



# Cloquet Public Schools

## Regular Meeting

Monday, May 8, 2023 at 6:00 PM  
Garfield Board Room  
302 14th Street  
Cloquet, MN 55720  
302 - 14th Street, Cloquet, MN

5:30 pm Working Session

1. Science Fair Presentations
2. Sports Pass for Staff - Paul Riess

6:00 pm Regular Meeting

### I. Roll Call

### II. Pledge of Allegiance

### III. Consider Approval of Board Agenda

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### IV. Consider Approval of School Board Minutes

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- b. Parent Educator with ECFE (Grace Hall)

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3. Wednesday, May 10, 2023 - JOM/LIEC Title VI Public Hearing/Open Meeting - 5:30 p.m. - FDLTCC Room 230 and Virtual	
4. Tuesday, May 16, 2023 - Community Education Advisory Meeting - 5:30 p.m - CE Conf. Room	
5. Monday, May 22, 2023 - Curriculum Committee Meeting - 4 p.m - Boardroom	
6. Monday, May 22, 2023 - Technology Committee Meeting - 4 p.m. - Virtual	
7. Monday, May 22, 2023 - Regular School Board Meeting 5:30 p.m. Working Session 6:00 p.m. Regular Meeting	
<b>XIV. Adjournment</b>	

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1. Building and Department Reports

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**VIII. School Board Committee Report**

- 1. Student Enrollment Report as of May 2, 2023

**IX. Agenda Addendums**

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**XI. Superintendent's Report**

- 1. 2023-2024 Free Sports Entrance for Staff with ID
- 2. Game Crew Compensation

## **XII. For Your Information**

1. Washington Elementary School's May Newsletter
2. Family Literacy Night 2022-2023
3. Germany Trip Details - June 2023
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5. Game Crew Compensation Rates
6. Science Fair Winners

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5:30 p.m. Working Session  
6:00 p.m. Regular Meeting

## **XIV. Adjournment**

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April 24, 2023

Board Chair N. Sandman called the working session to order at 5:30 p.m.

Topics discussed:

Sarah Ellena, District Nurse, gave an update on the immunization requirements and family communications. Dr. Cary gave an update on negotiations including waiting on teacher negotiations until closer to the end of the legislative session. Dr. Cary presented the proposed general fund budget cuts, and the board discussed the options. All district principals were at the meeting to answer questions from the board. Board members discussed the status of Early 5's Kindergarten program and the desire to keep it at least half time. Dr. Cary explained the HITA insurance bid process and proposed contract. There being nothing further to discuss, Board Chair N. Sandman adjourned the meeting at 6:44 p.m.

April 24, 2023

The Regular Meeting of the School Board of Independent School District No. 94, in the City of Cloquet on April 24, 2023, was called to order by Board Chair N. Sandman at 6:52 p.m.

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

- |                                    |                  |
|------------------------------------|------------------|
| • Nate Sandman, Board Chair        | • Sarah Buhs     |
| • Melissa Juntunen, Board Clerk    | • Gary Huard     |
| • David Battaglia, Board Treasurer | • Ken Scarbrough |

Present in Person:

- |   |  |
|---|--|
| • Dr. Michael Cary, Superintendent                  | • Brady Slater, Pine Knot Representative                     |
| • Mary Marciniak, Exec. Asst. to the Superintendent | • Jake Przytarski, Pine Journal Representative               |
| • Candace Nelis, Business Manager                   | • Haley Kachinske, MARRS Student Data Information Specialist |
| • Dylan Carlson, Director of Building and Grounds   | • Jodie Zesbaugh, Senior Municipal Advisor with Ehlers       |
| • Teresa Angell, Director Indian Education          |  |
| • Ashlee Lennartson, EM-C Teacher Representative    |  |
| • Bill Bauer, Technology Support Specialist         |  |

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

**APPROVAL OF BOARD AGENDA**

- RESOLVED by G. Huard to approve the April 24, 2023, special board agenda, as presented. N. Sandman seconded the motion, and the resolution was approved by unanimous yeas of all members present on roll call.

**APPROVAL OF MEETING MINUTES**

- RESOLVED by S. Buhs to approve the April 10, 2023, school board meeting minutes, as presented. G. Huard seconded the motion, and the resolution was approved by unanimous yeas of all members present on roll call.

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

- Building and Department Reports were reviewed. T. Angell, Director of Indian Education, told the board about the AIE conference she attended and the upcoming pow wow. D. Carlson, Director of Building and Grounds, gave an update on summer hires, lawn care contracts, activity complex progress and LTFM projects. C. Nelis, Business Manager, said she would adjust the budget based on decision made tonight.
- Public comment was taken regarding Early 5's Kindergarten program.
- Jodie Zesbaugh from Ehlers presented the presale report for capital facilities bonds and answered questions from the board.

**CONSIDER APPROVAL OF CLAIMS, HAND CHECKS, AND FOOD SERVICE REPORTS**

RESOLVED by M. Juntunen to approve Claims, April 14, 2023; Hand Checks, April 11, 2023; Wire Transfers, February 15, 22 (x2), 28, 2023, March 8, 21, 27, 29, 2023 and April 12, 2023; Food Service Reports, March 2023, as presented. K. Scarbrough seconded the motion, and the resolution was approved by unanimous yeas of all members present on roll call.

**CONSENT ITEMS**

- RESOLVED by N. Sandman to approve the Consent Items, as presented.

**1. Terminations:**

- Kevin Keely, 6.75 hrs/day temporary AIE Liaison at Washington Elementary School, effective April 14, 2023
- Kim Marciniak, 6.5 hrs/day temporary consistent support paraprofessional at Washington Elementary School, effective June 2, 2023
- Rescind offer to Kylie Barthel as 1.0 FTE LT Substitute Special Education at Washington Elementary School

**2. Recommendations of Employment:**

	<b>NAME</b>	<b>POSITION/LOCATION</b>	<b>SALARY**</b>	<b>START DATE</b>
a.	Kevin Keely	1.0 FTE LTS Spec. Ed Teacher at Washington	BA1	4/24/23
b.	Katherine Ringer	1.0 FTE SLD Spec. Ed Teacher at Churchill	MA 5	8/21/23
c.	Hannah Strand	1.0 FTE Multi-Cat Special Ed Teacher at CMS	BA 2	8/21/23

**3. Permission to Post**

- 1.0 FTE Special Education Teacher at Washington Elementary School
- 1.0 FTE 2<sup>nd</sup> Grade Teacher at Washington Elementary School
- Homebound Teacher at Cloquet Middle School

D. Battaglia seconded the motion, and the resolution was approved by unanimous yeas of all members present on roll call.

**SCHOOL BOARD COMMITTEE REPORTS**

- Student enrollment report from April 18, 2023, was reviewed.
- Equity Committee Meeting Summary

**AGENDA ADDENDUMS**

- None were presented at this time.

**NEW BUSINESS**

- Termination and Non-Renewal of Teaching Contracts due to budget cuts:
  - RESOLVED by G. Huard to scratch the proposal to discontinue the 1.0 DCD M/M Special Education teaching position at Cloquet High School and keep the position. S. Buhs seconded the motion. A roll call vote was called: N. Sandman-yea, M. Juntunen-yea, D. Battaglia-yea, S. Buhs-yea, G. Huard-yea, K. Scarbrough-yea. The motion passed by a 6-0 vote.
  - RESOLVED by K. Scarbrough to discontinue the 0.5 FTE Science teaching position at Cloquet High School. D. Battaglia seconded the motion. A roll call vote was called: N. Sandman-yea, M. Juntunen-yea, D. Battaglia-yea, S. Buhs-yea, G. Huard-yea, K. Scarbrough-yea. The motion passed by a 6-0 vote.
  - RESOLVED by G. Huard to discontinue the 0.2 FTE Art teaching position at Cloquet High School. D. Battaglia seconded the motion. A roll call vote was called: N. Sandman-yea, M. Juntunen-yea, D. Battaglia-yea, S. Buhs-yea, G. Huard-yea, K. Scarbrough-yea. The motion passed by a 6-0 vote.
  - RESOLVED by K. Scarbrough to discontinue the 1.0 FTE 6<sup>th</sup> Grade teaching position at Cloquet Middle School. G. Huard seconded the motion. A roll call vote was called: N. Sandman-yea, M. Juntunen-yea, D. Battaglia-yea, S. Buhs-yea, G. Huard-yea, K. Scarbrough-yea. The motion passed by a 6-0 vote.
  - RESOLVED by N. Sandman to continue the 0.1 FTE Physical Education teaching position at Cloquet Middle School and keep the position as this year. M. Juntunen seconded the motion. A roll call vote was called: N. Sandman-yea, M. Juntunen-yea, D. Battaglia-yea, S. Buhs-yea, G. Huard-yea, K. Scarbrough-yea. The motion passed by a 6-0 vote.

- RESOLVED by N. Sandman to continue the 0.05 FTE Music teaching position at Cloquet Middle School and keep the position as this year. S. Buhs seconded the motion. A roll call vote was called: N. Sandman-yea, M. Juntunen-yea, D. Battaglia-yea, S. Buhs-yea, G. Huard-yea, K. Scarbrough-yea. The motion passed by a 6-0 vote.
- RESOLVED by K. Scarbrough to discontinue the 0.1 FTE Title I Intervention teaching position at Queen of Peace. D. Battaglia seconded the motion. A roll call vote was called: N. Sandman-yea, M. Juntunen-yea, D. Battaglia-yea, S. Buhs-yea, G. Huard-yea, K. Scarbrough-yea. The motion passed by a 6-0 vote.
- RESOLVED by G. Huard to approve the resolution proposing placement of continuing contract/tenured teacher on Unrequested Leave of Absence, as presented. S. Buhs seconded the motion. A roll call vote was called: N. Sandman-nay, M. Juntunen-nay, D. Battaglia-nay, S. Buhs-nay, G. Huard-nay, K. Scarbrough-nay. The motion failed by a 0-6 vote.
- RESOLVED by K. Scarbrough to approve the resolution relating to the termination and nonrenewal of long-term substitute teaching contracts of probationary teachers, as presented. S. Buhs seconded the motion. A roll call vote was called: N. Sandman-yea, M. Juntunen-yea, D. Battaglia-yea, S. Buhs-yea, G. Huard-yea, K. Scarbrough-yea. The motion passed by a 6-0 vote.
- RESOLVED by K. Scarbrough to approve the reduction of proposed paraprofessional positions, as presented. G. Huard seconded the motion. A roll call vote was called: N. Sandman-yea, M. Juntunen-yea, D. Battaglia-yea, S. Buhs-yea, G. Huard-yea, K. Scarbrough-yea. The motion passed by a 6-0 vote.
- RESOLVED by N. Sandman to approve the 2023-2025 contract with Assistant Special Education Director, Barb Mackey, as presented. G. Huard seconded the motion, and the resolution was approved by unanimous yea vote of all members present on roll call.
- RESOLVED by G. Huard to approve the 2023-2026 contract with Student Data Information Specialist/Homeless Liaison, Haley Kachinske, as presented. D. Battaglia seconded the motion, and the resolution was approved by unanimous yea vote of all members present on roll call.
- RESOLVED by S. Buhs to approve the 2023-2025 medical insurance contract with Northeast Service Cooperative/Medica, as presented. K. Scarbrough seconded the motion, and the resolution was approved by unanimous yea vote of all members present on roll call.
- RESOLVED by N. Sandman to approve the 2023-2024 Federal and Minnesota off campus work study contract with Fond du Lac Tribal and Community College (FDLTCC), as presented. K. Scarbrough seconded the motion, and the resolution was approved by unanimous yea vote of all members present on roll call.
- RESOLVED by G. Huard to approve the 2023-2024 prime food distributor contract with Upper Lakes Foods with the option to renew and additional four years, as presented. D. Battaglia seconded the motion, and the resolution was approved by unanimous yea vote of all members present on roll call.

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

- Dr. Cary covered the items in the working session.

#### **FOR YOUR INFORMATION**

- Internal Transfer of 1.0 FTE 6th Grade Teacher to 7/8 Science Teacher at CMS (Jennifer Gagner)
- Internal Transfer of Kindergarten Teacher to 2nd Grade (Christine Esse), Early 5's Teacher to Kindergarten (Elizabeth Nelson) and 0.5 FTE Early 5's teaching position will be posted for next year.
- Internal Transfer of a 1.0 FTE 3rd Grade Teacher to 1.0 FTE 2nd Grade Teacher at Washington (Annette Bringe-Wick)
- Internal Transfer of 1.0 FTE 2nd Grade Teacher to 1.0 FTE Intervention Teacher at Washington (Jolene Aho)
- Minnesota Department of Education for Summer Preschool Funding
- Cloquet High School hosts SOMN Unified Indigenous Games on Friday, April 21, 2023
- Monday, May 1, 2023 - Principal Appreciation Day
- Friday, May 5, 2023 - School Lunch Hero Day (Food Service Staff) Appreciation Day
- Monday, May 8 - Friday, May 12 - Teacher Appreciation Week
- Wednesday, May 10, 2023 - School Nurse Appreciation Day

**UPCOMING MEETINGS/EVENTS**

- Tuesday, April 25, 2023 - Equity Committee Meeting - 3:45 p.m. - Washington Elementary School
- Wednesday, April 26, 2023 - JOM/LIEC Committee Meeting - 5:30 p.m. - TBD
- Tuesday, May 2, 2023 - Wellness Committee Meeting - 3:45 p.m. - Boardroom
- Monday, May 8, 2023 - Regular School Board Meeting- 5:30 p.m. Working Session & 6:00 p.m. Regular Meeting
- Wednesday, May 10, 2023 - Health and Safety Committee - 3:45 p.m. - Boardroom
- Tuesday, May 16, 2023 - Community Education Advisory Meeting - 5:30 p.m - CE Conf. Room

**ADJOURNMENT**

There being nothing further to discuss, Board Chair Nate Sandman adjourned the meeting at 8:29 p.m.

ATTEST:

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Clerk of the School Board

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Chair of the School Board

## Department Reports

### Churchill Elementary:

Hello from the Hill!

Churchill completed their Severe Weather drill on Monday, 5/1. 4th graders presented a very successful music concert on April 28th. Churchill kindergarten students will present their Rainforest artwork and music program to families on May 10th. Churchill is celebrating staff appreciation week with nice surprises from our PIE leaders the week of May 1st. The week culminates with a nice staff luncheon. Thank you Churchill PIE. Grade one attended a play at the Duluth Playhouse on 5/2. Churchill will be honoring three outstanding educators on Wednesday, 5/17. Those educators are Stacy Peterson, Shelly Pritchett and Janet Husby. Congratulations to all three on the wonderful careers they've had! I am in the process of finalizing our intervention and master schedules for next school year. Jen Kolodge and the elementary principals will be leading the pilot teachers through an assessment to determine the new Language Art Series. A meeting will be held on May 18th to determine the language arts series decision for the district elementary buildings.

Submitted by David Wangen, Churchill Elementary Principal

### Washington Elementary:

Hard to believe it is May already! The final month of school is packed with many great learning opportunities and experiences! Below is a list of what is on the horizon for the first half of the month:

- Our character education focus this month is on good citizenship. We feel it is a culmination of all the skills, teachings, and traits we have covered throughout the year. Every week students will be recognized by their classroom teachers for showing great citizenship.
- 2nd grade music program on May 2nd
- 4th grade music program on May 4th
- Field Trips Galore during May! (K: Lake Superior Zoo, 1: Vista Fleet & Bayfront Park, 2: Planetarium, 3: Jay Cooke, 4: Forest History Center)
- Field Day and our Family Picnic will be on May 17th
- 4th graders at Washington get to participate in the "2023 Safe Kids Bike Rodeo" on May 18th. We are thrilled to be one of three schools chosen in our region to participate. It is a bicycle safety education program brought to our region in partnership with Essentia Health and other Safe Kids partners. All students will get a free bike helmet for participating.
- MCA testing has officially wrapped up and we will be doing spring benchmark testing starting next week
- Our 4th grade "Math Masters" team placed 6th out of the 4th grade teams competing in the regional Math Masters competition last week!
- Finally, we hope to wrap up hiring by the end of next week. There has been a fair share of movement, but the future looks bright as ever for Washington! 😊

Submitted by Robbi Mondati, Washington Elementary Principal

### Cloquet Middle School:

CMS made the news, please checkout WDIO and hear about how CMS collecting change or pennies for First Witness, an organization that helps families who have suffered abuse, raised almost \$2,000. First Witness stated that at least 1 in 7 children in the United States have experienced child abuse or neglect in the past year. This is likely an underestimate because many cases are unreported. First Witness works to make a place where families feel safe to come forward.

<https://www.wdio.com/front-page/top-stories/cloquet-high-school-raises-money-from-pennies-for-a-good-cause/?fbclid=IwAR1cenm6B19vcGFRa6-09p0cHd1mG4fthzaqVK9Ez3WZlBcDNkQzAfMGKE0>



[Cloquet High School](#) raises money from 'pennies' for a good cause

You ever had a penny war? Well that is exactly what [Cloquet Middle School](#) had to raise money for a special organization. The kids gathered today to present the check too First Witness, an organization that helps children.

[www.wdio.com](http://www.wdio.com)

CMS is excited to watch the production of Lion Heart in the high school auditorium on May 9th:

[Lion Heart Experience](#) Specializing in worth-infusing performances and speaking in schools nationwide, Joe Vercellino and the Lion Heart Crew create waves in the education world by spotlighting identity and worth. Through masterful original music from the city of Detroit alongside visual art and a powerful narrative, Joe and The Lion Heart crew show how both worth and identity are the core influence in everything from school violence, bullying, teen anxiety/depression, substance misuse, all the way to high teacher turnover in schools and issues at home.

May is a busy month at CMS as we take time to wrap up our MCA testing and start planning the end of year trips. Here are a couple of the fun days that we have planned below:

- 5/19/23 Special Education Day at Chub Lake
- 5/23/24 Twin day – 6th Grade fieldtrip
- 5/26/23: 7th Grade Duluth Day
- 5/30/23: 8th Grade BAND Valley Fair Field Trip
- 5/31/23: 8th Grade Valley Fair Field Trip
- 6/1/23: 8th Grade Graduation/Celebration at school! More details to come

Submitted by Thomas Brenner, Cloquet Middle School Principal

#### Cloquet High School:

- Prom was held on April 22<sup>nd</sup> at Pier B
- Our senior Washington DC trip went well
- ACT testing went well on April 18<sup>th</sup>
- MCA testing is finishing up
- Our awards convocation will be held on morning of Wednesday, May 10<sup>th</sup>
- Letterwinners banquet is Sunday, May 21<sup>st</sup>
- Spring activities are in full swing with lots of rescheduling of events
- The AIE Senior banquet is set for the evening of May 17<sup>th</sup>
- The Senior banquet is set for the evening of May 10<sup>th</sup>
- Graduation is set for 6pm in the CMS gym on Friday, May 26<sup>th</sup>. The all night grad party at CHS will follow.
- We are holding the Lion Heart Experience assembly for our students on May 8 – this message promotes positive self-worth
- The turf project is moving ahead – we're meeting with the construction/design teams regularly
- CHS is in the process of relocating our weight room to the small gym at CHS. Our current weight room is inadequate to meet our needs, both academically (PE Dept.) and athletically. We've been able to create a plan to make this move very efficiently, from both a cost standpoint and with minimal disruption to our

regular users. We plan to be set up and operational for the start of our summer weightlifting program on June 6<sup>th</sup>.

Submitted by Steve Battaglia, Cloquet High School Principal

Cloquet Area Alternative Education Programs:

CAAEP had a very successful prom on Saturday, April 29th . The students enjoyed a taco bar and DJ music.

The junior high student went to DEFY trampoline park on Tuesday, May 2nd as they are not invited to prom this is their special trip.

CAAEP had conferences on May 3rd. Attendance was low but is expected for the end of the year.

The seniors are going to their senior lunch on May 16th and looking forward to graduation on May 25th at 2:00. The board is welcome to join us in this celebration.

CAAEP final symposium will be held May 26th through May 30th. Staff and students will participate in many hands on activities and group collaborations at that time.

Submitted by Connie Hyde, CAAEP Principal

Community Education

**After-School Enrichment**

After-School enrichment, which is offered at Churchill, Washington, and CMS, will be finishing up in a week. Over 2000 children participated in 173 classes during this past school year.

**ECFE/School Readiness/EC Screenings**

Registration for the 23-24 school year opened up to the public on April 24. Two of the five sections have already been filled and have waiting lists. The other three sections are close to being filled at this point.

Submitted by Erin Bates, Community Education Director

Business Department:

Candace Nelis, Business Manager, will be attending in person

American Indian Education Department:

Greetings School Board Members,

On April 26th, 12 American Indian High School students participated in another learning opportunity at the Fond du Lac Language & Cultural Center (FDL Gegaanzongejig Ji-Aabadak Ojibwemowin). A panel of professionals provided a brief introduction of themselves, explain the work they do and share with the students into a career Q&A.

Cloquet Quiz bowl team traveled to Mystic Lake Event Center for the MIEA Anishinaabe Quiz Bowl competition. We brought down two teams and placed SECOND!! It is an accomplishment to have a quiz bowl team and a special honor to have them place. The Cloquet Quiz bowl team is lead by Mr. Kitto. The next competition is the Lester "Jack" Briggs 22nd annual quiz bowl championship on May 12th at the Fond du Lac Tribal and Community College. If you would like to spectate at the event, let Teresa Angell know and she will send the schedule once it's created.



The Cloquet Schools Ziigwan Powwow brought more than 300 community members to the CMS gym to celebrate and honor our schools and AIE Program. Our royalty contest named a new Sr. Princess and Jr. Princess. 10th Grader Aleeziah Stillday and 5th Grader Creedence Diver. There were 9 contestants to the contest, all were brave and showed respect for each other.

May 10th is American Indian Day on the Hill. High School students will travel down to the capital to learn, speak, and familiarize themselves with how government works to increase resources for American Indian students.

The last AIE Senior meeting will be held on Friday May 5th with an Indian Taco Lunch. These 40 students will finalize their senior honor banquet and discuss future plans with our CHS classroom, counselors and advisors. Miigwech to Shirley

Miner for her dedication and fry bread skills, Derek Johnson for his persistence and understanding, Rosalee for her big heart and Danielle Dupuis for creating innovative ways to help with credit recovery. This team has been a solid foundation that helps lead the state in American Indian graduation rates.

Submitted by Teresa Angell, American Indian Education

### Building and Grounds

All summer cleaning and maintenance hours have been filled.

34 health and safety PM works orders were completed the month of April district wide.

### Athletic Complex Update:

- April 25<sup>th</sup> meeting was an introduction meeting to review project goals, submittal and RFI process, site operations, schedules and plan review.
- New tennis courts will have the same color scheme as the existing courts with a purple playing area and green perimeter.
- Preconstruction meeting is scheduled for Tuesday, May 9<sup>th</sup> with all involved contractors.
- Weekly foreman meetings will take place every Monday starting May 15<sup>th</sup>.

### Previous update:

- A pre construction meeting is scheduled for Tuesday, April 25th at the high school with contractors - Bolten-Menk, Hallberg Engineering, Kraus-Anderson, Peterson Companies, Curb Masters, Hunt Electric, Upper Midwest Athletic Construction, and Ulland Brothers. A site walkthrough will follow.
- The district is purchasing the videoboard and turf product direct from the vendor. They are both currently in the process of being ordered.
- Submittals approval process is currently taking place.
- Demolition and construction to begin May 15th.
- Note: Expecting heavy use on our practice and Washington Field. We will move topdressing from the stadium to Washington. We will wait to topdress the practice field as it is usually in good condition. Fertilization will stay the same with 3 applications.

Submitted by Dylan Carlson, Building and Grounds Director

### Technology

No report submitted.

