Cloquet Public Schools
Regular Meeting

Monday, July 14, 2025 at 6:00 PM
Garfield Board Room
302 14th Street
Cloquet, MN 55720
302 - 14th Street, Cloquet, MN

5:30 pm ***Working Session***

6:00 pm ***Regular Meeting***

I. **Roll Call**
II. **Pledge of Allegiance**
III. **Consider Approval of Board Agenda**
1. Monday, July 14, 2025, School Board Agenda
IV. **Consider Approval of School Board Minutes**
1. Monday, June 23, 2025, School Board Meeting Minutes 3
V. **Open Forum and Reception of Delegations, Petitions, and Communications**
1. Building and Department Reports
VI. **Claims**
1. Claims, 6/26/2025 6
2. Treasurer's Report (April 2025) 10
VII. **Consent Items**
1. ***Resignation Letters***
a. Boys Lacrosse Coach (L. Mehelich) 14
b. Lead Teacher at Lil Thunder (K. Demenge) 15
c. Director of Facilities and Grounds
2. ***Recommendations for Employment***
a. 1.0 FTE Guidance Counselor at CAAEP (contingent on appropriate licensure) (M. Lamia) 17
b. 1.0 FTE Intervention Teacher (0.8 A&I and 0.2 Stronger Connections) - (T. Thole) 18
c. 0.4 FTE Intervention Teacher (0.4 ADSIS) - (A. Braaten) 19
d. 6.50 Hours/Day Consistent Support Paraprofessional at Churchill Elementary School (Bobby McCarthy) 20
e. Community Education Driver's Education Behind the Wheel Instructor (D. Wangen) 21
3. ***Extra Service Contracts***
a. 9th Grade Volleyball Coach (O. Diver) 22
b. Building Leadership Team Members - Updated from 6/23/25 23
VIII. **Agenda Addendums**
IX. **New Business**
1. Consider Approving 2025-2026 Designation of Official Newspaper to the Pine Knot 25
2. Consider Approving the 2025-2026 School Board Committee Representation 27
3. Consider Approving the 2025-2026 School Board "Adopted" Schools 29
4. Consider Approving the 2025-2026 Electronic Fund Transfers 30
5. Consider the 2025-2026 Withdrawal Approval of Securities Pledges 31
6. Consider the 2025-2026 Authorization of Utilization of Legal Firms 32
7. Consider Approving the 2025-2026 Depositories for Funds 33

8. Consider Approving the 2025-2026 Authorization to Draw and Sign Orders for Payments of Salaries, Utility and Other Bills 34
9. Consider Approving the 2025-2026 Authorization to Approve and Sign Contracts 35
10. Consider Approving Updated Wellness Policy #533 36
11. Consider Approving 2025-2028 Revised Achievement and Integration Plan 66
12. Consider approving the 2025-2027 contract with Education Minnesota Cloquet 80
13. Consider Approving Agreement with Community Memorial Hospital for Marketing Support 93
14. Consider Approving Schedule C Additions/Adjustments 99
15. Consider Approving 2025-2028 Contract for the Northern Lights Academy Assistant Special Education Director (B. Mackey) 102
16. Consider Approval of Memorandum of Understanding with NorthStar Services 106
17. Consider Direction Regarding Involuntary Transfer of Students Between Elementary Schools for the 2025-26 school year.
18. Consider Directing Administration to Negotiate a Memorandum of Understanding with the Cloquet Information Technology Support Association (CITSA)

X. **Superintendent's Report**
1. Negotiations
2. Food Service Director
3. Central Office Structure Options
4. Staffing
   a. SPDG Grant
5. IT MOU

XI. **For Your Information**
1. ***Permission to Post***
   a. Boys Lacrosse Coach 110

XII. **Consider Moving to Closed Session Pursuant to Minnesota Statute Section 13D.05, Subdivision 3, For The Annual Review of Superintendent, Dr. Michael Cary** **111**

XIII. **Upcoming Meetings/Events**
1. Monday, August 11, 2025 - School Board Meeting - Boardroom
5:30 p.m. Working Session
6:00 p.m. Regular Meeting

XIV. **Adjournment**

* If any one board member wishes to remove an item from the consent agenda for discussion, that item should be added to the board meeting agenda prior to its approval.

June 23, 2025

G. Huard made a motion for D. Battaglia to step in as chair due to N. Sandman's absence. L. Butler seconded the motion and approved by a unanimous yea vote of all members present

D. Battaglia called the working session to order at 5:30 p.m.

Topics discussed:
Dr. Cary reviewed the agenda including the MOU with Northwood Children's Services. Paul Riess presented to the board information about online ticket sales for sporting events. Board members asked questions about coaching contracts and activities. There being nothing further to discuss, D. Battaglia adjourned the meeting at 6:11 p.m.
June 23, 2025
The Regular Meeting of the School Board of Independent School District No. 94, in the City of Cloquet on June 23, 2025, was called to order by D. Battaglia at 6:11 p.m.
Roll Call – The following members were present on roll call:

- Dave Battaglia
- LeAnn Butler
- Nicole Diver
- Melissa Juntunen
- Gary Huard

Present in Person:

- Dr. Michael Cary, Superintendent
- Kate Olson, Finance Secretary
- Candace Nelis, Business Manager
- Ashlee Lennartson, EM-C Rep.
- Brock Wilton, Buildings and Grounds
- William Bauer, Technology Department

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 June 23, 2025, Regular Board Agenda, as presented. L. Butler seconded the motion, and the resolution was approved by a unanimous yea vote of all members present on roll call.

APPROVAL OF MEETING MINUTES

- RESOLVED by L. Butler to approve the June 9, 2025, Regular Meeting Minutes, as presented. N. Diver seconded the motion, and the resolution was approved by unanimous yea vote of all members present on roll call.

OPEN FORUM AND RECEPTION OF DELEGATIONS, PETITIONS, AND COMMUNICATIONS

1. Building and Department Reports were reviewed.

CONSIDER APPROVAL OF CLAIMS, TREASURER'S REPORTS AND INVESTMENT REPORTS

- RESOLVED by G. Huard to approve Claims – 6/11/2025; Wires- 5/1/2025 &5/15/2025; Food Service report for May 2025 L. Butler seconded the motion, and the resolution was approved by unanimous yea vote of all members present on roll call.

CONSENT ITEMS

- RESOLVED by D. Battaglia to approve the Consent Items, as presented.
  1. ***Resignations***
  a. Program Assistant at Lil Lumberjacks (T.Ahlberg)
  b. 6.5hr/day Paraprofessional at Churchill Elementary- contingent on hire (R.Godnai)
  c. Assistant Teacher at Lil Thunder/Lil Lumberjacks (P. Hanks)
  d. Assistant Teacher at Lil Thunder/Lil Lumberjacks (J. Ruthford)

2. Recommendations of Employment

NAME	***POSITION/LOCATION***
a. S. Morris	6.75hr/day Paraprofessional at Northern Lights Academy
b. J. Petersen	6.75hr/day Paraprofessional at Northern Lights Academy
c. K. Drickhamer	6.75hr/day Paraprofessional at Northern Lights Academy
d. B. Kemi	6.75hr/day Paraprofessional at Northern Lights Academy
e. R. Godnai	6.5hr/day Academic Tutor at Churchill Elementary
f. K. Kowal	6.75hr/day Secretary/Receptionist at Churchill Elementary
g. K. Ringer	1.0FTE Special Education Teacher at Churchill
h. A. Jaeger	1.0FTE Special Education Teacher at Washington

3. Extra Services Contracts

a. Building Leadership Team Members
b. 2025-2026 Fall Coaching Contracts
c. 2025-2026 Fall Coaching Volunteers and Other Paid Assistants

4. ***Staffing Adjustments***

a. Increase Food Service Secretary from 5.5hr/day to 6.75hr/day L. Doty
b. Promotion to Assistant Teacher for Lil Thunder/Lil Lumberjacks N. Thaler

5. Grant Applications/Donations

a. Eagles Club Donation to the Cloquet Activities program

- G. Huard seconded the motion and the resolution was approved by unanimous yea vote of all members present.

SCHOOL BOARD COMMITTEE REPORT

- Report on Closed session from June 9th, 2025

AGENDA ADDENDUMS

NEW BUSINESS

- RESOLVED by M. Juntunen to approve Online Ticket Sales for Sporting Events N. Diver seconded the motion, and the resolution was approved by unanimous yea vote of all members present.
- RESOLVED by D.Battaglia to approve the LTFM (Long Term Facilities Maintenance Ten-Year Expenditures Application and Revenue Projections (copies on file in the Superintendent's Office). L. Butler seconded the motion, and the resolution was approved by the unanimous yea vote of all members present.
- RESOLVED by L. Butler to approve the MOU for Day Treatment Services for 2025/2026 with Northwood Children's Services. D. Battaglia seconded the motion, and the resolution was approved by a unanimous yea vote of all members present.
- RESOLVED by M. Juntunen to approve the Individual Contract for the District Equity Coordinator (W.Waha). N. Diver seconded the motion, and the contract was approved by a unanimous yea vote of all members present.
- RESOLVED by L. Butler approving the Family School Support Worker contracts with NLSEC. D.Battaglia seconded the motion, and the contracts were approved by a unanimous yea vote of all members present.
- RESOLVED by L. Butler to approve the Sign Language Interpreter Contract with NLSEC. D. Battaglia seconded the motion, and the contract was approved by a unanimous yea vote from all members present.
- **SUPERINTENDENT REPORT**

1. Negotiations
2. Churchill Principal Transition

For Your information

1.Permission to Post

a. 6.5hr/day Paraprofessional at Churchill Elementary School
b. 1.0 FTE Float Teacher at Northern Lights Academy

UPCOMING MEETINGS/EVENTS

1. Monday, July 14, 2025 - School Board Meeting - Boardroom
   5:30 p.m. Working Session

6:00 p.m. Regular Meeting

2. Monday, July 14, 2025 – Closed Session for the Evaluation of Superintendent Dr. Michael Cary

ADJOURNMENT

There being nothing further to discuss, D. Battaglia adjourned the meeting at 6:20 p.m.

ATTEST:

Clerk of the School Board

Chair of the School Board

Cloquet Public Schools
Detail Payment Register By Check
Fund Summary

Fund	Description	Total
01	General	$109,805.83
02	Food Services	$60.00
04	Community Services	$9,574.03
05	Capital Expenditure	$194,328.72
12	Activities	$6,742.45
45	OPEB Irrevocable Trust	$1,084.08
Report Total		**$321,595.11**

Cloquet Public Schools

Check Register by Bank and Check

Check Number: 0-2147483647 Payment Date: 6/26/2025-6/30/2025 Period: 0-99999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
	2	107727	27553	Check	1	00283		ACCT INC	Yes	No	No	06/26/2025	79,650.00
		107797	27554	Check	1	9648		ACT INC	Yes	No	No	06/26/2025	5,937.25
		107777	27555	Check	1	7329		AFTERLIFE ELECTRONICS GRAVEY/	Yes	No	No	06/26/2025	188.00
		107785	27556	Check	1	8863		ANGELL, TERESA	Yes	No	No	06/26/2025	60.00
		107781	27557	Check	1	8268		BATES, ERIN	Yes	No	No	06/26/2025	60.00
		107729	27558	Check	1	10294		BENSON ELECTRIC COMPANY	Yes	No	No	06/26/2025	2,672.45
		107794	27559	Check	1	9548		BRENNER MARK	Yes	No	No	06/26/2025	35.00
		107778	27560	Check	1	7378		BSN SPORTS LLC	Yes	No	No	06/26/2025	930.90
		107783	27561	Check	1	8595		CARLTON COUNTY CHILDREN & FAI	Yes	No	No	06/26/2025	310.00
		107728	27562	Check	1	08337		CARLTON COUNTY HUMAN SERVICE	Yes	No	No	06/26/2025	190.00
		107790	27563	Check	1	9452		CARY, MICHAEL	Yes	No	No	06/26/2025	500.89
		107742	27564	Check	1	11453		CHICKADEE CATERING COMPANY	Yes	No	No	06/26/2025	655.16
		107730	27565	Check	1	10401		CITY OF CLOQUET	Yes	No	No	06/26/2025	6,737.00
		107731	27566	Check	1	10480		CITY OF SCANLON	Yes	No	No	06/26/2025	270.00
		107779	27567	Check	1	7780		CLOQUET AREA FIRE DISTRICT	Yes	No	No	06/26/2025	900.00
		107736	27568	Check	1	11051		CLOQUET TRANSIT CO	Yes	No	No	06/26/2025	108.64
		107744	27569	Check	1	11550		COMMUNITY PRINTING	Yes	No	No	06/26/2025	1,928.00
		107795	27570	Check	1	9578		CONSTELLATION NEWENERGY -GA	Yes	No	No	06/26/2025	7,258.26
		107776	27571	Check	1	7093		DAUGHERTY APPLIANCE	Yes	No	No	06/26/2025	384.82
		107767	27572	Check	1	5509		DOHNANSKY, ELIZABETH	Yes	No	No	06/26/2025	60.00
		107796	27573	Check	1	9601		EROSION CONTROL SPECIALISTS, I	Yes	No	No	06/26/2025	250.00
		107780	27574	Check	1	8229		ESSE, DAVID	Yes	No	No	06/26/2025	616.00
		107784	27575	Check	1	8653		EVERGREEN LAWN SERVICE	Yes	No	No	06/26/2025	1,189.08
		107756	27576	Check	1	3316		FOLLETT CONTENT SOLUTIONS LLC	Yes	No	No	06/26/2025	615.24
		107793	27577	Check	1	9508		GARTNER REFRIGERATION	Yes	No	No	06/26/2025	12,617.77
		107735	27578	Check	1	1087		GIBSON, STEPHANIE	Yes	No	No	06/26/2025	240.30
		107786	27579	Check	1	9009		GILBERT, SYDNEY	Yes	No	No	06/26/2025	59.50
		107751	27580	Check	1	21450		GOPHER SPORT	Yes	No	No	06/26/2025	2,857.30
		107772	27581	Check	1	5817		GRAYBAR ELECTRIC CO	Yes	No	No	06/26/2025	652.66
		107745	27582	Check	1	11577		GROVER TREE EXPERTS INC	Yes	No	No	06/26/2025	4,000.00
		107749	27583	Check	1	11584		HAGEN SHAWN	Yes	No	No	06/26/2025	1,000.00
		107769	27584	Check	1	5684		HILLYARD INC MINNEAPOLIS	Yes	No	No	06/26/2025	2,234.17
		107773	27585	Check	1	5992		HORIZON COMMERICAL POOL SUPF	Yes	No	No	06/26/2025	790.22
		107787	27586	Check	1	9072		INNOVATIVE OFFICE SOLUTIONS LL	Yes	No	No	06/26/2025	70.35
		107752	27587	Check	1	2526		ISD #0094 - VAN	Yes	No	No	06/26/2025	1,253.05
		107754	27588	Check	1	29600		L & M SUPPLY	Yes	No	No	06/26/2025	190.10
		107791	27589	Check	1	9476		LANDSCAPE STRUCTURES INC	Yes	No	No	06/26/2025	90,241.88
		107755	27590	Check	1	30365		LCS COACHES INC	Yes	No	No	06/26/2025	543.20
		107739	27591	Check	1	11203		LENOVO (UNITED STATES) INC	Yes	No	No	06/26/2025	95.81

Cloquet Public Schools

Check Register by Bank and Check

Check Number: 0-2147483647 Payment Date: 6/26/2025-6/30/2025 Period: 0-99999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
	2	107788	27592	Check	1	9400		LINDNER, CAMERON	Yes	No	No	06/26/2025	228.80
		107734	27593	Check	1	10798		LUMBERJACK DESIGN AND FABRIC/	Yes	No	No	06/26/2025	64.00
		107732	27594	Check	1	10492		MATHY CONSTRUCTION COMPANY	Yes	No	No	06/26/2025	6,825.00
		107757	27595	Check	1	34186		MENARDS	Yes	No	No	06/26/2025	442.75
		107733	27596	Check	1	10765		MINERS INCORPORATED	Yes	No	No	06/26/2025	8,885.69
		107768	27597	Check	1	5675		MINNESOTA ENERGY RESOURCES	Yes	No	No	06/26/2025	764.19
		107758	27598	Check	1	36651		MINNESOTA POWER	Yes	No	No	06/26/2025	28,723.07
		107802	27599	Check	1	9987		MISQUADACE JENNIFER	Yes	No	No	06/26/2025	400.00
		107774	27600	Check	1	6299		NELSON, BETH	Yes	No	No	06/26/2025	62.34
		107747	27601	Check	1	11582		NORTHERN HUDDLE PHOTOGRAPH	Yes	No	No	06/26/2025	75.00
		107743	27602	Check	1	11485		NORTHERN LIGHTS ACADEMY #609(	Yes	No	No	06/26/2025	73.65
		107792	27603	Check	1	9494		NORTHERN LIGHTS SPECIAL EDUC/	Yes	No	No	06/26/2025	5,097.96
		107760	27604	Check	1	41104		NORTHLAND FIRE AND SAFETY	Yes	No	No	06/26/2025	11,538.00
		107798	27605	Check	1	9654		O'DONNELL SARAH	Yes	No	No	06/26/2025	634.90
		107750	27606	Check	1	2037		PINE KNOT, LLC	Yes	No	No	06/26/2025	757.00
		107801	27607	Check	1	9882		PMA ASSET MGMT	Yes	No	No	06/26/2025	1,084.08
		107761	27608	Check	1	44930		PREMIERE THEATRES	Yes	No	No	06/26/2025	858.00
		107763	27609	Check	1	4822		PROSEN, TIM	Yes	No	No	06/26/2025	91.41
		107762	27610	Check	1	46565		REALLY GOOD STUFF	Yes	No	No	06/26/2025	44.99
		107775	27611	Check	1	6402		REGENTS OF THE UNIVERSITY	Yes	No	No	06/26/2025	5,350.00
		107799	27612	Check	1	9816		REGION 7A	Yes	No	No	06/26/2025	190.00
		107746	27613	Check	1	11581		RUSTVOLD WAYNE	Yes	No	No	06/26/2025	20.00
		107759	27614	Check	1	3942		SIEVERT, RICK	Yes	No	No	06/26/2025	64.99
		107800	27615	Check	1	9874		SKYLINE SOCIAL & GAMES	Yes	No	No	06/26/2025	6,013.03
		107765	27616	Check	1	52404		STATE INDUSTRIAL PRODUCTS	Yes	No	No	06/26/2025	483.05
		107748	27617	Check	1	11583		STEFFES SHARI	Yes	No	No	06/26/2025	50.00
		107764	27618	Check	1	5091		SVL SERVICE CORPORATION	Yes	No	No	06/26/2025	3,130.24
		107738	27619	Check	1	11169		SWANSON CHRIS	Yes	No	No	06/26/2025	356.91
		107753	27620	Check	1	27353		THE JAMAR COMPANY	Yes	No	No	06/26/2025	6,500.00
		107766	27621	Check	1	54900		TRANS-MISSISSIPPI BIOLOGICAL SU	Yes	No	No	06/26/2025	688.64
		107770	27622	Check	1	5702		ULINE	Yes	No	No	06/26/2025	502.55
		107782	27623	Check	1	8357		UNITED STATES TREASURY	Yes	No	No	06/26/2025	2,653.28
		107741	27624	Check	1	11379		VENTRIS LEARNING LLC	Yes	No	No	06/26/2025	90.00
		107740	27625	Check	1	11361		VESTIS	Yes	No	No	06/26/2025	231.07
		107771	27626	Check	1	57280		WANGEN, DAVID	Yes	No	No	06/26/2025	154.00
		107789	27627	Check	1	9440		WICK, MICHELLE	Yes	No	No	06/26/2025	53.52

