



Cloquet Public Schools

Regular Meeting

Monday, April 25, 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 Regular Meeting

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2. Monday, May 9, 2022 Regular School Board Meeting

5:30 p.m. Working Session

6:00 p.m. Regular Meeting

3. Tuesday, May 10, 2022 - Wellness Policy Committee - 3:45 p.m. - District Boardroom

4. Wednesday, May 11, 2022 - Health, Safety, and Crisis Committee Meeting - 3:45 p.m. - Boardroom

5. Thursday, May 12, 2022 - Technology Committee Meeting - 3:45 p.m. - Held Virtual

XIV. Adjournment

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V. Open Forum and Reception of Delegations, Petitions, and Communications

1. Science Fair Student Presentation
2. Building and Department Reports

VI. Claims, Hand Checks

1. Claims, April 20, 2022
2. Hand Checks, April 7, 2022 and April 13, 2022

VII. Consent Items

1. Retirement Letters

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- a. 6th Period Assignment for Special Education (Kyle Wordelman)
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5. *Permission to Post*

- a. Homebound Teacher at CHS
- b. CHS Summer School Positions
- c. 1.0 FTE EBD Special Education Teacher with NLA at Carlton High School Starting the 2022-23 School Year
- d. 1.0 FTE EBD Special Education Teacher at NLA Starting the 2022-23 School Year
- e. 1.0 School Counselor at CHS Starting the 2022-23 School Year (ESSER Funded)
- f. 1.0 FTE CTE Coordinator at CHS Starting the 2022-23 School Year (ESSER Funded)
- g. 1.0 FTE Social Worker at CHS Starting 2022-23 School Year (SPDG Funded)
- h. 1.0 FTE Instructional Coach at CHS Starting the 2022-23 School Year (Grand Funded)
- i. 1.0 FTE Grade 7-12 Choir Teacher at CMS/CHS Starting the 2022-23 School Year
- j. Head Boys' Soccer Coach

VIII. School Board Committee Report

1. Student Enrollment Report as of April 19, 2022

IX. Agenda Addendums

X. New Business

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1. 2022-23 Budget Recommendations

XII. For Your Information

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2. Carlton County Community Get Together Grant Application – Literacy Nights
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4. CEF Spring Grant Requests

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April 11, 2022

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

Topics discussed:

Dr. Cary announced that last week was the week of the young child and new artwork was displayed at Garfield. He gave an update on the potential artificial turf discussion. Dr. Cary reviewed the agenda items including the proposed hockey fee increase, FDLTCC work study agreements, JPA with MN Department of Health, and Building/Grounds Director contract. He also gave an update on the progress on the transportation contract and that contract negotiations with the AFSCME units was about to begin and then principals' contract. T.J. Smith provided information about the upcoming network refresh this summer and answered questions from the school board members. T.J. also expressed concerns about supply chain issues and answered questions about the potential fiber optic internet options in Cloquet. School board members asked questions about the SPDG grant, homebound/based positions and new NLA positions. Paul Riess, Activities Director, answered additional questions about the proposed hockey fee increase.

There being nothing further to discuss, Board Chair Ted Lammi adjourned the meeting at 6:02 p.m.

April 11, 2022

The Regular Meetings of the School Board of Independent School District No. 94, in the City of Cloquet on April 11, 2022, was called to order by Board Chair T. Lammi at 6:03 p.m.

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

- Dave Battaglia
- Melissa Juntunen
- Ted Lammi
- Nate Sandman
- Ken Scarbrough – via remote

Present in Person:

- Dr. Michael Cary, Superintendent
- Mary Marciniak, Exec. Asst. to the Superintendent
- Candace Nelis, Business Manager
- Dylan Carlson, Director of Buildings and Grounds
- T.J. Smith, Director of Technology
- Paul Riess, Activities Director
- Ashlee Lennartson, EM-C Teacher Union Rep.
- Bill Bauer, Technology Support Specialist

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

APPROVAL OF BOARD AGENDA

- RESOLVED by K. Scarbrough to approve the April 11, 2022, regular board agenda, as presented. M. Juntunen seconded the motion, and the resolution was approved by unanimous yeas vote of all members present via a roll call vote.

APPROVAL OF MEETING MINUTES

- RESOLVED by N. Sandman to approve the March 21, 2021, school board meeting minutes, as presented. D. Battaglia seconded the motion, and the resolution was approved by unanimous yeas vote of all members present via a roll call vote.

OPEN FORUM AND RECEPTION OF DELEGATIONS, PETITIONS, AND COMMUNICATIONS

- Candace Nelis, Business Manager, review the process and initial proposals for the upcoming FY 2023 budget and answered questions from the school board. She will bring a summary of any cuts to the first meeting in May along with a budget update.
- Building and Department Reports were reviewed. Dylan Carlson, Building and Grounds, reviewed the upcoming postings for summer staff. K. Scarbrough stated that he was happy with the graduation rates and the CTE pathways for HS students.

CONSIDER APPROVAL OF CLAIMS, HAND CHECKS, AND WIRES

1. RESOLVED by D. Battaglia to approve Claims, April 7, 2022; Hand Checks, March 17 & 24, 2022; Wire Transfers, March 7, 15, & 28, 2022, as presented. N. Sandman seconded the motion, and the resolution was approved by unanimous yeas of all members present via a roll call vote.

CONSENT ITEMS

- RESOLVED by K. Scarbrough to approve the Consent Items, as presented.

1. Terminations

- Donna Mae Weiderman, 6.5 hrs/day Paraprofessional, effective April 2, 2022

2. Resignations:

- Larissa Donnelly, 1.0 FTE Music Teacher at Cloquet High and Middle Schools, effective June 9, 2022
- Aliza Kettlehut, 7 hrs/day AIE Tutor, effective March 18, 2022
- Aubrey Allen, 3 hrs/day Food Service Staff at Washington Elementary effective April 4, 2022

3. Recommendations of Employment:

NAME	POSITION/LOCATION	SALARY**	START DATE
a. Shelia Fritsinger	Special Ed Evaluation Writing up to 40 hours	\$28.55/hr	ASAP
b. Warren Peterson	Homebased Instructor	\$32.02/hr	ASAP

4. Extra Services Contracts

a. Thomas Udenberg	Assistant Track Coach (through activities acct)	\$250	3/14-6/11/22
b. Jared Anderson	Assistant Track Coach (through activities acct)	\$250	3/14-6/11/22
c. Shawna Youngberg	Assistant Track Coach (through activities acct)	\$250	3/14-6/11/22

5. Permission to Post

- Homebound Teacher at Cloquet Middle School
- Homebased Teacher at Cloquet High School
- Summer 2022 Extended School Year (ESY) Positions
- Two (2) Special Education Teachers for Extended School Year (ESY) at Northern Lights Academy
- FTE Special Education ASD Teacher for the 2022-23 School Year at Northern Lights Academy
- 0.5 FTE Physical Education Teacher for the 2022-23 School Year at Northern Lights Academy
- 7 hrs/day American Indian Education Program Academic Tutor at Cloquet Middle School
- Updated Paraprofessional Hours for Target Services for Summer 2022
- Seven (7) Paraprofessionals for Extended School Year (ESY) at Northern Lights Academy
- 3 hrs/day Food Service Staff at Washington Elementary School
- Summer Maintenance Hours for 2022
- Summer Grounds Maintenance for 2022

6. Grant Applications/Donations

- State Personnel Development Grants (SPDG) with MDE

M. Juntunen seconded the motion, and the resolution was approved by unanimous yeas of all members present via a roll call vote.

SCHOOL BOARD COMMITTEE REPORTS

- Student enrollment report from April 6, 2022, was reviewed.

AGENDA ADDENDUMS

- None were presented

OLD BUSINESS

- RESOLVED by N. Sandman to keep the hockey activity fees the same. D. Battaglia seconded the motion. A roll call vote was called: T. Lammi-nay, N. Sandman-yea, D. Battaglia-yea, M. Juntunen-yea, K. Scarbrough-yea. Motion passed by a 4-1 vote.

NEW BUSINESS

- RESOLVED by K. Scarbrough to approve the the Off Campus State (MN) and Federal Work Study Contracts with Fond du Lac College for the 2022-2023 school year, as presented. N. Sandman seconded the motion, and the resolution was approved by unanimous ye a vote of all members present on roll call.
- RESOLVED by M. Juntunen to approve the Cloquet Public Schools Joint Powers Agreement, as presented. D. Battaglia seconded the motion, and the resolution was approved by unanimous ye a vote of all members present on roll call.
- RESOLVED by N. Sandman to approve the 2022-2025 Director of Buildings and Grounds contract, as presented. T. Lammi seconded the motion, and the resolution was approved by unanimous ye a vote of all members present on roll call.

SUPERINTENDENT'S REPORT

- Dr. Cary reviewed all items during the working session.

FOR YOUR INFORMATION

- Washington Elementary April Newsletter
- Week of the Young Child Celebration was April 4-8, 2022. Thank you to our Early Childhood/School Readiness Programs and Lil' Lumberjacks/Thunder for the great student artwork on the 2nd Floor at the Garfield building

UPCOMING MEETINGS/EVENTS

- Tuesday, April 12, 2022 - AFSCME Negotiations - 4 p.m. - Boardroom
- Thursday, April 14, 2022 - Technology Committee Meeting - 3:45 p.m. - Held Virtual
- Monday, April 18, 2022 - DAC Meeting - 4:00 p.m. - District Boardroom
- Tuesday, April 19, 2022 - Community Education Advisory Meeting - 5:30 p.m - Held Virtual
- Monday, April 25, 2022 - Regular School Board Meeting, 5:30 p.m. Working Session & 6:00 p.m. Regular Meeting
- Tuesday, April 26, 2022 - AFSCME Negotiations - 4 p.m. - Boardroom

ADJOURNMENT

There being nothing further to discuss, Board Chair Ted Lammi adjourned the meeting at 6:25 p.m.

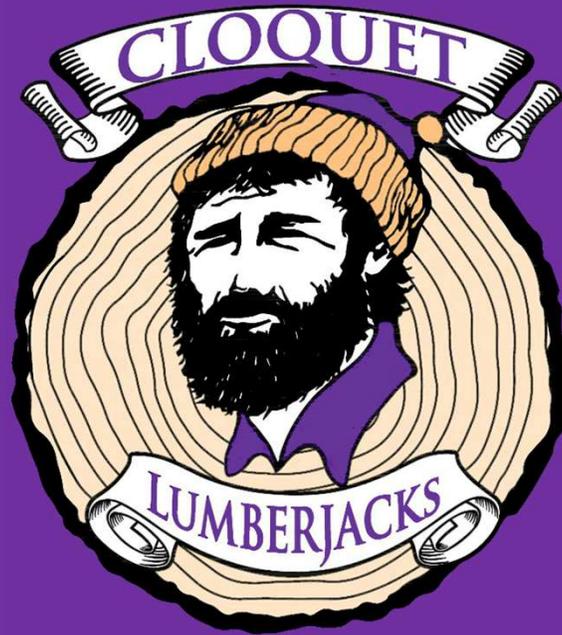
ATTEST:

Clerk of the School Board

Chair of the School Board

Cloquet Science Fair

Spring 2022 Snapshot



**Northeast Minnesota Regional and American Indian Science
& Engineering Fair**

MN State Science & Engineering Fair

**North Central Region Junior Science & Humanities
Symposium (JSHS)**

NE MN and American Indian Science and Engineering Science Fair

First place project award - Middle School

Aiden Korby, Amaya Bazan, Avery Buschman, Emmi Seafolk, Ethan Lavan, Isaiah Langer and Matthew Mangan, Niklas Lehto, Parker Sickmann, Peyton Werner

First Place project award - High School

Grace Lavan, Harmony Tracy, Johanna Bernu, Emily Sapyta, and Rowan Rock

Second place project Awards

Jordan Linder, Kayla Covington, McKenna Gandhi, Nancy Perrin

Special Awards by person

Broadcom–Best Middle School Projects: 1st Place-Top 10 projects

1. Matthew Mangan
2. Ethan Lavan
3. Aiden Korby
4. Peyton Werner
5. Parker Sickmann
6. Isaiah Langer
7. Niklas Lehto
8. Amaya Bazan

Best of Fair High School (Top 10)

1. Rowan Rock
2. Johanna Bernu
3. Grace Lavan
4. Harmony Tracy
6. Emily Tracy

Special Awards (high school and middle school)

Natural Resources Research Institute (NRRI)

Aiden Korby-MS
Emily Sapyta-HS
Johanna Bernu-HS

American Chemical Society: Lake Superior Section

Emily Sapyta-HS
Peyton Werner-MS

American Meteorological Society

Harmony Tracy-HS

American Psychological Association

Amiajia Hallie-MS

ASM Materials Education Foundation

McKenna Gandhi-MS

Association for Women in Geosciences

Harmony Tracy-HS

MN Chapter of American Fisheries Society

Rowan Rock-HS

Aiden Korby-MS

Great Lakes Aquarium

Harmony Tracy-HS

NASA Earth Systems Science Award

Emmi Seafolk-MS

U.S. Navy - Naval Science Award–Junior Division

Ethan Lavan-MS

Matthew Magnen-MS

U.S. Navy-Naval Science Award–Senior Division

Johanna Bernu-HS

Rowan Rock-HS

NOAA

Harmony Tracy-HS

RICOH Sustainable Development

Ethan Lavan-MS

Emily Sapyta-MS

UMD Omega Chi Epsilon Chemical Engineering Award

Grace Lavan-HS

Sea Grant

Aiden Korby-MS

Emily Sapyta HS

Society for In Vitro Biology

Rowan Rock-HS
Johanna Bernu-HS

UMD Psychology Award

Nancy Perrin-MS

US Metric Association

Niklas Lehto-MS

USAID

Matthew Mangan-MS
Jordan Linder-MS

WLSSD

Parker Sickmann-MS
Rowan Rock-HS

WLSSD: Dick Holt Award

Johanna Bernu-HS

Yale Science and Engineering Association

Isaiah Langer-MS

Lake Superior Zoo

Kayla Covington-MS

UMD Physics and Astronomy

Matthew Mangan-MS

UMD Biochemistry Club

Emily Sapyta-HS

Society for Mining, Metallurgy, and Exploration-UMD Chapter

Grace Lavan-HS

Junior Science and Humanities Symposium (paper competition-HS)

Grace Lavan
Harmony Tracy
Emily Sapyta
Johanna Bernu
Rowan Rock

Stockholm Junior Water Prize

Emily Sapyta-HS
Johanna Bernu-HS
Rowan Rock-HS

Genius Olympiad (International Science Fair - Rochester New York)

Emily Sapyta-HS
Johanna Bernu-HS

Regeneron International Science and Engineering Fair (Atlanta, Georgia)

Johanna Bernu-HS
Rowan Rock-HS
Harmony Tracy-HS
Grace Lavan-HS

North Central Regional Junior Science and Humanities Symposium (JSHS) 2022 Awards

In March 2022, 71 high school students presented 61 original research projects virtually. On behalf of our Sponsors, Board, and Staff, MAS congratulates all these students for their excellent research and presentations!

Outstanding Achievement Awards

The Minnesota Academy of Science awards six students who conduct exceptional scientific research and presentation of their results a certificate and a \$50 prize.

Environmental Sciences: Rowan Rock (Cloquet Senior High), The Use of Mealworm Microbes to Isolate and Identify Bacteria that can Biodegrade Polystyrene

Presidential Awards

The Minnesota Academy of Science recognizes one student in each category for excellent research with a certificate and letter of congratulation

Life Sciences: Harmony Tracy (Cloquet Senior High), Tough Turkeys Year 2: What habitat types do turkeys now associate with in Northeast Minnesota?

Grand Awards MN Academy of Science State Science Fair

The Grand Awards recognize excellence in STEM research at the middle school and high school level. The top 5% of projects presented at SSEF receive the Gold Award. The next 10% of projects receive the Silver Award and the next 15% of projects receive the Bronze Award. Projects are ranked according to judge scores and the competitiveness of the category in which students present.

Silver Grand Award

Aiden Korby (Cloquet) 7th Grader-Busy Beaver: What effect does a homemade beaver poplar tree repellent have on if there is beaver evidence on the side of the tree?

Johanna Bernu (Cloquet) 9th Grade-Disinfectant Properties of Nuphar advena: An Ethno-pharmaceutical Approach

Bronze Medal

Ethan Lavan (Cloquet), 8th Grade-Effects of the Pandemic/Food Supply Chain, City Populations, and time on Minnesota Urban Chicken Keeping

Stella Harbson (Duluth), 11th Grade- Does Awareness of Misleading Questions Reduce Memory Inaccuracy?

Rowan Rock (Cloquet), 11th Grade-The Use of Mealworm Microbes to Isolate and Identify Bacteria that can Biodegrade Polystyrene

SEAGATE EMERGING SCIENTIST AWARDS

These awards recognize excellent STEM research conducted by students competing for the first time. The top 10% of first-year students receive trophies.

Aiden Korby (Cloquet), 7th Grade-Busy Beaver: What effect does a homemade beaver poplar tree repellent have on if there is beaver evidence on the side of the tree?

3M CONSUMER INNOVATION AWARD

This award recognizes students who demonstrate unique resourcefulness in their approach to innovation, finding ways to do more with less, discovering new solutions to difficult problems. Each winner receives a \$120 gift card and a plaque.

High School Winners:

Johanna Bernu (Cloquet), 9th Grade- Disinfectant Properties of Nuphar advena: An Ethno-pharmaceutical Approach

Middle School Winners: McKenna Gandhi (Cloquet), How does using scented/colored soap or hand sanitizer affect hygiene?

**American Fisheries Society, Minnesota Chapter
AQUATIC SCIENCES EXCELLENCE AWARD**

This award recognizes projects focusing on aquatic science receive a book and fishing pole

Emily Sapyta (Cloquet), The use of different concentrations of tannic acid and *Micrococcus luteus* on the bioremediation of motor oil contaminated aquatic systems

“This is great work and a REALLY important subject. I loved how detailed and professional the explanation of this work was!” —Judge

**American Institute of Professional Geologists, Minnesota Section & Minnesota Geological Society
GEOLOGY, EARTH SCIENCE, ENVIRONMENTAL SCIENCE, AND SUSTAINABILITY
EXCELLENCE AWARD**

This award is given to three student's whose projects demonstrated excellence in geology, earth science, environmental science or sustainability. Winners receive a geoscience handbook and a fossil specimen kit.

Emilia Nephew (Duluth-Stella Maris Academy), 7th Grade- What Materials Best Filter Dirty Water?

**American Meteorological Society
OUTSTANDING ACHIEVEMENT FOR EXCELLENCE IN ATMOSPHERIC OR RELATED
SCIENCE**

This award recognizes outstanding achievement for creative scientific endeavor in the areas of atmospheric and related oceanic and hydrologic sciences at the high school level. This award will include a weather radio.

Emelyn Beaster (Duluth East), Grade 11-Quantitative analysis of the effects of climate change on wildfire occurrence and severity in NEMN

**Association for Women Geoscientists
STUDENT AWARD FOR GEOSCIENCE EXCELLENCE**

This award is given to a female student whose project exemplifies high standards of innovation and scientific excellence in the geosciences. Special consideration is given to projects that increase the public awareness of the geosciences, illustrate the interdisciplinary nature of the geosciences, and promote the sensitivity to the earth as a global system. The prize is a certificate.

Grace Lavan (Cloquet), Grade 10- Effects of the Line 3 Pipeline on Gray Wolves (*Canis lupus*) on the Fond du Lac Reservation

BROADCOM MASTERS AWARD

The top 10% of middle school projects are invited to apply for this prestigious national STEM competition for middle school students. Winners must place 1st - 4th in overall judging.

Aiden Korby (Cloquet), 7th Grade- Busy Beaver: What effect does a homemade beaver poplar tree repellent have on if there is beaver evidence on the side of the tree?

ECOLAB FOOD SAFETY AWARD

Award winning projects are clearly presented, using excellent scientific data gathering and presentation practices, showcasing innovative ideas around food safety—preserving the quality of food to prevent contamination and foodborne illness.

First Place Middle School Project (\$700):

Parker Sickmann (Cloquet), 8th Grade- More sustainable than soil? Comparing deep water hydroponics to traditional soil for food production

“Really interesting exploration into hydroponics and sustainability.” —Judge

Good Chemistry

GOOD CHEMISTRY PRIZE FOR CREATIVITY

This award is given to a female student whose project demonstrates creativity (including use of colors, textures, scents, etc). The winner receives a perfume kit and a framed certificate.

Harmony Tracy (Cloquet), 12th Grade-Tough Turkeys Year 2: What habitat types do turkeys now associate with in Northeast Minnesota?

Googol Bike Project

STEM THE STIGMAS AWARD

This award recognizes outstanding work that explores social stigmas. Winners receive \$500.

Jordan Linder (Cloquet), 7th Grade What effect does age have on a person’s sexual orientation decisions?

Land O' Lakes

LAND O'LAKES AWARD FOR FOOD INNOVATION

For projects that demonstrate creativity, innovation, and excellence in the study of food science.

High School (\$500):

Rowan Rock (Cloquet), 11th Grade- The Use of Mealworm Microbes to Isolate and Identify Bacteria that can Biodegrade Polystyrene

Middle School (\$500):

Ethan Lavan (Cloquet), 8th Grade-Effects of the Pandemic/Food Supply Chain, City Populations, and time on Minnesota Urban Chicken Keeping

Minnesota Environmental Health Association

AWARD FOR EXCELLENCE IN ENVIRONMENTAL HEALTH SCIENCE

These awards recognize the best projects investigating environmental factors influencing public health.

Second Place Middle School (\$50):

Emilia Nephew (Duluth), 7th Grade- What Materials Best Filter Dirty Water?

Mortenson Environmental

MORTENSON ENVIRONMENTAL EXCELLENCE AWARD

This award recognizes the top three projects with a focus on Geoscience, Environmental Science or Sustainability as their primary focus. Winners will receive fossils or geological specimens and a certificate.

Emelyn Beaster (Duluth), 11th Grade Quantitative analysis of the effects of climate change on wildfire occurrence and severity in NEMN

Rowan Rock (Cloquet), 11th Grade The Use of Mealworm Microbes to Isolate and Identify Bacteria that can Biodegrade Polystyrene

National Geographic Society

THAT'S GEOGRAPHY! CULTIVATING EMPATHY FOR THE EARTH AWARD

The That's Geography! Award, sponsored through a partnership of the Society for Science and the National Geographic Society, will provide a \$100 award and a certificate to a high school student who is seeking solutions to the Earth's most pressing challenges, in particular, around oceans, land, wildlife, human history and cultures, and human ingenuity.

HS-EAEV-124 - Emelyn Beaster (Duluth), Quantitative analysis of the effects of climate change on wildfire occurrence and severity in NEMN

“This is a very interesting and well-crafted project!” —Judge

Science Museum of Minnesota

SCIENCE MUSEUM OF MINNESOTA - SCIENCE COMMUNICATION AWARD

These awards recognize presenters who demonstrate exemplary science communication skills including display, conversation, and awareness of the audience. Winners receive twelve passes to the Science Museum of Minnesota.

Emilia Nephew (Duluth-Stella Maris Academy-7th Grade), What Materials Best Filter Dirty Water?

U.S. Navy

NAVAL SCIENCE AWARD

For outstanding individual projects in science & engineering. All winning projects receive a certificate, letter of congratulations and medal.

Matthew Mangan (Cloquet) 7th Grade, Geodesic Domes

Cloquet Science Fair

Spring 2022 Snapshot



Northeast Minnesota Regional and American Indian Science & Engineering Fair
MN State Science & Engineering Fair
North Central Region Junior Science & Humanities Symposium (JSHS)

1

Cloquet Middle School Students



2




- **Second Place Project Award**
- **ASM Materials Education Foundation Award**



McKenna Gandhi-CMS

"How does using scented/colored soap or hand sanitizer affect hygiene?"

3



MINNESOTA ACADEMY OF SCIENCE

—Promoting Excellence in Science Since 1873—

- **3M CONSUMER INNOVATION AWARD**
- This award recognizes students who demonstrate unique resourcefulness in their approach to innovation, finding ways to do more with less, discovering new solutions to difficult problems. Each winner receives a \$120 gift card and a plaque.



McKenna Gandhi-CMS

"How does using scented/colored soap or hand sanitizer affect hygiene?"

4



How does using scented-colored soap or hand sanitizers affect hygiene?

McKenna Gandhi
Grade 7
Microbiology

5

Introduction

- **Bacteria on the hand**
- David Caballero (2020) reported that in 1938, Price63 established that bacteria on the hands is divided into two categories, resident or transient.
- The resident flora is the healthiest bacteria and is on the surface of the skin. Resident bacteria are sometimes known as colonizing flora. They come from different blood cells in the body. This bacteria that live in your skin for a long time and typically has important functions
- Transient bacteria tend to stay the superficial layers of the skin. They don't normally multiply on the skin like resident bacteria since they aren't made by the body.



[St. Lawrence dentistry](#)

6

Question/Hypotheses

- What effect do hand sanitizers, fragrant soap and disinfecting soap have on bacterial growth on the hands?
- If disinfecting soap is used, then fewer bacteria will be cultured from a washed hand than when using fragrant soap and a hand sanitizer.

Method

- Haston (2019) "Washing hands with soap is the best way to get rid of bacteria in most situations. If soap and water are not available, you can use an alcohol-based hand sanitizer that contains at least 60% alcohol. This study was done to find out what the best hand sanitizer is."
- **Independent variable**—Hand treatment (sanitizer, disinfectant soap, fragrant soap)
- **Dependent variable**—Hand bacterial growth
- **Control**—Wash with water, no washing



7

8

Method

- A sterile swab will be used to swab her hands and then inoculated onto the plates.
- She will wait one hour and repeat the above procedure with each of the hand treatments



Method

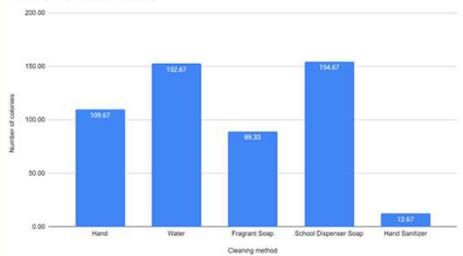
- She also swabbed her hands before washing and after washing with just water
- Control plate without any swabbing
- A bar graph was used to compare average colony count



9

10

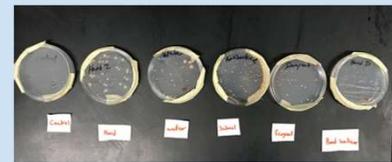
Figure 1: The average number of bacterial colonies after culturing a hand before and after washing with different cleaners



11

Conclusion/Discussion

- The original hypothesis was if school soap is used, then fewer bacteria will be cultured from a washed hand than when using fragrant soap and a hand sanitizer.
- The hypothesis was not supported
- Using just water worked just as well as any of the soaps to remove bacteria
- The hand sanitizer worked the best due to the alcohol in it.



12

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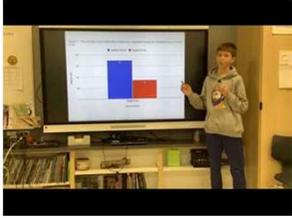
Northeastern Minnesota Regional Science Fair

Affiliated with the International Science and Engineering Fair and the Minnesota Academy of Science.



- **• Lemelson Award– Early Inventor Prize: Top Middle School Project Overall**
- **• First Place Project Award**
- **• Broadcom MASTERS**
 - Awarded to the top 10 middle school projects.
- **• USAID Award**
- **• UMD Physics and Astronomy Award**
- **• U.S. Navy – Naval Science Award**

"Geodesic Domes"



Matthew Mangan-CMS

14



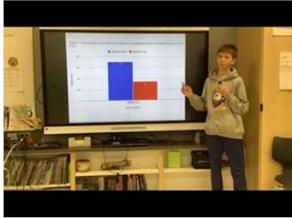
MINNESOTA ACADEMY OF SCIENCE

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**U.S. Navy
NAVAL SCIENCE AWARD**

For outstanding individual projects in science & engineering. All winning projects receive a certificate, letter of congratulations and medal.

"Geodesic Domes"



Matthew Mangan-CMS

15

Geodesic Domes



Matthew Mangan
7th Grade
Engineering

16

Introduction

History of the geodesic dome

- Made after World War 1 the first geodesic dome was designed by Walther Bauersfeld (Wikipedia, 2013).
- The geodesic dome is a semicircle thin-shelled structure (lattice-shell) based on a sphere made from triangles .



