunnyside, Veterans and Senior Center (after 4p.m.) following the City of Cloquet Parks & Recreation Facility Policy with the goal in mind to maximize the use of the public facilities. Keys for the Pine Valley Chalet and Senior Center will be distributed through the Community Education office.
7. Coordinate and encourage the efforts of the Cloquet Sports Associations in the scheduling of fields and courts. Community Education will set a semi-annual meeting for the associations to discuss scheduling and other matters that they may deem necessary.
8. Operate and pay wages of the staff and purchase materials needed for the operation of after school programming at Washington School, Churchill School and the Cloquet Middle School as agreed upon by both parties.
9. Handle marketing for the recreation programs in the same manner as all other Cloquet Community Education programs. This will also include the Pine Valley Winter Recreation Area, the Senior Center or other park areas as appropriate.

**TERM OF AGREEMENT**

This Agreement will be in effect from January 1, 2022 through December 31, 2023. In enumeration for said services, the City hereby agrees to pay to the District the following yearly amount on a quarterly basis:

2022 – \$77,342  
2023 – \$79,662

The City further agrees to pay one-half the cost of insurance benefits for a Community Education Secretarial position in the approximate amount of \$4,500. The exact amount of said benefits shall be determined annually and reimbursed to Cloquet Community Education via invoice independent from regular quarterly agreement payments. In doing so, it is agreed that a minimum of one-half of the position's time will be dedicated to fulfilling duties of this contract.

This Agreement will expire on December 31, 2023. Either party may terminate this Agreement by giving a 90 day written notice to the other party of its intent. Written notice shall be given by either party to the other party at the following addresses:

City of Cloquet  
City Administrator  
101 14<sup>th</sup> Street  
Cloquet, MN 55720

ISD #94  
Community Education Director  
509 Carlton Avenue  
Cloquet, MN 55720

It is the understanding of both the District and the City that the primary responsibility of the District is to develop, organize, publicize and manage activities as outlined above through the mutual agreement between the City's representative, the Parks Commission, and District's representative, and the Community Education Director. Activities are held in or on facilities controlled by the City and by the School District. Should a lawsuit result from the operation of one of these activities, defense and liability, if any, must be determined on a case by case basis.

Dated this 2nd day of January, 2022

CITY OF CLOQUET

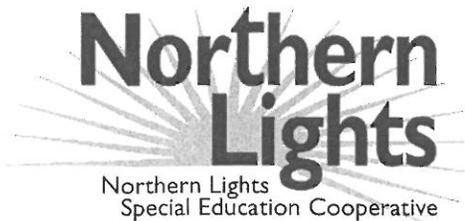
INDEPENDENT SCHOOL DISTRICT #94

By:   
\_\_\_\_\_  
Mayor

By: \_\_\_\_\_  
Chairman

By:   
\_\_\_\_\_  
City Administrator

By: \_\_\_\_\_  
Superintendent



# Northern Lights Special Education Cooperative

16 E Hwy 61, Esko, MN 55733  
P. 218-655-5018 www.nlsec.org

**Dena Hagen ~ Special Education Director**

## 2021 - 2022 CONTRACT FOR FAMILY SCHOOL SUPPORT WORKER

This agreement entered this 10th day of December 2021, by and between Cloquet ISD #94 (herein referred to as the District) and Carlton County Human Services, Cloquet, MN (hereinafter referred to as Contractor) witnesses that:

Whereas, the District has determined that it is necessary to retain the services of Amber Male, licensed social worker, to attain the following objectives:

1. **To meet the needs of students with disabilities, as defined under the Individuals with Disabilities Education Act, social work services, are deemed necessary by the child study process and documented in the students' individual education plan (IEP).**
2. **The services provided are necessary for the students to make progress on IEP goals and/or access the general education curriculum.**

*WHEREAS, the Contractor is duly qualified to perform these services and whereas personnel will hold appropriate licensure by the Professional Educator Licensing and Standards Board (PELSB) for the necessary service for which they provide. If PELSB doesn't issue a license for the necessary service, the professionals will be members of good standing in their professional organization. Furthermore, a copy of the licensure or appropriate board certification for each person who will be providing services will be submitted to the District prior to the initiation date of the contract and on an annual basis thereafter.*

NOW, THEREFORE, the parties agree as follows:

1. **The Contractor shall provide a licensed social worker to meet the objectives stated above.**
2. **The Contractor shall provide services to students with disabilities as defined in the Individuals with Disabilities Education Act.**
3. **Services will be provided at the location where the student attend or the students' homes.**
4. **The District shall provide an atmosphere that is conducive to learning and shall meet the needs of the students' special physical, sensory and emotional needs.**

\*\*\*\*\*December 2021\*\*\*\*\*  
Barnum ISD #91, Carlton ISD #93, Cloquet ISD #94, Cromwell ISD #95, Esko ISD #99, Hermantown ISD #700,  
Lake Superior ISD #381, McGregor ISD #0004, Moose Lake ISD #97, NL Academy #6096,  
Proctor ISD #704, Wrenshall ISD #100, Willow River ISD #577

5. The District will purchase these services with an estimated total contract amount of \$16,873.00.
6. Targeted case management dollars collected by Carlton County for this position have been subtracted from the claim for state special education reimbursement.
7. The Contractor will submit billings on a one-time basis at the end of the school year.
8. The District shall make payment for services-based receipt of invoice.
9. The Contractor shall maintain appropriate liability coverage commensurate with the services provided and submit a copy of the policy upon request to the District.
10. The Director of Special Education shall be responsible for the oversight of the contracted services contained within this agreement.
11. This agreement shall be in force from July 1, 2021 to June 30, 2022. Either party shall provide written notice regarding reduction/discontinuation of services hours with a 30-day notice.

Signed by:

Cloquet ISD #94  
302 14<sup>th</sup> St  
Cloquet, MN 55720

By: \_\_\_\_\_

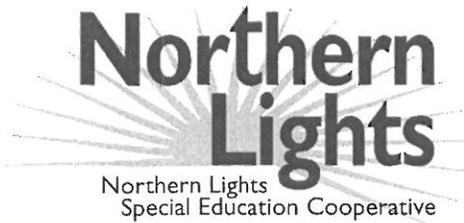
Date: \_\_\_\_\_

Signed by:

Carlton County Human Services  
14 North 11<sup>th</sup> Street  
Cloquet, MN 55720

By: \_\_\_\_\_

Date: \_\_\_\_\_



Northern Lights Special Education Cooperative

16 E Hwy 61, Esko, MN 55733
P. 218-655-5018 www.nlsec.org

Dena Hagen ~ Special Education Director

2021 - 2022
CONTRACT FOR FAMILY SCHOOL SUPPORT WORKER

This agreement entered this 10th day of December 2021, by and between Cloquet ISD #94 (herein referred to as the District) and Carlton County Human Services, Cloquet, MN (hereinafter referred to as Contractor) witnesses that:

Whereas, the District has determined that it is necessary to retain the services of Carolyn Woods, licensed social worker, to attain the following objectives:

- 1. To meet the needs of students with disabilities, as defined under the Individuals with Disabilities Education Act, social work services, are deemed necessary by the child study process and documented in the students' individual education plan (IEP).
2. The services provided are necessary for the students to make progress on IEP goals and/or access the general education curriculum.

WHEREAS, the Contractor is duly qualified to perform these services and whereas personnel will hold appropriate licensure by the Professional Educator Licensing and Standards Board (PELSB) for the necessary service for which they provide. If PELSB doesn't issue a license for the necessary service, the professionals will be members of good standing in their professional organization. Furthermore, a copy of the licensure or appropriate board certification for each person who will be providing services will be submitted to the District prior to the initiation date of the contract and on an annual basis thereafter.

NOW, THEREFORE, the parties agree as follows:

- 1. The Contractor shall provide a licensed social worker to meet the objectives stated above.
2. The Contractor shall provide services to students with disabilities as defined in the Individuals with Disabilities Education Act.
3. Services will be provided at the location where the student attend or the students' homes.
4. The District shall provide an atmosphere that is conducive to learning and shall meet the needs of the students' special physical, sensory and emotional needs.

\*\*\*\*\*December 2021\*\*\*\*\*
Barnum ISD #91, Carlton ISD #93, Cloquet ISD #94, Cromwell ISD #95, Esko ISD #99, Hermantown ISD #700, Lake Superior ISD #381, McGregor ISD #0004, Moose Lake ISD #97, NL Academy #6096, Proctor ISD #704, Wrenshall ISD #100, Willow River ISD #577

5. The District will purchase these services with an estimated total contract amount of \$28,487.00.
6. Targeted case management dollars collected by Carlton County for this position have been subtracted from the claim for state special education reimbursement.
7. The Contractor will submit billings on a one-time basis at the end of the school year.
8. The District shall make payment for services-based receipt of invoice.
9. The Contractor shall maintain appropriate liability coverage commensurate with the services provided and submit a copy of the policy upon request to the District.
10. The Director of Special Education shall be responsible for the oversight of the contracted services contained within this agreement.
11. This agreement shall be in force from July 1, 2021 to June 30, 2022. Either party shall provide written notice regarding reduction/discontinuation of services hours with a 30-day notice.

Signed by:

Cloquet ISD #94  
302 14<sup>th</sup> St  
Cloquet, MN 55720

By: \_\_\_\_\_

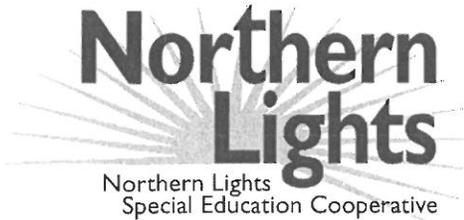
Date: \_\_\_\_\_

Signed by:

Carlton County Human Services  
14 North 11<sup>th</sup> Street  
Cloquet, MN 55720

By: \_\_\_\_\_

Date: \_\_\_\_\_



Northern Lights Special Education Cooperative

16 E Hwy 61, Esko, MN 55733
P. 218-655-5018 www.nlsec.org

Dena Hagen ~ Special Education Director

2021 - 2022
CONTRACT FOR FAMILY SCHOOL SUPPORT WORKER

This agreement entered this 10th day of December 2021, by and between Cloquet ISD #94 (herein referred to as the District) and Carlton County Human Services, Cloquet, MN (hereinafter referred to as Contractor) witnesses that:

Whereas, the District has determined that it is necessary to retain the services of Brenda Denman, licensed social worker, to attain the following objectives:

- 1. To meet the needs of students with disabilities, as defined under the Individuals with Disabilities Education Act, social work services, are deemed necessary by the child study process and documented in the students' individual education plan (IEP).
2. The services provided are necessary for the students to make progress on IEP goals and/or access the general education curriculum.

WHEREAS, the Contractor is duly qualified to perform these services and whereas personnel will hold appropriate licensure by the Professional Educator Licensing and Standards Board (PELSB) for the necessary service for which they provide. If PELSB doesn't issue a license for the necessary service, the professionals will be members of good standing in their professional organization. Furthermore, a copy of the licensure or appropriate board certification for each person who will be providing services will be submitted to the District prior to the initiation date of the contract and on an annual basis thereafter.

NOW, THEREFORE, the parties agree as follows:

- 1. The Contractor shall provide a licensed social worker to meet the objectives stated above.
2. The Contractor shall provide services to students with disabilities as defined in the Individuals with Disabilities Education Act.
3. Services will be provided at the location where the student attend or the students' homes.
4. The District shall provide an atmosphere that is conducive to learning and shall meet the needs of the students' special physical, sensory and emotional needs.

\*\*\*\*\*December 2021\*\*\*\*\*
Barnum ISD #91, Carlton ISD #93, Cloquet ISD #94, Cromwell ISD #95, Esko ISD #99, Hermantown ISD #700, Lake Superior ISD #381, McGregor ISD #0004, Moose Lake ISD #97, NL Academy #6096, Proctor ISD #704, Wrenshall ISD #100, Willow River ISD #577

5. The District will purchase these services with an estimated total contract amount of \$25,110.00.
6. Targeted case management dollars collected by Carlton County for this position have been subtracted from the claim for state special education reimbursement.
7. The Contractor will submit billings on a one-time basis at the end of the school year.
8. The District shall make payment for services-based receipt of invoice.
9. The Contractor shall maintain appropriate liability coverage commensurate with the services provided and submit a copy of the policy upon request to the District.
10. The Director of Special Education shall be responsible for the oversight of the contracted services contained within this agreement.
11. This agreement shall be in force from July 1, 2021 to June 30, 2022. Either party shall provide written notice regarding reduction/discontinuation of services hours with a 30-day notice.

Signed by:

Cloquet ISD #94  
302 14<sup>th</sup> St  
Cloquet, MN 55720

By: \_\_\_\_\_

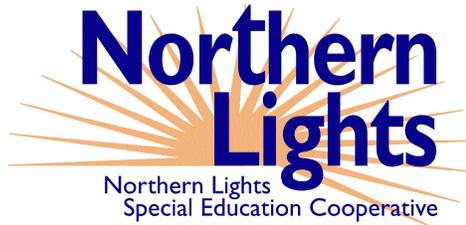
Date: \_\_\_\_\_

Signed by:

Carlton County Human Services  
14 North 11<sup>th</sup> Street  
Cloquet, MN 55720

By: \_\_\_\_\_

Date: \_\_\_\_\_



Northern Lights Special Education Cooperative

16 E Hwy 61, Esko, MN 55733  
P. 218-655-5018 www.nlsec.org

**Dena Hagen ~ Special Education Director**

**2021 - 2022  
CONTRACT FOR FAMILY SCHOOL SUPPORT WORKER**

This agreement entered this 5<sup>th</sup> day of January 2022, by and between Cloquet ISD #94 (herein referred to as the District) and Carlton County Human Services, Cloquet, MN (hereinafter referred to as Contractor) witnesses that:

Whereas, the District has determined that it is necessary to retain the services of Zachary Summers, licensed social worker, to attain the following objectives:

1. **To meet the needs of students with disabilities, as defined under the Individuals with Disabilities Education Act, social work services, are deemed necessary by the child study process and documented in the students' individual education plan (IEP).**
2. **The services provided are necessary for the students to make progress on IEP goals and/or access the general education curriculum.**

*WHEREAS, the Contractor is duly qualified to perform these services and whereas personnel will hold appropriate licensure by the Professional Educator Licensing and Standards Board (PELSB) for the necessary service for which they provide. If PELSB doesn't issue a license for the necessary service, the professionals will be members of good standing in their professional organization. Furthermore, a copy of the licensure or appropriate board certification for each person who will be providing services will be submitted to the District prior to the initiation date of the contract and on an annual basis thereafter.*

NOW, THEREFORE, the parties agree as follows:

1. **The Contractor shall provide a licensed social worker to meet the objectives stated above.**
2. **The Contractor shall provide services to students with disabilities as defined in the Individuals with Disabilities Education Act.**
3. **Services will be provided at the location where the student attend or the students' homes.**
4. **The District shall provide an atmosphere that is conducive to learning and shall meet the needs of the students' special physical, sensory and emotional needs.**

\*\*\*\*\*January 2022\*\*\*\*\*

Barnum ISD #91, Carlton ISD #93, Cloquet ISD #94, Cromwell ISD #95, Esko ISD #99, Hermantown ISD #700,  
Lake Superior ISD #381, McGregor ISD #0004, Moose Lake ISD #97, NL Academy #6096,  
Proctor ISD #704, Wrenshall ISD #100, Willow River ISD #577

5. The District will purchase these services with an estimated total contract amount of \$18,717.60
6. Targeted case management dollars collected by Carlton County for this position have been subtracted from the claim for state special education reimbursement.
7. The Contractor will submit billings on a one-time basis at the end of the school year.
8. The District shall make payment for services-based receipt of invoice.
9. The Contractor shall maintain appropriate liability coverage commensurate with the services provided and submit a copy of the policy upon request to the District.
10. The Director of Special Education shall be responsible for the oversight of the contracted services contained within this agreement.
11. This agreement shall be in force from January 5, 2022 to June 30, 2022. Either party shall provide written notice regarding reduction/discontinuation of services hours with a 30-day notice.

Signed by:

Cloquet ISD #94  
302 14<sup>th</sup> St  
Cloquet, MN 55720

By: \_\_\_\_\_

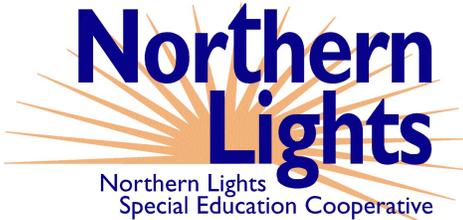
Date: \_\_\_\_\_

Signed by:

Carlton County Human Services  
14 North 11<sup>th</sup> Street  
Cloquet, MN 55720

By: \_\_\_\_\_

Date: \_\_\_\_\_



**Northern Lights Special Education Cooperative**

16 E Hwy 61, P.O. Box 40, Esko, MN 55733  
(218) 655-5018  
www.nlsec.org

**Dena Hagen ~ Special Education Director**

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**MEMORANDUM**

**TO: Dr. Michael Cary**

**FROM: Tisha Warbalow**

**DATE: January 5, 2022**

**RE: Contract for Service**

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Please submit to the School Board for approval, Contracts:

- 13\_FSSW – Amber Male
- 14\_FSSW – Zachary Summers
- 15\_FSSW – Carolyn Woods
- 16\_FSSW -Brenda Denman

**Resolution: That the School Board of ISD #94 hereby approves contract**  
**13\_FSSW – Amber Male, estimated total contract \$16,873.00,**  
**14\_FSSW – Zachary Summers, estimated total contract \$18,717.60**  
**15\_FSSW – Carolyn Woods, estimated total contract \$28,487.00**  
**16\_FSSW -Brenda Denman, estimated total contract \$25,110.00**  
**with Cloquet ISD #94 during the 2021-2022 school year.**

Thank you.

Adopted: 10/22/18, 12/14/15, 1/13/14, 1/28/13, 1/23/11, 9/13/10, 5/27/08

Revised: 10/22/18, 1/22/18, 12/14/15, 1/13/14, 2/8/10, 5/27/08, 4/88, 12/84, 1/80

## **#107 POLICIES AND PROCEDURES REGARDING STUDENTS RESIDING ON INDIAN LANDS**

The Cloquet Public Schools are entitled to receive federal funds Impact Aid, based on the numbers of students who reside on Indian-owned land, whose parents work on Indian land, or whose parents work for the federal government. The funds received through Impact Aid non-categorical and become a part of the District General Fund.

It is the intent of the Cloquet School District, ISD #94 that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the Cloquet School District, ISD #94 will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually, and revisions will be made within 90 days of the determination that requirements are not being adequately met.

### **ATTESTATIONS**

The Cloquet School District, ISD #94 attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2020 Impact Aid application.

The Cloquet School District, ISD #94 attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY20 Impact Aid application.

Section 7004 of the Impact Aid Law, requires that the LEA establish policies and procedures to ensure that:

- 1) tribal officials and parents of Indian children are given the opportunity to comment on the participation of Indian children on an equal basis in the school program with all other children educated by the LEA,
- 2) the LEA disseminates documents dealing with educational programs to tribal officials and parents of Indian children,
- 3) the LEA consults and involves tribal officials and parents of Indian children in planning and developing educational programs assisted by funds.

These policies and procedures are to be reviewed annually by the LEA to ensure that they meet the minimum standards of Section 7004 of the Impact Aid Law and that they continue to provide for an adequate level of Indian participation.

The Indian tribe has the right to file a complaint regarding these policies and procedures as outlined in 34 CFR 222.102-113.

## A. STUDENT PARTICIPATION

### Policy

It is the position of the Cloquet School District that children enrolled in ISD 94 shall have equal opportunity to participate in all aspects of the school program and shall not be excluded based on their race or location of residence. This participation inclusion shall be communicated via email.

- 1) To assess the extent of participation in all school programs, the Indian Education staff quarterly compiles data on participation of Indian students. These are included in the agenda packet of the LIEC parent meetings. A school administrator and School Board member are ex-officio members of the committee.
- 2) There is an Indian Education staff person assigned to each building who works to encourage Indian students to participate fully in school programs. The LIEC helps support this by earning funds to assist families in need by buying supplies or materials.
- 3) The school administration, LIEC committee members and parents will review the school programs annually to determine if all children have equal access to programs and participate on an equal basis.

If upon review of the program by administration, tribal officials, or LIEC (Parent Committee members) it is found that Indian children are not allowed to participate on an equal basis, a task force comprising of three (3) LIEC members, one (1) administrator, one (1) tribal official and two (2) parents will review the program and make recommendations to the Superintendent of Schools on modifying the program to assure participation on an equal basis. Recommendations can be made at monthly LIEC meetings. Meeting agendas and materials are prepared one week in advance and emailed to members. Hard copies are available during meetings or upon request.

## B. DISSEMINATION OF MATERIAL

### Policy

It is the policy of the Cloquet School District to inform parents of students living on tribal land and tribal officials of Impact Aid application, evaluations of educational programs assisted with 81-874 funds; and program plans for educational programs the LEA plans to initiate/eliminate.

The Cloquet Public Schools consider the funds received from Impact Aid to be General Fund monies and not categorical aid. The monies are used for programs to benefit all on an equal basis.

### Procedure

- 1) In January of each school year, a public hearing will be held to review Impact Aid applications, current educational opportunities/programs assisted with Impact Aid funds and programs that are being reviewed for possible initiation or elimination. Prior to the January meeting the local LIEC will consult the tribe on their preferred method of communication. The local LIEC will modify the method of communication and time to insure maximum meeting participation. Notification of the hearing will be sent to tribal officials and LIEC members at least one (1) week prior to the hearing.
- 2) Notice of the January hearing will be included in the School Bulletin emailed home to all parents.
- 3) The Board holds an Open Hearing, November of each year, where it is possible for tribal officials and parents of Indian children to comment on education programs.
- 4) Standardized test data is published annually in the local paper.
- 5) Prior to September 1 of each year, all district households will receive a copy of the P.E.R. (Planning, Evaluating, and Reporting) report which will summarize district goals and the evaluation of those goals. Parents and tribal officials will be given the opportunity to participate on the P.E.R. Committee.

#### C. CONSULTATION AND INVOLVEMENT

##### Policy

New: The Cloquet School District will provide an opportunity for the Tribe and parents of Indian children to provide their views on the District's educational program and activities, including recommendations and proposed solutions. Published notice and summary data will be distributed via email and will be included one week prior to the open meeting.

##### Procedure

- 1) There are regularly scheduled parent-teacher conferences, K-12, which all parents are encouraged to attend. The Indian Education staff makes an additional effort to encourage parents of Indian students to attend.
- 2) At the Senior High, parents meet with their child's advisor to register for the following year's classes.
- 3) Parents are involved on district-level committees which focus on educational concerns.
- 4) An administrator and School Board member from the school district serves as an ex-officio member of the LIEC. At these meetings, the educational needs of Indian students are discussed, and parents are given the opportunity to make recommendations.
- 5) The LIEC appoints one of its members, elected from Indian parents, to attend School Board meetings on a regular basis.

- 6) The Indian Education staff conducts a needs assessment for Title IV-A, approximately every four years. The parents of Indian students express their concerns and recommendations about the school program through this process.
- 7) The tribe can submit their preference of communication to the LIEC by October 1<sup>st</sup>.
- 8) IPP's will be emailed to LIEC members one week in advance of the November hearing.
- 9) The LIEC will hold an annual hearing in November, the location and time to be announced in the local newspapers. The annual hearing will receive and evaluate comments regarding changes of the IPP's. The local Indian Education Director will facilitate recommended changes to the district IPP's. Changes to the IPP's will be presented to the local school board who then will determine if changes need to be made.
- 10) Return communication via email to the LIEC will take place 30 days following school board policy revisions. Any changes to policy approved by our local school board will be implemented 30 days following approval.