Cloquet Public Schools

Check Register by Bank and Check

Check Number: 0-2147483647 Payment Date: 6/26/2025-6/30/2025 Period: 0-99999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
	2	107737	27628	Check	1	11073		WILTON BROCK	Yes	No	No	06/26/2025	60.00
								Bank Total: 2					$321,595.11
								Report Total:					$321,595.11

Cloquet School District
Treasurer's Report
4/30/2025

General Ledger Cash Balance

Beginning Balance	**3/31/2025**	**$524,165.79**
Vouchers Paid:		($1,486,248.31) (A)
Deposits:		$4,867,411.94 (B)
Journal Entries:		($728,506.40) (C)
Payroll:		($2,572,307.44) (D)
Ending Balance	**4/30/2025**	**$604,515.58**

Bank Balances (Accounts that tie to Cash in the GL)

MSDLAF	CHS	$613,409.95
US Bank Clearing Account	CHS	$0.00
MSDLAF	CMS	$113,249.49
US Bank Clearing Account	CMS	$0.00
MSDLAF	Flex	$55,997.69
US Bank Clearing Account	Flex	$0.00
MSDLAF Liquid Asset	General	$441,898.26
US Bank Disbursements	General	$0.00
US Bank Clearing Account	General	$16,453.29
Total of Accounts that Close to Cash		**$1,241,008.68**

Bank Reconciliation

Bank Balance	$1,241,008.68
Deposits Outstanding	$0.00
Accounts Payable Checks Outstanding	($98,772.19)
Accounts Payable Wires Outstanding	$0.00
Payroll Checks Outstanding	($138.53)
Third Party Payroll Wires Outstanding	($27,246.87)
Adjustments at the Bank but not in SMART	$2,184.76
Adjustments in SMART but not at the Bank	($512,520.27)
Adjustment for Clearing Differences	$0.00
General Ledger Cash Balance 4/30/2025	**$604,515.58**

INVESTMENTS
2024-2025 - FISCAL YEAR

DATE: **APRIL 2025**

INVESTMENT	INTEREST RATE	BANK	MATURITY DATE	INTEREST TO BE EARNED	MONTHLY INTEREST
$ 7,465,892.61	0.84%	MSDLAF MAX		0	$ 20,343.66
$ 722,134.27	1.69%	MN TRUST CD	3/19/2021	$ -	$ 7.50
$ 8,069.06	1.69%	Ehler's Investn SEC/DTC			$ 24.07
$ -	1.11%	MN TRUST			$ -
$ 1,724,466.51		TD AMERITRADE			$ 4,390.76
$ 9,920,562.45	- TOTAL INVESTMENT VALUE				$ 24,765.99
		TOTAL MONTHLY INTEREST			$ 24,765.99

YTD TOTAL INTEREST AS OF 4/30/2025 $ 101,807.85

$ 75,000.00 2024-2025 BUDGET

2023-2024 - FISCAL YEAR

$ 9,459,356.68 - TOTAL INVESTMENT VALUE 4/30/2024

$ 147,836.39 - TOTAL INTEREST EARNED LAST YEAR THRU THIS MONTH

$ 230,846.07 - TOTAL INTEREST EARNED FOR FISCAL YR 2023-2024

INVESTMENTS: FUND 06 CONSTRUCTION
2024-2025 - FISCAL YEAR

DATE: **APRIL 2025**

INVESTMENT	INTEREST RATE	BANK	MATURITY DATE	INTEREST TO BE EARNED	MONTHLY INTEREST
$ -	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			
$ 40,947.52	0.87%	MN TRUST	Dividend Reinvest / Bank Fee		$ 143.36
		MN TRUST	Trade Int-Security Sale/DTC Maturity		$ -
$ 5,742,973.03		EHLERS / Ameritrade-LTFM			$ 6,176.02
$ -		EHLERS / Ameritrade CAP FAC			-
$ 5,783,920.55	- TOTAL CONSTRUCITON FUND INVESTMENT VALUE				
		TOTAL MONTHLY INTEREST			$ 6,319.38

YTD TOTAL INTEREST AS OF 4/30/2025 $ 109,053.66

$ 25,000.00 2024-2025 BUDGET

2023-2024 - FISCAL YEAR

$ 39,046.98 - TOTAL INVESTMENT VALUE 4/30/2024

$ 37,347.89 - TOTAL INTEREST EARNED LAST YEAR THRU THIS MONTH

$ 46,406.18 - TOTAL INTEREST EARNED FOR FISCAL YR 2023-2024

INVESTMENTS: FUND 45 OPEB
2024-2025 - FISCAL YEAR

DATE: **APRIL 2025**

INVESTMENT	INTEREST RATE	BANK		MATURITY DATE	INTEREST TO BE EARNED	MONTHLY INTEREST
$ 1,652,350.14	1.76%	MN TRUST	CD	6/30/2020	$ 1,058.13	$ 472.92
$ -	1.46%	MN TRUST	CD	6/30/2020	$ 2,030.07	$ -
$ 379,016.84	2.74%	MN TRUST	CD	9/28/2020	$ 26,217.16	$ -
$ -	1.86%	MN TRUST	CD	10/16/2020	$ 13,351.61	$ -
$ -	3.36%	MN TRUST	CD	12/7/2020	$ 15,762.88	$ -
$ -	2.83% - 3.04%	MN TRUST	CD	1/28/2021	$ 27,785.51	$ -
$ -	1.98% - 2.28%	MN TRUST	SEC/DTC			
$ -	0.87%	MN TRUST MN TRUST		Dividend Reinvest / Bank Fee Trade Interest-Security Sale / DTC		
$ 2,518,945.74		ASSOCIATED BANK		Dividend / BankFee / Interest		$ 6,436.75
$ -		MID AMERICA				$ -
$ 4,550,312.72	- TOTAL INVESTMENT VALUE					
				TOTAL MONTHLY INTEREST		$ 6,909.67

YTD TOTAL INTEREST AS OF 4/30/2025 $ 125,596.84

$ 100,000.00 2024-2025 BUDGET

2023-2024 - FISCAL YEAR

$ 4,258,104.44 - TOTAL INVESTMENT VALUE 4/30/2024

$ 246,371.69 - TOTAL INTEREST EARNED LAST YEAR THRU THIS MONTH

$ 224,305.49 - TOTAL INTEREST EARNED FOR FISCAL YR 2023-2024

Dear Mr. Reiss,

I would first like to thank you and the board for giving me the opportunity to not only develop myself as a coach, but as a person as well. These past few years were a true blessing in disguise.

But, as I am about to graduate from the University of Minnesota Duluth in December of 2025, I will not be able to return as head coach for the boys lacrosse team at CEC and therefore would like to formally resign from the head coaching position ahead of the 2026 season.

Once again, I appreciate all the help and support from you and the board, and I wish the team and the schools all the best!

Please feel free to reach out with anything.

Thank you,
Luke Mehelich

MEMORANDUM

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

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

DATE: **June 25, 2025**

RE: **Resignation of Kathryn Demenge**

RATE OF PAY: **$17.95**

HOURS WORKED: **Up to 40 hrs/wk**

START DATE: **8/28/23**

END DATE: **7/4/25**

Resignation Letter

Formal Notification of Resignation

Dear Cloquet School District

I am writing to formally announce my resignation from my position at Lil Thunders Learning center, effective July 4th 2025.

This decision was not made lightly, and I am deeply grateful for the opportunities I have had to grow professionally and personally during my time with the district. Working alongside such talented and supportive colleagues has been an enriching experience, and I will always value the memories and skills I have gained here.

I am committed to ensuring a smooth transition. In the coming weeks, I will focus on completing any outstanding projects, documenting processes, and assisting in the training of a replacement if necessary. Please do not hesitate to let me know how I can help facilitate this process.

Thank you for your understanding and support as I embark on a new chapter in my life. I hope to stay in touch, and I wish the company continued success and growth in the future.

Sincerely,

Kathryn Demenge

2182040108

Kathryndemenge98@gmail.com

CLOQUET PUBLIC SCHOOLS

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
2001 Washington Avenue • 218-879-3328 • FAX-879-4175
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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

MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Dr. Marcia Nelson, Principal

DATE: June 24th 2025

RE: Recommendation for Employment

I am recommending the employment of Madilyn Lamia for the open 1.0 Guidance Counselor at Cloquet Area Alternative Programs (CAAEP)for the 2025-2026 school year to fill open position because of resignation.

RATE OF PAY:	
HOURS TO BE WORKED:	7.5 hours per day
START DATE:	
LENGTH OF CONTRACT:	2025-2026 SY
POSTED:	Posted, internally and externally
RATIONALE FOR HIRE:	Fill Open 1.0 Guidance Counselor Position

(Employment is contingent upon Cloquet School Board approval.)

MN:mt

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

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MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Tom Brenner, Middle School Principal

DATE: July 01,2024

RE: Recommendation for Employment

I am recommending the employment of Taylor Thole to fill the .8 Achievement & Integration and .2 Stronger Connections teaching position for the 2025-2026 School Year.

RATE OF PAY:	BA Step 4
TOTAL COST:	Contracted Per the 2023-2025 Teachers' Salary Schedule
HOURS TO BE WORKED:	8 Hours/Day (Monday – Friday)
START DATE:	August 25,2025
LENGTH OF CONTRACT:	1 year
BUDGETED CURRENT YEAR:	Yes
POSTED:	Internally, and externally
STAR REPORTING	990310
RATIONALE FOR HIRE:	CMS is excited to recommend Taylor Thole back to CMS for another school year. We think that she will do a great job.

(Employment is contingent upon Cloquet School Board approval.)

TB:KP

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http://www.isd94.org

MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: Tom Brenner, Middle School Principal

DATE: July 01,2024

RE: Recommendation for Employment

I am recommending the employment of Anneliese Braaten to fill the .4FTE for ADSIS

RATE OF PAY:	MA Step 5
TOTAL COST:	Contracted Per the 2023-2025 Teachers' Salary Schedule
HOURS TO BE WORKED:	8 Hours/Day (Monday – Friday)
START DATE:	August 25,2025
LENGTH OF CONTRACT:	1 year
BUDGETED CURRENT YEAR:	Yes
POSTED:	Internally, and externally
STAR REPORTING	050194
RATIONALE FOR HIRE:	CMS is excited to recommend Anneliese Braaten back to CMS for the 2025-2026 school year.

(Employment is contingent upon Cloquet School Board approval.)

TB:KP

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MEMORANDUM

TO: Dr. Michael Cary, Superintendent

FROM: David Wangen, Churchill School Principal

DATE: June 30, 2025

RE: Recommendation for Employment

I am recommending the employment of Bobby McCarthy as a consistent support paraprofessional at Churchill. This position was created due to a paraprofessional recently accepting another position at Churchill.

RATE OF PAY:	Step 1 of the Paraprofessional Contract
HOURS TO BE WORKED:	6.5 hrs./daily
START DATE:	August 25th, 2025
LENGTH OF CONTRACT:	Ongoing
BUDGETED CURRENT YEAR:	Yes
POSTED:	Posted, internally.
RATIONALE FOR HIRE:	Bobby recently lost her position at Churchill due to para bumping. It's great to her years of experience back working with Churchill students.
.	
STAR CODE:	

(Employment is contingent upon Cloquet School Board approval.)

MEMORANDUM

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

DATE: **7/7/25**

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

RE: **Hiring of David Wangen**

I am recommending that David Wangen be hired as a Driver's Education Behind the Wheel Instructor.

RATE OF PAY: See below

STARTING DATE: 7/15/25

LENGTH OF CONTRACT: Yearly Contracted, ongoing

HOURS TO BE WORKED: The Behind the Wheel pay is $32 per hour for up to 6 hours. He will also be receiving a mileage check for up to 220 miles per student based on Federal mileage rate.

BUDGETED CURRENT YEAR: Yes

REASON FOR HIRE: Opening

QUALIFIES FOR BENEFITS: No

"Employment is subject to Cloquet School Board Approval"

From the Desk of:

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

To: Mary Marciniak, Superintendent Cary, School Board
From: Paul Riess- Activities Director
Re: 9th grade volleyball coach

Please approve the individual listed below as our 9th grade team volleyball coach

9th Grade Head Coach	Olivia Diver	8/11/25-11/8/25	$3,169.00

This amount will need to be updated with the new schedule C amount based on the EMC contract.

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

PR

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Memorandum

To: Cloquet School Board
From: Dr. Michael Cary, Superintendent
Building Principals
Date: June 5, 2024
RE: Hire of Teacher Leaders

The following teachers will serve as Teacher Leaders in 2025-2026. Under the Teacher Collective Bargaining agreement, the stipend for school year 2025-2026 will be $2,281.00**.

The district committees assignments will be decided in August and include: District Advisory Committee, District Technology Committee, District Curriculum Committee and Equity Committee.

Cloquet High School

Dave Esse	PE/Health/AVID/Equity
Chandra Allen	CTE
Kevin Brenner	Math
Erin Streblow	English
Chris Swanson	Social Studies
Ryan Zimny	Science
Al Denman	Special Education
Julie Deters	Fine Arts
Lisa South	World Languages
	Equity
Shannon Sams* *(paid by CHS building Funds)	Counseling/Student Support

CAAEP

Jeremiah Hayes	Fine Arts
Rod Syke	Math
Nathan Bursh for Qtr. 1 $570.25	Special Ed
Angela Lennartson Qtrs. 2-4 $1710.75	Special Ed
Gregg Dold	Equity

Cloquet Middle School

Ann Lindner	6th Grade
Katelyn Laporte	Math
Jason Barney	5th Grade
Jenny Rackliffe	Ceurity
Dan Jago	English

Jessica Youngren	Social Studies
Farrah Grimm	Science
Lynsee Kuras	Arts
Clay Foxx	Special Education
Anna Gamst	Tiered Instruction

Churchill Elementary

Shannon Kackman	Kindergarten
Brenda Niemi	1st Grade
Martha Mitchell	2nd Grade
Rick Sievert	3rd Grade
Jess Gagne	4th Grade
Heidi Berg	Special Education
Heidi Anderson	Specialists
Jane Acheson	Intervention
Phil Beadle	Equity

Washington Elementary

Annika Bogucki	Kindergarten
Ann Doesken	1st Grade
Kim Broman	2nd Grade
Amanda Gustafson	3rd Grade
Jenn Mangan	4th Grade
Jenna Lundquist	Special Education
Katy Buytaert	Specialist
Jolene Aho	Intervention
Misha Alaspa	Equity
Jody Zelznikar	Special Education

**Salary is per Schedule C of the 2023-2025 Teacher's Master Agreement and will be adjusted with contract negotiations.

INDEPENDENT SCHOOL DISTRICT NO. 94

Cloquet, Minnesota
July 14, 2025

RESOLVED by_____

That the Board Clerk of School Board of Independent School District No. 94 hereby designates the PINE KNOT NEWS to be the official newspaper of Independent School District No. 94 for the time period July 1, 2025 – June 30, 2026, as presented.

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: July 14, 2025
MELISSA JUNTUNEN, CLERK			
DAVE BATTAGLIA, TREASURER			BOARD CHAIR:
LEANN BUTLER			
NICHOLE DIVER			ATTEST (BOARD CLERK):
GARY HUARD			

Pine Knot News

The Pine Knot News, a local community newspaper published on Fridays and located in Cloquet, respectfully presents the following bid for printing all official business for the Cloquet School District from July 1, 2025 to June 30, 2026.

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

The bid is for $8.75 per column-inch; the Minnesota Newspaper Association Index for the proposed rate is 0.774. The bid is for a Standard Advertising Unit of 7 points and column-width of 1.57 inch (9.42 picas) in six-column broadsheet format.

MNA Index:
9.42 picas per line x 12 points per pica = 113 points per line
9 lines per inch x 113 points per line = 1017 points per inch
1017 points per inch ÷ 90 points lowercase alphabet = 11.3 LCA per inch
$9 per inch ÷ 11.3 LCA per inch → 0.796 index

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

We currently have 1,870 subscribers, with over 1,600 residing in Carlton County. An additional 200 copies are available every week at local newsstands. We also sell copies at the Pine Knot News primary office at 122 Avenue C in Cloquet and at secondary offices in Carlton and Esko.

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

Sincerely,

Jana Peterson

Jana Peterson, Editor and General Manager
122 Avenue C ♦ Cloquet, Minnesota 55720 ♦ (218) 878-9332

CLOQUET SCHOOL DISTRICT
SCHOOL BOARD COMMITTEES
(2025-2026 SY)

As of July 14, 2025

- ***Budget/Staffing Committee:***
  Dave Battaglia, Nate Sandman
- ***Buildings & Grounds Committee:***
  Dave Battaglia, Gary Huard
- ***Community Education and Recreation Advisory Council:***
  LeAnn Butler, Melissa Juntunen
- ***Curriculum & Instruction/DAC/District Calendar:***
  Nichole Diver, Nate Sandman
- ***District Health, Safety & Crisis Committee:***
  LeAnn Butler, Gary Huard
- ***District Equity Committee***
  LeAnn Butler, Nichole Diver
- ***District Insurance Committee***
  Melissa Juntunen, Nate Sandman
- ***District Policies Review Committee:***
  Dave Battaglia, LeAnn Butler, Nate Sandman
- ***District Technology Committee:***
  Gary Huard, Melissa Juntunen
- ***Ice Arena Committee:***
  Gary Huard, Nate Sandman
- ***Local Indian Education Committee:***
  Nichole Diver, Nate Sandman
- ***MSBA Legislative Liaison:***
  Nate Sandman
- ***Minnesota State High School League:***
  Dave Battaglia

❖ ***Salary Negotiations Committees:***

- ***AFSCME Council #65 Units -***
  Custodial, Dietary, Paraprofessionals/AIE/COTAs, and Secretaries

  _____
  Dave Battaglia, Nichole Diver, Gary Huard

- ***Education Minnesota – Cloquet (EMC)***

  _____
  Dave Battaglia, LeAnn Butler, Nate Sandman

- ***Non-Certified Administrative Support Association***

  _____
  Dave Battaglia, LeAnn Butler, Melissa Juntunen

- ***Superintendent, Principals, Business Manager***

  _____
  LeAnn Butler, Melissa Juntunen, Nate Sandman

- ***Other Contracts*** (Technology, Print Shop, Community Ed, Data Information Specialist)

  _____
  Nichole Diver, Gary Huard, Melissa Juntunen

❖ ***Special Education Cooperative Advisory Committee:***

_____
LeAnn Butler

❖ ***Transportation Ad Hoc Committee:***

_____
Gary Huard, Melissa Juntunen

CLOQUET SCHOOL DISTRICT
2025-2026 SCHOOL BOARD "ADOPTED" SCHOOLS

As of July 14, 2025

Churchill Elementary School _____

Melissa Juntunen

Garfield School _____

Gary Huard

Middle School _____

Dave Battaglia

Washington Elementary School _____

Nichole Diver

Senior High School _____

Nate Sandman and LeAnn Butler

INDEPENDENT SCHOOL DISTRICT NO. 94

Cloquet, Minnesota
July 14, 2025

RESOLVED by_____

That the School Board of Independent School District No. 94 hereby authorizes Business Manager Candace Nelis and District Accountant Adrienne Strickland to make electronic fund transfers on behalf of the Cloquet School District during the time period July 1, 2025– June 30, 2026, as presented.