Credit: BBC

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Question/Hypotheses

- What effect does a geodesic dome have on how much weight the house can hold?
- If the house structure is examined, the geodesic dome will be stronger than the normal box design home.
- The engineering goal is to design and build a geodesic dome home that can withstand added weight.

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Method



- **Independent variable**—the geodesic dome or a cube with a triangular prism on top.
- **Dependent variable**—how much weight it can hold.
- **Constant variable**—the materials the homes are made of and where it will be tested.

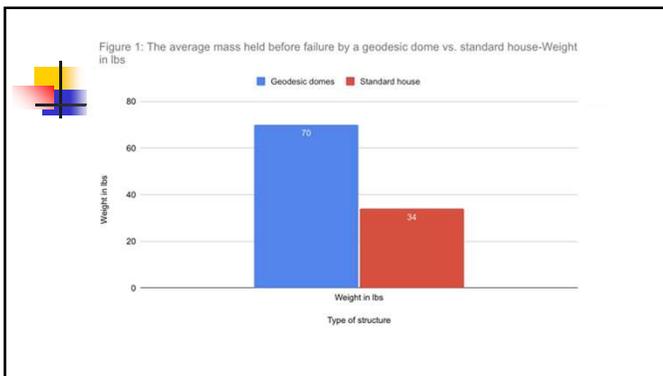


19

Adding weights and collapsing structures



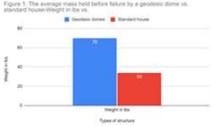
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21

Conclusion/Discussion

- The original hypothesis was if house structure is examined, the geodesic dome will be stronger than the normal box design home.
- The hypothesis was supported
- The engineering goal is to design and build a geodesic dome home that can withstand added weight.
- The engineering goal was met. A geodesic dome house was built that could withstand 105% more weight than a standard build house.



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Conclusion/Discussion



- Pacific Domes (2020) Informs that The triangular elements of the dome are structurally rigid and distribute the weight or force throughout the structure, making geodesic domes able to cope with extreme loads for their size.
- My study agreed with Pacific Domes findings, because my geodesic dome structure held 105% more weight than my standard house model.
- I found it surprising that the geodesic dome I designed was able to hold 90 pounds.

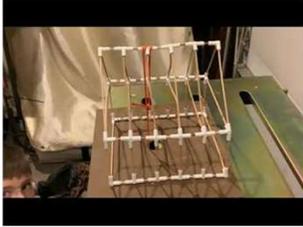
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Video of breaking square structure



<https://www.youtube.com/watch?v=9DKxmgPD0k>

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Northeastern Minnesota Regional Science Fair

• Second Place Project Award
• USAID Award



"What effect does age have on a person's sexual orientation decisions?"

Jordan Linder-CMS

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MINNESOTA ACADEMY OF SCIENCE
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- **Googol Bike Project STEM THE STIGMAS AWARD**
This award recognizes outstanding work that explores social stigmas. Winners receive \$500.



"What effect does age have on a person's sexual orientation decisions?"

Jordan Linder-CMS

27

What effect does sexual orientation have on a person's experience in middle school?



Jordan Linder
7th Grade
Human Behavior

28

Introduction

- Scientific Reports (2021) described how Brain scans have provided the most compelling evidence yet that being gay or straight is a biologically fixed trait.
- The scans show that in gay people, key structures of the brain controlling emotion, mood, anxiety and aggressiveness resemble those in straight people of the opposite sex.



29

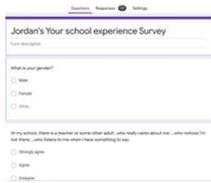
Question/Hypotheses

- What effect does sexual orientation have on a person's experience in middle school?
- If students identify with LGBTQ+ group, then their experience in Middle School will be affected.

30

Method

- **Independent variable**—Member of LGBTQ Club at school
- **Dependent variable**—Asked questions about experiences at school
- **Constant variable**—everyone took the same survey
- **Constant variable**—All participants were from a middle school LGBTQ Club



31

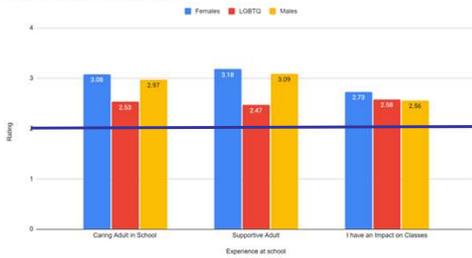
Method

- The counselor, the LGBTQ advisor, asked people in the group if they would be willing to take the survey
- The counselor gave her students the link.
- Next, the survey was posted on an online learning management system by the teacher and 7th graders in their science class were given the opportunity to take the survey.



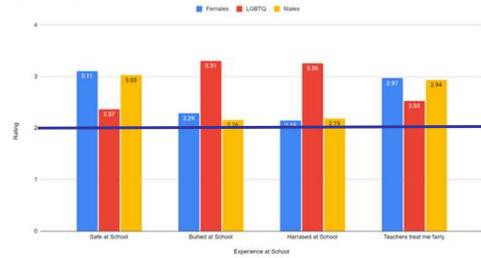
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Figure 1: The average rating for different experience at a middle school (1 Strongly Disagree, 2 Disagree, 3 Agree, 4 Strongly agree)



33

Figure 2: The average rating for different experience at a middle school (1 Strongly Disagree, 2 Disagree, 3 Agree, 4 Strongly agree)2



34

Conclusion/Discussion

- The original hypothesis was if students identify with LGBTQ+ group, then their experience in Middle School will be affected.
- The hypothesis was supported
- LGBTQ middle school students agreed to disagree rating for Caring Adult, Supportive Adult, Safe at School; Teacher treat me Fairly at higher levels than males and females
- LGBTQ middle school students agreed they were bullied and harassed more at school, while other students disagreed and reported they were bullied at lower rates



35

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Northeastern Minnesota Regional Science Fair
affiliated with the International Science and Engineering Fair and The Minnesota Academy of Science.



- **First Place Project Award**
- **Broadcom MASTERS – 5th Place Middle School Project Overall**
- **WLSSD Award**

"More sustainable than soil?
 Comparing deep water hydroponics to traditional soil for food production"



Parker Sickmann-CMS

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MINNESOTA ACADEMY OF SCIENCE
 —Promoting Excellence in Science Since 1873—

- **ECOLAB FOOD SAFETY AWARD**
 Award winning projects are clearly presented, using excellent scientific data gathering and presentation practices, showcasing innovative ideas around food safety—preserving the quality of food to prevent contamination and foodborne illness.

First Place Middle School Project (\$700)

"More sustainable than soil?
 Comparing deep water hydroponics to traditional soil for food production"



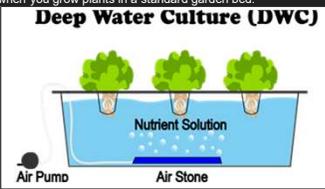
Parker Sickmann-CMS

38

Introduction

- Hydroponics is a growing system where plants are allowed to grow without soil
- Unlike water in the soil that evaporates, water in the hydroponics system continues to circulate.
- As a result, with hydroponics, you can save up to 80% more water compared to when you grow plants in a standard garden bed.

(10 reasons to choose Hydroponic vs soil, 2021)



Deep Water Culture (DWC)

39

Question/Hypotheses

- **Question**
 - What effect does growing medium have on bean plants height and stem diameter?
- **Hypothesis**
 - If deep water culture hydroponics and traditional soil are used to grow bean plants, then plants grown in the hydroponics system will grow taller, thicker, and faster.

40

Method

- A number of bean seeds were germinated in a damp paper towel.
- Once they started to sprout, six seeds were planted in potting soil.



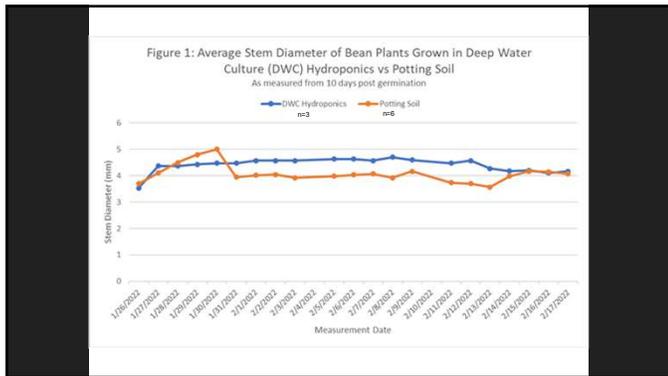
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Method

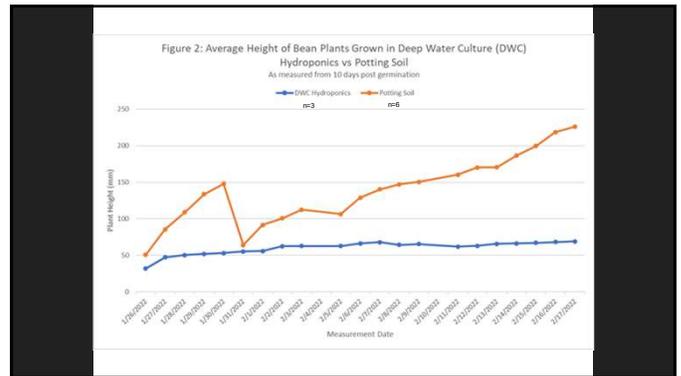
- And, an additional six seeds were planted in rockwool, placed in net pots in a deep water culture hydroponics system.
- The system was filled with water till it touched the roots
- And a liquid nutrient solution designed for hydroponics systems was added to the water.



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Conclusion/Discussion

- Hypothesis:
 - If deep water culture hydroponics and traditional soil are used to grow bean plants, then plants grown in the hydroponics system will grow taller, thicker, and faster.
 - The hypothesis was partially supported.
- Although dirt grew them taller, they had a smaller stem diameter compared to the Deep Water Culture.
- Larger stem diameter is more desirable for food production (Welsh, 2022).
- One thing true to the background researched is that I haven't had to add any water to the DWC but to the potting soil I've had to water it three times (10 reasons to choose Hydroponic vs soil, 2021).



45

Conclusion/Discussion

- Experimental Limitations:
 - Small sample size:
 - While all plants in potting soil sprouted, they did not until 18 days post germination.
 - Only 1/2 of the plants in DWC sprouted.
 - Because plants grew at different rates, the graphs show a sharp drop in average growth on 1/31 due to averaging more plants.
- Commercial and residential farmers will benefit from this research because it can help them figure out the best way to grow large crops.
- Next time, I would put them in dirt for a couple days to let them grow before planting them in both DWC and potting soil.
- In addition, I would compare and try to match the Nitrogen-Phosphorus-Potassium ratios in the nutrient solution and potting soil I use.

46

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Cloquet High School Students



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Northeastern Minnesota Regional Science Fair
affiliated with the International Science and Engineering Fair and The Minnesota Academy of Science.

ACADEMY OF SCIENCE ISEF
IDEAS FOR SCIENCE

- Best of Fair – 2nd Place Overall
- Regeneron International Science and Engineering Fair Finalist (Atlanta, GA)
- GENIUS Olympiad Finalist
- Stockholm Junior Water Prize Competitor
- Junior Science & Humanities Symposium Competitor
- NRRI Award
- U.S. Navy – Naval Science Award
- Society for In Vitro Biology Award
- WLSSD: Dick Holt Award

"Disinfectant Properties of *Nuphar Advena*: An Ethnopharmaceutical Approach"



Johanna Bernu: CHS

49

MINNESOTA ACADEMY OF SCIENCE
 —Promoting Excellence in Science Since 1873—

- **Silver Grand Award**-The top 10% of projects receive the Silver Award
- **3M CONSUMER INNOVATION AWARD**
 This award recognizes students who demonstrate unique resourcefulness in their approach to innovation, finding ways to do more with less, discovering new solutions to difficult problems. Each winner receives a \$120 gift card and plaque.

"Disinfectant Properties of *Nuphar Advena*: An Ethnopharmaceutical Approach"



Johanna Bernu: CHS

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BMED014
USMN02

Title: Disinfectant Properties of *Nuphar advena*: An Ethnopharmaceutical Approach

Name: Johanna Bernu
School: Cloquet High School
 All graphs
City: Cloquet, MN, USA
Photo Credit: Bernu, 2020



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What I did

This study was done to provide scientific research into Ojibwe stories stating antibacterial properties in *Nuphar advena*. If the the properties are present, the plant could possible be used in a similar way to chlorhexidine, providing a more environmentally friendly alternative.




52

What I did

- Meeker (1952) recorded that Ojibwe people used the yellow water lily (*Nuphar advena*) as an antiseptic
- Harvest Method
 - Culturally, collected by women
 - Bare feet loosened sediment and toes snapped roots
- Disk diffusion in-lab research
 - *Staphylococcus epidermidis* culture
 - *Micrococcus luteus* broth

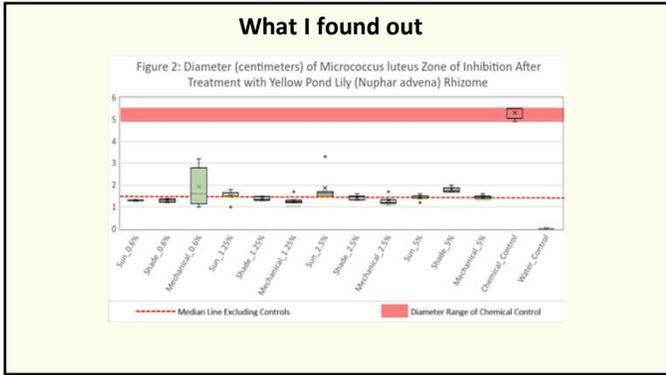



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What I found out

Figure 1: Diameter (centimeters) of *Staphylococcus epidermidis* Zone of Inhibition After Treatment With Yellow Pond Lily (*Nuphar advena*) Rhizome

54



55

What I found out

- Different concentrations of *Nuphar advena* rhizome powder have a similar bacterial zone of inhibition to chlorhexidine.
 - Certain drying methods and concentrations are more effective
- Rhizomes of the aquatic yellow water lily can be used as an antimicrobial agent against *Micrococcus luteus* and *Staphylococcus epidermidis*
 - Proved that traditional teachings of Ojibwe people about this plant are accurate

56

Why is this important

- Chlorhexidine is an enviro-hazard and should be disposed in a hazardous waste facility unless diluted to prevent negative effects on water systems (3M, 2017).
- Ojibwe used the yellow water lily (an aquatic plant) as antiseptics (Meeker et al., 1952, 140)
- Readily available and easily accessible
- Increasing the amount of pharmaceutical options aids the medical community's development of healthcare options

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Northeastern Minnesota Regional Science Fair
Presented with the Minnesota Academy of Science and Engineering Fair and The Minnesota Academy of Science.

- Best of Fair – 4th Place Overall
- Regeneron International Science and Engineering Fair Finalist (Atlanta, GA)
- Junior Science & Humanities Symposium Competitor
- American Meteorological Society Award
- Association for Women in Geosciences Award
- Great Lakes Aquarium Award
- NOAA Award

"Tough Turkeys Year 2: What habitat types do turkeys now associate with in Northeast Minnesota?"



Harmony Tracy: CHS

58



MINNESOTA ACADEMY OF SCIENCE
—Promoting Excellence in Science Since 1873—

- **Good Chemistry GOOD CHEMISTRY PRIZE FOR CREATIVITY**
This award is given to a female student whose project demonstrates creativity (including use of colors, textures, scents, etc). The winner receives a perfume kit and a framed certificate.

"Tough Turkeys Year 2: What habitat types do turkeys now associate with in Northeast Minnesota?"



Harmony Tracy: CHS

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North Central Regional Junior Science and Humanities Symposium (JSHS) 2022 Awards

Presidential Paper Awards

The Minnesota Academy of Science recognizes one student in each category for excellent research with a certificate and letter of congratulation. Harmony was recognized for her work in the Life Sciences category.

"Tough Turkeys Year 2: What habitat types do turkeys now associate with in Northeast Minnesota?"



Harmony Tracy-CHS

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Additional Awards

Harmony was also awarded a \$50,000 scholarship to ASU, but she declined it...



Harmony Tracy-CHS

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Additional Awards



...because she was accepted to Harvard!



Harmony Tracy-CHS

62

Tough Turkeys Year 2: What habitat types do turkeys now associate with in Northeast Minnesota?

~Harmony Tracy~



<https://images.app.goo.gl/ktMLGcGoceMw7E3K6>

63

What I did

- Question 1: Has climate change affected the home range of Wild Turkeys in Minnesota?
- ArcGIS visualizations: Survey123 & eBird data
- Climate data & graphs
- Question 2: What habitat types do turkeys now inhabit in Northeast MN?
- Identify tree type from satellite imagery
- Run analyses linking turkey sightings to tree type in ArcGIS Pro



64

Why I did it

- Climate change threatens birds' abilities to live their daily lives
- Turkeys rely on having less than 90 days with snow depths over 1 foot
- How much have turkeys already been affected, and how have they adapted?

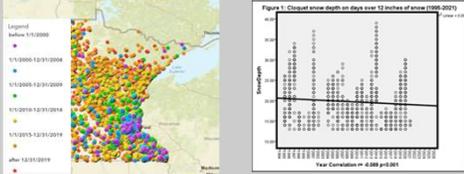


<https://images.app.goo.gl/ncupCQ5ZQHvFXj8>

65

What did I find out?

- Visualizations showed turkeys expanding north over the past two decades
- Climate graphs showed a decrease in severe winter temperatures and days with a snow depth over 12"
- ArcPro analyses showed a preference for aspens



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Why is it important?

- Climate change is one of the biggest issues in our world today
- Birds and other animals we are familiar with may eventually shift completely out of the states in search of cooler habitat
- Highlighting one specific, concrete example



saportareport.com/rise-georgias-wild-turkeys-subplot-turkey-management-plan/

Department Reports

Churchill Elementary:

MCA testing for grades three and four has been a building priority and will continue with math through April 29th. Early reports with reading scores are positive. PLC grade level meetings have focused on the GELN literature standards. All ten GELN literature standards were studied and had assignments completed by each grade level team this school year. Spring planning is taking place for field trips, track and field day, the family picnic, grade level picnics, the Do It Right movie at Premiere, and organizing class lists. Grade four students will be touring the middle school on May 12th.

Submitted by David Wangen, Churchill Elementary Principal

Washington Elementary:

-April has been filled with many things, and specifically MCA testing for our third and fourth graders. We are hoping to wrap up testing by the end of this week and then it is onto May!

-During May we have numerous special events and experiences planned. The most exciting part for students and staff is the return to field trips that enrich and enhance learning! Among the highlights are trips to the Science Museum, the Great Lakes Aquarium, the UMD Planetarium, the Lake Superior Zoo, the Grand Rapids Forest History Center, the Arrowhead Youth Games for qualifying students, and hosting the Zoomobile. Our 4th grade school patrols are also getting to return to their year-end celebration at Valley Fair! It feels great to return to some normalcy and to introduce three grade levels (K, 1, & 2) to extended learning through field trips and off-campus learning!

-During the month of May, we also have some exciting events that take place at Washington. There is a "Walk or Wheel Day" coming up on May 4th to encourage students getting outside and walking or biking to school. Some of our 4th graders will compete in "Battle of the Books" at the CHS auditorium against students from Churchill and Washington Elementary in Ely on May 6th. On May 12th, our students will get an opportunity to meet musician Gaelynn Lea who will perform afternoon concerts for our students as part of the MPR Class Notes opportunity. We also have an end of the year "Purple Pride Rally" planned by our PBIS team as well as the "Principal's Challenge" that will be selected in a few weeks from a plethora of student suggestions that we pick the winning idea from. Last but not least, we are also very excited for our Field Day coming up at the end of May. There will be plenty to report on in the weeks to come! As school board members you are most welcome to join us for any of the events or experiences listed!! If interested, please let me (Robbi) know. We would love to have you join us!

Submitted by Robbi Mondati, Washington Elementary Principal

Cloquet Middle School:

We completed the Reading MCA's for 5-8 last week. Math MCA's will be next week, and Science will be the week after that. We had a dress-up week last week. Spring sports are anxiously awaiting being able to participate in some events. Our morning and afternoon PLC's continue to meet and make significant progress on implementing best practices in classrooms. We will meet with the Humanities Center this Wednesday and again in June. Our adapted Phy Ed class hosted a swim meet a few weeks ago and was a great success.

Our unfortunate need for an evacuation went well for the most part. We learned some things and will change a few procedures if we have another event like this in the future.

Submitted by Tom Brenner, Cloquet Middle School Principal

Cloquet High School:

*Prom was held on Sat. 4/23 at Pier B in Duluth.

*The Spring Play is set to be performed on 4/29, 4/30, & 5/1 - tickets are on sale now!

*We're crunching final numbers to make out master schedule of sections for 22/23 match our budget.

*We are well into our spring sports seasons - we're hoping for the weather to turn so we can get outside to get some games/meets in!

*Thanks to Gordy's for donating lunch for our staff on Wed. 4/20.

*Our juniors took the ACT on Tues. 4/19.

*Our 10th graders have completed the Reading MCA. Math and Science tests are still to come this spring.

Submitted by Steve Battaglia, Cloquet High School Principal

Cloquet Area Alternative Education Programs:

Our Restorative Practices Day is scheduled for Friday, April 24th this month, Earth Day. We have a speaker invited, groups for the students to rotate through and a plan to clean up Pine Hurst Park with a hot dog lunch to follow. It is our hope that the snow will leave. If the snow remains, we will stay in the building and do the activities as planned here.

Spirit week is the 18th of April through the 22nd.

Prom is scheduled for April 30th and will be held at the Blackwood's restaurant in Proctor. Student council has been selling cookies and asking for donations to support their event.

The makeup day for MCA's will be Tuesday, April 26th. Our school counselor has been working hard to get all eligible students to complete their MCA's.

CAAEP conferences are scheduled for Wednesday, May 4 from 3-7pm. Families have the option of meeting in person, video conference or by telephone.

Submitted by Connie Hyde, CAAEP Principal

Community Education

Age to Age

The Skate with the Easter Bunny was a huge hit! Approximately 400 attended including 175 children. In addition to skating, the families enjoyed arts and crafts, face painting, bean bag toss, free cookies and meeting the Wilderness players! The Lumberjack mascot also made a showing in addition to the Easter Bunny. Music was provided by a DJ, making this a fun, free family orientated activity for the community.



Submitted by Erin Bates, Community Education Director

Business Department:

Candace Nelis, Business Manager, will be attending in person

American Indian Education Department:

Greeting School Board Members,

The Minnesota Indian Education Association Conference held in Shakopee was a great opportunity to network and learn more about upcoming events. Understand Native Minnesota is an initiative to increase the factual misrepresentation of Native Americans in current systems. Partnerships, funding and quality tools are being developed and will be available in the next few years. Cloquet was well represented at the conference with 4 program staff, 2 parent committee members and 4 literacy coaches. Our quiz bowl team, led by Julian Kitto, also made an appearance and took 7th place in the Ojibwe Quiz Bowl. This is exciting news, we haven't competed in this event for many years.



Many students attended the UMD field trip that was rescheduled from late March. Visiting campus' has been a challenge during the COVID pandemic. We are excited to bring back these events and to collaborate with Nandagikendan Academy at Fond du Lac Tribal and Community College.

AIE elementary staff have been providing support and encouragement to students during MCA testing. It almost feels like a close to normal end of an abnormal school year. As we wind down and begin to secure details of the AIE Senior Honor Banquet we will send out invitations to School Board Members. Please reach out if you have any questions or concerns. Miigwech!

Submitted by Teresa Angell, American Indian Education Director

Building and Grounds

Head Custodian Meeting Update: This month was a rather brief meeting with the head custodians of each site. We discussed summer cleaning plans and the staffing/cleaning of a particular site as one head custodian plans to be out on medical most of the summer. Custodians from the high school will be leading the work. We touched on the operation of the middle school pool and pool closing protocols. We intend to get a better plan in place when the need to close the pool arises. We also touched on lawn care needs and possible approach to contract the work out. Lastly, the head custodians were reminded of the Director of Facilities and Grounds work schedule and best ways to contact for an emergency.

Summer maintenance and cleaning helper positions are open to apply for. Summer helper shifts are Monday – Friday, 7:00am – 1pm. Work will consist of deep cleaning all areas of a building to include moving of furniture and the cleaning of furniture, sinks, fixtures, glass, walls, carpets, hard floor, etc.

Submitted by Dylan Carlson, Building and Grounds Director

Technology

The Technology department continues to prepare for next school year while supporting the district while students take their MCA exams. We've had some walk-throughs with contractors to rewire the network at Washington Elementary to get all of the network equipment out of the janitor closets. The department is also continuing our internship program with Lake Superior College to have IT students working in our buildings. We currently have 1 intern and hope to have a couple of interns over the summer.