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

<b>Fund Description</b>		<b>Total</b>
01	General	\$521,583.92
02	Food Services	\$56,956.41
03	Transportation	\$107,216.74
04	Community Services	\$2,232.39
05	Capital Expenditure	\$89.97
12	Activities	\$25,454.80
<b>Report Total</b>		<b>\$713,534.23</b>

## Cloquet Public Schools Check Register by Bank and Check

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0094	2	100294	20379	Check	1	3819		3D CONSTRUCTION	Yes	No	No	USD	05/09/2023	6,297.00
		100241	20380	Check	1	00346		ACTIVITY FUND CHURCHILL SCHOO	Yes	No	No	USD	05/09/2023	45.00
		100328	20381	Check	1	7573		AIRE SERV HEATING & AIR CONDITI	Yes	No	No	USD	05/09/2023	208.50
		100264	20382	Check	1	10965		ALDRIDGE JEANNA	Yes	No	No	USD	05/09/2023	119.88
		100251	20383	Check	1	10738		ALLEN SCOTT	Yes	No	No	USD	05/09/2023	150.00
		100351	20384	Check	1	9300		ALLEN, CHANDRA	Yes	No	No	USD	05/09/2023	26.86
		100248	20385	Check	1	10518		ANDERSON JARED	Yes	No	No	USD	05/09/2023	35.00
		100323	20386	Check	1	7142		ANDERSON, LISA	Yes	No	No	USD	05/09/2023	272.00
		100339	20387	Check	1	8863		ANGELL, TERESA	Yes	No	No	USD	05/09/2023	60.00
		100242	20388	Check	1	02766		ARCC	Yes	No	No	USD	05/09/2023	975.00
		100258	20389	Check	1	10935		ARROWHEAD WATER	Yes	No	No	USD	05/09/2023	111.65
		100355	20390	Check	1	9514		ARS	Yes	No	No	USD	05/09/2023	95.00
		100334	20391	Check	1	8268		BATES, ERIN	Yes	No	No	USD	05/09/2023	60.00
		100243	20392	Check	1	05105		BERNICKS VENDING	Yes	No	No	USD	05/09/2023	1,031.58
		100348	20393	Check	1	9274		BIG FROG CUSTOM T-SHIRTS & MOF	Yes	No	No	USD	05/09/2023	961.00
		100357	20394	Check	1	9540		BIRMAN, LAURA	Yes	No	No	USD	05/09/2023	535.72
		100257	20395	Check	1	10930		BOLTON & MENK	Yes	No	No	USD	05/09/2023	38,675.00
		100359	20396	Check	1	9548		BRENNER MARK	Yes	No	No	USD	05/09/2023	35.00
		100280	20397	Check	1	2519		BRENNER, KEVIN	Yes	No	No	USD	05/09/2023	34.89
		100327	20398	Check	1	7378		BSN SPORTS LLC	Yes	No	No	USD	05/09/2023	851.55
		100281	20399	Check	1	2566		BUYTAERT, KATY	Yes	No	No	USD	05/09/2023	35.00
		100274	20400	Check	1	1549		CENGAGE LEARNING INC	Yes	No	No	USD	05/09/2023	770.00
		100312	20401	Check	1	55545		CINTAS CORPORATION LOCATION 2	Yes	No	No	USD	05/09/2023	529.16
		100253	20402	Check	1	10835		CITY LAUNDERING CO	Yes	No	No	USD	05/09/2023	410.06
		100284	20403	Check	1	2840		CLOQUET COUNTRY CLUB	Yes	No	No	USD	05/09/2023	1,500.00
		100268	20404	Check	1	11051		CLOQUET TRANSIT CO	Yes	No	No	USD	05/09/2023	105,463.11
		100270	20405	Check	1	11550		COMMUNITY PRINTING	Yes	No	No	USD	05/09/2023	3,754.90
		100365	20406	Check	1	9797		COOLE SCHOOL	Yes	No	No	USD	05/09/2023	405.60
		100325	20407	Check	1	7288		DANIELSON, DANIEL J	Yes	No	No	USD	05/09/2023	100.00
		100273	20408	Check	1	1360		DECC	Yes	No	No	USD	05/09/2023	500.00
		100319	20409	Check	1	6287		DENMAN, ALAN	Yes	No	No	USD	05/09/2023	281.76
		100335	20410	Check	1	8415		DETERS, CHEYENNE	Yes	No	No	USD	05/09/2023	1,098.74
		100310	20411	Check	1	5509		DOHNANSKY, ELIZABETH	Yes	No	No	USD	05/09/2023	60.00
		100292	20412	Check	1	3461		DOUCETTES PARTY & TENT RENTAL	Yes	No	No	USD	05/09/2023	1,674.08
		100266	20413	Check	1	10967		DULUTH SCREEN PRINTING CO	Yes	No	No	USD	05/09/2023	444.85
		100321	20414	Check	1	6347		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	05/09/2023	266.89
		100333	20415	Check	1	8229		ESSE, DAVID	Yes	No	No	USD	05/09/2023	913.07
		100276	20416	Check	1	19740		FOND DU LAC OJIBWAY SCHOOL	Yes	No	No	USD	05/09/2023	417,648.82
		100296	20417	Check	1	3900		FRABONIS	Yes	No	No	USD	05/09/2023	476.79
		100255	20418	Check	1	10918		FRANEK CULLEN	Yes	No	No	USD	05/09/2023	41.69
		100285	20419	Check	1	2844		FRITSINGER, SHEILA	Yes	No	No	USD	05/09/2023	27.95

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0094	2	100265	20420	Check	1	10966		GENERAL LEATHERCRAFT MFG	Yes	No	No	USD	05/09/2023	115.92
		100342	20421	Check	1	9009		GILBERT, SYDNEY	Yes	No	No	USD	05/09/2023	250.21
		100278	20422	Check	1	21450		GOPHER SPORT	Yes	No	No	USD	05/09/2023	1,931.49
		100271	20423	Check	1	12271		GREAT LAKES OFFICE SOLUTIONS I	Yes	No	No	USD	05/09/2023	2,175.77
		100338	20424	Check	1	8780		HANSON, WILLA	Yes	No	No	USD	05/09/2023	15.37
		100247	20425	Check	1	10462		HAYNES JEREMIAH	Yes	No	No	USD	05/09/2023	35.00
		100249	20426	Check	1	10711		HEALY AWARDS	Yes	No	No	USD	05/09/2023	938.12
		100350	20427	Check	1	9291		HEXUM, AMY	Yes	No	No	USD	05/09/2023	81.94
		100315	20428	Check	1	5684		HILLYARD INC MINNEAPOLIS	Yes	No	No	USD	05/09/2023	6,068.67
		100353	20429	Check	1	9366		HOLTE-CHRISTENSON, RACHEL	Yes	No	No	USD	05/09/2023	35.00
		100318	20430	Check	1	5992		HORIZON COMMERCIAL POOL SUPP	Yes	No	No	USD	05/09/2023	2,309.91
		100330	20431	Check	1	7657		HUNT ELECTRIC CORPORATION	Yes	No	No	USD	05/09/2023	202.33
		100279	20432	Check	1	2290		HUSBY, JANET	Yes	No	No	USD	05/09/2023	89.76
		100344	20433	Check	1	9072		INNOVATIVE OFFICE SOLUTIONS LL	Yes	No	No	USD	05/09/2023	386.29
		100256	20434	Check	1	1093		ISD #0094 FOOD SERVICE	Yes	No	No	USD	05/09/2023	913.64
		100349	20435	Check	1	9276		JAGO, CARA	Yes	No	No	USD	05/09/2023	408.53
		100300	20436	Check	1	4331		JAZDZEWSKI, JAMIE	Yes	No	No	USD	05/09/2023	80.28
		100254	20437	Check	1	10908		JOHNSON DEREK	Yes	No	No	USD	05/09/2023	69.90
		100244	20438	Check	1	10307		JONES SCHOOL SUPPLY COMPANY	Yes	No	No	USD	05/09/2023	69.08
		100304	20439	Check	1	4792		JOSTEN'S	Yes	No	No	USD	05/09/2023	1,327.35
		100301	20440	Check	1	43503		JW PEPPER & SON INC	Yes	No	No	USD	05/09/2023	67.50
		100286	20441	Check	1	28575		K - 1 SPORTS	Yes	No	No	USD	05/09/2023	59.70
		100336	20442	Check	1	8418		KEMPS LLC	Yes	No	No	USD	05/09/2023	6,470.90
		100346	20443	Check	1	9096		KIMBALL, ANDREW A	Yes	No	No	USD	05/09/2023	172.00
		100363	20444	Check	1	9755		KITTO JULIAN	Yes	No	No	USD	05/09/2023	50.00
		100337	20445	Check	1	8749		KNUTSEN, JESSICA	Yes	No	No	USD	05/09/2023	207.90
		100277	20446	Check	1	2076		KOLODGE, JENNIFER	Yes	No	No	USD	05/09/2023	163.35
		100313	20447	Check	1	5608		KRAFTHEFER, MATTHEW	Yes	No	No	USD	05/09/2023	630.74
		100288	20448	Check	1	29600		L & M SUPPLY	Yes	No	No	USD	05/09/2023	475.15
		100260	20449	Check	1	10960		LAKE SUPERIOR CONFERENCE	Yes	No	No	USD	05/09/2023	400.00
		100364	20450	Check	1	9784		LINDAMOOD-BELL LEARNING PROC	Yes	No	No	USD	05/09/2023	4,161.00
		100252	20451	Check	1	10798		LUMBERJACK DESIGN AND FABRIC	Yes	No	No	USD	05/09/2023	390.00
		100343	20452	Check	1	9012		MARSH, STEPHANIE	Yes	No	No	USD	05/09/2023	124.85
		100289	20453	Check	1	3291		MASP	Yes	No	No	USD	05/09/2023	40.00
		100282	20454	Check	1	2692		MASSP	Yes	No	No	USD	05/09/2023	1,740.00
		100246	20455	Check	1	10427		MCPMAHON CHRISTINA	Yes	No	No	USD	05/09/2023	123.43
		100291	20456	Check	1	34186		MENARDS	Yes	No	No	USD	05/09/2023	538.47
		100324	20457	Check	1	7263		MENARDS HERMANTOWN	Yes	No	No	USD	05/09/2023	35.97
		100275	20458	Check	1	1750		MICHAUD DISTRIBUTING	Yes	No	No	USD	05/09/2023	2,005.00
		100361	20459	Check	1	9640		MILESTONES & MEMORIES,LLC	Yes	No	No	USD	05/09/2023	1,107.19
		100295	20460	Check	1	38552		MUSIC IN MOTION	Yes	No	No	USD	05/09/2023	107.60

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		100320	20462	Check	1	6299		NELSON, BETH	Yes	No	No	USD	05/09/2023	93.47
		100341	20463	Check	1	8972		NIESEN, PAMELA	Yes	No	No	USD	05/09/2023	35.00
		100297	20464	Check	1	41101		NORTHLAND AUTO PARTS	Yes	No	No	USD	05/09/2023	40.35
		100298	20465	Check	1	41104		NORTHLAND FIRE AND SAFETY	Yes	No	No	USD	05/09/2023	177.00
		100250	20466	Check	1	10726		CONNOR JULIE	Yes	No	No	USD	05/09/2023	32.00
		100360	20467	Check	1	9570		OLSON STEVEN J	Yes	No	No	USD	05/09/2023	150.00
		100262	20468	Check	1	10963		OMENGE SOPHIA	Yes	No	No	USD	05/09/2023	36.85
		100272	20469	Check	1	1326		PAN O GOLD	Yes	No	No	USD	05/09/2023	1,453.51
		100305	20470	Check	1	4822		PROSEN, TIM	Yes	No	No	USD	05/09/2023	219.55
		100302	20471	Check	1	45540		QUILL CORPORATION	Yes	No	No	USD	05/09/2023	472.64
		100326	20472	Check	1	7289		RACKLIFFE, JENNY	Yes	No	No	USD	05/09/2023	54.00
		100303	20473	Check	1	46565		REALLY GOOD STUFF	Yes	No	No	USD	05/09/2023	526.98
		100322	20474	Check	1	6402		REGENTS OF THE UNIVERSITY	Yes	No	No	USD	05/09/2023	50.00
		100299	20475	Check	1	4115		RIESS, PAUL	Yes	No	No	USD	05/09/2023	296.49
		100332	20476	Check	1	8010		SALO, CODY	Yes	No	No	USD	05/09/2023	39.98
		100358	20477	Check	1	9545		SCHMITT DIRECTOR CENTER	Yes	No	No	USD	05/09/2023	39.00
		100306	20478	Check	1	48700		SCHMITT MUSIC COMPANY	Yes	No	No	USD	05/09/2023	216.99
		100307	20479	Check	1	48980		SCHOOL SPECIALTY LLC	Yes	No	No	USD	05/09/2023	655.35
		100366	20480	Check	1	9805		SCHUSTER LAURA	Yes	No	No	USD	05/09/2023	101.84
		100259	20481	Check	1	10959		SCOTT BRIAN	Yes	No	No	USD	05/09/2023	172.00
		100368	20482	Check	1	9855		SKATETIME SCHOOL PROGRAMS	Yes	No	No	USD	05/09/2023	2,316.00
		100369	20483	Check	1	9874		SKYLINE SOCIAL & GAMES	Yes	No	No	USD	05/09/2023	1,140.00
		100347	20484	Check	1	9175		SMITH, TREVOR J	Yes	No	No	USD	05/09/2023	60.00
		100362	20485	Check	1	9742		SNESRUD ALYSSA	Yes	No	No	USD	05/09/2023	99.94
		100308	20486	Check	1	5341		SOUTH, LISA	Yes	No	No	USD	05/09/2023	90.96
		100356	20487	Check	1	9530		SPORTDECALS	Yes	No	No	USD	05/09/2023	418.97
		100329	20488	Check	1	7615		STAR TRIBUNE	Yes	No	No	USD	05/09/2023	131.50
		100367	20489	Check	1	9828		STARK TIMOTHY	Yes	No	No	USD	05/09/2023	384.49
		100287	20490	Check	1	2960		STEVENS, CRAIG	Yes	No	No	USD	05/09/2023	3,850.00
		100309	20491	Check	1	53551		SUPER ONE	Yes	No	No	USD	05/09/2023	297.22
		100340	20492	Check	1	8889		TARAY, BRENDA	Yes	No	No	USD	05/09/2023	185.06
		100331	20493	Check	1	7811		TENNIS WAREHOUSE	Yes	No	No	USD	05/09/2023	930.02
		100290	20494	Check	1	33710		THE MASTER TEACHER INC	Yes	No	No	USD	05/09/2023	362.75
		100352	20495	Check	1	9346		TREMBLAY, REBECCA	Yes	No	No	USD	05/09/2023	472.25
		100311	20496	Check	1	5546		TYMAN, MISTY	Yes	No	No	USD	05/09/2023	68.20
		100316	20497	Check	1	5702		ULINE	Yes	No	No	USD	05/09/2023	180.55
		100269	20498	Check	1	1130		UNIVERSITY OF MINNESOTA	Yes	No	No	USD	05/09/2023	18,400.00
		100314	20499	Check	1	56350		UPPER LAKES FOODS	Yes	No	No	USD	05/09/2023	47,061.46
		100317	20500	Check	1	57280		WANGEN, DAVID	Yes	No	No	USD	05/09/2023	144.10
		100354	20501	Check	1	9440		WICK, MICHELLE	Yes	No	No	USD	05/09/2023	78.52

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			100263	20503	Check	1	10964		WILLOW LANE EDUCATION	Yes	No	No	USD	05/09/2023	302.96
			100267	20504	Check	1	10968		WSI MANUFACTURING CO	Yes	No	No	USD	05/09/2023	4,511.84
			100293	20505	Check	1	3795		YOUNG, AARON	Yes	No	No	USD	05/09/2023	465.37
			100283	20506	Check	1	2731		YOUNG, HEATHER	Yes	No	No	USD	05/09/2023	268.63
			100245	20507	Check	1	10415		ZEPHYR	Yes	No	No	USD	05/09/2023	1,218.23
Bank Total: 2														\$713,534.23	
Report Total:														\$713,534.23	

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

<b>Fund Description</b>		<b>Total</b>
01	General	\$61,530.81
12	Activities	\$25,108.00
<b>Report Total</b>		<b>\$86,638.81</b>

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

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0094	2	100233	20365	Check	1	10957	BERGLUND SHANNON	Yes	No	No	USD	04/25/2023	500.00
		100230	20366	Check	1	10954	BLACK FOREST INN	Yes	No	No	USD	04/25/2023	840.00
		100236	20367	Check	1	9578	CONSTELLATION NEWENERGY -GA:	Yes	No	No	USD	04/25/2023	19,883.11
		100229	20368	Check	1	10953	ESKO SPORTS ALLIANCE	Yes	No	No	USD	04/25/2023	450.00
		100235	20369	Check	1	8894	FONOTI, MACE	Yes	No	No	USD	04/25/2023	800.00
		100232	20370	Check	1	10956	GOKEE ALEX	Yes	No	No	USD	04/25/2023	400.00
		100237	20371	Check	1	9628	MINNESOTA LIFE INSURANCE COMF	Yes	No	No	USD	04/25/2023	3,988.15
		100234	20372	Check	1	36651	MINNESOTA POWER	Yes	No	No	USD	04/25/2023	26,409.55
		100227	20373	Check	1	10863	OBJECTIX INC	Yes	No	No	USD	04/25/2023	24,268.00
		100228	20374	Check	1	10952	RW FERN ASSOCIATES INC	Yes	No	No	USD	04/25/2023	8,500.00
		100231	20375	Check	1	10955	ST. GERMAINE PATRICIA	Yes	No	No	USD	04/25/2023	600.00
Bank Total: 2												\$86,638.81	
Report Total:												\$86,638.81	

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

<b>Fund</b>	<b>Description</b>	<b>Total</b>
01	General	\$1,002.04
12	Activities	\$2,576.87
<b>Report Total</b>		<b>\$3,578.91</b>

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

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0094		2	100239	20376	Check	1	10958		CUYUNA ROLLING HILLS GOLF COU	Yes	No	No	USD	04/27/2023	150.00
			100240	20377	Check	1	2267		WALMART CAPITAL ONE	Yes	No	No	USD	04/27/2023	1,412.66
			100238	20378	Check	1	10644		WORLDSTRIDES PROGRAM ATTN P/	Yes	No	No	USD	04/27/2023	2,016.25
Bank Total: 2														\$3,578.91	
Report Total:														\$3,578.91	

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

<b>Fund Description</b>		<b>Total</b>
01	General	\$9,788.26
04	Community Services	\$25.00
12	Activities	\$3,910.96
<b>Report Total</b>		<b>\$13,724.22</b>

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

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0094	2	100372	20508	Check	1	10664		BECKER HIGH SCHOOL ATTN: ACTIV	Yes	No	No	USD	05/04/2023	230.00
		100374	20509	Check	1	10970		CLOQUET ARMORY	Yes	No	No	USD	05/04/2023	310.96
		100375	20510	Check	1	11006		CLOQUET SANITARY	Yes	No	No	USD	05/04/2023	5,693.45
		100378	20511	Check	1	8415		DETERS, CHEYENNE	Yes	No	No	USD	05/04/2023	832.80
		100377	20512	Check	1	24005		HIBBING HIGH SCHOOL	Yes	No	No	USD	05/04/2023	60.00
		100376	20513	Check	1	2076		KO LODGE, JENNIFER	Yes	No	No	USD	05/04/2023	257.01
		100371	20514	Check	1	10651		REGION 7A BOYS TENNIS	Yes	No	No	USD	05/04/2023	190.00
		100370	20515	Check	1	10542		RNR YARDWORKS LLC	Yes	No	No	USD	05/04/2023	2,550.00
		100373	20516	Check	1	10969		WOLFF ANGIE	Yes	No	No	USD	05/04/2023	3,600.00
Bank Total: 2													\$13,724.22	
Report Total:													\$13,724.22	

**TREASURER'S REPORT  
INDEPENDENT SCHOOL DISTRICT NO. 94  
OCTOBER 2022**

FUND	Balance Beginning of Month		Receipts	Disbursements	Balance End of Month		Clerks Balance End of Month
	Cash	Investments			Cash	Investments	
GENERAL	(\$3,503,661.02)	\$12,459,961.43	\$6,292,874.59	\$6,284,946.76	(\$3,495,732.73)	\$11,445,468.20	\$8,964,228.24
FOOD SERVICE	\$792,073.76		\$40,411.75	\$127,832.00	\$704,653.51		\$704,653.51
TRANSPORTATION	\$383,004.18		\$0.00	\$146,218.45	\$236,785.73		\$236,785.73
COMMUNITY SERVICE	\$951,237.83		\$233,919.69	\$322,830.94	\$862,326.58		\$862,326.58
ACTIVITIES	\$542,444.85		\$69,671.56	\$60,883.35	\$551,233.06		\$551,233.06
<b>TOTAL OPERATING</b>	<b>(\$834,900.40)</b>	<b>\$12,459,961.43</b>	<b>\$6,636,877.59</b>	<b>\$6,942,711.50</b>	<b>(\$1,140,733.85)</b>	<b>\$11,445,468.20</b>	<b>\$11,319,227.12</b>
CAPITAL OUTLAY	\$51,201.31		\$0.00	\$212,434.89	(\$161,233.58)		(\$161,233.58)
DEBT REDEMPTION #94	\$1,811,597.16	\$0.00	\$1,066,153.43	\$0.00	\$2,877,750.59	\$0.00	\$2,877,750.59
OPEB DEBT SERVICES	\$268,756.27	\$0.00	\$76,275.37	\$0.00	\$345,031.64	\$0.00	\$345,031.64
<b>TOTAL FUNDS AVAILABLE</b>	<b>\$1,296,654.34</b>	<b>\$12,459,961.43</b>	<b>\$7,779,306.39</b>	<b>\$7,155,146.39</b>	<b>\$1,920,814.80</b>	<b>\$11,445,468.20</b>	<b>\$14,380,775.77</b>
BUILDING FUND	(\$1,942,093.49)	\$2,000,160.59	\$0.00	\$0.00	(\$1,942,093.49)	\$2,003,254.42	\$58,067.10
OPEB IRREVOCABLE TRUST	(\$1,587,051.72)	\$5,490,044.61	\$32,277.48	\$46,996.80	(\$1,601,771.04)	\$5,220,718.35	\$3,888,273.57

**RECONCILEMENT OF TREASURER'S BALANCE WITH BANK**

	Balance Per BANK STATEMENT	Outstanding Checks	Deposits Not Shown on Bank Statement	Other Reconciling Items	Balance Per Treasurer's
US BANK	\$829,283.47	\$2,458,676.83	\$6,343.17	\$0.00	(\$1,623,050.19)
ADD UNDEPOSITED CASH ON HAND				26	
TREASURER'S BALANCE PER BOOKS					(\$1,623,050.19)

**TREASURER'S REPORT  
INDEPENDENT SCHOOL DISTRICT NO. 94  
NOVEMBER 2022**

FUND	Balance Beginning of Month		Receipts	Disbursements	Balance End of Month		Clerks Balance End of Month
	Cash	Investments			Cash	Investments	
GENERAL	(\$3,495,732.73)	\$11,445,468.20	\$6,290,610.94	\$5,643,758.80	(\$2,848,880.59)	\$10,231,387.77	\$8,596,587.61
FOOD SERVICE	\$704,653.51		\$267,940.38	\$131,325.06	\$841,268.83		\$841,268.83
TRANSPORTATION	\$236,785.73		\$0.00	\$110,673.67	\$126,112.06		\$126,112.06
COMMUNITY SERVICE	\$862,326.58		\$201,668.55	\$173,517.27	\$890,477.86		\$890,477.86
ACTIVITIES	\$551,233.06		\$88,590.38	\$47,989.72	\$591,833.72		\$591,833.72
<b><u>TOTAL OPERATING</u></b>	<b><u>(\$1,140,733.85)</u></b>	<b><u>\$11,445,468.20</u></b>	<b><u>\$6,848,810.25</u></b>	<b><u>\$6,107,264.52</u></b>	<b><u>(\$399,188.12)</u></b>	<b><u>\$10,231,387.77</u></b>	<b><u>\$11,046,280.08</u></b>
CAPITAL OUTLAY	(\$161,233.58)		\$0.00	\$147,279.92	(\$308,513.50)		(\$308,513.50)
DEBT REDEMPTION #94	\$2,877,750.59	\$0.00	\$1,019,588.85	\$475.00	\$3,896,864.44		\$3,896,864.44
OPEB DEBT SERVICES	\$345,031.64	\$0.00	\$81,643.26	\$0.00	\$426,674.90		\$426,674.90
<b><u>TOTAL FUNDS AVAILABLE</u></b>	<b><u>\$1,920,814.80</u></b>	<b><u>\$11,445,468.20</u></b>	<b><u>\$7,950,042.36</u></b>	<b><u>\$6,255,019.44</u></b>	<b><u>\$3,615,837.72</u></b>	<b><u>\$10,231,387.77</u></b>	<b><u>\$15,061,305.92</u></b>
BUILDING FUND	(\$1,942,093.49)	\$2,003,254.42	\$0.00	\$0.00	(\$1,942,093.49)	\$2,008,761.39	\$61,160.93
OPEB IRREVOCABLE TRUST	(\$1,601,771.04)	\$5,220,718.35	\$9,488.71	\$46,122.60	(\$1,638,404.93)	\$5,341,438.85	\$3,582,313.42

**RECONCILEMENT OF TREASURER'S BALANCE WITH BANK**

	Balance Per BANK STATEMENT	Outstanding Checks	Deposits Not Shown on Bank Statement	Other Reconciling Items	Balance Per Treasurer's
US BANK	\$1,964,118.54	\$1,928,779.70	\$0.00	\$0.00	\$35,338.84
ADD UNDEPOSITED CASH ON HAND				27	
TREASURER'S BALANCE PER BOOKS					\$35,338.84

**INVESTMENTS**  
**2022-2023 - FISCAL YEAR**

DATE: OCTOBER 2022

<u>INVESTMENT</u>	<u>INTEREST RATE</u>	<u>BANK</u>	<u>MATURITY DATE</u>	<u>INTEREST TO BE EARNED</u>	<u>MONTHLY INTEREST</u>
\$ -	0.00%	MN LIQUID ASSET		-	-
\$ 4,939,749.73		AMERITRADE		-	\$ 19,966.16
\$ 5,835,235.95	1.82%	MSD MAX		DAILY	\$ 13,281.13
\$ 10,774,985.68		SUB TOTAL LIQUID ASSET FUNDS			
\$ 670,482.52	1.81%	MN TRUST			\$ 1,583.18
\$ 11,445,468.20		- TOTAL INVESTMENT VALUE			\$ 34,830.47
			CHECKING ACCOUNT/MSDLAF LIQUID CLASS INTEREST & FEES		\$ 1,921.12
			TOTAL MONTHLY INTEREST		\$ 36,751.59
			YTD TOTAL INTEREST AS OF 10/31/21	\$ 74,492.43	
				=====	
				\$ 75,000.00	2022-23 BUDGET