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: July 14, 2025
MELISSA JUNTUNEN, CLERK			
DAVE BATTAGLIA, TREASURER			BOARD CHAIR:
LEANN BUTLER			
NICHOLE DIVER			ATTEST (BOARD CLERK):
GARY HUARD			

INDEPENDENT SCHOOL DISTRICT NO. 94

Cloquet, Minnesota
July 14, 2025

RESOLVED by_____

That the School Board of Independent School District No. 94 hereby authorizes Business Manager Candace Nelis and District Accountant Adrienne Strickland to initial withdrawal approvals of securities pledges to secure accounts with the Federal Reserve Bank for the time period of July 1, 2025– June 30, 2026, as presented.

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: July 14, 2025
MELISSA JUNTUNEN, CLERK			
DAVE BATTAGLIA, TREASURER			BOARD CHAIR:
LEANN BUTLER			
NICHOLE DIVER			ATTEST (BOARD CLERK):
GARY HUARD			

INDEPENDENT SCHOOL DISTRICT NO. 94

Cloquet, Minnesota
July 14, 2025

RESOLVED by_____

That the School Board of Independent School District No. 94 hereby authorizes Superintendent Dr. Michael Cary and Business Manager Candace Nelis to utilize the services of the firms Squires, Waldspurger & Mace P.A., Fryberger Law Firm, and other legal firms as deemed necessary during the time period July 1, 2025 – June 30, 2026, as presented.

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: July 14, 2025
MELISSA JUNTUNEN, CLERK			
DAVE BATTAGLIA, TREASURER			BOARD CHAIR:
LEANN BUTLER			
NICHOLE DIVER			ATTEST (BOARD CLERK):
GARY HUARD			

INDEPENDENT SCHOOL DISTRICT NO. 94

Cloquet, Minnesota
July 14, 2025

RESOLVED by_____

That the School Board of Independent School District No. 94 hereby names US Bank Cloquet, Associated Bank Corp., MN Trust, Pershing Investments, and the Minnesota School District Liquid Asset Fund Plus as depositories for funds belonging to Independent School District No. 94 and that all banks be required to furnish a corporate surety bond or acceptable collateral to cover the amount of school district deposits for the time period July 1, 2025 – June 30, 2026, as presented.

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: July 14, 2025
MELISSA JUNTUNEN, CLERK			
DAVE BATTAGLIA, TREASURER			BOARD CHAIR:
LEANN BUTLER			
NICHOLE DIVER			ATTEST (BOARD CLERK):
GARY HUARD			

INDEPENDENT SCHOOL DISTRICT NO. 94

Cloquet, Minnesota
July 14, 2025

RESOLVED by_____

That the Board Clerk of School Board of Independent School District No. 94 be authorized to draw and sign orders upon the Treasurer, to be counter-signed by the Board Chair for payments of salaries, utility bills, and other bills that offer a discount for early payment as they become due for the time period July 1, 2025 – June 30, 2026, as presented.

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: July 14, 2025
MELISSA JUNTUNEN, CLERK			
DAVE BATTAGLIA, TREASURER			BOARD CHAIR:
LEANN BUTLER			
NICHOLE DIVER			ATTEST (BOARD CLERK):
GARY HUARD			

INDEPENDENT SCHOOL DISTRICT NO. 94

Cloquet, Minnesota
July 14, 2025

RESOLVED by_____

That the School Board of Independent School District No. 94 hereby grants building administrators the authority to approve contracts in the amount of less than $10,000; including but not limited to, the following: dances, vending machines, plays and royalties, games and officials, class rings, yearbooks, rental of facilities, diplomas, graduation announcements, and fundraising projects as necessary. Superintendent Dr. Michael Cary and Business Manager, Candace Nelis, are authorized to approve contracts up to the allowed amount of $175,000 which falls in line with school board policy #721.E.2 "Procurement Methods". This is for the time period of July 1, 2025 – June 30, 2026.

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: July 14, 2025
MELISSA JUNTUNEN, CLERK			
DAVE BATTAGLIA, TREASURER			BOARD CHAIR:
LEANN BUTLER			
NICHOLE DIVER			ATTEST (BOARD CLERK):
GARY HUARD			

Adopted: *5/11/20, 6/24/19, 5/3/18, 5/12/14, 5/13/13, 6/11/12, 8/23/10,* 7/13/09, 5/8/06

Revised: 6/24/24, 5/22/23, 5/23/22, 5/24/21, 5/11/20, 6/24/19, 5/3/18, 6/26/17, 5/12/14, 5/13/13, 6/11/12, 5/14/12, 12/19/11, 8/23/10, 7/13/09

#533 - DISTRICT WELLNESS POLICY

I. PURPOSE

The primary goals of the Cloquet School District's wellness program are to create a total school environment that is conducive to healthy eating and being physically active.

II. GENERAL STATEMENT OF POLICY

As per the Child Nutrition and WIC Reauthorization Act of 2004, the Cloquet School District hereby adopts a local wellness policy that addresses healthy eating and physical activity aimed at improving children's health by expanding the availability of nutritious meals and snacks to more children in schools while also promoting increased activity. Goals will be set for nutrition education, physical activity and other school-based activities designed to promote student wellness. Nutrition standards will be established for foods that are available at each school with the objective of promoting health and reducing childhood obesity.

III. NUTRITION GUIDELINES

It is the policy of the Cloquet School District that all foods and beverages available in school fall under the District's nutrition guidelines. The District will serve meals and snacks to students that meet federal program regulations and nutrition standards of the National School Lunch Program. The district will create procedures that may include the following areas:

- National School Lunch Act, including breakfast and after school snack programs
- A la carte offerings in the cafeterias including foods and beverages
- Classroom celebrations and parties
- Classroom rewards and school sponsored events
- Fundraisers
- Food and beverages sold in school stores and vending machines

IV. NUTRITION EDUCATION

A. Instructional Program Design

The District's nutrition education goal is to integrate sequential nutrition education with the comprehensive health education and family and consumer science curriculum, and to the extent possible, integrate materials at every grade level to provide students with the necessary knowledge and skills to make healthy nutrition choices, being consistent with the state's/district's health education standards. To achieve the nutrition education goal, the district will:

1. Provide students at all grade levels (pre-K through 12) with adequate and age appropriate nutritional knowledge including, but not limited to:
   - The benefits of healthy eating
   - Essential nutrients
   - Nutritional deficiencies
   - Principles of healthy weight management
   - The use and misuse of dietary supplements
   - Safe food preparation, handling, and storage

2. Provide students with nutrition-related skills that include the ability to:
   - Apply the principles of the Dietary Guidelines for Americans and Choose MyPlate.
   - Assess personal eating habits, nutrition goalsetting and achievement.
   - Understand and use food labels.
   - Evaluate nutritional information, distinguishing the valid from the invalid.
   - Plan healthy meals applying a decision-making process to enhance personal health.
   - Evaluate commercial food advertising and media influence on food selection.

3. Provide instructional activities that teach the aspects of healthy eating. These activities should be hands-on, behavior based, culturally relevant, developmentally appropriate, and enjoyable. Examples of activities include but are not limited to food demonstrations and preparations, contests, promotions, taste testing, guest speakers and appropriate fieldtrips.

B. Educational Reinforcement/Coordination of Programs

1. The District's coordinated health programs will collaborate with the educational staff to provide support with the nutrition-related education.

2. District staff are encouraged to provide educational links outside the classroom with local agencies and community groups to provide students with opportunities for volunteer work related to nutrition, such as in food banks, soup kitchens, or after-school programs.

3. District staff are encouraged to integrate with the food service program to promote nutrition instruction. Food service staff are encouraged to work closely with those responsible for other components of the school wellness program to achieve common goals.

4. The District will encourage families to become partners with the school in promoting healthy eating behaviors, working cooperatively to advocate for healthy individuals and families.

C. Nutrition Related Health Problems and Modified Diets

1. School counselors and school health service staff will promote healthy eating to students and other staff.

2. The food service program will comply with USDA's requirements. The school food service program is strongly encouraged to meet ethnic dietary requests as recommended by the USDA.

D. Staff Qualifications

1. Staff who provides nutrition education should have appropriate training and regularly participate in professional development activities to effectively deliver nutrition programs as planned.

E. Staff as Role Models

1. The District shall provide staff with in-service opportunities that recognize conditions such as unhealthy weight, eating disorders, and other nutrition related health problems among students and staff. All school staff are encouraged to model healthy nutrition practices.

V. PHYSICAL ACTIVITY

The District's physical activity goal is to assist students in learning to value and enjoy physical activity as an ongoing part of a healthy lifestyle by ensuring that every student can develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness and regularly participate in physical activity. To achieve the physical activity goal, the district will:

- Develop a sequential program of appropriate physical education for every student. The program goal will be to: Provide for at least 125 minutes (on average) of physical education for students in grades K-8; and high school students will meet the graduation standard requirements in physical education required for graduation.
- Emphasize knowledge and skills for a lifetime of regular physical activity.
- Devote at least 50 percent of physical education class time to actual physical activity in each week, with as much time as possible spent in moderate to vigorous physical activity.
- Meet the needs of all students, especially those who are not athletically gifted or who have special needs.
- Provide a variety of activity choices, feature cooperative as well as competitive activities, and account for gender and cultural differences in students' interests.
- Prohibit exemptions from physical education courses based on participation in an athletic team, marching band or other school or community activity.
- Be closely coordinated with the other components of the overall school health program.
- Not use prohibiting participation in physical education as punishment for actions unrelated to performance in and adherence to the rules of the physical education class.
- Provide time in elementary schools for supervised recess. Recess will be held outdoors when possible.
- Provide opportunities and encouragement for students to voluntarily participate in before and after-school activity programs such as intramural activities, interscholastic athletics, and clubs both through the school and community. Examples include the following:
- Providing a diverse selection of competitive and noncompetitive, as well as structured and unstructured, activities to the extent that staffing, and district/community facilities permit.
- Offering intramural physical activity programs that feature a broad range of competitive and cooperative activities for all students.
- Encouraging partnerships between schools and businesses. Promotion of such partnerships must be appropriate and in accordance with Board policy and applicable procedures, i.e. fitness center, soccer, basketball, hockey, and the softball/baseball associations. Also, community education offers a variety of activities that are not competitive to meet the needs of all students.
- Strive to provide joint school and community recreational activities by:
- Actively engaging families as partners in their children's education and collaborating with community organizations to provide ample opportunities for students to participate in physical activity beyond the school day.
- Encouraging schools to work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students for physical activity during their out-of-school time.
- Encouraging schools to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep district-owned facilities open for use by students, staff and community members during non-school hours and vacations.
- Encouraging district officials to work together with local public works, public safety, police departments and/or other appropriate state and federal authorities in efforts to make it safer and easier for students to walk and bike to school.

- Discourage periods of inactivity that exceed two (2) or more hours. When activities such as mandatory school testing makes it necessary for students to remain indoors for long periods of time, staff should give students periodic breaks during which they are encouraged to stand and be moderately active.
- Provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants in onsite after-school childcare and enrichment programs sponsored by the District, i.e. Kid's Corner.
- Strive to provide opportunities and encouragement for staff to be physically active by:
  - Planning, establishing, and implementing activities to promote physical activity among staff and providing opportunities for staff to conveniently engage in regular physical activity.
  - Working with recreation agencies and other community organizations to coordinate and enhance opportunities available to staff for physical activity during their out-of-school time.

VI. OTHER SCHOOL-BASED ACTIVITIES

The district's goal for other school-based activities is to ensure an integrated whole-school approach to the district's wellness program. The district may achieve this goal by addressing such areas as listed below:

Community Involvement

- School instructional staff collaborating with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families.
- Guest speakers invited to address students will receive appropriate orientation to the relevant policies of the district.
- Making effective use of district and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness level.

Family Involvement

- Engaging families as partners in their children's education by supporting parental efforts to motivate and help their children with maintaining and improving their health, preventing disease, and avoiding health-related risk behaviors.
- Providing nutrition information to parents/guardians in the forms of newsletters, handouts, presentations, or other appropriate means.
- Posting nutrition tips on district website.
- Providing nutrient analyses of district menus.
- Providing parents/guardians for appropriate foods that meet the district's nutrition standards.
- Providing parents/guardians with ideas for healthy celebrations, parties, rewards, and fundraising activities.
- Encouraging parents/guardians to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the district's nutrition standards for individual foods and beverages.
- Providing opportunities for parents/guardians to share their healthy food practices with others in the school's community.
- Designing curricular nutrition education activities and promotions to involve parents/guardians and the community.
- Supporting efforts of parents/guardians to provide their children with opportunities to be physically active outside of school.

- Providing information about physical activity and other school-based physical activity opportunities available to students before, during and after the school day.
- Sharing information about physical activity and physical education via the district's website, newsletter, other take home materials, special events or physical education homework.
- Encouraging parents/guardians to volunteer time in the classroom, cafeteria or at special events that promote student health.
- If practical, provide information in a language understandable to parents/guardians.

VII. MARKETING AND ADVERTISING

Marketing in district facilities will be consistent with the goals of the district's wellness program and comply with Board policy. The district will strive to promote the wellness program and educate parents regarding the quality of district foods.

Tobacco advertising is not permitted on district property, at district-sponsored events or in district-sponsored publications. Food and beverage marketing will include the promotion of foods and beverages that meet the nutrition standards adopted by the Board. Other examples of marketing and advertising the district will scrutinize include but are not limited to pricing strategies that promote healthy food choices, audiovisual programming, educational incentive programs, scoreboards, book covers and vending machine displays.

VIII. DISTRICT DINING ENVIRONMENT GOALS

- Provide a clean, safe, enjoyable meal environment for students.
- Provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- Provide drinking fountains and/or portable water stations in all schools, so that students can get water at meals and throughout the day.
- With the free school meal bill allowing every student to receive one (1) free breakfast and one (1) free lunch per day, encourage all students to participate. While we still are required to track eligibility, protect the identity of all students.
- Provide an adequate time for students to enjoy eating healthy foods with friends in schools.
- Provide scheduled lunch time as near the middle of the school day as possible.

IX. OVERSIGHT, EVALUATION, REVIEW

It will be the responsibility of the District Wellness Committee to meet at least four (4) times a year to review the **policy, discuss building issues/evaluations, and review new goals set by the buildings to ensure district compliance** with the policy.

X. COMPLIANCE INDICATORS/MONITORING

The Building SDM Teams will include an annual review of the building's compliance and progress working with the District's Wellness Policy.

XI. DISTRICT WELLNESS GOALS 2024-2025~~2023-2024~~

We want to welcome the ~~2023-2024~~2024-2025 school year. Cloquet Public Schools provides an excellent option with supportive staff and comprehensive range of programs and activities.
The Cloquet Public Schools places the child at the center, takes a comprehensive approach to supporting learning and calls for greater collaboration across sectors.
Our goal is and will remain to provide an excellent learning environment for students that is safe and supports their health, social and emotional wellbeing.

Wellness Leadership and Community Involvement

A. Wellness Coordinator

- The district will appoint a wellness coordinator. The wellness coordinator will oversee the school district's wellness – related activities and ensure that each school implements the policy.
- The principal or designee of each school district building will ensure compliance within the school and, upon request, will report to the wellness coordinator regarding Wellness Policy compliance.

B. Public Involvement

- The wellness coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation and periodic review and update of the Wellness Policy.
- The wellness coordinator will hold meetings for the purpose of discussing the development, implementation, and periodic review and update of the Wellness Policy. All meeting dates and times will be posted on the school district's website and will be open to the public.
- The superintendent will convene and facilitate development of and updates to the Wellness Policy and will ensure each school 's compliance with the policy.

Work on Crisis Management and Mental Health Concerns:
District's wellness and mental wellness goals will continue to be heightened this year. Restorative Practices initiatives will continue and additional training for staff will be scheduled due to demand. The equity committee known as the DEI Team, Diversity, Equity and Inclusion advocates for actions that promote conditions and skill sets needed to erode the structural and institutional barriers that have limited the opportunities for underrepresented and marginalized students.

Part of the above process includes mental health issues (prevention, initial response, and follow-up). The district has set up procedures with Human Development Center for mental health referrals, and works with a coordinator from Carlton County for the Text 4 Life program.

ALICE Training – Alert, Lockdown, Inform, Counter, Evacuate (ALICE) – the ALICE program has been implemented districtwide. All incoming staff receive initial training, and alumni staff can attend for a refresher course. This will be a continual environmental awareness conforming to various incidents and conditions. Ongoing training will be planned.

Monthly District Health & Wellness Newsletter: A District Health & Wellness Newsletter is published monthly by our nursing staff and is disseminated to all staff and posted on the District's website. Nursing staff also work with the "United Way of Carlton County" Campaign and "Just Kids Dental" free dental care week.

Power Lunch Program: The Power Lunch Reading Program is a national literacy based mentoring program

aimed at building reading skills and a love of reading among elementary students. Power Lunch was established in the Cloquet School District in the mid 1990's and matches community volunteers with teacher selected first and second grade students at both Churchill and Washington Elementary Schools.

The goal of Power Lunch is to show emerging readers that reading is fun, worthwhile, and a life-long benefit. Volunteers are partnered with students and meet with them one hour per week during their lunch period. Students and volunteers share lunch together in the school's media center, spend a brief time socializing, and then read together in a one-on-one setting. Power Lunch is made possible with support from the Cloquet Educational Foundation, Sappi Fine Paper, Lake Country Power, Cloquet Rotary, Churchill Elementary PIE, and Washington Elementary PIE.

Backpack Program: The Backpack program involves the schools and entire community, working together for a healthier more productive "whole" environment/community. The program is to meet the needs of hungry children by providing them with nutritious and easy-to-prepare food to take home on weekends and during school vacations when other resources are not available.
We currently have Churchill Elementary, Washington Elementary and Cloquet Middle School participating in this program. Funding for this program comes from Northern Lakes Second Harvest and is also financed through private donations.

Community Support:

- Mock Food Shelf: through non-traditional channels and reaching out to children in need. Every site has a basic Mock-Food Shelf coming in from various entities, anonymously.

- Healthy Northland Bike Lane: Thanks to strong partnerships among the Cloquet Active Living Coalition, the Carlton County Highway Department, the Minnesota Department of Transportation and the City of Cloquet, we continue to make improvements spurred by a Health Impact Assessment, evaluation from bicycle counts and community support.

Achievement & Integration:
The district along with Community Ed. offers a variety of activities, clubs, classes, and sports for Cloquet students and kids of all ages. Our Auditorium is a state-of-the-art environment for the fine arts, ~~a renovated~~ our technical education space ~~to~~ provides students with skills to enter the workforce and trades, and many college credit bearing classes. We offer a wide variety of sport programs and a Unified sport program for kids with special needs. ~~We have made significant upgrades to a new turf field for football, lacrosse and soccer and accomplished a major expansion of our tennis courts.~~ We also offer the use of our Activities Van Driver for students with transportation barriers so they can participate in our programs.