Submitted by T.J. Smith, Technology Director

Cloquet Public Schools
Detail Payment Register By Check
Fund Summary

Fund Description		Total
01	General	\$180,819.43
02	Food Services	\$55,930.01
03	Transportation	\$39,082.60
04	Community Services	\$4,195.05
05	Capital Expenditure	\$23,172.21
12	Activities	\$9,324.38
45	OPEB Irrevocable Trust	\$2,511.16
Report Total		\$315,034.84

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	96805	160701	Check	1	00283		ACCT INC	Yes	No	No	USD	04/26/2022	155.00
			96892	160702	Check	1	8649		AHO, JOLENE	Yes	No	No	USD	04/26/2022	63.75
			96883	160703	Check	1	7573		AIRE SERV HEATING & AIR CONDITI	Yes	No	No	USD	04/26/2022	734.45
			96814	160704	Check	1	10584		ALAN JOHNSON PHOTOGRAPHY	Yes	No	No	USD	04/26/2022	450.00
			96873	160705	Check	1	6078		AMAZON	Yes	No	No	USD	04/26/2022	2,845.51
			96811	160706	Check	1	10527		ANDYMARK INC	Yes	No	No	USD	04/26/2022	221.40
			96906	160707	Check	1	9581		ARCHITECTURAL RESOURCES INC	Yes	No	No	USD	04/26/2022	3,150.00
			96876	160708	Check	1	6414		BATTAGLIA, STEVE	Yes	No	No	USD	04/26/2022	2,289.32
			96900	160709	Check	1	9295		BENSON, WENDY IRENE	Yes	No	No	USD	04/26/2022	404.21
			96806	160710	Check	1	05105		BERNICKS VENDING	Yes	No	No	USD	04/26/2022	1,286.20
			96904	160711	Check	1	9540		BIRMAN, LAURA	Yes	No	No	USD	04/26/2022	239.14
			96899	160712	Check	1	9285		BRENNER, MICHELLE MARIE	Yes	No	No	USD	04/26/2022	404.21
			96855	160713	Check	1	4721		BRIC	Yes	No	No	USD	04/26/2022	100.00
			96875	160714	Check	1	6391		BROMAN, KIMBERLY	Yes	No	No	USD	04/26/2022	1,224.00
			96882	160715	Check	1	7378		BSN SPORTS LLC	Yes	No	No	USD	04/26/2022	69.00
			96813	160716	Check	1	10582		BYSTROM ZOE	Yes	No	No	USD	04/26/2022	254.69
			96889	160717	Check	1	8595		CARLTON COUNTY CHILDREN & FAM	Yes	No	No	USD	04/26/2022	285.00
			96809	160718	Check	1	10401		CITY OF CLOQUET	Yes	No	No	USD	04/26/2022	5,137.60
			96822	160719	Check	1	11006		CLOQUET SANITARY	Yes	No	No	USD	04/26/2022	321.00
			96823	160720	Check	1	11051		CLOQUET TRANSIT CO	Yes	No	No	USD	04/26/2022	22,258.08
			96910	160721	Check	1	9800		COCA-COLA BEVERAGES OF DULUT	Yes	No	No	USD	04/26/2022	582.30
			96824	160722	Check	1	11550		COMMUNITY PRINTING	Yes	No	No	USD	04/26/2022	2,036.50
			96848	160723	Check	1	3116		CONTINENTAL CLAY CO	Yes	No	No	USD	04/26/2022	34.24
			96827	160724	Check	1	1474		DISCOUNT SCHOOL SUPPLY	Yes	No	No	USD	04/26/2022	1,086.48
			96874	160725	Check	1	6197		DOESKEN, ANN	Yes	No	No	USD	04/26/2022	362.54
			96829	160726	Check	1	16790		ECLIPSE PAINT AND SUPPLY	Yes	No	No	USD	04/26/2022	3,721.80
			96888	160727	Check	1	8229		ESSE, DAVID	Yes	No	No	USD	04/26/2022	600.60
			96819	160728	Check	1	10657		FIRST BOOK PNC BANK C/C FIRST B	Yes	No	No	USD	04/26/2022	421.06
			96832	160729	Check	1	2074		FOLLETT SCHOOL SOLUTIONS	Yes	No	No	USD	04/26/2022	503.04
			96898	160730	Check	1	9177		FORUM COMMUNICATIONS	Yes	No	No	USD	04/26/2022	380.00
			96851	160731	Check	1	3900		FRABONIS	Yes	No	No	USD	04/26/2022	201.10
			96844	160732	Check	1	2844		FRITSINGER, SHEILA	Yes	No	No	USD	04/26/2022	69.49
			96850	160733	Check	1	3537		GAGNE, JESSICA	Yes	No	No	USD	04/26/2022	46.05
			96833	160734	Check	1	21450		GOPHER SPORT	Yes	No	No	USD	04/26/2022	747.04
			96834	160735	Check	1	21950		GREAT LAKES ALARM	Yes	No	No	USD	04/26/2022	335.40
			96825	160736	Check	1	12271		GREAT LAKES OFFICE SOLUTIONS I	Yes	No	No	USD	04/26/2022	2,993.46
			96865	160737	Check	1	5590		GREER, SARAH	Yes	No	No	USD	04/26/2022	221.45
			96870	160738	Check	1	59450		HAGENS GLASS & PAINT	Yes	No	No	USD	04/26/2022	19,541.50
			96830	160739	Check	1	1826		HARC MERCANTILE LTD	Yes	No	No	USD	04/26/2022	40.00
			96908	160740	Check	1	9706		HEXUM, AMANDA	Yes	No	No	USD	04/26/2022	513.50
			96868	160741	Check	1	5684		HILLYARD INC MINNEAPOLIS	Yes	No	No	USD	04/26/2022	1,409.00

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		96871	160742	Check	1	5992		HORIZON COMMERCIAL POOL SUPP	Yes	No	No	USD	04/26/2022	836.57
			96884	160743	Check	1	7657		HUNT ELECTRIC CORPORATION	Yes	No	No	USD	04/26/2022	410.60
			96897	160744	Check	1	9153		HYPE SOCKS LLC	Yes	No	No	USD	04/26/2022	449.81
			96866	160745	Check	1	5624		ISD #0094 - LIL LUMBERJACKS	Yes	No	No	USD	04/26/2022	526.50
			96836	160746	Check	1	2526		ISD #0094 - VAN	Yes	No	No	USD	04/26/2022	50.32
			96879	160747	Check	1	6866		ISD #0094 LIL THUNDER LEARNING	Yes	No	No	USD	04/26/2022	32.40
			96837	160748	Check	1	25420		ISD #0095 CROMWELL	Yes	No	No	USD	04/26/2022	2,734.16
			96838	160749	Check	1	25460		ISD #0099 ESKO PUBLIC SCHOOLS	Yes	No	No	USD	04/26/2022	6,671.83
			96839	160750	Check	1	25480		ISD #0100 WRENSHALL	Yes	No	No	USD	04/26/2022	705.56
			96828	160751	Check	1	1527		ISD #0381 LAKE SUPERIOR SCHOOL	Yes	No	No	USD	04/26/2022	5,708.01
			96842	160752	Check	1	2709		ISD #0577 WILLOW RIVER	Yes	No	No	USD	04/26/2022	2,997.42
			96840	160753	Check	1	25820		ISD #0700 HERMANTOWN	Yes	No	No	USD	04/26/2022	4,579.16
			96841	160754	Check	1	25840		ISD #0704 PROCTOR PUBLIC SCHOC	Yes	No	No	USD	04/26/2022	4,883.95
			96881	160755	Check	1	7096		JACKS HOMETOWN DAIRY	Yes	No	No	USD	04/26/2022	10,070.93
			96856	160756	Check	1	4792		JOSTEN'S	Yes	No	No	USD	04/26/2022	3,201.59
			96845	160757	Check	1	28980		KEPCO ENGRAVING	Yes	No	No	USD	04/26/2022	52.00
			96846	160758	Check	1	29600		L & M SUPPLY	Yes	No	No	USD	04/26/2022	192.52
			96877	160759	Check	1	6599		LAKE SUPERIOR LAUNDRY	Yes	No	No	USD	04/26/2022	114.82
			96902	160760	Check	1	9344		LAKE SUPERIOR MEDICAL EQUIPME	Yes	No	No	USD	04/26/2022	1,249.50
			96878	160761	Check	1	6673		LAKE SUPERIOR ZOOLOGICAL SOC	Yes	No	No	USD	04/26/2022	190.00
			96847	160762	Check	1	30365		LCS COACHES INC	Yes	No	No	USD	04/26/2022	11,499.12
			96909	160763	Check	1	9792		LEAF	Yes	No	No	USD	04/26/2022	51.98
			96894	160764	Check	1	8886		LINDNER, CAMERON	Yes	No	No	USD	04/26/2022	185.84
			96849	160765	Check	1	34186		MENARDS	Yes	No	No	USD	04/26/2022	131.52
			96907	160766	Check	1	9687		MILLER ANDREW	Yes	No	No	USD	04/26/2022	483.53
			96893	160767	Check	1	8706		MITCHELL, MARTHA	Yes	No	No	USD	04/26/2022	76.36
			96835	160768	Check	1	2431		MN UI FUND	Yes	No	No	USD	04/26/2022	108,499.36
			96807	160769	Check	1	10214		MOLLBERG KENT	Yes	No	No	USD	04/26/2022	300.00
			96885	160770	Check	1	7693		MONDATI, ROBERTA	Yes	No	No	USD	04/26/2022	99.08
			96820	160771	Check	1	10658		NELSON JACOB	Yes	No	No	USD	04/26/2022	111.00
			96817	160772	Check	1	10648		NELSON RHONDA	Yes	No	No	USD	04/26/2022	11.96
			96821	160773	Check	1	10659		NORCOSTCO	Yes	No	No	USD	04/26/2022	137.00
			96854	160774	Check	1	41104		NORTHLAND FIRE AND SAFETY	Yes	No	No	USD	04/26/2022	320.00
			96880	160775	Check	1	6886		OUR REDEEMER LUTHERAN CHURC	Yes	No	No	USD	04/26/2022	440.00
			96886	160776	Check	1	7771		PAMS LUNCHROOM LLC	Yes	No	No	USD	04/26/2022	90.02
			96858	160777	Check	1	4857		PAPPAS, DARLA	Yes	No	No	USD	04/26/2022	288.03
			96826	160778	Check	1	1289		PARK AVE FITNESS	Yes	No	No	USD	04/26/2022	108.00
			96812	160779	Check	1	10560		PEDERSON, STEPHANIE	Yes	No	No	USD	04/26/2022	118.11
			96853	160780	Check	1	3994		PHONAK	Yes	No	No	USD	04/26/2022	59.99
			96831	160781	Check	1	2037		PINE KNOT, LLC	Yes	No	No	USD	04/26/2022	220.00
			96913	160782	Check	1	9882		PMA ASSET MGMT	Yes	No	No	USD	04/26/2022	2,511.16

Cloquet Public Schools Check Register by Bank and Check

Batch	Co	Bank	Pynt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0094		2	96887	160783	Check	1	7967		PROSEN, SARA	Yes	No	No	USD	04/26/2022	124.80
			96857	160784	Check	1	4822		PROSEN, TIM	Yes	No	No	USD	04/26/2022	157.29
			96890	160785	Check	1	8631		RUPP, ANDERSON, SQUIRES & WALI	Yes	No	No	USD	04/26/2022	1,329.81
			96905	160786	Check	1	9545		SCHMITT DIRECTOR CENTER	Yes	No	No	USD	04/26/2022	699.07
			96859	160787	Check	1	48980		SCHOOL SPECIALTY LLC	Yes	No	No	USD	04/26/2022	38.99
			96911	160788	Check	1	9805		SCHUSTER LAURA	Yes	No	No	USD	04/26/2022	51.80
			96903	160789	Check	1	9522		SHEIKH, SUMAIR	Yes	No	No	USD	04/26/2022	526.20
			96852	160790	Check	1	3942		SIEVERT, RICK	Yes	No	No	USD	04/26/2022	122.47
			96860	160791	Check	1	50250		SKUTEVIKS FLORISTS	Yes	No	No	USD	04/26/2022	29.02
			96816	160792	Check	1	10643		SPEECH CORNER LLC	Yes	No	No	USD	04/26/2022	396.90
			96912	160793	Check	1	9828		STARK TIMOTHY	Yes	No	No	USD	04/26/2022	128.70
			96863	160794	Check	1	52404		STATE INDUSTRIAL PRODUCTS	Yes	No	No	USD	04/26/2022	239.26
			96864	160795	Check	1	53660		SUPREME SCHOOL SUPPLY	Yes	No	No	USD	04/26/2022	172.62
			96861	160796	Check	1	5091		SVL SERVICE CORPORATION	Yes	No	No	USD	04/26/2022	4,036.00
			96808	160797	Check	1	10359		TKI	Yes	No	No	USD	04/26/2022	240.00
			96818	160798	Check	1	10656		TOPPING DEBRA	Yes	No	No	USD	04/26/2022	150.00
			96867	160799	Check	1	56350		UPPER LAKES FOODS	Yes	No	No	USD	04/26/2022	45,186.00
			96843	160800	Check	1	2772		VERNIER	Yes	No	No	USD	04/26/2022	731.72
			96862	160801	Check	1	5153		VIKING ELECTRIC SUPPLY INC	Yes	No	No	USD	04/26/2022	278.40
			96869	160802	Check	1	57280		WANGEN, DAVID	Yes	No	No	USD	04/26/2022	128.70
			96901	160803	Check	1	9329		WATSON, THOMAS N	Yes	No	No	USD	04/26/2022	4,015.00
			96895	160804	Check	1	8917		WAYFAIR	Yes	No	No	USD	04/26/2022	2,174.49
			96896	160805	Check	1	9089		WILLIAMS, APRIL	Yes	No	No	USD	04/26/2022	1,310.40
			96891	160806	Check	1	8634		WKLK WMOZ	Yes	No	No	USD	04/26/2022	120.00
			96810	160807	Check	1	10482		WOOD CITY MOTORS	Yes	No	No	USD	04/26/2022	69.85
			96815	160808	Check	1	10622		WPS	Yes	No	No	USD	04/26/2022	147.40
			96872	160809	Check	1	60300		ZION LUTHERAN CHURCH	Yes	No	No	USD	04/26/2022	3,291.13

Bank Total: 2

\$315,034.84

Report Total:

\$315,034.84

Cloquet Public Schools
Detail Payment Register By Check
Fund Summary

Fund	Description	Total
01	General	\$17,062.72
04	Community Services	\$128.70
12	Activities	\$4,523.04
Report Total		\$21,714.46

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	96794	160681	Check	1	6078		AMAZON	Yes	No	No	USD	04/07/2022	2,527.37
			96787	160682	Check	1	10653		ARROWHEAD SCHOOL BUSINESS A	Yes	No	No	USD	04/07/2022	60.00
			96795	160683	Check	1	6134		AT&T MOBILITY	Yes	No	No	USD	04/07/2022	965.15
			96796	160684	Check	1	8310		BREEZY POINT	Yes	No	No	USD	04/07/2022	150.00
			96797	160685	Check	1	8529		DURBIN, WILLIAM	Yes	No	No	USD	04/07/2022	300.00
			96790	160686	Check	1	21950		GREAT LAKES ALARM	Yes	No	No	USD	04/07/2022	2,362.45
			96788	160687	Check	1	10654		MBDA TREASURER	Yes	No	No	USD	04/07/2022	275.00
			96789	160688	Check	1	1614		MCTM	Yes	No	No	USD	04/07/2022	180.00
			96792	160689	Check	1	5675		MINNESOTA ENERGY RESOURCES	Yes	No	No	USD	04/07/2022	8,130.96
			96785	160690	Check	1	10651		REGION 7A BOYS TENNIS	Yes	No	No	USD	04/07/2022	190.00
			96786	160691	Check	1	10652		SWANSON ADAM	Yes	No	No	USD	04/07/2022	5,000.00
			96791	160692	Check	1	2267		WALMART CAPITAL ONE	Yes	No	No	USD	04/07/2022	1,444.83
			96793	160693	Check	1	57280		WANGEN, DAVID	Yes	No	No	USD	04/07/2022	128.70
Bank Total: 2														\$21,714.46	
Report Total:														\$21,714.46	

Cloquet Public Schools
Detail Payment Register By Check
Fund Summary

Fund	Description	Total
01	General	\$32,935.35
04	Community Services	\$226.32
12	Activities	\$1,373.81
Report Total		\$34,535.48

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	96798	160694	Check	1	1061		ISD #0094	Yes	No	No	USD	04/13/2022	17,665.75
			96804	160695	Check	1	6673		LAKE SUPERIOR ZOOLOGICAL SOC	Yes	No	No	USD	04/13/2022	265.00
			96801	160696	Check	1	36651		MINNESOTA POWER	Yes	No	No	USD	04/13/2022	13,366.27
			96799	160697	Check	1	1913		PERTLER, JILL	Yes	No	No	USD	04/13/2022	825.00
			96803	160698	Check	1	5495		SAM'S CLUB	Yes	No	No	USD	04/13/2022	8.28
			96802	160699	Check	1	53551		SUPER ONE	Yes	No	No	USD	04/13/2022	553.95
			96800	160700	Check	1	2267		WALMART CAPITAL ONE	Yes	No	No	USD	04/13/2022	1,851.23
Bank Total: 2														\$34,535.48	
Report Total:														\$34,535.48	



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
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>

MEMORANDUM

TO: Dr. Michael Cary, Superintendent
FROM: Tom Brenner, Middle School Principal
DATE: April 18, 2022
RE: Recommendation for Employment

I am recommending the employment of Benjamin Johnson to fill the 1.0 FTE Long Term Substitute Social Studies Teacher position at Cloquet Middle School.

RATE OF PAY:	BA 1
TOTAL COST:	\$229.13/day - Per the 2021-2022 Teachers' Salary Schedule
HOURS TO BE WORKED:	8 Hours/Day (Monday – Friday)
START DATE:	April 26, 2022
LENGTH OF CONTRACT:	The remainder of the school year
BUDGETED CURRENT YEAR:	Yes
POSTED:	Internally and Externally
RATIONALE FOR HIRE:	CMS is excited to recommend Ben Johnson for our open long-term sub position. Ben has experience in both classroom teaching and subbing throughout the area.

(Employment is contingent upon Cloquet School Board approval.)

TB:KP



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Community Education	2001 Washington Ave	218.879.1261

MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: April 13, 2022

RE: **RECOMMENDATION FOR EMPLOYMENT**

I am recommending the employment of Jeanna Aldridge as a 1.0 Spanish Teacher for the Cloquet High School 2022-2023 school year.

RATE OF PAY: MA Step 5

TOTAL COST: Per Contract

HOURS TO BE WORKED: Monday - Friday

STARTING DATE: August 23, 2022

LENGTH OF CONTRACT: 2022-2023 School Year

POSTED: Yes

REASON FOR HIRE: Vacancy

RATIONALE FOR HIRE: The interview committee interviewed four candidates and was impressed with Mrs. Aldridge experiences and what she can bring to the table for our students at CHS.

(Employment is contingent upon Cloquet School Board approval)



Independent School District No. 94
Cloquet, Minnesota 55720

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302 14th Street • 218-879-0115 • FAX-879-6941
<http://www.isd94.org>

MEMORANDUM

TO: Dr. Michael Cary, Superintendent
FROM: Tom Brenner, Middle School Principal
DATE: April 15, 2022
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:	April 15, 2022
LENGTH OF CONTRACT:	2021-2022, remaining school year
BUDGETED CURRENT YEAR:	2021-2022
POSTED:	yes, internally & externally
RATIONALE FOR HIRE:	I am recommending Jamie Jazdzewski for the Homebound Instructor for an 7 th grade student. Jamie has been serving in this position since April 11,2022

(Employment is contingent upon Cloquet School Board approval.)

TB:KP



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MEMORANDUM

TO: Dr. Michael Cary, Superintendent
FROM: Robbi Mondati, Washington Elementary Principal
DATE: April 20, 2022
RE: Recommendation for Employment as a Long-Term Substitute Paraprofessional

I am recommending the employment of Nicole Milewski for a Long-Term Substitute Paraprofessional position for the remainder of the school year. This position is an urgent need due to a sudden leave by a paraprofessional.

RATE OF PAY:	\$17.41/hr
HOURS TO BE WORKED:	6.75 hours/day (Monday – Friday)
START DATE:	April 26, 2022 (Regular sub in position since April 21, 2022)
LENGTH OF CONTRACT:	Through June 3, 2022
BUDGETED CURRENT YEAR:	Yes
RATIONALE FOR HIRE:	Ms. Milewski has already been subbing in the district, and has subbed for the para who is taking a leave, so knows the position well. Ms. Milewski has demonstrated skill and a positive, willing attitude, and will be a wonderful addition to Washington Elementary.

(Employment is contingent upon Cloquet School Board approval.)

RM/BA

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

Barb Mackey, Asst. Special Education Director
bmackey@nlacoop.org

To: Dr. Michael Cary, Superintendent of Cloquet Schools
 From: Barb Mackey, Assistant Director of Special Education for Northern Lights Academy
 Date: April 20, 2022
 Re: ESY Hires

I recommend that the following staff be hired for ESY services as detailed below:

Staff	Dates	Total Hours	Rate of Pay
Teacher - Morgan Sailsbury	June 21-23, 28-30 July 19-21, 26-28 August 2-4 and 9-11	81	\$34.69/hour
Teacher - Nate Knutson	June 21-23, 28-30 July 19-21, 26-28 August 2-4 and 9-11	81	\$34.69/hour
Para - Barb Love	June 21-23, 28-30 July 19-21, 26-28 August 2-4 and 9-11	67.5	Per para contract
Para - Antonia Burger	June 21-23, 28-30 July 19-21, 26-28 August 2-4 and 9-11	67.5	Per para contract
Para - Melissa Fjeld	June 21-23, 28-30 July 19-21, 26-28 August 2-4 and 9-11	67.5	Per para contract
Para - Stephani Johnston	June 21-23, 28-30 July 19-21, 26-28 August 2-4 and 9-11	67.5	Per para contract
Para - Gillian Naftali	June 21-23, 28-30 July 19-21, 26-28 August 2-4 and 9-11	67.5	Per para contract
Para - Rachel Willgohs	June 21-23, 28-30 July 19-21, 26-28 August 2-4 and 9-11	67.5	Per para contract
Para - Dennis Morris	June 21-23, 28-30 July 19-21, 26-28 August 2-4 and 9-11	67.5	Per para contract

These expenses have been budgeted and approved by the NLA School Board prior to this request from the Cloquet School Board. Reason for hire: Students' needs for ESY services per IEPs

MEMORANDUM

TO: Dr. Michael Cary, Superintendent

DATE: April 13, 2022

FROM: Erin Bates, Community Education Director

RE: I am recommending that Edward Schulstrom be hired as a Beach Lifeguard Supervisor for Cloquet Community Education. Edward recently became certified as a Lifeguard Instructor and will be certifying and recertifying our guards for the Beach and the CMS pool.

RATE OF PAY: \$18.55 per hour

HOURS TO BE WORKED: Up to 40 hours week

STARTING DATE: May 1, 2022

LENGTH OF CONTRACT: Ongoing

BUDGETED CURRENT YEAR: Yes

REASON FOR HIRE: Opening

QUALIFIES FOR BENEFITS: No

“Employment is subject to Cloquet School Board Approval”



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<http://www.isd94.org>

MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Tom Brenner, Middle School Principal

DATE: April 11, 2022

RE: I am recommending adding 6th period assignment to Kyle Wordelman's teaching contract for Cloquet Middle School. This should be added with an effective date of January 11, 2022.

(Employment is contingent upon Cloquet School Board approval.)

TB:KP



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MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet Senior High

DATE: April 13, 2022

RE: Industrial Technology Regular Summer Maintenance Hours

I am requesting the following hours for the Industrial Technology Team, for maintenance and equipment repair in the shops at the Cloquet High School this upcoming summer.

<u>Teacher</u>	<u>Total Hours – (June 13 – August 22, 2022)</u>	<u>Rate of Pay</u>
Bret Gunderson	30 hours	\$26.93
Richard Rhoades	20 hours	\$26.93

(Employment is subject to Cloquet School Board Approval)



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MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: April 13, 2022

RE: **2022-2023 RECOMMENDATION FOR EXTRA SERVICES CONTRACT – ACTIVITIES DIRECTOR**

I am recommending an extra service contract be issued to **Paul Riess, Activities Director**, for the time period of July 1, 2022 and June 30, 2023.

This assignment will be paid out per schedule D of the Teachers’ Master Agreement - \$11,243 for 2022-2023.

Employment is contingent upon Cloquet School Board approval.



MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: April 13, 2022

RE: **2022-2023 RECOMMENDATION FOR EXTRA SERVICES CONTRACT – CHS COUNSELORS**

I am recommending extra services contracts for five days each, with an additional five days of comp time with Principal's approval, be issued to SHANNON SAMS and NICOLE LACKAS, Cloquet High School Counselors, for extra counseling duties for the 2022-2023 school year for the time period between August 1, 2022 – June 30, 2023.

The administration will assure adequate time is allocated for August student scheduling.

- Shannon Sams – 5 days @ \$436.14/Day = \$2,180.70
- Nicole Lackas – 5 days @ \$350.66/Day = \$1,753.30*

*Subject to possible lane change increase for 2022-2023

Employment is contingent upon Cloquet School Board approval.



MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: April 22, 2022

RE: **Permission to Post**

I am requesting permission to post for one homebased teacher for the Cloquet High School. This request is for 5 hours per week of instruction and 1 hour per week of prep.



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MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: April 13, 2022

RE: **Permission to Post – Summer School**

Cloquet High School would like to offer 3 weeks of summer school starting: June 14 through June 30, 2022, in the core subject areas: English, Math, Science and Social. Each week is 24 hours of instruction and 3 hours of prep per teacher.



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

Barb Mackey, Asst. Special Education Director
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: April 12, 2022
Re: Permission to Post for one 1.0 FTE Special Education Teacher Position for the 22-23 school year

The Northern Lights Academy is requesting permission to post for one 1.0 FTE special education teacher (EBD) position for one of our setting IV classrooms. This position has had a long term substitute in the position during the 2021-2022 school year. This position will be located in the NLA leased space in the Carlton High School building.

Please let me know if you have any questions.



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Fax ~ 218-878-3061

Barb Mackey, Asst. Special Education Director
bmackey@nlacoop.org

To: Dr. Michael Cary
From: Barb Mackey, Assistant Special Education Director for the Northern Lights Academy
Date: April 20, 2022
Re: Permission to Post

The Northern Lights Academy is requesting permission to post for a 1.0 Special Education Teacher (EBD licensure preferred) for the 2022-2023 school year due to anticipated need. Please let me know if you have any questions.

Teacher
Ms. Emily Brown
ebrown@nlacoop.org

Teacher
Ms. Amiliya Calverley
acalverley@nlacoop.org

Teacher
Ms. Morgan Warbalow
mwarbalow@nlacoop.org

Teacher
Ms. Adriana Leveille
aleveille@nlacoop.org

57

School Social Worker
Ms. Lesa Dalbec
ldalbec@nlacoop.org



MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: April 12, 2022

RE: **Permission to Post**

I am requesting permission to post for a 1.0 FTE High School Counselor for the 2022-2023 school year. This position will be funded using ESSR money.



MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: April 12, 2022

RE: **Permission to Post**

I am requesting permission to post for a 1.0 CTE Coordinator with a start date of ASAP. This position is ESSER funded. Funds will expire at the conclusion of the 23-24 school year. Individuals must possess a valid Minnesota CTE teaching license.



MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: April 19, 2022

RE: **Permission to Post**

I am requesting permission to post for a 1.0 FTE School Social Worker at Cloquet High School. This position is funded through the State Personnel Development Grant (SPDG) that was recently secured by CHS.



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MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: February 7, 2022

RE: **REQUEST TO POST**

We are requesting permission to post for a 1.0 FTE Instructional Coach at the Cloquet High School for the 2022-2023 school year due to a recent staff vacancy.

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Community Education	2001 Washington Ave	218.879.1261

MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: April 25, 2022

RE: **Permission to Post**

We are requesting permission to post for a 1.0 FTE Choir Teacher – Grades 7-12, at the Cloquet High School/Cloquet Middle School for the 2022-2023 school year due to a staff vacancy.



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<http://www.cloquet.k12.mn.us>

MEMORANDUM

TO: Dr. Cary, ISD 94 School Board

FROM: Paul Riess, Activities Director

DATE: April 14th , 2022

RE: **Permission to Post**

I am requesting permission to post for a **Head Boys Soccer Coach** due to the resignation of former coach.

PR

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	1/18	2/9	2/23	3/16	4/6	4/19				
CHURCHILL																			
18	Handicap Kindergarten	16	17	18	18	18	19	19	18	18	18	18	18	18	18				
24	Early Five/Dev Kindergarten	12	11	12	12	13	13	13	13	13	13	13	14	14	14				
54	Kindergarten - All Day	69	72	70	70	69	69	69	70	70	70	70	69	70	70				
63	First Grade	55	54	54	54	54	54	53	54	54	53	53	53	52	52				
80	Second Grade	72	72	72	72	72	70	70	70	70	70	70	71	71	71				
76	Third Grade	68	68	68	68	68	68	68	69	69	68	69	70	69	69				
83	Fourth Grade	69	70	70	70	70	70	70	70	70	70	70	71	71	71				
398	TOTAL CHURCHILL	361	364	364	364	364	363	362	364	364	362	363	366	365	365	0	0	0	0
WASHINGTON																			
17	Handicap Kindergarten	17	18	19	19	18	18	18	18	18	19	20	20	19	19				
51	Kindergarten - All Day	83	82	81	82	82	81	80	80	81	82	81	81	81	81				
116	First Grade	76	76	75	75	75	75	75	76	76	76	77	77	77	78				
103	Second Grade	106	106	105	106	105	105	106	106	107	107	107	106	107	107				
98	Third Grade	113	112	113	113	112	112	113	112	113	114	115	114	114	114				
99	Fourth Grade	110	107	105	106	105	105	105	105	105	106	106	105	105	105				
484	TOTAL WASHINGTON	505	501	498	501	497	496	497	497	500	504	506	503	503	504	0	0	0	0
882	TOTAL ELEMENTARY	866	865	862	865	861	859	859	861	864	866	869	869	868	869	0	0	0	0
	Open Enrollment-Elementary																		
MIDDLE SCHOOL																			
193	Fifth Grade	192	189	189	191	193	190	190	189	189	189	191	191	191	191				
211	Sixth Grade	198	196	194	196	197	197	196	196	196	197	197	196	196	194				
217	Seventh Grade	218	214	213	214	213	211	209	210	211	209	210	207	207	205				
214	Eighth Grade	219	214	213	212	212	211	210	209	209	204	205	202	201	203				
835	TOTAL MIDDLE SCHOOL	827	813	809	813	815	809	805	804	805	799	803	796	795	793	0	0	0	0
	Open Enrollment-CMS																		
HIGH SCHOOL																			
224	Ninth Grade	221	220	221	221	219	221	219	221	220	220	219	217	215	215				
184	Tenth Grade	223	223	220	220	221	221	220	220	220	216	214	212	211	207				
165	Eleventh Grade	185	186	184	184	184	184	185	183	181	182	179	179	176	176				
170	Twelfth Grade	172	173	172	172	172	173	172	171	171	166	164	162	162	159				
743	TOTAL HIGH SCHOOL	801	802	797	797	796	799	796	795	792	784	776	770	764	757	0	0	0	0
	Open Enrollment-CHS																		
2460	TOTAL HK-12	2494	2480	2468	2475	2472	2467	2460	2460	2461	2449	2448	2435	2427	2419	0	0	0	0
	TOTAL OPEN ENROLLMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CAAEP- FULL-TIME																			
	High School (grades 9-12)	83	86	84	80	77	77	76	75	73	84	82	84	78	81				
	Junior High (grades 6-8)	6	6	8	8	9	9	11	11	11	11	11	10	10	10				
79	TOTAL CAAEP-Full-Time	89	92	92	88	86	86	87	86	84	95	93	94	88	91	0	0	0	0
** CAAEP - PART-TIME																			
	EDHS																		
	Extended Programming																		
	Targeted Services																		
2539	GRAND TOTAL	2583	2572	2560	2563	2558	2553	2547	2546	2545	2544	2541	2529	2515	2510	0	0	0	0

** NOT included in totals.



Northern Lights Special Education Cooperative

16 E Hwy 61, PO Box 40, Esko, MN 55733

(218)655-5018 ~ (218)451-4511 FAX

www.nlsec.org

Dena Hagen~ Special Education Director

**Membership Enrollment Renewal
Purchase of Service Agreement
2022 - 2023**

WHEREAS, Independent School District No. 94 has been a member of the Northern Lights Special Education Cooperative and desires to continue to share special education services as a member of the Cooperative.