**2021-2022 - FISCAL YEAR**

\$ 13,644,147.74 - TOTAL INVESTMENT VALUE 10/31/2021	\$	24,136.59	- TOTAL INTEREST EARNED LAST YEAR THRU THIS MONTH
	\$	97,922.60	- TOTAL INTEREST EARNED FOR FISCAL YR 2021-2022

**INVESTMENTS: FUND 06 CONSTRUCTION  
2022-2023 - FISCAL YEAR**

DATE: OCTOBER 2022

<u>INVESTMENT</u>	<u>INTEREST RATE</u>	<u>BANK</u>	<u>MATURITY DATE</u>	<u>INTEREST TO BE EARNED</u>	<u>MONTHLY INTEREST</u>
\$ -	0.00%	MN TRUST	CD	\$ -	\$ -
\$ -	0.00%	MN TRUST	CD	\$ -	\$ -
\$ -	0.00%	MN TRUST	TS	\$ -	\$ -
\$ -	0.00%	MN TRUST	TS	\$ -	\$ -
\$ -		MN TRUST	SDA		\$ -
\$ -	0.00%	MN TRUST	SEC/DTC		
\$ 36,298.53	1.81%	MN TRUST	Dividend Reinvest / Bank Fee	\$	85.71
		MN TRUST	Trade Int-Security Sale/DTC Maturity	\$	-
\$ 1,966,955.89		EHLERS / Ameritrade		\$	2,578.72

**\$ 2,003,254.42** - TOTAL CONSTRUCTION FUND INVESTMENT VALUE

TOTAL MONTHLY INTEREST \$ 2,664.43

YTD TOTAL INTEREST AS OF 10/31/22 \$ 3,463.78  
=====  
\$ 2,500.00 2022-23 BUDGET

2021-2022 - FISCAL YEAR

\$ 1,991,105.36 - TOTAL INVESTMENT VALUE 10/31/2021	\$ (543.34) - TOTAL INTEREST EARNED LAST YEAR THRU THIS MONTH
	\$ 15,966.65 - TOTAL INTEREST EARNED FOR FISCAL YR 2021-2022

**INVESTMENTS: FUND 45 OPEB  
2022-2023 - FISCAL YEAR**

**DATE: OCTOBER 2022**

<u>INVESTMENT</u>	<u>INTEREST RATE</u>	<u>BANK</u>	<u>MATURITY DATE</u>	<u>INTEREST TO BE EARNED</u>	<u>MONTHLY INTEREST</u>
\$ 403,768.48	0.40%	MN TRUST CD	9/30/2020		
\$ 249,504.45	1.98%	MN TRUST CD	10/1/2020	\$	-
\$ 495,176.25	2.28%	MN TRUST CD	10/1/2020	\$	-
\$ 240,693.75	1.86%	MN TRUST CD	10/16/2020	\$	-
\$ 249,445.47	3.36%	MN TRUST CD	12/7/2020	\$	-
\$ 503,407.97	3.04%	MN TRUST CD	1/28/2021	\$	-
\$ 431,506.84	2.84%	MN TRUST CD	1/28/2021	\$	-
		MN TRUST	Dividend Reinvest / Bank Fee	\$	941.66
		MN TRUST	Trade Interest-Security Sale / DTC	\$	-
\$ 2,647,215.14		ASSOCIATED BANK	Dividend / BankFee / Interest	\$	2,571.11
\$ -		MID AMERICA		\$	-
<u>\$ 5,220,718.35</u>		<b>- TOTAL INVESTMENT VALUE</b>			

**TOTAL MONTHLY INTEREST**

\$ 3,512.77

**YTD TOTAL INTEREST AS OF 9/30/22**

**\$ 21,255.95**

=====

**\$ 200,000.00 2022-23 BUDGET**

2021-2022 - FISCAL YEAR

**\$ 5,696,676.93 - TOTAL INVESTMENT VALUE 10/31/2021**

**\$ 19,722.08 - TOTAL INTEREST**

**INVESTMENTS: FUND 45 OPEB  
2022-2023 - FISCAL YEAR**

DATE: NOVEMBER 2022

<u>INVESTMENT</u>	<u>INTEREST RATE</u>	<u>BANK</u>	<u>MATURITY DATE</u>	<u>INTEREST TO BE EARNED</u>	<u>MONTHLY INTEREST</u>
\$ 655,093.39	0.92% - 1.04%	MN TRUST	11/30/2020		
\$ 495,176.25	2.64% - 2.65%	MN TRUST CD	12/7/2020		\$ -
\$ 240,693.75	2.19%	MN TRUST CD	1/28/2021		\$ -
\$ 249,445.47	1.36%	MN TRUST CD	1/28/2021		\$ -
\$ 503,407.97	1.98% - 2.28%	MN TRUST SEC/DTC			
\$ 431,506.84	1.90%	MN TRUST MN TRUST	Dividend Reinvest / Bank Fee Trade Interest-Security Sale / DTC		\$ 1,168.66
\$ 2,766,115.18		ASSOCIATED BANK	Dividend / BankFee / Interest		\$ 3,346.89
\$ -		MID AMERICA			\$ -
<u>\$ 5,341,438.85</u>	<b>- TOTAL INVESTMENT VALUE</b>				
	<b>TOTAL MONTHLY INTEREST</b>				<u>\$ 4,515.55</u>

YTD TOTAL INTEREST AS OF 11/30/22 \$ 25,771.50  
=====

\$ 300,000.00 2022-23 BUDGET

2021-2022 - FISCAL YEAR

\$ 5,676,857.45 - TOTAL INVESTMENT VALUE 11/30/2021	\$ 64,447.63 - TOTAL INTEREST EARNED LAST YEAR THRU THIS MONTH
	\$ 82,116.88 - TOTAL INTEREST EARNED FOR FISCAL YR 2021-2022

**INVESTMENTS: FUND 06 CONSTRUCTION  
2022-2023 - FISCAL YEAR**

**DATE: NOVEMBER 2022**

<u>INVESTMENT</u>	<u>INTEREST RATE</u>	<u>BANK</u>	<u>MATURITY DATE</u>	<u>INTEREST TO BE EARNED</u>	<u>MONTHLY INTEREST</u>
\$ -	0.00%	MN TRUST	CD	\$ -	\$ -
\$ -	0.00%	MN TRUST	CD	\$ -	\$ -
\$ -	0.00%	MN TRUST	TS	\$ -	\$ -
\$ -	0.00%	MN TRUST	TS	\$ -	\$ -
\$ -		MN TRUST	SDA		\$ -
\$ -	0.00%	MN TRUST	SEC/DTC		
\$ 36,403.21	1.90%	MN TRUST	Dividend Reinvest / Bank Fee	\$ 104.68	
		MN TRUST	Trade Int-Security Sale/DTC Maturity	\$ -	
\$ 1,972,358.18		EHLERS / Ameritrade		\$ 5,402.29	
<b>\$ 2,008,761.39</b>		<b>- TOTAL CONSTRUCTION FUND INVESTMENT VALUE</b>			

**TOTAL MONTHLY INTEREST \$ 5,506.97**

**YTD TOTAL INTEREST AS OF 11/30/22 \$ 8,970.75**

**\$ 75,000.00 2022-23 BUDGET**

**2021-2022 - FISCAL YEAR**

\$ 1,988,279.38	- TOTAL INVESTMENT VALUE 11/30/2021	\$ (629.66)	- TOTAL INTEREST EARNED LAST YEAR THRU THIS MONTH
		\$ 15,966.65	- TOTAL INTEREST EARNED FOR FISCAL YR 2021-2022

**INVESTMENTS**  
**2022-2023 - FISCAL YEAR**

DATE: NOVEMBER 2022

<u>INVESTMENT</u>	<u>INTEREST RATE</u>	<u>BANK</u>	<u>MATURITY DATE</u>	<u>INTEREST TO BE EARNED</u>	<u>MONTHLY INTEREST</u>
\$ -	0.00%	MN LIQUID ASSET		\$ -	\$ -
\$ 4,969,894.89		AMERITRADE		\$ -	\$ 5,292.14
\$ 4,589,076.98	1.70%	MSD MAX		DAILY	\$ 15,417.68
<hr/>					
\$ 672,415.90	1.69%	MN TRUST CD	3/19/2021	\$ 3,692.31	\$ 1,933.38
<hr/>					
<b>\$ 10,231,387.77</b>	<b>- TOTAL INVESTMENT VALUE</b>				<b>\$ 22,643.20</b>
	<b>CHECKING ACCOUNT/MSDLAF LIQUID CLASS INTEREST &amp; FEES</b>				<b>\$ 4,088.56</b>
	<b>TOTAL MONTHLY INTEREST</b>				<b>\$ 26,731.76</b>

YTD TOTAL INTEREST AS OF 11/30/22 \$ 101,224.19  
=====  
\$ 67,100.00 2022-23 BUDGET

**2021-2022 - FISCAL YEAR**

\$ 13,657,486.33 - TOTAL INVESTMENT VALUE 11/30/2021	\$	26,818.47	- TOTAL INTEREST EARNED LAST YEAR THRU THIS MONTH
	\$	97,922.60	- TOTAL INTEREST EARNED FOR FISCAL YR 2021-2022



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>

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## MEMORANDUM

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**TO:** Dr. Michael Cary, Superintendent  
**FROM:** Robbi Mondati, Washington Elementary Principal  
**DATE:** May 2, 2023  
**RE:** Recommendation for Employment

I am recommending the employment of Julie Midas for the 1.0 FTE Dean of Students position at Washington Elementary School, to begin the Fall of 2023.

<b>RATE OF PAY:</b>	MA+30, Step 5
<b>HOURS TO BE WORKED:</b>	8 hours/day (Monday – Friday)
<b>START DATE:</b>	Fall 2023
<b>LENGTH OF CONTRACT:</b>	ongoing
<b>BUDGETED CURRENT YEAR:</b>	Yes
<b>POSTED:</b>	Posted, internally and externally
<b>RATIONALE FOR HIRE:</b>	Ms. Midas’ experience and education will contribute much to the Dean of Students position. Her licensure includes K-12 Administration, Director of Special Education, Reading, Elementary Teaching, and her Master’s Degree in Child and Family Studies and post-graduate education in Educational Administration along with her years working in educational institutions well prepare her for this role.
<b>STAR CODE:</b>	990900

(Employment is contingent upon Cloquet School Board approval.)

**RM/BA**



Independent School District No. 94  
Cloquet, Minnesota 55720

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

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## MEMORANDUM

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**TO:** Dr. Michael Cary, Superintendent  
**FROM:** Robbi Mondati, Washington Elementary Principal  
**DATE:** April 27, 2023  
**RE:** Recommendation for Employment

I am recommending the employment of Aubree Jaeger for the 1.0 FTE Special Education Teacher position, to begin the Fall of 2023.

<b>RATE OF PAY:</b>	MA Step 2
<b>HOURS TO BE WORKED:</b>	8 hours/day (Monday – Friday)
<b>START DATE:</b>	Fall 2023
<b>LENGTH OF CONTRACT:</b>	ongoing
<b>BUDGETED CURRENT YEAR:</b>	Yes
<b>POSTED:</b>	Posted, internally and externally
<b>RATIONALE FOR HIRE:</b>	Ms. Jaeger comes to use with Special Education experience and her Master’s degree in special education. She also comes highly recommended.
<b>STAR CODE:</b>	190200

(Employment is contingent upon Cloquet School Board approval.)

**RM/BA**

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



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

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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia

DATE: May 3, 2023

RE: **RECOMMENDATION FOR EMPLOYMENT**

I am recommending the employment for **Danielle Dupuis** to provide homebound instruction for a student at the Cloquet High School.

RATE OF PAY: \$32.66

HOURS TO BE WORKED: 5 hours/week of student contact time  
1 hour/week of prep

STARTING DATE: As soon as possible

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

BUDGETED CURRENT YEAR: Yes

RATIONALE FOR HIRE: Cloquet High School has the need to hire a homebound teacher to provide education for one of our students.

(Employment is contingent upon Cloquet School Board approval)

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Community Education	2001 Washington Ave	218.879.1261

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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia

DATE: May 3, 2023

RE: **RECOMMENDATION FOR EMPLOYMENT**

I am recommending the employment for **Shelley Ross** to provide homebound instruction for a student at the Cloquet High School.

RATE OF PAY: \$32.66

HOURS TO BE WORKED: 5 hours/week of student contact time  
1 hour/week of prep

STARTING DATE: As soon as possible

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

BUDGETED CURRENT YEAR: Yes

RATIONALE FOR HIRE: Cloquet High School has the need to hire a homebound teacher to provide education for one of our students.

(Employment is contingent upon Cloquet School Board approval)

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## MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia

DATE: May 5, 2023

RE: **RECOMMENDATION FOR EMPLOYMENT**

I am recommending the employment for **Katie Danielson** to provide homebound instruction for a student at the Cloquet High School.

RATE OF PAY: \$32.66

HOURS TO BE WORKED: 5 hours/week of student contact time  
1 hour/week of prep

STARTING DATE: As soon as possible

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

BUDGETED CURRENT YEAR: Yes

RATIONALE FOR HIRE: Cloquet High School has the need to hire a homebound teacher to provide education for one of our students.

(Employment is contingent upon Cloquet School Board approval)

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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent  
FROM: Tom Brenner, Middle School Principal  
DATE: April 29, 2023  
RE: Recommendation for Employment

RATE OF PAY:	Per 2022-2023 Teacher Contract
TOTAL COST:	Per contract
HOURS TO BE WORKED:	5 hours per week, with 1 hour prep
START DATE:	April 29, 2023
LENGTH OF CONTRACT:	2022-2023, remaining school year
BUDGETED CURRENT YEAR:	YES
POSTED:	yes, internally
RATIONALE FOR HIRE:	I am recommending Jamie Jazdzewski for the Homebound Instructor for an 7 <sup>th</sup> grade student. Jamie has been serving in this position since April 29, 2023

(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: May 1, 2023

RE: **Recommendation for Employment – Summer School**

We are recommending that the following staff be hired for 2023 Summer School at Cloquet Senior High School from June 12 – June 29, 2023.

SUBJECT	NAME	Total Hours	Total Prep Hours	Total Cost
ENGLISH	Danielle Dupuis	72 hours	9	\$2,865.78
MATH	Kevin Brenner	72 hours	9	\$2,865.78
SCIENCE	Al Denman	72 hours	9	\$2,865.78
SOCIAL STUDIES	Steve Polkowski	72 hours	9	\$2,865.78

**\*\* Rate of pay will be based on the final 2021-2023 Teacher Contract.**

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## MEMORANDUM

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**TO: Dr. Michael Cary, Superintendent**  
**From: Lance Horvat, ESY coordinator**  
**Date: May 3, 2023**  
**RE: Recommendations for Hire**

I am asking for authorization to hire the following positions that will be needed for the summer 2023 Extended School Year (ESY) program:

- Special Ed. Teacher DCD – 12 sessions at 5 hrs./session. (June 12, 13,14,15,19,20,21,22,26,27,28,29) + 8 hours training and prep.
- Special Ed. Teacher SLD - 12 sessions at 3.5 hrs. / session (dates same as above) + 8 hours training and prep.
- (10) Paraprofessional positions - 12 sessions at 4.5 hrs./session (June 12, 13,14,15,19,20,21,22,26,27,28,29) + 8 hrs training

### **DCD/ASD/MM High School at Senior High C201 and C200**

One (1) DCD Teacher 68 hrs

- Jess Santi

Five (5) Paraprofessionals

- Sherri Chalberg
- Star Tezak
- Haydee Anderson
- Curtis Carlson
- (Open) - 1 position

### **Elementary SLD held at Senior High School**

One (1) Teacher SLD up to 50 hrs.

- Shelly Ross

### **Churchill & Middle School DCD/ASD/MM at D201 at High School**

One DCD Teacher 68 hrs.

- Shelly Ross

Five (5) Para Professionals

- Elizabeth Tobolaski
- Rhonda Nelson
- Ashley Barnes
- (open) - 2 positions

### **District-wide Support**

- One (1) Nurse RN 20 hrs. prep on call (up to 40 more hrs.)  
Sarah Ellena
- Instructional supply budget \$300.00



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## MEMORANDUM

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

**FROM:** Connie Hyde, Cloquet Area Alternative Education Programs Principal

**DATE:** May 4, 2023

**RE:** 2023-2024 Extended Day High School Staffing

CAAEP will be running summer school from June into August. CAAEP is partnering with the county again and the REACH program to provide more opportunities for students to earn credit. CAAEP will have certified staff at each of the courses to ensure that the course work meets credit bearing criterion. The number of hours is a high estimate that will be used if all programs are filled.

I recommend that the following staff be hired for Extended Day Services for the 2023-2024 school year:

<u>Extended Day School</u>	<u>Hours/Week</u>	<u>Rate of Pay</u>
Rod Syck	Up to 190 hours (4 weeks of Edgenuity & August hands on project)	\$35.38/hr.
Kevin Taralseth	Up to 30 hours (Sailing Camp)	\$35.38/hr.
Lauren Empson	Up to 60 hours (Digital Story Telling and Bee Camp)	\$35.38/hr.
Angela Garbett	Up to 100 hours (Advocacy camp, Acting camp & Work Based Learning)	\$35.38/hr.
Sue Thomason	Up to 70 hours (EDHS Coordinator)	Current hourly rate

Budgeted Current year: Yes

Reason for hire: Extended Day Programing as Required of all Approved Alternative Programs

(Employment is subject to Cloquet School Board approval)

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

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# MEMORANDUM

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

**DATE:** April 27, 2023

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

**RE:** I am recommending that Amelia Allen be hired as a Beach Lifeguard Supervisor for Cloquet Community Education. Amelia is returning for her third year working at the Beach. She has already worked the front counter and is well versed with our procedures. She got her lifeguard certification in her second year knowing that the supervisor position required that certification.

**RATE OF PAY:** \$18.92 per hour

**HOURS TO BE WORKED:** Up to 40 hours week

**STARTING DATE:** May 15, 2023

**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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# MEMORANDUM

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

**DATE:** April 27, 2023

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

**RE:** I am recommending that Paris FierkeLepp be hired as a Beach Lifeguard Supervisor for Cloquet Community Education. Paris has been working as a Lifeguard and is entering her 4th year with us. She completed her first year at college this year where she was lifeguarding at the college pool to keep up her skills.

**RATE OF PAY:** \$18.92 per hour

**HOURS TO BE WORKED:** Up to 40 hours week

**STARTING DATE:** May 15, 2023

**LENGTH OF CONTRACT:** Ongoing

**BUDGETED CURRENT YEAR:** Yes

**REASON FOR HIRE:** Opening

**QUALIFIES FOR BENEFITS:** No

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

# MEMORANDUM

TO: Dr. Michael Cary, Superintendent  
FROM: Erin Bates, Community Education Director  
DATE: Friday, Apr 21, 2023  
RE: Hiring of Rosalie Antus

I am recommending that Rosalie Antus be employed as a Program Aide Assistant at Li'l Lumberjacks' Learning Center.

RATE OF PAY: \$10.69/hr  
HOURS TO BE WORKED: Up to 40 hrs/wk  
STARTING DATE: April 24, 2023  
PROBATIONARY PERIOD: 1 year (4/24/24)  
LENGTH OF CONTRACT: On-going  
BUDGETED CURRENT YEAR: Yes  
QUALIFIES FOR BENEFITS: Does not qualify

# MEMORANDUM

TO: Dr. Michael Cary, Superintendent  
FROM: Erin Bates, Community Education Director  
DATE: Wednesday, Apr 26, 2023  
RE: Hiring of Megan Rewitzer

I am recommending that Megan Rewitzer be employed as a Program Aide Assistant at Li'l Lumberjacks' Learning Center.

RATE OF PAY: \$10.69/hr  
HOURS TO BE WORKED: Up to 40 hrs/wk  
STARTING DATE: May 1, 2023  
PROBATIONARY PERIOD: 1 year (5/1/24)  
LENGTH OF CONTRACT: On-going  
BUDGETED CURRENT YEAR: Yes  
QUALIFIES FOR BENEFITS: Does not qualify

**From the Desk of:**

**Paul Riess  
Activities Director  
Cloquet Senior High School  
1000 18<sup>th</sup> Street  
Cloquet, MN 55720  
Phone: 218-879-3393  
Fax: 218-879-6494**

To: Mary Marciniak, Superintendent Cary, School Board  
From: Paul Riess, Activities Director  
Date: April 21<sup>st</sup> 2023  
Re: Adjustment to Extra-Services Coaching Contracts

I am recommending the following adjustments be made to the spring 2023 extra-services coaching contracts.

**\*Rescind Riley Kinsley extra service contract for \$1094 for assistant JV baseball coach. Riley's schedule has changed and he has not be able to help on a consistent basis. He was hoping to make it work, but it has not worked out.**

**\*Reissue extra-service contract to Joe Backus for \$1094 for assistant JV baseball coach. Joe has been helping as a volunteer this year and has been a great help.**

If anyone has any questions regarding this recommendation, feel free to call me.

Thank you,

Paul Riess



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## MEMORANDUM

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TO: Cloquet School Board Members

FROM: Dr. Michael Cary, Superintendent

DATE: April 27, 2023

RE: Recommendation for Extra Services Contract

I am recommending an extra-service contract for Mary Margaret Mathers, Special Education Coordinator for the 2023-2024 school year. The time period of this contract will be September 5, 2023 – June 6, 2024. This assignment will be paid at the daily rate of \$349.41 for 10 days for a total of \$3,494.10. Salary is per Schedule C of the 2021-2023 Teacher’s Master Agreement. \*\*

(Employment is contingent upon Cloquet School Board approval)

\*\* Rates will be adjusted based on the negotiated rates of the new 2023-2025 EM-C contract

MC: mjm



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## MEMORANDUM

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TO: Cloquet School Board Members

FROM: Dr. Michael Cary, Superintendent

DATE: April 27, 2023

RE: Recommendation for Extra Services Contract

I am recommending an extra-service contract for Jessica Knutsen, Special Education Transition Coordinator for the 2023-2024 school year. The time period of this contract will be September 6, 2023 – May 31, 2024. This assignment will be paid at the daily rate of \$436.14 for 10 days for a total of \$4,361.40. Salary is per Schedule C of the 2021-2023 Teacher’s Master Agreement. \*\*

(Employment is contingent upon Cloquet School Board approval)

\*\* Rates will be adjusted based on the negotiated rates of the new 2023-2025 EM-C contract

MC: mjm



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## MEMORANDUM

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TO: Cloquet School Board Members

FROM: Dr. Michael Cary, Superintendent

DATE: April 27, 2023

RE: Recommendation for Extra Services Contract

I am recommending an extra-service contract for Jody Zeleznikar, Special Education Coordinator for the 2023-2024 school year. The time period of this contract will be September 6, 2023 – May 31, 2024. This assignment will be paid at the daily rate of \$436.14 for 10 days for a total of \$4,361.40. Salary is per Schedule C of the 2021-2023 Teacher’s Master Agreement. \*\*

(Employment is contingent upon Cloquet School Board approval)

\*\* Rates will be adjusted based on the negotiated rates of the new 2023-2025 EM-C contract

MC: mjm



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## MEMORANDUM

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TO: Cloquet School Board Members

FROM: Dr. Michael Cary, Superintendent

DATE: April 27, 2023

RE: Recommendation for Extra Services Contract

I am recommending an extra-service contract for Stephanie Gibson, Special Education/ADSIS Coordinator for the 2023-2024 school year. The time period of this contract will be July 1, 2023 – June 30, 2024. This assignment will be paid at the daily rate of \$454.37 for 10 days for a total of \$4,543.70. Salary is per Schedule C of the 2021-2023 Teacher’s Master Agreement. \*\*

(Employment is contingent upon Cloquet School Board approval)

\*\* Rates will be adjusted based on the negotiated rates of the new 2023-2025 EM-C contract

MC: mjm



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## MEMORANDUM

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TO: Cloquet School Board Members

FROM: Dr. Michael Cary, Superintendent

DATE: April 27, 2023

RE: Recommendation for Extra Services Contract

I am recommending an extra-service contract for Jennifer Kolodge facilitate summer responsibilities with Every Student Succeeds Act (ESSA) Program for the 2023-2024 school year. The time period of this contract will be July 1, 2023 – June 30, 2024. This assignment will be paid at the daily rate of \$436.14 for 10 days for a total of \$4,361.40. Salary is per Schedule C of the 2021-2023 Teacher’s Master Agreement. \*\*

(Employment is contingent upon Cloquet School Board approval)

\*\* Rates will be adjusted based on the negotiated rates of the new 2023-2025 EM-C contract

MC: mjm

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## MEMORANDUM

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TO: Cloquet School Board Members

FROM: Dr. Michael Cary, Superintendent

DATE: April 27, 2023

RE: Recommendation for Extra Services Contract

I am recommending an extra-service contract for Sarah Ellena, District Nurse, for nursing services summer work for the 2023-2024 school year. The time period of this contract will be July 1, 2023- June 30, 2024. This assignment will be paid at the daily rate of \$309.70 for 10 days for a total of \$3,097.00. Salary is per Schedule C of the 2021-2023 Teacher’s Master Agreement. \*\*

(Employment is contingent upon Cloquet School Board approval)

\*\* Rates will be adjusted based on the negotiated rates of the new 2023-2025 EM-C contract

MC: mjm



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## MEMORANDUM

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TO: Cloquet School Board

FROM: Dr. Michael Cary, Superintendent

DATE: April 27, 2023

RE: Extra Service Contract – Computer Programming

Board Members,

An annual \$6,000 per year extra service contract for William Bauer for his provision of computer programming services to the district.