Cloquet School District Staff Wellness Program: School representatives joined Carlton County Wellness Committee and have implemented a District Wellness Program for staff. Our District Staff Wellness Committee continues to encourage staff to engage in our monthly activity challenges and track progress.

School Resources Officer: The school district, working with the local police department, has put an SRO on contract. Our SRO provides support to all the district's five schools, mentoring students and collaborating with staff to provide a safe environment for learning and working.

Additional Initiatives and Ongoing Initiatives

- ~~Lunch in the Community with Superintendent Dr. Cary, Staff, School Board Members and Administration to meet and discuss any school issues or bring forth new ideas.~~
- Gathering of Great Minds with other area school districts.

- Text 4 Life suicide prevention information.
- We have social workers who come in and work with kids in all our five schools.
- United Way Annual Fund Drive.
- Kids Dental provides free dental services to our students in the elementary schools.

Safe Routes to School

With past mini grants received at both elementary schools to purchase equipment and the infrastructure grant that was awarded to the City of Cloquet to add sidewalks from MN DOT, we continue to practice safe routes to school. Washington, Churchill, and the Middle School all have had walk/bike to school events and are planning on continuing these events with the opportunity we have been given.

Smart Snack Guidelines – Competitive Foods and Beverages

~~The standards, required by the Healthy, Hunger-Free Kids Act of 2010, will allow schools to offer healthier snack foods to children, while limiting junk food.~~

~~Any food sold in schools must:~~ **All foods and beverages sold on school grounds during the school day to students, outside of reimbursable meals, are considered "competitive foods."**

- ~~Be a "whole grain-rich" grain product; or~~
- ~~Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or~~
- ~~Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or~~
- ~~Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).~~
- Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores and for in- school fundraisers.
- All competitive foods will meet or exceed the USDA Smart Snacks in School nutrition standards and any applicable state nutrition standards. Smart Snacks aim to improve student health and wellbeing, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
- After school programs must also comply with the school district's nutrition standards unless they are reimbursable under the USDA school meals program, in which case they must comply with all applicable USDA standards.

~~Nutrient Requirements:~~

~~Calorie limits:~~

- ~~Breakfast daily 350 – 600 based on age group~~
- ~~Lunch daily 550 – 850 based on age group~~

~~Sodium Limits:~~

- ~~Breakfast daily less than 540 – 640 based on age group~~
- ~~Lunch daily less than 1230 – 1420 based on age group~~

~~Fat Limits:~~

- ~~Total fat: less than or equal to 35% of calories~~
- ~~Saturated fat: less than 10% of calories~~
- ~~Trans fat: zero grams~~

~~Sugar Limits:~~

- ~~Less than or equal to 35% of weight from total sugars in foods~~

WASHINGTON ELEMENTARY

In order to achieve our mission, the Washington Elementary Community acknowledges that we need to nurture and uphold an environment of wellness for all members of our school community (students, staff, and parents) by addressing the needs for physical, emotional, and mental wellness.

Goal #1- Physical Wellness:

Washington Elementary will promote and support participation in healthy physical activities during and after the school day.

How the goal was met:

- Washington students have participated in: Kids Heart Challenge, Roller Skating, Bike Fleet, ~~Light Up the Night~~Purple Pride Back to School Bash, and WOW (Walk or Wheel to School). Light up the Night was replaced with Purple Pride Back to School Bash hosted by our PIE committee.
- Washington has physical education classes for grades K-4 every day.
- Washington has implemented recess before lunch for all classes
- Washington offers after-school enrichment gym games.
- Washington participates in Adaptive Field Day through Arrowhead Youth.
- Washington has implemented a lunchroom Share Table. This helps students learn to be more self-aware with their hunger. If they are full, they can give to the share table, if they are hungry, they can get a second helping.
- Lunches offered at school for staff are health-conscious options, encouraging staff to eat here.
- Staff members are encouraged to ~~walk as a group after school. Many staff members also participated in Light Up the Night!~~participate in the Purple Pride Back to School Bash.
- The Health and Wellness committee shares an optional health and wellness challenge monthly for staff who would like to participate.
- Staff are also encouraged to participate in fitness opportunities throughout the district and community through different emails and group initiatives. There have been several running and walking groups created with members of our building community.
- Healthy snacks are offered during professional days.

- Communication is sent home regarding opportunities for families through our principal's newsletter, nurse's newsletter, and Community Education offerings.

Goal #2- Emotional Wellness:

Washington Elementary will support and promote positive emotional wellness.

How the goal was met:

- Full-time guidance counselor for all grade levels.
- The implementation of SAT Student Advisory Teams in grades 3 and 4 has greatly impacted students and staff in the building. These students help around the school and work with students.
- Encouraging positive behavior with Purple Pride ticket incentives, Purple Pride reward days, weekly Purple Pride drawing, and random Pick of the Pride days.
- Staff and students are familiar with Purple Pride (PBIS) language and it flows from classroom to classroom.
- Students attend Tier 2 intervention meetings to learn how to work through their emotions and make better choices.
- Continued support for mental health issues among our student body.
- Paws Room – Students are able to use the Paws room for cool downs, before behaviors escalate. It is also available when students have a problem/behavior to calm down and have restorative chats with an adult.

- Students participate in the GET UP program.
- Two counselors from North Homes are available to meet with students.
- The sunshine committee provides support for members of our Washington Family.
- Special activities and potlucks arranged by the school nurse to promote Washington Community.
- The school treat cart is brought around occasionally for staff to have coffee and snacks.
- Positive messages in the bulletin.
- There are several families currently working with our school support worker liaison and Indian Education liaison.
- First Witness Child Advocacy Center comes into classrooms to teach Safe and Strong lessons for K–4th grade students about body safety.
- Each month the school focuses on one of the 7 Ojibwe Teachings. Each classroom nominates a student who is showing that value throughout the month.

Goal #3- Mental Wellness:
Washington Elementary will support and promote positive mental wellness.
How the goal was met:

- Behavior Matrixes are visible in all areas of the school. Behavior expectations are taught and enforced as well. Teachers acknowledge positive behaviors through "Purple P.R.I.D.E." tickets and use referral system for ODR's. ODR's are tracked and ways to minimize them are discussed.
- Purple Pride days, Purple Pride Pop-ups, and Pick of the Pride days to celebrate good behavior and school pride.
- Provide Native American Culture classes for students in K, 1st, and 3rd grade to provide a better understanding of the Native American culture for all Washington students.
- Staff are collaboratively supervising the hallways.
- Staff members have the opportunity to give to families in need through our school "adopt a family" at Christmas time.
- Staff provide a Morning Connections time before school to help students have a good start to their day.
- Posters were distributed to teachers as part of teaching hallway behavior, a PBIS activity account was started to manage funding, PRIDE shirts were ordered for all staff members.

- The PBIS team continues to discuss ways to improve behavior intervention and reward systems (coordinating with existing committees PST, PIE, etc.). PBIS team has regular meetings (1-2x/month). PBIS team sends out staff surveys and is constantly looking at what works, what needs to change, and new ideas.
- Teachers update parents on student progress and upcoming activities, through newsletters, phone calls, notes, or online resources. Parents are able to call and email teachers when needed. Teachers communicate not only negative, but also positive behavior to parents.

CHURCHILL ELEMENTARY
Churchill Elementary will support and promote physical fitness activities:

- Kids Heart Challenge and a roller-skating unit was added this year (Grades 2-4)
- River Run is promoted to all students and staff
- National Physical Education Day
- Physical education classes for K-4 (7 days out of 8 day cycle). Go Noodle movement is used when inclement weather outside.
- Churchill has implemented a lunchroom Share Table. This helps students learn to be more self-aware with their hunger. If they are full, they can give to the share table, if they are hungry, they can get a second helping.

- The Health and Wellness committee shares an optional health and wellness challenge monthly for staff who would like to participate.
- Healthy recipes are emailed to staff monthly
- Social worker does "Lunch Bunch" groups with students throughout the month
- Every trimester awards are presented to students for recognition of good behavior.
- Wednesday snacks and water were provided to the staff on a cart/table.
- Track and Field Day E5's-4th grade including picnic with parents.

Churchill will support and promote mental and emotional wellness activities:

- Provide Native American Culture classes for students in K, 1st, and 3rd grade to provide a better understanding of the Native American culture for Churchill students whose teachers sign up to have the lessons in their classrooms.
- ~~School counselor provides fun activities for students to find our behavior book role models, Danny and Darla. Students can go on a hunt to find where their pictures are hiding. Clues are given. This is done twice during the school year.~~
- School counselor provides fun activities for students to find our behavior book feelings, "Spot". Students can go on a hunt to find where their pictures are hiding. Clues are given. This is done twice during the school year.
- Staff provide Morning Connections time before school to help students have a good start to their day.
- Full time school counselor who provides mental health education in classrooms and one-on-one with students.
- Staff members have the opportunity to give to families in need through our school "adopt a family" and morning connections programs at Christmas time.
- Promoting positive atmosphere in the building, staff participate in various activities such as ugly sweater contests, singing and other fun seasonal events.
- Monthly mental health videos/articles share by social worker and sent to staff for encouragement to read as needed.
- Twice a month Crafts and Conversations offered to staff. Come have a hot beverage, do a craft and talk.

MIDDLE SCHOOL

Cloquet Middle School intends to provide a physically and mentally healthy student body, with a positive school climate, and inclusivity for all students.

Physical Health

- Differentiation of curriculum for students of all levels
- Always outdoor recess (grades 5-6) when possible
- Discourage 2+ hrs. inactivity.
- FCS class provides nutrition in food and in your body curriculum (essential nutrients), safe food preparation/handling/storage, benefits of eating healthy and nutritional deficiencies. They also learn Choose My Plate for dietary guidelines, and skills such as understanding food labels, preparing food and healthy meal making, taste testing, commercial food advertising, and nutrition goal setting/achievement.
- Nutrition program is also included in Phys. Ed 8th grade. They had to take their favorite snack and make it a healthy snack (after learning about healthy food substitutions)

Mental Health

- Group grievance (SOS) student meetings on Mondays with the social worker. How to get help and get through struggles, bullying, etc…
- Homeroom circle meetings twice a month (in restorative circle format)
- Posters made by students about mental health, eating disorders, drug abuse, and hygiene hung up throughout the year (from their health class)
- North Homes and other similar services
- Two (2) social workers, two (2) school counselors, three (3) Indian Ed Specialists, and Speech therapist on site to help students

Positive Environment

- Restorative Circles for students and staff.
- Recovery Room instead of ISS. They must complete meetings with counselors to work through what they did wrong, reflect on it, and how they can change future behavior.
- “Cruze” and “Scout” the therapy dog is used with students.
- Pre-written cards that can be sent to students having a tough time. Positive postcards also sent home to students (8th grade sends at least one to a chosen student per week).
- Social games and puzzles out for students to enjoy during study hall times or when done with work early.

Inclusivity

- Unified PE program
- MN Polar Plunge for Special Olympics Minnesota
- Special Olympics competitors in many different sports
- A variety of clubs provided for all students (DI, Dungeons & Dragons, Science Fair, E-Games)
- Fidgets provided for students in many classrooms.
- ADSIS (reading and math) and intervention specialist room for struggling students. PLCs to get the students into these classes.
- Drum and Ojibwe classes for 7th and 8th grade students.
- American Indian Education classrooms for 5th and 6th grade and 7th and 8th grade.

- WEB (Where Everyone Belongs). 8th grade leaders are paired with groups of 5th grade students and lead them in activities to help prepare them for middle school. Some activities include having a career fair day where they bring them around and show them career posters they have made, team building activities, touring the middle school, and talking about mental and physical health

Staff/Student Development

- ALICE training for staff/students.
- NHS tutors coming from the high school to work with students in study hall.
- Math tutor in the Indian Education room.
- TRIO math tutors available to students.
- Staff training and practice for restorative practice. Several staff certified and working on more.

Other

- Officer came in to talk about drug education.
- Vape detectors were installed in all student bathrooms.
- "Red flags", safe/unsafe relationships in relationships taught in health class.
- Gathering of Great Minds
- 4 instructional coaches to help teacher workloads and create diverse and accommodating activities for students.
- Weekly meetings for teachers before school to assess at risk students (academic, social, behavior, emotional) and refer them for service.
- Nurse's office provides feminine products and first aid supplies and bathroom
- P/I - Prevention Intervention meetings. It is an extension of a summer program that's goal is to give kids other options that are fun and safe to help keep them off drugs, alcohol, vaping and out of trouble. When they come here so far we have been doing a value, personality project.

HIGH SCHOOL

Wellness Initiatives at CHS Include:

- Physical Education, Weightlifting and Fitness opportunities for students to fit all interests.
- Workplace Wellness for Staff with Weekly Yoga Sessions available to all District Staff.
- Health Classes
  - CPR/First Aid Certification - Cloquet Fire District
  - Think First Program, Injury Prevention Program - Essentia Health

Student Counsel:

- ~~Make a Wish~~ United Way volleyball Middle School vs. High School staff fundraiser.
- Celebrations for all students for Activity weeks such as Homecoming, Specialty Weeks, Dress up days, ~~Bubblr Sales~~, singing Val-O-Grams during Valentines Day.
- New this year Sweetheart Dance for 9-12th grade, Homecoming Dance

Mental Health:

- 3 Full Time Guidance Counselors
- 2 Full Time Social Workers
- 1 Family School Support Worker
- Human Development Center works on-site with students
- Full Time School Resource Officer
- Restorative Justice Program and Advocate

Family Resources:

- Family nights for Registration
- Open houses
- Conference Presentations Offering Community Resources and Information
- Back to School Events
- College Financial Aid Presentations
    - College Knowledge Month

- Family Advocate
    - Multiple opportunities for the community provided such as "Self Care and Wellness" at the Public Library, Youth Wellbeing Meetings, Free Meal Opportunities
- District Transportation as needed aside from regular school bussing
- Food Donations from local Church Group
- Clothes Closet
- Before and After Homework Support

Student Opportunities Include:

- Unified PE
    - Special Olympics
    - Polar Plunge
    - Archery Competitions
    - Bowling Competitions
    - Swimming
- CTE - Career and Technical Education
    - CDL License Opportunity
    - Speakers for HVAC, Welding, Plumbing
    - Many Field Trips for CTE Careers
- Multiple Out of Town Trips
    - Art to Twin Cities
    - ~~Choir/Lion King at the Gutherie~~
    - Washington DC
    - ~~Costa Rica~~
- Building Wide Guest Speakers
    - Black History Month and Dinner
    - ~~Cory Greenwood - Youth Motivational Speaker accompanied by an American Idol Contestant Vocalist~~
    - Indigenous Peoples Week Celebrated with special authentic foods and teachings

CAAEP

- ~~CAAEP has a PE/health teacher via ESSER funds for 3 years. This position started in 2021-22. The health classes for students focus on mental health, the whole child and wellbeing on multiple platforms. The students have regularly attended these classes and have reported that they are beneficial.~~
- ~~The staff has been invited to participate in the monthly health challenges offered district-wide. CAAEP continues to train, practice and implement The Restorative Practices for relationship building and maintaining.~~
- ~~CAAEP has been holding symposiums Fall, Winter and Spring. Symposium strives to give students the opportunity to experience learning in the community through various activities and field trips. Many of these experiences are a first for our student population that otherwise would not happen without a~~

~~symposium. Symposium offers students the chance to earn needed credit towards graduation in an innovative way, all while building community, an important element to the success of students at CAAEP.~~

- ~~S.O.S. is working in coordination with Carlton County to foster Positive Community Norms.~~
- ~~Vape detectors were installed in all student bathrooms.~~
- ~~CAAEP is now offering a field-based ecology class which brings students outside multiple times a week. Numerous studies have shown the benefits of positive consistent time outdoors and this class allows students that opportunity. Benefits include: reduction in stress/anxiety, increase in student engagement, increased physical activity, increased attendance, and self-reporting of enjoyment.~~
- ~~American Indian Education Mino-Bimaadiziwin "The Good Life". This word carries the meaning of how it is done, along with other ways of describing what a good life is. Such as, "good mind", "good way", "good path" and "a long fulfilling life".~~
- ~~The way we live this we incorporate it in our culture and ways into daily living. Practicing our seasonal rounds and the teachings that go along with them is part of the way we live the "Good Life". For instance, Biboon (Winter) we have ice spearing, Adizookaan (storytelling), Sugar Bush. We also participate year-round in ceremonies such as Sweats, and Full moon and water ceremonies.~~
- ~~This year with the climate change we are experiencing our storytelling time has shortened considerably, and sugarbush in this area in many places is not happening as we are giving the trees a break.~~
- Staff is Working on Implementing Character Education, a comprehensive approach to teaching and fostering moral and ethical values, social-emotional skills, and positive behaviors through intentional school-wide practices that prioritize relationships, intrinsic motivation, modeling, empowerment, and developmental growth to help students become capable and compassionate citizens.
- CAAEP has a PE/health teacher. This position started in 2021-22. The health classes for students focus on mental health, the whole child and wellbeing on multiple platforms. The students have regularly attended these classes and have reported that they are beneficial.
- The staff has been invited to participate in the monthly health challenges offered district-wide. CAAEP continues to train, practice and implement The Restorative Practices for relationship building and maintaining.
- CAAEP has been holding symposiums Fall, Winter and Spring. Symposium strives to give students the opportunity to experience learning in the community through various activities and field trips. Many of these experiences are a first for our student population that otherwise would not happen without a symposium. Symposium offers students the chance to earn needed credit towards graduation in an innovative way, all while building community, an important element to the success of students at CAAEP.
- S.O.S. is working in coordination with Carlton County to foster Positive Community Norms.
- Vape detectors have been installed in all student bathrooms.
- My Message to the World: a collage wall of Students and staff inspirational sayings written on cards and then photograph them holding the cards in black and white.

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Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at

(202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

(1) **mail:** U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
(2) **fax:** (833) 256-1665 or (202) 690-7442; or
(3) **email:** program.intake@usda.gov
This institution is an equal opportunity provider.

Adopted: *5/11/20, 6/24/19, 5/3/18, 5/12/14, 5/13/13, 6/1/12, 8/23/10,* 7/13/09, 5/8/06

Revised: 7/14/25, 6/24/24, 5/22/23, 5/23/22, 5/24/21, 5/11/20, 6/24/19, 5/3/18, 6/26/17, 5/12/14, 5/13/13, 6/11/12, 5/14/12, 12/19/11, 8/23/10, 7/13/09

#533 - DISTRICT WELLNESS POLICY

I. PURPOSE

The primary goals of the Cloquet School District's wellness program are to create a total school environment that is conducive to healthy eating and being physically active.

II. GENERAL STATEMENT OF POLICY

As per the Child Nutrition and WIC Reauthorization Act of 2004, the Cloquet School District hereby adopts a local wellness policy that addresses healthy eating and physical activity aimed at improving children's health by expanding the availability of nutritious meals and snacks to more children in schools while also promoting increased activity. Goals will be set for nutrition education, physical activity and other school-based activities designed to promote student wellness. Nutrition standards will be established for foods that are available at each school with the objective of promoting health and reducing childhood obesity.