WHEREAS, the districts of the Northern Lights Special Education Cooperative have determined that it is in their mutual best interests to set forth the terms of membership in the Special Education Cooperative in the form of a written agreement and approved by the School Boards of all members and executed by their chairman.

BE IT RESOLVED, that Independent School District No. 94 hereby agrees to purchase services from member school districts of the Northern Lights Special Education Cooperative according to the terms and conditions of the Northern Lights Special Education Cooperative Agreement (a copy of which is on file in the school district office) and

BE IT FURTHER RESOLVED, that **Dr. Michael Cary, Superintendent**

School Representative(s)

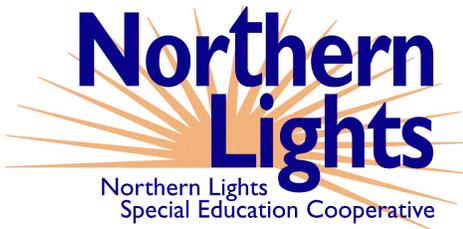
are hereby authorized to execute said Agreement on behalf of Independent School District No. 94.

Dated: _____

Chairperson

The undersigned as Clerk of the School Board for Independent School District No. 94 hereby certifies that the above Resolutions are true and correct copies of the Resolutions are adopted by the School Board of Independent School District No. 94 on April 25, 2022.

Clerk



Northern Lights Special Education Cooperative

16 E Hwy 61, P.O. Box 40, Esko, MN 55733
(218)655-5018 ~ Fax (218)451-4511
www.nlsec.org

Dena Hagen ~ Special Education Director

2021 - 2022 CONTRACT FOR EARLY CHILDHOOD PROGRAMMING for Students in Special Education

This agreement, entered this 15th day of November 2021, by and between Cloquet ISD #94 (herein referred to as the District) and Cloquet Community Education-Lil Lumberjacks/Lil Thunder (hereinafter referred to as Contractor) witnesses that:

Whereas, the District has determined that it is necessary to retain the services of a qualified Early Childhood Education Program to attain the following objectives:

1. **To meet the needs of students with disabilities, as defined under the Individuals with Disabilities Education Act, that an Early Childhood Education Program, as deemed necessary by the child study process and documented in the students' Individual Education Plans (IEP), Individual Family Service Plans (IFSP), or Individual Interagency Intervention Plans (IIIP).**
2. **The services provided are necessary for the students to make progress on IEP, IFSP, or IIIP goals and/or access the general education curriculum.**

WHEREAS, the Contractor is duly qualified to perform these services and whereas holds appropriate licensure for the necessary service for which they provide. Upon request, a copy of the licensure or appropriate certification 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 Early Childhood Education Program to meet the objectives stated above.**
2. **The Contractor and the District shall agree to provide services to students with disabilities as defined in the Individuals with Disabilities Education Act.**
3. **Services will be provided at the Cloquet Lil Lumberjacks or Lil Thunder locations equivalent to the general education program, to the maximum extent appropriate.**
4. **The District and Contractor shall provide an atmosphere that is conducive to learning and shall meet the needs of the students' special physical, sensory, and emotional needs.**

5. **Starting September 14, 2021, the Contractor will provide to Lil Lumberjacks and Lil Thunder students at rates dependent on program, days per week, number of weeks, and number of students. Cloquet ISD #94 is responsible for a total estimated tuition cost of \$6,900.00.**
 - a. **REVISION – Amended –
As of 3/22/2022 additional \$325.00 added to contract.**
6. **The Contractor will submit monthly invoices that reflect program hours by date and attendance to the district Business Manager.**
7. **The District shall make payments to the Contractor upon receipt of invoice.**
8. **The Contractor shall maintain appropriate liability coverage commensurate with the Program requirements and submit a copy of the policy upon request to the District.**
9. **This agreement shall be in force from September 14, 2021, through May 26, 2022. Either party shall provide written notice regarding reduction/discontinuation of program hours with a 30-day notice.**

Signed by:

Cloquet ISD #94
302 14th Street
Cloquet, MN 55720

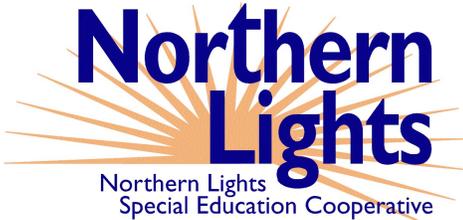
By: _____

Date: _____

Cloquet Community Education/Lil Lumberjacks
& Lil Thunder
Darla Pappas
1000 18th 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

MEMORANDUM

TO: Dr. Michael Cary

FROM: Tisha Warbalow

DATE: April 18, 2022

RE: UPDATED - Contract for Service EC_3

Please submit to the School Board for approval, contract EC_3 Cloquet Community Education–Lil Lumberjacks/Lil Thunder with Cloquet ISD #94 for preschool services during the 2021-2022 school year.

Resolution: That the School Board of ISD #94 hereby approves contract EC_3 Cloquet Community Education–Lil Lumberjacks/Lil Thunder, additional \$325.00 added to original contract with Cloquet ISD #94 preschool services during the 2021-2022 school year.

Thank you.

MEMORANDUM

TO: Dr. Michael Cary, Superintendent

DATE: April 20, 2022

FROM: Erin Bates, Community Education Director

RE: Approval of 5 year lease agreement with Miner's Inc.

I am asking the board to approve a 5 year lease agreement with Miner's Inc. for Suite 20 of the Pine Tree Plaza, 707 Highway 33 South beginning September 1, 2022. This 9,000 sq. ft. space will house both Li'l Lumberjacks' Learning Center as well as Kids Corner including the children enrolled in Churchill Elementary. Kindercorner (wrap around care), will remain in the ECFE wing of Churchill as it serves children in School Readiness.

The renovation of the space, including bringing it up to Fire and Childcare Licensing codes, is projected to exceed \$400,000. Childcare Stabilization, Facility, Northland Foundation, and other grants received by Li'l Lumberjacks and Kids Corner will cover \$150,000 of this expense. Miner's Inc. will pay for all renovation expenses exceeding \$150,000. This renovation includes designing spaces for both programs to make them as financially efficient as possible. At full capacity, the space will house 8 infants, 28 toddlers, 20 preschoolers, and 105 School Age children.

We are very excited to partner with Miner's Inc. in this venture. They understand the need for childcare and have shown their desire to make this project as feasible as possible for our families and our community.

MINER'S INC.

April 20, 2022

Ms. Erin Bates
Community Education Director
ISD 94 - Cloquet
302 14th St.
Cloquet, MN 55720

Re: Proposal – 707 Hwy 33 S. Cloquet, MN (Pine Tree Plaza)

Dear Erin:

On behalf of Miner's Incorporated I am pleased to submit this Lease Proposal to you for the Pine Tree Plaza in Cloquet. This proposal presents the business terms and conditions under which Miner's Incorporated ("Landlord") is willing to enter into a lease with ISD 94 ("Tenant") for the Premises.

LANDLORD/OWNER: Miner's Incorporated.

PREMISES: Suite #20 containing approximately 9,000 square feet (SF) (BOMA standard measurement). As outlined in Exhibit A

PRIMARY TERM: Five (5) Year Term.

RENTAL COMMENCEMENT: September 1, 2022

RENTAL RATE:

Year 1	Year 2	Year 3	Year 4	Year 5
\$103,500.00	\$105,052.50	\$106,628.29	\$108,227.71	\$109,851.13

Rental Rate includes Common Area Expenses, Real Estate Taxes, and Landlord's Insurance and utilities (water, gas, electricity) whereas typically these are separate expenses to be paid monthly by Tenant (collectively known as CAM which is estimated to be \$5.50 /SF).

RENEWAL OPTION: Tenant shall have two (2) five (5) year options to renew the Lease subject to a CPI adjustment over the expiring term. Tenant shall provide Landlord 180 days prior written notice of its renewal intentions.

MAINTENANCE: Landlord shall be responsible for maintaining and repairing the structure, HVAC, roof, and sprinkler system of the Premises unless maintenance or repair is caused by the negligence or willful misconduct of Tenant. Tenant shall repair and maintain the leased premises in good tenantable condition and be responsible for all maintenance and repair of the leased space during the term of the lease including but not limited light bulb replacement and plumbing maintenance.

UTILITIES: Landlord shall be responsible for all individually metered utilities used for Tenant's operation; however, Tenant shall not allow waste or excessive consumption of such utilities. Temperatures shall be no lower than 68 in the cooling season and no higher than 72 degrees in the heating season.

LANDLORD IMPROVEMENTS: Landlord shall perform the Improvements depicted and listed in Exhibits A & B, respectively. Tenant shall be responsible for all additional space improvements, fixtures, and moving expenses.

TENANT REIMBURSEMENT: Tenant shall pay Landlord \$150,000.00 as reimbursement for a portion of those Improvements depicted and listed in Exhibits A & B, respectively. Tenant Reimbursement may be made in installments but in no event shall the reimbursement period extend beyond March 31, 2023.

SECURITY DEPOSIT: Not Applicable.

FINANCIAL REVIEW: Not Applicable.

PARKING: Ample parking exists and shall be shared across all tenants subject to rules applied by Landlord.

SIGNAGE: Subject to Landlord approval Tenant shall have sign access above Tenant's storefront and exterior of the building. All signage shall be maintained at Tenant's expense.

SALES REPORTING: Not Applicable.

USE: Child Care center for children younger than 12 years of age.

LEASE: Landlord will provide Tenant its Lease form.

BROKERAGE FEE: Each party shall be responsible for brokerage fees, if any, associated with its representation.

This Proposal is a statement of Miner's willingness at this time to pursue a formal Lease Agreement with ISD 94 – Cloquet. Please note that Miner's proposed terms including Landlord Improvements and Rental Rates which are subject to final review and approval by Miner's board of directors. I look forward to continued discussions and your tenancy at the Pine Tree Plaza.

Agreed and Accepted:

By: _____

Name: _____

Title: _____

Date: _____

Sincerely,



Timothy J. Kleiman
RE Asset Manager

EXHIBIT A

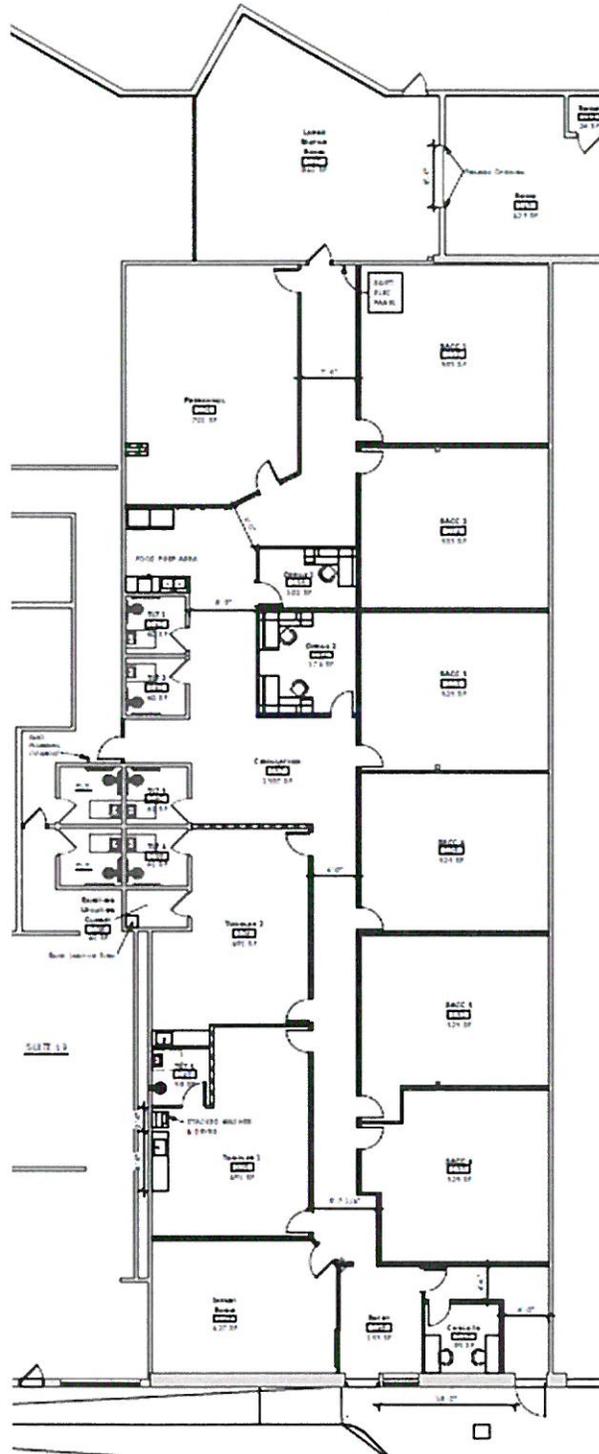


EXHIBIT B

- DEMO
- Layout as depicted in Exhibit A
- Resilient flooring throughout
- Paint throughout
- 5 individual restrooms
- Hookups for Tenant provided washer and dryer
- New drop ceilings at 9 feet above finished floor
- 2X4 LED lighting
- Convenience outlets
- P-lam cabinets & countertops
- New Exterior entrance
- Dedicated rooftop HVAC units and ductwork to serve the Premises
- Sprinkler system

MEMORANDUM OF UNDERSTANDING

BETWEEN

Cloquet School District, ISD 94

AND

Education Minnesota, Cloquet

WHEREAS, the recent outbreak and spread of coronavirus (COVID-19) has prompted many necessary changes for school districts and educators for the duration of the 2021-22 school year; and

WHEREAS the district and the union agree that the current collective bargaining agreement between the parties governs terms and conditions of employment; and

WHEREAS members have had to cancel usage of personal days.

NOW THEREFORE, be it resolved; that for the 2021-22 to 2022-23 school year only, the following language supersedes the language in ARTICLE XII - LEAVES OF ABSENCE, Section 3. Personal Leave of the collective bargaining agreement.

Section 3. Personal Leave: Each teacher has one (1) working day per year with pay for personal reasons. After three (3) years of continuous service with the school district, teachers will be allowed two (2) working days per year, with pay, for personal reasons. Teachers may carry over two (2) personal leave days per year or be reimbursed. Unused personal days shall be reimbursed at the rate of \$120 per day. If available, two (2) personal days will automatically be carried over unless notification is given to the Business Office by the last contract day of the school year. Any remaining day(s) will be automatically paid to the teacher.

The parties further agree:

This agreement addresses the 2021-2022 collective bargaining agreement only and sets no precedent, nor shall it be introduced by either party in any proceeding as evidence of a past practice.

For the District:

For the Union

Dated: _____

Dated:

Schedule C members:

Steve Battaglia, Administration & Athletics-Activities Coach

Cheyenne Deters, EMC Representative-Chairperson

Steve Polkowski, Non-Athletics-Activities Coach

Paul Riess, Activities Director

Ted Lammi, School Board Member

The Schedule C Committee is recommending the addition of the Science Fair Advisors to Schedule C. The Committee reviewed the addition of the position(s) using Article VIII-II, Section 5. Criteria and Points (pg 9- Teachers' Master Agreement) for this placement beginning the 2022-2023 school year.

Science Fair	2021-2022	2022-2023
Lead Advisor	\$3959	\$4038
1- Assistant- 70%	\$2772	\$2828

MEMORANDUM

TO: Dr. Michael Cary, Superintendent

DATE: April 12, 2022

FROM: Erin Bates, Community Education Director
Joel Soukkala, County Seat Theater General Manager,
John Justad, HS Auditorium Manager

RE: Permission to host MN Association of Community Theaters event

We are seeking permission for the MN Association of Community Theaters (MACT) to host their bi-annual event in the Cloquet High School Auditorium. This event would occur during Spring Break week of 2023 (March 29-April 1).

Wednesday and Thursday would be days of preparation and rehearsal. We are seeking permission for John Justad to be responsible for the facility lockup in the evening as the scheduled custodian will only be in the building during a regular 7 am-3 pm shift, with no evening cleaner. (Anticipated ending time 10 p.m.).

Friday and Saturday, the group would pay for an evening cleaner or custodial staff to be on site from 3 p.m. until closing at 10 or 11 p.m. since these days involve public performances.

We are also looking to rent the facility for a flat rate of \$1,000 for the auditorium and approx. 6 classrooms to be used for dressing, workshops, and adjudicator spaces.

The event will be co-hosted by the County Seat Theater of Cloquet and all fees will be paid for by MACT.

Background Information: The Minnesota Association of Community Theatres (MACT) presents an adjudicated play festival in February or March of odd numbered years. This opportunity allows Cloquet to showcase our facility and our local community theatre to people from throughout our state and beyond. It also allows local theatre students and theatre audiences to see an excellent variety of theatre in a short but exciting time.

The purposes of MACT*Fest are to:

- SHOWCASE the excellence of community theatre in Minnesota,
- LEARN from seeing or participating in plays, workshops, adjudications and networking, and
- SELECT productions to represent Minnesota at our seven-state regional festival and possibly the national AACTFest.

MACT*Fest is a wonderful opportunity for casts, crews and audiences to enhance their appreciation of Theatre

Subject: New Building Request

Apr 12, 2022

Event Name/Organization or Group County Seat Theater Company / Minnesota Association of Community Theatres

Contact Name Joel Soukkala

Anticipated Attendance 150-300+

Address 2035 Hwy 33 South (On Frontage Rd)
City Cloquet
State Minnesota
ZIP 55720

Email Address countyseatgm@aol.com

Phone 218-878-0071

Cell Phone 218-451-0715

Day(s) Requested Wednesday

Thursday

Friday

Saturday -within custodial staff hours - if not, \$65 per hour if a staff is available to work.

There may be an additional day needed earlier in the year for theaters to tour the stage facilities

Date(s) March 29-April 1

Start Time 7:00 AM

End Time 10:00 PM

Arrival/Set up Time (when doors should be unlocked) 7:00 AM

Building Cloquet High School

Room (if food is being served / you must reserve a Cafeteria (no access to Kitchen, unless approved, see below information.) Auditorium and approx. classrooms for workshops, adjudicator rooms, etc.

Custodial needed? Yes



Carlton County Community Get-Together Grant Application

Due Date: Friday, April 15, 2022 4:00 p.m.

Applicant Name

ISD 94 — United Way of Carlton County

- Applicant Type:**
- Non-Profit
 - Unorganized Community Group
 - Chamber of Commerce
 - Individual
 - School/School Organization
 - Other
 - Business
 - Local Unit of Government

Are you Located In Carlton County?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Physical Location Address	2001 Washington Avenue, Cloquet	
Mailing Address (if different)		
Contact Person and Title	Collette Lenarz, Social Worker	
Contact e-mail Address & Phone #	cienarz@isd94.org	
Federal Tax ID/EIN/SSN	41-6000450	
State Tax ID (if you have one)	8001743	

Narrative responses below can be provided on blank page if more space is needed

Describe your proposed community event, where it will be held, and how it will bring your community together:

In mid-August, we would like to host a Carlton County picnic in Veteran's Park. It would include lunch, entertainment and dispersing backpacks & school supplies to those in need.

Describe how this event will be financially and physically accessible to all including under-privileged members of your community:

Held in the middle of Cloquet, we hope Veteran's Park will be physically accessible. There will be no cost so it will be financially accessible to all.

Provide a simple budget for your event containing expected sources of funding, amounts, and expected uses of funding in the spreadsheet below (these can be estimates):

Source of Funding	Amount	Event Use of Funds
Carlton County Community Get-Together Grant (max \$1,000)	\$1000 ⁰⁰	Food, school supplies, backpacks
The Eagles	\$1000 ⁰⁰	" " " "
The Moose	\$1000 ⁰⁰	" " " "
Upper Lakes Foods	@500	" " " "
Local churches	in kind donations	" " " "

If awarded, what specific expenses to you anticipate using the grant funds for?

The money could be used for food, more expensive school supplies (eg. graphing calculators, gym shoes, etc.)

Many local groups may also donate to help support our efforts

USE OF DATA

Data is being requested from you to determine if you are eligible for financial assistance from Carlton County. Please take notice that any data received by Carlton County as the result of submitting this form will be classified as government data pursuant to the Minnesota Government Data Practice Act, Minnesota Statutes Chapter 13 (the "Act"). Under the Act, some or all of this data is classified as public data, including your name, business name, address, e-mail address, phone number, and other information provided by you. Public data is available to anyone requesting it and may consist of data furnished on this form. You are not required to provide the requested information, but failure to do so may result in Carlton County's inability to determine your eligibility for financial assistance. With the exception of sharing application data with municipal or state governmental entities for the purpose of considering the application for grant funding, any data you provide during the application process that is classified as private or non-public will not be shared by Carlton County without your permission unless required by state or federal law.

CERTIFICATIONS AND AUTHORIZATION FOR RELEASE OF INFORMATION

I have read the Carlton County Community Get-Together Grant guidelines below and certify that the applicant meets eligibility requirements. I declare that the information provided in this application and on any accompanying exhibits is true and complete to the best of my knowledge. I understand that Carlton County has the right to verify any information contained in this application and may contact any individuals and agencies involved. I certify that the applicant will comply with all local, state, and federal licensure, permit, and registration requirements necessary to conduct the proposed event. If awarded, I agree to provide eligible expenditure receipts by December 1, 2022 (prior to reimbursement) and a report of grant fund impact by January 15, 2023. I understand that I will be liable to pay back funds if I am found to have misrepresented data or not spent the funds according to eligible uses. I am aware that grant funds may be considered taxable income. I understand that Carlton County reserves the right to make modifications to the program and award amounts in response to community need and available funds. I have received and read the Carlton County Hold Harmless and Indemnification and Insurance Agreement and certify that I will sign the agreement and comply with its terms if I am awarded grant funding.

By signing below, the applicant agrees that this application and the provided grant guidelines, combined with an award of a Carlton Community Get-Together Grant, constitute a binding contract and shall be deemed a valid grant agreement whether delivered electronically (e.g., facsimile, PDF, ink or digital stamp, etc.) or hard copy.

Signature/Title of Applicant: _____

Date: 4/7/22

CARLTON COUNTY GET-TOGETHER GRANT GUIDELINES

Maximum grant request is \$1,000. This is a reimbursement-based grant. If awarded, a completed W9 form and receipts from eligible expenses must be turned in prior to reimbursement being processed. Reimbursement checks will be issued based on Carlton County payment schedules. All events must be held and receipts must be turned in by December 1, 2022 in order to be eligible for reimbursement. Eligible uses include but are not limited to marketing, supplies, equipment rental, clean-up, and permits for community events. Contact Brenda Nyberg for questions on other eligible expenses. Community events must be free, open to the public and provide access for all individuals. Events must take place in Carlton County. A post-event report on funding impact will be required (with pictures if possible). If awarded, printed marketing materials must state "funding provided through Carlton County Pandemic Relief Funds".

Carlton County staff, along with the Carlton County Board of Commissioners, retain final authority to determine eligibility and grant awards.

For questions, call Brenda Nyberg at 218-384-9564 or email brenda.nyberg@co.carlton.mn.us

Submit Applications to:
Carlton Co. Economic Development
1307 Cloquet Ave., Suite 2
Cloquet, MN 55720
Email: brenda.nyberg@co.carlton.mn.us
Fax: 218-879-2208

HOLD HARMLESS AND INDEMNIFICATION AND INSURANCE AGREEMENT

THIS HOLD HARMLESS AND INDEMNIFICATION AGREEMENT (the "Agreement") is made as of [DATE] by and between Carlton County, as the person or entity receiving indemnity (hereinafter referred to as the "Indemnitee"), located at 301 Walnut Ave, Carlton, Minnesota 55718, and [APPLICANT], as the person or entity bound to provide and/or protect the Indemnitee (hereinafter referred to as the "Indemnitor"), located at [APPLICANT ADDRESS], and at times the Indemnitee or Indemnitor may be referred to as the "Party" or may be collectively referred to as the "Parties."

WHEREAS, the Indemnitor desires, wishes and agrees to hold harmless and indemnify Indemnitee and its successors and assigns from any and all liabilities, losses, claims, judgments, suits, fines, penalties, demands or expenses, including, but not limited to, all reasonable costs for defense and investigation thereof (including but not limited to attorney's fees, court costs and expert fees) claimed by anyone by reason of injury, damage or loss to persons or property sustained in or around the [GET-TOGETHER EVENT] wherein Indemnitor will [DESCRIPTION OF EVENT]. Indemnitor's indemnification of Indemnitee under this Agreement shall not extend to liabilities that may result from the sole negligence of the Indemnitee, its officers, directors, agents, servants, and/or employees; provided however, that upon the filing of any claim with the Indemnitor for damages arising out of incidents for which the Indemnitee herein agrees to hold Indemnitor harmless, then and in that event the Indemnitor shall notify Indemnitee of such claim and Indemnitee shall have the right to settle, compromise, and/or defend the same.

INSURANCE

Indemnitor hereby agrees to have in full force and effect, at its own expense, liability insurance at the time of the [GET-TOGETHER EVENT], and surrounding days wherein Indemnitor will [DESCRIPTION OF EVENT]. Indemnitor hereby agrees to name Indemnitee as an insured with limits of liability not less than [NAME INSURANCE CAP PER THEIR POLICY] for claims arising out of or related to the event.

REPRESENTATION ON AUTHORITY OF PARTIES/SIGNATORIES

Each party signing this Agreement represents and warrants that s/he is duly authorized and has legal capacity to execute and deliver this Agreement. Each party represents and warrants to the other that the execution and delivery of the Agreement and the performance of such party's obligations hereunder have been duly authorized and that the Agreement is a valid and legal agreement binding on such party and enforceable in accordance with its terms.

MODIFICATION OF AGREEMENT

This Agreement may be supplemented, amended, and/or modified only by and through the mutual, written agreement of all parties. No supplement or modification of this Agreement shall be binding unless done so in writing and signed by all parties to this Agreement.

GENERAL WAIVER

The failure of any party at any time to require performance of any provision or to resort to any remedy provided under this Agreement shall in no way affect the right of that party to require performance or to resort to a remedy at any time thereafter, nor shall the waiver by any party of a breach be deemed to be a waiver of any subsequent breach. A waiver shall not be effective unless it is in writing and signed by the party against whom the waiver is being enforced.

ENFORCEABILITY, SEVERABILITY AND/OR REFORMATION

In the event that any covenant, provision and/or restriction is found by a court of competent jurisdiction to be unenforceable, such provision shall be modified, rewritten or interpreted to include as much of its nature and scope as will render it enforceable. In the event it cannot be so modified, rewritten or interpreted to be enforceable in any respect, it will not be given effect, and the remainder of the Agreement shall be enforced as if such provision was not included.

In the event that any court determines that any of the covenants, provisions or restrictions to be excessive in duration or scope or to be unreasonable or unenforceable under the laws of that state, it is the intention of the parties that such restriction may be modified or amended by the court to render it enforceable to the maximum extent permitted by the laws of that state.

GOVERNING LAWS

The validity, construction and performance of this Agreement shall be governed and construed in accordance with the laws of Minnesota applicable to contracts made and to be wholly performed within such state, without giving effect to any form of conflict of law provisions thereof.

JURISDICTION AND VENUE

This Agreement is to be construed pursuant to the current laws of the State of Minnesota. In the event that any dispute shall arise under or in connection with the agreement or related to any matter which is the subject of the agreement shall be subject to the exclusive jurisdiction of the state court located in Carlton County, Minnesota.