The School District will at least annually respond in writing to comments and recommendations made by the LIEC, tribal officials, or parents of Indian children, and disseminate the responses to all parties by email prior to the submission of the IPP's by the District.

- 11) All families can attend meetings to provide recommendations regarding the needs of their children as well as programmatic concerns. The local dissemination of policy will take place on an annual basis.

The School District will annually provide a copy of the current Indian Policies and Procedures to the tribe by email prior to the submission of the Impact Aid Application.

*Adopted:*

*Revised:*

## **#491 MANDATORY COVID-19 VACCINATION OR TESTING AND FACE COVERINGS**

### **I. PURPOSE**

The purpose of this policy is to comply with federal and state legal requirements related to the health and safety of school district students, staff and visitors due to the COVID-19 pandemic. The school district's intent is that this policy meet, and should be read consistent with, the procedures mandated by the Occupational Safety and Health Administration's ("OSHA's") Emergency Temporary Standard on Vaccination and Testing ("ETS") (see 29 C.F.R. § 1910.501) as adopted by the Minnesota Occupational Safety and Health Administration ("MNOSHA"), to the extent these regulations are adopted and enforceable. This policy shall be governed by the laws of, and applicable to, the State of Minnesota. If any part of this policy is construed to be in violation of any law, it shall not be enforced, but portions remaining valid shall remain in full force and effect.

### **II. SCOPE**

This policy applies to all employees of the school district, both full and part-time. For purposes of this policy, the term "employees" includes all part-time employees, student employees, and temporary or seasonal employees, but does not apply to volunteers, independent contractors, employees who are employed through a staffing agency, or employees who do not report to a workplace where other employees or students are present, except as modified by law.

### **III. DEFINITIONS**

- A. "Authorized telehealth proctor" means someone who is trained to observe sample collection and provide instructions and result interpretation assistance to individuals taking a COVID-19 test.
- B. "COVID-19 antigen test" means an in vitro diagnostic test used to detect active SARS-CoV-2 infection approved or authorized for emergency use by the U.S. Food and Drug Administration ("FDA").
- C. "COVID-19 nucleic acid amplification test ("NAAT")" means a molecular test that detects the ribonucleic acid ("RNA") sequences that compromise the genetic material of the virus approved or authorized for emergency use by the FDA.

### **IV. OVERVIEW AND GENERAL INFORMATION**

- A. Any employee that chooses to be vaccinated against COVID-19 must be fully vaccinated no later than January 10, 2022. Any employee not fully vaccinated by January 10, 2022, will be subject to the regular testing and face covering requirements of this policy until fully vaccinated.
- B. Employees will be considered fully vaccinated two weeks after receiving the requisite number of doses of a COVID-19 vaccine. Employees will be considered partially vaccinated if they received only one dose of a two-dose vaccine. This policy does not require booster vaccinations.
- C. Employees are responsible for scheduling their own vaccination appointments through their medical provider or pharmacy. The school district may hold vaccine clinics that the employee may attend, but the availability of a vaccine clinic does not shift the responsibility of obtaining a vaccination from the employee.

- D. An employee who does not comply with this policy will be subject to disciplinary action as set forth in School District policy and the employee’s collective bargaining agreement (“CBA”) or employment contract or other agreement, to the extent applicable.

**V. VACCINATION STATUS AND ACCEPTABLE FORMS OF PROOF OF VACCINATION**

- A. All vaccinated employees are required to provide proof of full COVID-19 vaccination, regardless of where they are vaccinated, and even if employees received a vaccination through a school district sponsored clinic. Proof must be provided before January 10, 2022. If the school district does not receive proof of full vaccination from an employee by January 10, 2022, that employee will be considered unvaccinated until such proof is received.

- B. Proof of vaccination must be submitted by the employee to the district SMART eR system.

- C. Acceptable Proof of Vaccination Status

The following forms of proof of vaccination status will be accepted:

1. The record of immunization from a healthcare provider or pharmacy;
2. A copy of the COVID-19 vaccination Record Card;
3. A copy of medical records documenting the vaccination;
4. A copy of immunization records from a public health, state, or tribal immunization information system; or
5. A copy of any other official documentation that contains the type of vaccine administered, date(s) of administration, and the name of the healthcare professional(s) or clinic site(s) administering the vaccine(s).

- D. Proof of vaccination must include the employee’s name and should include the type of vaccine administered, the date(s) of administration, and the name of the healthcare professional(s) or clinic site(s) that administered the vaccine. In some cases, state immunization records may not include one or more of these data fields, such as clinic site. In those circumstances the school district will accept the state immunization record as acceptable proof of vaccination.

- E. If an employee is unable to produce one of these acceptable forms of proof of vaccination, despite attempts to do so (e.g., by trying to contact the vaccine administrator or state health department), the employee can provide a signed and dated statement attesting to his/her vaccination status (fully vaccinated or partially vaccinated); attesting that the employee lost and is otherwise unable to produce one of the other forms of acceptable proof; and including the following language:

“I declare (or certify, verify, or state) that this statement about my vaccination status is true and accurate. I understand that knowingly providing false information regarding my vaccination status on this form may subject me to criminal penalties.”

Employees who attest to their vaccination status in this manner shall, to the best of their recollection, include in their attestation the type of vaccine administered, the date(s) of the administration, and the name of the healthcare professional(s) or clinic site(s) administering the vaccine.

- F. To satisfy this policy, the COVID-19 vaccine must be approved or authorized for emergency use by

the Federal Food and Drug Administration (“FDA”), or listed for emergency use by the World Health Organization (“WHO”).

## **VI. SUPPORTING COVID-19 VACCINATION**

- A. An employee may take up to four hours of paid leave per dose to travel to the vaccination site, receive a COVID-19 vaccination, and return to work. A maximum of eight hours of paid leave will be provided for employees receiving two primary doses. Paid leave provided for obtaining a COVID-19 vaccination will not affect or reduce any accrued leave time (e.g., vacation or sick leave). If an employee does not require the full use of four or eight hours to obtain the vaccine, only the necessary amount of duty time will be granted. Employees who take longer than four or eight hours to obtain the vaccine must send their supervisor an email documenting the reason for the additional time. Any additional time requested will be granted, if reasonable, but will not be paid by the school district. An employee may elect, however, to substitute accrued paid leave in lieu of unpaid leave. Employees vaccinated outside of their approved work hours will not be compensated unless previously agreed to in writing by the school district.
- B. Employees may utilize up to two workdays of accrued paid sick leave immediately following receipt of each primary dose if they experience side effects from the COVID-19 vaccination that prevent them from working. Employees who have no accrued sick leave will be granted up to two days of additional paid sick leave immediately following each primary dose, if necessary, upon written approval by the school district.
- C. Employees are to follow the school district procedures in requesting sick leave for duty time missed to obtain the COVID-19 vaccine or sick leave to recover from side effects.
- D. Paid leave will not be provided by the school district for booster shots for employees who have been fully vaccinated.
- E. Nothing in this policy should be construed to create a right to paid leave for any vaccination other than the one or two primary COVID-19 vaccination doses.

## **VII. ACCOMMODATION REQUESTS**

Employees may request an accommodation from this vaccination policy if the vaccine is medically contraindicated for them or medical necessity requires a delay in vaccination. Employees also may be legally entitled to a reasonable accommodation if they cannot be vaccinated, test for COVID-19, and/or wear a face covering (as otherwise required by this policy) because of a disability, or if the provisions in this policy for vaccination, and/or testing for COVID-19, and/or wearing a face covering conflict with a sincerely held religious belief, practice, or observance. Requests for reasonable accommodations must be initiated by the employees by submitting a written request to the superintendent. All such requests will be handled in accordance with applicable laws and regulations.

## **VIII. COVID-19 TESTING**

- A. Effective January 10, 2022, all employees who are not fully vaccinated and who have not received a reasonable accommodation pursuant to Section VII. of this policy will be required to comply with Sections VIII. and IX. of this policy.
- B. Effective February 9, 2022, employees who report to the workplace at least once every seven days:
  - 1. Must be tested for COVID-19 at least once every seven days; and

2. Must provide documentation of the most recent COVID-19 test result to the school building health office no later than the seventh day following the date on which the employee last provided a test result.
- C. An employee who does not report to the workplace during a period of seven or more days (e.g., teleworking or on vacation for two weeks):
1. Must be tested for COVID-19 within seven days prior to returning to the workplace; and
  2. Must provide documentation of that test result to school building health office upon return to the workplace.
- D. Employees who do not provide documentation of a COVID-19 test result as required by this policy, will be removed from the workplace until a test result is provided.
- E. Employees who received a positive COVID-19 test or have been diagnosed with COVID-19 by a licensed healthcare provider are not required to undergo COVID-19 testing for 90 days following the date of their positive test or diagnosis. Employees must provide proof of the positive test result or diagnosis to the school building health office.
- F. Approved COVID-19 Tests

Approved COVID-19 tests are tests for SARS-CoV-2 that are:

1. Cleared, approved, or authorized, including in an Emergency Use Authorization (EUA), by the FDA to detect current infection with the SARS-CoV-2 virus;
  2. Administered in accordance with the authorized instructions; and
  3. Not both self-administered and self-read unless observed by the school district or an authorized telehealth proctor.
- G. Employees who elect to complete weekly testing in lieu of getting fully vaccinated may test during the regular workday. Employees must abide by the following testing procedures:

Testing must be scheduled to minimize the impact to work hours and must be approved by the employee's immediate supervisor. The district strongly encourages the use of in district testing and approved self-administered testing kits, when available, to minimize disruption to the work day.

The district will provide on site testing, as available, for the duration of the 2021-22 school year. The district makes no guarantee of the availability of onsite testing.

For testing administered by the health office, tests may be scheduled directly with health office staff between the hours of 9 am to 2 pm, Monday through Friday, on days when school is in session. The district makes no guarantee that health office administered testing will be available and hours may be subject to change due to health office staffing.

For self-administered tests, staff may receive a test from the school building health office during normal health office hours. The district makes no guarantee of the availability of self-administered tests.

Employees may be responsible for paying the cost of testing depending on the employee’s CBA or contract with the school district.

**IX. FACE COVERINGS**

- A. Employees covered by this policy who are not fully vaccinated will be required to wear a face covering. Face coverings must (1) completely cover the nose and mouth; (2) be made with two or more layers of a breathable fabric that is tightly woven (i.e. fabrics that do not let light pass through when held up to a light source); (3) be secured to the head with ties, ear loops, or elastic bands that go behind the head; (4) fit snugly over the nose, mouth, and chin with no large gaps on the outside of the face; and (5) be a solid piece of material without slits, exhalation valves, visible holes, punctures, or other openings. Acceptable face coverings include clear face coverings or cloth face coverings with a clear plastic panel that, despite the non-cloth material allowing light to pass through, otherwise meet these criteria and which may be used to facilitate communication with people who are deaf or hard-of-hearing or others who need to see a speaker’s mouth or facial expressions to understand speech or sign language respectively. If gaiters are worn, they should have two layers of fabric or be folded to make two layers.
- B. Employees who are not fully vaccinated must wear face coverings over the nose and mouth when indoors and when occupying a vehicle with another person for work purposes.
- C. Employees who choose to remain unvaccinated are responsible for providing their own face covering that complies with this policy.
- D. The following are exceptions to the school district’s requirements for face coverings required by this policy:
  - 1. When an employee is alone in a room with floor-to-ceiling walls and a closed door.
  - 2. For a limited time, while an employee is eating or drinking at the workplace or for identification purposes in compliance with safety and security requirements.
  - 3. When an employee is wearing a respirator or facemask, as those terms are defined by 29 C.F.R. § 1910.501(c) or other applicable OSHA/MNOSHA regulation.
  - 4. Where the school district has determined that the use of face coverings is infeasible or creates a greater hazard (e.g., when it is important to see the employee’s mouth for reasons related to the employee’s job duties, when the work requires the use of the employee’s uncovered mouth, or when the use of a face covering presents a risk of serious injury or death to the employee).
- E. The face covering requirements are applicable regardless of any other school district policy, resolution, regulation or administrative directives regarding face coverings.

**X. EMPLOYEE NOTIFICATION OF COVID-19 AND REMOVAL FROM THE WORKPLACE**

- A. The school district will require employees to promptly notify the school building health office when they test positive for COVID-19 or are diagnosed with COVID-19 by a licensed healthcare provider.

Employees will be allowed to use accrued sick leave for work missed due to COVID-19 related illness or symptoms.

- B. Medical Removal from the Workplace

The school district also implemented a policy for keeping COVID-19 positive employees from the workplace in certain circumstances. The school district will immediately remove employees from the workplace if they received a positive COVID-19 test or are diagnosed with COVID-19 by a licensed healthcare provider (i.e., immediately send them home or to seek medical care, as appropriate).

Employees who have tested positive for COVID-19 will be sent home immediately by their supervisor and must communicate with the school building health office to determine their eligible date and procedures for return to work.

C. Return to Work Criteria

1. For employees removed because they are COVID-19 positive, the school district will keep them removed from the workplace until the employees receive a negative result on a COVID-19 nucleic acid amplification test (“NAAT”) following a positive result on a COVID-19 antigen test if the employees choose to seek a NAAT test for confirmatory testing; meet the return to work criteria in the “Isolation Guidance” of the Centers for Disease Control and Prevention (“CDC”); or receive a recommendation to return to work from a licensed healthcare provider.
2. Under the CDC’s “Isolation Guidance,” asymptomatic employees may return to work once 10 days have passed since a positive test, and symptomatic employees may return to work after all the following are true:
  - a. At least 10 days have passed since symptoms first appeared, and
  - b. At least 24 hours have passed with no fever without fever-reducing medication, and
  - c. Other symptoms of COVID-19 are improving (loss of taste and smell may persist for weeks or months and need not delay the end of isolation).

If an employee has severe COVID-19 or an immune disease, the school district will follow the guidance of a licensed healthcare provider regarding return to work.

**XI. NEW HIRES**

All new employees are required to be in compliance with this policy before arriving at the workplace as a condition of employment. Potential candidates for employment will be notified of the requirements of this policy prior to the start of employment.

**XII. CONFIDENTIALITY AND PRIVACY**

All medical information collected from individuals, including vaccination information, test results, and any other information obtained as a result of testing, will be treated in accordance with applicable laws and policies on confidentiality and policy.

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
  - Minn. Stat. Ch. 182 (Occupational Safety and Health)
  - Minn. Stat. § 363A.20 (Exemption Based on Employment)
  - Minn. R. Pt. 5205.0010, subp. 2, QQ (Adoption of Federal Occupational Health and Safety Standards by Reference)
  - 29 C.F.R. § 1910.501 (Emergency Temporary Standard on Vaccination and Testing)
  - 42 U.S.C. § 2000-e, et seq. (Equal Employment Opportunity)
  - 42 U.S.C. § 12101, et seq. (Americans with Disabilities Act)

29 C.F.R. § 1630.14(d)(4) (Medical Examinations and Inquiries Specifically Permitted)

***Cross References:*** MSBA/MASA Model Policy 401 (Equal Employment Opportunity)  
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 412 (Expense Reimbursement)  
MSBA/MASA Model Policy 807 (Health and Safety)  
Centers for Disease Control's "Isolation Guidance" found at:  
<https://www.cdc.gov/coronavirus/2019-ncov/your-health/quarantine-isolation.html>.



**DEPARTMENT OF PUBLIC WORKS**

101 – 14<sup>th</sup> Street; Cloquet, MN 55720  
Phone: (218) 879-6758 Fax: (218) 879-6555  
Street – Water – Sewer - Engineering  
[www.cloquetmn.gov](http://www.cloquetmn.gov)

December 17, 2021

**RE: 2022 Street Improvements – 22<sup>nd</sup> Street & Carlton Avenue**

Dear Cloquet Property Owner:

As part of the City’s 5-Year Capital Improvement Program, plans are being made for Street Improvements in your neighborhood. The bulk of the work is on the pavement surfaces.

Along **Carlton Avenue** from 14<sup>th</sup> Street to 22<sup>nd</sup> Street a mill and overlay is being planned. During this process, the top 2 inches of pavement will be ground off and removed. Following the milling, a new layer of blacktop will be paved. This process helps strengthen the pavement by replacing the oxidized weaker surface. It also eliminates surface issues like potholes and uneven joints. The goal of the project is to prolong the life of the pavement. Along with the pavement surface, we will be reconstructing the sidewalk pedestrian ramps at each intersection to comply with the city’s ADA Transition Plan.

Along **22<sup>nd</sup> Street** from Cloquet Ave to Carlton Ave a full depth reclamation is being planned. During this process, all of the existing pavement will be ground up with the existing aggregate base to form a new recycled base layer. New layers of blacktop will then be paved on top of the new base layer. Curb and gutter will be added on the south portion of this segment along with additional ditching and storm sewer structures to improve drainage in the area.

These roadways will remain open to traffic through the majority of this road work. The small amount of concrete work may affect sidewalk and driveway access to a few residents. We will contact those affected by this work prior to it being done.

If you have any questions regarding this work, I am available by phone or email to answer any questions you might have.

Contact Information:

Phone - 218-879-6758 Email - [janderson@cloquetmn.gov](mailto:janderson@cloquetmn.gov)

Sincerely,

John M. Anderson P.E.  
Assistant City Engineer

January 2022

# Washington News

HAPPY★NEW★YEAR

## PBIS in The New Year...

### News and Notes.....

- \* Happy New Year!!
- \* January Birthday Lunch—Jan. 7
- \* School Board Meeting – Jan. 10, 6:00 pm
- \* Safe & Strong Presentations (grades K-3) the week of Jan. 10
- \* Partners In Education Meeting – Jan. 11, 6:30 pm
- \* Spirit Day – Jan. 14
- \* No School for Students – Jan. 17 & Jan. 24 (Professional Days for Staff)
- \* June Birthday Lunch – Jan. 18
- \* Kids Heart Challenge Kick-Off – Jan. 20

January's character education theme is Trustworthiness this year. We will be talking with students about what it takes to be trustworthy and we appreciate your reinforcement of this trait at home too! Along with trustworthiness, we will be learning another of the seven Anishinaabe Teachings, which is Honesty.

Students can look forward to cultural lessons this month with Mrs. Paitrick-Johnson, and she will be focusing on storytelling.

Lastly, students at Washington will launch into the New Year with Code of Conduct review meetings hosted by Mrs. Mondati & Mr. Donofrio, as well as the Student Advisory Team members this week and next week. It was/is a great way to reflect and set goals for 2022!

### Family Fun Literacy Event: Winter Wonderland



There was a fantastic turnout at the **Family Fun Literacy Event!** We had close to 150 people attend and it was so much fun! There were crafts, gym activities, reading, snacks and BINGO with prizes.

We had great sponsors who helped make this event happen including Premier theaters, DQ, Papa Murphy's, McDonald's, Pizza Hut, Gordy's, United Way of Carlton County, Cloquet Eagles, Aldi, Wilderness Hockey, and Washington and Churchill PIE.

Thank you to those who helped spread the word, volunteered and made it a great event!

### Reminders:

- \* Playground supervision is not available until 7:45AM. Please, **DO NOT drop your child off on the playground before 7:45AM!**
- \* In the event that we have morning recess indoors (due to weather) students are permitted to enter the building through Doors 1, 3 or 7 (for busses) at 7:45AM. Once inside students may either go to breakfast or to inside recess. Grades 1-4 go to the gym; kindergarten students to the library. Again, please do not drop your child/children off before 7:45AM!
- \* **Pick-up/Drop-off is not permitted in the Bus U** on the NW side of the building. This is a safety precaution and your compliance is appreciated.
- \* Please label your child's belongings so they do not become lost & found casualties!
- \* Remember that you can call in your child's absence 24/7 at our main office number, 218-879-3369. If you do not notify the school your child's absence will be unexcused.
- \* If you have a change in the end of the day plan for your child, please let the office know as soon as possible. Any last-minute calls create confusion, and our goal is to keep all students safe and accounted for.

## Washington Embraces the Holiday Spirit!

The staff and students had a blast dressing up over the last few days of school! We had dress up days and fun events (and treats). Thanks to all of our students and staff who participated.



### Snow/Cold Days Off & E-learning

- We are able to have two snow/cold days off without having to make them up in June.
- If the district decides that we need to call off school three or more days, we will have “e-learning” days and students will get credit for school on those days (and will not be required to make up days in the summer).
- Grade level specific e-learning plans are available on our Washington webpage under the “E-Learning/Snow Day Link” or at [www.isd94.org/Page/1401](http://www.isd94.org/Page/1401)

## Counselor’s Corner:

Welcome to 2022! Entering a new year is an opportunity for us to grow and work towards new goals. Having a positive mindset can help us achieve the goals we want for ourselves. During our classroom counseling lessons we have learned about positive self-talk. Ask your child to share with you what and how we can use positive self-talk. When setting our new goals for ourselves, here are some tips. Be very specific when setting goals, as this will help focus your efforts. Set goals that are measurable, or ones you can check in on to make sure you are making progress. Create timelines to meet small parts of your goals; this helps you feel success and helps you to keep working towards your goal. Last, create a goal that is achievable. An idea to include the whole family is to create a list of everyone's goals and share them with each other. Help each other along the way!

While working towards goals, you may encounter roadblocks along the way; mistakes help us grow and we learn from them. Having a positive attitude and using self-talk statements will help push you through those roadblocks. “I can do hard things,” “This might take time and effort,” and “I haven’t figured it out YET!” As a family, talk about times you have used positive self-talk or share ideas of when using them would help you.

~Mrs. Sewell  
[asewell@isd94.org](mailto:asewell@isd94.org)  
 218-879-3369 ext. 5074



### Enrollment of Nonresident Students:

The Cloquet School District would like families to know that the application deadline for nonresident students to enroll in the Cloquet School District for the 2022-2023 school year is January 14, 2022. Applications received after that date will only be considered if there are openings, otherwise they will be put on a waiting list.

More information about the open enrollment process and approval guidelines and procedures can be found on the district’s website at [www.isd94.org](http://www.isd94.org) or by calling 218-879-6721.

The Kids Heart Challenge kick-off is Thursday, January 20. We are celebrating our 24th anniversary of participating in this event. Last year we raised \$23,492.00, and hope to have another very successful year raising funds for the American Heart Association. We will Jump Rope for Heart on Friday, February 4th in physical education classes. Be on the lookout for Kids Heart Challenge materials coming home in a couple weeks!



# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Ashlee Lennartson	1 <sup>st</sup> Grade	Churchill Elementary	<a href="mailto:alennart@isd94.org">alennart@isd94.org</a>
Additional Applicant Names	Grade & Subject Currently Teaching	School	
Lisa Berube	1 <sup>st</sup> Grade	<a href="mailto:lberube@isd94.org">lberube@isd94.org</a>	

**Signature of Principal/Supervisor:**

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project: Book Worm Vending Machine    Date: 12/12/21**

**Total Amount Requested: \$5,000    Make Check Payable To: \_\_\_\_\_**

<b>Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)</b>
<p>In conjunction with our PBIS (Positive Behavioral Intervention Supports) committee and our attendance initiative, we are asking for support in funding a book vending machine. The machine vends books using a special golden token which students can earn for good behavior and attendance. The idea of vending books and a personalized reward system could bridge the gap between literacy and engagement for all. Students will earn tokens in a variety of ways depending on the creative ideas our educators and the needs of students. While we know this is a large financial project, our team is committed to seek funding until completion. We are able to customize the exterior of the machine and would love to include the education foundation as a primary sponsor. We appreciate your consideration on this investment that will be used for years to come!</p>
<b>Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)</b>
All Churchill students (365 students)

**This Project Is:**

**A new innovative grant project**

**A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).**

**Location of Project:**

Cloquet High School

Cloquet Middle School

CAAEP

**Churchill Elementary School\***

Washington Elementary School\*

**Submitting a joint proposal was declined\* (please explain on page three, budget box #1).**

*\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal*

<p><i>For Office Use:</i></p> <p><b>APPLICATION Letter</b> _____</p> <p><b>Previous CEF Funds Awarded:</b></p> <p><b>Amount:</b> _____</p> <p><b>Date:</b> _____</p>
--

## Project Description

- 1. Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

This schoolwide initiative to provide Churchill students with a book vending machine aligns with several of the CEF missions. One purpose would be to support our PBIS student behavior expectations and incentives. Our need to find a sustainable resource to reward students for positive behavior would be met through the funding of this project, specifically the use of book tokens. Students would use the book tokens they've earned to purchase books in the book vending machine. Academically, we could motivate and reward students with a variety of book choices that will enrich and empower them to read as well as earn more book tokens through positive behavior choices. Churchill students will grow socially and academically with the support of CEF and the funding of this program. The duration of this project is long term, with the initial purchase cost being covered in the first year. The book vending machine would become a permanent fixture within Churchill Elementary, would allow for us to use school colors to personalize the look of it, as well as signage to recognize funding sources.

- 2. Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

Students ultimately learn better when they feel safe and supported throughout the school. By rewarding positive behavior with the book vending machine, we have a new and sustainable way of improving schoolwide behavior and learning. We also would like to use the book vending machine to incentivize coming to school for students and families with attendance concerns. With improved student attendance, we benefit from all students learning from each other in the classroom. We believe that students will be motivated by such a unique experience and will read and learn from the books that they get to choose out of the book vending machine. Putting more books in the hands of children will improve and enrich learning at Churchill.

- 3. How does this project support at least one of the District Priorities:**
  - *“plan/provide first-rate technology & access to technology for our students & community”*
  - *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
  - *“emphasize high standards/expectations & improve social behaviors”*(Limit your response to 100 words or less.)

The Churchill PBIS team has always emphasized high behavior expectations with many schoolwide activities and initiatives. The potential of having a book vending machine at Churchill School would give our committee a sustainable way to improve social behaviors with book tokens. As a school, we've already established a variety of ways to teach and acknowledge positive behavior. The book vending machine would enhance the ability of our staff to teach and acknowledge social behaviors throughout the school. Book tokens could easily be associated with the high standards and expectations that are continually taught at Churchill.

## Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item. (example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))	
Item	Cost
New custom vending machine	\$4,895.00
Custom picture book tray option B x1	\$150.00
Custom picture book tray option A (\$150 x3)	\$450.00
100 Tokens x1	\$50.00
Shipping	\$695.00
<b>Total Cost</b>	<b>\$6240.00</b>

**1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):**  
Mr. Wangen reached out to Mrs. Mondati. Washington declined at this time.

**2. Describe why your requested amount is justified in regard to impact and / or the number of student participants:** (Limit your response to 100 words or less.)

We know this is a large investment, however, we believe this will not only impact the current 365 Churchill students, but many more in the years to come. A local elementary school in Duluth received grant to purchase their vending machine. Mr. Wangen reached out to their school officials to get feedback on the use and effectiveness. The Duluth school found their book vending machine to be very motivating to students and improved their attendance rates. This pandemic has taught us is that education best happens when students are at school in person. We want to reward kids for attending, working hard, showing respect, and being kind, our core school values.

**3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:**  
We plan to ask our school PIE committee for support as well as other community organizations, such as Walmart.

**4. Have you requested funding from other sources for this project?  Yes  No**

**5. If yes, please list the names of the funding sources and the status of the request:**

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to: Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724. If you have questions, please call (218) 879-3806.**

*Yes  
12/10/2021*

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Heidi Mattinen	Kindergarten PE	Churchill	hmattine@isdq4.org
Additional Applicant Names	Grade & Subject Currently Teaching	School	

**Signature of Principal/Supervisor:** *[Signature]*

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** Brainball **Date:** 9-2-2021

**Total Amount Requested:** 789.99 **Make Check Payable To:** Palos Sports

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

BRAINBALL is an innovative and unique physical education learning system that merges physical activity and academic learning through play. Backed by 19 years of research, BRAINBALL is proven to enhance spelling, reading, math and gross motor skills when used twice a week.

**Number of students served:** (i.e. 100 5th grade students or 45 CHS Art students)

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

*\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal*

**For Office Use:**

APPLICATION Letter N

Previous CEF Funds Awarded:  
 Amount: N/A  
 Date: \_\_\_\_\_

## Project Description

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

Through use of the BRAINballs set. Students work together to learn letters, create words, learn numbers and creating adding/subtracting take away/adding story problems. They will be doing this all the while moving their bodies working on cardiovascular system and muscular system.

2. **Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

18 years of research with this gaming system has shown to increase math, spelling and reading scores when used twice a week. Included are 100 lesson plans to develop math, reading, grammar, spelling, and anatomy. Significant improvement in gross and fine motor skills, cooperative and cognitive learning has been shown. It can also be incorporated into Adapted PE, which I also teach.

3. **How does this project support at least one of the District Priorities:**

- "plan/provide first-rate technology & access to technology for our students & community"
- "continue to promote understanding and appreciation of cultural & socioeconomic diversity"
- "emphasize high standards/expectations & improve social behaviors"

(Limit your response to 100 words or less.)

It will improve social behaviors as students have to work together to sort letters, create words, create a number sentence, etc. Most lesson plans use a cooperative approach.

## Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
BRAINball Physical education cross curricular system original rubber set	789.99
Total Cost	789.99

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants (Limit your response to 100 words or less.)

All students can use these balls to enhance learning not only in physical education, but Title and enrichment can use if too if they want.

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:

4. Have you requested funding from other sources for this project?  Yes  No

Last year asked PIE, but they didn't have the funds.

5. If yes, please list the names of the funding sources and the status of the request:

PIE

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to:**

**Jody Acers, Executive Director**

**\*jacers@isd94.org**

**\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724**

**\*If you have questions, please call contact Jody at (218) 879-3806**



We Supply Your Future™

School Health Corporation  
 5600 Apollo Drive  
 Rolling Meadows, Illinois 60008  
 P(866)323-5465 | F(800)235-1305  
 schoolhealth.com

# QUOTE

EXPIRATION DATE		QUOTE NO.
02/06/22		5539316-00
DATE	P.O. #	PAGE #
11/08/21	110821	1

Attn: H MATTINEIN

Ship To:  
 CHURCHILL ELEMENTARY SCHOOL  
 515 GRANITE ST  
 CLOQUET, MN 55720-1200

Bill To:  
 INDEP SCHOOL DIST 94  
 302 14TH ST  
 CLOQUET, MN 55720-2102

QUOTE PREPARED BY	PHONE	EMAIL
Angelica Ramon	866-323-5465	aramon@schoolhealth.com

INSTRUCTIONS	SHIP POINT	VIA	SHIPPED	TERMS
	ALSIP WAREHOUSE	UPS GROUND		NET 30

LN	PRODUCT AND DESCRIPTION	QUANTITY ORDERED	QTY. UM	UNIT PRICE	PRICE UM	DISCOUNT MULTIPLIER	AMOUNT (NET)
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1	1036980 BRAINBALL PHYSICAL *K EDUCATION LEARNING SYST	1	EACH	789.99	EACH	0.00	789.99
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Items stocked in our warehouse usually ship within 24 hours. Items above may be indicated as **\*\*Shipping Direct From Manufacturer\*\*** or **\*\*Oversized (O/S) Item\*\***. Costs for **\*\*Oversized (O/S) Item\*\*** are shown with your order totals. Delivery times for items **\*\*Shipping Direct From Manufacturer\*\*** vary. For specific delivery time, call customer care at 866-323-5465.

1 Lines Total	Sub Total	789.99
	Invoice Total	789.99

Tax ID Number: 36-2425385

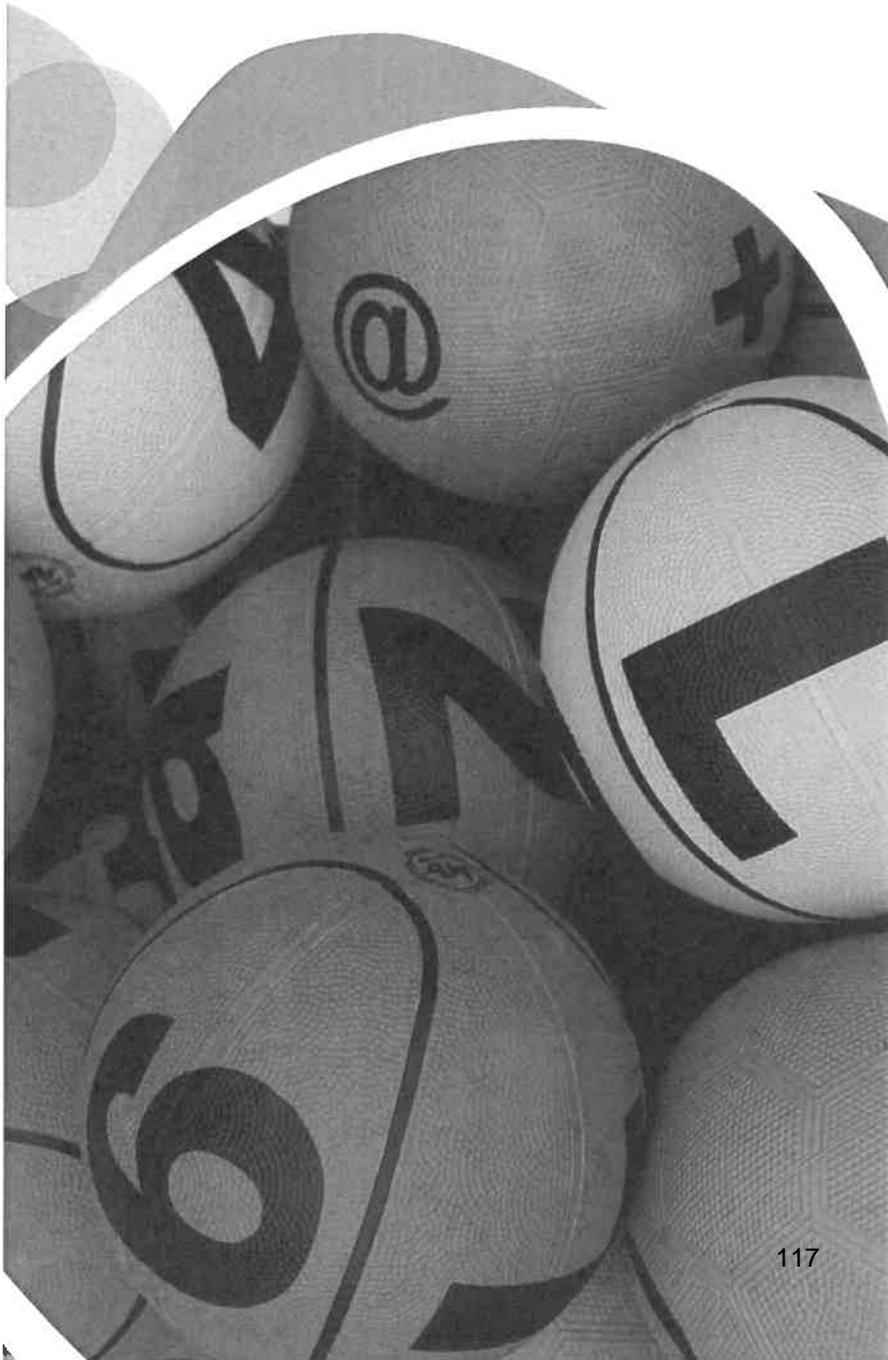
To receive an email with tracking information when your order has shipped, please provide your email address when placing your order. Help us also reduce paper usage and become more eco-friendly by providing your email address to send your invoices and order confirmations electronically. Thank you, for the opportunity to work with you and if you have any questions, please contact our Customer Care Department @ 866 323 - 5465.

# BRAINball™



**A PHYSICAL EDUCATION LEARNING SYSTEM**

*"Learning through play."*



## GUIDE

**Created by:**

Andrzej Rokita PhD, Tadeusz Rzepa PhD  
and Marek Nowicki

**Developed by:**

Andrzej Rokita PhD, Ireneusz Cichy PhD,  
and Sara Wawrzyniak PhD

University School of Physical Education  
Wroclaw, Poland

**Palos  
Sports**

School Health Corporation



800-233-5484 [PalosSports.com](http://PalosSports.com)

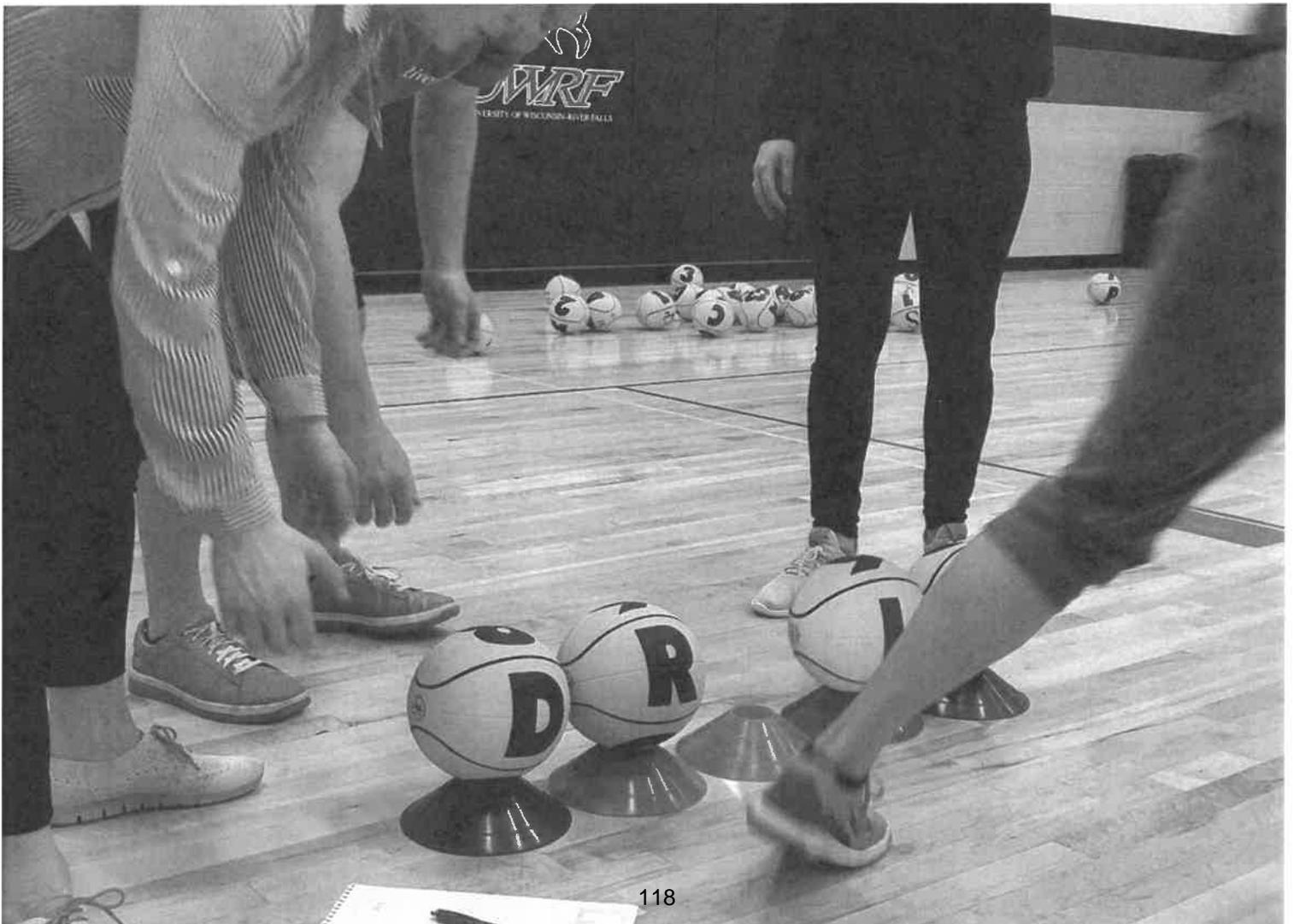
# WHAT IS BRAINball™?

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BRAINball™ is an innovative and unique physical education learning system that merges physical activity and academic learning through play.

Instructors and students use 100 mini soccer and basketballs and 100 lesson plans to develop math, reading, grammar, spelling, anatomy and foreign language skills. In addition to the physical benefits, significant improvement will be seen in gross and fine motor skills, cooperative and cognitive learning. BRAINball™ can be incorporated into Adapted Physical Education programs as well as those teaching students with learning disabilities, such as dyslexia.

BRAINball™ is broadly adaptable across elementary and secondary grades, and while an excellent tool for physical education, it is also perfect for use in the classroom, after-school, recreation and sports programs.



# WHY USE BRAINball™?

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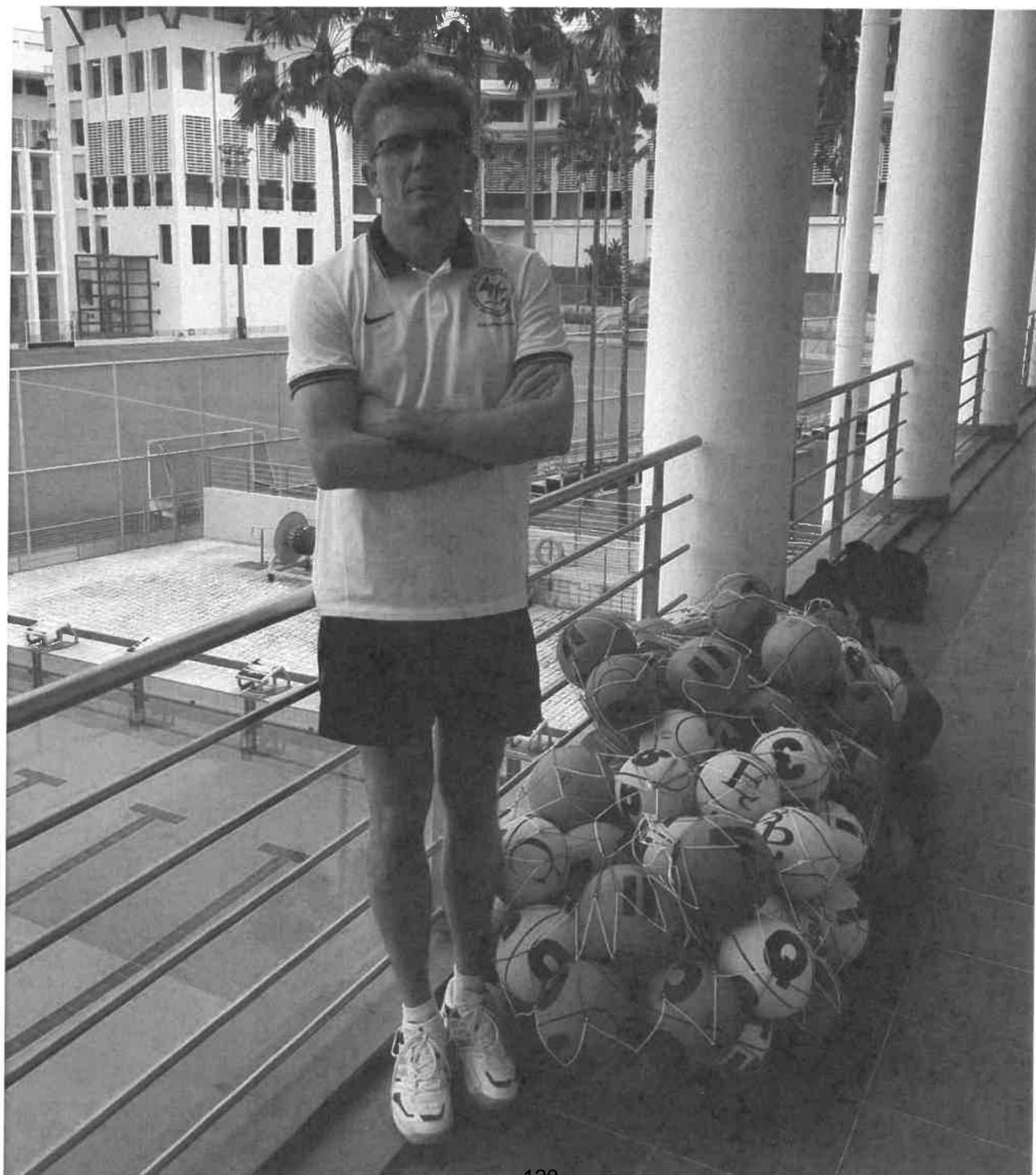
Developed by the University School of Physical Education, Wrocław, Poland in 2002, BRAINball™ has almost two decades of proven research published in numerous books, research publications, and doctoral dissertations. Ask us how to set up a professional development workshop at your school.



# WHAT DOES BRAINball™ INCLUDE?

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Each set includes a lesson book filled with 100 games/activities, 100 mini basketballs and soccer balls (size 3) in five colors - red, orange, yellow, blue and green - and equipment bags. There are 40 yellow and 40 green basketballs with letters (upper & lower case) and numbers, 8 red and 8 blue soccer balls with math symbols, and 4 orange "wild card" (blank) balls. BRAINball™ book is not sold individually.



# BRAINball™ RESEARCH

<b>STUDY #1</b> BRAINball™ is introduced in integrated education on reading and writing skills and physical education in students.	<b>RESULTS</b> Participants recognized letters and read better.	<b>STUDY #2</b> First grade students use BRAINball™ to help acquire knowledge and mathematical skills.	<b>RESULTS</b> By the end of the school year BRAINball™ participants had better results than their peers who didn't.	<b>STUDY #3</b> BRAINball™ is used in integrated education on reading and writing for dyslexic children.	<b>RESULTS</b> Students improved in dictation writing and reading with comprehension.
<b>STUDY #4</b> BRAINball™ is used to help adapt students to physical exercise.	<b>RESULTS</b> Results showed students had a similar level of heart rate whether they were using BRAINballs or regular play balls.	<b>STUDY #5</b> The effectiveness of developing hand-eye coordination using BRAINball™.	<b>RESULTS</b> When tested at the end of the school year tests showed stronger results in the right hand than the left.	<b>STUDY #6</b> Graphomotor skills, eye- hand coordination and temporal-spatial orientation improvement.	<b>RESULTS</b> Positive changes in these areas were seen in all students.
<b>STUDY #7</b> Using BRAINball™ in P.E. along with subject matter from classes.	<b>RESULTS</b> Those P.E. classes showed BRAINball™ helps teach basic movement and writing skills				



**Students who played BRAINball™ throughout the school year opposed to those who didn't showed better results in mathematical knowledge and skills.**

**Significant improvement in physical fitness and body coordination was seen in disabled children using BRAINball™.**





**Dyslexic children also showed improvement in the number of words read per minute, reading with understanding, time of reading and number of errors.**

**BRAINball™ helps increase graphomotor skills and hand-eye coordination in participants.**




# BRAINball™ SAMPLE LESSONS

BRAINball™ includes 100 lesson plans that all follow this easy to understand format.

potato  
keys

potatos  
key



Lesson Title

## B AS IN BRAINBALL

Visual aid for easier understanding

■ Objective: to develop the skill of forming words beginning with a certain letter, improve the ability to work in a team, and improve certain motor abilities and physical skills.