III. NUTRITION GUIDELINES

It is the policy of the Cloquet School District that all foods and beverages available in school fall under the District's nutrition guidelines. The District will serve meals and snacks to students that meet federal program regulations and nutrition standards of the National School Lunch Program. The district will create procedures that may include the following areas:

- National School Lunch Act, including breakfast and after school snack programs
- A la carte offerings in the cafeterias including foods and beverages
- Classroom celebrations and parties
- Classroom rewards and school sponsored events
- Fundraisers
- Food and beverages sold in school stores and vending machines

IV. NUTRITION EDUCATION

A. Instructional Program Design

The District's nutrition education goal is to integrate sequential nutrition education with the comprehensive health education and family and consumer science curriculum, and to the extent possible, integrate materials at every grade level to provide students with the necessary knowledge and skills to make healthy nutrition choices, being consistent with the state's/district's health education standards. To achieve the nutrition education goal, the district will:

1. Provide students at all grade levels (pre-K through 12) with adequate and age appropriate nutritional knowledge including, but not limited to:
   - The benefits of healthy eating
   - Essential nutrients
   - Nutritional deficiencies
   - Principles of healthy weight management
   - The use and misuse of dietary supplements
   - Safe food preparation, handling, and storage

2. Provide students with nutrition-related skills that include the ability to:
   - Apply the principles of the Dietary Guidelines for Americans and Choose MyPlate.
   - Assess personal eating habits, nutrition goalsetting and achievement.
   - Understand and use food labels.
   - Evaluate nutritional information, distinguishing the valid from the invalid.
   - Plan healthy meals applying a decision-making process to enhance personal health.
   - Evaluate commercial food advertising and media influence on food selection.

3. Provide instructional activities that teach the aspects of healthy eating. These activities should be hands-on, behavior based, culturally relevant, developmentally appropriate, and enjoyable. Examples of activities include but are not limited to food demonstrations and preparations, contests, promotions, taste testing, guest speakers and appropriate fieldtrips.

B. Educational Reinforcement/Coordination of Programs

1. The District's coordinated health programs will collaborate with the educational staff to provide support with the nutrition-related education.

2. District staff are encouraged to provide educational links outside the classroom with local agencies and community groups to provide students with opportunities for volunteer work related to nutrition, such as in food banks, soup kitchens, or after-school programs.

3. District staff are encouraged to integrate with the food service program to promote nutrition instruction. Food service staff are encouraged to work closely with those responsible for other components of the school wellness program to achieve common goals.

4. The District will encourage families to become partners with the school in promoting healthy eating behaviors, working cooperatively to advocate for healthy individuals and families.

C. Nutrition Related Health Problems and Modified Diets

1. School counselors and school health service staff will promote healthy eating to students and other staff.

2. The food service program will comply with USDA's requirements. The school food service program is strongly encouraged to meet ethnic dietary requests as recommended by the USDA.

D. Staff Qualifications

1. Staff who provides nutrition education should have appropriate training and regularly participate in professional development activities to effectively deliver nutrition programs as planned.

E. Staff as Role Models

1. The District shall provide staff with in-service opportunities that recognize conditions such as unhealthy weight, eating disorders, and other nutrition related health problems among students and staff. All school staff are encouraged to model healthy nutrition practices.

V. PHYSICAL ACTIVITY

The District's physical activity goal is to assist students in learning to value and enjoy physical activity as an ongoing part of a healthy lifestyle by ensuring that every student can develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness and regularly participate in physical activity. To achieve the physical activity goal, the district will:

- Develop a sequential program of appropriate physical education for every student. The program goal will be to: Provide for at least 125 minutes (on average) of physical education for students in grades K-8; and high school students will meet the graduation standard requirements in physical education required for graduation.
- Emphasize knowledge and skills for a lifetime of regular physical activity.
- Devote at least 50 percent of physical education class time to actual physical activity in each week, with as much time as possible spent in moderate to vigorous physical activity.
- Meet the needs of all students, especially those who are not athletically gifted or who have special needs.
- Provide a variety of activity choices, feature cooperative as well as competitive activities, and account for gender and cultural differences in students' interests.
- Prohibit exemptions from physical education courses based on participation in an athletic team, marching band or other school or community activity.
- Be closely coordinated with the other components of the overall school health program.
- Not use prohibiting participation in physical education as punishment for actions unrelated to performance in and adherence to the rules of the physical education class.
- Provide time in elementary schools for supervised recess. Recess will be held outdoors when possible.
- Provide opportunities and encouragement for students to voluntarily participate in before and after-school activity programs such as intramural activities, interscholastic athletics, and clubs both through the school and community. Examples include the following:
- Providing a diverse selection of competitive and noncompetitive, as well as structured and unstructured, activities to the extent that staffing, and district/community facilities permit.
- Offering intramural physical activity programs that feature a broad range of competitive and cooperative activities for all students.
- Encouraging partnerships between schools and businesses. Promotion of such partnerships must be appropriate and in accordance with Board policy and applicable procedures, i.e. fitness center, soccer, basketball, hockey, and the softball/baseball associations. Also, community education offers a variety of activities that are not competitive to meet the needs of all students.
- Strive to provide joint school and community recreational activities by:
- Actively engaging families as partners in their children's education and collaborating with community organizations to provide ample opportunities for students to participate in physical activity beyond the school day.
- Encouraging schools to work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students for physical activity during their out-of-school time.
- Encouraging schools to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep district-owned facilities open for use by students, staff and community members during non-school hours and vacations.
- Encouraging district officials to work together with local public works, public safety, police departments and/or other appropriate state and federal authorities in efforts to make it safer and easier for students to walk and bike to school.

- Discourage periods of inactivity that exceed two (2) or more hours. When activities such as mandatory school testing makes it necessary for students to remain indoors for long periods of time, staff should give students periodic breaks during which they are encouraged to stand and be moderately active.
- Provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants in onsite after-school childcare and enrichment programs sponsored by the District, i.e. Kid's Corner.
- Strive to provide opportunities and encouragement for staff to be physically active by:
  - Planning, establishing, and implementing activities to promote physical activity among staff and providing opportunities for staff to conveniently engage in regular physical activity.
  - Working with recreation agencies and other community organizations to coordinate and enhance opportunities available to staff for physical activity during their out-of-school time.

VI. OTHER SCHOOL-BASED ACTIVITIES

The district's goal for other school-based activities is to ensure an integrated whole-school approach to the district's wellness program. The district may achieve this goal by addressing such areas as listed below:

Community Involvement

- School instructional staff collaborating with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families.
- Guest speakers invited to address students will receive appropriate orientation to the relevant policies of the district.
- Making effective use of district and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness level.

Family Involvement

- Engaging families as partners in their children's education by supporting parental efforts to motivate and help their children with maintaining and improving their health, preventing disease, and avoiding health-related risk behaviors.
- Providing nutrition information to parents/guardians in the forms of newsletters, handouts, presentations, or other appropriate means.
- Posting nutrition tips on district website.
- Providing nutrient analyses of district menus.
- Providing parents/guardians for appropriate foods that meet the district's nutrition standards.
- Providing parents/guardians with ideas for healthy celebrations, parties, rewards, and fundraising activities.
- Encouraging parents/guardians to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the district's nutrition standards for individual foods and beverages.
- Providing opportunities for parents/guardians to share their healthy food practices with others in the school's community.
- Designing curricular nutrition education activities and promotions to involve parents/guardians and the community.
- Supporting efforts of parents/guardians to provide their children with opportunities to be physically active outside of school.

- Providing information about physical activity and other school-based physical activity opportunities available to students before, during and after the school day.
- Sharing information about physical activity and physical education via the district's website, newsletter, other take home materials, special events or physical education homework.
- Encouraging parents/guardians to volunteer time in the classroom, cafeteria or at special events that promote student health.
- If practical, provide information in a language understandable to parents/guardians.

VII. MARKETING AND ADVERTISING

Marketing in district facilities will be consistent with the goals of the district's wellness program and comply with Board policy. The district will strive to promote the wellness program and educate parents regarding the quality of district foods.

Tobacco advertising is not permitted on district property, at district-sponsored events or in district-sponsored publications. Food and beverage marketing will include the promotion of foods and beverages that meet the nutrition standards adopted by the Board. Other examples of marketing and advertising the district will scrutinize include but are not limited to pricing strategies that promote healthy food choices, audiovisual programming, educational incentive programs, scoreboards, book covers and vending machine displays.

VIII. DISTRICT DINING ENVIRONMENT GOALS

- Provide a clean, safe, enjoyable meal environment for students.
- Provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- Provide drinking fountains and/or portable water stations in all schools, so that students can get water at meals and throughout the day.
- With the free school meal bill allowing every student to receive one (1) free breakfast and one (1) free lunch per day, encourage all students to participate. While we still are required to track eligibility, protect the identity of all students.
- Provide an adequate time for students to enjoy eating healthy foods with friends in schools.
- Provide scheduled lunch time as near the middle of the school day as possible.

IX. OVERSIGHT, EVALUATION, REVIEW

It will be the responsibility of the District Wellness Committee to meet at least four (4) times a year to review the **policy, discuss building issues/evaluations, and review new goals set by the buildings to ensure district compliance** with the policy.

X. COMPLIANCE INDICATORS/MONITORING

The Building SDM Teams will include an annual review of the building's compliance and progress working with the District's Wellness Policy.

XI. DISTRICT WELLNESS GOALS 2024-2025

We want to welcome the 2024-2025 school year. Cloquet Public Schools provides an excellent option with supportive staff and comprehensive range of programs and activities.

The Cloquet Public Schools places the child at the center, takes a comprehensive approach to supporting learning and calls for greater collaboration across sectors.

Our goal is and will remain to provide an excellent learning environment for students that is safe and supports their health, social and emotional wellbeing.

Wellness Leadership and Community Involvement

A. Wellness Coordinator

- The district will appoint a wellness coordinator. The wellness coordinator will oversee the school district's wellness – related activities and ensure that each school implements the policy.
- The principal or designee of each school district building will ensure compliance within the school and, upon request, will report to the wellness coordinator regarding Wellness Policy compliance.

B. Public Involvement

- The wellness coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation and periodic review and update of the Wellness Policy.
- The wellness coordinator will hold meetings for the purpose of discussing the development, implementation, and periodic review and update of the Wellness Policy. All meeting dates and times will be posted on the school district's website and will be open to the public.
- The superintendent will convene and facilitate development of and updates to the Wellness Policy and will ensure each school 's compliance with the policy.

Work on Crisis Management and Mental Health Concerns:

District's wellness and mental wellness goals will continue to be heightened this year. Restorative Practices initiatives will continue and additional training for staff will be scheduled due to demand. The equity committee known as the DEI Team, Diversity, Equity and Inclusion advocates for actions that promote conditions and skill sets needed to erode the structural and institutional barriers that have limited the opportunities for underrepresented and marginalized students.

Part of the above process includes mental health issues (prevention, initial response, and follow-up). The district has set up procedures with Human Development Center for mental health referrals, and works with a coordinator from Carlton County for the Text 4 Life program.

ALICE Training – Alert, Lockdown, Inform, Counter, Evacuate (ALICE) – the ALICE program has been implemented districtwide. All incoming staff receive initial training, and alumni staff can attend for a refresher course. This will be a continual environmental awareness conforming to various incidents and conditions. Ongoing training will be planned.

Monthly District Health & Wellness Newsletter: A District Health & Wellness Newsletter is published monthly by our nursing staff and is disseminated to all staff and posted on the District's website. Nursing staff also work with the "United Way of Carlton County" Campaign and "Just Kids Dental" free dental care week.

Power Lunch Program: The Power Lunch Reading Program is a national literacy based mentoring program aimed at building reading skills and a love of reading among elementary students. Power Lunch was established in the Cloquet School District in the mid 1990's and matches community volunteers with teacher selected first and second grade students at both Churchill and Washington Elementary Schools.

The goal of Power Lunch is to show emerging readers that reading is fun, worthwhile, and a life-long benefit. Volunteers are partnered with students and meet with them one hour per week during their lunch period. Students and volunteers share lunch together in the school's media center, spend a brief time socializing, and then read together in a one-on-one setting. Power Lunch is made possible with support from the Cloquet Educational Foundation, Sappi Fine Paper, Lake Country Power, Cloquet Rotary, Churchill Elementary PIE, and Washington Elementary PIE.

Backpack Program: The Backpack program involves the schools and entire community, working together for a healthier more productive "whole" environment/community. The program is to meet the needs of hungry children by providing them with nutritious and easy-to-prepare food to take home on weekends and during school vacations when other resources are not available.
We currently have Churchill Elementary, Washington Elementary and Cloquet Middle School participating in this program. Funding for this program comes from Northern Lakes Second Harvest and is also financed through private donations.

Community Support:

- Mock Food Shelf: through non-traditional channels and reaching out to children in need. Every site has a basic Mock-Food Shelf coming in from various entities, anonymously.

- Healthy Northland Bike Lane: Thanks to strong partnerships among the Cloquet Active Living Coalition, the Carlton County Highway Department, the Minnesota Department of Transportation and the City of Cloquet, we continue to make improvements spurred by a Health Impact Assessment, evaluation from bicycle counts and community support.

Achievement & Integration:
The district along with Community Ed. offers a variety of activities, clubs, classes, and sports for Cloquet students and kids of all ages. Our Auditorium is a state-of-the-art environment for the fine arts, our technical education space provides students with skills to enter the workforce and trades, and many college credit bearing classes. We offer a wide variety of sport programs and a Unified sport program for kids with special needs. We also offer the use of our Activities Van Driver for students with transportation barriers so they can participate in our programs.

Cloquet School District Staff Wellness Program: School representatives joined Carlton County Wellness Committee and have implemented a District Wellness Program for staff. Our District Staff Wellness Committee continues to encourage staff to engage in our monthly activity challenges and track progress.

School Resources Officer: The school district, working with the local police department, has put an SRO on contract. Our SRO provides support to all the district's five schools, mentoring students and collaborating with staff to provide a safe environment for learning and working.

Additional Initiatives and Ongoing Initiatives

- Gathering of Great Minds with other area school districts.
- Text 4 Life suicide prevention information.
- We have social workers who come in and work with kids in all our five schools.

- United Way Annual Fund Drive.
- Kids Dental provides free dental services to our students in the elementary schools.

Safe Routes to School

With past mini grants received at both elementary schools to purchase equipment and the infrastructure grant that was awarded to the City of Cloquet to add sidewalks from MN DOT, we continue to practice safe routes to school. Washington, Churchill, and the Middle School all have had walk/bike to school events and are planning on continuing these events with the opportunity we have been given.

Smart Snack Guidelines – Competitive Foods and Beverages

- **All foods and beverages sold on school grounds during the school day to students, outside of reimbursable meals, are considered "competitive foods."**Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores and for in- school fundraisers.
- All competitive foods will meet or exceed the USDA Smart Snacks in School nutrition standards and any applicable state nutrition standards. Smart Snacks aim to improve student health and wellbeing, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
- After school programs must also comply with the school district's nutrition standards unless they are reimbursable under the USDA school meals program, in which case they must comply with all applicable USDA standards.

WASHINGTON ELEMENTARY

In order to achieve our mission, the Washington Elementary Community acknowledges that we need to nurture and uphold an environment of wellness for all members of our school community (students, staff, and parents) by addressing the needs for physical, emotional, and mental wellness.

Goal #1- Physical Wellness:

Washington Elementary will promote and support participation in healthy physical activities during and after the school day.

How the goal was met:

- Washington students have participated in: Kids Heart Challenge, Roller Skating, Bike Fleet, Purple Pride Back to School Bash, and WOW (Walk or Wheel to School). Light up the Night was replaced with Purple Pride Back to School Bash hosted by our PIE committee.
- Washington has physical education classes for grades K-4 every day.
- Washington has implemented recess before lunch for all classes
- Washington offers after-school enrichment gym games.
- Washington participates in Adaptive Field Day through Arrowhead Youth.
- Washington has implemented a lunchroom Share Table. This helps students learn to be more self-aware with their hunger. If they are full, they can give to the share table, if they are hungry, they can get a second helping.
- Lunches offered at school for staff are health-conscious options, encouraging staff to eat here.
- Staff members are encouraged to participate in the Purple Pride Back to School Bash.
- The Health and Wellness committee shares an optional health and wellness challenge monthly for staff who would like to participate.
- Staff are also encouraged to participate in fitness opportunities throughout the district and community through different emails and group initiatives. There have been several running and walking groups created with members of our building community.

- Healthy snacks are offered during professional days.
- Communication is sent home regarding opportunities for families through our principal's newsletter, nurse's newsletter, and Community Education offerings.

Goal #2- Emotional Wellness:
Washington Elementary will support and promote positive emotional wellness.
How the goal was met:

- Full-time guidance counselor for all grade levels.
- The implementation of SAT Student Advisory Teams in grades 3 and 4 has greatly impacted students and staff in the building. These students help around the school and work with students.
- Encouraging positive behavior with Purple Pride ticket incentives, Purple Pride reward days, weekly Purple Pride drawing, and random Pick of the Pride days.
- Staff and students are familiar with Purple Pride (PBIS) language and it flows from classroom to classroom.
- Students attend Tier 2 intervention meetings to learn how to work through their emotions and make better choices.
- Continued support for mental health issues among our student body.
- Paws Room – Students are able to use the Paws room for cool downs, before behaviors escalate. It is also available when students have a problem/behavior to calm down and have restorative chats with an adult.
- Students participate in the GET UP program.
- Two counselors from North Homes are available to meet with students.
- The sunshine committee provides support for members of our Washington Family.
- Special activities and potlucks arranged by the school nurse to promote Washington Community.
- The school treat cart is brought around occasionally for staff to have coffee and snacks.
- Positive messages in the bulletin.
- There are several families currently working with our school support worker liaison and Indian Education liaison.
- First Witness Child Advocacy Center comes into classrooms to teach Safe and Strong lessons for K–4th grade students about body safety.
- Each month the school focuses on one of the 7 Ojibwe Teachings. Each classroom nominates a student who is showing that value throughout the month.

Goal #3- Mental Wellness:
Washington Elementary will support and promote positive mental wellness.
How the goal was met:

- Behavior Matrixes are visible in all areas of the school. Behavior expectations are taught and enforced as well. Teachers acknowledge positive behaviors through "Purple P.R.I.D.E." tickets and use referral system for ODR's. ODR's are tracked and ways to minimize them are discussed.
- Purple Pride days, Purple Pride Pop-ups, and Pick of the Pride days to celebrate good behavior and school pride.
- Provide Native American Culture classes for students in K, 1st, and 3rd grade to provide a better understanding of the Native American culture for all Washington students.
- Staff are collaboratively supervising the hallways.
- Staff members have the opportunity to give to families in need through our school "adopt a family" at Christmas time.
- Staff provide a Morning Connections time before school to help students have a good start to their day.

- Posters were distributed to teachers as part of teaching hallway behavior, a PBIS activity account was started to manage funding, PRIDE shirts were ordered for all staff members.
- The PBIS team continues to discuss ways to improve behavior intervention and reward systems (coordinating with existing committees PST, PIE, etc.). PBIS team has regular meetings (1-2x/month). PBIS team sends out staff surveys and is constantly looking at what works, what needs to change, and new ideas.
- Teachers update parents on student progress and upcoming activities, through newsletters, phone calls, notes, or online resources. Parents are able to call and email teachers when needed. Teachers communicate not only negative, but also positive behavior to parents.