INSURANCE

This Agreement may be supplemented, amended, and/or modified only by and through the mutual, written agreement of all parties. No supplement or modification of this Agreement shall be binding unless done so in writing and signed by all parties to this Agreement.

THE UNDERSIGNED HAVE READ, UNDERSTAND and ACCEPT THIS AGREEMENT, and by signing this Agreement, all parties agree to all of the aforementioned terms, conditions and policies.

Carlton County

(Date Signed)

[APPLICANT ORGANIZATION NAME]

[SIGNATORY NAME]

(Date Signed)

YOU WILL SIGN A FILLED-IN VERSION
OF THIS FORM ONLY IF AWARDED
GRANT FUNDING. DO NOT RETURN
THIS FORM WITH YOUR
APPLICATION.



Carlton County Community Get-Together Grant Application

Due Date: Friday, April 15, 2022 4:00 p.m.

Applicant Name

ALLISON JERDE & STEPHANIE PEDERSON, COORDINATORS

- Applicant Type:**
- | | | |
|-------------------------------------|--|--|
| <input type="checkbox"/> Non-Profit | <input type="checkbox"/> Unorganized Community Group | <input type="checkbox"/> Chamber of Commerce |
| <input type="checkbox"/> Individual | <input checked="" type="checkbox"/> School/School Organization | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Business | <input type="checkbox"/> Local Unit of Government | |

Are you Located In Carlton County?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Physical Location Address	302 - 14 th ST CLOQUET MN 55720	
Mailing Address (if different)	515 GRANITE ST CLOQUET MN 55720	
Contact Person and Title	ALLISON JERDE, COORDINATOR	
Contact e-mail Address & Phone #	ajerde@isd94.org	
Federal Tax ID/EIN/SSN	8001743	
State Tax ID (if you have one)		

Narrative responses below can be provided on blank page if more space is needed

Describe your proposed community event, where it will be held, and how it will bring your community together: A COMMUNITY FAMILY LITERACY NIGHT. There will be literacy activities, games and fun! We have two local authors arranged to read and speak about their work. We are partnering with FDLTEC to use their campus and help reach a more diverse population. This event will be geared toward young families with children K-4.

Describe how this event will be financially and physically accessible to all including under-privileged members of your community:
 This event is FREE. The activities are free and we hope to provide a small free meal with this grant! The FDLTEC college is completely accessible with parking, elevators & bathrooms. We hope to use many facets of the community to advertise and reach all students.
 ↓
 sandwich, fruit & chips and drink

Provide a simple budget for your event containing expected sources of funding, amounts, and expected uses of funding in the spreadsheet below (these can be estimates):

Source of Funding	Amount	Event Use of Funds
Carlton County Community Get-Together Grant (max \$1,000)	\$1,000	FREE dinner for 500 community members
WASH & CHU DIE COMMITTEES	\$250 ea	Prizes, decorations, snacks, supplies, books, crafts
Unity Way	\$250 ea	"
CEF	\$1000	
Cloquet Eagles	\$250	

If awarded, what specific expenses to you anticipate using the grant funds for?

The free meal
 Approx. \$2 per sandwich (we have \$ for fruit & chips)

USE OF DATA

Data is being requested from you to determine if you are eligible for financial assistance from Carlton County. Please take notice that any data received by Carlton County as the result of submitting this form will be classified as government data pursuant to the Minnesota Government Data Practice Act, Minnesota Statutes Chapter 13 (the "Act"). Under the Act, some or all of this data is classified as public data, including your name, business name, address, e-mail address, phone number, and other information provided by you. Public data is available to anyone requesting it and may consist of data furnished on this form. You are not required to provide the requested information, but failure to do so may result in Carlton County's inability to determine your eligibility for financial assistance. With the exception of sharing application data with municipal or state governmental entities for the purpose of considering the application for grant funding, any data you provide during the application process that is classified as private or non-public will not be shared by Carlton County without your permission unless required by state or federal law.

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Signature/Title of Applicant: Coordinator, Allison Verde Date: 3/19/22

CARLTON COUNTY GET-TOGETHER GRANT GUIDELINES

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For questions, call Brenda Nyberg at 218-384-9564 or email brenda.nyberg@co.carlton.mn.us

Submit Applications to:
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1307 Cloquet Ave., Suite 2
Cloquet, MN 55720
Email: brenda.nyberg@co.carlton.mn.us
Fax: 218-879-2208

HOLD HARMLESS AND INDEMNIFICATION AND INSURANCE AGREEMENT

THIS HOLD HARMLESS AND INDEMNIFICATION AGREEMENT (the "Agreement") is made as of [DATE] by and between Carlton County, as the person or entity receiving indemnity (hereinafter referred to as the "Indemnitee"), located at 301 Walnut Ave, Carlton, Minnesota 55718, and [APPLICANT], as the person or entity bound to provide and/or protect the Indemnitee (hereinafter referred to as the "Indemnitor"), located at [APPLICANT ADDRESS], and at times the Indemnitee or Indemnitor may be referred to as the "Party" or may be collectively referred to as the "Parties."

WHEREAS, the Indemnitor desires, wishes and agrees to hold harmless and indemnify Indemnitee and its successors and assigns from any and all liabilities, losses, claims, judgments, suits, fines, penalties, demands or expenses, including, but not limited to, all reasonable costs for defense and investigation thereof (including but not limited to attorney's fees, court costs and expert fees) claimed by anyone by reason of injury, damage or loss to persons or property sustained in or around the [GET-TOGETHER EVENT] wherein Indemnitor will [DESCRIPTION OF EVENT]. Indemnitor's indemnification of Indemnitee under this Agreement shall not extend to liabilities that may result from the sole negligence of the Indemnitee, its officers, directors, agents, servants, and/or employees; provided however, that upon the filing of any claim with the Indemnitor for damages arising out of incidents for which the Indemnitee herein agrees to hold Indemnitor harmless, then and in that event the Indemnitor shall notify Indemnitee of such claim and Indemnitee shall have the right to settle, compromise, and/or defend the same.

INSURANCE

Indemnitor hereby agrees to have in full force and effect, at its own expense, liability insurance at the time of the [GET-TOGETHER EVENT], and surrounding days wherein Indemnitor will [DESCRIPTION OF EVENT]. Indemnitor hereby agrees to name Indemnitee as an insured with limits of liability not less than [NAME INSURANCE CAP PER THEIR POLICY] for claims arising out of or related to the event.

REPRESENTATION ON AUTHORITY OF PARTIES/SIGNATORIES

Each party signing this Agreement represents and warrants that s/he is duly authorized and has legal capacity to execute and deliver this Agreement. Each party represents and warrants to the other that the execution and delivery of the Agreement and the performance of such party's obligations hereunder have been duly authorized and that the Agreement is a valid and legal agreement binding on such party and enforceable in accordance with its terms.

MODIFICATION OF AGREEMENT

This Agreement may be supplemented, amended, and/or modified only by and through the mutual, written agreement of all parties. No supplement or modification of this Agreement shall be binding unless done so in writing and signed by all parties to this Agreement.

GENERAL WAIVER

The failure of any party at any time to require performance of any provision or to resort to any remedy provided under this Agreement shall in no way affect the right of that party to require performance or to resort to a remedy at any time thereafter, nor shall the waiver by any party of a breach be deemed to be a waiver of any subsequent breach. A waiver shall not be effective unless it is in writing and signed by the party against whom the waiver is being enforced.

ENFORCEABILITY, SEVERABILITY AND/OR REFORMATION

In the event that any covenant, provision and/or restriction is found by a court of competent jurisdiction to be unenforceable, such provision shall be modified, rewritten or interpreted to include as much of its nature and scope as will render it enforceable. In the event it cannot be so modified, rewritten or interpreted to be enforceable in any respect, it will not be given effect, and the remainder of the Agreement shall be enforced as if such provision was not included.

In the event that any court determines that any of the covenants, provisions or restrictions to be excessive in duration or scope or to be unreasonable or unenforceable under the laws of that state, it is the intention of the parties that such restriction may be modified or amended by the court to render it enforceable to the maximum extent permitted by the laws of that state.

GOVERNING LAWS

The validity, construction and performance of this Agreement shall be governed and construed in accordance with the laws of Minnesota applicable to contracts made and to be wholly performed within such state, without giving effect to any form of conflict of law provisions thereof.

JURISDICTION AND VENUE

This Agreement is to be construed pursuant to the current laws of the State of Minnesota. In the event that any dispute shall arise under or in connection with the agreement or related to any matter which is the subject of the agreement shall be subject to the exclusive jurisdiction of the state court located in Carlton County, Minnesota.

INSURANCE

This Agreement may be supplemented, amended, and/or modified only by and through the mutual, written agreement of all parties. No supplement or modification of this Agreement shall be binding unless done so in writing and signed by all parties to this Agreement.

THE UNDERSIGNED HAVE READ, UNDERSTAND and ACCEPT THIS AGREEMENT, and by signing this Agreement, all parties agree to all of the aforementioned terms, conditions and policies.

Carlton County

(Date Signed)

[APPLICANT ORGANIZATION NAME]

[SIGNATORY NAME]

(Date Signed)

YOU WILL SIGN A FILLED-IN VERSION
OF THIS FORM ONLY IF AWARDED
GRANT FUNDING. DO NOT RETURN
THIS FORM WITH YOUR
APPLICATION.

SELS (Social Emotional Learning & Support) Matters

*2021-2022 Northern Minnesota, NW Wisconsin, SE North Dakota-
Community Funding Application*

Washington Elementary School

Robbi Mondati
801 12th Street
Cloquet, MN 55720

O: 218-879-3369

Misha Alaspa

801 12th Street
Cloquet, MN 55720

malaspa@isd94.org
O: 218-879-3369

Application Form

Organization Information

Brief Organization Description (2-3 sentences)*

Washington Elementary School, in Cloquet, MN, serves approximately 500 students K-4th Grade. About 42% of our students qualify for Free/Reduced Lunch, 30% of our students come from diverse backgrounds, and 20% of our students qualify for additional social, emotional, and behavioral supports.

Summary of Organization Mission and Goals*

The staff, students and parents of Washington Elementary School are dedicated to creating a climate that promotes physical, artistic and academic excellence, high expectations, cultural pride, respect for individual differences, and the rights of others in a safe and nurturing environment.

Brief Description of Organization's Current Programs or Activities*

Please include any service statistics and strengths or accomplishments.

We are in our 9th year of being a Positive Behavior Interventions and Supports (PBIS) school. We have also been recognized as a Minnesota Sustaining Exemplar School for the past 2 consecutive years for our work with PBIS. In 2019, Washington was also one of eight schools statewide to be recognized as a Minnesota School of Excellence.

Organization's Relationship with Other Organizations Working with Similar Missions*

As a public school, we work collaboratively within our district and community to support our students and their families. Agencies that we work closely with include: Fond du Lac Band of Lake Superior Chippewa, Carlton County, and North Homes and the Human Development Center (therapeutic services). We also have staff members at every organizational level who contribute to and learn from their own professional associations, including the Board of Social Work, American School Counselors Association, Minnesota Elementary School Principal's Association, and Education Minnesota.

Board of Directors*

Please list or attach a list of your current Board of Directors

Ted Lammi, School Board Chair
 Nate Sandman, School Board Clerk
 Dave Battaglia, School Board Treasurer
 Gary Huard, School Board Member
 Melissa Juntunen, School Board Member
 Steve Scarbrough, School Board Member

Please Describe Essentia Health's History of Support for Your Organization*

This will be a new partnership for Washington and Essentia. We are looking forward to continued collaboration with Essentia and the new clinic coming to our community.

Please State the Number of Volunteers Engaged with Your Organization Annually*

100

Please Attach Your Organization's W-9*

Must not be older than October 2018.

If you need to update your IRS W-9 form please visit: <https://www.irs.gov/pub/irs-pdf/fw9.pdf>

ISD #94 W-9.pdf

Project/Program Information

Project Name*

SELS (Social Emotional Learning & Support) Matters

Amount of Request*

\$5,783.82

Project/Program Description*

Please give a brief summary of your request.

Our project proposal includes a multi-layer approach to implementing social and emotional learning and supports for our entire student body, specific interventions for individual students, and resources for families.

Quaver SEL

The first part of our project is to purchase the Quaver SEL curriculum, which is a researched-based curriculum aligned to the CASEL competencies and designed to grow with the needs of our students K-4. The Quaver SEL curriculum would be used primarily by our school counselor during her classroom guidance lessons. All students K-4 receive classroom guidance lessons throughout the school year.

Tools

The second part of our project is to purchase a variety of tools that our intervention teams can loan out to teachers. Teachers would identify specific students that need additional social, emotional, or behavioral support and our team would work with the teacher to determine what tool(s) could be helpful for that student. These tools include: noise reducing headphones, flexible seating options (scoop seats, wigggle cushions, wobble stools), fidgets, desk bands, and velcro dots.

Parent Education Opportunities

The last part of our project is to offer educational opportunities for parents to help support the social and emotional needs of their children at home. For this, we plan to partner with the Miller-Dwan Foundation and Joan Oswald to provide parent information about Dialectical Behavior Therapy (DBT) approaches and skills. We would offer this as a series during our fall open house, winter conferences, and spring conferences. For this part of the project we are asking for an in-kind donation.

Essentia Health prioritizes funding to community non-profits working to address social determinants of health in under-served, low-income, and minority populations, as well as supporting physical, mental, social, and emotional well-being in the following priority areas.

Active Living - supporting active living and healthy lifestyles, and neighborhood improvements such as walkable/bikeable trails

Child & Youth Development - healthy child and youth development, reduction of adverse childhood experiences (ACES), asset building for youth

Education - access to education, health education, removing barriers to education

Employment Opportunities - removing barriers to employment, supportive employment programs

Food Access - increasing healthy food access and education

Health Equity- removing obstacles to health such as poverty, discrimination & their consequences. Ensuring everyone has a fair and just opportunity to be as healthy as possible.

Housing - housing initiatives, affordable housing development or preservation, and emergency housing

Mental Health - child/youth mental health, increased access, awareness for support, stigma reduction, and training

Rural Access to Health Care - emergency services, dental

Safety and Violence Prevention - domestic violence intervention, human trafficking intervention, support for victims and families, injury and abuse prevention

Substance Use - youth prevention, addiction treatment, recovery

Transportation - connection to basic needs and vital services

Priority Area Addressed*

Please select the priority area that BEST describes your project or program.

Child & Youth Development

Number of People Directly Impacted by This Request:*

500

Population(s) Intending to Serve:*

Please select all that apply.

0-18 years of age

- Asian
- Black
- Indigenous
- LGBTQIA2S+
- Native Hawaiian or Pacific Islander
- People living in rural areas
- Persons experiencing poverty
- Persons with disabilities

Impact on Health Equity*

Please describe how your project/program will positively impact health equity for the population you have identified above:

Students' health and well-being is a priority to us here at Washington. We understand that everyone deserves the opportunity to be as healthy as possible. Social Emotional Learning teaches students skills that can help them lead productive and healthy lives. It is also an important part of creating a caring, supportive and equitable school community where all students feel respected and valued, so they can develop a confidence in who they are and are able to grow and develop their strengths, interests, and full potential. Social and Emotional learning promotes an understanding of individual differences, including: race socioeconomic status, gender, sexual orientation, and other differences, and contributes to health, academic achievement, and success later in life.

Please Indicate Which Community(s) Your Request Will Directly Serve*

Select all that apply.

Cloquet, MN

Describe the Need This Project/Program Fills in Your Community*

Within our community we have witnessed the growing need for social, emotional and behavioral support for our students and families. The COVID pandemic has only exasperated this growing need. We feel this opportunity will help us provide additional information, skills, and resources to better support our students, staff, and families.

Collaboration

Describe how you're working with other organizations to achieve your goals for this project or program.

Social, emotional, and behavioral needs can be indicators of deeper trauma or mental health concerns. Our school's mental health and intervention teams work to identify students that may have more significant needs. We have developed a collaboration with North Homes Children and Family Services, The Human Development Center, and Fond du Lac Min No Aya Win Clinic to help students and their families get connected to therapeutic services that can be offered on-site at our school. This collaboration has helped get students the services they need quicker and has removed barriers that some families face to getting access to these services.

Essentia Health Staff Involvement

- Please list all Essentia Health staff that are engaged with your organization and their role(s).

- If there are opportunities for Essentia Health staff to volunteer with this project or program please list those here as well.
 - We are proud to support Essentia colleagues' volunteer efforts with our Together We Thrive program, which provides a \$100 donation to community non-profits after 20 hours of employee volunteer service.

We do not currently have Essentia Health Staff engaged with our school, however, this a relationship we are looking forward to developing, particularly as we work to create educational opportunities and resources for parents in our community.

Timeline for This Project/Program*

The funding we are asking for would allow us to use the Quaver SEL program for 3 years. It would also allow us to purchase a variety of tools that our intervention teams can loan out to teachers for use with specific students that need additional social, emotional, or behavioral support starting next year and each year going forward. Lastly, the partnership that we develop with Essentia Health and the Miller-Dwan Foundation to offer information and resources to families is something that we look forward to starting next year and continuing in the coming years.

Expected Outcomes*

An outcome describes how people are better off because of your project or program. **Please provide a minimum of 3 measurable outcomes.**

Example: % of people experiencing a change in skill, behavior, knowledge or lifestyle

1. 80% of our students will be able to identify 2 different types of calming skills/coping strategies, as based on pre and post survey data.
2. 80% of our staff who bring students to our intervention team will report feeling supported with interventions and tools needed to help their student, as based on end of the year survey data.
3. 80% of parents that attend the parent information sessions will report feeling that they gained information, skills, or strategies that they find helpful, as based on post survey data.

Please List Key Staff Relevant to This Request

Robbi Mondati, School Principal
 Abbi Sewell, School Counselor
 Misha Alaspa, School Social Worker
 Will Donofrio, Dean of Students

Current Budget*

Please attach or itemize your project or program budget.

Quaver SEL (3 year subscription)..... \$5,250.00
 Noise Cancelling Headphones..... \$102.90 (10 sets)
 Scoop Seats..... \$80.00 (8 seats)
 Wiggle Cushions..... \$80.25 (5 cushions)

Wobble Stools	206.97 (3 stools)
Deskbands	\$25.99 (12 bands)
Velcro Dots.....	\$10.98 (200)
Mini Popits.....	\$12.74 (26)
Squish fidget.....	\$13.99 (24)

Other Funding*

Please describe your long-term funding strategies to sustain this project or program, include other organizations approached to fund this project or program and the status of those requests.

We do not currently have any other funding for this project.

Additional Information (Optional)

NA

File Attachment Summary

Applicant File Uploads

- ISD #94 W-9.pdf

CEF BOARD OF DIRECTORS' MEETING
Tuesday, May 3, 2022
Ranking Sheet

Board Member Name: _____

Please return your rankings by April 25, 2022 to Jody – jacers@isd94.org
Amount available according to budget: \$12,382 - with carryover \$24,500.81

Rank	Letter	Description	Submitter	Previously Funded	Amount Requested	Amount Granted
	A.	FRC 7797 Rapid React	C. Deters/R. Montgomery	\$3,000	\$3,000	
	B.	Students Offering Support (CMS)	C. Lenarz	\$1,500	\$3,000	
	C.	All-Night Grad Party	S. Gunelson/L. Smith	\$3,000	\$3,000	
	D.	Consortium for Native Composers -	R. Hanson	New	\$10,000	
	E.	Spring '23 Band Trip	K. Huseh	New	\$25,000	
	F.	Early Childhood Playground	S. Krikava	\$1,500	\$500 - \$1,500	
	G.	The Magic of Theater	J. Keller/C. Hunt	\$1,000	\$1,000	
	H.	DCD Community Outings	T. Swartwoudt	Incomplete	\$600	
	I.	8 th Grade Celebration	J. Jazdzewski	New	\$1,500	
	J.	All District Calendar	M. Kilroy	New	\$5,000	
	K.	Care & Comfort Blankets	M. Alaspa/A. Sewell/S. Lemae	New	\$500	
	L.	CAAEP Sept Symposium	G. Dodd	\$2,000	\$2,500	
	M.	Choir Robe Storage	L. Donnelly	New	\$1,161.06	
	N.	Knowledge Bowl	R. Mueller	\$2,160	\$2,940	
	O.	CMS/CHS Science Research - Printer	C. Welsh/B. Bauer		\$6,000	
	P.	CMS/CHS Science Research Projects – Poster Supplies	C. Welsh/B. Bauer	New	\$3,028	
	Q.	ADSIS Field Trip	J. Misquadace/E. Thompson	New	\$1,200	
	R.	DCD Class Field Trips – CMS	J. McInerney	\$500	\$600	
	S.	Culturally Responsive Teaching and Gifting	N. Vegor	New	\$900	
	T.	Culturally Responsible Texts	D. Topping	New	\$900	
	TOTAL				\$67,329.06	

Letter O – This money is not included in the total price. They have “extra” money that they didn’t use and want permission to purchase a printer.



Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Cheyenne Deters	FRC 7797 RipSaw Robotics	Cloquet High School	cdeters@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School
Rene Montgomery		English	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: FRC 7797 Rapid React **Date:** 12-13-21

Total Amount Requested: \$3000 **Make Check Payable To:** CHS (Memo: Ripsaw Robotics)

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

FIRST is a robotics competition founded by inventor Dean Kamen. FIRST™, an acronym for “For Inspiration and Recognition of Science and Technology,” is an international phenomenon, which pairs high schools with corporate engineering sponsors to build a robot which will compete in a sport-like event. The goal of the FIRST™ program is to give students hands-on experience working with real engineers, so that engineers and scientists are seen as role models in the same way professional athletes are.

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

Direct: 50 high school students (1 homeschooled student)

Indirect: Ripsaw Robotics serves all age groups; this year, we are on track to visit Washington and Churchill Elementary schools to showcase our robot.

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

For Office Use:

APPLICATION Letter _____

Previous CEF Funds Awarded:

Amount: _____

Date: _____

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.)**

Cloquet High School started a FIRST robotics team in 2018, named the RipSaw Robotics 7797.

FIRST Robotics is a worldwide organization with 3898 teams from 34 different countries building and competing in their own regional competitions.

Our project, in a sum, is building a thorough, well-rounded robotics team. This includes creating a sustainable business plan, working with the community to fund the team and bring awareness to the project, building a new and working robot each year that can confidently compete with other teams, and creating/funding subdivisions that include apparel, fabrication, strategy, electrical, ect.

In the past, our team has succeeded on and off the competition field. The team ranked 10th after Qualification Matches with a record of 8-5-0 in 2020. We were picked to be a member of the 4th Alliance, a huge honor for a second year team. We won the **Safety Award** sponsored by Underwriters Laboratories. Additionally, the team qualified for the MSHSL State Tournament in 2020 but were unable to attend due to COVID-19.

Our team aligns with the CEF mission by promoting inclusion for all and excitement for STEM fields, and by providing students with real-world experiences while in a safe and positive environment.

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

Local students have the chance to learn not only engineering and design skills, but also develop leadership, business, public speaking, coaching, and communication skills. We are looking to provide these students the necessary skills to become the next leaders in our community, STEM fields, and business fields, and beyond.

- 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.)

Our robotics program represents the Cloquet community and high school, and gives kids the opportunity to be exposed to many facets of engineering and STEAM careers. FIRST™ Robotics gives our students the chance to use and combine a variety of individual strengths to further expand their technical, teamwork, and business skills.

Through the program, students are able to:

- Work with traditional tools as well as cutting-edge technology
- Develop problem-solving skills
- Learn to work together towards a common goal
- Fail and succeed in a safe, supportive environment

- Learn how to email, call, present, and talk in a professional setting
- Work in a setting with diverse personalities

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
Marketing Materials, Community Outreach Materials, Parts and Equipment needed to for Game Changers Season; Game Design is announced Jan 2021	\$3000
Total Cost	\$3000

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 the spring of 2020 the team hosted a “Robot Reveal” at Washington Elementary, CAAEP, NLA and CMS. This reveal continued the excitement for the growth and development of the Robotics Program at Cloquet High School while connecting the Cloquet Community.

The team participants receive invaluable skills in multiple areas that help them grow into a professional, well-rounded student.

Ripsaw Robotics had 25 members for the 2021 season, but has grown to over 50 members during the last year. The majority of the team is freshman CHS students, and our effect will continue to spread now that our team has grown.

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

We are currently seeking partial funding in relationship to the team budget. The Logistics team will need to reevaluate budget if all funding is not secured.

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

Students are actively seeking donations from other community business and writing additional grants as the budget year for the Robotics programs is about \$20,000-\$30,000 a year.

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

6. Students have created a list of all local businesses in the Cloquet Community. The Logistics Team (Sponsorship Team) is working on seeking donations through letters, presentations, emails, and calls. 2020-21 Season Sponsors can be found on the team website.

Other current grant applications: Minnesota Power and 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:

- 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 14th 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
Collette Lenarz	Middle School Counselor	Cloquet Middle School	clenarz@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School
			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: Students Offering Support (SOS) Cloquet Middle School Date: 12/9/21

Total Amount Requested: \$3,000 Make Check Payable To: Cloquet Middle 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 Middle 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 Middle 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 builds 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 leading this Cloquet Middle School program. This engages middle school youth, ensuring 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 Middle 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.	\$500
Supplies and Materials	\$800
Activities/ Team-building Outings/ Community Experts, 1-to-1 reimbursements	\$1,500
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. They have helped be a template for what funds are needed to operate successfully in each school. 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 launch SOS in Cloquet Middle School, the likelihood of supporting CMS 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@isd04.org
Cloquet Educational Foundation, 302 14th Street, Cloquet, MN 55720, Fax: (218) 879-6724.**



Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
All-Night Grad Party Co-Chairs: Stef Gunelson & Lindsay Smith	Seniors	CHS	lsmith@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: All-Night Grad Party 2022 **Date:** May 27, 2022

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 All-Night Grad Party is a yearly event held to honor our graduating seniors in a safe and fun way. All graduates attending the event are required to be at the party within 45 minutes of the graduation ceremony. If a student does not show up, parents are immediately contacted. The ANGP is a chemical-free place where everyone can be together for one final farewell before parting ways. Each year of the event, 95% or more of the graduating seniors are treated to an evening of fun games, contests, DJ/dance, hypnotist, food, a \$25 prize (for everyone), and grand prizes (iPads, TVs, etc) to 10 or more winners. It's a safe, fun, and memorable night for our Cloquet graduates.

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

Graduating Seniors: approx. 175, and any seniors from the Alternative Learning Center.

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 _____

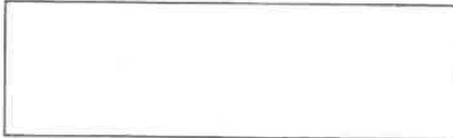
Previous CEF Funds Awarded:

Amount: _____

Date: _____

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.)*

The ANGP rewards our graduates for all of their work in every area of the mission statement. They have participated in academics, arts, athletic events, cultural awareness activities, and social growth since they started in the Cloquet Public Schools. Our project is currently in the planning stages and the committee of volunteers will continue to meet regularly to organize this massive event up until its complete in May. Due to the fact this event continues to have at least 95% of the seniors (and seniors from ALC) attend each year is... certainly all the data needed to show the value of this safe and fun celebration that honors our graduates.

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

While the students will not actually be learning to the ANGP, they will be shown their "thanks" for all of their years of hard work and dedication that they put forth while attending Cloquet Schools. Graduation is a big deal and they deserve recognition for their efforts!

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 party is attended by all of the seniors who want to come and have completed graduation. All cultural and socioeconomic groups are invited and welcomed. Almost all of our seniors will be together regardless of any cultural and/or socioeconomic diversity!

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
1. Student individual prizes (guaranteed for each graduate attending	\$4,375
2. 10+ grand prizes (drawings)	\$1,500
3. Entertainment: Magician, DJ, Hypnotist, and other gym games	\$5,500
Total Cost	\$14,375

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 entire party is an expensive endeavor. In years past, the senior class donated around \$5,000 through fundraisers. However, between cancelled events last year, and limitations on events this year due to Covid, the senior class has a balance of \$1,000, which they will donate to this event. We also get support from many local businesses and even some parents. Again, due to Covid, there have been fewer donations. This year, we are in need of your support in order to provide our graduates with the party they deserve.

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

Yes, it can. However, we work hard to get as many donations as possible, but it varies from year to year. We purchase many prizes on "Black Friday" and through many other sales to keep costs down. However, as stated, it takes a great deal of money to host this event.