■ Number of participants: any number

■ Area: gymnasium or open air

What kind of playing area is needed for the lesson

How many people can be active in the lesson

Lesson Objectives

Lesson Description that is easy to teach and understand

Description: The students are divided into two teams (yellow and green team). Each team gets a ball with the letter "B", which they place on a rubber ring at the starting line. The students' task is to come up with as many words as they can beginning with the letter "B". The yellow team uses the green balls and the green team uses the yellow balls. The students must cooperate to transport the balls to their starting lines. They cannot move with the ball in their hands. They need to pass the ball to each other while transporting it to their line. They have 5 minutes to complete the task. After this time, the teacher checks the correctness of the words. The teacher can award 1 point for each word or one point for each letter in a word. The winning team is the team that scored the most points.

## TRANSLATE

■ Objective: to enrich vocabulary, practice writing and pronunciation of Spanish words, develop logical thinking and the ability to work in a team and improve certain motor skills.

■ Number of participants: any number

■ Area: gymnasium or open air

■ Description: Each student has a green or yellow ball and moves freely about the playing area. At the teacher's signal, the students stop and exchange balls with the first person they meet, naming a word in Spanish beginning with the letter they have on their ball. The receivers' task is to name the equivalent word in English, e.g., corazón- heart.

■ Variation: The students first name words in English and then find their Spanish equivalent, e.g., aunt - tía.



## SUNSHINE

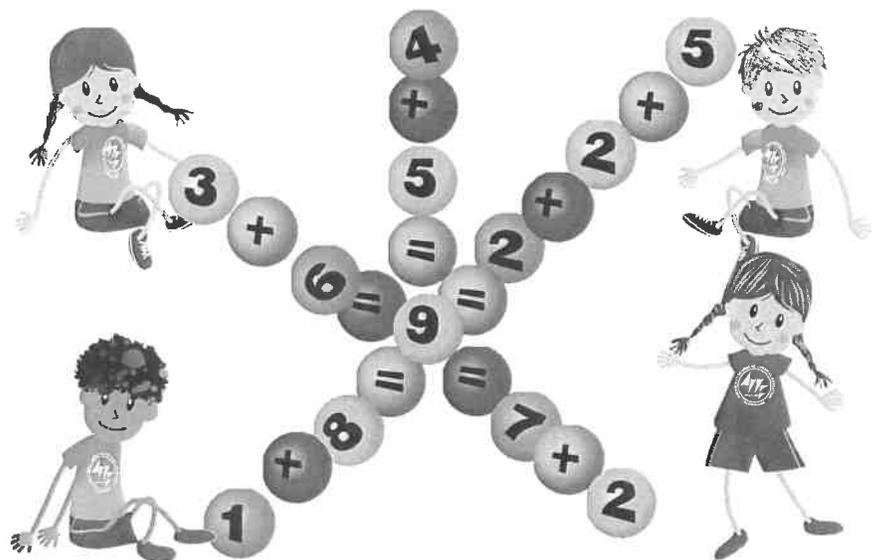
■ Objective: to practice calculations, solve problems involving four operations (addition, subtraction, multiplication and division), develop spatial abilities, and improve running speed.

■ Number of participants: any even number

■ Area: gymnasium or open air

■ Description: The teacher places a ball with the number "9" on a rubber ring at the center circle of the basketball court. The student's task is to form as many mathematical equations (+) as they can resulting in "9". The balls are spread on half of the gymnasium. The students work together to use all the balls to form the equations.

■ Variation: The students are divided into two or more teams (yellow and green team). Each team gets a ball with the number "8" and places it on a rubber ring. The students' task is to form as many mathematical operations involving addition, subtraction, multiplication and division as they can resulting in "8". They have 5 minutes to complete the task. Then the teacher checks the correctness of the equations. The teacher can award 1 point for each equation. The winning team is the team that formed the most equations.



## How Can BRAINball™ Enhance Your P.E. Program?

Palos Sports <reply@email.palossports.com>

Thu 8/5/2021 10:01 AM

To: Heidi Mattinen <hmattine@isd94.org>



### Use Federal Funding to Purchase BRAINball™

BRAINball™ is an innovative and unique physical education learning system that merges physical activity and academic learning through play. Backed by 19 years of research, BRAINball is proven to enhance spelling, reading, math, and gross motor skills when used twice a week. Now you can take advantage of available federal funding to purchase this popular system.

[Learn More About BRAINball](#)

**Learn how BRAINball checks all the boxes when it comes to funding requirements:**

Requirements	CARES Act	American Rescue Plan	Coronavirus & Relief Supplemental Appropriations Act
Low Income Families	✓	✓	✓
Students with disabilities		✓	
English Learners		✓	
Racial and Ethnic Minorities	✓	✓	✓
Students Experiencing Homelessness	✓	✓	
Educational Technology (includes APE)		✓	
Head Start Programs		✓	
Title 1 Districts/Schools	✓	✓	✓
Parochial and Private Schools		✓	✓
Research Based	✓	✓	✓
Academic Learning	✓	✓	✓
Social Emotional Learning	✓	✓	✓

## Why Use BRAINball?



### Broadly Adaptable

BRAINball can be used across many programs in elementary and secondary grades. This system is an excellent tool that can be incorporated into Adapted PE programs as well as those teaching students with learning disabilities, such as dyslexia.

### Backed by Research

BRAINball is backed by almost two decades of proven research published in numerous books, research publications, and doctoral dissertations.

**ALMOST 2 DECADES OF RESEARCH PROVEN TO ENHANCE**

- M A T H**
- S P E L L I N G**
- FINE MOTOR SKILLS**
- R E A D I N G**
- A D A P T E D P E**



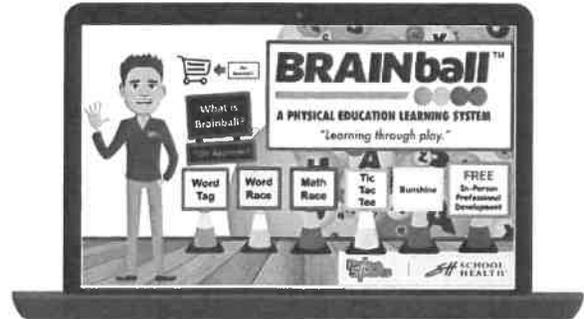
**100 Lesson Plans Included**

BRAINball's lesson plans develop math, reading, grammar, spelling, anatomy and foreign language skills. In addition to the physical benefits, significant improvement will be seen in gross and fine motor skills, cooperative and cognitive learning.

[Learn More and View a Sample Lesson Plan](#)

**Learn More About BRAINball with Tim Taggart!**

In this 30-minute presentation, Tim Taggart discusses how your students can merge physical activity and academic learning through play. Tim runs through the research behind BRAINball and provides a live demo of games you can incorporate into your program.



[Watch Now](#)



**Our Promise**

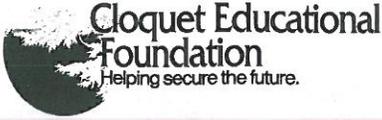
We deliver an unparalleled customer experience to support the health and safety of students, staff, and the community so everyone can learn and perform to the best of their abilities.

**EARLY CHILDHOOD | PHYSICAL EDUCATION**

We do not lend or sell our contacts' data to third parties. View our [privacy policy](#).  
If you no longer wish to receive our emails, please [Unsubscribe](#) or [Update Your Profile](#).

This email was sent by: School Health Corporation Copyright © 2021. All Rights Reserved.

5600 Apollo Drive Rolling Meadows, IL, 60008, US



# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Cynthia Welsh	7-12 Science	Cloquet Senior High Cloquet Middle School	cwelsh@isd94.org
Additional Applicant Names	Grade & Subject Currently Teaching	School	
William Bauer	After School Research Mentor-- Technology	Cloquet Middle School Cloquet High School	
Farah Grim	7/8 Science Teacher	Cloquet Middle School	

**Signature of Principal/Supervisor:**

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** CMS/CHS Science research projects—UMD Regional//American Indian Science Fair **Date:** November 11, 2021

**Total Amount Requested:** 3,500.00

**Brief Project Summary: Include a description of the project and the number of students served (i.e. 100 5<sup>th</sup> grade students or 45 CHS Art students) (Limit your response to 200 words or less)**

Over 10 high school students and 281 CMS seventh/eighth grade students will participate in science research projects. Also, alumni college students will help chaperoned and judge at the UMD regional science fair and other science fair events. While doing individualized research projects that students are interested in, students learn to make careful observations, collect data, construct graphs, and interpret results. Not all students will decide to participate in the regional science fair. Last year, even with distance learning, 30 students participated at the fair held at UMD virtually. If students decided to compete at the regional fair, students will learn to handle themselves with grace and confidence while refining their communication skills. They will be given the tools to understand science, the courage to use them, the means to excel no matter the official outcome. The students attending the NE MN Regional/American Indian fair have continued opportunities to practice and communicate the skills mentioned above at the MN Academy of Science State Fair, State Symposium, National American Indian Science and Engineering Fair, Intel International Science & Engineering Fair, Stockholm Junior Waterprize, International Sustainable World Project Olympiad and the Genius Olympiad.

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*

*\*If your application is from one of Cloquet public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal.*

*For Office Use:*

**APPLICATION Letter** \_\_\_\_\_  
**Previous CEF Funds Awarded:**  
**Amount:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

Project Description

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

This project will help over 298 CHS/CMS students meet the Academic Science Inquiry Standards. Students design and implement an inquiry-based project generated from questions they are truly interested in. Despite Covid, my students won bigger awards than ever before. All thirty students attended the UMD fair last year-virtually, resulting in 30 students advancing to the State with eight students participating and winning awards at national and international events, where five gold, three silver, and two four bronze grand awards were awarded. One won a 40,000\$ Scholarship to Arizona State.

Starting in September until the second week in May (nine months), students will/did experience academic, cultural and social growth while using the scientific method to creatively individualize hands-on inquiry investigative research projects and when participating at NE MN/American Indian Regional Fair. Students expanded their social and cultural horizon by seeking mentorship from community professionals, including Fond du Lac Natural Resource scientists.

Since 2005, with aid from the Educational Foundation, over 4,200 students have benefited from participating in the NE MN/American Indian Regional Science Fair. If this request is not funded, it will be impossible for students to continue to participate and travel to the fair and have all the supplies they need.

2. **Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

Working on their individualized science research project, students will meet the federal academic science inquiry and ecology standards. Throughout the research process students will read professional journals, write and communicate their research to their peers and professional mentors. Students will experience first-hand what a scientist does, by not only communicating and collaborating with one, but by being one as well. Last year, eight students, were selected to submit their research at national and international fairs, where over 1700 students from across the world present their work.

3. **How does this project support at least one of the District Priorities:**
- *“plan/provide first-rate technology & access to technology for our students & community”*
  - *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
  - *“emphasize high standards/expectations & improve social behaviors”*
- (Limit your response to 100 words or less.)

Doing science projects requires skills in Science, Math, Engineering and Technology (STEM): students read scientific journals, perform statistical analysis, make, and interpret graphs, become proficient in Easy Bib, Excel, SPSS (statistical program) and Power Point. Students hone their writing skills while writing a scientific research paper and increase their communication skills while presenting their projects to PhD scientists. At the local, state and

national fairs, these experiences will help them live a more culturally socially responsible life. Students learn in this environment to embrace a world where everyone is included, and everything is possible.

**Budget**

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item. (example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books)

Item	Cost
NE MN/AI Regional Fair Registration Fee 65 Students attend University of MN	500.00
Student Project Equipment- Materials (Amazon)	1,000.00
Bus (two) to University of MN Duluth for Regional Fair	1,100.00
Science fair project boards (Superior Show Boards) approximately 100 boards	300.00
Trans Mississippi Biological Supply Company (project organisms)	600.00
<b>Total Cost</b>	<b>3,500</b>

**Describe why your requested amount is justified in regard to impact and / or the number of student participants:** (Limit your response to 100 words or less.)

Since 2005, the items in the budget above have been utilized to support projects attending the NE MN/American Indian Regional Science fair, individualized student research projects, as well as regional participation, registration and travel. The cost for each of this year’s line items (above) are based on the pre-Covid budget expenditures, last year was virtual with very few expenditures. If this request is not funded, it will be almost impossible for teachers to include the regional fair research projects in their classroom and for students to participate in the UMD fair and have all the supplies they need.

**Can this project be implemented with partial funding:**  Yes  No **If yes, explain here:**

In the past, we have asked students to pay a small fee for their research board and we ask them to pay a portion of their registration, which for some students is/has been prohibitive.

**Have you requested funding from other sources for this project?**  Yes  No

**If yes, please list the names of the funding sources and the status of the request:**

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

***If you have received funding for this activity and/or project in the past, please complete the following questions:***

**1. Describe the children who were actually served by the project and the number of children served as compared to your projected target audience and number (if it differed)?**

All 281 seventh and eighth grade Cloquet Middle School students and 8 CHS students benefited from this grant while doing their NE MN Regional/American Indian science fair project. Many schools decided to not do science fair because of Covid 19. I feel proud that our students persevered, did a project and won many top state, national and international awards. Eight high school and 22 middle school participated in the event at UMD (2020-21). 30 middle and 31 high school (2017-18), 24 middle and 26 high school (2016-17), 24 middle school and 28 high school students (2015-16) participated in the regional fair.

**2. Describe, in objective terms, the results of your project as it relates to the children and youth you served (examples: ♦ what percent of the children served improved their reading test scores, ♦ how many children improved their attendance, ♦ explain how your project made a difference in the lives of the children and youth served and how do you know).**

All 281 students worked all year on their research papers and projects. They felt good about their quality work in science. All 7<sup>th</sup> grade students did individualized research projects on topics of their choice in their 7<sup>th</sup> grade life science class. Students were given the opportunity/choice to participate in the science fair. While doing research students read professional journals, wrote, and communicated their research to their peers and professional mentors. Attendance improves because students are motivated to do work not only during school, but after school. Doing science projects gives students extra academic experience: while reading scientific journals, in math while performing statistical analysis and graph interpretation, in English skills while writing scientific research papers and communication skills while presenting their projects to PhD scientists in the local community and throughout the state. Last year, all 8 high school students helped middle school students with their projects. Also, last year all 8 High School students did projects, doing an independent study class with Dr. Welsh. Over the last few years our math scores, for 7<sup>th</sup> and 8<sup>th</sup> grade students were some of highest in our area, above schools with a similar free and reduced lunch populations.

**3. State why you feel your program deserves to be refunded.**

At the local, state, national and international level Cloquet students are able to experience more of our global world. These experiences help them see the importance of the inclusion of everyone and their ideas. Students learn in this environment to embrace a world where *everyone* is included, and *everything* is possible.

This year this program will again connect Cloquet High School students with the important work the Fond du Lac Tribe is doing in Environmental Research. Three high school students are working with Mike Schrage, a Wildlife Biologist, that works for the FDL AConservation District. He is sharing wolf collaring data, advises a student on wild turkey home range and another student on the effects of climate change on wildfire occurrence and severity. I see Native American Students becoming proud of what their community is doing, and Non-Native students learn how much the Fond du Lac Tribe is helping their community. I am seeing barriers breaking down that I never imagined would. Last year's projects were more successful than any other year; I have been able to say this every year I have applied for this grant. **Last year, 3 out of the 8 -high school students (37%), and 6 out of the 22-middle school students (27%) were American Indian Students. Two years ago, out of the 17-middle school (35%) and 9 out of the 17 (53%) of the high school students were American Indian. Three years ago, 7 of the 35 students (20%) middle school and 8 out of the 31 high school students (26%), were American Indian, and four years ago, 18 of the 30 (60%) middle school students were American Indian and 7/28 or 25% of the high school students were. Last year, not only did American Indian students attend the NE MN Regional Science Fair, but all 6 middle and 3 high school**

students advanced to the State Fair (100%). Overall, 8 high school students participated in the NE MN Regional Fair and 100% of them advanced to the State Fair. Cloquet Public schools won many awards at our local, state, national and international events (See attached full list of awards).

Doing this type of extended research takes a lot of time and dedication; I want the students' passion and interest to foster continued participation, not a grade or some kind of "extra credit." When students are allowed to work on topics that interest them in ways that are meaningful, a teacher does not have to do much to challenge a student to work hard on "tough" topics. They want to work hard. I have students who ask me to stay after school, work on weekends, and even research during school breaks. It is unbelievable the passion they have for their own work. These students take advanced science, math, and engineering classes in high school. They see the connection between their passion for their projects and what rigorous academic classes have to offer.

Over the years, all of my graduating seniors' research projects influenced the major they declared for college, and helped them receive scholarships to Brown, University of Arizona, University of Rochester New York, Yale, Stanford, Duke, University of California- Santa Cruz, Portland University, University of MN Morris, University of Minnesota (Accelerated Medical Doctor program 1 of 10 chosen), UMD, St. Thomas, Temple University, University of Zurich Switzerland and Pennsylvania State. One student was asked to present at the first ever White House Science Fair in Washington DC, and eight have published their work in professional journals, one this year (see attached). Without organizations like the Educational Foundation funding student participation in the NE MN Regional Science Fair with the national and International opportunities the regional fair offers (WEF and the Stockholm Junior Waterprize, ISWEEEP, ISEF, National American Indian Science Fair, Genius Olympiad) these students would not have these opportunities that encourage students to do research on topics they were interested in. These students may not have realized what they wanted to study until after spending several years in college and not went on to have successful careers in STEM related fields.

These same students are giving back, at the middle school we have had two page scholars that volunteer 50 hours to help students with projects, these alumni come into our science classrooms to share their experiences and become the perfect role model for what our students can aspire to be. Logan Pallin Skyped has presented to my 7<sup>th</sup> graders, he talked about his work he will be doing in Antarctica studying humpback whales for six months. Courtney Jackson has presented about her participation in science fair and how that launched her academic career. The students were fascinated and asked many questions. Mentoring STEM research projects allows for one-on-one interaction between teacher and student. After six years of working together, the students and I develop a close trusting relationship. With your help, initially through my eyes, and finally through their own, I believe they are able to unwrap and realize all of the amazing possibilities that reside within.

#### **Currently, I have alumni student working on advanced STEM degrees**

- **38 working on or have finished received a bachelor's degree in a STEM related field, 7 out of the 38 or 18% are Native American**
- **5 with master's degrees 3/5 are Native American (60%)**
- **3 are PhD Canadettes 2/3 are Native Americans (66%)**
- **1-Phd in hydrology from the University of Zurich, Switzerland, currently working on a Post Doc in Australia**
- **1 Native American has a PhD in pharmacy (100%)**
- **4 students are pre-med 2/4 are Native American (50%)**





# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Steve Battaglia	CHS Principal	CHS	sbattagl@isd94.org
Additional Applicant Names	Grade & Subject Currently Teaching	School	
Brenda Gigliotti	9-12 Phy Ed Teacher	CHS	
Shelley Robideaux	9-12 Paraprofessional	CHS	

**Signature of Principal/Supervisor:**

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** CHS Community Closet **Date:** 10/25/2021

**Total Amount Requested:** \$1000 **Make Check Payable To:** Cloquet Senior High School

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

We are in the process of restocking our clothing and supplies closet that students utilize in times of need. We need to restock with toiletries, dry storage goods, every day necessities, school supplies, winter apparel since COVID.

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

all 9-12 grade students (approximately 700 students)

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

*\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal*

*For Office Use:*

*APPLICATION Letter* \_\_\_\_\_  
**Previous CEF Funds Awarded:**  
**Amount:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

## Project Description

- 1. Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

The CHS Community Closet consists of new or gently used items that are housed in an old locker room, renovated by us at the beginning of the 2019 school year. It is stocked with shoes, boots, jeans, jackets, hats, gloves, sweaters, games, toiletries, dry storage food items etc. Students are encouraged to visit this free closet by their school counselors, homeroom and class teachers. Staff and community members have continued to bring in items as inventory diminishes. We would like to keep this closet stocked. Since Covid we have not yet opened and are in need of restocking with all items. There are many students at the school that are in need and this is a great way to give them necessities they may not have the means to acquire themselves.

- 2. Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

We know that having this opportunity available to students everyday will increase their self-confidence, increase their attendance and will allow them to have one less worry on their plate so they can focus on their academics and education.

- 3. How does this project support at least one of the District Priorities:**

- *“plan/provide first-rate technology & access to technology for our students & community”*
- *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
- *“emphasize high standards/expectations & improve social behaviors”*

(Limit your response to 100 words or less.)

This project supports and promotes the understanding and appreciation of cultural and socioeconomic diversity. Many students come to school every day without the proper clothing or do not have many choices of clothes

--

**Budget**

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item. (example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books)

clearance clothing from local discount stores	500
Dry storage food items	200
School supplies	100
toiletries/supplies	200
Total Cost	\$1000

**1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):**  
**NO**

**2. Describe why your requested amount is justified in regard to impact and / or the number of student participants:** (Limit your response to 100 words or less.)

Requesting the amount of 1000 would allow us to continue a warm and friendly environment that would be welcoming and appealing for the students to want to come to. If allowed the full funding we would be able to provide the necessary items that many of our 9-12 students are in desperate need of on a daily basis....such as deodorants, lotions, shampoos and other hygiene products. Many of our students do not get these needed supplies at their homes, so being able to provide these things in a warm, welcoming and non judgemental atmosphere is our goal.

**3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:**

We could get by doing a little less to the room or not providing some things we would like to, if full funding was not provided.

**4. Have you requested funding from other sources for this project?  Yes  No**

**5. If yes, please list the names of the funding sources and the status of the request:**

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to: Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724. If you have questions, please call (218) 879-3806.**



# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Rachel Mueller	Gifted & Talented – Secondary	CMS	rmueller@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School

**Signature of Principal/Supervisor:**

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** \_\_\_\_\_ **Destination Imagination (DI)** \_\_\_\_\_ **Date:** \_\_\_\_\_ **12/13/2021**

**Total Amount Requested:** \_\_\_\_\_ **\$3,380** \_\_\_\_\_ **Make Check Payable To:** \_\_\_\_\_ **CMS** \_\_\_\_\_

Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)
<p>“DI is an international problem-solving competition for students of all ages. Our student-led STEAM-based challenges reinforce core SEL competencies—social awareness, relationship skills, responsible decision making, self-awareness, and self-management.” DestinationImagination.org</p>
Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)
<p><b>37 5<sup>th</sup>-8<sup>th</sup> graders have signed up this year for DI; 7 high schools have signed up this year for DI</b></p>

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

*\*If your application is from one of Cloquet’s public elementary schools, a contact is required to be made to the other building’s staff about the possibility of submitting a joint proposal*

*For Office Use:*

**APPLICATION Letter** \_\_\_\_\_

**Previous CEF Funds Awarded:**  
**Amount:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Project Description

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

Destination Imagination aligns with the CEF mission by providing academic, artistic, cultural, and social growth for our students as they work with their team to solve a problem in creative ways. Usually, teams spend 2-4 months developing and rehearsing their solution to their problem. This year there is no regional competition, only the state competition on April 23, 2022, at Coon Rapids Middle School in Coon Rapids. Cloquet has had a long tradition of DI teams advancing to state and then to the national competition.