CHURCHILL ELEMENTARY

Churchill Elementary will support and promote physical fitness activities:

- Kids Heart Challenge and a roller-skating unit was added this year (Grades 2-4)
- River Run is promoted to all students and staff
- National Physical Education Day
- Physical education classes for K-4 (7 days out of 8 day cycle). Go Noodle movement is used when inclement weather outside.
- Churchill has implemented a lunchroom Share Table. This helps students learn to be more self-aware with their hunger. If they are full, they can give to the share table, if they are hungry, they can get a second helping.
- The Health and Wellness committee shares an optional health and wellness challenge monthly for staff who would like to participate.
- Healthy recipes are emailed to staff monthly
- Social worker does "Lunch Bunch" groups with students throughout the month
- Every trimester awards are presented to students for recognition of good behavior.
- Wednesday snacks and water were provided to the staff on a cart/table.
- Track and Field Day E5's-4th grade including picnic with parents.

Churchill will support and promote mental and emotional wellness activities:

- Provide Native American Culture classes for students in K, 1st, and 3rd grade to provide a better understanding of the Native American culture for Churchill students whose teachers sign up to have the lessons in their classrooms.
- School counselor provides fun activities for students to find our behavior book feelings, "Spot". Students can go on a hunt to find where their pictures are hiding. Clues are given. This is done twice during the school year.
- Staff provide Morning Connections time before school to help students have a good start to their day.
- Full time school counselor who provides mental health education in classrooms and one-on-one with students.
- Staff members have the opportunity to give to families in need through our school "adopt a family" and morning connections programs at Christmas time.
- Promoting positive atmosphere in the building, staff participate in various activities such as ugly sweater contests, singing and other fun seasonal events.
- Monthly mental health videos/articles share by social worker and sent to staff for encouragement to read as needed.
- Twice a month Crafts and Conversations offered to staff. Come have a hot beverage, do a craft and talk.

MIDDLE SCHOOL

Cloquet Middle School intends to provide a physically and mentally healthy student body, with a positive school climate, and inclusivity for all students.

Physical Health

- Differentiation of curriculum for students of all levels
- Always outdoor recess (grades 5-6) when possible
- Discourage 2+ hrs. inactivity.
- FCS class provides nutrition in food and in your body curriculum (essential nutrients), safe food preparation/handling/storage, benefits of eating healthy and nutritional deficiencies. They also learn Choose My Plate for dietary guidelines, and skills such as understanding food labels, preparing food and healthy meal making, taste testing, commercial food advertising, and nutrition goal setting/achievement.
- Nutrition program is also included in Phys. Ed 8th grade. They had to take their favorite snack and make it a healthy snack (after learning about healthy food substitutions)

Mental Health

- Group grievance (SOS) student meetings on Mondays with the social worker. How to get help and get through struggles, bullying, etc…
- Homeroom circle meetings twice a month (in restorative circle format)
- Posters made by students about mental health, eating disorders, drug abuse, and hygiene hung up throughout the year (from their health class)
- North Homes and other similar services
- Two (2) social workers, two (2) school counselors, three (3) Indian Ed Specialists, and Speech therapist on site to help students

Positive Environment

- Restorative Circles for students and staff.
- Recovery Room instead of ISS. They must complete meetings with counselors to work through what they did wrong, reflect on it, and how they can change future behavior.
- “Cruze” and “Scout” the therapy dog is used with students.
- Pre-written cards that can be sent to students having a tough time. Positive postcards also sent home to students (8th grade sends at least one to a chosen student per week).
- Social games and puzzles out for students to enjoy during study hall times or when done with work early.

Inclusivity

- Unified PE program
- MN Polar Plunge for Special Olympics Minnesota
- Special Olympics competitors in many different sports
- A variety of clubs provided for all students (DI, Dungeons & Dragons, Science Fair, E-Games)
- Fidgets provided for students in many classrooms.
- ADSIS (reading and math) and intervention specialist room for struggling students. PLCs to get the students into these classes.
- Drum and Ojibwe classes for 7th and 8th grade students.
- American Indian Education classrooms for 5th and 6th grade and 7th and 8th grade.

WEB (Where Everyone Belongs). 8th grade leaders are paired with groups of 5th grade students and lead them in activities to help prepare them for middle school. Some activities include having a career fair day where they bring them around and show them career posters they have made, team building activities, touring the middle school, and talking about mental and physical health

Staff/Student Development

- ALICE training for staff/students.
- NHS tutors coming from the high school to work with students in study hall.
- Math tutor in the Indian Education room.
- TRIO math tutors available to students.
- Staff training and practice for restorative practice. Several staff certified and working on more.

Other

- Officer came in to talk about drug education.
- Vape detectors were installed in all student bathrooms.
- "Red flags", safe/unsafe relationships in relationships taught in health class.
- Gathering of Great Minds
- 4 instructional coaches to help teacher workloads and create diverse and accommodating activities for students.
- Weekly meetings for teachers before school to assess at risk students (academic, social, behavior, emotional) and refer them for service.
- Nurse's office provides feminine products and first aid supplies and bathroom
- P/I - Prevention Intervention meetings. It is an extension of a summer program that's goal is to give kids other options that are fun and safe to help keep them off drugs, alcohol, vaping and out of trouble. When they come here so far we have been doing a value, personality project.

HIGH SCHOOL

Wellness Initiatives at CHS Include:

- Physical Education, Weightlifting and Fitness opportunities for students to fit all interests.
- Workplace Wellness for Staff with Weekly Yoga Sessions available to all District Staff.
- Health Classes
  - CPR/First Aid Certification - Cloquet Fire District
  - Think First Program, Injury Prevention Program - Essentia Health

Student Counsel:

- United Way volleyball Middle School vs. High School staff fundraiser.
- Celebrations for all students for Activity weeks such as Homecoming, Specialty Weeks, Dress up days, , singing Val-O-Grams during Valentines Day.
- New this year Sweetheart Dance for 9-12th grade, Homecoming Dance

Mental Health:

- 3 Full Time Guidance Counselors
- 2 Full Time Social Workers
- 1 Family School Support Worker
- Human Development Center works on-site with students
- Full Time School Resource Officer
- Restorative Justice Program and Advocate
-

Family Resources:

- Family nights for Registration
- Open houses
- Conference Presentations Offering Community Resources and Information
- Back to School Events
- College Financial Aid Presentations
    - College Knowledge Month

- Family Advocate
    - Multiple opportunities for the community provided such as "Self Care and Wellness" at the Public Library, Youth Wellbeing Meetings, Free Meal Opportunities
- District Transportation as needed aside from regular school bussing
- Food Donations from local Church Group
- Clothes Closet
- Before and After Homework Support

Student Opportunities Include:

- Unified PE
    - Special Olympics
    - Polar Plunge
    - Archery Competitions
    - Bowling Competitions
    - Swimming
- CTE - Career and Technical Education
    - CDL License Opportunity
    - Speakers for HVAC, Welding, Plumbing
    - Many Field Trips for CTE Careers
- Multiple Out of Town Trips
    - Art to Twin Cities
    - Washington DC
- Building Wide Guest Speakers
    - Black History Month and Dinner
    - Indigenous Peoples Week Celebrated with special authentic foods and teachings

CAAEP

- Staff is Working on Implementing Character Education, a comprehensive approach to teaching and fostering moral and ethical values, social-emotional skills, and positive behaviors through intentional school-wide practices that prioritize relationships, intrinsic motivation, modeling, empowerment, and developmental growth to help students become capable and compassionate citizens.
- CAAEP has a PE/health teacher. This position started in 2021-22. The health classes for students focus on mental health, the whole child and wellbeing on multiple platforms. The students have regularly attended these classes and have reported that they are beneficial.
- The staff has been invited to participate in the monthly health challenges offered district-wide. CAAEP continues to train, practice and implement The Restorative Practices for relationship building and maintaining.
- CAAEP has been holding symposiums Fall, Winter and Spring. Symposium strives to give students the opportunity to experience learning in the community through various activities and field trips. Many of these experiences are a first for our student population that otherwise would not happen without a

symposium. Symposium offers students the chance to earn needed credit towards graduation in an innovative way, all while building community, an important element to the success of students at CAAEP.

- S.O.S. is working in coordination with Carlton County to foster Positive Community Norms.
- Vape detectors have been installed in all student bathrooms.
- My Message to the World: a collage wall of Students and staff inspirational sayings written on cards and then photograph them holding the cards in black and white.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

(1) **mail:** U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
(2) **fax:** (833) 256-1665 or (202) 690-7442; or
(3) **email:** program.intake@usda.gov
This institution is an equal opportunity provider.

Achievement and Integration Plan Form
July 1, 2025 to June 30, 2028

Submissions are due by **March 15, 2025.**

District ISD# and Name: ISD#94 Cloquet Schools

District Integration Status: Racially Isolated District

Superintendent Name: Dr. Michael Cary

Superintendent Phone Number: 218-879-6721 x6202

Superintendent Email: mcary@isd94.org

Title of Person Submitting Report: A&I Coordinator

Phone: 218-879-1457

Email: tangell@isd94.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the Racially Identifiable School section of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. ***Provide the name of your integration collaborative if you have one:***

1. ISD#93 Carolton Public Schools (a) Adjoining
2. ISD#703 Proctor Public Schools (a) Adjoining
3. ISD#99 Esko Public Schools (a) Adjoining

School Board Approval

___ We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

___ We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent (enter name) Dr. Michael Cary

Signature: _____ Date Signed: _____

School Board Chair (enter name) Nathan Sandman

School Board Chair Signature: _____ Date Signed: _____

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the Achievement and Integration Plan Guide, and see the Tribal Consultation Guidance

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council Member Details

Name	Position/Role	Email/Phone Number
Teresa Angell, Cloquet	A&I Coordinator	tangell@isd94.org 218-879-1457
Dr. Michael Cary, Cloquet	Superintendent	mcary@isd94.org 218-879-6721
Victoria McMillen, Cloquet	AIPAC Member	mvmvmillen@gmail.com 218-491-0893
Cedar Savage, Cloquet	AIPAC Member	Savage.cedar@icloud.com 218-460-9787
Brian Wickenheiser, Proctor	Director of Curriculum and Learning	bwikenheiser@proctor.k12.mn.us 218-520-3235
Nic Hanson, Proctor	Student Readiness and Success Coordinator	nhanson@proctor.k12.mn.us 218-520-3068
Sydny Seliskar, Proctor	Native American Liaison	sseliskar@proctor.k12.mn.us 218-628-4934
Kerry Juntunen, Proctor	Superintendent	Kjuntunen@proctor.k12.mn.us
Donita Stepan, Carlton	Superintendent	dstepan@carlton.k12.mn.us 218-384-4225
Gracie Evans, Carlton	American Indian Education Director	gevans@carlton.k12.mn.us 218-348-4225 ext. 801
Lexi Saarela, Esko	Student Success and Family Liaison	lsaarela@esko.k12.mn.us 218-879-2969 ext. 130
Aaron Fischer, Esko	Superintendent	afischer@esko.k12.mn.us 218-879-2969

AIPAC Member Signature (if applicable): _____ Date Signed: _____

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the Achievement and Integration Plan Guide.

Achievement and Integration Goals

This plan must contain **three types of goals**, at least one for each of the following:

1. **Achievement Disparity** - Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. **Teacher Equity** - Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. **Integration** - Increasing racial and economic integration.
(Minn. Stat. § 124D.861, subd. 2 (a))

SMART Goal #1: By the end of the 2027-2028 school year, increase the reading achievement of American Indian elementary students in grades k-3, as measured by AIMSweb, by 15% from baseline data of 73.5% in 2025.

Choose a WBWF/CACR goal area:

_X_ All racial and economic achievement gaps between students are closed.

Choose the type of Goal:

_X_ Achievement Disparity

Strategies

Makoons Club Strategy #1: Makoons Club provides after school enrichment utilizing cultural environments and resources for blended learning for students in grades 1-4 at both elementary sites.

Choose the type of Strategy:

_X_ Option 1: Innovative and integrated pre-K-12 learning environments. * *If you choose this, complete the **Integrated Learning Environments** section below.*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose Innovative and integrated pre-K through grade 12 learning environments as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

_X_ Option 3: Increases cultural fluency, competency, and interaction.

Narrative description of this strategy.

Makoons Club is an afterschool program developed through the American Indian Education Program at Cloquet Public Schools. The program is designed to enrich Ojibwe culture and language to students grades K-4. Programming includes storytelling, STEM driven activities, homework support, service learning, meal sharing etiquette and community expert involvement. Makoons Club students show increased school connectedness, attendance, and engagement. Opening registration to all elementary students will reinforce achievement in blended learning platforms and create a unique opportunity for new and returning participants.

Native American authored, illustrated and content books will be used in small group format to engage critical thinking and comprehension. Books will be read aloud and questions about the text will follow along with an activity. Local authors will be invited and encouraged to attend.

The expansion of AIE afterschool programming to non-native students will provide opportunities for cultural integration through providing learning of Ojibwe culture to non-native students and providing opportunities for students of differing cultures to interact while learning about Ojibwe culture/heritage.

Enter location of services: Churchill and Washington Elementary Schools

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**2026 Target**	**2027 Target**	**2028 Target**
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
Benchmark Comparisons by grade level: 3rd Grade data collection on American Indian students reading fluency and comprehension scores.	50.6%	52.6%	54.6%
Benchmark Comparisons by grade level: 4th Grade data collection on American Indian students reading fluency and comprehension scores.	35%	38%	41%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

SMART Goal #2: By the end of 2027-2028 school year, the increase in the number of elementary students served by the Second Round pick up transportation by 10%, with a baseline of 230 elementary pick-ups a year, increasing to at least 253, ensuring timely transportation for students absent due to transportation barriers. This will be achieved through improved scheduling, enhanced communication with families, regular tracking of student participation, and attendance mentoring.

Choose a WBWF/CACR goal area:

_X_ All racial and economic achievement gaps between students are closed.

Choose the type of Goal:

_X_ Achievement Disparity

Strategies

START – Strategy #2: Student Transportation Aid to Reduce Truancy. Reducing barriers to school participation by providing a second round pick up for elementary students who are absent due to transportation barriers.

Choose the type of Strategy:

_X_ Option 1: Innovative and integrated pre-K-12 learning environments. * *If you choose this, complete the **Integrated Learning Environments** section below.*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose Innovative and integrated pre-K through grade 12 learning environments as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

_X_ Option 3: Increases cultural fluency, competency, and interaction.

Narrative description of this strategy.

Student attendance is vital to student achievement. Our plan is to provide an alternative transportation van route for students who otherwise would not be in attendance. Priority will be given to K-4 elementary students for the alternative transportation. Selection of students is based on attendance needs. The outcome would be improved attendance. Attendance data will be assessed to determine program effectiveness. The service is provided by the school district. A school employee and van will be utilized daily.

Enter location of services: Churchill & Washington Elementary Schools

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**2026 Target**	**2027 Target**	**2028 Target**
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
Comparison of the number of elementary students transported in the current year vs. the previous year to measure increase.	3% increase	6% increase	10% increase
Feedback from families to access satisfaction with the service and identify barriers to use, ensuring improvements are effective.	Survey 25% of participants	Survey 75% of participants	Survey All Participants

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Activities Van – Strategy #3: Transportation services for students to participate in after school activities, programs, and clubs due to transportation barriers.

Choose the type of Strategy:

_X_ Option 2: Family engagement initiatives to increase student achievement.

Narrative description of this strategy.

Consistent participation in extra-curricular activities provides opportunities for inclusive involvement. Transportation barriers such as a ride home after practice, a ride to school activities, and hesitation to sign up for clubs due to family transportation barriers have been ongoing obstacles for many students. A majority of American Indian students living in reservation boundaries are not in walking distance or have alternative transportation to participate regularly. The outcome would be increased involvement. Participation data will be assessed to determine program effectiveness. The service is provided by the school district. A school employee and van will be utilized daily.

Enter location of services: All Cloquet Public Schools

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**2026 Target**	**2027 Target**	**2028 Target**
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
American Indian student participation in grades 7-12 in extracurricular activities.	Increase 10%	Increase 15%	Increase 20%
Free/Reduced lunch student participation in grades 7-12 in extracurricular activities.	Increase 10%	Increase 15%	Increase 20%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

SMART Goal #3: By the end of 2027-2028 school year, increase formal school engagement among elementary American Indian parents by 25%, as measured by attendance at parent-teacher conferences, school events, and participation in school committees. Attendance from winter 2024/2025 elementary parent-teacher conferences will provide baseline data at 70.24%. This will be achieved through targeted outreach, culturally relevant communication strategies, and creation of inclusive curriculum.

Choose a WBWF/CACR goal area:

_X_ All racial and economic achievement gaps between students are closed.

Choose the type of Goal:

_X_ Integration

Strategies

Culturally Inclusive Curriculum – Strategy #4: Improve curriculum to be inclusive of multiple cultural perspectives with focus on Ojibwe Culture and Language.

Choose the type of Strategy:

___Option 1: Innovative and integrated pre-K-12 learning environments. * *If you choose this, complete the **Integrated Learning Environments** section below.*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you choose Innovative and integrated pre-K through grade 12 learning environments as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

_X_ Option 3: Increases cultural fluency, competency, and interaction.

Narrative description of this strategy.

Student engagement is a key to student success. Providing learning opportunities that align with your personal beliefs and interests is a valuable tool in improving student engagement. Success is a rapidly globalizing environment also requires the ability to understand cultural differences and similarities and the ability to work with individuals whose cultural background differs from your own. For these reasons and others, the Cloquet Public Schools will work to diversify their curriculum to be supportive of multiple cultural perspectives. This work will begin by providing more learning opportunities specific to Ojibwe culture. Over 25% of the Cloquet Public Schools' student population has families ties to the Indigenous culture.

Elementary grade levels provide time and opportunity for teaching staff to develop lessons that include Ojibwe focused teachings that meet state standards. A&I resources will be used to support the development of these lessons including the cost of teacher time, material acquisition, literature, and professional development. Resource, if available, may also be used to support secondary staff interested in developing lessons with an Ojibwe focus.

Enter location of services: ALL Cloquet Schools

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**2026 Target**	**2027 Target**	**2028 Target**
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
Seasonal lessons and Seven grandfather teachings offerings to elementary classrooms.	3 per year	4 per year	5 per year
Fall & Spring Post Lesson Student Surveys	2 per year	2 per year	2 per year

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

SMART Goal #4: By the end of the 2027-2028 school year, the district Equity Coordinator and district Equity Team will help provide guidance on ongoing professional development for staff, with at least 90% of staff participating in yearly culturally responsive learning. This will be achieved through a 3-year inventory goal further reducing disparities in equitable access to effective and more diverse teachers. Baseline data from 2024-2025 certified educators was 66% received in district culturally responsive training.

Choose a WBWF/CACR goal area:

_X_ All racial and economic achievement gaps between students are closed.

Choose the type of Goal:

_X_ Teacher Equity

Strategies

Equity Coordinator – Strategy #5: .4FTE Equity Coordinator to lead district equity team to provide ongoing staff development and student education. Improve curriculum to be inclusive of multiple cultural perspectives with focus on Ojibwe Culture.

Choose the type of Strategy:

_X_ Option 6: Equitable access to effective and more diverse teachers.

Narrative description of this strategy.

The equity coordinator will work to train staff and provide equity-based activities for staff and students to support the development of a culturally responsive/inclusive environment in Cloquet Public Schools. The equity coordinator will begin a 3-year initiative to create an inventory of such trainings. An equity team of representatives from each school site actively supports implementation of identified areas of equity improvement under the leadership of the equity coordinator.