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

We will be sending out about 150 letters of request to area businesses.

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

Business letters will be sent out in early March.

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 14th 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
Kevin Huseth	9-12 Band	Cloquet High School	khuseth@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School
Ryan Hanson		6-8 Band	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: Consortium for Native Composers- Keith Secola Commission **Date:** 4/1/22-9/1/2023

Total Amount Requested: \$10,000 **Make Check Payable To:** CHS Cloquet Activities account

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

The Cloquet Band Department will lead a consortium of at least 7 other schools from across the state in commissioning local Ojibwe musician Keith Secola to write two brand new works for middle school and high school band.

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

At least 800 band students from CHS, CMS, Dakota Middle School-Rochester, Fergus Falls Public Schools, Waconia Public Schools, Southwest High School- Minneapolis, Blake School- Minneapolis. This number is certain to grow as we get more schools on-board.

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

For Office Use:

APPLICATION Letter _____
Previous CEF Funds Awarded:
Amount: _____
Date: _____

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.)***

With the millions of pieces published for band that are available to me, only 9 are written by American Indian or First Nation composers. I would like to teach my students about the vibrant American Indian culture that is right in our back yard, but philosophically I am uncomfortable doing so with music that is inauthentically or inappropriately composed. This project will allow to me to create an authentic and collaborative musical space in my curriculum, of which my students will be the direct beneficiaries. The composition process, which will involve my students directly, will last approximately 1 year, with the world premiere of the piece (happening in Cloquet) occurring at our concert in the fall of '23.

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

This project will allow my students and I to collaborate with our Ojibwe and American Indian neighbors in an authentic and exciting way to create brand new music. It will also influence the music teaching world on a state, national and global level by increasing the representation of American Indian and First Nation composers in the High School and Middle School band curriculum.

- 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 allow to me bring representatives from our American Indian and First Nation neighbors into my classroom in a collaborative, creative, and authentic way. It will also allow my students to experience creating new art at a first-hand level.

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
Down payment	\$5000
Remainder (due at delivery)	\$5000

Total Cost	\$10000
<p>1. Submitting a joint proposal between elementary schools was declined <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain here):</p>	
<p>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.)</p> <p>Creating new art costs money and Keith Secola has national name recognition. Also, \$10000 to influence the learning of at least 800 students AND provide a gateway for our neighbors vastly under-represented culture to enter the curriculum is priceless.</p>	
<p>3. Can this project be implemented with partial funding: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain here:</p> <p>There are a multitude of avenues to fund this project, including multiple granting agencies as well as the consortium funding model. We are in the process of reaching out to the Rochester Community Foundation and expect there contribution to be in the neighborhood of \$3000.</p>	
<p>4. Have you requested funding from other sources for this project? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>At the time of this application, no, although we will be applying with the Rochester Community Foundation in the coming weeks.</p>	
<p>5. If yes, please list the names of the funding sources and the status of the request:</p> <p>Rochester Community Foundation- Anticipated</p>	
<p>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:</p> <ul style="list-style-type: none"> • 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 14th 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
Kevin Huseth	9-12 Band	Cloquet High School	khuseth@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: Spring '23 Band Trip **Date:** (3/18-3/22/23)

Total Amount Requested: \$25,000 **Make Check Payable To:** CHS or Cloquet High School

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

The Band will be taking a trip to St. Louis and Nashville in the Spring of 2023. The trip cost, right now, is a bit over \$1400 per person. I would like to bring this down and be able to provide scholarships for any interested students.

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

Between 45 and 55. I am currently planning for 52, but this could change depending on price, scholarships and registration.

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: _____

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
Trip cost support	\$25,000
Total Cost	\$25,000

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.)

The Trip cost is currently at \$1400 per person. To make it accessible for my students, I believe I need to get the price down to the \$900 per person range. On top of buying the price down, I'd like to offer scholarships to qualifying students.

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

Students will also be fundraising, and I will be asking other organizations for donations.

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

Not yet, but I plan to ask local businesses and other organizations.

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



Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Shannon Krikava, ECFE/SR Coordinator	Early Childhood Family Education/School Readiness	Churchill- Early Childhood Wing	skrikava@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School

Signature of Principal/Supervisor: Shannon Krikava

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: Early Childhood Playground **Date:** March 2, 2022

Total Amount Requested: \$500-\$1500 **Make Check Payable To:** Cloquet ECFE/SR

<p>Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)</p> <p>As we reported in the fall, it has long been our dream to have an outdoor space for our children to safely climb, get some fresh air and explore. One that is age appropriate and safe for children ages 2-5. Once we reach our \$10,000 goal, we are hoping to approach the city council for approval then apply for a DNR grant which often funds up to half the total costs.</p>
<p>Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)</p> <p>The number of students served is 80 School Readiness students, 50 ECFE students and 30 Kinder Corner students plus numerous community members who have children and/or grandchildren aged 2-5.</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* (Sunnyside Park/Churchill Playground)
- 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>APPLICATION Letter _____</p> <p>Previous CEF Funds Awarded:</p> <p>Amount: _____</p> <p>Date: _____</p>
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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.)**

This early childhood playground project cannot officially begin until we have approval from the Cloquet City Council. However, as stated earlier since September we have raised a total of \$5200. Our families are very excited about this project and continue to support us through our fundraising efforts.

Our goal is to have a fenced in area with safe playground equipment our children can climb on, slide down and swing on. We believe the fundamentals of this play align perfectly with the CEF mission as physical activity and fresh air allow children the opportunity to release pent up energy and reduce stress levels which in turn allows them to pay attention in the classroom, develop athletic abilities and make new friends. All these things contribute to a child's overall growth and health which in turn helps them attain the academic, artistic, athletic, and social growth each child needs to succeed.

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

Student learning begins when children feel comfortable in their environment, stress reduction, fresh air and large motor movement help children feel ready to once again be in the classroom and ready to learn and interact with their peers.

In addition, children see a vast variety of physical benefits through playground play: Improved flexibility and balance. Development of overall motor skills, dexterity, and hand-eye coordination. Opportunities to learn how to control their movement, taking turns and developing important muscles groups that help them sit, cut write, and movement within their own personal space.

- 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.)

For many families our program is the first experience they have with Cloquet Public Schools, and we work hard to align our curriculum and goals so children can seamlessly enter kindergarten with the skills they will need for success. We meet children where they are at while also emphasizing high readiness skills and making sure they also learn the social & emotional skills necessary to interact with others. As stated above; student learning begins when children feel comfortable in their environment, stress reduction, fresh air and large motor movement help children feel ready to once again be in the classroom and ready to learn and interact with their peers.

“Play is our brains favorite way of learning!”

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))

	Cost
In our previous application I attached a copy of a proposal the city was considering for the new playground equipment at Braun Park. Equipment and land preparation costs can range between \$40,000-\$50,000	
Total Cost	

1. Submitting a joint proposal between elementary schools was declined Yes No If yes, explain here):
Not submitting jointly as the Early Childhood program is only located at Churchill Elementary

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 were thrilled when the CEF awarded us with our first grant to kick off our Playground Fundraiser! Our goal is a large amount, but we are steadily working our way to achieving it. We hope that you can see our commitment to this project since the fall and feel with the Cloquet Educational Foundation's continued support and trust in us we will see our dream of a 2-5-year old's playground come true. A playground that not only our programs 150 children will benefit from during the school year but the countless other community members who use it on the weekends, evenings, and summers.

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:
Since our CEF grant application in September we have received a \$1000 grant from Walmart, raised \$1500 in our Pennies for a Playground fundraiser, received an anonymous \$1000 donation, and raised another \$200 in smaller fundraisers. Grand total so far is \$5200. We have more fundraisers planned in April 22 and next school year.

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 14th Street, Cloquet, MN 55720, Fax: (218) 879-6724**

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

X
2



Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Iris Keller	9-12 Theater Dept	Cloquet High School	ikeller@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School
Corey Hunt		9-12 English	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: The Magic of Theater!! **Date:** 3-8-2022

Total Amount Requested: \$1000.00 **Make Check Payable To:** CHS Theater

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

CHS theater is happy to be able to be able to perform a spring production again, with full staff and students! Performance dates are April 29, April 30 and May 1. The spring theater program is independent from the fall musical production, with a much, much smaller budget. This year we have a new director – Corey Hunt! He’s a CHS alumni got who got his degree in English and Theater. Traditionally, the spring play is a much smaller performance than the fall play. It’s not a musical and the cast is usually smaller. This year Corey is taking on the ambitious task of putting on the fabulous play “Puffs” with a larger cast and also a larger production than is typical for the spring performance. While there are mutual supplies in the work room that both productions use, there are costs involved with each production that are not shared, i.e. publication rights, program costs, building/costume materials, repair of mics and equipment, etc.

Specifically, we are looking toward purchasing a sound track with sound effects package from the producer at a cost of \$500.00, and to replenish the costume/building supplies that were used up during the fall musical.

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

45-50 students for this production.

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**

For Office Use:

APPLICATION Letter _____
Previous CEF Funds Awarded:
Amount: _____
Date: _____

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.)**

We often have students who do not audition for the fall play for various reasons: it's a musical and they don't sing, conflicts with fall sports, not being familiar with the theater program yet, or seniors wanting a chance to experience the theater experience once before they graduate.

CHS Theater prides itself on being an activity that is inclusive of all students. When you see the productions, you will see that the students represent all groups within the high school. It is in theater that everyone comes together as one big group to create something amazing. Clearly, artistic growth and social growth needs can be met on stage, backstage and with the tech team! We open the books on day one, and it's like a big puzzle to be solved. Every student has a part in making the show happen. Students discover the depths of the characters, the beauty of the words, the art of comedic timing. Together they work together to put on great performances in our beautiful space. CHS theater has had a long tradition of going above and beyond that of a normal high school program.

Each and every student will be impacted by being a part of this team of students and directors. Whether the role is a lead or chorus, students learn to overcome their fears of speaking in front of people, how to problem solve conflicts that arise, and gain confidence in themselves and their abilities.

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

Theater is one of the unique activities at CHS that is all grades, all groups, all skill levels. Sometimes theater provides a space for kids to take risks in a different area – artistic expression. Sometimes, it is a place kids call "home". We often talk with former students and their fondest memories are of their theater days and the feeling of community they felt being a part of the program.

There is much research showing that theater education can help students in other academic areas. We see a tremendous bonds form with the cast and crew, and we are happy to provide this opportunity for students and hopefully the experience trickles over to their academics and other activities in life in general.

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.)

Our program “emphasizes high standards/expectations and improves social behaviors”

The skill of memorizing lines, problem solving directions, learning to understand each other and themselves when putting on a production.

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
Music/sound effects package with Max Coxland productions	\$500.00
Costumes/Props	\$250.00
Construction materials	\$250.00
Total Cost	\$1000.00

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.)

Providing a first rate sound track and sound effects will make the show even more spectacular. Replenishing the supplies that get used up after each production is always needed.

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

Yes – any amount will be used towards our production and will be very much appreciated.

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

We have some budget money, but the spring production is much smaller than the fall production, and we are often scrambling to find ways to make it work with very limited resources.

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

Theater Budget/Account

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 14th 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
Tina Swartwoudt	Special Ed, K-4 th grade	Churchill Elementary	tswartwo@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: DCD Community Outings **Date project takes place:** 2019-2020 and 2020-2021 School Years

Total Amount Requested: \$600.00 **Make Check Payable To:** Churchill Elementary DCD Activity Fund

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

This grant request is needed to help meet the costs of community outings for our DCD Severe/Profound class at Churchill Elementary. Community Outings are an important element of the *adaptive* skills we teach in our special education program. While most families contribute \$15.00 per month to help cover student costs, the cost of the paraprofessionals is not covered. We cannot ask or expect paraprofessionals to pay their own admissions. More and more often the events we participate in are asking for payment for each adult as well as the students. The amount requested should help to cover these expenses for this school year as well as next school year. Examples community outings include the corn maze, apple orchard, seasonal or thematic movies, the Duluth Play House, The Great Lakes Aquarium, The Depot, The Lake Superior Zoo, etc. We attempt to schedule many outings that are low or no cost activities as often as possible (public libraries, fire station, classroom supply shopping).

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

7

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: _____

- 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 funds requested would help us continue to provide Community Outings in order to teach adaptive skills for this school year and the following school year. Adaptive skills are an on-going element of special education programing in DCD (Developmental Cognitive Disabilities) Severe/Profound classrooms.

Adaptive skills teach the everyday skills needed to function and meet the demands in one's environment, including the skills necessary to take care of oneself and to interact with other people. Adaptive behaviors include life skills such as grooming, dressing, safety, food handling, working, money management, cleaning, making friends, social skills, and personal responsibility expected of their age and social group. Community access skills are an important element of adaptive skills. These skills include understanding and following social rules and customs, obeying rules and laws, and detecting the motivation of others in order to avoid victimization and deception. Adaptive skills help students develop lifelong recreational interests.

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

The grant would enable us to continue selecting activities which would support the themes, IEP objectives, and adaptive skills we are teaching. Our students struggle to generalize adaptive skills. In special education, the term "generalize" means that just because a student has a skill set in one location or setting does not mean they can automatically transfer that skill to another setting. They need a great deal of variety and practice to master the skill. For example, because a student knows expected behavior at a movie theater does not mean that they will understand expected behavior at the Duluth Play House.

- 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 grant would promote cultural appreciation as we often participate in activities (such as museum programs and theater) that our students have never experienced. It also gives our students an opportunity to learn expected standards of social behavior in public places. As a special education team, we are committed to teaching our students how to behave in public places. This will allow our students more opportunities as they get older to participate in a wide variety of community and recreational activities. As a teacher, it has been so rewarding to have parents tell me that they were not able to take their child to a restaurant but after direct teaching and practice on our outings, these families are able to go out together and eat as a family!

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
<p>Current planned outings (confirmed reservations) for 2019-2020 (6 adults, 2 students): Marcus Theaters (2X) \$120, Duluth Play House \$65, Lake Superior Zoo \$45 *Depending on weather, spring activities will be added- either Trampoline Park, Alpine Slide, or Adventure Zone. Funds would also help cover the restaurant costs for the 2 students who are not able to pay the monthly activity fee</p>	<p>Approximately \$300.00 per school year. Request total \$600.00</p>
Total Cost	

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

We are the only elementary DCD Severe/Profound classroom in the district.

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.)

I believe this amount is justified because most our families contribute money each month to help meet the costs of the community outings for the students. The part that is *not* covered is the admission cost of the paraprofessionals who are needed to support our students in the community. Also, we do have a few students who are not able to contribute the \$15.00 monthly activity fee. I also see Community Outings as our "curriculum" for teaching adaptive skills. Rather than a purchased curriculum, our students learn best from real life experiences.

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

Yes, we could adjust the activities we have planned this year or we could adjust the request to cover the activities for this school year only.

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

Not specifically for Community Outings. However, we have received a Eagles Club grant to help cover our Special Olympic bowling activities.

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

The Cloquet Eagles gave us a grant to help cover the cost of Special Olympic bowling. Those costs are not calculated into this current request as there is no extra cost for paraprofessionals.

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, interschool mail, or scan and email to jacers@isd94.org. If you have questions, please call (218) 879-3806.



Cloquet Educational Foundation Grant Application Form

JEK
3/11/2022

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Jamie Jazdzewski	5-8 Counseling	CMS	jjazdzew@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School

Signature of Principal/Supervisor:

Tom [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: 8th Grade Celebration **Date:** June 3, 2022

Total Amount Requested: \$1,500 **Make Check Payable To:** CMS

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

We would like to host a celebration day for our 8th graders. During their time in middle school this group missed many of the usual events. We plan to have an inflatable obstacle course, bean bag tournaments, Kona ice truck, and a BBQ. We would like to also do prizes + awards. The day will end with a slide show wrapping up their middle school experience.

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

200

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: New

Date: New

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.)**

Graduating middle school is something to be celebrated. Our students are pushed academically & socially and they strive for success. We want them to feel noticed and validate all their hard work.

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

Celebrations are a great extrinsic motivators for all of us. Graduation is a great way to transition out of one chapter of their lives and into the next.

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 promote high standards & expectations. These students have maintained that and met those goals. Socially this activity bonds them as a class that will support one another as they move into high school.

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
large bouncy house / obstacle course	1,016.02
food	1,000.00
prizes	100.00
Total Cost	2,106.02

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 covers specific items that will make the students feel recognized.

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

we will charge kids for things if needed

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 14th 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
3/25/2022

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Michelle Kilroy	Family and Community Engagement	CMS and CHS	mkilroy@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: All District Family Calendar for 2022-23 **Date:** 3/24/22

Total Amount Requested: \$5000 **Make Check Payable To:** ISD 94

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

In my current position as Family and Community Engagement Coordinator (5-12), I have found many families struggling to find information on our website, from schools, and from teachers. Often information we as staff members think is easy to find, is more difficult if you don't work in the school district. Another peer I work with shared her district calendar with me and I was inspired to make one for our school district. It will contain school days off, events such as conferences, school board meetings, etc. It will also have phone numbers and photos of our schools. I have shared the idea with a group of families at my Cloquet CAFÉ meetings and it has been very well received. I have also worked with Mary Marciniak and Dr. Cary to discuss what needs to be included. I have a mockup which I will be attaching to this request. It has QR codes to High School activities, the lunch menu and Community Education courses.

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

We will be running 3500 to give to every family and staff member.

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*

For Office Use:

APPLICATION Letter J

Previous CEF Funds Awarded:

Amount: New

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 calendar will be a tool to help families know about upcoming events to support their children's school experience. This knowledge will hopefully improve attendance that will then improve academics. This may also increase attendance to school events and community education courses. This will be a project that will be used all school year by many families and staff.

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

I hope this calendar is a way for families to be aware of events and improve attendance at those events. Families becoming engaged in their child's education is one of the biggest factors of success. Children with engaged parents are more likely to:

- earn higher grades or test scores
- graduate from high school with plans for post-secondary education (community college, tribal college, technical school, university, military, work force)
- develop self-confidence and motivation in the classroom

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 helps to promote understanding and appreciation of cultural and socioeconomic diversity. Having a calendar with all information in one spot is equitable to all families. No need for technology knowledge and can be referred to at any time.



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
3500 color wall calendars X \$3.00 each	\$10,500
Mailing costs	\$5500
Total Cost	@17,000

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.)

Family involvement is key to having a successful school district. We need families to be aware of events etc. so in turn they will attend and speak highly of our school district and the great things happening here. They will then share that out into the community.

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:
I have advertised on the Chamber of Commerce emails, sent over 150 letters to businesses in the area, and visited many businesses.

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 14th Street, Cloquet, MN 55720, Fax: (218) 879-6724**

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



ISD 94 All-District Calendar Project

In August of 2022, Cloquet Public Schools will be distributing **3,500** full-color wall calendars to the families in our school community. We would like to offer you a chance to support our efforts to improve and extend communication to our awesome families!

Would you be interested in putting your logo on our 2022-23 school district wall calendar??

★ For \$1000- **The Lumberjack Level**

- your large logo will be on the cover of the calendar
- Your large logo will be on the back of the calendar
- Logo on inside pages (all 12 months)

★ For \$500-**The Purple Level**

- your medium logo will be on the back cover of the calendar
- Your medium logo will be on a picture page for two months
- Your small logo inside pages (on remaining 10 months)

For \$250- **The White Level**

Small logo on the back cover of the calendar

Small logo inside the pages (3 out of 12 months)

This calendar will be a glossy, color calendar printed in Cloquet and will have important school dates, information about our programs, contact information, photos of our schools, and more. A calendar sample is available if you would be interested in seeing our plans. Your donation will also help cover the cost of the printing and mailing of these calendars.

Please return the following form with your payment (written to Cloquet Public Schools) and your logo (in High resolution PDF format) to mkilroy@isd94.org

Please respond by **April 1st, 2022**.

Thanks for your support of Cloquet Public Schools!

2022-23 Cloquet School District Calendar

- ★ ___ \$1000-Lumberjack Level (29 cents per calendar to advertise)
- ★ ___ \$500-Purple Level (14 cents per calendar to advertise)
- ★ ___ \$250-White Level (7 cents per calendar to advertise)

I am enclosing:

- a check written to: Cloquet Public Schools
- logo (High resolution PDF) to mkilroy@isd94.org

To: Michelle Kilroy
Cloquet High School
1000-18th Street
Cloquet, MN 55720

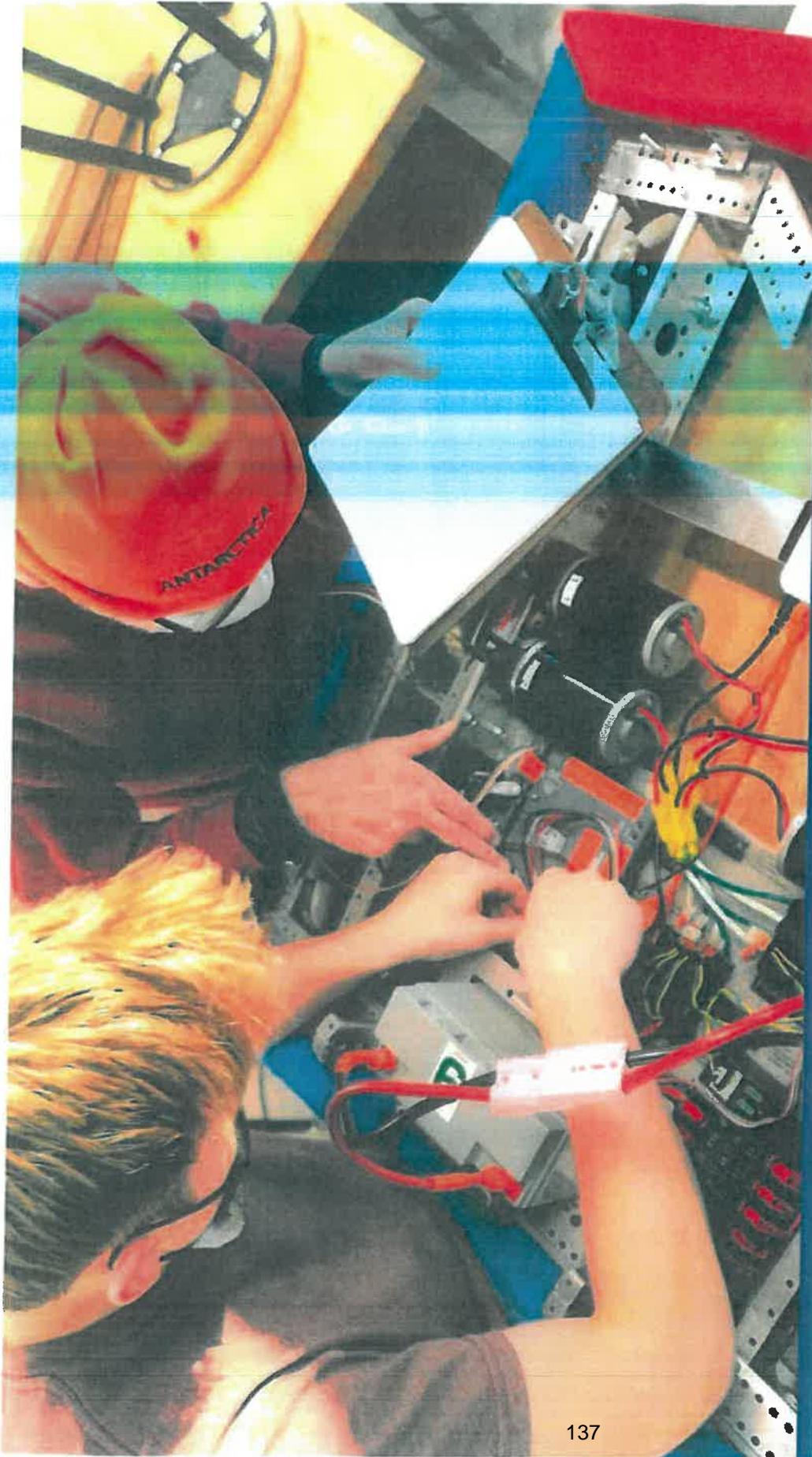
Name: _____

Business Name: _____

Phone: _____

This is due by April 1st, 2022

Please contact Michelle Kilroy mkilroy@isd94.org
or 218-879-8893 ext. 1313



Community Printing Logo



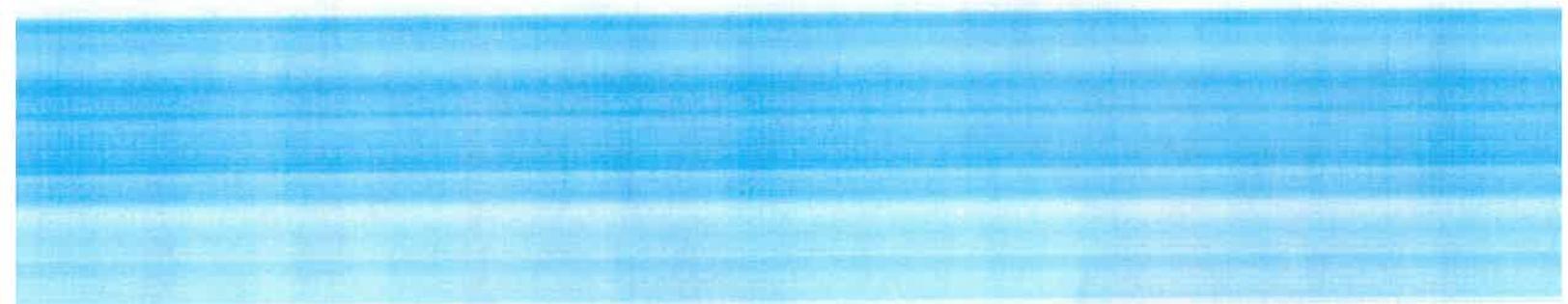
PINE JOURNAL

NS Bank Logo

Main Stream Logo

Logo





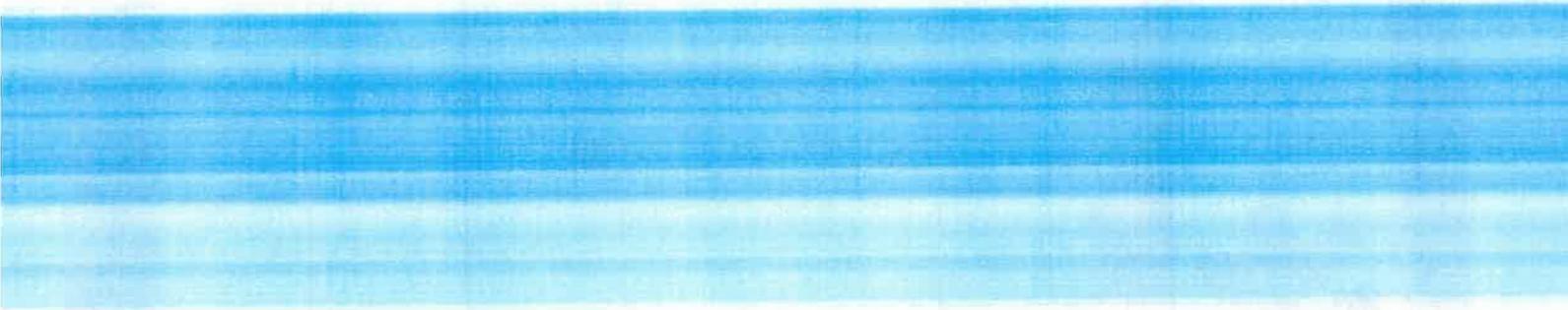
August
2022

CLOQUET

PUBLIC SCHOOLS



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8 School Board Meeting Garfield Building 6 p.m.	9	10	11	12	13
14	15	16	17	18	19	20
21	22 School Board Meeting Garfield Building 6 p.m.	23	24	25	26	27
28	29	30	31			



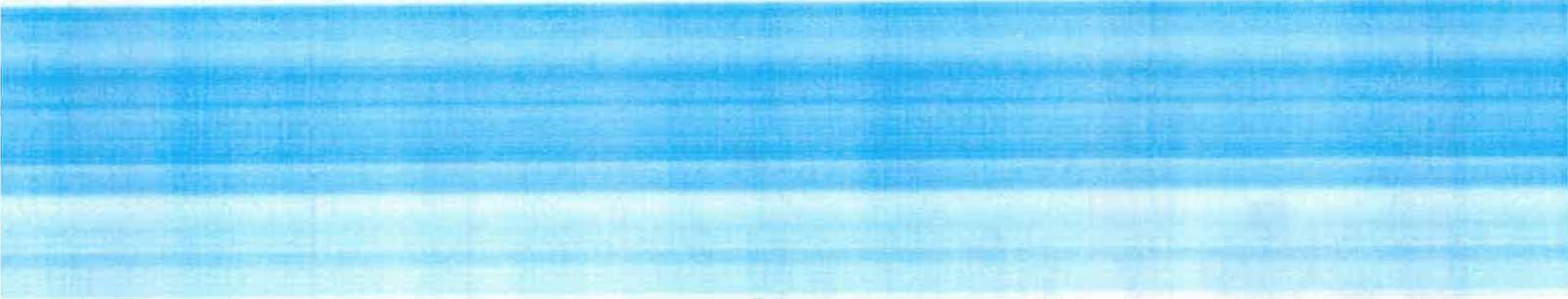
September
2022

CLOQUET PUBLIC SCHOOLS



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Lunch Menu			1 Open House K-6 Open House 7-12 Activity Fair CHS Activity Fair CMS	2	3
4	5 Labor Day	6	7 First Day of School Kindergarten Conferences	8 Kindergarten First Day of School	9	10
11	12 School Board Meeting Garfield Building 6 p.m.	13	14 Early Release Starts All Schools will be dismissed 30 minutes earlier on each Wednesday of the month	15	16	17
18	19	20	21 National IT Professional Day	22	23	24
25	26 School Board Meeting Garfield Building 6 p.m.	27	28	29	30	
<p><i>Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school. #SCHOOLSEVERYDAY</i></p>						

Events are subject to change. check our website for more information. www.jsd94.org
Please note: Beginning Wednesday, September 14th, all K-12 schools will be dismissed 30 minutes early for the remainder of the 2022-23 school year.