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## MEMORANDUM

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TO: Cloquet School Board Members

FROM: Dr. Michael Cary, Superintendent

DATE: April 27, 2023

RE: Recommendation of Extra-Service Contract

I am requesting an extra services contract for Teresa Angell to provide coordination services for the Achievement and Integration Grant for the 2023--2024 school year. This assignment will be paid \$11,696.06 \*\* out of the grant funds for the time period of July 1, 2023-June 30, 2024.

\*\* Rates will be adjusted based on the negotiated rates of the new 2023-2025 NCASA Contract

(Employment is contingent upon Cloquet School Board approval).

MC/mjm



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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: May 1, 2023

RE: **2023-2024 RECOMMENDATION FOR EXTRA SERVICES CONTRACT – ACTIVITIES DIRECTOR**

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I am recommending an extra service contract be issued to **Paul Riess, Activities Director**, for the time period of July 1, 2023 and June 30, 2024.

This assignment will be paid out per schedule D of the Teachers’ Master Agreement for 2023-2025.

*Employment is contingent upon Cloquet School Board approval.*



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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet Senior High

DATE: May 1, 2023

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 10 – August 18, 2023)</u>	<u>Rate of Pay</u>
Bret Gunderson	30 hours	\$**
Richard Rhoades	20 hours	\$**
Michelle Wick	10 hours	\$**

\*\* Amount will be based on 2023-2025 Teachers’ Master Agreement

**(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: May 1, 2023

RE: **2023-2024 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 the CHS principal’s approval, be issued to SHANNON SAMS, NICOLE LACKAS, and NICOLE ROMERO, Cloquet High School Counselors, for extra counseling duties for the 2023-2024 school year for the time period between August 1, 2023 – June 30, 2024.

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

- Shannon Sams – 5 days @ \$TBD/Day = \$TBD\*\*
- Nicole Lackas – 5 days @ \$TBD/Day = \$TBD\*\*
- Nicole Romero – 5 days @ TBD/Day = \$TBD\*\*

\*\* Amount will be based on 2023-2025 Teachers’ Master Agreement

*Employment is contingent upon Cloquet School Board approval.*

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



ISD 94 • Cloquet, MN 55720 • www.isd94.org

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

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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet Senior High

DATE: May 1, 2023

RE: CHS Financial Activities Secretary – Summer Hours

I am requesting up to 80/hours for Angela Jones the CHS Financial Secretary between June 15 and August 7, 2023. Duties performed during this time may include:

- Finalize previous school year activities
- Finalize previous school year finances
- Complete invoice for cooperative schools
- Help gather documentation and help complete MDE report
- update materials for website to prepare for fall season registration
- provide Cloquet transit with bus departure times for fall season
- Gather information to inform and prepare participants for fall season
- arrange and contact event workers for fall season
- update sports physicals and notify individuals of expired physicals
- Help return phone calls and emails of anyone asking questions regarding activities for the upcoming school year

**(Employment is subject to Cloquet School Board Approval)**



Independent School District No. 94  
Cloquet, Minnesota 55720

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**Cloquet Area Alternative Education Programs**  
302 14th Street • 218-879-0115 • FAX-879-6941  
<http://www.isd94.org>

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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent

FROM: Robbi Mondati, Principal – Washington Elementary School

DATE: April 27, 2023

RE: Permission to Post

I am requesting permission to post for one 1.0 FTE Kindergarten Teacher Long Term Sub to serve our K-4 students at Washington Elementary. The posting is due to a current teacher taking FMLA. This position would begin fall of 2023 and continue for up to ten weeks.

RM/BA



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<http://www.isd94.org>

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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent

FROM: Robbi Mondati, Principal – Washington Elementary School

DATE: April 27, 2023

RE: Permission to Post

I am requesting permission to post for one 1.0 FTE Title One Intervention Teacher Long Term Sub to serve our K-4 students at Washington Elementary. The posting is due to a current teacher taking FMLA. This position would begin fall of 2023 and continue for up to nine weeks.

RM/BA



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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: April 28, 2023

RE: **Permission to Post**

I am requesting permission to post for a 0.4 FTE Spanish Teacher at Cloquet High School for the upcoming 2023-24 school year. This is due to a staff member serving in the position this year under an out of field permission license.



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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: April 21, 2023

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

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TO: Dr. Michael Cary, Superintendent

FROM: Steve Battaglia, Principal Cloquet High School

DATE: May 1, 2023

RE: **Permission to Post**

I am requesting permission to post for two homebound teachers for the Cloquet High School. This request is for 5 hours per week of instruction and 1 hour per week of prep per student. This is necessary as the students are at home for medical reasons.

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## MEMORANDUM

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TO: Dr. Michael Cary, Superintendent  
FROM: Erin Bates, Community Education Director  
DATE: Apr 27, 2023  
RE: Permission to post

I am requesting permission to post internally and externally for the following positions:

1 - Program Assistant at Li'l Lumberjacks' Learning Center

This opening is due to the current staff taking an internal transfer to the Program Manager position.

## 2022-2023 Student Enrollment Report

5/27/2022	Dates	9/8	9/21	10/5	10/17	11/9	11/22	12/7	1/4	1/17	2/8	2/21	3/15	4/5	4/18	5/2				
	<b>CHURCHILL</b>																			
18	Handicap Kindergarten	17	20	20	20	20	20	21	20	20	20	20	20	20	20	21				
15	Early Five/Dev Kindergarten	22	22	22	22	22	22	21	21	21	21	21	21	21	21	21				
70	Kindergarten - All Day	66	62	61	61	61	61	61	61	62	61	61	62	62	62	60				
53	First Grade	71	72	71	71	71	71	71	71	71	71	71	71	71	71	71				
71	Second Grade	49	46	45	45	45	45	45	45	46	46	46	46	46	46	46				
69	Third Grade	80	79	79	79	79	79	79	79	79	76	76	77	77	77	77				
71	Fourth Grade	78	78	78	78	77	77	77	77	76	74	74	74	74	75	75				
367	<b>TOTAL CHURCHILL</b>	383	379	376	376	375	375	375	374	375	369	369	371	371	372	371	0	0	0	
	<b>WASHINGTON</b>																			
20	Handicap Kindergarten	17	19	18	18	17	17	18	19	19	19	18	18	18	18	19				
81	Kindergarten - All Day	80	80	81	81	82	83	82	81	81	82	83	83	83	83	83				
78	First Grade	107	108	107	107	106	106	106	105	105	105	106	106	106	106	106				
106	Second Grade	89	89	88	88	88	88	87	86	86	86	86	86	86	86	86				
114	Third Grade	104	104	104	103	102	102	102	101	101	102	101	101	101	100	100				
106	Fourth Grade	103	102	102	102	101	102	102	102	102	102	102	102	102	102	102				
505	<b>TOTAL WASHINGTON</b>	500	502	500	499	496	498	497	494	494	496	496	496	496	495	496	0	0	0	
872	<b>TOTAL ELEMENTARY</b>	883	881	876	875	871	873	872	868	869	865	865	867	867	867	867	0	0	0	
	Open Enrollment-Elementary																			
	<b>MIDDLE SCHOOL</b>																			
191	Fifth Grade	184	183	182	182	181	181	182	181	184	183	183	183	183	184	183				
192	Sixth Grade	199	199	200	198	199	200	196	199	201	202	201	200	200	200	200				
204	Seventh Grade	195	193	191	190	190	190	190	190	188	190	190	191	191	190	189				
203	Eighth Grade	208	209	209	209	210	211	211	211	211	211	210	209	209	209	210				
790	<b>TOTAL MIDDLE SCHOOL</b>	786	784	782	779	780	782	779	781	784	786	784	783	783	783	782	0	0	0	0
	Open Enrollment-CMS																			
	<b>HIGH SCHOOL</b>																			
215	Ninth Grade	208	206	206	204	203	203	200	200	200	198	196	194	191	192	190				
205	Tenth Grade	215	213	210	209	209	209	209	209	208	206	205	204	200	200	202				
175	Eleventh Grade	214	214	210	209	206	204	202	202	202	200	199	195	191	191	189				
159	Twelfth Grade	180	177	177	177	177	175	177	175	175	175	176	176	174	174	175				
754	<b>TOTAL HIGH SCHOOL</b>	817	810	803	799	795	791	788	786	785	779	776	769	756	757	756	0	0	0	0
	Open Enrollment-CHS																			
2416	<b>TOTAL HK-12</b>	2486	2475	2461	2453	2446	2446	2439	2435	2438	2430	2425	2419	2406	2407	2405	0	0	0	0
	<b>TOTAL OPEN ENROLLMENT</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>CAAEP- FULL-TIME</b>																			
79	High School (grades 9-12)	75	77	78	75	73	75	74	77	75	78	81	80	97	94	92				
10	Junior High (grades 6-8)	9	9	10	10	9	9	9	8	9	9	11	10	10	11	12				
89	<b>TOTAL CAAEP-Full-Time</b>	84	86	88	85	82	84	83	85	84	87	92	90	107	105	104	0	0	0	0
	<b>** CAAEP - PART-TIME</b>																			
	EDHS																			
	Extended Programming																			
	Targeted Services																			
2539	<b>GRAND TOTAL</b>	2570	2561	2549	2538	2528	2530	2522	2520	2522	2517	2517	2509	2513	2512	2509	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**

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**Membership Enrollment Renewal  
Purchase of Service Agreement  
2023 - 2024**

**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**

School Representative(s)

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

Dated: \_\_\_\_\_

Chairperson Nate Sandman

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 May 8, 2023.

\_\_\_\_\_  
Clerk Melissa Juntunen





Independent School District No. 94  
Cloquet, Minnesota 55720

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## Memorandum

To: Dr. Michael Cary  
Superintendent

From: Dylan Carlson  
Director of Facilities and Grounds

Date: May 4<sup>th</sup>, 2023

Subject: Lawn Care Services

After review with the Building and Grounds sub committee we decided to keep lawn care duties in house for Churchill Elementary and Garfield. Multiple quotes were obtained for professional lawn care services for Washington Elementary and CHS/CMS campus and reviewed with the Building and Grounds subcommittee. The District awarded lawn care services for CHS/CMS to RnR Yardworks; and lawn care services for Washington Elementary to Smith & Co.

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

**ESTIMATE**

**RNR Yardworks LLC**

3308 N 87th Avenue W  
Duluth, MN 55810  
(218) 428-7343



To:  
Cloquet High/Middle School  
100 18th Street  
Cloquet, MN 55720

Estimate # 2976  
Estimate Date 04/28/2023  
**Total Amount \$840.00**

Item	Quantity	Price	Tax1	Line Total
Mow Lawn, Trim, Blow Lawn Debris Per Time Weekly	1.0	\$840.00		\$840.00

Subtotal: \$840.00  
Tax: \$0.00  
Past Due Amount: \$0.00  
**Total Amount: \$840.00**

**Notes**



**SEALCOATING • LAWN CARE • SNOWPLOWING**

## **Summer 2023 Lawn Care Proposal - Cloquet School District**

Thank you for last summer's business, below you can find my proposed rates for this upcoming summer:

- Washington School - \$475 per cut
- High School/Middle School - \$850 per cut

Scope of lawn care service: mowing, trimming, and blowing of the designated yard areas.

I have worked with Dylan Carlson to get up to speed on the needs of both locations, including details surrounding the athletic expansion.

Happy to answer any questions. Feel free to give me a call anytime.

Boyd Smith  
218.730.7661  
SmithCompany@mail.com

Current members: 7

*(inc. M. Krafthefer, C. Allen, S. Switzer, M. Kilroy, J. Acheson, S. Battaglia & P. Myhrwold)*

Continuing Education currently meets 5 times per school year for 6-10 hours. If approved, time can be tracked to satisfy the Schedule D requirement for over 8 hours beyond teacher contracted time per year.

**History & Context:**

Over the past 10 years, the Continuing Ed. Committee has taken on more demands from the State Level as compensation was reduced. Prior to that point, members of the Committee were granted three additional personal days for the same amount of work. This Committee recently has required additional duties which were given to CHS Secretary Eija Allen. To clarify, please consider the following.

**Reasons for a change in compensation:**

- \*The Continuing Education Committee is the only Committee required by State Rule.
- \*Continuing Education Committee is necessary, specifically mentioned in the Teacher Master Agreement under Article VIII, Section 4.
- \*Members contribute an average of 50 hours of work per year to the:
  - i. processing and approval of CEU's;
  - ii. meetings;
  - iii. working with updates and changes as mandated by the State of Minnesota;
  - iv. researching, attending meetings, and adjusting to these State changes;
  - v. corresponding and mentoring licensed staff through the processes for Renewal;
  - vi. processing, organizing and culling files for Licensed Staff;
  - vii. and working to streamline each of these processes.
- \*It should be noted that this amount of time is not equitably compensated, when compared to other Building Team Lead Committees' time requirements.
- \*Current Compensation: ½ day for Continuing Ed. Membership; 1 day for Chair (@ current rate-of-pay)

**For the Reasons Above,**

the Continuing Ed. Committee Requests that EMC Committee members be Compensated the choice of:

- A. Time Committed (50 hours at Rate of Pay) *or*
- B. the maximum of 3 additional Personal Days per year (for Committee Membership) as allowed by our Contract *or*
- C. Pay equal to or greater than the "K-12 Department Heads / Team Leaders"

The Continuing Education Committee has weathered through hard times to support staff through changes in licensing and requirements. As opportunity is provided by ISD 94 staff for other Committees, this required group deserves equitable pay.

**Dear ISD 94 School Board,**

As you consider this Review, please also consider the following Perspectives and Alternatives:

**\*AESOP:** More efficient methods exist, including an automated system through AESOP to process CEU's. Committee Oversight would still be required by the State of MN to assure that AESOP and Licensed Staff process CEU's properly.

**\*Hire a Professional:** Proctor and Duluth have hired staff specifically to satisfy State Requirements and Process & Approve CEU's. ISD 94 could reduce Committee workload by employing added staff.

**\*Stipends:**

Larger Districts:

Lakeville – Provides \$6090 to the Cont. Ed. Chair, with \$5328 divided among 6 others.

Buffalo has a negotiated stipend for CE committee chairs: \$1000

Similar size District:

Westonka has a negotiated stipend for CE committee chairs: \$1000 for the chair

Faribault provides release time for CE committee members

Winona provides release time for CE committee members

Smaller Districts:

Kingsland has a stipend of \$100 total at \$25/hour per CE committee member up to \$200 in Schedule C

Bertha-Hewitt (!) a negotiated stipend for CE committee chairs: \$350

Buffalo-Lake Hector-Stewart (!) a negotiated stipend for CE committee chairs: \$200 in Schedule C

**Common Contract Language includes phrases like:**

“The District will contribute \$000 for the chair (or members) of the continuing education committee” or

“ \_\_\_ to be distributed among the members of the continuing education committee.”

**Sara Ford**, the Education Minnesota Representative who works with PELSB and changes from the State, shared the following with Matt Krafthefer:

*“Given the robust changes being made to the re-licensure requirements that necessitate committees do a deep dive into content to be sure trainings meet the standards, it's certainly true that the committees are having to do more work than ever. And that trend is going to get worse.... PELSB is looking to open rulemaking in the next year or two to...completely overhaul teacher re-licensure. I believe that they have no idea how overworked and undercompensated the members of these committees are, and I worry that they are going to be making rule in a landscape informed more by fantasy than what's real.”*

Our Committee is seeing the impact of these changes now and would like to be compensated fairly.

**Review of Extracurricular Positions – Schedule D**

**I) Request for Review is being made by:**

1) Name: Matthew Krafthefer Job Title: English Teacher, CHS

**II) Title of Position or Committee:**

ISD 94 Continuing Education Committee

**III) Check One:**

- 1)  This position is being reviewed for possible addition to Schedule D.
- 2)  This position is being reviewed for possible removal of Schedule D.
- 3)  This position is being reviewed for possible expansion.
- 4)  This position is being reviewed for possible reduction.

**IV) Rationale for Action Being Requested:**

Attach explanation if more room is needed. If the formation of a committee is being requested, include the number of committee members and how often the committee will meet.

Please see the attached rationale

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**V) Action Taken:**

1) Principal

Request Approved  Request Denied

Principal's Signature: [Signature] Date: 3/21/2023

2) Superintendent

Request Approved  Request Denied

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

3) School Board

Request Preliminarily Approved  Request Denied

Board Chair's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

4) Committee

Request Approved  Request Denied

Comm. Chair's Signature: [Signature] Date: 3/21/2023

**VI) Final School Board Action if Needed:**

Request Approved  Request Denied

Board Chair's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

INDEPENDENT SCHOOL DISTRICT NO. 94

Cloquet, Minnesota

May 8, 2023

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

That the School Board of Independent School District No. 94 hereby approves allowing all current employees to use their staff ids for admittance to all regular season 2023-2024 home game sporting events (non-tournament), as presented (copies on file in the Superintendent’s Office).

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

	YEA	NAY	
NATE SANDMAN, CHAIR			PASSED: May 8, 2023
MELISSA JUNTUNEN, CLERK			
DAVE BATTAGLIA, TREASURER			BOARD CHAIR:
SARAH BUHS			
GARY HUARD			ATTEST (BOARD CLERK):
KEN SCARBROUGH			



# Cloquet Educational Foundation Grant Application Form

LEA  
4/10/2023

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Jamie Jazdzewski	Counseling 7/8	CMS	jjazdzew@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:** 8th Grade Graduation      **Date:** June 1, 2023

**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)**

Graduating from Middle School is a big transition. The kids have worked hard academically and overcome a lot emotionally in the years they have spent at CMS. We want to celebrate them and recognize all their accomplishments. On June 1st we have planned group activities in the morning, a picnic lunch and slide show (which includes families) and then a carnival in the afternoon.

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

240

**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:** \_\_\_\_\_  
  
**Evaluation (if granted in past):**

## 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.)***

On June, 1 2023 we will be celebrating the 8th grade class as they complete their middle school journey. They have worked hard and overcome a lot in the four years they attended CMS. In the morning we will have the students sign up for activities such as kickball, scavenger hunt, art, basketball, free play, etc. At 12:00 the students and their families will meet at CMS to have a picnic lunch and slide show. In the afternoon the 8th grade class will go out to the field where there will be a Kona Ice Truck, large inflatable obstacle course and bean bag tournament. The students, staff and families will enjoy this time together to celebrate and say their goodbyes.

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

CMS strives to be a community of belonging. We often remind the kids that they are not moving through their school career alone and that they are a class. We want them to not only push one another to be better, but to also take time to celebrate one another. We believe these events are important to remind them of how far they have come as a group.

- 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 believe that at CMS we have high standards for our students. They are prepared for their future in high school and have worked hard to complete the needed requirements to move forward. Celebrating that with their classmates and families is something that they look forward to and encourages them to succeed.

--

<b>Budget</b>
---------------

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)  
Please note: The CEF DOES NOT fund transportation, staffing, or curriculum.

Item	Cost
Inflatable obstacle course	\$1,200
Kona Ice	\$1,000
BBQ	\$250
Prizes/ t-shirts/ etc	\$500
<b>Total Cost</b>	<b>\$ 2,950</b>

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

**2. Describe why your requested amount is justified in regard to impact and / or the number of student participants:** (Limit your response to 100 words or less.)  
This impacts a whole grade level of kids and brings in families. There are not many activities at the middle school level that include students. staff and our community.

**3. Can this project be implemented with partial funding:**  Yes  No **If yes, explain here:**  
We will also do some fundraising through our student council

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

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

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

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

**Please send your completed form by the deadline date to:  
Jody Acers, Executive Director, \*jacers@isd94.org**

**\*Cloquet Educational Foundation, 302 14<sup>th</sup> Street, Cloquet, MN 55720, Fax: (218) 879-6724**  
**\*If you have questions, please call contact Jody at (218) 879-3806**



# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
John Justad	9-12/Technology Theater/Auditorium	Cloquet HS	jjustad@isd94.org
Additional Applicant Names	Grade & Subject Currently Teaching	School	
Cory Hunt	9-12 English	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:** Auditorium Technology Training      **Date:** 4/13/2023

**Total Amount Requested:** \$750.00      **Make Check Payable To:** Community Printing/\$600, Cloquet Theater/\$150

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

I will prepare a book and a series of drawings, created from auditorium renovation project drawings and my own photography. These will be used for understanding and training for the layout of the sound, lighting and related systems and basic functionality in the CHS auditorium.

The grant will be used to paid for the printing and shipping costs for the book and drawings.

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

20+ students annually, going forward for many years, these materials will be very useful for staff as well.

**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:*

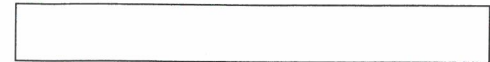
**APPLICATION Letter** \_\_\_\_\_

**Previous CEF Funds Awarded:**

**Amount:** \_\_\_\_\_

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

**Evaluation (if granted in past):**



## 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.)***

There is a need to improve understanding of the technical systems in the CHS Auditorium. As auditorium manager I see first hand the intimidating nature of the systems when approached by students and staff.

When the auditorium was renovated in 2019, very sophisticated technical systems were installed. This is just the nature of auditoriums today. Due to the complexity, the ability of students and staff to realize creative and functional potential of the auditorium is compromised.

Lighting and Sound capabilities for concerts, plays and regular daily programs will greatly enhanced by a broader understanding of what the District purchased for the renovation.

All programs, to the fullest extent possible, should be designed and operated by our students.

This addresses a need to involve more students in a healthy activity that is in a creative, technologically challenging, inclusive and supportive environment.

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

The new book and drawing set will assist students in understanding what capabilities exist in order to unleash their creative and technical abilities.

The materials will be the gateway for my formation of an Auditorium Tech Club as an extra-curricular activity. From this club, I would see a cadre of students that would wish to be involved in each and every presentation in the auditorium.

The training materials in this grant would be the starting point for increased and improved student involvement in all auditorium presentations.

- 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 clearly supports the District priority “plan/provide first-rate technology & access to technology for our students & community”

The District clearly has done the heavy lifting already in the commitment that was made with the funding of the auditorium renovation.

Now, the vision in that commitment can be more realized by making that substantial investment more accessible through improved training opportunities and activities.

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<b>Budget</b>
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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)  
Please note: The CEF DOES NOT fund transportation, staffing, or curriculum.

Item	Cost
Printing Costs for drawings	\$600
Printing Costs for custom book	\$150
Total Cost	\$750

**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 project has an enormous potential for benefiting students for years to come with a very modest investment. Taken in a broader perspective, the students directly benefiting from the training will have a significant impact on ALL students and community members as co-participants and audience members of all programs, theatrical, music and general 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:**

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 Grant Application Form

JEA  
1/10/2023

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Jessica Gagne	4 <sup>th</sup> and 5 <sup>th</sup> Grade Reading	Churchill, Washington and CMS	jgagne@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School
Elizabeth Waldorf		4th	Washington
Crimsen Hanson		5 <sup>th</sup>	CMS

**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:**   Battle of the Books   **Date:**   12-12-22  

**Total Amount Requested:**   \$1075.00   **Make Check Payable To:**   Churchill Elementary School  

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

Battle of the Books is a highly engaging reading program for 4th and 5th-grade students ready to read challenging chapter books. The program has increased reading motivation and comprehension while giving kids a chance to meet and talk about books all school year long.

We meet during the school day, approximately once per month, for 60 minutes. Closer to the Battle of the Books Program/Event, meetings happen more often. The event in the Spring is in a "Quiz Bowl" team format. Teams work together to recall information from the 12 books read and discussed throughout the year. Reading and question writing takes place at home and school using books purchased and our current LMS Schoology.

The program's goals are: to encourage and recognize students who enjoy reading, build a community of readers, broaden reading interests, introduce students to culturally diverse book characters, increase comprehension, and promote academic excellence.

The success of each team will depend on the member's ability to recall information about each of the 12 books read. Copies of the books are available at school for students to check out. Our teams design team names, logos, and shirts for the final Battle as well as posters for the tables. Community members are invited in to be judges and help run the assembly in the Spring. This year will be our 6th year running the program in Cloquet.

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

**50-60 4<sup>th</sup> Graders at Churchill Elementary School and Washington Elementary School and another 30 5<sup>th</sup> Graders at CMS**

**This Project Is:**

A new innovative grant project

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

**Location of Project:**

Cloquet High School

Cloquet Middle School

CAAEP

Churchill Elementary School\*

Washington Elementary School\*

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

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

*For Office Use:*

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

**Previous CEF Funds Awarded:**

**Amount:** \_\_\_\_\_

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

**Evaluation (if granted in past):**

\_\_\_\_\_

**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.)**

Battle of the Books encourages kids to try new books, broaden their genres and promote the love of reading. The program goes from October – May and helps kids discover new authors and new book series. The program is helping them fall in love with reading and obtain reading and academic success.