2. **Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

“The DI Challenge Experience is 100% student-driven. Our academic Challenges are designed to teach the creative process—a system of learning that is at the root of innovation and a child’s ability to bring an idea to life. Each season, we offer new and engaging Team Challenges that encourage students to explore their passions, discover their unique talents and abilities, and learn new skills. Teams also participate in Instant Challenges—quick creative and critical thinking exercises that build teamwork and problem-solving abilities.” DestinationImagination.org

3. **How does this project support at least one of the District Priorities:**

- *“plan/provide first-rate technology & access to technology for our students & community”*
- *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
- *“emphasize high standards/expectations & improve social behaviors”*

(Limit your response to 100 words or less.)

DI promotes understanding and appreciation of cultural and socioeconomic diversity through research into their selected problem and maintaining a budget of \$150. “We believe that when an educational experience is hands-on, collaborative and fun, students are empowered and excited to take their learning to the next level. ...where participants grow in their social-emotional abilities and develop skills that will enrich their lives for years to come. Our Challenges complement what students learn in school, helping them improve in creative and critical thinking, problem solving, project management and more—essential skills needed to thrive in school, careers and beyond.” DestinationImagination.org

**Budget**

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
8 teams X \$110 team number to be able to compete	\$880
5 team managers x \$40 for background check (3 team managers are staff and already have a background check required by the DI organization)	\$200
Team budget \$150 X 8 teams	\$1,200
Busing to the competition	\$1,100
<b>Total Cost</b>	<b>\$3,380</b>

**1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):**

**2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)**

In 2014, Dr. Mark A. Runco, Professor of Educational Psychology for the Torrance Creativity Center at the University of Georgia and Board Member for the Center for Childhood Creativity, completed a study measuring student engagement and creative attitudes and values among students who participate in Destination Imagination and students who do not. <https://www.destinationimagination.org/proven-results/>

**According to the statistically significant results, Destination Imagination students were found to be:**

- More engaged and imaginative when completing given tasks
- More creative than non-DI participants
- More self-confident and tenacious
- Able to elaborate on and generate more ideas than non-DI participants
- Great collaborators
- More inquisitive

**3. Can this project be implemented with partial funding:  Yes  No If yes, explain here: teams can be responsible for supplying or raising the funds for their team budget.**

**4. Have you requested funding from other sources for this project?  Yes  No**

**5. If yes, please list the names of the funding sources and the status of the request:**

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to:**

**Jody Acers, Executive Director**

**\*jacers@isd94.org**

**\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724**

**\*If you have questions, please call contact Jody at (218) 879-3806**

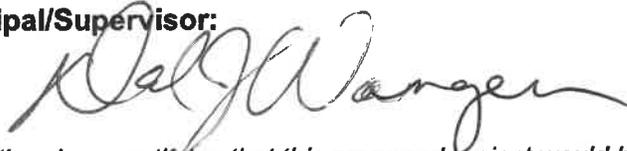
JBA

12/9/2021

# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Erin R Dando	Art K-4	Washington	edando@isd94.org
Additional Applicant Names	Grade & Subject Currently Teaching	School	
Amanda Dahl Sales	Art K-4	Churchill	

**Signature of Principal/Supervisor:**



*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** Elementary Art Color Printers

**Date:** 12/2/2021

**Total Amount Requested:** \$658.00

**Make Check Payable To:** \$329 to Washington Elementary, \$329 to Churchill Elementary



**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

In Art we often use visuals to show examples of artists, techniques, cultures, traditions and step-by-step by step guides. Having bright and colorful posters with reminders up on the walls, sinks or cabinets are helpful for the students who need a little reminder. Having reminders up as a resource helps students to build independence rather than asking the teacher for help.

When we have students who don't see the board well or have slight hearing impairments, it is helpful to have individual printouts for students to have right in front of them.

As teachers, we enjoy putting displays of our student's artwork up in the halls. Teachers enjoy seeing how it brightens up the buildings and students are so proud to see their art up. Having a color printer would be very helpful to print out explanations or visuals using true colors of art examples.

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

**Washington- 550 students**

**Churchill- ~400 students**

**This Project Is:**

**X A new innovative grant project**

**A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).**

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP

Churchill Elementary School\*

Washington Elementary School\*

- Submitting a joint proposal was declined\*  
(please explain on page three, budget box #1).

*\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal*

**For Office Use:**

**APPLICATION Letter**

\_\_\_\_\_ ○

**Previous CEF Funds  
Awarded:**

**Amount:**

N/A

**Date:**

**Project Description**

We would like to be able to use a color printer in our classroom for better visual opportunities. We would like to use it for projects in our classroom, for the purpose of learning, as well as throughout the school, for the purpose of teaching others about our students' art and the techniques and artists they learned about.

**1. Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

Visual Arts is important for students to have a well rounded education. Art helps with creativity and thinking outside of the box thoughtfully and visually. It helps students understand different cultures, strengthens problem solving, and encourages decision making. To strengthen these things, we often show art techniques and styles from different artists of various cultures around the world. Learning about other cultures helps students to know and understand the importance of and respect for different cultures. We also use visuals to help independence and decision making so students can use clues or resources available.

The duration of the project would be for years to come and will be used as often as is relevant for various projects, or displays.

**2. Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

Having visuals helps students with learning and developing a visual relationship with people groups from around the world.

**3. How does this project support at least one of the District Priorities:**

- ***“plan/provide first-rate technology & access to technology for our students & community”***
- ***“continue to promote understanding and appreciation of cultural & socioeconomic diversity”***
- ***“emphasize high standards/expectations & improve social behaviors”***

(Limit your response to 100 words or less.)

Having visuals printed out for students helps them *continue to promote understanding and appreciation of cultural & socioeconomic diversity*. It helps them to put a face to different people groups. Learning about other cultures helps students to know and understand the importance of and respect for different cultures. We use visuals to help independence and decision making so students can use clues or resources available.

Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.

(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books)

Item	Cost
HP Color LaserJet Pro M255dw Wireless Laser Printer, Remote Mobile Print, Duplex Printing, Works with Alexa (7KW64A) for Washington Art Room	\$329.00
HP Color LaserJet Pro M255dw Wireless Laser Printer, Remote Mobile Print, Duplex Printing, Works with Alexa (7KW64A) for Washington Artroom For Churchill Art Room	\$329.00
Total Cost	658.00

**1. Submitting a joint proposal between elementary schools was declined**

Yes  No      If yes, explain here):

**2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)**

Using this product will help us create visual aids to make learning more accessible to all students. Having colorful visual reminders will save time and leave room for more one-on-one time with students rather than repeating certain directions. It will also save time during lesson/curriculum development and planning when we can just print out the color resources we need instead of having it printed elsewhere and sent to us.

**3. Can this project be implemented with partial funding:**

Yes  No      **If yes, explain here:**

**4. Have you requested funding from other sources for this project?**

Yes  No

**5. If yes, please list the names of the funding sources and the status of the request:**

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
  - Submit at least two pictures of your project electronically, for use in promoting CEF grants.
  - Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to:**

**Jody Acers, Executive Director**

**\*jacers@isd94.org**

**\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724**

**\*If you have questions, please call contact Jody at (218) 879-3806**





# Cloquet Educational Foundation Grant Application Form

JEA  
11/16/2021

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Allison Jerde	Media Para	Churchill	ajerde@isd94.or
Additional Applicant Names		Grade & Subject Currently Teaching	School
Stephanie Pederson		Dower Lunch	Churchill/Washington

Signature of Principal/Supervisor: *Kandell Wayne*

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

Title of Project: Family Literacy Nights Date: Dec 2021/march 2022/may 2022

Total Amount Requested: \$1000 Make Check Payable To: Literacy Night Activity Account

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

We were chosen by the building principals and Title I to help revamp Family Reading Nights. It used to focus on AR testing and we'd like to change it to more of a Family Literacy Event with read alouds, crafts special guests and snacks. There would be an event at each of the Elementarys, Collaboration with FDL @ Jibway School and the Public Library. Our main focus is to bring families together, read together and learn how to support their students at home.

---

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

WASH: 500 CHU: 370 FDL: 200 or less

- This Project Is:**
- A new innovative grant project
  - A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

- Location of Project:**
- Cloquet High School
  - Cloquet Middle School
  - CAAEP
  - Churchill Elementary School\*
  - Washington Elementary School\*
  - Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal

*For Office Use:*

APPLICATION Letter F

Previous CEF Funds Awarded:  
Amount: N/A  
Date: N/A

## Project Description

1. Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)

A revamp of family reading night to place a greater emphasis on reading together as a family, making it fun with themes inviting community to volunteer and participate in them. We hope to provide resources for families to continue with reading ideas at home, incorporate technology and support literacy ideas from the classroom

(4) 2hr events at Wash, Chu, FDL, Public Library  
Dec Winter Spring

2. Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)

We're hoping our event will further foster an interest and love for reading, at home specifically. Being able to educate parents and provide resources for at home use will then transfer to further success at school.

3. How does this project support at least one of the District Priorities:

- "plan/provide first-rate technology & access to technology for our students & community"
- "continue to promote understanding and appreciation of cultural & socioeconomic diversity"
- "emphasize high standards/expectations & improve social behaviors"

(Limit your response to 100 words or less.)

- We hope to provide a technology "station" to use sites, apps and literacy based programs
- By planning a free event that is hosted in multiple locations will make it accessible to all families

Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item. (example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books)

Item	Cost
Snacks x 4 events	500
Craft supplies x 4 events	500
Bingo prizes x 4 events	500
Misc x 4 events	500
Total Cost	

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here:

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)

There is no way to estimate how many students/families will attend but similar all school events have drawn 250+ people. This is a new idea so we're expecting (hoping) for more.

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:

If we got 1/2 now to help with our December events we could reapply or wait for the 2nd half in the Spring for those events.

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:

Churchill + Washington PIE  
Eagles Club  
United Way Walmart

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

Please send your completed form by the deadline date to: Cloquet Educational Foundation, 302 14th Street, Cloquet, MN 55720, Fax: (218) 879-6724. If you have questions, please call (218) 879-3806.





# Cloquet Educational Foundation Grant Application Form

Ver  
12/13/2021

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Heather Johnson	Elementary Media Specialist " GT Coordinator	Chu + Was	hjohnson@isd94.org
Additional Applicant Names	Grade & Subject Currently Teaching	School	

Signature of Principal/Supervisor: [Signature]

In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.

Title of Project: Genius Hour / Passion Projects/GT Date: 12-10-21

Total Amount Requested: \$300 Make Check Payable To: Washington Elementary

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

A Passion Project is a project based learning activity in which students research any topic they are passionate about and create a project to share. These are student-centered investigations. Time set aside to work on these projects is called Genius Hour or Genius Time.

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

Approx. 20

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal

**For Office Use:**

APPLICATION Letter U

Previous CEF Funds Awarded:  
Amount: New

Date:

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities. Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

This will be a new program for 2<sup>nd</sup>-4<sup>th</sup> grade gifted/talented students. It will run for the entire 3<sup>rd</sup> trimester of school, beginning in March. Students will meet for 25 minutes one day out of each 8 day cycle. There is a need for enrichment activities for those students who are performing above grade level. Passion Projects allow students to take the lead with their own learning + allows them to fully explore topics they have a strong interest in. Teacher/volunteers will help to guide student learning + to help problem solve and help with research along the way.

2. **Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

This will be an enrichment program therefore students will be more motivated to conduct research, develop a product + present that product if they are in control of their own learning.

3. **How does this project support at least one of the District Priorities:**

- *“plan/provide first-rate technology & access to technology for our students & community”*
- *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
- *“emphasize high standards/expectations & improve social behaviors”*

(Limit your response to 100 words or less.)

Passion projects (student directed learning) has been shown to have a positive effect on a student's social-emotional well being. When students feel in control and empowered, they feel more confident and gain a more positive self image.

Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item. (example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books)

Item	Cost
Misc. supplies that will be chosen based upon the students chosen passion project.	
Items may include but are not limited to: markers, display boards, paper, glue, books, \$ 100 / grade level 2 <sup>nd</sup> - 4 <sup>th</sup>	
Total Cost	\$ 300

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)

Programs for gifted/talented students are not part of the regular classroom/district curriculum and those funds/supplies are necessary for conducting passion projects.

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

Please send your completed form by the deadline date to: Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724. If you have questions, please call (218) 879-3806.





# Cloquet Educational Foundation Grant Application Form

UPA  
12/13/2021

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Heather Johnson	Library Media Specialist / GT Coord	Wash + Chu.	hjohnson@isd94.org

Additional Applicant Names	Grade & Subject Currently Teaching	School

Signature of Principal/Supervisor:

*[Handwritten Signature]*

In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.

Title of Project: I Love to Read Month Author Date: 12-9-21

Total Amount Requested: \$2,000<sup>00</sup> Make Check Payable To: Washington Elementary

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

Each year in February, the elementary schools celebrate "I Love to Read Month". As part of the celebration, the elementary schools bring in an author either in person or virtually (due to Covid.) The money requested would pay for author "visits" in both elementary schools. The author we would like to have charges \$3,500 per day! 😞

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

Approx 920 elementary students K-4

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal

**For Office Use:**

APPLICATION Letter S

Previous CEF Funds Awarded:  
Amount: \$2,000  
Date: 1-7-2020

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities. Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

Bringing in a published author exposes students to skilled writers/illustrators they may normally not have the opportunity to do so. While I Love to Read Month lasts all of February, the author visit would be 1 day per building and that person would meet with grade levels of students throughout the day - presenting as many as 5 times in a day. Most authors charge for a minimum of 2 days with travel expenses if coming from elsewhere.

2. **Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

Letting children interact with a published author often ignites the spark that will develop into the love of writing/illustrating. Talking with a professional who may have had similar interests/experiences as a young person can also show students that they can be/do anything they want to be/do!

3. **How does this project support at least one of the District Priorities:**

- **"plan/provide first-rate technology & access to technology for our students & community"**
- **"continue to promote understanding and appreciation of cultural & socioeconomic diversity"**
- **"emphasize high standards/expectations & improve social behaviors"**

(Limit your response to 100 words or less.)

Bringing in presenters allows children to practice their appropriate social behavior skills and help them to appreciate the differences in people's life experiences and backgrounds that may be both similar and different from their own.

**Budget**

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
Author visit @ Churchill	\$ 1,000
Author visit @ Washington	\$ 1,000
Total Cost	\$ 2,000 <sup>00</sup>

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)

The popular author we would like to have - Aaron Reynolds - charges \$3,500 per day for an on site visit. Having someone who writes popular books that the children are familiar with would be exciting for them! We plan to use some money from our book fair as well.

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:

Possibly?? We could search for an author who might present for free, but we have already had many of our local authors.

4. Have you requested funding from other sources for this project?  Yes  No

Not yet, but I will be asking our PTE groups for funds as well

5. If yes, please list the names of the funding sources and the status of the request:

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- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

Please send your completed form by the deadline date to: Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724. If you have questions, please call (218) 879-3806.





# Cloquet Educational Foundation Grant Application Form

UEA  
12/13/2021

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Heather Johnson	Library Media Specialist/ GT Coordinator - Elementary	Chu/Wash	hjohnson@isd94.org
Additional Applicant Names	Grade & Subject Currently Teaching	School	

Signature of Principal/Supervisor: [Signature]

In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.

Title of Project: Jr. Great Books/Book Clubs 1<sup>st</sup> Gr. Date: 12-9-21

Total Amount Requested: \$425<sup>00</sup> Make Check Payable To: Washington Elementary

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

Jr. Great Books/Book Clubs for 1<sup>st</sup> graders is an enrichment reading program for those students who are reading above grade level. The program will provide those students with the opportunity to explore texts they would normally not get within the 1<sup>st</sup> grade classrooms. at both Washington and Churchill.

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

25 1<sup>st</sup> Graders from Wash. + Chu.

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal

**For Office Use:**

APPLICATION Letter I

Previous CEF Funds Awarded:  
Amount: \$400

Date: 1-7-2020

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities. Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

Students who are reading at the "top of the class" are often not given opportunities for enrichment like those who are on the opposite end of the reading spectrum. A book club for those "high flyers" will give them an opportunity to read higher leveled texts and engage in projects and activities that involve higher order thinking skills. The Jr. Great Books/Book Clubs would run for 9 sessions with students meeting once per every 8 days of the cycle to read together, talk about their books and engage in activities that would extend their knowledge.

2. **Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

This is an enrichment program, so will allow students to participate in activities that are slightly above grade level.

3. **How does this project support at least one of the District Priorities:**

- "plan/provide first-rate technology & access to technology for our students & community"
- "continue to promote understanding and appreciation of cultural & socioeconomic diversity"
- "emphasize high standards/expectations & improve social behaviors"

(Limit your response to 100 words or less.)

Many times, students who are reading above grade level can get bored in the regular classroom and will exhibit behaviors that are not productive. Giving them an opportunity to be challenged at a higher level often helps to eliminate behaviors and provide students with learning opportunities that are more in line with their academic abilities.

Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item. (example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books)

Item	Cost
25 copies of Poppleton, book @\$5 ea	125 <sup>00</sup>
25 copies of Unicorn & Yeti @\$5 ea	125 <sup>00</sup>
25 copies of Boris on the Move @\$5 ea	125 <sup>00</sup>
Misc. craft/teaching supplies for book enrichment	50 <sup>00</sup>
<b>Total Cost</b>	<b>425<sup>00</sup></b>

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)

Each of these 3 books is the first in a series to give the student exposure to beginning chapter books and hopefully fuel a passion to read the rest in the series. Students will get to keep the books.

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:

We would only purchase 1 or 2 books instead of all 3 and the program would be shortened by 3 weeks.

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

Please send your completed form by the deadline date to: Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724. If you have questions, please call (218) 879-3806.





# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Rachel Mueller	Gifted & Talented – 7 <sup>th</sup> - 12 <sup>th</sup> grades	CMS & CHS	rmueller@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School

**Signature of Principal/Supervisor:**

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** Knowledge Bowl Competition **Date:** 11/24/2021

**Total Amount Requested:** \$2,160 **Make Check Payable To:** CMS

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

Knowledge Bowl is an academic sport where teams of students compete against each other – testing their knowledge and teamwork skills. During the competition teams from area schools compete in a written round and three oral rounds. In the oral rounds teams must be the first to buzz in and give the correct answer. The winning team has the most correct answers from all four rounds. The registration fee for each team is \$360.

Due to COVID-19, competitions are held virtually in the 2021-2022 school year and there are no 5<sup>th</sup> & 6<sup>th</sup> grade competitions.

---

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**  
 6 7<sup>th</sup>/8<sup>th</sup> grade students and 40 9<sup>th</sup> -12 graders. Numbers were higher pre-COVID.

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal

*For Office Use:*

**APPLICATION Letter** \_\_\_\_\_

**Previous CEF Funds Awarded:**  
**Amount:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Project Description

**1. Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

Knowledge Bowl provides opportunities for our knowledge filled learners to be challenged academically, through the questions, and socially, through the team work required. The competition season for Junior High and Junior Varsity teams is October through November. The Varsity team's season is January through April.

**2. Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

Due to distant learning, classes are often reteaching skills. Our fast and gifted learners need, now more than ever, to be challenged through programs like Knowledge Bowl. Students have fun at the competitions while learning to work together, listen closely, learn from failure, and think and recall knowledge quickly.

**3. How does this project support at least one of the District Priorities:**

- *“plan/provide first-rate technology & access to technology for our students & community”*
- *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
- *“emphasize high standards/expectations & improve social behaviors”*

(Limit your response to 100 words or less.)

The Knowledge Bowl program emphasizes high standards and expectations because good sportsmanship, manners, and etiquette are a requirement during practices and competitions.

**Budget**

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
Registration Fee per team \$360 x 6 teams	\$2,160
Total Cost	\$2,160

**1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):**

**2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)**

Knowledge Bowl has and continues to provide opportunities for our students to stretch and strengthen their intellectual and social muscles, where this may not be the case in the classroom.

**3. Can this project be implemented with partial funding: Yes  No  If yes, explain here:**

**4. Have you requested funding from other sources for this project?  Yes  No**

**5. If yes, please list the names of the funding sources and the status of the request:**

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to:**

**Jody Acers, Executive Director**

**\*jacers@isd94.org**

**\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724**

**\*If you have questions, please call contact Jody at (218) 879-3806**



# Cloquet Educational Foundation Grant Application Form

JEA  
12/10/2021

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Heidi Mattinen	DAPE / PE	Churchill	hmattine@isps94
Additional Applicant Names		Grade & Subject Currently Teaching	School
		DAPE, DCD Phy-ed Kindergarten, ES PE	Churchill .019

**Signature of Principal/Supervisor:** *[Signature]*

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** Learn to Ride - Balance Bikes      **Date:** 12-8-2021

**Total Amount Requested:** 369.95      **Make Check Payable To:** AMAZON  
*+ tax unless you can get tax exempt on Amazon*

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

My DCD Adapted Phy-ed Students work on peddling and riding bikes on Fridays. Some use trikes and others are working with training wheels. I would like them to use Strider/balance bikes that have adjustable heights so they can learn how to balance and then peddle

**Number of students served: (i.e.: 100 5th grade students or 45 CHS Art students)**

DCD 5 Students right now      DAPE 5 Students

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

*\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal*

**For Office Use:**

APPLICATION Letter P

Previous CEF Funds Awarded:  
 Amount: \_\_\_\_\_  
 Date: NA

## Project Description

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities. Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

DCD Students might not always be able to fully participate in sports, but do need to learn lifetime activities to stay active and healthy. Students grow in confidence when they learn how to bike and is something they can do with friends and family. I would like all of my students to be able to use a balance bike in a year of practicing. This would also help meet some students' IEP goals.

2. **Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

Students improve mental, emotional, and physical health when learning how to bike. Its something that will keep them active in the summer and fall months and a social growth that they can do with friends. Healthy, happy bodies = healthy minds.

3. **How does this project support at least one of the District Priorities:**

- "plan/provide first-rate technology & access to technology for our students & community"
- "continue to promote understanding and appreciation of cultural & socioeconomic diversity"
- "emphasize high standards/expectations & improve social behaviors"

(Limit your response to 100 words or less.)

Learning how to bike is having high expectations as students in DCD often struggle with motor planning. This will help improve that coordination and balance piece, so they can be successfully safe bikers.

## Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
EzyRoller Classic Ride on Purple	109.00
Schwinn Koehn Boys Bike for Toddlers & Kids	89.99
Bixe 16" Pro Balance Bike for Big Kids 5, 6, 7, 8, 9	109.98
JoyStar 12/14 In Lightweight Kids Balance Bike	52.99-59.99
Total Cost	

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here:  
Did not submit, but will borrow to Washington when they do their take fleet unit

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)  
Our current bikes are falling apart and this is a great way for our DEO students to learn coordination and moving, balancing for a lifetime fitness skill.

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

Please send your completed form by the deadline date to: Dec 13

Jody Acers, Executive Director

\*jacers@isd94.org

\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724

\*If you have questions, please call contact Jody at (218) 879-3806

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strider bike for older kids

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& Orders

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## Schwinn Koen Boys Bike for Toddlers and Kids

Visit the Schwinn Store

5,853 ratings

| 364 answered questions

Amazon's Choice for "boys balance b..."

Price: \$89.99 & FREE Returns

Pay \$15.00/month for 6 months, interest-free upon approval for the Amazon Rewards Visa Card

Available at a lower price from other sellers that may not offer free Prime shipping.

Color: Blue



Style: Balance Bike-no Training Wheels

12-inch Wheels

14-inch Wheels

16-inch Wheels

18-inch Wheels

20-inch Wheels-no Training Wheels

Balance Bike-no Training Wheels

Bike Type Balance Bike

Age Range Kids (Description)

Brand Schwinn

Wheel Size 12 Inches

Specific Uses Road For Product

See more

About this item

172

Buy new: \$89.99

& FREE Returns

FREE delivery: Sunday, Nov 14 Details

Fastest delivery: Thursday, Nov 11

Order within 10 hrs and 8 mins Details

Select delivery location

In Stock.