Enter location of services: All Cloquet Public Schools

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**2026 Target**	**2027 Target**	**2028 Target**
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
Inventory all district trainings, workshops, professional development, etc.	30%	60%	100%
Survey students on equitable practices/inclusive educational environments.	30%	60%	100%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

SMART Goal #5: By the end of 2027-2028, the Integrated Learning Teacher will implement targeted teaching strategies for at-risk students, with at least 85% of these students showing measurable academic improvement. This will be achieved through differentiated instruction, progress monitoring, and collaboration with classroom teachers.

Choose a WBWF/CACR goal area:

_X_ All racial and economic achievement gaps between students are closed.

Choose the type of Goal:

_X_ Achievement Disparity

Strategies

Integrated Learning Teacher – Strategy #6: Implement a .8FTE Integrated Learning Teacher to conduct a thorough assessment of at-risk students to identify their specific learning needs and provide a variety of teaching methods tailored to the learning styes of at-risk students.

Choose the type of Strategy:

_X_ Option 1: Innovative and integrated pre-K-12 learning environments. * *If you choose this, complete the **Integrated Learning Environments** section below.*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you choose Innovative and integrated pre-K through grade 12 learning environments as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

_X_ Option 3: Increases cultural fluency, competency, and interaction.

Narrative description of this strategy.

Cloquet School District is committed to addressing the needs of at-risk students and closing achievement gaps between marginalized students. By implementing a .8FTE Integrated Learning Teacher to provide specialized support and instruction, it will play a crucial role in identifying and addressing the diverse learning needs of students who may be struggling academically due to various factors, such as socioeconomic challenges. This position will be designed to enhance student achievement by offering personalized instruction, co-teaching, self-directed learning opportunities and specialized teaching strategies.

Enter location of services: Cloquet Middle School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**2026 Target**	**2027 Target**	**2028 Target**
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%
Measure engagement using class participation, completion of assignments and involvement in small group sessions.	40%	60%	80%
Teacher feedback forms for perceived impact of Integrated Learning Teacher's instruction on student learning and classroom dynamics.	3 teacher surveys	3 additional teacher surveys	3 additional teacher surveys

SMART GOAL #6: By the 2027-2028 school year, Cloquet School District will create and implement a youth leadership development program that provides cross-district leadership opportunities and includes focus on cultural awareness. This will be achieved by increasing cross-district youth leadership opportunities from 0 in 2025 to 6 by 2028.

Choose a WBWF/CACR goal area:

_X_ All racial and economic achievement gaps between students are closed.

Choose the type of Goal:

_X_ Integration

Strategies

Youth Leadership Development Program – Strategy #7: Create and implement a youth leadership development program that provides cross-district leadership opportunities and includes focus on cultural awareness.

Choose the type of Strategy:

_X_ Option 1: Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Narrative description of this strategy.

The goal supports the district's commitment to inclusivity, cultural awareness, and equity by providing intentional leadership opportunities for students who are often underrepresented in leadership roles, with an emphasis on Indigenous students and those from Free/Reduced lunch backgrounds. By 2028 our target will be that 80% of participants will be demonstrating growth in leadership competencies (such as decision-making), communication, and problem solving) as measured by pre- and post-program surveys and self-assessments.

The purpose of creating a district youth leadership development program is to provide students with cross-district opportunities that reinforce collaboration, growth, and empowerment. Cross-district opportunities will include yearly leadership summits or collaborative projects, enabling students from diverse backgrounds to connect, share experiences, and develop the skills necessary to become effective leaders in their communities.

Enter location of services: Cloquet High School & Cloquet Area Alternative Education Program for Cloquet Schools

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**2026 Target**	**2027 Target**	**2028 Target**
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**2026 Target**	**2027 Target**	**2028 Target**
Leadership Competencies - Decision Making	30%	50%	80%
Leadership Competencies - Communication	30%	50%	80%
Leadership Competencies - Problem-solving	30%	50%	80%
Youth Leadership Program Participation – **Focus on underrepresented groups**, particularly Indigenous and low-income students. No baseline data.	50%	65%	80%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

By identifying and merging programs with similar goals or services, resources can be allocated more effectively, reducing redundancies. An example would be the American Indian Education program afterschool program will streamline participation to include all students, opening a blended learning opportunity called Makoons Club.

Additionally, this plan creates improved coordination to ensure that the efforts are better for the overall performance of district educational delivery. An example of this would be the professional development inventory that will be developed to maximize the impact of available resources while minimizing inefficiency.

Education Minnesota-Cloquet
2025-2026 Contract Negotiations

Proposal 13: Specialist Compensation
Article VII
Section 6
Subd. 3 Specialist Compensation: In an event where an elementary specialist is reassigned to a classroom for a half day or more the specialist will be compensated at a rate equal to the rate received by secondary teachers when substituting during their preparation period as defined in schedule D.

Rationale:

- Specialists are often pulled to cover classrooms at a moment's notice and exceed the amount of time of their prep period. This compensates the specialist an adequate amount based on prep pay stipends.
- Specialists would rather be working in the position assigned.
- We hope this disincentivizes pulling specialists daily.
    - Result of not pulling daily:
        - Student performance improvement
        - Improved morale
        - Better test scores
        - Better support for our students

Education Minnesota-Cloquet
2025-2026 Contract Negotiations

Proposal 14: Sub Incentive

Article VII
Section 10: Internal Sub Coverage Incentive: Teachers will receive an additional bonus based upon reaching one of the benchmarks for internal sub coverage listed below:

Sub Coverage: Secondary 15 prep periods/Elem. 30 prep periods	$150 bonus
Sub Coverage: Secondary 30 periods/ Elem. 60 prep periods	$325 bonus
Sub Coverage: Secondary 45 periods/Elem. 90 prep periods	$500 bonus

The bonus will be calculated at the end of the school year to determine appropriate bonus level.

Proposal 16: EMC Proposal
Clarifying Language on Article XV - ECFE TEACHERS
Section 12 sub. 2 Sick Leave
From Teachers Master Agreement July 1, 2013-June 30, 2015

- ECFE/SR teachers' sick leave is cumulative to 30 days.
- If an ECFE/SR teacher works a minimum of 1400 hours per year, the teacher's sick leave is cumulative to 60 days.

Rationale:

- “Cumulative days” was originally negotiated into the ECFE/SR section of the contract. When the method of calculating sick days was changed the contract language for sick leave was updated and the mention of cumulative days was missed.
- Please see attached for original contract language vs. current contract language.

Education Minnesota-Cloquet
2025-2026 Contract Negotiations

Proposal 17:

EMC Proposal
Addition of Article XII-Leave of Absence
Section 8 Military Leave
Military leave shall be granted to a teacher pursuant to ~~M.S. 471.975~~ Minnesota State Law and other applicable law.

Rationale:

- Adding Section 8 Military Leave to the ECFE/SR section of the contract would ensure we are following procedure that is stated by law staff who are in the military.

Proposal 2: Percentage of Staff on Personal Leave

Article XII- Leaves of Absence
Section 3- Personal Leave

Subd. 1. Criteria: It is understood that Personal Leave may not be approved when the number of bargaining unit members using Personal Leave exceeds 5% per day rounding up to the nearest whole number of the building bargaining unit population. The building principal will have the discretion to exceed the 5% cap. For the purpose of determining the number of staff using Personal Leave on any day, a .5 F.T.E. or less is equal to the lower whole number, and an F.T.E. over .5 is equal to the higher whole number.

Should the district absence software be reasonably capable, as determined by administration, of differentiating between unit members requiring a substitute vs. those whose positions do not, the 5% limitation per day on personal leave use will apply to ***certified staff requiring a substitute on student contact days***.

Proposal 5: Addition to ECFE/SR

Addition of Article VII - Basic Schedules and Rates of Pay
Section 8 Part-Time Teachers Substitute Pay

Part time teachers regularly employed under contract with Independent School District No.94 shall be paid a rate equal to $25.00 per day ($12.50 per half day) more than the daily rate for substitute teachers who are not employed under contract with the district. This rate of pay shall be effective for substitute work done after October 15, 2009.

Rationale:

- As licensed teachers under contract with ISD 94 the ECFE/SR teachers are requesting the opportunity to receive the same benefits other part time staff have when subbing within the district.
- This would increase morale among ECFE/SR teachers and their willingness to fill in as substitutes and feel like they are valued part of the district.

Education Minnesota-Cloquet
2025-2026 Contract Negotiations

Proposal 6: School Psych/ECSE Stretch Calendar

ARTICLE XIV - LENGTH OF SCHOOL YEAR

Section 1. Teacher Duty Days

~~Beginning the 2021-2022 school year, e~~ **E**arly childhood special education teachers will be on a stretch calendar. A "stretch calendar" is defined as a school year calendar from July 1 through June 30 of a given year. This includes keeping the total contract days at the number set in the EMC master agreement (183.5 days). ~~Beginning July 1, 2021, the stretch calendar system will be fully implemented.~~ The stretch calendar will be created annually by the teacher following guidelines established by the ECSE supervisor/administrator. ~~Said calendar will be approved by the ECSE supervisor/administrator in consultation with the Northern Lights Special Education Cooperative coordinator of early childhood special education.~~

School Psychologists will be on a stretch calendar. A "stretch calendar" is defined as a school year calendar from July 1 through June 30 of a given year. This includes keeping the total contract days at the number set in the EMC master agreement (183.5 days). The School Psychologist will keep a record of the time worked outside of contracted time. The School Psychologist will be allowed to utilize this time in fulfilling the annual duty days.

Rationale:

- Clean up ECSE Stretch Calendar language (remove old dates). Remove last sentence to reflect current practice.
- Add School Psych Stretch Calendar MOU to contract.

Education Minnesota-Cloquet
2025-2026 Contract Negotiations

Proposal 7:

Memorandum Of Understanding

TO: Executive Board of Education Minnesota Cloquet

FROM: Dr. Michael Cary, Superintendent

DATE: 12/20/2023

RE: Special Education Programming Discussion Sessions

In the interest of reviewing special education programming and staffing, the administration of Cloquet Public Schools proposes the following:

· During the **2025-26 & 2026-27 school years**, the administrative team will coordinate 3-4 sessions to gather the building leadership team special education representatives and special education coordinator to review the current status of special education programming and staffing. Administrative representation will typically include the superintendent and may include other administrative representatives, as needed. Three additional representatives will be selected for the sessions by the executive board of Education Minnesota Cloquet.

- Sessions will be scheduled during in-service dates and will be two hours in length (this may be adjusted based on feedback from the group). The purpose of which will be to discuss current programming, staffing levels and trends/issues within the program/department. Program and staffing data may also be reviewed to help inform discussions.

    - Feedback from sessions will be used to inform possible future adjustments based on feasibility as determined by the administrative team.

Rationale:

- EMC has found these meetings to be valuable and wish to continue through the next round of negotiations.

Education Minnesota-Cloquet
2025-2026 Contract Negotiations

Proposal 8:

TO: Education Minnesota Cloquet

FROM: Dr. Michael Cary, Superintendent
Tom Brenner, Principal – Cloquet High School

DATE: June 5, 2023

RE: MOU for CMS ADSIS Teachers

~~CMS requests a one-year MOU to allow CMS ADSIS teachers Jen Misquadace and Anna Gamst to start and end the 2023-2024 school year two weeks earlier to run a reading remediation boot camp. Their new start date would be August 14, 2023, and their new end date would be May 21, 2024, with the understanding that they will complete their professional choice day before their new start date or after their new end date.~~

The principal of Cloquet Middle school may, at his/her discretion, call CMS ADSIS teachers to start and end the school years two weeks early to run a reading remediation boot camp. Start dates and end dates would correspond to previous years programming with the understanding that they will complete their professional choice day before their new start date or after their new end date.

Rationale:

- The extension is proposed because the program prefers this MOU (and was continued without any amendment for the 2024-25 school year).
- Additionally names were removed to allow any staff member in that specific position to be allowed the same schedule.

Education Minnesota-Cloquet
2025-2026 Contract Negotiations

Proposal 10:

Article XII

Section 3. Personal Leave: Beginning July 1, 2024, each teacher has three (3) working day per year with pay for personal reasons. After three (3) years of continuous service with the school district, teachers will be allowed five (5) working days per year, with pay, for personal reasons. Teachers may carryover one personal leave day per year or be reimbursed. Unused personal days shall be reimbursed at the rate of **$140 per day and to be increased at the same percentage as salary increase starting in the 2025-26 school year.** If available, one personal day will automatically be carried over unless notification is given to the Business Office by the last contract day of the school year. Any remaining day(s) will be automatically paid to the teacher. For 2023-2024, language from the previous contract remains in effect.

AND

Article XI

Section 1. Sick Leave

c. Teachers shall accumulate sick leave according to the following schedule:

2. At the conclusion of the contract year, when the cap of 100 days of sick leave is reached, a teacher may cash out the unused portion of the current year's new allocation of sick leave days at a rate of **$140 per day and to be increased at the same percentage as salary increase starting in the 2025-26 school year.**

Rationale:

- While short of sub pay this would be an acceptable amount, additionally the increase going forward would ensure that increases happen at an appropriate rate in relations to sub pay (despite the district gaining minimal financial gains each contract).
- This increase could also incentivize teachers not taking personal days or sick days as there is an increased value in being in the classroom with their students. This would increase student learning.

Education Minnesota-Cloquet
2025-2026 Contract Negotiations

Proposal 12: Percentage Increase to All Areas of the Contract

Year 1:

- 2%
    - Reduction of 2 in-service days
        - Flex day and Indigenous People's Day
    - Beginning 2026-27, district administration will designate 4 professional days on which personal days may be used.

Year 2:

- Equivalent to State Basic Aid Increase minus .25%

CLOQUET
PUBLIC SCHOOLS
Independent School District No. 94
Cloquet, Minnesota 55720

Central Administration
509 Carlton Avenue • 218-879-6721 • FAX-879-6724
Cloquet Senior High School
1000 18th Street • 218-879-3393 • FAX-879-6494
Cloquet Middle School
509 Carlton 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
302 14th Street • 218-879-1261 • FAX-879-6941
Cloquet Area Alternative Education Programs
302 14th Street • 218-879-0115 • FAX-879-6941
http://www.cloquet.k12.mn.us

Memorandum

TO: Negotiation Subcommittee of Education MN - Cloquet

FROM: Negotiation Subcommittee of ISD 94

DATE: 6/4/2025

RE: Board Counterproposal to EMC Proposal 15 – CTE Lane Change

For addition as Article VII, Section 3. Subd. 10

Subd. 10. CTE Credit Toward Lane Change. Effective July 1, 2025, a teacher with a CTE license may earn additional credits to move lanes (horizontally) on the salary schedule by applying work related experience. "Work related experience" is defined as experience for the purpose of obtaining a CTE license or to gain knowledge and skills directly related to their teaching assignment or content area. These hours must be pre-approved by the building principal and superintendent in advance in order to be counted toward lane change and be earned subsequent to earning a Tier III license. Each forty (40) hours of work experience equals one (1) semester hour credit.

1. A teacher with a CTE license may bypass the MA lanes on the traditional salary schedule by applying the conversion outlined in the table below.

Traditional Salary Schedule							
BA	BA+10	BA+20	BA+30	BA+40/M	MA+10	MA+20	MA+30
CTE Salary Schedule							
BA	BA+10	BA+20	BA+30	BA+40	BA+55	BA+70	BA+85

2. The above conditions for horizontal movement may be met by applying the pre-approved clock hours earned after July 1, 2025. Hours previously used for horizontal movement cannot be utilized under new policies.

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

Memorandum

TO: Negotiation Subcommittee of Education MN - Cloquet

FROM: Negotiation Subcommittee of ISD 94

DATE: 6/4//2025

RE: District Negotiation Proposal 1 – Online Learning

Article XIII, Section 5.

Teacher Workload: The normal teaching load for secondary classroom teachers in the seven (7) period day shall be five (5) instructional periods, one (1) study hall/supervisory period, and one (1) preparation period, and other assigned duties such as bus duty, homeroom, and the like. For high school teachers, instructional periods may be either in-person or online, as assigned by the building principal. Courses will not require that staff instruct students both online and seat-based in the same class period. For the 2025-26 and 2026-27 school years, this language will only apply to College in the Schools courses.

- In the event of an online class offering, the number of students assigned to a section must not exceed 40 students. Reasonable efforts, as determined by administration, will be made to keep online course section sizes consistent with seat-based section sizes.
- When a teacher is asked to teach an online course for the first time, they will be given 30 hours of curriculum development time per course to be paid at the rate established in the schedule D portion of the contract. This would not apply to homebound/homebased offerings.

AGREEMENT FOR THE PROVISION OF MARKETING SUPPORT

This Marketing Agreement ("Agreement") is entered into as of _____, 2025 ("Effective Date"), by and between Community Memorial Hospital (“CMH”), and Independent School District #94, also known as Cloquet School District ("CSD").

RECITALS

A. CMH is a Minnesota nonprofit corporation whose purposes include advancement of healthcare in the region that it serves.

B. CSD is a Minnesota independent school district which is required to provide professional sports medicine services to its student athletes.

C. CSD wishes to obtain from CMH, and CMH wishes to provide, marketing support that will allow CSD to upgrade, expand, and maintain facilities and equipment for its student athletes, in conjunction with sports medicine services to be provided by one or more third party providers more specifically identified and set forth in this Agreement.

1. Marketing. CMH will receive from CSD such marketing and recognition opportunities as expressed in Exhibit B.

2. Related Party. This Agreement is tied to and is contingent on the existence and maintenance of an agreement between CSD and Park Avenue, an independent entity located in Cloquet, Minnesota that, under such separate agreement, provides CSD with an athletic trainer and makes referrals for any necessary medical needs for the student athletes being served. If such agreement is terminated for any reason by CSD, it may trigger termination of this Agreement under Section 8b. If such agreement is terminated for any reason by Park Avenue, CSD and CMH agree to work in good faith towards establishing a direct agreement under which CMH will provide, or subcontract to provide, CSD with those services previously provided by Park Avenue under the same or similar terms to those in effect at the time of termination.

3. Compensation. In exchange for marketing and recognition opportunities as expressed in Exhibit B, CMH will provide CSD compensation as described in Exhibit A.

4. Relationships.

   a. Relationship between CMH and CSD. The parties to this Agreement are at all times performing as independent contractors. Nothing in this Agreement shall constitute or be construed as the creation of an employment relationship, partnership, or joint venture between CSD and CMH, or any of their agents or employees. Neither CMH nor any of its agents or employees is to be considered an agent or employee of CSD for any

purpose. CMH and CSD shall each be solely responsible for acts and omissions of itself, its employees and its agents.

b. Relationship to CSD Students. This Agreement does not create an express or implied contract to provide care to CSD students. Further, CMH's commitment to provide sports medicine services does not obligate CSD student athletes to utilize such services.

c. Exclusivity. CSD agrees it will not pursue or obtain any marketing opportunities with other entities consisting of hospitals, clinics, surgery centers, or related parties, without the prior written approval of CMH, whose approval shall not be unreasonably withheld for minor contributions, sponsorships, etc. Signage or other permanent or semi-permanent structures featuring entities as described within this clause shall not be permitted.

5. Insurance. Each party shall, at its expense, carry liability and professional liability insurance or provide self-insurance covering its acts and omissions under this Agreement, with limits of at least $1 million per claim and $3 million aggregate.