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

Putting books in the hands of children and supporting that child through the Battle of the Books Program (meeting monthly about the books, discussing the books, and answering questions about the books), helps students stretch and grow in their reading selections. The more books we expose children to, the more likely they will continue to read on their own.

**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.)

All three standards are met with this project. Students will be using Schoology and the iPads to write their questions each week, they will be reading stories that provide a rich diversity and they will be reading books that we know improve reading comprehension.

**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)  
Please note: The CEF DOES NOT fund transportation, staffing, or curriculum.

Item	Cost
Bussing to CHS	\$200
Medals	\$225
Trophies	\$50
Team Shirt Supplies	\$600
Total Cost	\$1075

**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.)**

Battle of the Books includes the 50-60 4<sup>th</sup> graders who sign up and 30 5<sup>th</sup> graders and promotes the love of reading in the Final Battle, a large 4<sup>th</sup>/5<sup>th</sup> Grade assembly in May.

**3. Can this project be implemented with partial funding:  Yes  No If yes, explain here: We could ask other organizations like PIE to help donate.**

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

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

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

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

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


**Jody Acers, Executive Director, \*jacers@isd94.org**

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

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

*JLR  
1/16/2023*

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Shelly Ross	Sped – English, Math, and Transitions	CHS	sross@isd94.org
Additional Applicant Names	Grade & Subject Currently Teaching	School	
Kira Borgman	Sped – Real Life Applications, English, Transitions	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: Board Together**

**Date: 12/07/2022**

**Total Amount Requested: \$359.15**

**Make Check Payable To:** CHS

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

Transitions is a class that Special Education students take in 9th through 12th grades. Transition is a class where students develop a plan to follow graduating high school.

There are 5 areas of focus when discussing transitions:

- Post-Secondary Education and Training
- Employment and Vocational Skills
- Community Participation
- Independent Living Skills
- Recreation and Leisure Activities

The Special Education Department has a curriculum and resources for most areas of focus. The area we could use additional resources is in Recreation and Leisure Activities. The project I would like to implement is called "Board Together". I would like to get a variety of board games to have as classroom resources. Students would be taught different board games each week (typically Friday is "Game Day"). Playing board games is a very common hobby that all different people enjoy. I would love the opportunity to bring different exciting board games to my students!

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

**Approximately 126 CHS Sped student**

**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**

*For Office Use:*

**APPLICATION Letter**

- 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*

**PREVIOUS CEF FUNDS AWARDED:**  
**Amount:** \_\_\_\_\_  
**Date:** \_\_\_\_\_  
**Evaluation (if granted in past):**  
 \_\_\_\_\_

**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 project "Board Together" would provide students with IEPs an opportunity to build community and work on the Transitional area of Recreation and Leisure. The grant would provide money for our Transition classes to purchase board games that would be used weekly on Fridays for Game Day! Special Education students are required to take Transitions every year in high school. Transitions focus on getting students ready and prepared for life after school. This project aligns with the CEF mission in that playing board games is an exceptional way to promote and implement social activities for students. Social activities can be very challenging and playing games with their peers is a low stake activity that can help improve their social growth.

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

Research shows that playing board games can provide many benefits. Here are some ways that this project will improve, advance, and enrich student learning:

- Increase communication skills
- Improve social skills
- Helps with reading and understanding directions
- Develops critical thinking skills
- Encourages healthy brain development
- Engages different learning styles
- Teaches good sportsmanship
- Improve attention span
- Promotes resilience
- Promotes healthy relationships and builds connections between peers and staff
- Values teamwork
- Screen-free activity

**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 priority of improving social behaviors. Playing board games has been scientifically proven to be good for the brain and even helps improve decision-making skills. Board games are a great way to help alleviate stress and anxiety. Playing board games is a positive emotion and triggers the release of endorphins. These hormones improve cognitive and emotional functions that are vital for bonding with people and creating relationships. Board games also have the power to make students socialize! Students can connect with their peers, find common interests, and help them to get to know each other. Another benefit is that playing board games teaches cooperation with others which is an important lifelong skill to learn and practice.

### 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)

Please note: The CEF DOES NOT fund transportation, staffing, or curriculum.

Item	Cost
Mattel game card set (Uno, Skip-Bo, and Phase 10) - 2 sets	\$22.16 x 2 = \$44.32
Pay Day - 3	\$13.99 x 3 = \$41.97
Sequence - 2	\$13.49 x 2 = \$26.98
Sorry - 2	\$19 x 2 = \$38
Connect 4 - 2	\$6.00 x 2 = \$12
Yahtzee - 3	\$7 x 3 = \$21
Scattegories - 2	\$20 x 2 = \$40
Monikers - 2	\$20 x 2 = \$40
Phone Phever - 2	\$27.44 x 2 = \$54.88
Relative Insanity - 2	\$20 x 2 = \$40
<b>Total Cost</b>	<b>\$359.15</b>

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

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

The amount requested is justified since there are 5 high school special education teachers that teach transitions throughout the day. Students will be participating in "Game Day" weekly on Friday to fulfill the Recreation and Leisure component of Transitions. The wide variety of games will allow students to experience different types of board games, determine their likes and dislikes, and have the opportunity to try new activities.

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

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

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

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

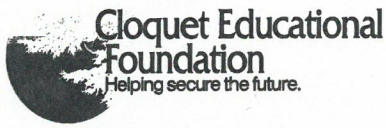
- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with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

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

**Jody Acers, Executive Director, \*jacers@isd94.org**

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

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



# Cloquet Educational Foundation Grant Application Form

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

**Signature of Principal/Supervisor:**

Daryl J. Wong

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

**Title of Project:** Book Break Author Talks      **Date:** 4-11-23

**Total Amount Requested:** \$ 1,750      **Make Check Payable To:** Washington Elementary

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

The Book Break Author Talk program will bring well-known authors such as Kate DiCamillo, Jeff Kinney, Shannon Hale, among others into the classroom each month via a live author talk lasting approx. 15 min. This program is a much more economical way to expose children to published authors they are familiar with. Author talks will be recorded if a classroom cannot attend the "live" visit. This will replace the one time author visit during I Love to Read month. The program begins in September but must be paid for this spring.

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

All elementary students @ Washington + Churchill Approx 850

**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:**      \* Previous was I Love to Read month author visit.

- 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:** \_\_\_\_\_

**Evaluation (if granted in past):**

## 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.)

In the past, the elementary schools have had an author visit during I Love to Read month in Feb. We have always requested funds for author visits. BookBreak is a yearlong subscription to monthly visits (live + recorded online) rather than just a one time thing. The cost of this subscription to the BookBreak Author Talk program is LESS than the cost of having one author visit for I Love to Read month. Every month classrooms will have the opportunity for a live online author visit with well-known authors. This will run from September 2023 through May of 2024.

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

Monthly virtual author visits give students an opportunity to interact with published authors and learn about the writing process, + inspirations behind their stories. Students will be inspired to read more books and even write more. This monthly opportunity encourages them to explore the world of literature outside of Accelerated Reader and hopefully foster a love of reading.

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.)

Meeting live online provides students an opportunity each month to practice positive behaviors and appropriate interactions with adults/guest speakers. The BookBreak Author Talk program is committed to having diverse speakers to help expose students to other viewpoints/cultures/books. Parents + students will also be able to access the recordings of author talks at home. This is a great way to encourage parent involvement in their child's literacy.

\*Cost is around \$2/student for a FULL YEAR of author talks! Wow, what a great value for the learning impact. ;)

--

**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)  
Please note: The CEF DOES NOT fund transportation, staffing, or curriculum.

Item	Cost
Full year subscription to BookBreak Author Talks for 2 elementary schools	\$1,750 <sup>00</sup>
Total Cost	\$1,750 <sup>00</sup>

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

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)  
For about \$2<sup>00</sup> per student, this is an excellent value for a full year of author talks. Compare to our speaker for I Love to read month who cost \$3,000 for 2 days of online visits.

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

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

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

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

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

Please send your completed form by the deadline date to:  
Jody Acers, Executive Director, \*jacers@isd94.org

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

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



# Cloquet Educational Foundation Grant Application Form

GPA  
4/11/2023

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Connie Hyde	Principal	CAAEP	ch Hyde@isd99.org
Additional Applicant Names	Grade & Subject Currently Teaching	School	
Sue Thomson	Yearbook Advisor	CAAEP	

**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:** Sr. Yearbooks      **Date:** 4/11/23

**Total Amount Requested:** 800<sup>00</sup>      **Make Check Payable To:** CAAEP Student Activity Fund

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

*Each year CAAEP School supports purchasing a hard cover year book for each graduating senior from CAAEP. The students graduating from CAAEP have over come significant barriers to earn their diplomas with many having economical barriers that would keep them from purchasing a yearbook*

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

*24 expected Sr. this 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).

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

**Evaluation (if granted in past):**

YES

## Project Description

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

Many students graduating from CAATP are working to support themselves and/or family members. Some of the students are working through mental health issues and trauma and are unable to work, and subsequently, cannot afford to purchase a yearbook to commemorate the incredible achievement of finishing high school.

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

The senior yearbook is a valuable validation of the hard work, perseverance, and resiliency that these students have demonstrated in achieving their high school diploma.

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 appreciation of cultural and socioeconomic diversity. It also emphasizes the expectations and social behaviors required to achieve their diplomas.

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) Please note: The CEF DOES NOT fund transportation, staffing, or curriculum.

Item	Cost
CAAEP yearbook	\$31.00 each
	X 24 =
	\$744 plus
	shipping (\$75.00)
Total Cost	\$819.00

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.)

\$800.00 for 24 students memories is a reasonable cost committeret

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

CAAEP Student Activity fund will assist in

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

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
Matt Winbigler	9th Grade Earth Systems Science	Cloquet High School	mwinbigl@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School
Amy Hexum		10th Biology/9th Earth Systems (23)	CHS
Cheyenne Deters		9th Earth Systems	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:**   Canoemobile 2023   **Date:**   9/21/23  

**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)**

WHAT: 9th Graders will participate in a program called Canoemobile hosted by Wilderness Inquiry. All 9th grade students will get into and paddle canoes on the St. Louis River to see the Cloquet community and local resources from a new perspective. Students and staff will be outside learning for the day. Students will do land and water based activities at Spafford Park with Cloquet teachers, Wilderness Inquiry Staff and local project partners.

GOAL: Connect with the local environment, see the community from a new perspective and have fun bonding as a team.

---

**Number of students served: (i.e. 100 5th grade students or 45 CHS Art students)**  
**250 9th grade science 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:** \_\_\_\_\_

**Evaluation (if granted in past):**

## 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 connects students with their local waterways and community. Students will experience the importance of the St. Louis River to environmental, economic, and cultural aspects of the Cloquet community. Students will work together to paddle 10 person voyageur style canoes, with an experienced Wilderness Inquiry Guide, and explore the St. Louis River from a new perspective. Students will paddle from Spafford Park and participate in land-based activities (watersheds, wild rice, water quality testing, macroinvertebrates) hosted by local volunteer partners such as the US Forest Service, Superior National Forest, Center for Great Lakes Literacy (MN Sea Grant), St. Louis River Estuary, Fond du Lac College, Minnesota Trout in the Classroom and the Minnesota Department of Natural Resources.

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

When students explore the place they live, they can better understand and relate to global topics. This project has it all! Early in the year, students and staff will have a memorable experience to bring the group together. Students consider the environmental, economic and cultural aspects of the river, which meets academic standards across the curriculum and is also used as a catalyst for learning before and after the event back in classrooms. This is a comprehensive interdisciplinary and cross curricular event that includes the entire grade level.

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

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

(Limit your response to 100 words or less.)

The Canoemobile experience supports several of the district priorities. It promotes an understanding and appreciation for the important role the St. Louis River has (1) for the environment in terms of biodiversity and recreation, (2) for the local economy in terms of industry, (3) for the cultural history of our area including aspects significant to indigenous communities and (4) for providing students and staff an opportunity to interact socially while learning and collaborating as a team in the great Minnesota outdoors. The experience will set the stage for a year of teaching and learning together.

**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)  
 Please note: The CEF DOES NOT fund transportation, staffing, or curriculum.

Item	Cost
Wilderness Inquiry Programming (canoes, equipment, guides)	3,000.00
Total Cost	3,000.00

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.)

At \$12 per student, this project provides a unique experience to get students into the local community and engage with the St. Louis River. When shown a satellite image of Cloquet, most 9th grade students do not correctly name the waterway that defines our community.

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

CHS is able to help support this project with bussing, it also relies on collaboration with several community and regional partners.

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

Financial aid was requested from Wilderness Inquiry, local partners are all willing to volunteer.

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

Wilderness Inquiry Financial Aid (pending).

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

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

Please send your completed form by the deadline date to:

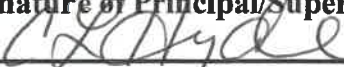
Jody Acers, Executive Director, \*jacers@isd94.org

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

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

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Kevin Taralseth	9-12/Science	CAAEP	ktaralseth@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:** Experiential Education **Date:** 3/20/2023

**Total Amount Requested:** \$3000 **Make Check Payable To:** CAAEP

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

Beginning in the Fall of 2023, I want to move my science classroom to an experiential model that focuses on doing science rather than just learning about science. One of the most engaging ways to do this is to use the amazing nature resources in our area. Between the St. Louis River, and surrounding forests, there are unlimited possibilities for research. Additionally, I am currently working with personal contacts on partnerships with the National Estuarine Research Reserve (NERR), Fond du Lac (FDL), Natural Resources Research Institute (NRRI), Department of Natural Resources (DNR), and more. The classroom model will move to 3 days of fieldwork/outdoor classroom, and 2 days of analysis/indoor classroom. The goal of this continued project is to get students outside doing science in a hands-on way.

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

60 CAAEP students each year, with the project continuing each following 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** \_\_\_\_\_  
**Previous CEF Funds Awarded:**  
**Amount:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Evaluation (if granted in past):**



## 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 is designed to add more experiential education into CAAEP's classes. This will help address the fact that many of our students do not find intrinsic value in a traditional classroom model. By moving this class to an experiential model with a focus on the outdoors our students will be more engaged in the curriculum. One example of this model demonstrating success is the Aquatics class offered at CAAEP which has been made possible by previous Cloquet Education Foundation (CEF) funding. The base line requirements for this new program is getting all students appropriate clothing so they can be outside and be comfortable for the duration of class and once they return. This project will begin in the Fall of 2023 and once the equipment is acquired, the project will continue indefinitely as long as we can maintain/improve our equipment.

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

This project will enrich student learning by having more opportunities for student to actively engage in science. CAAEP lacks an equitable science classroom and equipment to engage students in the same way as CHS for indoor lab activities, but we do have increased ability to move students around with smaller class sizes. I want to take full advantage of this opportunity by bringing students to differing sites to do science outside.

- 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 strongly supports two of the district's priorities by promoting socioeconomic diversity and improving social behaviors. Outdoor classrooms have continued to demonstrate success, but one requirement for success is clothing which helps all students to feel comfortable. Some students in our district have both the financial and familial support to acquire equipment to keep them comfortable in the outdoors, but others do not. Further, many studies have shown that consistent time spent outside benefits mental health, physical health, and helps with anxiety and depression of which over 90% of our student population is diagnosed with.

**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)  
 Please note: The CEF DOES NOT fund transportation, staffing, or curriculum.

Item	Cost
<b>Rubber Boots varied sizes for appropriate footwear x 30</b>	<b>\$1050(\$35x 30 boots)</b>
<b>Rain/Outdoor coats/hoods for inclement weather and insulation x 20</b>	<b>\$1000 (\$50x 20 coats)</b>
<b>Chest Waders varied sizes for water data collection and exploration x 10</b>	<b>\$1000(\$100x 10 sets)</b>
<b>Total Cost</b>	<b>\$3050</b>

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

N/A

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

This amount is justified because it will help almost every student attending CAAEP at some point in their high school career by improving their learning, mental health, and physical health.

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

This project could be implemented with funding for boots and coats/hoods. Some of the costs can be provided by the CAAEP budget.

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

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

**CAAEP - \$500**  
**NERR - Pending**  
**NRRI - Pending**  
**DNR - Pending**  
**Wenonah - Pending**  
**Rivers2Lake - Pending**  
**FDL – Pending**

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

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

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

**Jody Acers, Executive Director, \*jacers@isd94.org**

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

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



# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Matthew Krafthefer	9-12 English	CHS	<a href="mailto:mkrafthe@isd94.org">mkrafthe@isd94.org</a>
Additional Applicant Names		Grade & Subject Currently Teaching	School
Andrew Mettner		5-8 Visual Arts	CMS
Katherine Nistler		5-8 Science	CMS

**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:** 2023-2024 Lumber Con

**Date:** April 13th, 2024

**Total Amount Requested:** \$1500 **Make Check Payable To:** Cloquet High School Afterschool Games Account

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

Mr. Krafthefer, Mr. Mettner, and Miss Nistler’s Dungeons and Dragons (D&D) Club has allowed students to mentor others (grades 6-12) to successfully play the game, which provides numerous academic, social and mental health benefits. An activity fee has kept our Monday games going. However, this club/organization has continued to draw in and retain more students through our event known as “LumberCon”--allowing students to grow academically and creatively.

The enthusiasm from students has confirmed the success of three separate “LumberCon” events through a culmination of the skills and strategies of play through an interactive storytelling and puzzle-solving experience. All that was needed was space within CHS/CMS on a weekend, food, prizes and some creative materials to make “LumberCon” an exciting moment that students will remember fondly and make them more excited to be better players.

---

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

D&D Club has grown to a membership of over 70 students in 2022-2023. Of that 70, over 50 spend a couple of hours every Monday regularly playing Dungeons & Dragons. 36 CMS and CHS students participated on April 15th, 2023 and hope to see that number increase! Our target is 10 more students in 2024. Continuing this event would help greatly in recruiting and retaining D&D Club members!

**This Project Is:**

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

**Location of Project:**

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

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

*For Office Use:*

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

**Project Description**

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

The CHS and CMS Dungeons & Dragons club has grown further, with students and fellow teachers running D&D games on Mondays. The mentorship older students are providing younger students has helped bridge some gaps between ages and social cliques--allowing theater students to play with athletes and introverts alike. A 6th grade student candidly shared a heartfelt confession that "D&D Club has been the only thing that has made school worthwhile in the past year." This club has provided a place for nearly any student to be a part of the fun of D&D.

Both Mr. Krafthefer and Mr. Mettner would not have become teachers if it weren't for D&D—it develops social, public speaking, problem-solving, small group management and creative skills among helping in other ways.

The funding provided by past CEF Grants has allowed "LumberCon" to create scenarios/puzzle rooms. This will involve creating sculptures to create mood (or serve as puzzle items themselves), maps and manipulatives to reflect the imagined scenario imagined by the Dungeon Master who manages each room, and for creating costumes and other materials to help the experience "come to life". Player teams will compete through observation, problem-solving and roleplaying and prizes will be awarded. The goal of "LumberCon" is to reward our club's new leaders (the Dungeon Master's as well as experienced Players) by freeing their imaginations to create new and unique scenarios/challenges and also see the benefits of dedication to their development. Students will work hard (with guidance from Mr. Krafthefer, Mr. Mettner and Miss Nistler) and will see their own growth as creative, compassionate and capable leaders. This, in turn, will allow CMS students and new CHS players to see the benefits of collaborative storytelling and problem-solving. Not only that, we'll all have fun doing it!

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

A twenty-first century outlook on education is known as the "four C's of learning" (critical thinking, communication, collaboration, and creativity) each of these get to the heart of Dungeons & Dragons.

Evidence is reflecting that this game improves imaginative efforts as well as very real efforts with reader comprehension. Students who play D&D tend to become more motivated and capable readers. Aspects of the game work to help students with mathematics and strategy and also deepen understanding of consequence (both positive and negative) and decision-making. Finally, creating imaginary people naturally leads to storytelling and development of artistic skills.

**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.)

Scholarly studies reflect that D&D helps students develop empathy through understanding the role of character, interaction (on a real, in-person level) and story development (and complications). Many players have expressed the liberation of imagining the life of a different person and feel a bond with them. Furthermore, "LumberCon" will be icing on the cake for our school and student desire to play.

This club's "code of conduct" mirrors MSHSL standards for athletes (involvement requires passing grades). Only 9% of students failed Semester 1; our club will continue to push and guide students toward academic success.

**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
Prizes (Including dice, trophies, games, etc.)	\$300
Food	\$300
T-Shirts	\$600
Materials (for creating maps, costumes or sculptures)	\$300
Total Cost	\$1500

**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.)

If awarded, this grant would serve to allow "LumberCon" to remain an exciting and memorable experience, building stronger connections among our students and deepening a resolve for their involvement while rewarding them for creative efforts merely through the act of having fun and stretching their imagination.

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

The scale of "LumberCon" will be impacted by the awards funded but will not happen without the help of the Cloquet Education Foundation. Funds are available for students to play Dungeons & Dragons. This would serve as a means toward showing the community the fun and benefits within their involvement.

**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:**

Funds for Dungeons & Dragons clubs have been provided through CMS & CHS Activities funds as well as through a \$10 stipend that students pay to help maintain costs for new game materials as well as gameplay. Old Literacy grants at CMS have provided additional manuals to help guide students in playing the game.

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

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

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









# Cloquet Educational Foundation Grant Application Form

JEA  
9/14/2023

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Kevin Huseth	High School 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:** Senior Citizen Run-out Concerts Music      **Date:** 4/11/23

**Total Amount Requested:** \$1604.37    **Make Check Payable To:** CHS

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

I'd like to purchase a library of music that will allow us to create run-out performances for area senior citizens.

---

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

110 next year. More every year after that.

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

**Evaluation (if granted in past):**



## 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.)**

I would like to start creating run-out concerts to area senior living facilities. These concerts would feature groups of 4-10 high school students in mixed instrumentation ensembles and would occur multiple times throughout the year. The experience would be specifically structured so that the students and senior citizens would also have time to socialize with each other following the performance.

From my experience, the easiest way to accomplish these performances is with Flex Music. This is music that is specifically designed to be performed by any combination of instruments provided there are at least four performers. Unfortunately, we do not have any music like this. To solve this, I have selected 7 book series that I would like to purchase. These books will give us 113 arrangements covering genres from classical to pop standards, holiday, patriotic and movie music. I know its music that students will love performing and senior citizens will love hearing.

This initiative will be a permanent addition to our high school band program. It aligns with CEF's mission by providing opportunities for students to practice musical skills in a different, more independent setting and practice social skills with area senior citizens.

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

This project will allow students to practice their musical skills in a more independent, intimate and student driven setting with their friends. They will practice extra-musical skills such as programming, rehearsal and showmanship, and practice intergenerational social skills by spending time chatting with the senior citizens.

- 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 last two District Priorities by teaching students how to interact with one another in a small group setting, as well as creating opportunities for them to interact with senior citizens who live in our area.

## 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))

Please note: The CEF DOES NOT fund transportation, staffing, or curriculum.

Item	Cost
213 Flex ensemble book (detailed quote is attached)	\$1604.37
Total Cost	\$1604.37

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 comes to a little over \$14 per student in band next year. This is a remarkably low number to provide this opportunity to students and senior citizens. These performances will also be a permanent part of our band curriculum meaning that the impact of each dollar spent on this project will increase over time.

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

I could find other sources of funding to or reduce the number of books I purchase to accommodate a smaller budget.

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

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

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

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

Please send your completed form by the deadline date to:

Jody Acers, Executive Director, \*jacers@isd94.org

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

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



## Cloquet Educational Foundation Grant Application Form

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*  
**Total Amount Requested:** *\$1,500*

**Date:** *04/14/2023*  
**Make Check Payable To:** *CAAEP*

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

This grant would be used to cover costs associated with September Symposium 2023 at CAAEP. Since 2018, CAAEP has offered hands-on, experiential Symposium classes in winter and spring. With the generous support of the Cloquet Education Foundation, we were able to add a September Symposium in 2022. 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. September Symposium is designed to allow students to get to know each other, build community, and learn about the culture and expectations of CAAEP, all while earning credit. In September 2022, students hiked at Jay Cooke State Park, paddled the Thomson Reservoir, and toured the University of Wisconsin, Superior. Students also took part in a forage harvest on Wisconsin Point and learned about the cultural significance Wisconsin Point, Lake Superior, and other areas have to the Ojibwe community.

Our first September Symposium was a success, and we hope to continue providing this meaningful beginning to our academic year going forward. Students are drawn to CAAEP for a variety of reasons. Most have not found success in other academic settings and are credit deficient. Many students 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.

We are grateful for the support CEF has already given our Symposium programming. Any amount you could provide would ensure these experiences continue to happen and would be much appreciated.

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

This purchase will serve all 90 CAAEP junior and high school students.

**This Project Is:**

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

**Location of Project:**

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

*\*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.)**

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. During September Symposium 2022, students foraged on Wisconsin Point and learned about the cultural significance Wisconsin Point, Lake Superior, and other areas have to the Ojibwe community.

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:

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

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

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

**Jody Acers, Executive Director**

**\*jacers@isd94.org**

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

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



# Cloquet Educational Foundation Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
John Justad	9-12/Technology Theater/Auditorium	Cloquet HS/MS	jjustad@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School
Rhonda Card		6-12 Choir	CHS, CMS
Corey Hunt		9-12 English	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:** Student Audio Monitors      **Date:** 4/13/2023

**Total Amount Requested:** \$2800.00    **Make Check Payable To:** Cloquet High, will be ordered online

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

Purchase In-Ear-Monitors for 4 students to assist with musical or theater performances.