Qty: 1

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Buy Now

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Details

Return policy: Returnable until Jan 31, 2022

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Add a Protection Plan:

2-Year Protection for \$7.99

Add an Accessory:

Schwinn Kids Bike Helmet with 3D Character Feature... \$24.99

Schwinn Kids Bike Helmet Classic Design, Toddler a... \$17.97

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VIDEO



Click image to open expanded view

# Bixe 16" Pro Balance Bike for Big Kids 5, 6, 7, 8 and 9 Years Old - No Pedal Sport Training Bicycle...

Visit the Bixe Store

2,112 ratings

| 63 answered questions

Price: \$109.98 & FREE Returns

Pay \$18.33/month for 6 months, interest-free upon approval for the Amazon Rewards Visa Card

Available at a lower price from other sellers that may not offer free Prime shipping.

Color: Green



- Bike Type** Balance Bike
- Age Range (Description)** Kid
- Brand** Bixe
- Wheel Size** 16 Inches
- Specific Uses For Product** Child

See more

### About this item

- **BEST WAY TO LEARN TO CYCLE:** A kids balance bike is a safer, faster and FUNNER way for kids to learn cycling. A no pedal bike lets children master balance and steering first so moving to pedal bike is easy. Big balance bike that is a great transition bike or training bike.
- **DESIGNED FOR EVERY CHILD:** This is a balance bike for 5 year old up to 9 year old. A balancing bike that's great for kids who have challenges and experienced riders

Buy new: \$109.98

& FREE Returns

FREE delivery: **Sunday, Nov 14** Details

Fastest delivery: **Friday, Nov 12**

Order within 10 hrs and 11 mins Details

Select delivery location

In Stock.

Qty: 1

Add to Cart

Buy Now

Secure transaction

Ships from Amazon  
Sold by FoxWebstores  
Packaging Shows what's insi...

Details

Return policy: Returnable until Jan 31, 2022



Enjoy fast, FREE delivery, exclusive deals and award-winning movies & TV shows with Prime  
Try Prime and start saving today with Fast, FREE Delivery

### Add a Protection Plan:

2-Year Protection for \$15.99

1-Click ordering is not available for this item.

Add a gift receipt for easy returns

Save with Used - Very Good \$84.52

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All ▼ striker bike

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Account & Lists ▼

Returns  
& Orders

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2 VIDEOS



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# JOYSTAR 12/14 Inch Lightweight Kids Balance Bike for 2 3 4 5 6 Years Old Toddlers, Kids Push Bikes, Glider Bike with Footrest and Handlebar Pads

Visit the JOYSTAR Store  
725 ratings  
| 12 answered questions

Price: \$52.99 - \$59.99  
&  
Free Return on some sizes and colors

Color: **Blue**



Size:

Select

**Bike Type** Balance Bike

**Age Range (Description)** 学步儿童

**Brand** JOYSTAR

**Wheel Size** 12 Inches

**Specific Uses For Product** Road

[See more](#)

### About this item

- **Low-Step Frame:** The lightweight steel frame is designed for 2-5 years old boys & girls, it's convenient for kids to get up and down.
- **Comfort & Safety Airless Tires:** The tires are made of EVA polymer foam, to be free of maintenance and puncture-proof and provide a smooth riding.
- **Enjoy Cycling Fun:** It features soft padded seat and handlebars with more comfort for an easy ride;

To buy, select **Size**  
Choose from options to the left

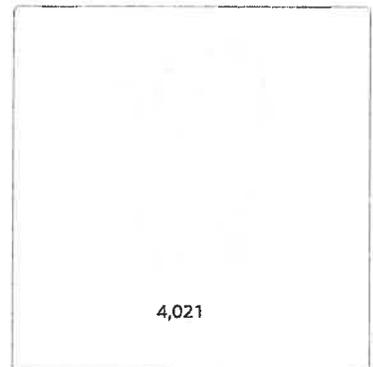
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Subscription boxes for holiday

Sports & Outdoors Sports & Fitness Outdoor Recreation Sports Fan Shop Sports Deals Outdoor Deals



Shop on  
amazon.com/live

Back to results



## EzyRoller Classic Ride On - Purple, Regular

Visit the EzyRoller Store

488 ratings

| 14 answered questions

Amazon's Choice for "ez rider"

Price: \$109.99 & FREE Returns

Pay \$18.33/month for 6 months, interest-free upon approval for the Amazon Rewards Visa Card

Available at a lower price from other sellers that may not offer free Prime shipping.

Color: Purple



Roll over image to zoom in

**Bike Type** Balance Bike

**Age Range (Description)** 4+ years

**Brand** EzyRoller

**Specific Uses For Product** Road

**Suspension** Front

See more

### About this item

- **A RIDE LIKE NO OTHER:** Even better than a scooter, the Ezyroller moves like a snake with right-left leg movements. Kids sit low to the ground and push the foot bar back and forth to get great speed.

\$109.99

& FREE Returns

FREE delivery: **Sunday, Nov 14**  
Details

Fastest delivery: **Friday, Nov 12**  
Order within 10 hrs and 6 mins  
Details

Select delivery location

In Stock.

Qty: 1

Add to Cart

Buy Now

Secure transaction

Ships from Amazon

Sold by FFS LLC

Packaging Shows what's inside. T...

Details

Return policy: Returnable until Jan 31, 2022



Enjoy fast, FREE delivery, exclusive deals and award-winning movies & TV shows with Prime

Try Prime and start saving today with Fast, FREE Delivery

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Add a gift receipt for easy returns

Add to List

New & Used (3) from \$104.49 & FREE Shipping.

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Have one to sell?





# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Rachel Mueller	Gifted & Talented – Secondary	CMS	rmueller@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School

**Signature of Principal/Supervisor:**

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** Math Masters **Date:** 12/13/2021

**Total Amount Requested:** \$1,215 **Make Check Payable To:** CMS

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

After practicing over the school year, students compete individually and in teams against students from other schools. There are three individual rounds and three team rounds. Top finishers in the different categories, fact drill, individual, and team, receive awards. Problems cover several mathematical areas: number facts/order or operations, numeracy/properties of numbers, geometry/time/money, statistics/probability/counts, and decimals/fractions/percent.

---

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

15 of the top 6<sup>th</sup> grade math students who want to participate

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

*\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal*

*For Office Use:*

**APPLICATION Letter** \_\_\_\_\_

**Previous CEF Funds Awarded:**  
**Amount:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Project Description

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

The mission of Math Masters aligns with the CEF mission to provide opportunities for academic and social growth through math competitions for teams and individual students, student use of critical thinking skills and problem-solving abilities, and gives recognition for academic effort and achievement

The competition is in March. Leading up to the competition students work to improve math skills during practices, which typically start in January.

2. **Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

Math Masters improve, advance, and enrich students' learning in mathematics, critical thinking skills, and problem-solving abilities. Due to distant learning, classes are often reteaching skills. Our gifted learners need, now more than ever, to be challenged through programs like Math Masters.

3. **How does this project support at least one of the District Priorities:**
- *“plan/provide first-rate technology & access to technology for our students & community”*
  - *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
  - *“emphasize high standards/expectations & improve social behaviors”*
- (Limit your response to 100 words or less.)

Math Masters emphasizes high standards in mathematics and improves social behaviors through team competitions. Students have fun at practices and competitions while learning to work together, practice good sportsmanship, manners, and etiquette.

**Budget**

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
Registration fee \$125/team x 3 teams	\$375
Bussing \$840	\$840
Total Cost	\$1,215

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)

Although this grant will affect a small number of students at the actual competition, during the year, many students compete to try and gain one of those coveted spots. While narrowing down the students who will come to the final competition, there is increased engagement and motivation in math classes for many students.

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to:**

**Jody Acers, Executive Director**

**\*jacers@isd94.org**

**\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724**

**\*If you have questions, please call contact Jody at (218) 879-3806**



# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Arne Maijala	7-12/CEC Nordic Ski Team	Cloquet	Amaijala1@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School

**Signature of Principal/Supervisor:**  
*Arne Maijala*

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** Equipment for 1<sup>st</sup> year Skiers

**Date project takes place:** 11-15-2021

**Total Amount Requested:** \$1000.00    **Make Check Payable To:** CHS

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

I plan to purchase additional skis for our team in order to provide 1<sup>st</sup> year skiers with some loaner equipment. The equipment will remain in the program allowing us to continue providing 1<sup>st</sup> year skiers with proper ski equipment.

**Number of students served:** (i.e. 100 5th grade students or 45 CHS Art students)

**90-110**

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

*\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal*

***For Office Use:***

***APPLICATION Letter*** \_\_\_\_\_  
***Previous CEF Funds Awarded:***  
***Amount:*** \_\_\_\_\_  
***Date:*** \_\_\_\_\_

## Project Description

- 1. Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet school district by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

The purchase of these skis allows us to loan out ski equipment to 1<sup>st</sup> year skiers. It is very difficult to spend this amount of money for many of our families. We are hoping to be able to provide all our 1<sup>st</sup> year skiers some form of equipment every year.

- 2. Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

The purchase of the skis will allow us to properly teach 1<sup>st</sup> year skiers the racing techniques of skate skiing and classic skiing. We often end up having student athletes with insufficient equipment and the more we can loan out the better. Our goal is to see these student athletes leave high school with a healthier lifestyle of skiing and exercising. Skiing is definitely a life long sport which will benefit these athletes all their lives.

- 3. How does this project support at least one of the District Priorities:**
  - *“plan/provide first-rate technology & access to technology for our students & community”*
  - *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
  - *“emphasize high standards/expectations & improve social behaviors”*(Limit your response to 100 words or less.)

I believe there is a direct correlation between proper exercising and student achievement and behavior. The GPA for our skiers has always been much higher than students who do not participate in an organized sport.

--

**Budget**

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
 (example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
\$200 x 5 Skis	\$1000.00
<b>Total Cost</b>	<b>\$1000.00</b>

**1. Submitting a joint proposal between elementary schools was declined**  Yes  No  NA **If declined, explain here):**

**2. Describe why your requested amount is justified in regard to impact and / or the number of student participants:** (Limit your response to 100 words or less.)

Since our team is currently 91 skiers strong and appears to be growing we are in extreme need to acquire as much equipment as possible to be able to assist our 1<sup>st</sup> year skiers.

**3. Can this project be implemented with partial funding:**  Yes  No **If yes, explain here:**

**4. Have you requested funding from other sources for this project?**  Yes  No

**5. If yes, please list the names of the funding sources and the status of the request:**

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to:** Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, interschool mail, or scan and email to [jkermeen@isd94.org](mailto:jkermeen@isd94.org). If you have questions, please call (218) 879-3806.



## Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Rachel Holte	6 <sup>th</sup> gr Music	Cloquet Middle School	rholte@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School
Carla Goldschmidt		5 <sup>th</sup> gr Music	Cloquet Middle School

**Signature of Principal/Supervisor:**

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** Orff Instruments      **Date:** 12-10-2021

**Total Amount Requested:** \$3705    **Make Check Payable To:** ~~CMS~~ CMS Music Dept.

<p><b>Brief Project Summary: Include a description of the project (Limit our response to 200 words or less)</b></p> <p>The Cloquet Middle School department would like to add 3 bass xylophones to our current 4 xylophones (alto + soprano). The bass would help give more opportunity for students to practice skills and create music in alignment with our new standards for Music Education.</p> <p><b>Number of students served:</b> (i.e. 100 5<sup>th</sup> grade students or 45 CHS Art students)  <u>~ 400 students per year</u></p>
--

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal

*For Office Use:*

**APPLICATION Letter** \_\_\_\_\_

**Previous CEF Funds Awarded:**

**Amount:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Project Description

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission:** *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities. Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)*

Our new Standards for music education have an emphasis on music creation and sharing. Having more instruments available to our students will give them the opportunity to play more and create more intricate musical compositions. This project will be able to continue to support student learning for years to come.

2. **Specifically, how will your project improve, advance, or enrich student learning?** (Limit your response to 100 words or less.)

With the additional xylophones, students will be able to add harmony and layers to existing songs as well as add to their own compositions. They will gain more opportunities to play and reinforce skills that will help them further in band, choir, and as a team player in all subjects.

3. **How does this project support at least one of the District Priorities:**

- "plan/provide first-rate technology & access to technology for our students & community"
- "continue to promote understanding and appreciation of cultural & socioeconomic diversity"
- "emphasize high standards/expectations & improve social behaviors"

(Limit your response to 100 words or less.)

This project will let our students experience a wider variety of musical repertoire. It will also allow for a greater connection amongst the students as they work together to play as part of an ensemble.

## Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
3 Bass Xylophones	\$3705 (3x \$1235)
§	§
§	§
§	§
Total Cost	\$3705

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here:  
n/a

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)  
This purchase will benefit all students participating in general music for years to come.

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:  
Our budget will not cover the cost of even one xylophone

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:  
n/a

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to:**  
**Jody Acers, Executive Director**  
**\*jacers@isd94.org**  
**\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724**  
**\*If you have questions, please call contact Jody at (218) 879-3806**



# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Andrea Cacek	5th-6 <sup>th</sup> grade Art	CMS	acacek@isd94.org
Additional Applicant Names	Grade & Subject Currently Teaching	School	
Andrew Mettner	7 <sup>th</sup> -8 <sup>th</sup> grade Art	CMS	

**Signature of Principal/Supervisor:**

*Tom Brenner*

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** Pollinating Healthy Choices Through Art! **Date:** 12/1/2021

**Total Amount Requested:** \$3000 **Make Check Payable To:** Cloquet Middle School

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

*Pollinating Healthy Choices Through Art* will examine community knowledge of foods, pollinators and health. Students will learn in collaboration with community specialists from Carlton County and Fond du Lac Tribal and Community College. After listening to, examining and studying resources, students will apply new knowledge to design and create a mural with Cloquet artist Adam Swanson.

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

**850 CMS Art Students**  
**25+ CHS Art Students**

**This Project Is:**

**A new innovative grant project**

**A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).**

**Location of Project:**

**Cloquet High School**

**Cloquet Middle School**

**CAAEP**

**Churchill Elementary School\***

**Washington Elementary School\***

**Submitting a joint proposal was declined\* (please explain on page three, budget box #1).\****If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal*

*For Office Use:*

**APPLICATION Letter** \_\_\_\_\_

**Previous CEF Funds Awarded:**

**Amount:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Project Description

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project.** (Limit your response to 200 words or less.)

*Pollinating Healthy Choices Through Art* will examine community knowledge of foods, pollinators and health. Cloquet Middle School and Cloquet High School Art Students will learn about pollinators and healthy local foods in collaboration with community specialists from Carlton County and Fond du Lac Tribal and Community College. After listening to, examining and studying resources, students will apply new knowledge to design and create a mural with Cloquet artist Adam Swanson.

Aside from providing students with an opportunity to learn from their community through shared ideas and artmaking, this project also responds to a need expressed in a parent/family survey earlier this school year. Multiple families shared that they would like their students to have more opportunities to learn about healthy food choices. Additionally, there was a request for more diverse cultural representation in learning.

The anticipated time frame of this project will vary based on awarded funding and the possible size of the finished mural (seeking multiple grants to make a large scale mural), however, the general idea would be to begin learning with local specialists in March. Artmaking would follow. All work would be completed by the end of the school year. Depending on the size of the mural, community members may also be able to participate in some of the painting before it is installed.

2. **Specifically, how will your project improve, advance, or enrich student learning?** (Limit your response to 100 words or less.)

Students will be able to directly apply learning from community members and other applicable resources to a real-world artmaking experience. This mural in turn can serve as an educational tool for all students and the greater Cloquet community going into the future.

3. **How does this project support at least one of the District Priorities:**

- *“plan/provide first-rate technology & access to technology for our students & community”*
- *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
- *“emphasize high standards/expectations & improve social behaviors”*

(Limit your response to 100 words or less.)

*Pollinating Healthy Choices Through Art* provides an opportunity for real world learning and application of knowledge. It draws on learning from multiple community perspectives and provides students with a collaborative creative experience with specialists in the community and peers. This level of collaboration requires synthesization, problem-solving, ideation, revision and perseverance.

Budget	
Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item. (example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))	
Item	Cost
paint, primer, gesso, varnish, gel medium, shipping	\$2,200
Polytab non woven acrylic fiber	\$800
Total Cost	\$3000
<b>1. Submitting a joint proposal between elementary schools was declined</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>If yes, explain here):</b>	
<b>2. Describe why your requested amount is justified in regard to impact and / or the number of student participants:</b> (Limit your response to 100 words or less.) This grant will partially cover the cost of this project. Other sources are being tapped to pay for the rest of the materials and the artist's stipend for the project. This particular funding will help provide a match to a grant being requested from the Arrowhead Regional Arts Council. This project also reaches a large number of students and will provide art to enjoy and learn from into the future.	
<b>3. Can this project be implemented with partial funding:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>If yes, explain here:</b> A much smaller project can be achieved with partial funding. However, other sources of money will be required whether this is fully funded or not. The goal is to make this project as far reaching as possible.	
<b>4. Have you requested funding from other sources for this project?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>5. If yes, please list the names of the funding sources and the status of the request:</b> Grants will be submitted to the Arrowhead Regional Arts Council and the Northland Foundation.	
The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following: <ul style="list-style-type: none"> <li>● Submit a final report describing your project and its benefits by the deadline indicated.</li> <li>● Submit at least two pictures of your project electronically, for use in promoting CEF grants.</li> <li>● Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.</li> <li>● Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).</li> </ul>	

**Please send your completed form by the deadline date to:**

**Jody Acers, Executive Director**

**\*jacers@isd94.org**

**\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724**

**\*If you have questions, please call contact Jody at (218) 879-3806**



# Cloquet Educational Foundation Grant Application Form

*UEA  
11/18/2021*

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Stephanie Pederson	Power Lunch	Churchill & Washington	spederson@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School

**Signature of Principal/Supervisor:**

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project: Power Lunch Reading Program**

**Date: October 2021-March 2022**

**Total Amount Requested: \$1500**

**Make Check Payable To: Power Lunch**

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

Power Lunch partners community volunteers with teacher selected first and second grade students at both Churchill and Washington Schools. Students are selected for Power Lunch based on their need literacy enrichment and need for positive mentorship from a caring adult. Power lunch encourages students to be excited about reading and learning in a fun and positive atmosphere.

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

48 1<sup>st</sup> and 2<sup>nd</sup> graders at Churchill and Washington

**This Project Is:**

A new innovative grant project

A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

Cloquet High School

Cloquet Middle School

CAAEP

Churchill Elementary School\*

Washington Elementary School\*

Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

*\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal*

**For Office Use:**

**APPLICATION Letter** G  
**Previous CEF Funds Awarded:**  
**Amount:** \$1,000  
**Date:** 1-9-2018

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

Studies have shown that reading is considered the most important school subject because a child needs to be reading to master most other educational subjects. Six extra minutes of reading a day can turn a struggling reader into a one who meets or surpasses expectations. Through weekly interaction with their positive and caring adult mentors, students are motivated to improve their literacy skills and are encouraged to experience the joys of reading. Power Lunch volunteers show students that reading can be fun, entertaining and a lifelong skill. During the six months that Power Lunch students and volunteers meet, students are positively impacted in the areas of academic, cultural and social growth which all align with the CEF mission.

2. **Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

Reading aloud and reading for fun are two major factors in developing literacy skills among emerging readers. Power Lunch promotes both into the lives of students involved in the program. Through weekly interaction with caring and positive adults, students are given the opportunity to read one-on-one with their partner and share the joys of literacy together.

3. **How does this project support at least one of the District Priorities:**
- *“plan/provide first-rate technology & access to technology for our students & community”*
  - *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
  - *“emphasize high standards/expectations & improve social behaviors”*
- (Limit your response to 100 words or less.)

Power Lunch is a literacy enrichment program that supports the Cloquet School Districts’ priority of emphasizing high standards, expectations and improving social behaviors. Through encouragement from adult volunteers, students are shown that reading is an important educational and life skill and are encouraged to foster their literacy skills and overall enjoyment of reading.

**Budget**

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
School lunches for volunteers @ \$4.10 per meal (\$4.10 x 366)	\$1500
- Each month volunteers eat approximately 192 lunches. This grant would pay for approximately 7.5 weeks of lunches	
Total Cost For the entire year, we are budgeting for 960 lunches (\$4.10 x 960)	\$3936.00

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants (Limit your response to 100 words or less.)

Power Lunch offers volunteers complimentary school lunches to encourage program participation. In requesting \$1,500 from CEF, over a third of the total lunches provided would be funded. Volunteers would receive meals and continue to devote their lunch hours for the benefit of our students.

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:

Power Lunch provides complimentary lunches for each of our 48 regular volunteers weekly. Without full funding, lunches would have to be reduced, eliminated, or paid for using alternative funds.

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:

Ages to Ages (Community Education) – approved and received  
Washington PIE- approved and received  
Churchill PIE- pending

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

Please send your completed form by the deadline date to: Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724. If you have questions, please call (218) 879-3806.





# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Michael Meyer	Counseling	Cloquet High School	<a href="mailto:mmeyer@isd94.org">mmeyer@isd94.org</a>
Additional Applicant Names	Grade & Subject Currently Teaching	School	
Michael Meyer	School Social Work	Cloquet HS	

**Signature of Principal/Supervisor:**

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project: Project Teacher Refresh**

**Date: 10/25/21**

**Total Amount Requested: \$1000    Make Check Payable To: Cloquet HS**

<b>Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)</b>
<p>Teacher wellness project focused on providing resources, assistive technology, and training around self care and wellness. This project will focus on the overall wellness of our staff in the building and provide safe and supportive access to options they may not yet know about or enhance previous learning. Goal is to reduce the impact of teacher stress and related issues on their overall health and wellness.</p>
<b>Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)</b>

**This Project Is:**

**A new innovative grant project**

**A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).**

**Location of Project:**

**Cloquet High School**

**Cloquet Middle School**

**CAAEP**

**Churchill Elementary School\***

**Washington Elementary School\***

**Submitting a joint proposal was declined\* (please explain on page three, budget box #1).**

*For Office Use:*

**APPLICATION Letter** \_\_\_\_\_

**Previous CEF Funds Awarded:**

**Amount:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## Project Description

- 1. Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities. Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

Create a project that uses evidence based interventions to assist teachers with managing and process stress and anxiety. My plan is to acquire assistive technology that can be used during breaks and prep times that has proven to promote positive mental and physical health. In addition, I would like to partner with a UWS group called the Pruitt Center to introduce mindfulness and meditation training for self and students using a model presented by the Greater Good Science Center in Berkeley, CA.

<https://greatergood.berkeley.edu/topic/mindfulness>

[https://www.alpha-stim.com/?gclid=CjwKCAjwq9mLBhB2EiwAuYdMtcaCViCMY3SVHabeqfTrIaM9fo8Hyt33KXp\\_T9Ah6-mcWVTTjgu\\_-BoCoQYQAvD\\_BwE](https://www.alpha-stim.com/?gclid=CjwKCAjwq9mLBhB2EiwAuYdMtcaCViCMY3SVHabeqfTrIaM9fo8Hyt33KXp_T9Ah6-mcWVTTjgu_-BoCoQYQAvD_BwE)

[https://www.heartmath.com/tech/?\\_ga=2.106602176.213392335.1635184690-386368577.1635184690&\\_gac=1.116064628.1635184691.CjwKCAjwq9mLBhB2EiwAuYdMtflabMGRTtnVsOMnN4OPk5bDNmWPS6UEinSs9gyU6bHb\\_P5PnJGpbhoC5aIQAvD\\_BwE](https://www.heartmath.com/tech/?_ga=2.106602176.213392335.1635184690-386368577.1635184690&_gac=1.116064628.1635184691.CjwKCAjwq9mLBhB2EiwAuYdMtflabMGRTtnVsOMnN4OPk5bDNmWPS6UEinSs9gyU6bHb_P5PnJGpbhoC5aIQAvD_BwE)

- 2. Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

By enriching and enhancing the overall wellness of our staff we will increase their capacity to address the overall wellness of our students.