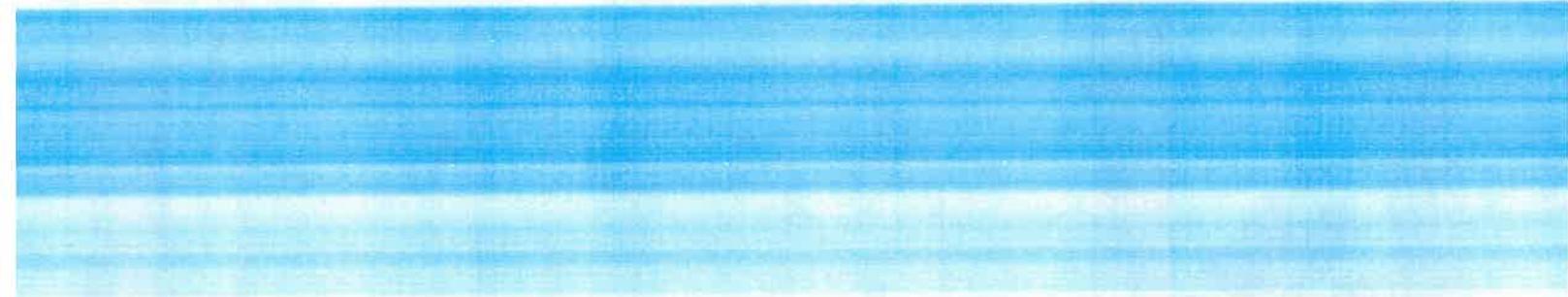
October
2022

CLOQUET PUBLIC SCHOOLS



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2 School Custodian & Grounds Appreciation Day	3 Grades 5 & 6 Conferences CMS Book Fair- MS	4 Book Fair- MS	5 Grades 5-12 Conferences CMS Book Fair- MS	6 Book Fair- MS	7 Book Fair- MS	8
9	10 School Board Meeting Garfield Building 6 p.m. Columbus Day	11	12	13	14	15
16	17	18	19	20 Education MIN Break	21 Education MIN Break	22
23	24 School Board Meeting Garfield Building 6 p.m.	25	26	27	28	29
30	31 Halloween					

Missing just 2 days a month means a child misses 10% of the school year.
#SCHOOL EVERYDAY



CMS, CHS & CAAEP

Quarter 1 9/7-11/3
Quarter 2 11/7-1/20
Quarter 3 1/24-3/24
Quarter 4 4/4-6/2
167 Student Days
Snow Make Up Days 3/3 & 4/3
Churchill & Washington
Trimester 1: 9/7-12/1
Trimester 2: 12/5-3/2
Trimester 3: 3/6-6/2
167 Student Days
Snow Make Up Days 3/3 & 4/3

DISTRICT SERVICES

District Office 218-879-6721
Enrollment Information 218-879-6721
Health & Nursing Services 218-3393 ext. 1207
Food Services 218-879-5164
Cloquet Transit 218-879-1291
Employment Opportunities 218-879-6721
or www.isd94.org
Title 1 Services
Special Education
Early Childhood Family Education 218-879-9291
Cloquet Community Education 218-879-1261
Cloquet Education Foundation 218-879-3806

CLOQUET AREA ALTERNATIVE EDUCATIONAL LEARNING CENTER (CAAEP)

218-879-0115
CAAEP provides students who struggle in the traditional system with a personalized learning environment that supports students within a community of caring staff. CAAEP is a credit recovery program that assists students in recognizing barriers that have kept them from having academic success. Smaller class sizes, smaller ratio of staff to students and the implementation of restorative practices are part of how students can succeed at CAAEP.

INDIAN EDUCATION

The goal of the Cloquet Indian Education program is to ensure needs of the American Indian students attending Cloquet Schools are met to achieve graduation. Services are provided using grants (Johnson O'Malley State Grant, Title VI Federal Grant and Minnesota Indian Ed Grant) intended to meet the unique individual needs of American Indian Students in PreK-12

COMMUNITY EDUCATION

Cloquet Public Schools is well-known for its large selection of unique classes for people of every age. The large variety of classes include local courses to online certification programs. Community Education offers several programs, including adult and child enrichment/recreation opportunities, Early Childhood Family Education, programs for adults with disabilities, youth summer camps and service learning.

EARLY CHILDHOOD FAMILY EDUCATION

Since 1980 the Cloquet Early Childhood Family Education (ECFE) philosophy has stayed the same...Parents are a child's first and most important teacher. ECFE works to support parents/caregivers to strengthen their families through information and interaction to help have the most effective learning environments in their homes. ECFE is a parenting education program for all Minnesota families with children between the ages of birth to kindergarten entrance.

Since 1980 the philosophy has stayed the same
Parents are a child's first and most important teacher.

They are very effective educators but may want or need more information on teaching methods or materials to have the most effective learning environment in their homes. Our goal is to support families!

CLOQUET SCHOOL READINESS

The Cloquet School Readiness program is a Parent Aware 4-star rated program for children ages 3-5. Our creative, thoughtful, and age-appropriate curriculum helps prepare children to enter kindergarten with the skills necessary for success! Our teachers adapt lesson plans and goals to meet individual needs and regularly share progress and assessment data with parents. Staff are trained to work with children's developmental needs so that all students can experience growth and have the necessary tools to be successful in kindergarten. Children must be potty trained to attend.

EARLY CHILDHOOD SCREENING

Early Childhood Screening is a brief, simple assessment used to identify potential health or developmental problems in young children who may need a more complete health or educational evaluation. Screening in early childhood supports children's readiness for kindergarten and promotes health and development. Screening includes vision and hearing, height and weight, immunization review, large and small muscles, thinking, language and communication skills, as well as social and emotional development.

All 3 programs can be reached at 218-879-9291

Email skrikava@isd94.org

OR

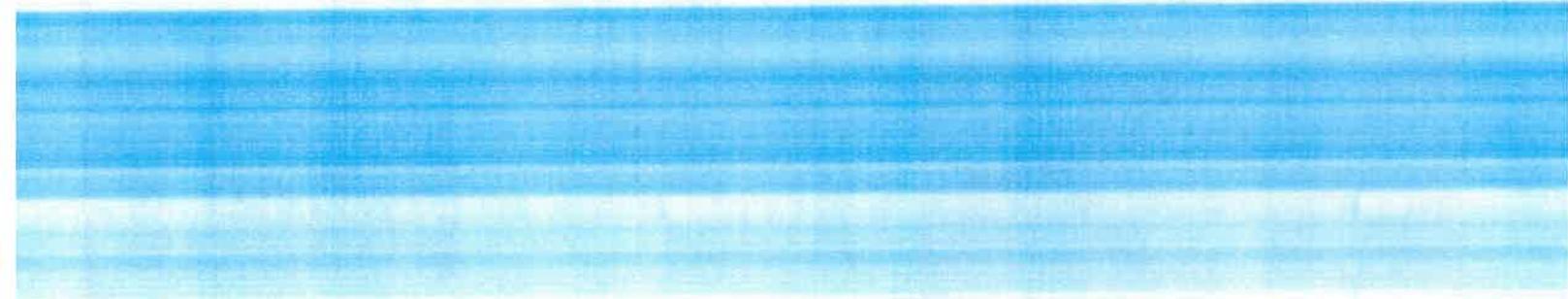
kcrotner@isd94.org

Website <https://isd94.ce.elevo.com>

KID'S CORNER

Kids' Corner is a school age childcare program that has provided quality care in a warm and nurturing atmosphere since 1982. We seek to meet each child's emotional, social, and developmental needs through numerous activities in STEM, arts and crafts, large motor, social emotional learning and charity work. Throughout the summer, we continue that learning and sense of community through weekly field trips, nursing home visits, and working with Age to Age. Currently we serve children in school readiness throughout fourth grade.

Caitlin McCollum - SACC Program Director 218-879-6080
Heidi Aberley - Business Manager 218-879-3309





Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Misha Alaspa	Social Worker	Washington	malaspa@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School
Abbi Sewell		School Counselor	Washington
Sarah Lemae		School Counselor	Churchill

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: Care & Comfort Blankets **Date:** 3/16/22

Total Amount Requested: \$500.00 **Make Check Payable To:** ISD #94

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

Care and Comfort Blankets is a project we want to implement to show support to our students that experience the death of a parent/guardian, sibling, or students that are placed in foster care. We will be working with our Student Advisory Team and specific classrooms (when appropriate) to make the blankets discuss empathy and showing support to someone who is grieving.

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

unknown; but available to all 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 _____
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.)

Grief and trauma can have a significant impact on student's social and emotional well-being, as well as academic progress. This project would provide grieving students with a physical token of comfort and show them that they are cared for by their school community. It also provides a chance for their classmates and peers to practice appropriate ways of showing support and responding to someone who is grieving. Our project would be for the duration of each school year.

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

Many of our students have not had much experience with death (luckily!) and do not know how to respond or show support to people who ~~are~~ have lost loved ones. Having classmates join us in making a blanket for their peer allows us an opportunity to talk about what to say and how to show support. It also gives them an experience of doing something kind for someone going through a hard time.

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 of emphasizing high standards and improving social behaviors. Students have the opportunity to show kindness and compassion for others, which promotes having empathy and understanding ~~for~~ for others.

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
Material for 10 blankets (\$50 each)	\$ 500
Total Cost	\$ 500.00

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.)

We want to be prepared to make blankets for 10 students between both elementary schools. Remaining funds would be used to support students the following year.

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 14th 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

GRA
4/5/2022

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	

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: *September Symposium*

Date: *04/04/2022*

Total Amount Requested: *\$2,500*

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 for transportation and other costs associated with our first ever September Symposium scheduled for September 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 experience. Starting in 2022, a September Symposium is being added to the CAAEP academic calendar. To begin the new year, students will be engaged in exciting and unique learning opportunities, earning credit while getting to know each other, building community, and learning about the culture and expectations of CAAEP. Plans include taking students on hikes at Pine Valley and Jay Cooke State Park, having students complete hands-on STEM projects, and having students take part in service-learning projects. The Indian Education teacher plans to have students take part in the annual wild rice harvest, teaching them about the significance of mahnomen, the “food that grows on water,” to the Ojibwe People.

Students are drawn to CAAEP for a variety of reasons. Most have not found success in other academic settings and are credit deficient. Many struggle with attendance. Some struggle with their mental health. Others struggle with chemical dependency. Many have learned to be distrustful of teachers and the school system. Starting the academic year with a September Symposium will give new and returning students an opportunity to connect and build community. Building trust, building relationships, is key to a successful alternative education program. A September Symposium will help develop those important relationships between students and staff and will serve students well during the challenging academic year ahead.

The experiences planned for September Symposium, 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.

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.)***

September 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. Plans for September Symposium, 2022, include taking students to harvest wild rice with the Indian Education Teacher.

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):

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:

Any amount the Cloquet Education Foundation could provide would be appreciated and would help offset the cost of a successful September Symposium.

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:

Buildy Budget, Student Activity fund.

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 14th Street, Cloquet, MN 55720, Fax: (218) 879-6724

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

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: \$2,000
Date: 1-7-2020



Cloquet Educational Foundation Grant Application Form

JEA
4/8/2022

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Larissa Donnelly	9-12 Choir	Cloquet High School	ldonnelly@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School
		7-12 Choir	CMS and 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: Choir Robe Storage **Date:** Spring 2022

Total Amount Requested: \$1161.06 **Make Check Payable To:** The Robe Shop

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

Our choir robes came in thin plastic bags, and after a few usages and pulling them in and out, they are breaking. The same company we purchased the robes from also sells vinyl, zip-up storage bags. Each robe would have its own bag, be able to be labeled year to year, and keep the robes safe for years to come. Then if there is any travel involved, kids grab the bag, the robe is safely inside. Each bag is 11.99 and we have 87 robes. I would like to order these bags.

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

All high school choir members; varies from 65-90 students per year.

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 M
Previous CEF Funds Awarded:
Amount: _____
Date: New

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 keep our amazing robes safe and away from elements for years to come. The robes, while expensive, should last for at least 20 years. So I want to make sure they are stored properly. We are also starting to use them for things where we take them from the school and the thin plastic bags they came in will not be able to hold up to that. This is a great solution, having proper, made-for-robes storage bags.

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

We will be able to limit wear on the robes which have been a blessing to our program. Students appreciate the ease and gender neutrality of them. They are great for equity and this eases student anxiety and makes for better 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.)

I think this emphasizes standards in learning to keep things clean and proper and take care of our belongings. It also assists in equity and socioeconomic diversity by providing the bags for the students instead of asking them to purchase things.



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
90 Choir Storage Bags	11.99/ea
Shipping	81.96
Total Cost	1161.06

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.)

Pricing on Amazon and other sites is very comparable. I think using the same company we purchased the robes from is the best option.

3. Can this project be implemented with partial funding: Yes No If yes, explain here:
We do fundraise for choir things, and so could work towards paying the rest of it.

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 14th 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 – 5 th - 12 th grades	CMS & CHS	rmueller@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School

Signature of Principal/Supervisor:

Tom [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: _____ **Knowledge Bowl Competition Equipment** _____ **Date:** _____ **3/17/2022** _____

Total Amount Requested: _____ **\$2,940** _____ **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.

In the 2022-2023 season, we will be in person and we are responsible to bring a certain number of buzzer devices based on how many of our teams attend the meet. Our current buzzers are no longer functioning.

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

126 5th-12th graders

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*

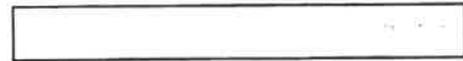
Submitting a joint proposal was declined* (please explain on page three, budget box #1).

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.)

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. We need to purchase the buzzer devices ahead of time to ensure they arrive in time.

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. These buzzer devices will replace our current ones, which are broken beyond repair.

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
Knowledge Bowl Pocket Box (the buzzer recorder) \$295 each x 6	\$1,770
Knowledge Bowl Pocket Box Pressure Strips- set of three (the team buzzer) \$185 each x 6	\$1,110
Shipping \$10 x 6	\$60
Total Cost	\$2,940

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. We expect greeting participation as COVID restrictions are reduced.

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:

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- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
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Please send your completed form by the deadline date to:

Jody Acers, Executive Director

***jacers@isd94.org**

***Cloquet Educational Foundation, 302 14th 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
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

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—Poster Printer **Date:** March 30, 2022

Total Amount Requested: 6,000

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

In 2019-2020, the science research program was awarded funds through the Cloquet Educational Foundation to be used for high school and middle school student participation in Science Fair (NE MN and American Indian Regional Science Fair, MN Academy of Science State Science Fair, Junior and Science Symposium (JSHS), Ecology Fair-Twin Cities). All of these events lead to students advancing and participating in the following international competitions: Genius Olympiad, Regeneron International Science and Engineering Fair; and the following National competitions: Stockholm Junior Waterprize, National JSHS, and the National ArcGIS online competition. Cloquet students have done well and won awards at all of these competitions. Due to COVID-19, these competitions over the last 2½ years have been held virtually and very little of the Educational Foundation funds were used. Many of these competitions were intended to be held in-person, but changed to a virtual format on short notice. In 2020-2021, we did not submit a grant because of the funds we still had. At the start of this year, the events were supposed to go back to in-person and a grant was written and received for the regional fair portion of the science fair events. Unfortunately, as COVID cases ramped up in December, January, and February, this year’s fairs were moved to a virtual format as well.

Since 2005, the Educational Foundation has helped over 5,000 students do science research. Most of the students who continue on into high school benefit from these experiences and have gone on to receive scholarships to prestigious colleges such as: Duke, Harvard, Yale, Brown, University of Rochester (New York), Stanford, Penn State, and Arizona State University. In addition, many have Ph.D.’s or are working on them right now. The posters the students present at these science fair events have been printed on a 10+ year old HP large-format printer stored in the Industrial Tech office at the middle school. Additionally, the literacy grant at the middle school and many other classrooms and organizations in the district have benefited from this unique printing option. It has been used frequently to print posters for classrooms and hallways across our district. Having these items professionally printed is very expensive. A few years ago, we had a science fair poster printed and it was \$150.00 for one poster. Unfortunately, this printer stopped working a few weeks ago and it was determined that it is no longer repairable due to its age. We propose using the \$6,000.00 still in our science fair activity account to purchase a new printer and the materials needed to support the printer’s use. The science fair program could continue to print their posters and the district would benefit by having a large-format printer available again.

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: _____

Cloquet Educational Foundation, 302 14th Street, Cloquet, MN 55720 Phone: 218 879-3806/Fax: 218 879-6724

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 has helped over 5,000 CHS/CMS students meet the Federal Academic Science Inquiry Standards. Students design and implement an inquiry-based project generated from questions they are truly interested in. Starting in September until the second week in May (nine months), students 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 5,000 students have benefited from participating in the science research events. If this request is granted, many hundreds of dollars will be saved each year versus paying to have the posters professionally printed somewhere else. These project posters are very similar to those produced by professional scientists for their conferences. This connection helps students see their work as "real science." Finally, many classrooms and organizations in the district will have the benefit of the printer.

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 Candidates - 2/3 are Native American (66%)**
- **2 PhD professionals - 1/2 are Native American (50%)**
 - **1 Native American has a PhD in pharmacy**
 - **1 PhD professional is working on a post doctorate in hydrogeology in Australia**
- **4 students are pre-med - 2/4 are Native American (50%)**

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 experience first-hand what a scientist does, by not only communicating and collaborating with one, but by being one as well. Last year, fifteen students were selected to submit their research at national and international fairs, where over 1700 students from across the world present their work. They designed and printed their own research posters using our large-format printer. Click on the link to see what students won during their science fair experience in Cloquet.

<https://docs.google.com/presentation/d/1F-QeTwdwrrMzd3i3uOYYO7OffgwVEmpmH-crv823d2Q/edit#slide=id.p>

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 EasyBib, Excel, SPSS (statistical program), and PowerPoint. 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. Printing lightweight project posters is essential for accessibility at these competitions. Transporting science fair project boards is unwieldy, expensive, and impractical due to the potential for loss or damage.

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 Designjet Z6200 42 inch Wide-Format Inkjet Photo Printer	\$5,598.03
Photo quality paper	\$300.00
Shipping costs	\$100.00

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 items in the budget above will be utilized for projects attending the NE MN/American Indian Regional Science fair, individualized student research projects, as well as state, national and international participation. If this request is not supported, then science fair students, student classrooms, and other district organizations will no longer have access to a printer to print their research posters and classroom support materials.

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

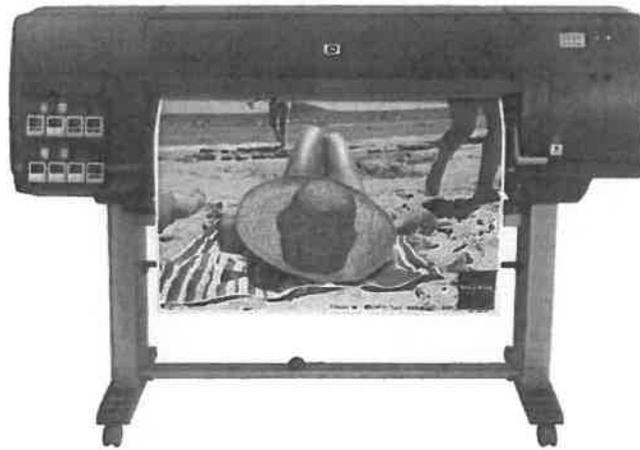
Have you requested funding from other sources for this project? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, please list the names of the funding sources and the status of the request:

current model



HP DesignJet Z6200 Photo Production Printer

Fastest 42-in graphics production printer with unrivaled print quality¹



Designed for speed and productivity

- Print as fast as 1225 ft²/hr (113 m²/hr) in Fast mode and 177 ft²/hr (16,4 m²/hr) in normal mode²
- Create quality prints at top speed with HP Double Swath Technology and the HP Optical Media Advance Sensor
- Gain time—you can handle all your prints immediately using fast-drying HP Vivid Photo Inks
- Optimize performance and ink usage—automatic servicing routines help prevent nozzle clogging and media waste

Unrivaled image quality

- Do more—produce backlit signs, POP displays, roll-up banners, canvases, line drawings, and maps with unrivaled print quality
- Create unique black-and-white prints—three shades of black HP inks produce outstanding optical density and smooth transitions
- Offer exceptional colors—HP Vivid Photo Inks include chromatic red for a wide color gamut, with uniform gloss
- Provide extraordinary display permanence—durable prints last up to 200 years³

Advanced color management backed by HP reliability

- See reliable results with HP Professional PANTONE® color emulation and Adobe Postscript®/PDF Upgrade Kit⁴
- Generate custom ICC profiles and achieve color accuracy, consistency with the embedded spectrophotometer⁵
- Boost color accuracy—complete coverage of SWOP, ISO, GRACOL, 3DAP, EUROSCALE, TOYO, and FOGRA gamut
- Streamline production with an HP Embedded Web Server and print previews, which help eliminate trial and error

Eco Highlights

- Breakthrough color consistency can help reduce unnecessary reprints
- Free, convenient HP ink cartridge and printhead recycling¹
- FSC®-certified papers,² range of recyclable HP media with a take-back program¹
- ENERGY STAR® qualified and EPEAT Bronze registered³



¹ Program availability varies. Please check hp.com/recycle for details.

² FSC® trademark license code FSC®-C115319, see fsc.org; HP trademark license code FSC®-0017543, see fsc.org. Not all FSC®-certified products are available in all regions.

³ EPEAT registered where applicable/supported. See greenlist for registration status by country.

Please recycle large-format printing hardware and printing supplies.

Find out how at our website
hp.com/ecosolutions

¹ Compared to large-format inkjet printers under \$25,000 for graphic applications. Based on the fastest rated color speeds as published by manufacturers as of January 2010. Test methods vary.

² Using plain paper and Fast mode, the HP DesignJet Z6200 Photo Production Printer can achieve speeds up to 1225 ft²/hr (113 m²/hr). Using glossy paper and Normal mode, this printer can achieve print speeds up to 177 ft²/hr (16,4 m²/hr).

³ Display permanence rating for interior displays/away from direct sunlight by HP Image Permanence Lab, and by Wilhelm Imaging Research, Inc. on a range of HP media. For more information, see HPLMedia.com/hp/printpermanence.

⁴ HP Professional PANTONE color emulation and embedded Adobe Postscript®/PDF Upgrade Kit sold separately.

⁵ Embedded in this HP DesignJet printer is an i1 spectrophotometer from X-Rite. Close collaboration between HP and X-Rite ensures a reliable solution that's been thoroughly tested to meet customer demands for ease, quality, and dependability.

For more information, please visit
hp.com/go/DesignJetZ6200

Technical specifications

Print	Max. print speed*	113 m ² /hr (1225 ft ² /hr)
	Print resolution	Up to 2400 x 1200 optimised dpi
	Margins (top x bottom x left x right)	5 x 5 x 5 x 5 mm (0.2 x 0.2 x 0.2 x 0.2 in)
	Technology	HP Thermal InkJet
Image quality	Colour accuracy	Median < 1.19 dE2000, 95% of colours < 2.77 dE2000 ⁷
	Short-term colour stability	< 1 dE2000 less than 5 minutes ⁸
	Long-term print-to-print repeatability	Average < 0.5 dE2000, max < 1 dE2000 ⁸
Media	Handling	Roll feed, automatic cutter, media bin
	Weight	Up to 460 g/m ² (114 lb) depending on media type
	Size	280 to 1067-mm (11 to 42-in) rolls
	Thickness	Up to 0.56 mm (22 mil)
Applications	Maps, Orthophotos, Posters, Banners, Mockups, Photos, Digital fine art, Proofs, Displays, POP/POS	
Memory	32 GB (virtual) ⁹ , 160 GB hard disk	
Connectivity	Interfaces (standard)	Gigabit Ethernet (1000Base-T), Hi-Speed USB 2.0 certified, EIO Jetdirect accessory slot
	Print languages	Standard: HP-GL/2, HP-RTL, CALS G4 Optional: Adobe® PostScript® 3™, Adobe PDF 1.7, TIFF, JPEG
	Drivers (included)	HP-GL/2, HP-RTL drivers for Windows® (optimized for AutoCAD, from version 2000 to current), PostScript® Windows, Linux, and Mac drivers with optional PostScript®/PDF Upgrade Kit
Dimensions (w x d x h)	Printer	1970 x 690 x 1370 mm (77.5 x 27.2 x 53.9 in)
	Shipping	2230 x 750 x 1200 mm (87.8 x 29.5 x 47.2 in)
Weight	Printer	123 kg (271 lb)
	Shipping	210 kg (462 lb)
What's in the box	HP DesignJet Z6200 Photo Production Printer, spindle, printheads, introductory ink cartridges, maintenance cartridge, printer stand, media bin, 3-in spindle adaptor kit, quick reference guide, setup poster, startup software, power cord	
Environmental ranges	Operating temperature:	5 to 40°C (41 to 104°F)
	Storage temperature:	-20 to 55°C (-4 to 131°F)
	Operating humidity:	20 to 80% RH
Acoustic	Sound pressure:	53 dB(A) (active); 38 dB(A) (standby)
	Sound power:	7 B(A) (active); 5.8 B(A) (standby)
Power consumption	270 watts (printing); < 100 watts (ready); < 9 watts (< 46 watts with embedded Digital Front End) (sleep); < 0.5 watts (off)	
	Requirements: input voltage (auto ranging): 100 to 127 VAC (+/- 10%), 5 A; 220 to 240 VAC (+/- 10%), 3 A; 50/60 Hz (+/- 3 Hz)	
Certification	Safety	USA and Canada (CSA certified), EU (LVD and EN 60950-1 compliant), Russia (GOST), Singapore (PSB), China (CCC), Argentina (IRAM), Mexico (NRYCE), Korea (KC)
	Electro-magnetic	Compliant with Class A requirements, including USA (FCC rules), Canada (ICES), EU (EMC Directive), Australia (ACMA), New Zealand (RSM), China (CCC), Japan (VCCI), Korea (MSIP)
	Environmental	ENERGY STAR, WEEE, EU RoHS, China RoHS, REACH, FEMP, EPEAT Bronze
Warranty	One-year limited hardware warranty	

* Mechanical printing time. Printed in Fast mode with Economode on, using HP Bright White Inkjet Paper (Bond) and Original HP inks.
⁷ ICC absolute colourimetric accuracy on HP Proofing Matte paper with Original HP inks.
⁸ With HP Premium Instant-dry Gloss Photo Paper and Original HP inks, right after calibration.
⁹ Based on 1 GB RAM. Expandable to 1.5 GB RAM through an HP DesignJet qualified SODIMM included only in the optional HP DesignJet PostScript®/PDF Upgrade Kit accessory.
¹⁰ HP DesignJet SmartStream only support PostScript printers. If your printer requires an accessory to handle PostScript, you must install the accessory to use the printer with HP DesignJet SmartStream. For further up-to-date information, see hp.com/go/DesignJetSmartStream.
¹¹ BMG trademark license code FSC®-C115319, see fsc.org. HP trademark license code FSC®-C017543, see fsc.org. Not all FSC®-certified products are available in all regions.
¹² In North America, recyclable in consumer collection systems that can accept mixed paper (may not be recyclable in your area).
¹³ HP Large Format Media take-back programme availability varies. Recycling programmes may not exist in your area. See hp.com/recycle for details.
¹⁴ Display permanence rating for interior displays/away from direct sunlight, under glass by HP Image Permanence Lab and/or by Wilhelm Imaging Research, Inc. on a range of HP media. See HPLFMedia.com/hpl/printpermanence.