This is essential where a student has challenges with pitch control and/or verbal cueing causing anxiety, lack of ability or interest in participation in choir, theater or other public performance situations.

Equipment allows for direct, discreet, audio pitch, accompaniment or verbal cues to be sent to the student performer/speaker through an earpiece.

---

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

12+ students annually, equipment will serve for many years

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

**Evaluation (if granted in past):**  
\_\_\_\_\_

## 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.)***

There are instances where we have students that have a very difficult time hitting musical pitches correctly. We have other instances where memorization of lyrics or spoken dialog could be a barrier to participation.

The in-ear-monitor equipment, rapidly becoming the prevalent technology for all types of performers, will remove barriers to participation that exist due to individual performance challenges faced by some students.

During audition and subsequent rehearsal, student performers will be made aware of the technology available to assist them in a successful performance.

The equipment will be able to transmit specific musical or verbal instructions, musical notes or other information to the student.

The auditorium already possesses the infrastructure to connect these devices.

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

The in-ear-monitor equipment will make it possible for students to participate in public performance presentations that may otherwise lack the ability or confidence to do so.

It is understood that participation in choir, theater and other performance related activities builds student confidence, esteem, social skills and team building orientation.

This equipment will allow increased access by students that may not otherwise feel the ability to participate.

- 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 clearly supports the District priority “plan/provide first-rate technology & access to technology for our students & community”

This project leverages the existing sophisticated sound system in our auditorium and provides an extension of that system in a very direct and targeted way to be able to include more students.

The equipment further exposes our students the another type of state-of-the-art technology that they will be likely to encounter in the world beyond CHS.

**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)  
Please note: The CEF DOES NOT fund transportation, staffing, or curriculum.

Item	Cost
4 Shure model PSM300 In ear monitors, cost per monitor system.	\$700.00
This is basically "plug and play" equipment that can be readily added to our existing system without costly installation charges	
Total Cost	\$2800.00

**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.)

Having the ability to participate by a student in an activity that otherwise presents barriers is very valuable. We see "reasonable accommodations" of all kinds all over our educational system.

While the cost per student appears high initially, the equipment has a substantial useful life and will bring the amortized cost down to a very modest individual amount over several years of use.

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

Monitors can be purchased on a case by case basis, however, with rapidly changing technology, manufacturing and models, keeping uniformity in connection, equipment operation and performance is critical. 4 units has been recommended by our musical instructors as a reasonable quantity.

**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 Grant Application Form

Primary Applicant Name	Grade/Subject/Department	School	Email Address
Robbi Mondati	Pre-K Request	Washington	rmondati@isd94.org
Additional Applicant Names		Grade & Subject Currently Teaching	School
Mary Margaret Mathers		NLSEC special education Coordinator	Cloquet

**Signature of Principal/Supervisor:** Rmondati

*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:** Pre-K Innovations Introduction **Date:** 4-17-23

**Total Amount Requested:** \$200 **Make Check Payable To:** Washington Elementary

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

Later this spring we (ISD 94) are hoping to bring a presenter in from the Minnesota Centers of Excellence to share information on the state innovations. The purpose of this grant request is to allow for funding so we can provide snacks/treats/a meal to the preschool and ECSE staff who are able to attend. The goal of the presentation would be to see if there was interest with area preschools in partnering.

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

number unknown → <sup>pre-school</sup> student population of 3-5 year olds served in Cloquet preschools

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

**Evaluation (if granted in past):**

### 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.)**

Funds would help with costs associated with the one-time informational meeting. Information on state innovation programs are attached. The goal is to look for partners to participate in the innovations with the ultimate goal of improving professional development access to preschool staff, which would improve outcomes for pre-K students.

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

Outcomes for participating "innovations" districts are very positive! If we are able to create partnerships and launch in with pre-school partners we're optimistic that pre-school programming will be strengthened and the number of special education referrals will decrease.

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

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

(Limit your response to 100 words or less.)

It meets the third priority by improving access to professional development and support for pre-school staff. Doing so improves outcomes for our youngest learners!

--

**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)  
 Please note: The CEF DOES NOT fund transportation, staffing, or curriculum.

Item	Cost
Food (depending on time of presentation we will either do breakfast/ dessert bar/ light dinner.)	\$200
<b>Total Cost</b>	<b>\$200</b>

1. Submitting a joint proposal between elementary schools was declined  Yes  No If yes, explain here):  
 Pre-K is unique ☺

2. Describe why your requested amount is justified in regard to impact and / or the number of student participants: (Limit your response to 100 words or less.)  
 Since we need to confirm a date + time, exact cost is still unknown. More exact info will be determined at the district BOARD Committee meeting on April 19th.

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

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

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

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

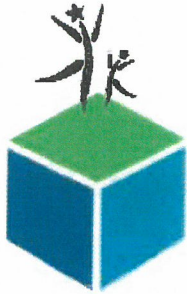
- Submit a final report describing your project and its benefits by the deadline indicated.
- Submit at least two pictures of your project electronically, for use in promoting CEF grants.
- Publicly recognize the Cloquet Educational Foundation as a financial supporter of this project.
- Provide us with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

**Please send your completed form by the deadline date to:  
 Jody Acers, Executive Director, \*jacers@isd94.org**

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

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

[Skip navigation](#)



**MINNESOTA CENTERS OF EXCELLENCE**  
For Young Children With Disabilities

Search

Search

- [Classroom Engagement Model \(/mncoe/innov/cem/\)](/mncoe/innov/cem/)
- [Evidence-Based Quality Intervention Practices \(EQIP\) \(/mncoe/innov/eqip/\)](/mncoe/innov/eqip/)
- [Practice Based Coaching \(/mncoe/innov/pbc/\)](/mncoe/innov/pbc/)
- [Pyramid Model \(/mncoe/innov/pyramid/\)](/mncoe/innov/pyramid/)

## State Innovations

The Minnesota Centers of Excellence work to provide early childhood special education practitioners professional development that equips them with evidence-based knowledge, skills and supports necessary to be effective in working with young children with disabilities and their families. Through providing the early childhood special education community a sustained focus on scientifically-researched innovations, the probability these children will achieve positive outcomes increases.

### Overview

Minnesota chose to center its efforts on three specific innovations: Evidence-based Quality Intervention Practices (EQIP); Pyramid Model (formerly known as TACSEI); and Classroom Engagement Model. In addition to meeting the requirements the innovations be based in sound science and offer evidence-based practices, rationale for selection was made in response to a statewide needs assessment conducted with both special education coordinators and teachers. The representative sample was asked to identify professional development needs and the barriers to meeting those needs – these innovations were determined to best address the priorities identified within the assessment.

Each innovation is installed using Active Implementation Frameworks (<http://implementation.fpg.unc.edu/>). Professional Development Facilitators assist local implementation teams as they work through the phases of implementation, paying careful attention to the implementation drivers, which include training, coaching and data systems. You can learn more about Active Implementation by visiting <http://implementation.fpg.unc.edu/> (<http://implementation.fpg.unc.edu/>).

### Innovation Trainer Applications

MNCoE is currently seeking trainers for their three innovations: Evidence-Based Intervention Practices (EQIP), Classroom Engagement Model (CEM), and Pyramid Model. Those interested in this opportunity can utilize the links below to view the required pieces of the application. The application process will be open February 15, 2023 and close April 28, 2023.

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- [Innovation Trainer Application \(/mncoe/innov/MNCOE000491\)](/mncoe/innov/MNCOE000491)

- Innovation Trainer Applicant Checklist (/mncoe/innov/MNCOE000492)
- References Form (/mncoe/innov/MNCOE000494)
- Administrator Approval Form (/mncoe/innov/MNCOE000490)
- Video Submission Guidelines (/mncoe/innov/MNCOE000495)

Calendar (<http://mncoe.org/mncoe/calendar>)

MN COE's Facebook Page (<https://www.mncoe.org/news/2016/10/18/mn-service-coordination-modules1>)

Site Disclaimer (<http://mncoe.org/mncoe/res/mncoe000249>)

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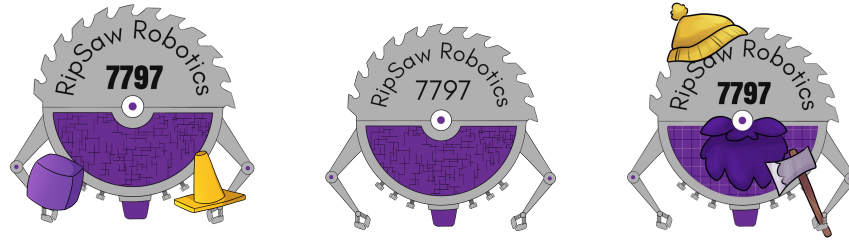
## **CEF BOARD GRANTS FUNDED**

*Tuesday, May 2, 2023*

### **Grant Requests/Amounts Granted**

<u>Letter</u>	<u>Description</u>	<u>Submitter</u>	<u>Previously Funded</u>	<u>Amount Requested</u>	<u>Amount Granted</u>
A.	Middle School 8 <sup>th</sup> Grade Graduation	J. Jazdzewski	\$750	\$1,500	<b>\$1,000</b>
B.	Battle of the Books – 4 <sup>th</sup> , 5 <sup>th</sup> , CMS	J. Gagne	\$1,000	\$1,075	<b>\$750</b>
C.	Board Together	S. Ross/K. Borgman	New	\$359.12	<b>\$359.15</b>
D.	Book Break Author Talks	H. Johnson	\$400	\$1,750	<b>\$1,750</b>
E.	Senior Year Books	C. Hyde	\$600	\$800	<b>\$600</b>
F.	Canoe mobile 2023	M. Winbigler	New	\$3,000	<b>\$2,500</b>
<b>G.</b>	<b>Experiential Education</b>	<b>K. Taralseth</b>	<b>New</b>	<b>\$3,000</b>	<b>\$2,500</b>
H.	Senior Citizen Run-Out Concerts Music	K. Huseth	New	\$1,604.37	<b>\$1,250</b>
I.	Auditorium Technology Training	J. Justad	New	\$750	<b>\$750</b>
J.	September Symposium/CAAEP	G. Dold	\$1,000	\$1,500	<b>\$1,000</b>
K.	Lumber Con (Dungeons/Dragons)	M. Krafthefer	\$1,000	\$1,500	<b>\$1,500</b>
L.	Student Audio Monitors	J. Justad	New	\$2,800	<b>\$1,400</b>
M.	Pre-K Innovations Introduction	R. Mondati	New	\$200	<b>Not Funded</b>
		<b>Total</b>		<b>\$19,838.49</b>	<b>\$15,359.15</b>
	<b>Item G check held until teacher is known (Fall 2023)</b>			Over budget	<b>\$112.15</b>

Grant Money Available for May 2023 - \$15,247



## RipSaw Robotics FRC 7797 2022-2023 Donations/Sponsorships

Super One Foods	\$100 Gift Card
Jerry & Kelly Zink	\$200
Cloquet Animal Hospital	\$1,000
Graybar Electric	\$200
Soumis Construction	\$250
Bearaboo	\$300
Venture North Aviation	\$1200
Irving Community Club	\$2000
The Medicine Shoppe	\$150
Edward Jones	\$250
Power North (IBEW/NECA)	\$1000
Cloquet Education Foundation	\$3,000
USG	\$500
Minnesota Power	\$500
L&M Fleet Supply	\$50 Gift Card
Northland Foundation	\$1,000
Gene Haas Foundation	\$2,500
Anonymous Donor	Milwaukee Drill
James Price	Vision Processing Materials
Room at the Table	Team Lunch at Competition
Army National Guard	Team Lunch at Competition

Cash Deposits from fundraiser/community outreach events (STEAM CAMP, parent night outs) \$1895





🏌️ 1303 Highland Ave ■ Cloquet, MN 55720 🏌️  
(218) 428-9936

Email: [cccgolffoundation@gmail.com](mailto:cccgolffoundation@gmail.com)  
Website: [www.cccgolffoundation.org](http://www.cccgolffoundation.org)

**MAY 1, 2023**

Cloquet HS Athletics  
1000 18th St  
Cloquet, MN 55720

Dear Paul Riess,

The CCC Golf Foundation would like to make a \$500 donation to the Cloquet Girls Golf team to help offset the costs of the student's activity fees for the 2023 golf season. We made a donation to the Boys team by providing and paying for their golf simulator time this Spring.

*CCC Golf Foundation is a 501c3 organization: Federal Tax ID # is 88-1049017*

If you have any questions, please feel free to reach out to us.  
Thanks again for your support!

Sincerely,

**Matt Carlson**  
Executive Director/President

*Adopted:* 1/27/20, 12/8/03, 12/5/95

*Revised:* 1/27/20, 11/10/03

## **#415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS**

### **I. PURPOSE**

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

### **II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to comply fully with Minnesota Statutes section 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

### **III. DEFINITIONS**

- A. "Abuse" means:
  - 1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.
  - 2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572 which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation

procedures for persons with developmental disabilities or related conditions not authorized under Minnesota Statutes section 245.825.

3. Any sexual contact or penetration as defined in Minn. Stat. § 609.341 between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.
  4. Abuse does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 2.
- B. “Caregiver” means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
  - C. “Common entry point” means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).
  - D. “Financial Exploitation” means a breach of a fiduciary duty by an actor’s unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor’s failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult’s funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult’s will for the profit or advantage of another.
  - E. “Immediately” means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.
  - F. “Mandated reporter” means a professional or professional’s delegate while engaged in education.
  - G. “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.
  - H. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.
  - I. Neglect also means the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the

physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 17.

- J. "School personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.
- K. "Vulnerable adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minnesota Statutes chapter 245A, except as excluded under Minnesota Statutes section 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or whether any type of service is received, possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to provide adequately for the individual's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

#### IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The report shall, to the extent possible, identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not public data, as defined under Minnesota Statutes section 13.02, to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.

- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

**V. INVESTIGATION**

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

**VI. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy should appear in school personnel handbooks as appropriate.
- B. The school district will develop a method of discussing this policy with employees as appropriate.
- C. This policy should be reviewed at least annually for compliance with state law.

**Legal References:** Minn. Stat. § 13.02 (Government Data Practices; Definitions)  
 Minn. Stat. Ch. 245A (Human Services Licensing)  
 Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)  
 Minn. Stat. §§ 609.221-609.224 (Assault)  
 Minn. Stat. § 609.232 (Crimes Against Vulnerable Adults; Definitions)  
 Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)  
 Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)  
 Minn. Stat. § 609.341 (Definitions)  
 Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)  
 Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)  
 Minn. Stat. § 626.5572 (Definitions)  
*In re Kleven*, 736 N.W.2d 707 (Minn. App. 2007)

**Cross References:** MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)  
 MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)  
 MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
 MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
 MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: 10/22/18, 12/5/95

Revised: 10/22/18, 12/17/12, 6/22/09, 12/16/96, 11/1/96

## **#410 FAMILY AND MEDICAL LEAVE POLICY**

### **I. PURPOSE**

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

### **II. GENERAL STATEMENT OF POLICY**

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

### **III. DEFINITIONS**

A. “Covered active duty” means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 United States Code section 101(a)(13)(B).

B. “Covered servicemember” means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. “Eligible employee” means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and

Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless: (1) the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation; or (2) a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

- D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.
- E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.
- F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
1. a military medical treatment facility as an outpatient; or
  2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:
1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
  2. to attend military events and related activities of a covered military member;
  3. to address issues related to childcare and school activities of a covered military member's child;

4. to address financial and legal arrangements for a covered military member;
  5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
  6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
  7. to attend post-deployment activities related to a covered military member;
  8. to address care needs of a covered military member's parent who is incapable of self - care; and
  9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:
1. inpatient care in a hospital, hospice, or residential medical care facility; or
  2. continuing treatment by a health care provider.
- I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.
- J. "Veteran" has the meaning given in 38 United States Code section 101.

#### IV. LEAVE ENTITLEMENT

- A. Twelve-week Leave under Federal Law
1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
    - a. birth of the employee's child and to care for such child;
    - b. placement of an adopted or foster child with the employee;

- c. to care for the employee’s spouse, son, daughter, or parent with a serious health condition;
  - d. the employee’s serious health condition makes the employee unable to perform the functions of the employee’s job; and/or
  - e. any qualifying exigency arising from the employee’s spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, “year” is defined as a rolling 12-month period measured backward from the date an employee’s leave is to commence.
  3. An employee’s entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
  4. A “serious health condition” typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
  5. A “serious injury or illness,” in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
    - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member’s office, grade, rank, or rating; and
    - b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:
      - (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember’s office, grade, rank, or rating; or

- (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
  - (3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
  - (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
  7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
  8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
  9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.

10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.
13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed to by the school district. The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the school district so that the total leave does not exceed 12 weeks, unless agreed to by the school district, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the school district reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.

5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

## **V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES**

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
  1. take leave for the entire period or periods of the planned medical treatment; or
  2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
  1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
  2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.

3. If the instructional employee begins leave for a purpose other than the employee’s own serious health condition during the last three weeks of the semester and the leave will last more than five working days, the school district may require the employee to continue taking leave until the end of the semester.
4. If the school district requires an instructional employee to extend leave through the end of a semester as set forth in this paragraph, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

**VI. OTHER**

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

**VII. DISSEMINATION OF POLICY**

- A. A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.

**Legal References:** Minn. Stat. §§ 181.940-181.944 (Parenting Leave and Accommodations)  
 10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)  
 29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)  
 38 U.S.C. § 101 (Definitions)  
 29 C.F.R. Part 825 (Family and Medical Leave Act)

**Cross References:** MSBA Service Manual, Chapter 13, School Law Bulletin “M” (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees).

Adopted: 11/13/18, 11/10/08, 5/27/03

Revised: 5/9/22, 11/13/18, 11/10/08, 4/28/03

## **210 CONFLICT OF INTEREST – SCHOOL BOARD MEMBERS**

### **I. PURPOSE**

The purpose of this policy is to observe state statutes regarding conflicts of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

### **II. GENERAL STATEMENT OF POLICY**

It is the policy of the school board to contract for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the school board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations that may exist on goods or services otherwise available to the school district.

### **III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS**

- A. A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.
- B. In the following circumstances, however, the school board may as an exception, by unanimous vote, contract for goods or services with a school board member of the school district:
  - 1. In the designation of a bank or savings association, in which a school board member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with Minnesota Statutes chapter 118A. Any school board member having said interest shall disclose that interest and the interest shall be entered upon the school board minutes. Disclosure shall be made when such bank or savings association is first designated as a depository or source of borrowing, or when such school board member is elected, whichever is later. Disclosure serves as notice of the interest and need only be made once;
  - 2. The designation of an official newspaper, or publication of official matters therein, in which the school board member is interested when it is the only newspaper complying with statutory requirements relating to the designation or publication;
  - 3. A contract with a cooperative association of which the school board member is a shareholder or stockholder but not an officer or manager;
  - 4. A contract for which competitive bids are not required by law. A contract made under this exception will be ~~void~~ unless the following procedures are observed:

- a. The school board shall authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.
- b. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution wherein the facts of the emergency are also stated.
- c. Before a claim is paid, the interested school board member shall file with the clerk of the school board an affidavit stating:
  - (1) The name of the school board member and the office held;
  - (2) An itemization of the goods or services furnished;
  - (3) The contract price;
  - (4) The reasonable value;
  - (5) The interest of the school board member in the contract; and
  - (6) That to the best of the school board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.
- 5. A school board member may contract with the school district to provide construction materials or services, or both, when the sealed bid process is used. When the contract comes before the school board for consideration, the interested school board member may not vote on the contract.
- 6. A school board member may rent space in a public facility at a rate commensurate with that paid by other members of the public.
- C. In the following circumstances, the school board may as an exception, by majority vote at a meeting at which all school board members are present, contract for services with a school board member of the school district: A school board member may be newly employed or may continue to be employed by the school district as an employee only if there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that school board member under that contract or employment relationship, will not exceed \$20,000 in that fiscal year. If the school board member does not receive majority approval to be initially employed or to continue in employment at a meeting at which all school board members are present, that employment is immediately terminated and that school board member has no further rights to employment while serving as a school board member in the school district.
- D. The school board may contract with a class of school district employees, such as teachers or custodians, when the spouse of a school board member is a member of the class of

employees contracting with the school board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under the employment contract. For the school board to invoke this exception, it must have a majority of disinterested school board members vote to approve the contract, direct the school board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting in which the contract is approved.

**IV. LIMITATIONS ON RELATED EMPLOYEES**

- A. The school board must hire or dismiss teachers only at duly called meetings. When a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full school board.
- B. The school board may not employ any teacher related by blood or marriage to a school board member, within the fourth degree as computed by the civil law, except by a unanimous vote of the full school board.

**V. CONFLICTS PRIOR TO TAKING OFFICE**

A school board member with personal financial interest in a sale, lease, or contract with the school district which was entered before the school board member took office and presents an actual or potential conflict of interest, shall immediately notify the school board of such interest. It shall thereafter be the responsibility of the school board member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the school board may enter into or renew such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

**VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS**

The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its determination.

**Legal References:** Minn. Stat. § 122A.40, Subd. 3 (Employment; Contract; Termination)  
 Minn. Stat. § 123B.195 (Board Member’s Right to Employment)  
 Minn. Stat. § 471.87 (Public Officers, Interest in Contract; Penalty)  
 Minn. Stat. § 471.88, Subds. 2, 3, 4, 5, 12, 13, and 21 (Exceptions)  
 Minn. Stat. § 471.89 (Contract, When Void)  
 Op. Atty. Gen. 437-A-4, March 15, 1935  
 Op. Atty. Gen. 90-C-5, July 30, 1940  
 Op. Atty. Gen. 90-A, August 14, 1957

**Cross References:** MSBA/MASA Model Policy 101 (Legal Status of the School Board)  
 MSBA/MASA Model Policy 209 (Code of Ethics)

*Adopted:*     5/27/03

*Revised:*    4/28/03

## **208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES**

### **I. PURPOSE**

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to continue to be an ongoing effort.

### **II. GENERAL STATEMENT OF POLICY**

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.

### **III. DEVELOPMENT OF POLICY**

- A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.
- B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student or member of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

### **IV. ADOPTION OF POLICY**

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings prior to final school board action.
- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a subsequent meeting after the meetings at which public input was received. The policy will be effective on the later of the date of passage or the date stated in the motion.

- C. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.
- D. If a policy is modified because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF POLICY

- A. It shall be the responsibility of the superintendent to implement school board policies, and to develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.
- B. Each school board member shall have access to school district policies. Manuals shall be available in the central office and made available for reference purposes to other interested persons.
- C. It shall be the responsibility of the superintendent, employees designated by the superintendent, and individual school board members to keep the policy manuals current.
- D. The school board shall review policies on a timely basis. The superintendent shall be responsible for developing a system of periodic review. In addition, the school board shall review the following policies annually: 506 Student Discipline, 722 Public Data and Data Subject Requests, and 806 Crisis Management Policy.
- E. When there is no school board policy in existence to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

*Legal References:* Minn. Stat. § 123B.02, Subd. 1 (School Boards Powers)  
Minn. Stat. § 123B.09, Subd. 1 (School District Powers)

*Cross References:* MSBA/MASA Model Policy 305 (Policy Implementation)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 524

Orig. 1996

Revised: \_\_\_\_\_

Rev. 20~~22~~21

## **524 INTERNET ACCEPTABLE USE AND SAFETY POLICY**

***[Note: School districts are required by statute to have a policy addressing these issues.]***

### **I. PURPOSE**

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

### **II. GENERAL STATEMENT OF POLICY**

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

### **III. LIMITED EDUCATIONAL PURPOSE**

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

### **IV. USE OF SYSTEM IS A PRIVILEGE**

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

### **V. UNACCEPTABLE USES**

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
  - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
  - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
  - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
  - d. information or materials that could cause damage or danger of disruption to the educational process;
  - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

***[Note: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]***

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between

employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
  - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
  - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
- 7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
  - 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
  - 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
  - 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

## **VI. FILTER**

***[Note: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]***

### **ALTERNATIVE NO. 1**

***[Note: For a school district that does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under Minnesota Statutes section 125B.15.]***

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

***[Note: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]***

## **ALTERNATIVE NO. 2**

***[Note: Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.]***

- A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.
- B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

## **ALTERNATIVE NO. 3**

***[Note: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]***

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
  - 1. Obscene;
  - 2. Child pornography; or
  - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
  - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
  - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the

genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
  - D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
  - E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

***[Note: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]***

#### **VII. CONSISTENCY WITH OTHER SCHOOL POLICIES**

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

#### **VIII. LIMITED EXPECTATION OF PRIVACY**

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

**IX. INTERNET USE AGREEMENT**

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

**X. LIMITATION ON SCHOOL DISTRICT LIABILITY**

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

**XI. USER NOTIFICATION**

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
  - 1. Notification that Internet use is subject to compliance with school district policies.
  - 2. Disclaimers limiting the school district's liability relative to:
    - a. Information stored on school district diskettes, hard drives, or servers.
    - b. Information retrieved through school district computers, networks, or online resources.
    - c. Personal property used to access school district computers, networks, or online resources.
    - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
  - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
  - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for

enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

## **XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
  1. A copy of the user notification form provided to the student user.
  2. A description of parent/guardian responsibilities.
  3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
  4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
  5. A statement that the school district's acceptable use policy is available for parental review.