- 3. How does this project support at least one of the District Priorities:**
  - *“plan/provide first-rate technology & access to technology for our students & community”*
  - *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
  - *“emphasize high standards/expectations & improve social behaviors”*(Limit your response to 100 words or less.)

Technology access with devices aimed at stress reduction; training and education around wellness tends to identify things such as ACES scores and an understanding of barriers to wellness; Project is 100% aimed about raising standards for self care and improve social behaviors through evidence based interventions.

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**Budget**

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item. (example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books)

Item	Cost
Alpha stim aid	\$840
Inner Balance Wired for iPhone	\$160
<b>Total Cost</b>	<b>\$1000</b>

**1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):**

**2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)**

Impacting all staff will impact all students.

**3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:**

Program could move forward with Alpha Stim AID alone

**4. Have you requested funding from other sources for this project?  Yes  No**

**5. If yes, please list the names of the funding sources and the status of the request:**

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.

- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to:**

**Jody Acers, Executive Director**

**\*jacers@isd94.org**

**\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724**

**\*If you have questions, please call contact Jody at (218) 879-3806**



JEA 10/26/2021

# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Abbi Sewell	All students	Washington	aswell@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School

Signature of Principal/Supervisor: *R Mondast*

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

Title of Project: Sky Dome Planetarium Date: Feb 22, 2021

Total Amount Requested: \$1,195.00 Make Check Payable To: Washington Elementary

Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)
<p><i>Sky Dome offers a 45 minute tour of The universe right in the comfort of our own gym. Students will enter a dome and learn all about our Northern hemisphere. Students will learn about every planet in our solar system and learn about Greek mythology characters.</i></p>
Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)
<p><i>524 Washington Students</i></p>

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*

Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

*\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal*

**For Office Use:**

APPLICATION Letter C

Previous CEF Funds Awarded:

Amount: N A

Date: N A



## Project Description

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities. Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

The sky dome planetarium is providing an academic experience in the area of science. This opportunity will also provide a reward for our students who are working towards positive behavior throughout our 2nd trimester. This will take place for one full day, a 45 minute session for each grade.

2. **Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

Providing a fun and exciting learning experience in any area of education can help enhance and spark students interests in that subject.

3. **How does this project support at least one of the District Priorities:**

- "plan/provide first-rate technology & access to technology for our students & community"
- "continue to promote understanding and appreciation of cultural & socioeconomic diversity"
- "emphasize high standards/expectations & improve social behaviors"

(Limit your response to 100 words or less.)

When we are able to bring new and fun opportunities to our students as a reward for hard work and positive behavior, it sets high expectations for our school community.



**Budget**

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
Sky Dome Planetarium	\$1,195.00
Total Cost	

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here:  
*Churchill already has the funds available, we do not.*

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)  
*We are offering our program to all students,*

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to:**

**Jody Acers, Executive Director**

**\*jacers@isd94.org**

**\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724**

**\*If you have questions, please call contact Jody at (218) 879-3806**





# Cloquet Educational Foundation Grant Application Form

*JE A*  
*12/9/2021*

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Ms. Connie Hyde	High School Principal	Cloquet Area Alternative Education Programs (CAAEP)	chyde@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School
			CAAEP

**Signature of Principal/Supervisor:**

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project: Students Offering Support (SOS) CAAEP      Date: 12/8/21**

**Total Amount Requested: \$3,000    Make Check Payable To: Cloquet Area Alternative Education Programs (CAAEP)**

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

The purpose of REACH's SOS (Students Offering Support) program is to foster protective factors that will help youth succeed and thrive within our schools and community. SOS's vision statement is, "We are focused on building protective factors and developmental assets with youth to prevent suicides in Carlton County." Protective factors include: access to a variety of clinical interventions and support for help seeking family and community support (connectedness); skills in problem solving, conflict resolution, and nonviolent ways of handling disputes; cultural beliefs that discourage suicide and support instincts for self-preservation (U.S. Public Health Service 1999). We connect young people to resources available in the community. By building trust, inclusion, and group cohesion; SOS creates a friend/family dynamic that is oftentimes missing from many young people's lives. We wish to solidify the expansion of the SOS Program to young people at CAAEP. They will learn communication skills, develop Social & Emotional Learning (SEL) skills, and practice ways to be up-standers. The SOS Program does this through team-building, fun icebreakers/games, and improv skits. They'll also attend group outings in the community and participate in volunteering/service projects.

---

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

**50+ Directly served, however the entire CAAEP community is affected by the empathetic culture that is created through SOS Programming.**

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*

*For Office Use:*

**APPLICATION Letter**

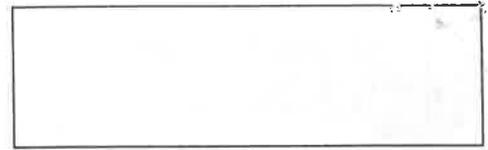
**Previous CEF Funds Awarded:**

**Amount:** \$1,500

**Date:** 1-2019

Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal



## Project Description

- 1. Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities. Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

Most youth who are suicidal talk with peers about their concerns rather than with adults, yet few peer confidants tell an adult about their suicidal peer. Youth programs, like SOS, address suicide and play a significant role in reducing risk for suicide when they are used along with other strategies, such as school protocols and school staff training. SOS is a youth program that spreads suicide awareness, de-stigmatizes mental illness, and supports peers. It also raises awareness of issues that might lead to suicide, such as substance abuse, unhealthy relationships, bullying, mental health; and practices coping skills to relieve stress and anxiety. We believe that more needs to be done in these areas. Just one person cannot do the work of suicide prevention alone, it takes a community and youth are leading the pathway. It is very important not only to us, but to the people in our community. A sustainable and healthy community is the key to fostering safe and happy environments for people of all ages. Weekly SOS meetings will take place for one year, including summer. All areas of CEF's mission are covered through SOS: academic, artistic, athletic, cultural, and social growth.

- 2. Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

CAAEP SOSers assist in recruiting other students and leading this program. This engages other youth, who may be "left out" or marginalized at school. This also helps to ensure the overall effectiveness of SOS Program. Transformations happen for all youth involved because they are challenged to find solutions to community issues. SOS provides a structured, in/non-formal group mentoring model that strengthens leadership development and nurtures goal-directed thinking to build social/emotional skills. Students will learn about a variety of topics, i.e. how to become and promote "upstanders"—empathy building and dialogue via restorative justice practices in addition to developing protocols and policies to support a positive school climate.

- 3. How does this project support at least one of the District Priorities:**

- "plan/provide first-rate technology & access to technology for our students & community"
- "continue to promote understanding and appreciation of cultural & socioeconomic diversity"
- "emphasize high standards/expectations & improve social behaviors"

(Limit your response to 100 words or less.)

Through the effective delivery of interdependent components, CAAEP students participating in REACH's SOS programming will experience the following outcomes that contribute to improved achievement: (a) Improve social-emotional skills, (b) Increase positive engagement behaviors to build social capital, (c) Strengthen civic participation by, (d) Developing constructive relationships with both peers and adults in their schools and neighborhoods across Carlton County. The REACH's SOS model builds youth leadership by cultivating peer group mentoring relationships focused on acting to address local needs, teaching social-emotional skills, building informal/non-formal learning strategies to bolster protective factors with Carlton County youth.

## Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
T-shirts & Promo's	\$200
Travel Reimbursements—Activities, trainings, conferences, etc.	\$700
Supplies and Materials	\$800
Activities/ Team-building Outings/Community Experts, 1-to-1 reimbursements	\$1,300
<b>Total Cost</b>	<b>\$3,000</b>

**1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):**

**2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)**

SOS has groups established at 9 other Carlton County Schools. Spreading awareness of SOS and getting the mission and vision of the group across to students in the school successfully the first time is very important due to the sigma's that are attached to mental health. With a budget of \$3,000 having weekly meetings with an average of 25 SOS students for a year, breaks down to less than \$2.32/week/student with daily programming opportunities outside of school available 5 days a week. (A.K.A. \$0.46 a day per student)

**3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:**

REACH is currently covering the expenses involved for staff to coordinate and run the weekly SOS meetings in the schools. Without initial funds to sustain SOS in CAAEP, the likelihood of supporting CAAEP on REACH's own is unlikely.

**4. Have you requested funding from other sources for this project?  Yes  No**

**5. If yes, please list the names of the funding sources and the status of the request:**

Northland Foundation, Youth In Philanthropy, United Way of Carlton County.

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

Please send your completed form by the deadline date to: Jody Acers, Executive Director [jacers@isd94.org](mailto:jacers@isd94.org)  
Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724.





# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Nathan Anderson	Restorative Practice Coordinator	Cloquet High School	<a href="mailto:nanderso@isd94.org">nanderso@isd94.org</a>
Additional Applicant Names		Grade & Subject Currently Teaching	School
			Cloquet High School

**Signature of Principal/Supervisor:**

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project: Students Offering Support (SOS) Cloquet High School      Date: 12/8/21**

**Total Amount Requested: \$3,000      Make Check Payable To: Cloquet High School**

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

The purpose of REACH's SOS (Students Offering Support) program is to foster protective factors that will help youth succeed and thrive within our schools and community. SOS's vision statement is, "We are focused on building protective factors and developmental assets with youth to prevent suicides in Carlton County." Protective factors include: access to a variety of clinical interventions and support for help seeking family and community support (connectedness); skills in problem solving, conflict resolution, and nonviolent ways of handling disputes; cultural beliefs that discourage suicide and support instincts for self-preservation (U.S. Public Health Service 1999). We connect young people to resources available in the community. By building trust, inclusion, and group cohesion; SOS creates a friend/family dynamic that is oftentimes missing from many young people's lives. We wish to solidify the expansion of the SOS Program to young people at Cloquet High School. They will learn communication skills, develop Social & Emotional Learning (SEL) skills, and practice ways to be up-standers. The SOS Program does this through team-building, fun icebreakers/games, and improv skits. They'll also attend group outings in the community and participate in volunteering/service projects.

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**  
**50+ Directly served**, however the entire Cloquet High School community is affected by the empathetic culture that is created through SOS Programming.

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

*For Office Use:*

**APPLICATION Letter** \_\_\_\_\_

**Previous CEF Funds Awarded:**

**Amount:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Project Description

- 1. Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities. Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)***

Most youth who are suicidal talk with peers about their concerns rather than with adults, yet few peer confidants tell an adult about their suicidal peer. Youth programs, like SOS, address suicide and play a significant role in reducing risk for suicide when they are used along with other strategies, such as school protocols and school staff training. SOS is a youth program that spreads suicide awareness, de-stigmatizes mental illness, and supports peers. It also raises awareness of issues that might lead to suicide, such as substance abuse, unhealthy relationships, bullying, mental health; and practices coping skills to relieve stress and anxiety. We believe that more needs to be done in these areas. Just one person cannot do the work of suicide prevention alone, it takes a community and youth are leading the pathway. It is very important not only to us, but to the people in our community. A sustainable and healthy community is the key to fostering safe and happy environments for people of all ages. Weekly SOS meetings will take place for one year, including summer. All areas of CEF's mission are covered through SOS: academic, artistic, athletic, cultural, and social growth.

- 2. Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

Cloquet High School SOSers assist in recruiting other students and leading this program. This engages other youth, who may be "left out" or marginalized at school. This also helps to ensure the overall effectiveness of SOS Program. Transformations happen for all youth involved because they are challenged to find solutions to community issues. SOS provides a structured, in/non-formal group mentoring model that strengthens leadership development and nurtures goal-directed thinking to build social/emotional skills. Students will learn about a variety of topics, i.e. how to become and promote "upstanders"—empathy building and dialogue via restorative justice practices in addition to developing protocols and policies to support a positive school climate.

- 3. How does this project support at least one of the District Priorities:**
  - *"plan/provide first-rate technology & access to technology for our students & community"*
  - *"continue to promote understanding and appreciation of cultural & socioeconomic diversity"*
  - *"emphasize high standards/expectations & improve social behaviors"*

(Limit your response to 100 words or less.)

Through the effective delivery of interdependent components, Cloquet High School students participating in REACH's SOS programming will experience the following outcomes that contribute to improved achievement: (a) Improve social-emotional skills, (b) Increase positive engagement behaviors to build social capital, (c) Strengthen civic participation by, (d) Developing constructive relationships with both peers and adults in their schools and neighborhoods across Carlton County. The REACH's SOS model builds youth leadership by cultivating peer group mentoring relationships focused on acting to address local needs, teaching social-emotional skills, building informal/non-formal learning strategies to bolster protective factors with Carlton County youth.

## Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
T-Shirts & Promos	\$200
Travel Reimbursement—Activities, trainings, conferences, etc.	\$600
Supplies and Materials	\$800
Activities/ Team-building Outings/ Community Experts, 1-to-1 reimbursements	\$1,400
Total Cost	\$3,000

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)

SOS has groups established at 9 other Carlton County Schools. Spreading awareness of SOS and getting the mission and vision of the group across to students in the school successfully the first time is very important due to the sigma's that are attached to mental health. With a budget of \$3,000 having weekly meetings with an average of 25 SOS students for a year, breaks down to less than \$2.32/week/student with daily programming opportunities outside of school available 5 days a week. (A.K.A. \$0.46 a day per student)

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:

REACH is currently covering the expenses involved for staff to coordinate and run the weekly SOS meetings in the schools. Without initial funds to sustain SOS in Cloquet High School, the likelihood of supporting CHS on REACH's own is unlikely.

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:

Northland Foundation, Youth In Philanthropy, United Way of Carlton County

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

Please send your completed form by the deadline date to: Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724. If you have questions, please call (218) 879-3806.





# Cloquet Educational Foundation Grant Application Form

*Jody*  
11/18/2021

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Lisa South	CITS Spanish Instructor	High School	lsouth@isd94.org

Additional Applicant Names	Grade & Subject Currently Teaching	School

**Signature of Principal/Supervisor:**

*[Handwritten Signature]*

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** Spanish Classroom library      **Date:** 18 November 2021

**Total Amount Requested:** \$900      **Make Check Payable To:** Cloquet High School Spanish

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

Three years ago, CEF generously funded a grant for our Spanish 1-4 classes to start a library for our students. This grant was for \$995, which was split between three Spanish teachers and over 300 students, with 75% of the grant going to our new Spanish I teacher and our Spanish II teacher.

The CITS Spanish classes are in need of more books. I hope to invest in some books that represent more of our Spanish speaking world as a whole. Particularly, I would like more books written by and featuring Afro-Latino main characters, books written by and featuring indigenous characters, and books that feature LGBTQ characters as well.

Our department has the largest number of students getting college credit by taking one of our Spanish CITS courses (Spanish 3 & Spanish 4). We hope to support this growth with more resources. This is great for us, but with large classes, the students often cannot read the book they want, as we have limited copies.

During our online time, many students requested to take a book home to finish it and not all came back. We have a good problem - many students take Spanish and many of them enjoy reading so much they want to take a book home to finish it. Due to this good problem, we need more books for our Spanish students!

**As the CITS Spanish teacher, I am requesting \$900 to grow my Spanish classroom libraries to offer a selection that better represents our world, and to replace books that went home with students and never returned (online instruction - COVID).**

According to the research, reading is the best way for students to acquire new vocabulary, see grammar in context, and develop fluency. Thank you for partnering with me and investing in our students as we prepare them to explore the world! (Knowing Spanish and English enables a person to communicate with 80% of the world!)

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

**Each year we enroll 300-400 students in Spanish 1, 2, 3, and 4.**

**We have almost 100 students enrolled in our Spanish 3 and 4 CITS courses alone!**

**This Project Is:**

A new innovative grant project

A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

Cloquet High School

Cloquet Middle School

CAAEP

Churchill Elementary School\*

Washington Elementary School\*

Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

*\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal*

*For Office Use:*

APPLICATION Letter H

Previous CEF Funds Awarded:  
Amount: \$ 995

Date: 10-2-2018

**Project Description**

1. Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities. Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)*

Providing a classroom library rich in comprehensible books about legends from the Spanish speaking world, celebrations, or that take place in Spanish speaking countries will expose students to a rich cultural experience while increasing their academic ability in Spanish to read, write and communicate.

\*Data to support this is available upon request!\*

2. Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)

My goal is to engage all students. During a SSR, students can choose to read any book. Some higher achievers will select more challenging texts, and struggling students will choose texts that they can understand. All books that I will buy are written for high school Spanish students, therefore they are engaging and cultural, even if they are simple. That helps struggling students gain confidence in their Spanish skills while reinforcing what they already know and slowly adding in new vocabulary. Because students can select their own book, I want to have beginning level books as well as intermediate and advanced books so that I can guide students to a book that will help them best make gains in their language learning. All these books are written with teens in mind and they are engaging cultural stories. We will also work in small reading circles to help support all students.

3. How does this project support at least one of the District Priorities:

- "plan/provide first-rate technology & access to technology for our students & community"
- "continue to promote understanding and appreciation of cultural & socioeconomic diversity"
- "emphasize high standards/expectations & improve social behaviors"

(Limit your response to 100 words or less.)

This project will “continue to promote understanding and appreciation of cultural & socioeconomic diversity” and “emphasize high standards/expectations & improve social behaviors” by giving students culture rich books to read, books that allow them to travel to Bolivia during a holiday, to Spain during the civil war, celebrate a quinceañera, experience día de los muertos in México, or go on a vacation to a place such as Machu Picchu. The fact that these books are leveled for Spanish learners will allow the students to understand while challenging themselves and learning more vocabulary in the process. Students will gain confidence in the language and their ability. Students that feel more confident about their ability do better overall in class .

**Budget**

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item. (example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books)

Item	Cost
Spanish readers - variety - \$9.00/book (100 books)	\$900

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)

The Spanish department has very large overall numbers. We also divide resources between **THREE** teachers. We are requesting \$900 per teacher to grow our Spanish classroom libraries and to replace books that went home with students and never returned (online instruction - COVID).

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:

Adding books so that all Spanish students, and all three Spanish teachers have access is something that can be implemented over a number of years if needed; we are just thankful that we have a start! Each teacher was able to buy \$330 worth of readers for her classes three years ago with our 2018 grant! We are thankful to any type of funding we get!

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.

- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to:**

**Jody Acers, Executive Director**

**\*jacers@isd94.org**

**\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724**

**\*If you have questions, please call contact Jody at (218) 879-3806**



# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Rachel Mueller	Gifted & Talented	CMS	rmueller@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School

**Signature of Principal/Supervisor:** \_\_\_\_\_

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** \_\_\_\_\_ Spelling Bee \_\_\_\_\_ **Date:** \_\_\_\_\_ 11/24/2021 \_\_\_\_\_

**Total Amount Requested:** \_\_\_\_\_ \$415 \_\_\_\_\_ **Make Check Payable To:** \_\_\_\_\_ Cloquet Middle School \_\_\_\_\_

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

Students compete to spell words correctly. Students can study for the spelling bee. After each round the top spellers advance the next round, until they reach the finals. Each grade level, 5<sup>th</sup>-8<sup>th</sup>, will have a champion after the finals. These students can advance to the regional spelling bee. If the student wins at the regional spelling bee, then they can advance to the national spelling bee.

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

**840 5<sup>th</sup> – 8<sup>th</sup> grade students at CMS**

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

*\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal*

*For Office Use:*

**APPLICATION Letter** \_\_\_\_\_

**Previous CEF Funds Awarded:** \_\_\_\_\_

**Amount:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Project Description

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

The Spelling Bee aligns with the CEF mission by providing an opportunity for academic and social growth. Not only do students improve their spelling, but they also gain self-confidence and decorum under pressure. The Spelling Bee starts in our school in December and can go through February at the State Spelling Bee. The National Spelling Bee is after Labor Day.

2. **Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

“Our purpose is to help students improve their spelling, increase their vocabularies, learn concepts and develop correct English usage that will help them all their lives.” Scripps National Spelling Bee. Our Spelling Bee is affiliated with the Scripps National Spelling Bee and supports their mission.

3. **How does this project support at least one of the District Priorities:**
- *“plan/provide first-rate technology & access to technology for our students & community”*
  - *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
  - *“emphasize high standards/expectations & improve social behaviors”*
- (Limit your response to 100 words or less.)

The Spelling Bee supports high expectations in social behaviors throughout the competitions by emphasizing good sportsmanship, manners, and etiquette. It also promotes understanding and appreciation of cultural and socioeconomic diversity through a list of words, with diverse word origins and contexts, students study from to compete.

**Budget**

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
Regional Spelling Bee Registration Fee	\$200
Scripps National Spelling Bee Registration Fee	\$175
Awards	\$40
Total Cost	\$415

**1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):**

**2. Describe why your requested amount is justified in regard to impact and / or the number of student participants:** (Limit your response to 100 words or less.)

All students will participate in the preliminary round of the spelling bee. Rounds continue until there is one grade level champion. The spelling bee impacts over 800 students for just \$415.

**3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:**

**4. Have you requested funding from other sources for this project?  Yes  No**

**5. If yes, please list the names of the funding sources and the status of the request:**

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to:**

**Jody Acers, Executive Director**

**\*jacers@isd94.org**

**\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724**

**\*If you have questions, please call contact Jody at (218) 879-3806**



# Cloquet Educational Foundation Grant Application Form

VRA  
11/9/2021

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Gregg Dold	9-12 Social Studies	CAAEP	gdold@isd94.org
Additional Applicant Names	Grade & Subject Currently Teaching	School	
<i>Thaci Laughlin</i>	<i>9-12 Counselor</i>	<i>CAAEP</i>	

**Signature of Principal/Supervisor:**

*[Handwritten Signature]*

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** *Spring Symposium*  
**Total Amount Requested:** *\$2,500*

**Date:** *11/15/2021*  
**Make Check Payable To:** *CAAEP*

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

This grant would be used to pay for transportation and other costs associated with our Spring Symposium scheduled for May 27<sup>th</sup> through June 3<sup>rd</sup>, 2022. Since 2018, CAAEP has offered hands-on, experiential Symposium classes in winter and spring. Symposium provides students with the opportunity to earn needed credit while taking part in exciting, innovative, unique classes. Symposium is meant to get students out of the classroom and into the field doing things they might not otherwise have the opportunity to do. During Winter Symposium, students have curled at the Duluth Curling Club, skied at Spirit Mountain, and travelled to the Osprey Wilds Environmental Learning Center in Sandstone. During Spring Symposium, students have hiked the Hiking the Superior Hiking Trail, rafted on the St. Louis River, navigated the ropes course at UWS, and travelled to Madeline Island. Symposiums also provide an opportunity for service learning, and a service component has been a part of each of our Symposiums to date. These experiences, and the transportation required to make them happen, are costly. Any amount the Cloquet Education Foundation could provide would ensure these experiences continue to happen and would be much appreciated.

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

This purchase will serve all 90 CAAEP junior and high school students.

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1)

*For Office Use:*

APPLICATION Letter E  
 Previous CEF Funds Awarded:  
 Amount: \$2,000  
 Date: 1-7-2020

*\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal*

## Project Description

- 1. Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities. Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)***

Winter and Spring Symposium aligns well with the CEF mission. Symposium classes often promote artistic, cultural, and social growth among our students.