Ordering information

Product	CQ109A	HP DesignJet Z6200 42-in Photo Printer
Accessories	CQ745B	HP DesignJet PostScript®/PDF Upgrade Kit
	CQ752A	HP DesignJet Z6200 42-in Take-up Reel
	Q6714A	HP DesignJet 42-in Media Bin
	CQ753A	HP DesignJet Z6200 42-in Spindle
	G6H51A	HP DesignJet HD Pro Scanner
	J6025A	HP Jetdirect 640n Print Server
	Q6715A	HP DesignJet Z6x00 User Maintenance Kit
	EZP02A	HP SmartStream Preflight Manager for HP DesignJet ¹⁰
	K3L60A	HP SmartStream Print Controller for HP DesignJet Z6200/Z6600/Z6800 Production Printers ¹⁰
	Original HP printheads	CE017A
CE018A		HP 771 Magenta and Yellow DesignJet Printhead
CE019A		HP 771 Light Magenta and Light Cyan DesignJet Printhead
CE020A		HP 771 Photo Black and Light Gray DesignJet Printhead
CE037A/B6Y15A		HP 771A 775-ml Matte Black DesignJet Ink Cartridge
Original HP ink cartridges and maintenance supplies	CE038A/B6Y16A	HP 771A 775-ml Chromatic Red DesignJet Ink Cartridge
	CE039A/B6Y17A	HP 771A 775-ml Magenta DesignJet Ink Cartridge
	CE040A/B6Y18A	HP 771A 775-ml Yellow DesignJet Ink Cartridge
	CE041A/B6Y19A	HP 771A 775-ml Light Magenta DesignJet Ink Cartridge
	CE042A/B6Y20A	HP 771A 775-ml Light Cyan DesignJet Ink Cartridge
	CE043A/B6Y21A	HP 771A 775-ml Photo Black DesignJet Ink Cartridge
	CE044A/B6Y22A	HP 771A 775-ml Light Gray DesignJet Ink Cartridge
	CR250A/B6Y39A	HP 771A 3-pack 775-ml Matte Black DesignJet Ink Cartridge
	CR251A/B6Y40A	HP 771A 3-pack 775-ml Chromatic Red DesignJet Ink Cartridge
	CR252A/B6Y41A	HP 771A 3-pack 775-ml Magenta DesignJet Ink Cartridge
	CR253A/B6Y42A	HP 771A 3-pack 775-ml Yellow DesignJet Ink Cartridge
	CR254A/B6Y43A	HP 771A 3-pack 775-ml Light Magenta DesignJet Ink Cartridge
	CR255A/B6Y44A	HP 771A 3-pack 775-ml Light Cyan DesignJet Ink Cartridge
	CR256A/B6Y45A	HP 771A 3-pack 775-ml Photo Black DesignJet Ink Cartridge
	CR257A/B6Y46A	HP 771A 3-pack 775-ml Light Gray DesignJet Ink Cartridge
	CH544A	HP 771 DesignJet Maintenance Cartridge
	Original HP large format printing materials	Q7996A
Q6576A		HP Universal Instant-dry Gloss Photo Paper (FSC® certified) ¹¹ , 1067 mm x 30.5 m (42 in x 100 ft)
Q8706A		HP Artist Matte Canvas 1067 mm x 30.5 m (42 in x 100 ft)
Q8748A		HP Premium Vivid Color Backlit Film ¹³ , 1067 mm x 30.5 m (42 in x 100 ft)
Service and support	H4518E	HP Installation Service with Network Setup
	UV289E	HP 3 years Next Business Day Onsite Support
	UX869E	HP 5 years Next Business Day Onsite Support
	UX879PE	HP 1 years Post Warranty, Next Business Day Onsite Support
	UX876PE	HP 2 years Post Warranty, Next Business Day Onsite Support
U1XV4E	HP Preventive Maintenance Service	

HP DesignJet Support Services offer solutions for business critical environments — installation, extended support and maintenance, as well as a variety of value-added services. For more information, please visit hp.com/go/DesignJetSupport.

Use HP Vivid Photo Inks and printheads to experience consistent high-quality and reliable performance that enable less downtime and increased productivity. These critical printing system components are designed and engineered together to provide optimised efficiency, a wide colour gamut, and prints with over 200 years fade resistance.¹⁴ For more information, visit hp.com/go/OriginalHPInks.

For the entire HP Large Format Printing Materials portfolio, please see HPLFMedia.com.





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

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—Poster Printer Supplies **Date:** April 5th, 2022

Total Amount Requested: \$3,028

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

Since 2005, the Educational Foundation has helped over 5,000 students do science research. The posters the students present at these science fair events have been printed on a 10+ year old HP large-format printer stored in the Industrial Tech office at the middle school. Additionally, the literacy grant at the middle school and many other classrooms and organizations in the district have benefited from this unique printing option. It has been used frequently to print posters for classrooms and hallways across our district. Having these items professionally printed is very expensive. In conjunction with our request to use previously-awarded funds to purchase a new printer, we are requesting additional funds to purchase printing supplies (paper and ink) for our poster printer initiative. We're developing a plan to calculate the cost of the various print jobs that are run through the printer. We would like to then charge this cost to the various departments and organizations that use the printer so we have funds available for purchasing supplies in the future. Our rationale is that even if these fees don't entirely cover costs, they would reduce the amount of support we would need to request from CEF in the future.

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.)**

Our old poster printer has helped over 5,000 CHS/CMS students meet the Federal Academic Science Inquiry Standards. Students design and implement an inquiry-based project poster generated from questions they are truly interested in. In addition, poster printing has been used heavily by the CHS/CMS literacy grant to support curriculum goals. Furthermore, the old printer was used widely by other classrooms, departments, and organizations in the school district. For example, athletic teams use posters to help with team training and organization. Classrooms have culturally enhanced their atmosphere with artistic images of Ojibwe culture and language. It really cannot be understated how wide a variety of groups used this resource to further education. It is our hope that formalizing the poster printing process will make it even more accessible to additional classrooms – particularly at the elementary schools and CAAEP.

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

When conducting research, students read professional journals, write and communicate their research to their peers and professional mentors. They design and print their own research posters using our large-format printer. These posters mirror those produced for professional conferences.

The use of printed posters enhances the literacy grant initiative currently in progress at CHS and CMS. We believe that there is an untapped potential in this tool to connect students to arts and cultural resources right in their classrooms. Given this tool, an educator can choose exactly the content they want their students to experience.

- 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.)

A major component of the science research process is designing a poster and using it to share one’s work with the scientific community. Having a functional poster printer provides students with direct access to the modern technology most often used in the science field. In addition, printed posters can present a wealth of information about unique local cultures and are excellent tools to emphasize societal norms and classroom values.

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 Designjet 771 Ink Cartridges (775 ml) - Eight colors required @ \$341.00 each	\$2,728
Matte Photo Paper - two 42" rolls @ \$150.00 each	\$300.00

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 proposes a significant initial investment, we plan to implement a fee system for posters that will help normalize future costs.

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

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:



Cloquet Educational Foundation Grant Application Form

*JEA
4/11/2022*

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Jen Misquadace	5 th - 8 th ADSIS	CMS	jmisquadace@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School
Emma Thompson		5 th - 8 th ADSIS	CMS

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: ADSI field trip **Date:** Spring 2022

Total Amount Requested: \$1200.00 **Make Check Payable To:** Middle School

<p>Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)</p> <p>We are hoping to take ADSIS students on trips to local businesses and organizations to help them see how core math and reading skills are used in daily living. Some places we would like to visit are Super One, Jay Cooke, the Cloquet Forestry Center, a bank or credit union, and a restaurant. We would have lessons prepared before and after our visits to help students connect the skills to their applications in these places.</p>
<p>Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)</p> <p>40-45 CMS students (5th - 8th grades)</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

<p><i>For Office Use:</i></p> <p>APPLICATION Letter <u>Q</u></p> <p>Previous CEF Funds Awarded:</p> <p>Amount: <u>New</u></p> <p>Date: _____</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 project gives students tangible experiences using core math and reading skills as community members. Many of our students tell us that they don't see the practical purpose of learning these skills. We conducted a survey of our students and had them rank the importance of foundational skills. (See attached forms for copies of the surveys and results.) We believe we can increase student buy-in by showing them how they will use these skills at places like a grocery store, park, bank, and/or restaurant. The duration of our project is dependent on funding - full funding will allow us to visit 5 different locations. Each location will be roughly 1/2 a day, though supplemental activities will take place before and after in the classroom.

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

Both Jen and Emma are regularly asked, "Why do I have to learn ____?" Many of our students understand the importance of doing well in class so they can play sports, avoid summer school, etc., but don't think of these skills as truly useful. These day trips in the community will help students understand how they can use math and reading in familiar settings, while also having a fun opportunity to get out and see the "behind the scenes" of local businesses and organizations that make Cloquet a thriving community.

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 "emphasize high standards/expectations and improve social behaviors" by giving students an understanding of why they're being asked to learn math + reading concepts. They will use these concepts in commonplace social settings around Cloquet and hopefully give greater motivation to learn these skills well. We will also be "promoting understanding of socioeconomic diversity" by emphasizing to students that these skills are useful, whether they pursue white collar or blue collar employment after high school.

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
Transportation	\$752.30
Supplies (food, campfire sticks, matches, etc.)	\$186.96
Facility fees	\$50.00
Incidentals + potential new students	\$210.74
Total Cost	\$1200.00

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.)

This amount allows us to provide students with a variety of experiences so they can see how math and reading skills are relevant in many parts of life as a community member.

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

We can visit some locations instead of all if we do not receive full funding.

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 14th Street, Cloquet, MN 55720, Fax: (218) 879-6724**

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

ADSIS Grant Application FAQ

Q: What is the role of ADSIS in CMS?

A: The ADSIS program is designed to prevent students from being referred for special education if they do not need those services. At CMS, we teach reading and math intervention courses to students who have been identified as needing additional help in those areas. We help these kids build strong foundations so they are better prepared to be successful in their regular math and English classes.

Q: What does our student population look like?

A: Between Jen Misquadace and Emma Thompson, we can serve a maximum of around 60 students. Our numbers vary as students move in and out of the program, but we usually have around $\frac{2}{3}$ of our spots filled. Our students are not in special education programs (unless they receive speech therapy services), but have academic challenges that make them good candidates for extra support.

Q: How would these field trips benefit the students?

A: Both Jen and Emma are frequently asked, "Why do we need to know this? It's not like I'm going to use _____ after school anyway." In a survey given to our students, many shared that they don't think many core reading and math skills are not relevant to their futures. (Please see the attached data to see more details about specific skills surveyed and student results.) We can do our best to give examples of how these skills are useful, but experience is the best teacher! These trips will give them the opportunity to see how foundational math and reading skills can benefit them as consumers and community members.

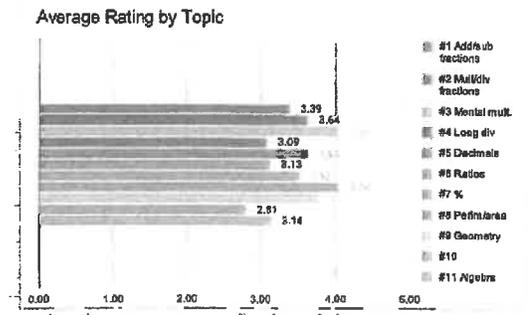
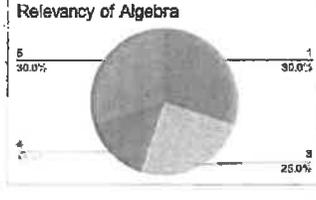
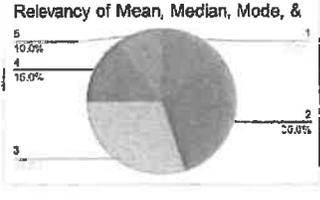
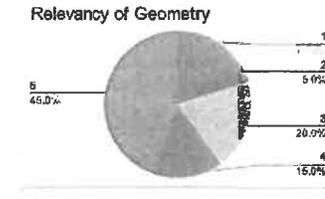
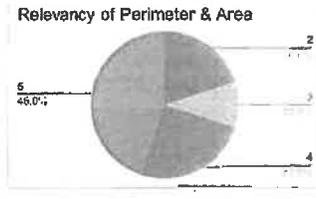
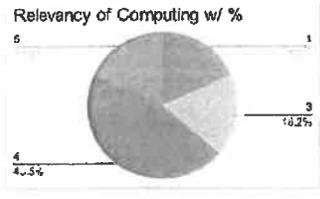
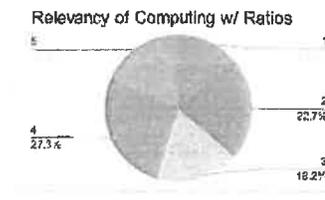
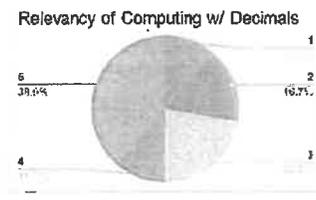
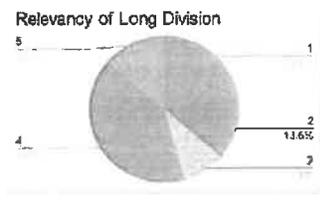
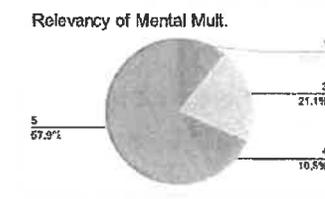
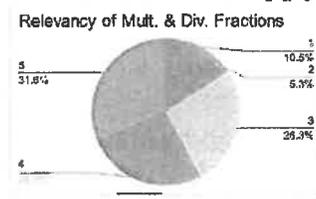
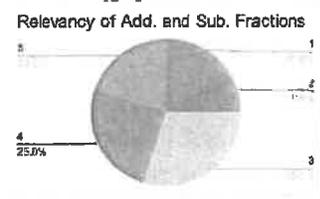
Q: Why are we requesting these funds?

A: Many of our students live in homes where finances are limited. We do not want any of our kids to miss out on a useful field trip because their caretakers are unable to afford the costs of the trip. Funds from CEF would definitely go to cover transportation. Depending on the amount of grant money awarded, funds could also go toward facility rental fees, having students purchase foods at SuperOne to practice budgeting, or supplies for activities (e.g. roasting sticks and matches for a campfire at the Forestry Center.)



Grade	#1 Add/sub frac	#2 Multi/div frac	#3 Mental mult.	#4 Long div	#5 Decimals	#6 Ratios	#7 %	#8 Perim/area	#9 Geometry	#10 Mean/median	#11 Algebra
7	4	3	3	1	4	1	1	4	6	4	1
8	4	4	3	2	5	3	6	5	4	2	3
8	2	4	5	2	4	3	1	5	4	3	1
5	5	3	5	3	6	4	4	2	3	3	3
5	4	5	5	4	5	4	4	5	5	4	5
7	1	1	1	1	2	1	1	5	1	1	1
6	4	4	3	4	5	3	4	5	6	3	4
6	3	3	5	5	2.5	4	3	4	3	4	4
7	5	5	5	4	4	3	2	5	3	2	4
6	3	3	3	2	3	3	3	2	3	2	3
6	5	5	6	4	5	3	4	4	5	2	4
6	3	4	3	4	1	2	4	3	4	4	4
6	4	4	4	4	5	6	5	5	4	4	5
6	3	4	5	4	2	2	4	5	4	4	6
6	4	5	4	4	5	5	4	5	6	3	5
7	2	2	3	3	2	3	3	4	1	2	3
8	4	4	5	4	4	4	5	5	5	3	6
6	5	5	5	4	3	3	5	4	5	1	3
8	6	5	5	5	4	4	5	4	5	5	5
5	1	1	1	1	1	1	1	2	2	1	1
5	3	3	6	5	5	5	5	3	5	5	5
5	1	3	5	1	5	5	4	5	5	2	1
5	2	5	5	1	3	4	4	2	1	3	1
AVG	3.39	3.64	4.04	3.09	3.63	3.13	3.52	4.04	3.78	2.81	3.14

Counts	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11
1	3	2	2	5	2	3	4	0	3	3	6
2	2	1	0	3	3	5	0	4	1	6	0
3	6	5	4	2	4	4	4	2	4	6	5
4	5	5	2	9	2	6	10	6	3	3	3
5	4	6	11	3	7	4	4	9	9	2	5



	SuperOne	Forestry Center	Jay Cooke	MCCU
Distance (miles)	1.6	5.1	5.5	1.5
Transportation	\$143.60	\$155.85	\$157.25	\$143.25
Entrance fees	\$0.00	\$0.00	\$0.00	\$0.00
Supplies	\$165.00	\$21.96	\$0.00	\$0.00
Facility fees	\$0.00	\$50.00	\$0.00	\$0.00
TOTAL	\$308.60	\$227.81	\$157.25	\$143.25

*Outdoor pavilion rental, indoor spaces more costly
<https://www.amazon.com/dp/B071NP7R23?tag=abou>

Total with 10% for Incidentals: \$1,088.19

Students 33
Bus driver hourly rate 92
Bus mileage rate \$3.50

Budget

1. In the first column, write out every type of item you will need to buy. You do not need to fill all the boxes, just write down as many things as your group has decided to buy.
2. Write down how many of that item you plan to buy. For example, write a 1 if you are buying one loaf of bread, or a 3 if you're buying 3 apples.
3. Estimate the cost of each item. (How can you find out how much an item will probably cost at SuperOne in Cloquet? Grocery prices are not the same in every town or even at every store.)
4. **Do not fill out the third column until we are actually at the store!** This is where you will put your actual prices.

Item	Number of items	Estimated Cost (Column 1 x Column 2)	Actual Cost
TOTAL (\$15 or less):			

STOP AND CHECK

Is your estimated total under \$15? (If not, change what you're buying or how many items you're buying to make sure you aren't going over.)

Consumer Reading

1. Find a piece of writing shared by a local business or organization in Cloquet. This can be an ad from the newspaper, a social media post, or anything else with writing on it. Use it to answer the following questions:
 - a. What is the main idea the business is trying to share?

 - b. What are 3 important details you can find in the writing?
 - i.

 - ii.

 - iii.
 - c. What are 3 important vocabulary words that you need to know to understand what the business is saying? Write those words and their meanings below.
 - i.

 - ii.

 - iii.

2. Think about the topic the business is sharing about. (Health, food, car parts, etc.) What are 2 other places you can go to get reliable information about this topic?
 - a.

 - b.

3. What are some possible effects of not understanding what this business or organization is saying? Write 2 realistic effects and 1 crazy/silly effect!
 - a. Realistic:

 - b. Realistic:

 - c. Crazy/silly:

Name _____

Grade _____

Do you feel it's relevant (important) to be able to identify the main idea in what you read outside of school?

Not relevant 1 2 3 4 5 Very relevant

Do you feel it's relevant (important) to be able to identify important details in what you read outside of school?

Not relevant 1 2 3 4 5 Very relevant

Do you feel it's relevant (important) to be able to read for comprehension (understanding) outside of school?

Not relevant 1 2 3 4 5 Very relevant

Do you feel it's relevant (important) to be able to compare and contrast what you see and what you read outside of school?

Not relevant 1 2 3 4 5 Very relevant

Do you feel it's relevant (important) to be able to find reliable (trustworthy) sources in what you read outside of school?

Not relevant 1 2 3 4 5 Very relevant

Do you feel it's relevant (important) to be able to know high level vocabulary words in what you read outside of school?

Not relevant 1 2 3 4 5 Very relevant

Do you feel it's relevant (important) to be able to analyze (examine) an author's point of view or purpose?

Not relevant 1 2 3 4 5 Very relevant

Do you feel it's relevant (important) to you to be able to question things that you read or see in life?

Not relevant 1 2 3 4 5 Very relevant

Name: _____ Grade: _____

Do you feel like adding and subtracting fractions are relevant (important) to learn for your future?

Not relevant 1 2 3 4 5 Very relevant

Do you feel like multiplying and dividing fractions are relevant (important) to learn for your future?

Not relevant 1 2 3 4 5 Very relevant

Do you feel like mental multiplication skills are relevant (important) to learn for your future?

Not relevant 1 2 3 4 5 Very relevant

Do you feel like learning long division is relevant (important) to learn for your future?

Not relevant 1 2 3 4 5 Very relevant

Do you feel like learning to compute with decimals are relevant (important) to learn for your future?

Not relevant 1 2 3 4 5 Very relevant

Do you feel like learning and understanding ratios are relevant (important) to learn for your future?

Not relevant 1 2 3 4 5 Very relevant

Do you feel like learning how to compute percentages are relevant (important) to learn for your future?

Not relevant 1 2 3 4 5 Very relevant

Do you feel like perimeter and area are relevant (important) to learn for your future?

Not relevant 1 2 3 4 5 Very relevant

Do you feel like geometry (shapes and angles) are relevant (important) to learn for your future?

Not relevant 1 2 3 4 5 Very relevant

Do you feel like median, mode and mean/averages are relevant (important) to learn for your future?



Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade Subject Department	School	Email Address
Jenny McInerney	DCD Mild/Moderate Special Education	Cloquet Middle School	Jmcinern@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: DCD Class Field Trips **Date:** Once a month/Variou

Total Amount Requested: \$600 **Make Check Payable To:** _____

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

The Students in the DCD Mild/Moderate program at Cloquet Middle School take part in community field trips each month to enhance their school experience, helping them to achieve their IEP Social Skills goals. Due to cognitive delays these students need extra guidance, and support in a variety of situations in order for them to be successful. In addition, typically the families of these students have financial challenges that make paying the participation fees for the field trips difficult. We asked and received funding for this program a couple years ago. This is a continuing need of the students and their families in the program.

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 _____

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 students in this group take monthly field trips visiting a variety of establishments in the Northland area with the goal to expose the students to great things that this area has to offer. We enjoy going to the Great Lakes Aquarium, taking tours on the Vista Fleet Boats, bowling at the Incline Bowling alley or attending the Duluth Playhouse. The families of some of these students do not have the resources to get their students out to experience these events. It is beneficial to these students to be able to experience the activities that the area that they live in has to offer. We are able to work with the students and teach them how to act in public.

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

Enhancing a student's learning experiences means finding the opportunities that will facilitate learning in a variety of different settings. IEP goals that these students are working on not only involve academics we are working continually on skills that involve how to act in the community, how to be safe in all different situations, how to communicate with people in public. These field trips provide those opportunities.

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.)

By going to different landmarks in the Northland, we will be educating the students about the area that they live in, and knowing what the area has to offer will enhance their experiences living here. IN addition, due to their cognitive delays and behaviors, it is important for them to get the instruction and practice that they need to be successful in these social settings.

--

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
Vista Fleet Boat cruise, and William A. Irvin Ship tours~\$14.00 per student (Class size~ 16)	\$224.00
Lake Superior Zoo ~ General Admission/Tour ~ \$10.00 per student	\$160.00
Spirit Mountain Adventure park~ \$20 per student	\$320.00
Hartley Park~ Cross country Ski rental \$15.00	\$240.00
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.)

I am asking for funds to supplement our monthly field trips. This helps to lessen the burden the on the families. Having the extra funds means I can reduce the amount that each family would have to pay.

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 14th 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
Nicole Vegar	5-8 Instructional Coaches	Cloquet Middle School	nvegar@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: Culturally Responsive Teaching and Gifting **Date:** 4/9/2021

Total Amount Requested: \$900.00 **Make Check Payable To:** Cloquet Middle School

Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)
<p>CMS has been trying to increase our inclusion of Culturally Responsive Ojibwe content into our classrooms. As we are growing, we are realizing that inviting community members from the Fond Du Lac tribe to work with us is imperative. We have asked Fond Du Lac tribe members to speak to our classes, provide demonstrations, collaborate, plan lessons with our teachers, and provide us with feedback. In all instances, we are asking Fond du Lac tribal members to help us and our students. It is customary in Ojibwe culture to give gifts when you are asking someone for help. This is a sign of appreciation for their time and energy. Securing funding to purchase gifts for our Fond Du Lac tribal volunteers has proven difficult. Most of the work we do is connected to grant funds, and in these funding streams, purchasing of food and gifts are not permitted. We would like to build a gift giving collection for teachers to grab from whenever they will be working with a Fond Du Lac volunteer. We will fill this collection with locally purchased Ojibwe made crafts, foods, and other products to support our Ojibwe community as well.</p>
Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)
870 students (entire building)

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: _____



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
An assortment of items from the following stores	
Nahgahchiwanong Adawewigamig	200.00
Heart berry	300.00
AICHO Indigenous first gift shop	200.00
Blackbear gift shop	200.00
Total Cost	900.00

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.)
Every teacher and all students will have access not only to this funding, but coaching support in recruiting tribal volunteers

3. Can this project be implemented with partial funding: Yes No If yes, explain here: Any gifts we can purchase will be helpful, we are willing to investigate other funding sources if needed.

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:
Grant funds and per narrative were denied. f

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).



Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Dara Topping	5-8	Cloquet Middle School	dtopping@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: Culturally Responsive Texts **Date:** 4/9/2022

Total Amount Requested: 900.00 **Make Check Payable To:** Cloquet Middle School

Brief Project Summary: Include a description of the project (Limit your response to 200 words or less)
<p>I am an Instructional Ojibwe coach whose primary responsibility it is to integrate Ojibwe content into all content areas while using best practices. It is exciting to see how interested my colleagues are to integrate Ojibwe content into their classrooms. There is a great deal of opportunity and a lot of enthusiasm around this work. Most of my colleague's curriculum is lacking in Ojibwe content. Your average textbook offers minimal indigenous perspective, and rarely includes local Ojibwe content. Some of the teachers I work with would benefit from a classroom set of literary texts by local Ojibwe authors, some of the teachers I work with require some primary sources (maps, pictures, artifacts) which we could purchase online, several teaching could benefit from small collections of Nonfiction text for which students could share or work with at stations. Most of the teachers I work with only have access to funding to purchase these materials at this volume during curriculum review time. But our teachers and students cannot wait! We are ready to use these materials and resources now, teachers and students' need access to this content right now, and right now, we have the support to help teachers in using these resources immediately.</p>
Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)
870 All students in all content areas

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

For Office Use:

X 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*

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.)*

Approximately 25% of our students are Ojibwe. Yet, such a small portion of our instruction and instructional materials are devoted to including Ojibwe cultural ways of knowing, history, and heritage in the curriculum. Representation matters and our students need to know that our school is a place where their history, stories, and culture are taught and exist. Right now, we have teachers who are ready, willing, and able to start bringing in these Absent Narratives into their classrooms. We have an Ojibwe Instructional Coach ready to support them in integrating this content. But we need materials, texts, and other sources which we can use for our classroom instruction.

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

It will benefit all students to learn true histories and the culture of the Ojibwe people. It will specifically impact our indigenous students as their culture and histories, and stories will be represented in the classrooms.

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 grant application specifically supports the priority of; continue to promote understanding and appreciation of cultural & socioeconomic diversity." We can't appreciate cultural diversity unless we have

access to teaching materials that help us include this appreciation in our content and classroom instruction and routines.

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
Birchbank House Books	
Total Cost	9000.00

1. Submitting a joint proposal between elementary schools was declined Yes x 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.)

Every content area can and will benefit from access to resources and materials that connect Ojibwe culture to their academic focuses. All students will benefit from this.

3. Can this project be implemented with partial funding: X Yes No If yes, explain here: The less money, the less resources we will be able to purchase, but we will still take what we can get.

4. Have you requested funding from other sources for this project? Yes X 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 14th Street, Cloquet, MN 55720, Fax: (218) 879-6724**

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