## **XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS**

- A. "Technology provider" means a person who:
  1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
  2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
1. identify each curriculum, testing, or assessment technology provider with access to educational data;
  2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
  3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
1. the technology provider's employees or contractors have access to educational data only if authorized; and
  2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

#### **XIV. SCHOOL-ISSUED DEVICES**

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
1. any location-tracking feature of a school-issued device;
  2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
  3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
  2. the activity is permitted under a judicial warrant;
  3. the school district is notified or becomes aware that the device is missing or stolen;
  4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
  5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
  6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

## **XV. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN**

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

## **XVIII. IMPLEMENTATION; POLICY REVIEW**

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

**Legal References:**

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
[Minn. Stat. § 13.32 \(Educational Data\)](#)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
[Minn. Stat. § 124D.166 \(Limit on Screen Time for Children in Preschool and Kindergarten\)](#)  
Minn. Stat. § 125B.15 (Internet Access for Students)  
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)  
15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)  
17 U.S.C. § 101 *et seq.* (Copyrights)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))  
47 C.F.R. § 54.520 (FCC rules implementing CIPA)  
*Mahanoy Area Sch. Dist. v. B.L.*, 594 U.S. \_\_\_, 141 S. Ct. 2038 (2021)  
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969)  
*United States v. Amer. Library Assoc.*, 539 U.S. 194(2003)  
*Sagehorn v. Indep. Sch. Dist. No. 728*, 122 F.Supp.2d 842 (D. Minn. 2015)  
*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, 894 F.Supp.2d 1128 (D. Minn. 2012)  
*Tatro v. Univ. of Minnesota*, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds 816 N.W.2d 509 (Minn. 2012)  
*S.J.W. v. Lee’s Summit R-7 Sch. Dist.*, 696 F.3d 771 (8<sup>th</sup> Cir. 2012)  
*Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist.*, 853 F.Supp.2d 888 (W.D. Mo. 2012)  
*M.T. v. Cent. York Sch. Dist.*, 937 A.2d 538 (Pa. Commw. Ct. 2007)

**Cross References:**

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)  
MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)  
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

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Rev. 2022~~17~~

## **709 STUDENT TRANSPORTATION SAFETY POLICY**

***[Note: School districts are required by statute to have a policy addressing these issues.]***

### **I. PURPOSE**

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

### **II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING**

#### **A. School Bus Safety Week**

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

#### **B. Student Training**

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
  - a. transportation by school bus is a privilege, not a right;
  - b. school district policies for student conduct and school bus safety;
  - c. appropriate conduct while on the bus;
  - d. the danger zones surrounding a school bus;
  - e. procedures for safely boarding and leaving a school bus;
  - f. procedures for safe vehicle lane crossing; and
  - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.
3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in

the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes section Minn. Stat. § 169.446, Subd. subdivision 2.

5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
9. The school district shall adopt and make available for public review a curriculum for transportation safety education.
10. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

### **III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR**

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
  1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
  2. Rules at the Bus Stop
    - a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
    - b. Respect the property of others while waiting at your bus stop.
    - c. Keep your arms, legs, and belongings to yourself.
    - d. Use appropriate language.
    - e. Stay away from the street, road, or highway when waiting for the bus.
    - f. Wait until the bus stops before approaching the bus.

- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-6)

1st offense - warning

2nd offense - 3 school-day suspension from riding the bus

3rd offense - 5 school-day suspension from riding the bus

4th offense - 10 school-day suspension from riding the bus/meeting with parent

Further offenses - individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (7-12)

1st offense - warning

2nd offense - 5 school-day suspension from riding the bus

3rd offense - 10 school-day suspension from riding the bus

4th offense - 20 school-day suspension from riding the bus

bus/meeting with parent  
5th offense – suspended from riding the bus for the remainder of the school year

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

#### **IV. PARENT AND GUARDIAN INVOLVEMENT**

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

**V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES**

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver’s license with a school bus endorsement. A person possessing a valid driver’s license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver’s license, without a school bus endorsement, may operate a “type A-I” school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver’s license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a “serious traffic violation” means a conviction of any of the following offenses:
  1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
  2. reckless driving;
  3. improper or erratic traffic lane changes;
  4. following the vehicle ahead too closely;
  5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
  6. driving a commercial vehicle without obtaining a commercial driver’s license or without having a commercial driver’s license in the driver’s possession;
  7. driving a commercial vehicle without the proper class of commercial driver’s license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
  8. a violation of a state or local law prohibiting texting while driving a commercial

vehicle; and

6.9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.

- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

## **VI. SCHOOL BUS DRIVER TRAINING**

### **A. Training**

- 1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. —For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

***[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]***

- 2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

### **B. Evaluation**

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

***[Note: The school district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least 8 hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]***

## VII. OPERATING RULES AND PROCEDURES

### A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

***[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]***

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

***[Note: A school district is not required to comply with Section VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]***

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand—held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, “school bus” has the meaning given in [Minnesota Statutes section—Stat. § 169.011, subdivision Subd. 71](#). In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer’s rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words “school bus” in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A “type III vehicle” must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
  - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver’s compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
  - b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver’s compartment and must be marked to indicate their identity and location.

c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

(1) safe operation of a type III vehicle;

(2) understanding student behavior, including issues relating to students with disabilities;

(3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

(4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

(5) handling emergency situations;

(6) proper use of seat belts and child safety restraints;

(7) performance of pretrip vehicle inspections;

(8) safe loading and unloading of students, including, but not limited to:

(a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;

(b) refraining from loading and unloading students in a

vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;

- (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
  - (d) placing the type III vehicle in "park" during loading and unloading;
  - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes section 122A.18, ~~subdivision Subd. 8~~, or ~~Minnesota Statutes section. Stat. § 123B.03~~ for school district employees; ~~Minnesota Statutes section. Stat. § 144.057~~ or ~~Minnesota Statutes chapter. Stat. Ch. 245C~~ for day care employees; or ~~Minnesota Statutes section. Stat. § 171.321, subdivision Subd. 3~~, for all other persons operating a type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by ~~Minnesota Statutes section Minn. Stat. § 171.321, subdivision Subd. 2~~.
- e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under ~~Minn. Stat. § Minnesota Statutes section 181.951, subdivisions Subds. 2, 4, and 5~~. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by ~~Minnesota Statutes section Minn. Stat. § 171.321, subdivision Subd. 5~~.
- g. A person who sustains a conviction, as defined under ~~Minnesota Minn. Statutes Stat. § 609.02~~, of violating ~~Minnesota Statutes section Minn. Stat. § 169A.25, § 169A.26, § 169A.27~~ (driving while impaired offenses), or ~~§ 169A.31~~ (alcohol-related school bus driver offenses), or whose driver's license is revoked under ~~Minnesota Statutes sections Minn. Stat. §§ 169A.50 to 169A.53~~ of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in ~~Minnesota Statutes section Minn. Stat. § 171.3215, subdivision Subd. 1(c)~~, (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

- i. A person who sustains a conviction, as defined under [Minnesota Statutes section Minn. Stat. § 609.02](#), of a moving offense in violation of [Minnesota Statutes chapter Minn. Stat. Ch. 169](#) within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
  - j. Students riding the type III vehicle must have training required under [Minnesota Statutes section Minn. Stat. § 123B.90](#), Subd. 2 (See Section II.B., above).
  - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
- 2. The type III vehicle must bear a current certificate of inspection issued under [Minnesota Statutes section Minn. Stat. § 169.451](#).
  - 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.
- D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement
- 1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
    - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
    - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
    - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
    - d. The operator has submitted to a background check and physical examination as required by [Minnesota Statutes section Minn. Stat. § 171.321](#), [subdivision Subd. 2](#).
    - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in [Minnesota Statutes section Minn. Stat. § 171.02](#), [subdivisions Subd. 2a\(h\) - 2a\(j\)](#).
    - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre- school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
    - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

#### **VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES**

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

***[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]***

- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within 1 month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
  1. the student's name and address;
  2. the nature of the student's disabilities;
  3. emergency health care information; and
  4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

#### **IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS**

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

## X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required ~~by Minn. Stat. § Minnesota Statutes section~~ 171.321, ~~subdivision~~Subd. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

## XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

**Legal References:** Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction~~ioner~~ or Cooperative Learning Material; Standard Tests)  
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. § ~~123B.885~~ (Diesel ~~School~~ Buses; ~~Operation~~ of ~~Engine~~; Parking)  
Minn. Stat. § 123B.90 (School Bus Safety Training)  
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)  
Minn. Stat. § ~~144.057~~ (Background ~~Studies~~ on ~~Licensees~~ and ~~Other~~ Personnel)  
Minn. Stat. Ch. 169 (Traffic Regulations)  
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)  
Minn. Stat. § 169.02 (Scope)  
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)  
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)~~Driver Training Programs~~)  
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)  
Minn. Stat. § 169.454 (Type III Vehicle Standards)  
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)  
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)  
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)  
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)  
Minn. Stat. § ~~171.168~~ (~~Notification of Conviction for Violation by a~~

~~Commercial Driver~~Notice of Violation by Commercial Driver)  
Minn. Stat. § ~~171.169~~ ~~(Notification of Suspension of License of Commercial Driver)~~Notice of Commercial License Suspension)  
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers~~Driver~~)  
Minn. Stat. § ~~171.3215~~, ~~Subd. 1(c)~~ ~~(Canceling Bus Endorsement for Certain Offenses)~~  
Minn. Stat. § ~~181.951~~ (Authorized Drug and Alcohol Testing)  
Minn. Stat. Ch. 245C (Human Services Background Studies)  
Minn. Stat. § 609.02 (Definitions)  
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)  
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)  
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)  
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)  
49 C.F.R. § 383.5 (Transportation Definitions)  
49 C.F.R. § 383.51 (Disqualification of Drivers)

**Cross References:**

MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA ~~Model Policy 515~~ (Protection ~~and Privacy~~ of ~~Pupil Records~~)  
MSBA/MASA Model Policy 707 (Transportation of Public Students)  
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)  
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 708

Orig. 1995

Revised: \_\_\_\_\_

Rev. 202217

## 708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

***[Note: The obligations stated in this policy are largely governed by statute. ~~Statutory references are included throughout the policy.~~ A school district may choose to add obligations to the model policy.]***

### I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

### III. ELIGIBILITY

- A. The school district shall provide equal transportation within the ~~school~~ district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in ~~Minn. Stat. §Minnesota Statutes sections~~ 123B.88 and §123B.92 when applicable. ~~(Minn. Stat. § 123B.86, Subd. 1)~~
- B. Upon the request of a parent or guardian, the school district ~~shall~~**must** provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation ~~shall~~**must** be provided whether ~~there is or is not~~ **there is** another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. ~~(Minn. Stat. § 123B.86, Subd. 2(a))~~
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries. ~~(Minn. Stat. § 123B.86, Subd. 2(b))~~
- D. The school district ~~shall~~**must** provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school. ~~(Minn. Stat. § 123B.44, Subd. 1)~~

- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies. (Minn. Stat. § 123B.86, Subd. 3; Minn. Stat. § 123B.91, Subd. 1a)
- F. Additional transportation to and from a nonpublic school may be provided at the expense of the school district ~~where~~ when such services are provided in the discretion of the school district.

#### IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district ~~shall~~ must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law. ~~(Minn. Stat. § 125A.18)~~
- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district. ~~(Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600, Subd. 1)~~
- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.  
~~Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)~~
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible

through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

- ED. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. Minnesota Statutes chapter 125A. (Minn. Rules Part 7470.1600, Subd. 2)

## **V. APPLICATION OF GENERAL POLICY**

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

### **Legal References:**

Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
Minn. Stat. § 123B.84 (Policy)  
Minn. Stat. § 123B.86 (Equal Treatment)  
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)  
Minn. Stat. § 123B.91, Subd. 1a (Compliance by Nonpublic and Charter School Students)School District Bus Safety Requirements)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Stat. Ch. 125A (Special Education and Special ProgramsChildren With a Disability)  
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)  
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)  
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilityies)  
*Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al.*, 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)  
*Eldredge v. Independent Sch. Dist. No. 625*, 422 N.W.2d 319 (Minn. Ct. App. 1988)  
*Healy v. Independent Sch. Dist. No. 625*, 962 F.2d 1304 (8<sup>th</sup> Cir. 1992)  
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)  
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)  
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)  
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)  
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)  
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

### **Cross References:**

MSBA/MASA Model Policy 707 (Transportation of Public School Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA Service Manual, Chapter 2, Transportation



MAY 2023

# Washington News



## Upcoming Happenings:

- May 2—2nd Grade Music Program
- May 2—4th Grade Field Trip
- May 3—Walk, Bike or Roll to School Day (if rain, May 4)
- May 4—4th Grade Music Program
- May 9—PIE Meeting 6:30
- May 11—1st Grade Field Trip
- May 12—2nd Grade Field Trip
- May 15—May Birthday Lunch
- May 16—Kindergarten Field Trip
- May 16—4th Grade tours at Cloquet Middle School
- May 17—Field Day (Rain Day back-up will be May 30)
- May 18—Bike Fleet (4th grade)
- May 19—3rd Grade Field Trip
- May 23—Battle of the Books (4th grade @ CHS)
- May 25—Patrols Field Trip
- May 26—ALL Library books are due
- May 29—Memorial Day: No School
- May 31—PBIS Rally
- June 2—Last day of School!!! (dismissal at 1:00 PM)



U is for Umbrella

### Thank You P.I.E.!

This year our Partners in Education team funded the following grant requests that benefitted our Washington students. We are GRATEFUL!

- Winter Wonderland
- Starfall Online Subscription
- BrainPop
- Staff Appreciation goodies and meals
- Purple Pride Prizes
- SAT shirts
- "I Love to Read" Month
- Battle of the Books
- Music Program Receptions
- Literacy Night
- Family Meals during Conferences



### Thank You Cloquet Ed Foundation!

Much gratitude to the Cloquet Ed Foundation for all they have sponsored this year.

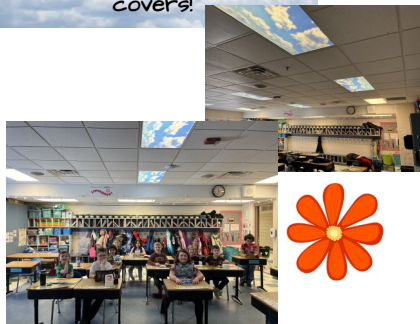
- 2nd Grade light covers
- Flex Seating
- Reading Buddies
- Math Buddies
- 1st Grade Book Club
- "I Love to Read" Month
- Virtual author visit



Thank you to the Cloquet Educational Foundation for funding our grant to purchase fluorescent light covers!



As this school year winds down, we want to make you aware of resources that are available to you over the summer. We are not endorsing or expecting participation, but realize that some of these may be beneficial if you choose to participate. As flyers are provided to us, we will distribute to families.



Walk or Roll to School Day, May 3 (rain day May 4)





## PBIS Update: Thank you for a GREAT 2022–2023!

Parents and guardians of Washington students, welcome to the month of May! As we head into the final days of our school year, the PBIS team has planned a couple different events for our students. Field Day is being planned for May 17, and an end of the year rally is also in the works on May 31, as we say a final farewell to our 4<sup>th</sup> grade students and celebrate a great year. Finally, students and staff are excitedly waiting to find out what this year's Principal's Challenge will be.

Our final Character Education focus for the year is Citizenship. Focusing on **CITIZENSHIP** is a great culmination of all of our traits, which include: cooperation, fairness, caring, respect, responsibility and trustworthiness. Please talk with your child about demonstrating strong citizenship, and doing the right thing all of the time and not just when someone is looking! Being members of this school community give us responsibilities as well as benefits. How we interact and treat each other is so important! Thank you for all you have done as a school community this year and have a great end of the school year! Our Anishinaabe teaching will focus on reviewing all we have learned this year as well: Positivity, Respect, Humility, Truth, Honesty, Love, Wisdoms, and Courage.



Here are some pictures from Blast Off Into Reading—Family Literacy Night



Mrs. Dando has provided some fun art learning opportunities!



Third grade's monochromatic self portraits.



And kindergarten is using marbles to create action art!



## Parting Reminders:

- Just a reminder that it is important for your child to be in class the full school day. Please reserve early pick-up for appointments or emergencies only, and we appreciate your planning ahead and notifying the office in advance. **Our first goal is to keep all our students safe, and last-minute changes make it challenging.**
- **Reclaim your Lost & Found!** Please make a point of stopping by this month to check our lost and found, which will be on display inside Door 1 from May 15–26. All remaining items will be donated at the end of the year.
- **May 8–12, is National Teacher Appreciation Week and Washington's Staff Appreciation Week.** Many thanks to our WONDERFUL staff at Washington who do an exceptional job helping children grow in their academics and as individuals!



McTeacher Night! Thanks for coming, everyone! We raised \$1,364.00 for our school!!



# Family Literacy Night 2022-23

## Monetary Donations:

Churchill PIE \$250

Washington PIE \$250

Cloquet Eagles Club \$500

Moose: \$250

## Prizes & other Donations:

Dairy Queen, Papa Murphy's, McDonalds, Super One, Premier Theaters, Pizza Hut, UMD Planetarium, Old Dutch, Kwik Trip

## Nov. 16th, 2022 @ Washington Elementary, Super Hero Theme

- Approx attendance, 100
- Activities: Bingo, cape/mask making, photo booth, word games
- Snack

## Nov. 10th, 2022 @ Churchill Elementary, Super Hero Theme

- Approx attendance, 150
- Activities: Bingo, cape/mask making, photo booth, word games
- Snack

## Thurs., March 23rd, 2023 in collaboration with Cloquet Public Library, SPACE THEME

- Approx attendance, 175
- Also held the same night as the Title One family night
- Activities: Bingo, UMD Planetarium booth, photo booth, make your own space race game, constellations, word games and writing, scavenger hunt
- FREE meal provided for all

# GAPP 2023 At-A-Glance

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	<b>12. June</b>	<b>13. June</b>	<b>14. June</b>	<b>15. June</b>	<b>16. June</b>	<b>17. June</b>
	Leave CHS in a bus to MSP 9:30am from U  Flight to Chicago, then to Munich	Arrive in Munich 1:05pm  Dinner @ Elemu Doener  Overnight in Munich	Mike's Bikes 10:00  Overnight in Munich	Dachau Concentration Camp  Dinner 19:00 <a href="#">Augustiner Keller</a>  Overnight in Munich	Arrive in Villingen-Schwenningen  Welcome Party	Weekend with families
<b>18. June</b>	<b>19. June</b>	<b>20. June</b>	<b>21. June</b>	<b>22. June</b>	<b>23. June</b>	<b>24. June</b>
Weekend with families	School Day & City tour in Villingen	Excursion: Vogtsbauernhof / Schloss Hornberg	School Day	Excursion: Triberg / Schonach	School Day	Weekend with families
<b>25. June</b>	<b>26. June</b>	<b>27. June</b>	<b>28. June</b>	<b>29. June</b>	<b>30. June</b>	<b>1. July</b>
Weekend with families	Day off or Excursion: Europapark	Day off or Excursion: Europapark	School Day	Ritter Sport Chocolate Factory	School Day	Weekend with families
<b>2. July</b>	<b>3. July</b>					
Goodbye Party  Depart for Frankfurt  Overnight in Frankfurt	Depart Germany 8:35am Arrive MSP 2:22 pm  Arrival in Cloquet 5:00-5:30pm					

# 2023 GAPP Trip to Germany

June 12 - July 3, 2023

Chaperones: Cara Jago (leader), Iris Keller

Students:

3 - 9th Graders

5 - 10th Graders

5 - 11th Graders

3 - 12th Graders

Flights:

Date	Route	Flight Number	Departure	Arrival
6/12	MSP-Chicago	UA 572	3:24pm	4:54pm
6/12	Chicago-Munich	LH 435	9:10pm	6/13 1:05pm
7/3	Frankfurt-Chicago	LH 945	8:35am	10:40am
7/3	Chicago-MSP	UA 482	1:00pm	2:22pm

Lodging:

Date(s)	City	Description	Address/Phone
6/13-6/16	Munich	Empress Boutique Hotel	Würmtalstraße 99, 81375 München, Germany <a href="tel:+49894132560100">+49 89 4132560100</a>
6/16-7/2	Villingen-Schwenningen	Home Stays	Locations vary by student
7/2-7/3	Frankfurt	Hostel A&O Galluswarte	Mainzer Landstraße 226-230, 60327 Frankfurt am Main, Germany <a href="tel:+49692691503400">+49 69 2691503400</a>



## ***20<sup>th</sup> Annual CEF Golf Tournament***

**Monday, August 7, 2023**

**11:00 a.m.: Registration**

**Noon: Shotgun start**

**Don't miss out!  
Register by July 1st  
to be entered in the  
early bird drawing  
for a chance to win a  
\$250 certificate to  
the CCC Pro Shop!**

**Please fill out the names of all team members:**

**Team Name:** \_\_\_\_\_

**Team Captain:** \_\_\_\_\_

**\*\*Captain's Contacts (email and phone):**

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**Player #2:** \_\_\_\_\_

**Player#3:** \_\_\_\_\_

**Player #4:** \_\_\_\_\_

**Player #5:** \_\_\_\_\_

**Please make your check payable to Cloquet Educational Foundation.**

**Please mail (or email) your completed entry form to:**

**CEF**

**Attn: Karrie**

**302 14th Street Cloquet, MN 55720**

**Phone: 218-879-3806**

**Kosvold@isd94.org**

### **ARE YOU INTERESTED IN SPONSORING A COURSE SIGN?**

**Sponsorship costs \$100. A sign will be placed on the golf course during the tournament as well as recognition at the event, social media, and our Facebook page. This is a great way to support excellence in education in Cloquet, as well as advertise your business. Contact Jody at the CEF (218-879-3806<sup>185</sup> or [jacers@isd94.org](mailto:jacers@isd94.org)) for details.**

The Cloquet Educational Foundation

# GOLF

*20th Annual*

# TOURNAMENT

**Monday, August 7, 2023**

Sponsored by SplitRock Trading, Cloquet, MN

**SPLITROCK**  
PRIVATE TRADING - WEALTH MANAGEMENT

**The  
Cloquet  
Educational  
Foundation**

**Cloquet Country Club**  
**Registration at 11:00 a.m.**  
**Shotgun Start at Noon**

\$375 per team up to five players includes 18 holes of golf, two carts per team, and lunch on the course or the clubhouse.

Register by July 1st to be entered in the early bird drawing for a chance to win a \$250 certificate from the CCC Pro Shop!

Space is limited! Registration forms can be found online at [www.cloquetedfoundation.org](http://www.cloquetedfoundation.org) or by calling 218-879-3806.

First amount is for 1 game a night, 2nd amount is for if there are 2 games a night

Increases in district costs at \$45/\$60

Sport	Increase in Game Crew Cost
Bball	2710
vball	875
soccer	320
hockey	2885
football	630
swimming	200
wrestling	120
baseball	180
softball	80
Total increase	8000

Increases in district costs at \$45/\$75

Sport	Increase in Game Crew Costs
Bball	4900
vball	1610
soccer	320
hockey	5300
football	630
swimming	200
wrestling	120
baseball	180
softball	80
Total Increase	13340

Increases in district costs at \$40/\$60

Sport	Increase in Game Crew Cost
Bball	2450
vball	805
soccer	160
hockey	2650
football	315
swimming	100
wrestling	60
baseball	90
softball	40
Total increase	6670



# Northeastern Minnesota Regional Science Fair

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



REGENERON  
**ISEF**  
A PROGRAM OF  
SOCIETY FOR SCIENCE

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# Northeastern Minnesota Regional & American Indian Science and Engineering Fair

Awards Ceremony - February 18, 2023

## Awards Ceremony

### Thank you to all of our judges and sponsors!

- Swenson College of Science and Engineering
- University of Minnesota Duluth
- Minnesota Power Foundation
- Mark R. Migliori, MD, PA
- American Chemical Society—Lake Superior Section
- Cleveland-Cliffs
- St. Luke's
- Sappi North America-Cloquet Mill
- Natural Resources Research Institute
- Rotary Club #25 of Duluth
- Minnesota Sea Grant
- East Central Energy
- Western Lake Superior Sanitary District (WLSSD)
- Carlton Area Lions
- LHB Corporation
- MLK Plastic Surgery
- Daugherty Appliance
- Tomhave Dental Associates
- Pace Analytical Services, Inc
- UMD Department of Earth & Environmental Sciences
- UMD Psychology Department
- Evergreen Lawn Service



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# Special Awards

Special award winners are chosen by companies and organizations and often include certificates, gifts, or cash prizes.



# Northeastern Minnesota Regional Science Fair

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Special  
Awards



## WLSSD: Middle School Award

One Award:  
Certificate  
Letter  
\$50 Award

Johanna Bernu



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Special  
Awards



## WLSSD: High School Award

One Award:  
Certificate  
Letter  
\$50 Award

Abigail Dahl Foucault



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Special  
Awards



## American Psychological Association

One certificate recognizing outstanding  
research in psychology under the category of  
Behavioral and Social Sciences

Two Awards:  
Certificate

Adriana Mondati

Peyton Feehan



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Special  
Awards



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## National Geographic Society “That’s Geography!” Award

To a young student who is seeking solutions to Earth’s most pressing challenges, in particular, around oceans, land, wildlife, human history and cultures, and human ingenuity.