Past Symposiums have incorporated art. In December 2018 an English Symposium read novels then painted book spines on lockers in the halls of CAAEP. Another Symposium painted murals on the walls of the Indian Education room. A Science Symposium taught chemistry through cooking and baking. Another Symposium taught sewing and had students sew culturally significant clothing, including dresses and shawls.

Many Symposiums have included cultural elements. In 2019, all CAAEP students went to the Fond du Lac Cultural Center and Museum. In 2021, students travelled to Madeline Island and studied various aspects of the Ojibwe culture at a place of great cultural and spiritual significance to the Ojibwe people. Culturally significant art has been added to the Indian Education room, and many students sewed culturally significant clothing during Symposium.

Symposium classes also promote social growth. Symposium includes small groups that are together all day for four to five days. This concentrated time together builds genuine relationships between students, their peers, and staff. Symposium culminates in an all-school event that allows each class to share what they have created or experienced. The entire Symposium experience helps build relationships, community, and social growth in a variety of lasting ways.

- 2. Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

Symposium by its very nature, improves, advances, and enriches student learning. One of the best aspects of Symposium classes are the unique opportunities they provide students; opportunities they might not otherwise have. Many CAAEP students come from challenging circumstances. Many CAAEP families are experiencing poverty. Every Symposium class seeks to enrich student learning, giving them genuine, hands-on, experiences.

- 3. How does this project support at least one of the District Priorities:**

- *“plan/provide first-rate technology & access to technology for our students & community”*
- *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
- *“emphasize high standards/expectations & improve social behaviors”*

(Limit your response to 100 words or less.)

Elements of different symposium classes support each of the District Priorities. Science Symposiums often focus on STEM and allow students a hands-on and engaging way to learn about and use technology. Symposiums steered by Indian Education promote an understanding and appreciation of cultural diversity. Service-based Symposiums serve communities in need. All Symposiums include high standards and expectations for class members and promote social growth and behavior through relationships and community building.

## Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
Busing students to various locations (TBD)	\$1,500
Fees associated with various activities (TBD)	\$1,000
Total Cost	\$2,500

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):

N/A

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)

The amount we are requesting is justified because of the large and lasting impact it could have on all CAAEP students. Symposiums offer credit to students who are often credit deficient when they arrive at CAAEP. It also provides unique opportunities for our students they would be unlikely to have on their own. Many of the activities students are introduced to in Symposium can be carried forward into their adult lives. Symposium promotes community, curiosity, cultural diversity, and the values of CAAEP, the Cloquet School District, and the Cloquet Education Foundation. It would be money well spent.

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:

It would come out of CAAEP Budget

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

Please send your completed form by the deadline date to:

Jody Acers, Executive Director

\*jacers@isd94.org

\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724

\*If you have questions, please call contact Jody at (218) 879-3806



VKA 12/5/2021



# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Michelle Wick	9-12 Technical Education	CHS	mwick@isd94.org
Additional Applicant Names	Grade & Subject Currently Teaching	School	
Chandra Allen	9-12 Business Department	CHS	

**Signature of Principal/Supervisor:** 

*In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.*

**Title of Project:** VersaSTUDIO BT-12 Direct-to-Garment Printer    **Date:** 12/1/2021

**Total Amount Requested:** \$4750.50    **Make Check Payable To:** Cloquet High School

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

Print directly onto cotton t-shirts, apparel, tote bags and other products in minutes from the comfort of your desktop with the VersaSTUDIO BT-12 Direct-to-Garment (DTG) printer. The affordable DTG printer allows you to get into the profitable world of custom apparel immediately, with a device that's as easy-to-use as an office printer and offers stunning results. With quick, versatile, on-demand production, the BT-12 DTG printer is the ideal solution for creating a successful etsy store or other online storefront. \*See attached brochure

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**  
**Approximately 800 at CHS that will rotate through these classes during their high school career.**

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*

*For Office Use:*

APPLICATION Letter L

Previous CEF Funds Awarded:  
Amount: \$ N/A

□ Submitting a joint proposal was declined\* (please explain on page . three; budget box #1).

\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal

Date: \_\_\_\_\_

## Project Description

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities. Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

- Many students in the Cloquet High School are involved in sports, clubs, and other school activities. Adding this printer to our school will allow students to design and make apparel and items for their school related activities.
- In the technical education classes students use devices and machines to develop and manufacture products. As our class sizes continue to grow in the Cloquet High School we are needing to offer more course variety in our classrooms. The use of this printer will give students the ability to use their graphic design skills, develop, and print products in the CTE design and manufacturing classes. This enhances the technical education curriculum by offering a product to use in alignment with the design and manufacturing standards.
- The business department can use this printer to enhance their curriculum within several courses.
- Other programs that this printer could support are school clubs, athletics, activities, community events and other promotional items.

2. **Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

This printer will improve student learning by providing students with hands-on product design, production, and sales within the classes we currently offer at the Cloquet High School. Currently, students will have the ability to use graphic design skills and computer design programs in a variety of classes to produce products for clubs, sports, and school spirit wear. Our current vision is to merge the technical education department and the business department courses by providing hands-on products that can be purchased within the high school and in the community. Using hands-on experience to equip our young people to go into the real world prepared with the tools and skills they need for success in the workplace. We want to provide the opportunity to develop our curriculum around this model. Our hope is to use an actual business model in our courses to show students the progress of work from raw materials to a finished product to sell to consumers. This real business model will allow them to gain experience and skills working with a variety of teams and peers to complete projects.

3. **How does this project support at least one of the District Priorities:**

- *“plan/provide first-rate technology & access to technology for our students & community”*
- *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
- *“emphasize high standards/expectations & improve social behaviors”*

(Limit your response to 100 words or less.)

This project supports the District Priority “provide first-rate technology and access to technology for our students and community.” This printer will give students the opportunity to create apparel for school, community, activities, and a future school store. The technical education department and business department

- are in the planning stages of developing a school store through Cloquet High School. This printer will allow us to add a variety of products as well as enhance curriculum.

Funds generated will give these departments the ability to provide our school with more equipment to develop our products, enhance curriculum and give financial support for field trips and other school events. The goal of this equipment purchase is to provide the CTE department with a self-sustaining curriculum and business model as well as funding program development.

### Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item. (example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books)

Item	Cost
Printer	\$3495.00
Tax	\$ 240.28
Shipping	\$ 515.22
Supplies (apparel, print cartridges)	\$ 500.00
<b>Total Cost</b>	<b>\$4750.50</b>

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)

This printer will have the ability to impact all the students in the Cloquet High School for many years through the courses in technical education classes, business classes, athletics, clubs, and other school activities. The products will be available to all community members within the Cloquet city and surrounding areas. With current class offerings and class sizes, over 200 students would be using this printer.

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:  
The supplies can be purchased through the department's budget.

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- • Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

**Please send your completed form by the deadline date to:**

**Jody Acers, Executive Director**

**\*jacers@isd94.org**

**\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724**

**\*If you have questions, please call contact Jody at (218) 879-3806**

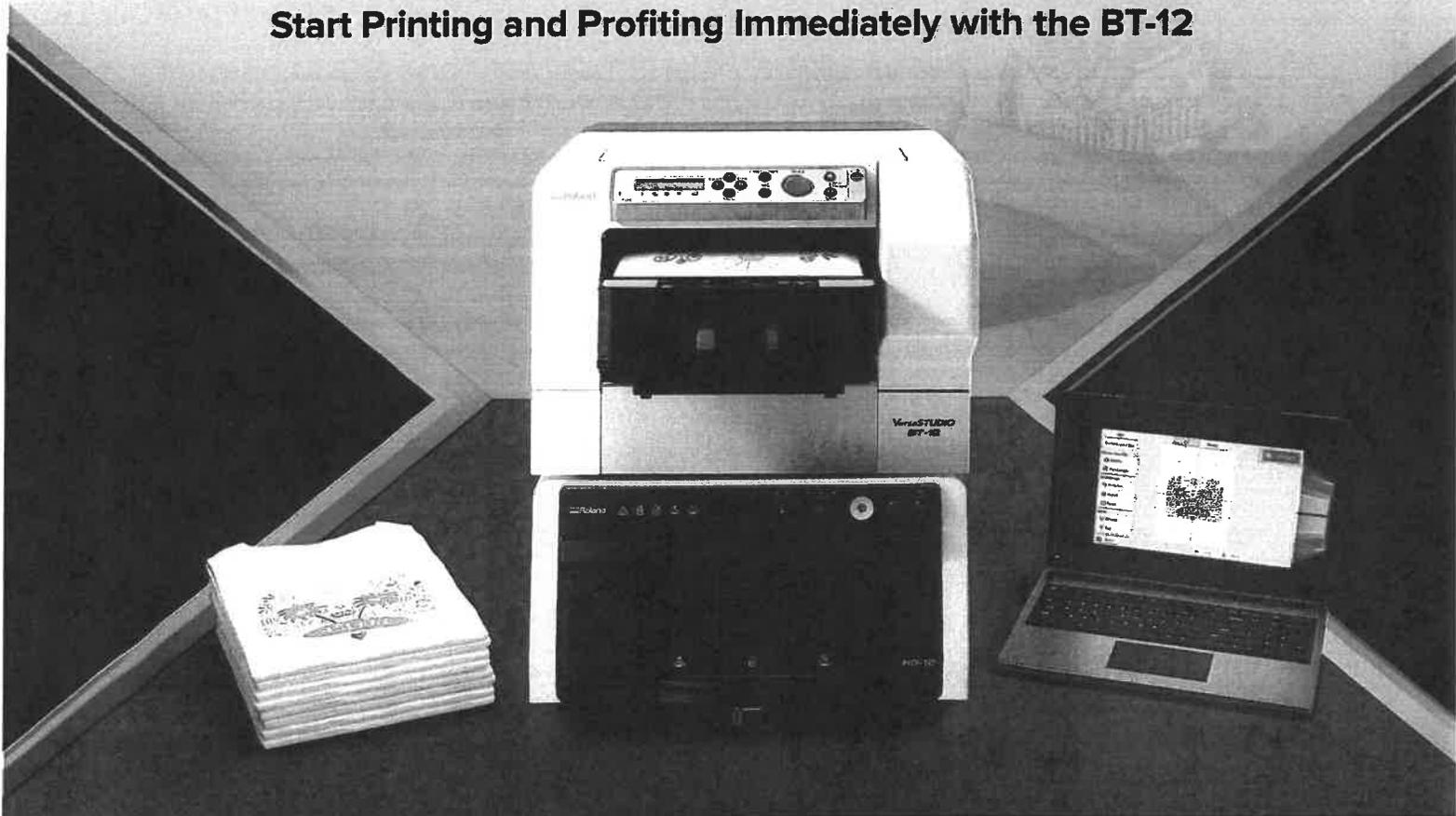
Roland®

VersaSTUDIO BT-12

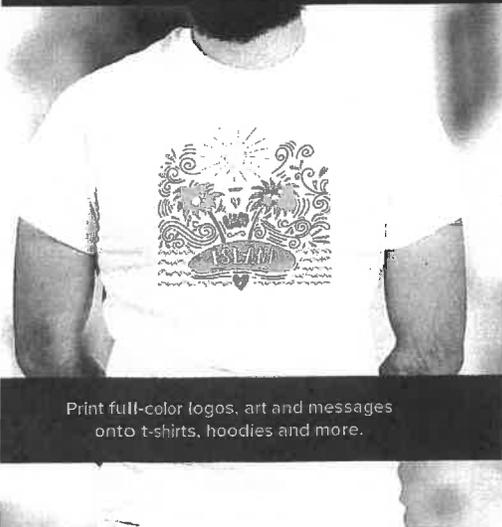
Direct-to-Garment Desktop Printer

# DIRECT-TO-GARMENT, STRAIGHT-TO-SUCCESS

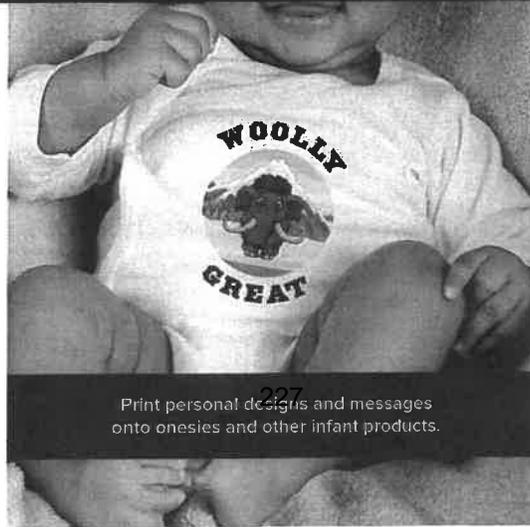
Start Printing and Profiting Immediately with the BT-12



Print directly onto cotton t-shirts, apparel, tote bags and other products in minutes from the comfort of your desktop. The affordable VersaSTUDIO BT-12 printer allows you to get into the profitable world of custom apparel immediately, with a device that's as easy-to-use as an office printer and offers stunning results.



Print full-color logos, art and messages onto t-shirts, hoodies and more.



Print personal designs and messages onto onesies and other infant products.



High-quality customization of bags and other fabric accessories





## Project Description

1. **Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: *Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities.* Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)**

WEB is a program that allows us to reach all students and assist them during a difficult transition period. Their job is to make sure that each student is welcomed to the middle school and made to feel that we are here to support their education along with their emotional well being. They will do this by helping at our Open House events and doing mixer activities during the first few weeks of school. This will give students opportunities to meet new new friends. This program will continue throughout the school year. Students who are not feeling connected will be identified and set up with a WEB leader to mentor them. WEB leaders will host lunches, schedule fun events and encourage students to participate in WEB activities. They will also be paired with students who are struggling academically and will host tutoring times, monitor their students progress and teach organizational skills.

2. **Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)**

Students need to feel connected and cared about in order to learn. WEB leaders will be there to support them and teach them skills that can help them be successful. Our younger students look up to older students for guidance and example. We will train the WEB leaders so that they are prepared to be good role models. For some students this one-on-one attention is exactly what they need to be successful.

3. **How does this project support at least one of the District Priorities:**
- *“plan/provide first-rate technology & access to technology for our students & community”*
  - *“continue to promote understanding and appreciation of cultural & socioeconomic diversity”*
  - *“emphasize high standards/expectations & improve social behaviors”*
- (Limit your response to 100 words or less.)

WEB emphasizes high standards and helps to improve social behavior. This is the definition of what WEB does for our building. The kids we select are looked up to and set the example that school is important and we care about one another. Through positive mentorship, the incoming 5th graders will grow in their academics and social interactions. They will have structured activities and educational experiences that will provide a safe environment for them to learn the skills needed to be successful.

Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books))

Item	Cost
t-shirts	\$400
Orientation supplies	\$300
Supplies and snacks for monthly meetings	\$500
End of the year celebration	\$300
Total Cost	\$1,500

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)  
**WEB impacts a large number of students at the middle school.** It helps with the transition between buildings which we know can be challenging for many students.

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here: Yes, however then we would need to ask kids to pay for their supplies.

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:

The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

Please send your completed form by the deadline date to: Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724. If you have questions, please call (218) 879-3806.



Primary Applicant Name	Grade/Subject/Department	School	Email Address
CONNIE Hyde	Principal	CAAEP	ch Hyde@caae.org
Additional Applicant Names	Grade & Subject Currently Teaching	School	
CAAEP Sr. Class	Principal Yearbook Advisor	CAAEP	

Signature of Principal/Supervisor:

In signing this application, I am certifying that this proposed project would be a good use of funds for our school or department.

Title of Project: yearbooks for Sr's Date: May 2022

Total Amount Requested: \$ 600<sup>00</sup> Make Check Payable To: CAAEP

**Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)**

CAAEP Sr's (Graduating) often cannot afford a Sr. Year book. CAAEP Staff like to present the Year book to the graduating Sr's as a token for the barriers and hurdles they have overcome to receive their diploma.

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**

30 CAAEP Graduating Sr's.

**This Project Is:**

- A new innovative grant project
- A request to continue a project that was previously awarded CEF funding support (if you check this, be sure to explain in your Project Description why you feel your program/activity deserves to be funded again).

**Location of Project:**

- Cloquet High School
- Cloquet Middle School
- CAAEP
- Churchill Elementary School\*
- Washington Elementary School\*
- Submitting a joint proposal was declined\* (please explain on page three, budget box #1).

\*If your application is from one of Cloquet's public elementary schools, a contact is required to be made to the other building's staff about the possibility of submitting a joint proposal

**For Office Use:**

APPLICATION Letter B  
 Previous CEF Funds Awarded:  
 Amount: \$ 750  
 Date: 10-13-20

## Project Description

1. Provide a thorough description of the project and the need it addresses. How does this project align with the CEF mission: Cloquet Educational Foundation provides opportunities for academic, artistic, athletic, cultural and social growth for children and youth in the Cloquet area by financially supporting programs and activities. Explain the duration of your project (i.e. two weeks, one year) and if available, data to support your project. (Limit your response to 200 words or less.)

CAAFEP Staff offers/provides a Sr. Year book for graduating Sr's. This year we are projecting (no less than) 30 Graduating Sr's. Many of our CAAFEP students are faced with economic disparities and cannot afford to purchase a yearbook. The yearbook is a powerful Remembrance of what these students have overcome to achieve Graduation Success.

2. Specifically, how will your project improve, advance, or enrich student learning? (Limit your response to 100 words or less.)

The goal of a diploma and Sr. Yearbook allows the students to have a "visual" goal to attain. The Yearbook grants "legitimacy, Normalcy" to their "different" High School experience. CAAFEP students are as valued as any other High School Students.

3. How does this project support at least one of the District Priorities:

- "plan/provide first-rate technology & access to technology for our students & community"
- "continue to promote understanding and appreciation of cultural & socioeconomic diversity"
- "emphasize high standards/expectations & improve social behaviors"

(Limit your response to 100 words or less.)

CAAFEP students often are faced with economic disparities for a variety of reasons. Most CAAFEP Sr's are holding full-time jobs to either support themselves and/or their families. Providing them w/ their Sr. Yearbook is an opportunity many cannot afford.

Budget

Include in the budget lines below, items that the CEF grant funds will pay for and the cost of each item.  
(example: 50 nonfiction books for the CMS Media Center, Cost \$750 (\$15 x 50 books)

Item	Cost
Yearbooks 30	\$ 20.72
Total Cost	\$ 621.60

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):

N/A

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)

This \$621.60 will support 30 high school seniors with their high school yearbook

3. Can this project be implemented with partial funding:  Yes  No If yes, explain here:

4. Have you requested funding from other sources for this project?  Yes  No

5. If yes, please list the names of the funding sources and the status of the request:

Note: Each year of CEF funding, CEF is thanked on a yearbook page.  
The CEF Board of Directors reserves the right to select or reject any or all proposals. By submitting this application, if you are selected for an award, you agree to do the following:

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- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with student written letters of appreciation from those who were served by this grant (these letters are sent to donors with the formal thank you letter from CEF).

Please send your completed form by the deadline date to:

Jody Acers, Executive Director

\*jacers@isd94.org

\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724

\*If you have questions, please call contact Jody at (218) 879-3806



**CLOQUET EDUCATIONAL FOUNDATION BOARD OF DIRECTORS' MEETING**  
**Tuesday, January 4, 2022**  
**Ranking Sheet**

Board Member Name: \_\_\_\_\_

**Please return your rankings by December 30, 2021.**

**Amount available according to budget: \$28,893**

Rank Order	App Letter	Grant Application Information	Submitter	Previously Funded	Amount Requested
Don't Rank		CEC Nordic (Funded by Sons of Norway) -	Arne Maijala		\$ 1,000
	A.	Where Everyone Belongs (WEB)	Jamie Jazdzewski	\$1,500	\$1,500
	B.	CAAEP Yearbooks	Connie Hyde	\$750	\$ 600
	C.	Sky Dome Planetarium	Abbie Sewell	New	\$ 1,195
	D.	Project Teacher Refresh	Michael Meyer	New	\$ 1,000
	E.	Spring Symposium	Gregg Dold	\$2,000	\$ 2,500
	F.	Family Literacy Nights	Allison Jerde	New	\$ 2,000
	G.	Power Lunch Reading Program	Stephanie Pederson	\$1,000	\$ 1,500
	H.	Spanish Library Classroom	Lisa South	\$995	\$ 900
	I.	CHS Community Closet	S. Robideaux B. Gigliotti	\$300	\$ 1,000
	J.	Pollinating Healthy Choices Through Art!	Andrea Cacek Andrew Mettner	New	\$ 3,000
	K.	CMS/CHS Science Research Projects	Cynthia Welsh	\$3,500	\$ 3,500
	L.	VersaSTUDIOBT-12 Direct to Garment Printer	Michelle Wick Chandra Allen	New	\$ 4,750.50
	M.	Students Offering Support (SOS) CAAEP	Connie Hyde	\$1,500	\$ 3,000
	N.	Brainball	Heidi Mattinen	New	\$ 789.99
	O.	Art – K-4	Erin Dando Amanda Dahl Sales	New	\$ 658.00
	P.	Learn to Ride – Balance Bikes	Heidi Mattinen	New	\$ 369.95
	Q.	Students Offering Support (SOS) – Senior High	Nathan Anderson	\$500	\$ 3,000
	R.	Orff Instruments	<sup>237</sup> Rachel Holte Carla Goldschmidt	New	\$3,705

	S.	I Love To Read Month	Heather Johnson	\$2,000	\$2,000
	T.	Jr. Great Books/Book Clubs 1 <sup>st</sup> Grade	Heather Johnson	\$400	\$ 425
	U.	Genius Hour/Passion Projects/GT	Heather Johnson	New	\$ 300
	V.	Book Worm Vending Machine	Ashlee Lennartson Lisa Berube	New	\$5,000
	W.	Spelling Bee	Rachel Mueller	\$400	\$ 400
	X.	Destination Imagination	Rachel Mueller	\$3,000	\$ 3,380
	Y.	Knowledge Bowl	Rachel Mueller	\$1,500	\$ 2,160
	Z.	Math Masters	Rachel Mueller	\$800	\$ 1,215
TOTAL REQUESTED/APPROVED					\$50,848.44

**Cloquet School District  
Superintendent Evaluation Form**

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January 24, 2022

Rate your Superintendent in the following areas. Circle the grade and make comments in the space below each item:  
Distinguished; Proficient; Basic; Unsatisfactory or Not Observed.

**JOB KNOWLEDGE**

Legal

- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory
  - Not Observed
- 
- 

Finance/Budget

- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory
  - Not Observed
- 
- 

Contracts (Grade labor contracts under Labor Negotiations)

- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory
  - Not Observed
- 
- 

**COMMUNICATION**

Keeping Board Informed on Emergencies and Unusual Circumstances.

- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory
  - Not Observed
- 
-

Agenda and Board Packet

- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory
  - Not Observed
- 
- 

Communication and Visibility with Community

- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory
  - Not Observed
- 
- 

**PLANNING**

Strategic Plan

- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory
  - Not Observed
- 
- 

Building

- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory
  - Not Observed
- 
- 

Enrollments and Personnel

- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory
  - Not Observed
- 
- 

Labor Negotiations

- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory
  - Not Observed
- 
-

## **Superintendent Evaluation Definition List**

### **Distinguished**

The superintendent regularly exceeds basic competence expectations in this category.

### **Proficient**

The superintendent regularly meets basic competence expectations and exceeds expectation on occasion in this category.

### **Basic**

The superintendent regularly meets basic competence expectations in this category.

### **Unsatisfactory**

The superintendent does not meet acceptable standards of performance in this category on a regular basis.

### **Not Observed**