One Award:  
Certificate  
\$100

Grace Lavan



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## Northwoods Women in Science (NWIS)

Award certificate to female student's project which exemplifies high standards of innovativeness and scientific excellence.

Meet and Greet Invitation–All 6-12 girls are invited to the March Event at UMD. Tours of UMD's Medical Research Lab and story sharing about careers in science.

One Award:  
Certificate

### Honorable Mention

McKenna Gandhi

Melanie Buhs

Jeremiah Bents

Finley Holz

Bristol Van  
Guilder

Adriana Mondati



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Special  
Awards



REGENERON  
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---

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Awards:  
Certificate  
\$25

Abigail Dahl-Foucault

Ethan De Pree

Peyton Werner



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Special  
Awards



## Duluth Rotary #25 Award

Five Awards:  
\$25 Barnes and Noble Gift Card

Jeremiah Bents & Finley Holz

James Matti & Raelynn Woullet



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Special  
Awards



## National Oceanic and Atmospheric Administration (NOAA)

NOAA 'Taking the Pulse of the Planet'  
Award

One Award:  
Certificate  
Medallion  
Letter of Congratulations

Ethan Lavan



# Northeastern Minnesota Regional Science Fair

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and The Minnesota Academy of Science.*

Special  
Awards



## Society for In Vitro Biology Award

Outstanding achievement, ability and creativity in In Vitro Biology–11th grade preference–exhibiting in the areas of plant or animal In Vitro Biology, or tissue culture.

One Award:  
Certificate

Johanna Bernu



# Northeastern Minnesota Regional Science Fair

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and The Minnesota Academy of Science.*

Special  
Awards



## UMD Earth & Environmental Sciences Award

Two Awards:  
Earth and Environmental Science  
Winter Hat  
\$50 Award

Earth Science

Jeremiah Bents and Finley Holz,

Geology

Gracie Young



# Northeastern Minnesota Regional Science Fair

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and The Minnesota Academy of Science.*

Special  
Awards



## UMD Psychology Award

Recognizing outstanding research in  
psychology science.

One Award:  
Certificate  
\$50 Check

Ethan Lavan

Adriana Mondati



# Northeastern Minnesota Regional Science Fair

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and The Minnesota Academy of Science.*

Special  
Awards



## U.S. Office of Naval Research–Naval Science Awards

Grades 7-8

Three Awards:  
Letter of Commendation  
Certificate  
Medallion

Ethan De Pree

Ernest Wilson



# Northeastern Minnesota Regional Science Fair

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

Special  
Awards



## U.S. Office of Naval Research–Naval Science Awards

Grades 9-12

Three Awards:

\$50

Letter of Commendation

Certificate

Medallion

Ernest Wilson

(To receive money, students must send  
information to the Navy)



# Northeastern Minnesota Regional Science Fair

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

Special  
Awards



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## American Chemical Society–Lake Superior Section

Peyton Werner

Partial financial support (\$100) to  
attend state fair for all 1st Place  
Chemistry and Biochemistry  
projects



# Northeastern Minnesota Regional Science Fair

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and The Minnesota Academy of Science.*

Special  
Awards



## Natural Resources Research Institute

NRRI Award for Innovation and Scientific  
Excellence

Six Awards:  
Certificate  
\$50

### Ecology:

HS - Grace Lavan

MS - Melanie Buhs

MS - Aubrey Bosick-Reynolds

|



# Northeastern Minnesota Regional Science Fair

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

Special  
Awards



## University of Minnesota Sea Grant

Excellence in Aquatic Science Award—  
Middle School

Minnesota Sea Grant seeks to support future water scientists in northeast Minnesota through the cultivation of a science-based understanding of the environment that addresses issues concerning Lake Superior and Minnesota's aquatic resources and associated economies.

One Award:  
T-Shirt  
\$25

Melanie Buhs



# Northeastern Minnesota Regional Science Fair

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and The Minnesota Academy of Science.*

Special  
Awards



## NASA Earth Systems Science Award

One Award:  
Certificate  
Additional award via mail

Aubrey Bosick-Reynolds



# Northeastern Minnesota Regional Science Fair

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and The Minnesota Academy of Science.*

Special  
Awards



## MN Chapter of American Fisheries Society

Four Awards:  
Certificate  
Gift Certificate  
Fish-Related Book  
Hat  
Water Bottle

Middle School

James Matti & Raelynn Woullet



# Northeastern Minnesota Regional Science Fair

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and The Minnesota Academy of Science.*

Special  
Awards



## US Agency for International Development (USAID)

Awarded to a project that has potential to  
make an impact on addressing international  
development challenges

One Award:  
Certificate

Hendrix Wilkinson



# Northeastern Minnesota Regional Science Fair

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

Special  
Awards



## Lake Superior Zoo

Zookeeper Award

One Award:  
Certificate  
Gift Certificate

Jeremiah Bents & Finley Holz



# Northeastern Minnesota Regional Science Fair

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

Special  
Awards



## LHB Corporation Award

Top engineering, building sciences, or sustainability focused projects. The award winners will be invited to a job shadow/office visit.

Two Awards:

\$250

Job Shadow/Office Visit

Middle School

Ernest Wilson



# Northeastern Minnesota Regional Science Fair

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

Special  
Awards



## Elsie Thomas Award–UMD Pharmacy School

Most creative or inventive project.

Two Awards:  
\$100

Bristol VanGuilder



# Northeastern Minnesota Regional Science Fair

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

Special  
Awards



## Regeneron Biomedical Science Award

To an exceptional student scientist or team who not only demonstrate an impressive command of biomedical science and research, but also embodies Regeneron's core values and behaviors, known as the Regeneron Way.

One Award:  
Certificate  
\$375

Johanna Bernu

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# Category Awards

Category award winners are chosen by experts in their field of study. This year, all projects receiving a first, second, or third place award will advance to the MN State Science and Engineering Fair.



# Northeastern Minnesota Regional Science Fair

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

## Category Awards



## Second Place

Abigail Dahl-Foucault

Gracie Young

Abigail Isaacson

Graham

Blackwood

Aubrey Bosick-  
Reynolds

James Matti &  
Raelynn Woulet



# Northeastern Minnesota Regional Science Fair

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

Category  
Awards



## First Place

Adriana Mondati

Ernest Wilson

Ethan De Pree

Ethan Lavan

Grace Lavan



# Northeastern Minnesota Regional Science Fair

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

## Category Awards



## First Place

Hendrix Wilkinson

McKenna Gandhi

Jeremiah Bents &  
Finley Holz

Melanie Buhs

Johanna Bernu

Olivia Berg



# Northeastern Minnesota Regional Science Fair

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

## Category Awards



## First Place

Parker Sickmann

Peyton Feehan

Peyton Werner

Bristol VanGuilder

---

# Grand Awards

The top prizes awarded at this competition. The following winners have demonstrated work at the highest level for a science competition.

# Best of Fair Awards

## Thermo Fisher Junior Innovators Challenge (JIC): Best Middle School Projects

These top ten middle school projects were selected as the best across all categories.

---



## Thermo Fisher–Best Middle School Projects: 9th Place

“Hurricane House: What effect does house design have on if it can withstand high winds?”



Hendrix Wilkinson

Cloquet Middle School



# Northeastern Minnesota Regional Science Fair

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

Grand  
Awards



## Thermo Fisher–Best Middle School Projects: 8th Place

“Secrets of towing: How does  
angle affect pulling power?”



Milo Wilson

Cloquet Middle School



Thermo Fisher–Best  
Middle School  
Projects:  
7th Place

“Baking a Raspberry Pi: Building  
and Stress Testing a Lunchbox  
Computer”



Ethan De Pree

Cloquet Middle School



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## Thermo Fisher–Best Middle School Projects: 6th Place

“The Pollinator Effect: What effect does water quality education and a pollinator garden have on Eagle Lake water quality?”



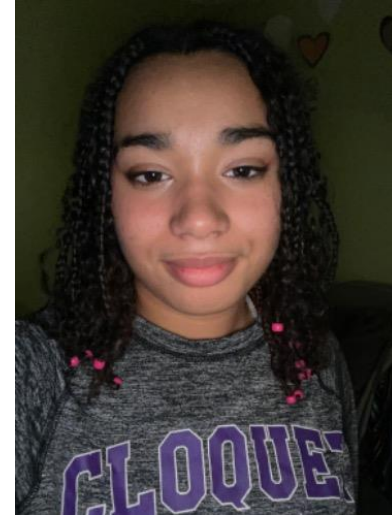
Melanie Buhs

Cloquet Middle School



## Thermo Fisher–Best Middle School Projects: 5th Place

“The effect of hand sanitizer on  
the hand bacteria’s antibacterial  
resistance to ampicillin”



McKenna Gandhi

Cloquet Middle School



# Northeastern Minnesota Regional Science Fair

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

Grand  
Awards



REGENERON  
**ISEF**  
A PROGRAM OF  
SOCIETY FOR SCIENCE

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## Thermo Fisher–Best Middle School Projects: 4th Place

“Fermentation in sauerkraut”



Peyton Werner

Cloquet Middle School



# Northeastern Minnesota Regional Science Fair

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

Grand  
Awards



## Thermo Fisher–Best Middle School Projects: 1st Place

“Wolf (*Canis lupus*) Tendencies on  
the Fond du Lac Reservation”



Finley Holz



Jeremiah Bents



## Lemelson Award— Early Inventor Prize: Top Middle School Project

“Wolf (*Canis lupus*) Tendencies on  
the Fond du Lac Reservation”

Certificate  
\$100



Finley Holz  
Jeremiah Bents

Cloquet Middle School

# American Indian Science & Engineering Society (AISES)

American Indian High School and or Middle School students advance to apply online for the National American Indian Science & Engineering Fair (NAISES). High School projects have the chance to advance to Intel ISEF.





# Northeastern Minnesota Regional Science Fair

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

Grand  
Awards



## American Indian Science & Engineering Society (AISES)

Apply online for the National  
American Indian Science &  
Engineering Fair (NAISES).

Aubrey Bosick-Reynolds - Cloquet  
Middle School

Peyton Werner - Cloquet Middle  
School

Johanna Bernu - Cloquet High  
School

# Best of Fair Awards

- Best High School Projects
- Regeneron ISEF
- GENIUS Olympiad

These top ten high school projects were selected as the best across all categories.

---

# Northeastern Minnesota Regional Science Fair

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

Grand  
Awards



## Best of Fair: 9th Place

“Effects of the Pandemic/Food  
Supply Chain, City Populations,  
and Time on Urban Chicken  
Keeping”



Ethan Lavan

Cloquet High School



## Best of Fair: 5th Place

“A Continuation Study of the  
Effects of Line 3 Oil Pipeline  
Construction on Gray Wolves  
(Canis lupus) on the Fond du Lac  
Reservation”



Grace Lavan

Cloquet High School

# GENIUS Olympiad

GENIUS Olympiad is an international high school project competition about environmental issues. It promotes a global understanding of environmental issues and the achievement of sustainability through basic science, arts, creative writing, engineering, design, and business development.





# Northeastern Minnesota Regional Science Fair

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

Grand  
Awards



**Best of Fair: 4th Place**

**GENIUS Olympiad**

“Microgreens to Microgravity:  
Exploring the efficacy of seedlings  
as a food source for space  
exploration”



Parker Sickmann

Cloquet High School



# Genius Olympiad Finalist

“Disinfectant Properties of Nuphar  
advena: An Ethno-pharmaceutical  
Approach”



Johanna Bernu

Cloquet High School



## Genius Olympiad Finalist

“A Continuation Study of the  
Effects of Line 3 Oil Pipeline  
Construction on Gray Wolves  
(Canis lupus) on the Fond du Lac  
Reservation”



Grace Lavan

Cloquet High School

# Regeneron International Science and Engineering Fair

The top four senior high projects are selected to compete in the Regeneron ISEF. This international competition is the largest pre-college science fair in the world and typically hosts more than 1,600 finalists from across the globe.





# Northeastern Minnesota Regional Science Fair

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

Grand  
Awards



**Best of Fair: 1st Place**

**ISEF Finalist**

“Disinfectant Properties of Nuphar  
advena: An Ethno-pharmaceutical  
Approach”



Johanna Bernu

Cloquet High School

# Northeastern Minnesota Regional Science Fair

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



## Awards Ceremony

### Thank you to all of our judges and sponsors!

- Swenson College of Science and Engineering
- University of Minnesota Duluth
- Minnesota Power Foundation
- Mark R. Migliori, MD, PA
- American Chemical Society—Lake Superior Section
- Cleveland-Cliffs
- St. Luke's
- Sappi North America-Cloquet Mill
- Natural Resources Research Institute
- Rotary Club #25 of Duluth
- Minnesota Sea Grant
- East Central Energy
- Western Lake Superior Sanitary District (WLSSD)
- Carlton Area Lions
- LHB Corporation
- MLK Plastic Surgery
- Daugherty Appliance
- Tomhave Dental Associates
- Pace Analytical Services, Inc
- UMD Department of Earth & Environmental Sciences
- UMD Psychology Department
- Evergreen Lawn Service





# MINNESOTA ACADEMY OF SCIENCE

—Promoting Excellence in Science Since 1873—

## Advancing to the State Science fair!

Adele

Mamedova &

Amir Mamedov

Adriana Mondati

Amelia Sandy

Camilla Beaster

Claira Krzewinski

Daniel Dutcher

Emelyn Beaster

Emilia Swenson

Emma Morton,

Emilia Nephew,

and Josephine

Nephew

Ernest Wilson

Ethan De Pree

Ethan Lavan

Eva Morgan

Grace Lavan

Hendrix Wilkinson

Jase Matuszak, Kara

Williams Olson, and

Miley Young

Jeremiah Bents &

Finley Holz

Johanna Bernu

Lucia Nelson

Madison Roen & Apres

Surla

Makenzie Little

McKenna Gandhi

Melanie Buhs

Morgan Houle

Olivia Berg

Parker Sickmann

Peyton Feehan

Peyton Werner

Rain Kilic

Rhees Cragun

Rhees Cragun

Rylan Buschman

Abigail Dahl-Foucault

Abigail Isaacson

Addison Monson

Alexander Leach

Aubrey Bosick-

Reynolds

Camilla Beaster

Emelyn Beaster

Ethan Perrotti

Grace Lavan

Gracie Young

Graham Blackwood

James Matti & Raelynn

Woullet

Owen Henry

Samantha Herron

Tanner Risley

Trevor Zaitz

Bristol VanGuilder

Bristol VanGuilder

Haley Geiger

Johan Mceachran

Raiden Pratt



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

# State Science Fair Results

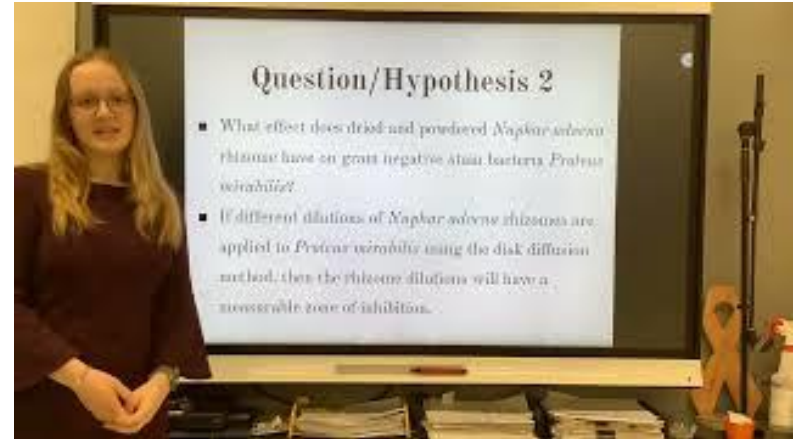


# MINNESOTA ACADEMY OF SCIENCE

—Promoting Excellence in Science Since 1873—

- **Gold Grand Award**-The top 5% of projects receive the Gold Award
- **Society for Science**
- **COMMUNITY INNOVATION AWARD**
- This award recognizes a high school student whose project will better humanity and improve conditions in the local community. The prize is \$500 and a certificate.

“Disinfectant Properties of Nuphar advena: An Ethno-pharmaceutical Approach”





# MINNESOTA ACADEMY OF SCIENCE

—Promoting Excellence in Science Since 1873—

- **Silver Grand Award**-The top 10% of projects receive the Silver Award
- **THERMO FISHER SCIENTIFIC JUNIOR INNOVATORS CHALLENGE**
- The top 10% of middle school projects receive certificates and an invitation to apply to the National Thermo Fisher Scientific Junior Innovators Challenge.

“What effect does the type of sweetener (aspartame vs. sugar) have on probiotic bacteria growth?”



244

Abigail Dahl Foucault (CMS)



# MINNESOTA ACADEMY OF SCIENCE

—Promoting Excellence in Science Since 1873—

- **Silver Grand Award**-The top 10% of projects receive the Silver Award
- **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.



“Duckweed and Clean Water?”

245

James Matti (Cloquet) and  
Raelynn Woulett

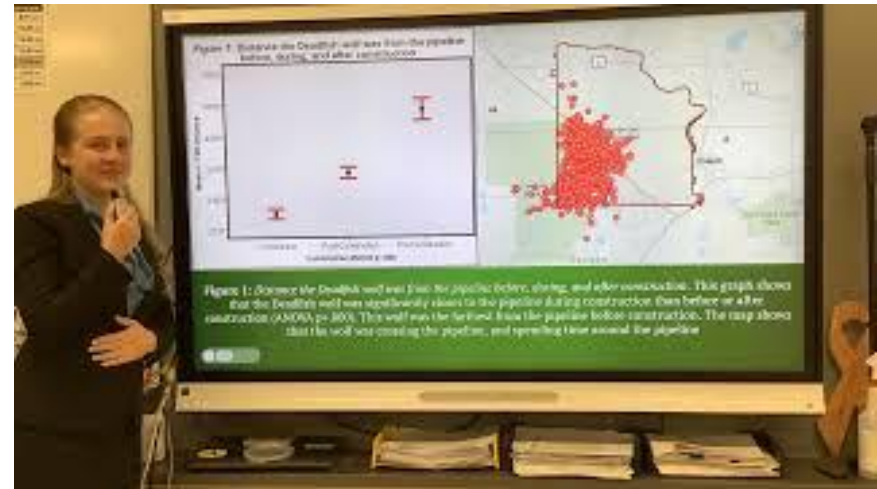


# MINNESOTA ACADEMY OF SCIENCE

—Promoting Excellence in Science Since 1873—

- **Bronze Grand Award-**
- The top 15% of projects receive the Bronze Award

“A Continuation Study of the Effects of Line 3 Oil Pipeline Construction on Gray Wolves (*Canis lupus*) on the Fond du Lac Reservation?”



246

Grace Lavan-CHS



# MINNESOTA ACADEMY OF SCIENCE

—Promoting Excellence in Science Since 1873—

- **Bronze Grand Award-**
- The top 15% of projects receive the Bronze Award

“The effect of hand sanitizer on the hand bacteria’s antibacterial resistance to ampicillin”



247

McKenna Gandhi-CMS



# MINNESOTA ACADEMY OF SCIENCE

—Promoting Excellence in Science Since 1873—

- **Bronze Grand Award-**
- The top 15% of projects receive the Bronze Award

“Baking a Raspberry Pi: Building and Stress Testing a Lunchbox Computer”



248

Ethan De Pree-CMS

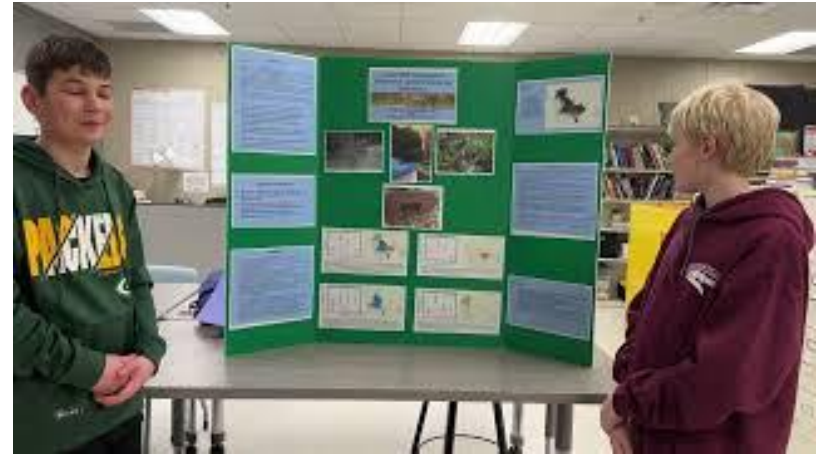


# MINNESOTA ACADEMY OF SCIENCE

—Promoting Excellence in Science Since 1873—

- **Bronze Grand Award-**
- The top 15% of projects receive the Bronze Award
- **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.
- **3M YOUNG INVENTOR AWARD**
- This award acknowledges students whose projects make a lasting, positive impact on their local or global community through innovation, creativity, and scientific exploration.

“Wolf (*Canis lupus*) Tendencies on the Fond du Lac Reservation”



Jeremiah Bents and Finley Holz-CMS



# MINNESOTA ACADEMY OF SCIENCE

—Promoting Excellence in Science Since 1873—

- **Bronze Grand Award-**
- The top 15% of projects receive the Bronze Award

“Does your personality correspond with what you rate different pets?”



Adriana Mondati-CMS



# MINNESOTA ACADEMY OF SCIENCE

—Promoting Excellence in Science Since 1873—

- **Bronze Grand Award-**
- The top 15% of projects receive the Bronze Award
- **DIASORIN, INC. MERIT AWARD**
- Diasorin Merit Awards recognize the best independent work at the middle school level demonstrating the scientific method. The prize is \$100.
- **LHB OUTSTANDING ENGINEERING OR BUILDING SCIENCE AWARD**
- This award is given to two outstanding engineering or building science based project, one at the high school level and one at the middle school level. The prize is \$500 and a job shadow opportunity.

“Hurricane House: What effect does house design have on if it can withstand high winds?”



Hendrix Wilkinson-CMS



# 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 presentations practices, showcasing innovative ideas around food safety—preserving the quality of food to prevent contamination and foodborne illness.
- **First Place Middle School Project (\$700)**



Peyton Werner CMS

# Stockholm Junior Water Prize- -MN State Winner

The best water-related project one chosen for each state win certificates with possibility of national competition and award—must apply and send research paper online



# U.S. Stockholm Junior Water Prize



## MN First Place State Winner-will represent MN at the National Competition

- Bjorn von Euler  
Innovation in Water  
Award

“Disinfectant Properties of *Nuphar Advena*: An Ethnopharmaceutical Approach”



Johanna Bernu-CHS

# ArcGIS Story Map--MN State Winner

The best story map for the State of MN win certificates, \$100 with possibility of national competition and award—must apply and send research paper online



## Esri Storytelling with Maps Contest

Tell your story with an Esri Story Maps app and win!



## ArGIS Best MN State Story Map--will represent MN at the National Event --

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

256



Harmony Tracy-CHS

A banner for the Esri Storytelling with Maps Contest. It features a dark blue background with a faint map of the United States. Several yellow speech bubbles of various sizes are scattered across the map, each containing a different image: a person, a globe, a group of people, a person in a field, a person in a field, a person in a field, and a person in a field.

## Esri Storytelling with Maps Contest

Tell your story with an Esri Story Maps app and win!

## ArGIS MN State Story Map-Second Place

“Effects of the Line 3 Pipeline on  
Gray Wolves (*Canis lupus*) on the  
Fond du Lac Reservation”

257



Grace Lavan-CHS

# Genius Olympiad--Grand Awards

GENIUS Olympiad is an international high school project competition about environmental issues.





## Grand Awards-- Silver Medal Second Place

“Disinfectant Properties of *Nuphar Advena*: An Ethnopharmaceutical Approach”

259



Johanna Bernu-CHS



# GENIUS



## Grand Awards-Bronze Medal-Third Place

“Wastewater Treatment: The Use of Mealworm Gut Bacteria (*Tenebrio molitor*) to Isolate and Identify Bacteria that can Biodegrade Polystyrene”



Rowan Rock-CHS

# DNR COMMISSIONER'S YOUTH CONSERVATION AWARDS

The DNR Commissioner's Youth Award is given annually to a FFA student and to a 4-H club or member who has demonstrated initiative, leadership, creativity and achievement in the conservation and wise use of natural and agricultural resources



# DNR COMMISSIONER'S YOUTH CONSERVATION AWARDS

## DNR COMMISSIONER'S YOUTH CONSERVATION AWARDS

“Effects of the Line 3 Pipeline on  
Gray Wolves (*Canis lupus*) on the  
Fond du Lac Reservation”

262



Grace Lavan-CHS

# International Wolf Symposium 2022

October 13-16, 2022 Minneapolis, MN Wildlife Biologists, Undergraduate Students and Graduate students present their research on wolves.





**International Wolf  
Symposium 2022-Grace  
presented her work on  
wolf dens at this  
professional  
conference**

“Effects of the Line 3 Pipeline on  
Gray Wolves (*Canis lupus*) on the  
Fond du Lac Reservation”



Grace Lavan-CHS