6. Compliance. Both parties shall comply with applicable state and federal laws and regulations.

7. Indemnification. The parties are each responsible for their own acts or omissions, and are not liable for the acts and omissions of, or the costs of defending, others. Nothing in this section shall preclude a finding of liability on the part of either party based on the doctrines of equitable indemnity, comparative negligence, contribution, or other statutory or common law basis for liability.

8. Term and Termination. Unless sooner terminated as provided for herein, this Agreement shall remain in effect for ten (10) years expiring on _____, 2035 and shall automatically renew for successive periods ten (10) years unless terminated as provided for herein and as follows:

a. Mutual Written Agreement. This Agreement may terminate at any time upon written agreement of the parties.

b. Termination of Related Agreement. This Agreement will automatically terminate if the Related Agreement for athletic training services referenced in Section 2 is terminated or modified without the prior knowledge and approval of CMH to the extent that, in the opinion of CMH, the consideration given in this Agreement has materially changed.

c. For Cause. Either party may terminate this Agreement with cause upon default by the other party under any material term of this Agreement and failure of the defaulting party to cure such default within sixty (60) days after receipt of written notice specifying the precise nature of such default. Upon failure to cure such default, this Agreement shall terminate upon written notice.

d. Change in Law. In the event there are changes or clarifications to any applicable laws, rules or regulations that affect, in the opinion of either party's legal counsel, any legal right of any party to this Agreement, the affected party may notify the other party. Upon such notice, the parties shall engage in good faith negotiations regarding any appropriate modifications to this Agreement. If the parties are unable to agree to modifications, either party may terminate this Agreement by providing at least sixty (60) days' notice to the other party.

e. Jeopardy; Immediate Termination. CMH may terminate this Agreement immediately with no penalty if, in its sole determination and discretion, the Agreement places CMH at risk of adverse action by any state or federal governmental agency or accrediting body, including, but not limited to licensing and nonprofit or tax-exempt status.

f. Effect of Termination. In the event this Agreement is terminated under Section 8c by CMH for cause or under Section 8b, CSD shall refund to CMH a prorated portion of the funds paid to CSD pursuant to Exhibit A for any incomplete term year. If this Agreement is terminated by either party for any other reason, CSD will not be responsible to refund any prorated monies paid in advance for incomplete years on the term of the Agreement.

9. Notices. All notices, requests and other communications that a party is required or elects to deliver shall be in writing and shall be delivered personally, by certified mail or via email at its address set forth below, or to such other address as such party may designate by notice pursuant to this section. Notice shall be effective when received if delivered by hand or email, or on the date shown on the return receipt, if by certified mail.

   If to CSD: Cloquet High School, Attn: Principal, 1000 18th Street, Cloquet, MN 55720

   If to CMH: Community Memorial Hospital, Attn: CEO, 512 Skyline Boulevard, Cloquet, MN 55720

10. Governing Law. This Agreement will be governed by and construed in accordance with the laws of the State of Minnesota, without giving effect to the conflict of laws principles thereof.

11. Force Majeure. Each party shall be excused from performance of its obligations under this Agreement to the extent such performance is prevented, restricted or interfered with by reason of fire, flood, earthquake, explosion or other casualty or accident, strikes or labor disputes, war, act of terrorism or other violence, or any law, order, proclamation, regulation or ordinance, or demand or requirement of any government agency, The party so affected, upon giving prompt notice to the other party, shall be excused from such performance to the extent of such prevention, restriction or interference, provided, however, that the party so affected shall take all reasonable steps to avoid or remove such

cause of nonperformance and shall resume performance hereunder with dispatch whenever such causes are removed.

12. Miscellaneous. Neither party may assign this Agreement without the prior written consent of the other. The parties agree to amend this Agreement as necessary to comply with any changes in applicable laws and regulations. This Agreement constitutes the entire contract between the parties with respect to the subject matter hereof. It may be executed in any number of counterparts, each of which will be deemed to be the original. No amendment to this Agreement or any exhibit shall be effective unless in writing and signed by both parties. The Waiver by either party of a breach of any provision of this Agreement will not be deemed a waiver of any subsequent breach of the same or a different provision. If any provision of this Agreement is illegal, invalid, or unenforceable under present or future laws effective during the term of this Agreement, that provision shall be fully severable. The remaining provisions shall remain in effect, and this Agreement shall be construed and enforced as if the illegal, invalid or unenforceable provision had never been a part of this-Agreement.

Independent School District #94	Community Memorial Hospital
By: _____	By: _____
Print Name: _____	Print Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

EXHIBIT A
COMPENSATION

In accordance with the services being provided and for valuable consideration, CMH will provide CSD one hundred fifty thousand, four hundred dollars ($150,400.00) payable as follows:

- within thirty days of the date this Agreement is fully executed, any portion of the total payable can be requested, up to the entire portion, to purchase new weight room equipment at Cloquet High School.
- This total represents amounts payable over the entirety of the initial Term of this Agreement. The yearly portion due under this Agreement is equal to fifteen thousand, forty dollars ($15,040.00).
- Termination of this Agreement under circumstances described within this Agreement requiring a refund to CMH for any incomplete portion of the Term shall be prorated and calculated based on a quarter of a term. Thus, for purposes of this clause, the Term of this Agreement can be thought of as consisting of 40 quarters, with the amounts payable for services described as being three thousand, seven hundred sixty dollars ($3,760.00) per quarter.

EXHIBIT B
MARKETING AND RECOGNITION
OPPORTUNITIES

CSD acknowledges the following Marketing opportunity obligations.

- acknowledge at games/venues, via signage, program advertisement and public address that orthopedic & sports medicine services are provided by CMH and Park Avenue
- ensure all acknowledgments are healthcare industry exclusive, with the exception of limited visibility from lower tier sponsorship support subject to CSD obtaining CMH's prior authorization
- CMH be given opportunities to be recognized as a top-tier (highest) supporter with any additional partnership/sponsorship opportunities with CSD. Any additional partners at the same top tier level shall not be a direct competitor of CMH. Sponsorships from competitors should not include signage (any existing signage in the facilities can remain during current contract duration, but not be renewed and nothing new can be added)
- at CMH's sole cost and expense grant sole rights to CMH on all signage on training room and weight room doors, and all other sports venues owned by CSD (excepting the facility known as Members Cooperative Credit Union Stadium), to acknowledge that orthopedic & sports medicine services are provided by CMH and Park Avenue, signage to be prominently displayed
- use information approved or provided by CMH, including ads, logos, scripting, etc. for the signage, public address announcement and program advertisement. At the request of CSD, CMH shall provide custom ads, scripting, etc.
- provide additional promotion opportunities as agreed to by CSD and CMH's marketing team
- ensure CSD coaches are aware of the Service being provided and available by CMH and Park Avenue; and
- ensure Booster Clubs are aware the Services are being provided by Park Avenue at no cost in exchange for the opportunities and compensation set out in this Agreement.

Commented [MC1]: We may need to exclude signage for Members Cooperative Credit Union Stadium, as they have certain exclusivity rights on our agreement with them. I don't see issue with other sports venue locations which we own. Also, we do not own or operate the hockey arena. We would likely need some type of agreement with the city for any signage at Northwoods/Pine Valley.

Review of Extracurricular Positions - Schedule C

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

Name: Steve Polkowski Job Title: Schedule C coordinator/teacher

II. **Title of Position:** Auditorium Manager

III. **Check One:**

1. X This position is being reviewed for possible addition to Schedule C
2. ____ This position is being reviewed for possible removal of Schedule C
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 an explanation if more room is needed.

Attached

V. **Action Taken:**

1. Principal
   X Request Approved ____Request Denied
   Principal Signature [signature] Date: 5/12/25
2. Superintendent
   X Request Approved ____Request Denied
   Superintendent Signature [signature] Date: 5/27/25
3. School Board
   X Request Preliminarily Approved ____Request Denied
   Board Chair Siganture [signature] Date: 6-9-25
4. Schedule C Committe
   X Request Approved ____Request Denied
   Committe C Chair [signature] Date: 6/13/25

VI. **Final School Board Action (if needed):**

____ Request Approved ____Request Denied

Board Chair Siganture_____ Date:_____

Review of Extracurricular Positions - Schedule C

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

Name: Steve Poltowski Job Title: Schedule C coordinator/Teacher

II. **Title of Position:** Ripsaw News Advisor

III. **Check One:**

1. X This position is being reviewed for possible addition to Schedule C
2. _____ This position is being reviewed for possible removal of Schedule C
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 an explanation if more room is needed.

Attached

V. **Action Taken:**

1. Principal
   X Request Approved _____Request Denied
   Principal Signature _____ Date: 5/12/25
2. Superintendent
   X Request Approved _____Request Denied
   Superintendent Signature _____ Date: 5/27/25
3. School Board
   X Request Preliminarily Approved _____Request Denied
   Board Chair Siganture _____ Date: 6-9-25
4. Schedule C Committe
   X Request Approved _____Request Denied
   Committe C Chair _____ Date: 6/13/25

VI. **Final School Board Action (if needed):**

_____ Request Approved _____Request Denied

Board Chair Siganture _____ Date: _____

Schedule C Additions Proposal:

Please see the attached Schedule C additions form for signatures regarding two additional positions in the contract. Below is the Schedule C committee's suggestion for salary and reasoning for each payment amount. Please note, this amount is from the 2024-25 school year contract, its placement should receive the percentage increase once the 2025-26 and 2026-27 teachers' contract is approved.

· Auditorium Manager- $6907- This is the same amount as hockey or football. Given that the manager is a 12-month position and has gotten the same amount ($6000) each year since its opening we believe that it is fair to align this position with our highest paying coaches going forward given the length of season, community pressure and volume of different programs that use that space for different reasons.

· Ripsaw News Advisor- $3455- This is the same amount that was previously given to the newspaper advisor. This position will be taking on similar responsibilities and have a similar production schedule (if not more frequent) than the previous newspaper position. This position additionally would be a year long position and thus would require more than a traditional advisor seasonal position.

AGREEMENT
INDEPENDENT SCHOOL DISTRICT NO. 94
CONTRACT FOR ASSISTANT SPECIAL EDUCATION DIRECTOR

ARTICLE I: PARTIES

The parties to this agreement are Independent School District No. 94, Cloquet, Minnesota (hereinafter referred to as "District"), and Barbara Mackey (hereinafter referred to as the "Assistant Director" or "Employee").

ARTICLE II: TERM

The term of this agreement shall be for the period commencing on July 1, 202~~3~~ 5 and terminating on June 30, 202~~5~~ 8.

ARTICLE III: BASIC COMPENSATION

Section 1. The Assistant Director's annual compensation shall be set as follows:

School Year	Annual Salary
Current – 202~~3 5~~-202~~4 6~~	$~~102,076~~ $117,330
2026 -2027	~~Align with the~~ "Me too" increase consistent with the Cloquet ~~Assistant Principal's salary from~~ Principal Contract.
202~~74 6~~-202~~5 7~~8	"Me too" increase consistent with the Cloquet Principal Contract.~~Align with the Cloquet Assistant Principal's salary from Principal Contract.~~

Section 2. Longevity Pay:

- Years 6-9: $2,000 / year and will increase at the rate of salary increase percentage yearly
- Years 10+: $3,000 / year and will increase at the rate of salary increase percentage yearly

ARTICLE III: DUTY YEAR

The Assistant Director's position is a two hundred sixty (260) day contract. The Assistant Director's duty year includes the oversight and offering of Extended School Year services as required under special education law.

ARTICLE IV: BENEFITS

Vacation: This contract shall include ~~25~~ 30 vacation days. ~~The Assistant Director may carry over up to (15) vacation days per year.~~ Vacation days may be used starting the first year of this contract. Annual vacation days will be prorated if employment is terminated or employee resigns from the position before June 30th. Proration shall be made based on a 260-day work year starting on July 1 and ending on June 30.

Holidays:

- Two (2) floating holidays (Good Friday and Presidents' Day)
- New Year's – two (2) days
- Memorial Day – one (1) day
- Juneteenth (June 19th) – one (1) day

- July 4 and July 3 or 5 – two (2) days
- Labor Day – one (1) day
- Thanksgiving – two (2) days
- Christmas – two (2) days

Total of 1~~2~~ 3 paid holidays.

Emergency Leave: The Assistant Director shall receive three (3) working days per year to be granted with pay with the approval of the superintendent for emergencies as listed below. All such leaves shall be deducted from sick leave.

- Extended or additional bereavement leave;
- Attendance to legal matters, including legal authorities occurring during regular working hours;
- Serious illness in immediate family requiring a doctor visit or hospitalization;
- Natural disasters at an employee's place of resident which may cause potential structural damage or damage to the contents of the resident;
- Other, as approved by the superintendent.

Personal Leave: The Assistant Director shall be granted two (2) personal days per year.

Sick Leave: For the first five (5) years of employment, the Assistant Director shall earn sick leave at a rate of 15 days per year.

Starting year six (6), the Assistant Director shall be credited with 13 days of sick leave on July 1 of each year. Up to five (5) days of sick leave with pay per school year shall be allowed whenever an employee's absence is due to the serious illness and/or temporary disability of the employee's spouse, adult children, grandchildren, foster children, or parent.

Note: The 2013 Legislature amended sick leave law which will take precedence over the language in this contract as long as this law is in place. This law allows for 160 hours or 20 days of available sick leave in any 12 month period to be used for absences due to an illness or or injury to an employee's adult child, spouse, sibling, parent, grandparent, or stepparent.

Bereavement Leave: Family: The employee, in case of death in the immediate family which is defined as employee's spouse, employee's parents, step-parents, children, step-children, grandchildren, sister, brother, grandparents, sister-in-law, brother-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, or grandparents of spouse, causing the employee to lose working time, time allowed is not to exceed three (3) scheduled working days if the distance traveled is 400 miles or less one way; four (4) scheduled working days if the distance traveled is more than 400 but less than 800 miles one way; and five (5) scheduled working days if the distance traveled is more than 800 miles one way. No less than four (4) scheduled working days shall be allowed in case of death of a spouse or child.

403(b): After one (1) year of administrative service, the School District will make a matching contribution based on the schedule below for all new full time principals into the 403(b) account.

Contribution Level	Maximum Dollar Cap
FY 2024 = $3,000	$55,000.00
FY 204-2025 = TBD – same as principals' contract	

Medical Insurance: The Assistant Director's health insurance benefits, including HRA or HSA benefit, shall be the same listed in the Cloquet Principals' Association Master Agreement in Article V, Section 1. Any changes made to this section of the principal's contract shall become part of and be applicable to the assistant director's contract.

Dental Insurance for Full-Time Employees: Effective July 1, 2013, dental benefits will be paid by the school district at a premium rate of $28.65 per month per eligible employee with single coverage and that dependent coverage will be paid by the school district at the premium rate of $49.28 per month per eligible employee. If the total premium rate exceeds the individual rate as stated above, the school district shall pay the additional costs of the premiums. If the total premium rate exceeds the dependent rate as stated above the school district and the employee shall share the premium increase equally.

Life Insurance for Full-Time Employees: Full-time employees (as defined in Article V, Section I) shall also receive term life insurance in the amount of $150,000 at the District expense.

Long Term Disability Benefits: Full-Time employees shall receive long-term disability benefits up to 66 2/3% of the employee's basic salary to a maximum benefit of $3,000 per month. There shall be an elimination period of 60 working days.

Subd.1. Eligibility: All eligible employees shall be required to participate in the group at their own expense.

Subd.2.Cost: The salary of each employee shall be increased by the cost of their long-term disability premium.

Premium Only Health Retirement Account: The Assistant Director will receive a District contribution to a Premium-Only Health Retirement Account (HRA) based on the following schedule:

Monthly Contribution Level	Years of Service
0	0-1
$250	2-6
$375	7-10
$500	11-15
$600	16 and over

Maximum Dollar Cap - $90,000

ARTICLE VI: SUPPLEMENTAL BENEFITS

Section 1. Membership Dues: The District shall pay the state and national membership dues in the designated professional organizations (MASE/CASE and either MASSP or MESPA).

Section 2. National Conventions: Each principal shall be allowed to attend the~~ir respective~~ CASE national convention~~s~~ on an every other year basis and that their expenses be paid as per District policy.

ARTICLE VII: OTHER TERMS

It is further agreed, between the Board of Education and the Assistant Director that the employee shall faithfully work to the best of his/her ability, accept the employment assignment, and abide by the rules and regulations adopted by the Cloquet Board of Education.

The Assistant Special Education Director shall furnish, throughout the life of this contract, a valid and appropriate license to act as Special Education Director in the State of MN as provided by applicable state laws, rules, and regulations.

The Assistant Director agrees to provide the District at least eight (8) weeks of notice prior to leaving this job to accept employment elsewhere. This eight-week requirement may be waived upon an alternate agreement with the superintendent.

Dated this _____ day of _____, 202~~3~~ 5

EMPLOYEE

DISTRICT, CHAIR OF BOARD OF EDUCATION

DISTRICT, SUPERINTENDENT OF SCHOOLS

NorthStar Services
Residential•Employment•Housing•Behavioral Health

Memorandum of Understanding (MOU) Between Cloquet School District ISD 94 and NorthStar Community Services For Day Treatment and CTSS Services at Cloquet Middle School

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1. Parties This Memorandum of Understanding (hereinafter referred to as "MOU") is entered into by and between:

- **Cloquet School District ISD 94**, located at 302 14th Street, Cloquet, MN 55720 (hereinafter "District"); and
- **NorthStar Community Services**, located at 1804 Cloquet Avenue, Cloquet, MN 55720 (hereinafter "NorthStar").

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2. Purpose The purpose of this MOU is to establish a cooperative working agreement between the District and NorthStar to provide **Children's Therapeutic Services and Supports (CTSS)** and **School-Based Day Treatment Services** within **Cloquet Middle School** during the 2025–2026 school year.

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3. Program Overview NorthStar will deliver mental health services that align with Minnesota Department of Human Services CTSS certification standards, including:

- Individual, group, and family skills training
- Psychotherapy services
- Diagnostic assessments
- Treatment planning
- Crisis intervention
- Day Treatment services
- Coordination with school staff and family systems
- Participation in student support teams and IEP/504 meetings as appropriate

3a. Referral Process All referrals to the Day Treatment and CTSS program will be made through the collaboration of a **multi-disciplinary team** to ensure that students with the most significant needs and barriers to accessing mental health services are appropriately identified and supported.

This team will include, but is not limited to:

- School Social Worker
- School Counselors
- School Psychologist
- Special Education Case Managers
- Assistant Principal
- Carlton County Family School Support Worker
- NorthStar CTSS Practitioners
- NorthStar Psychotherapist(s)

This collaborative approach ensures that referrals are thoughtfully reviewed, prioritized based on student need, and aligned with the goals of integrated school-based mental health services.

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4. Scope of Services NorthStar will provide:

- Qualified mental health professionals and practitioners
- School-based Day Treatment programming integrated into the school day
- CTSS services including group skills sessions and individual therapy
- Collaboration with school staff and families
- Attendance at school-based team meetings
- Crisis response services as needed
- Referrals to outside providers or wraparound services if appropriate

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5. Facility Use The District agrees to:

- Provide appropriate, confidential space for individual therapy, group sessions, staff collaboration, and documentation.
- Allow access to school facilities during school hours and, when necessary, for after-school programming.
- Allow access to school facilities during **summer months** to support the delivery of **summer programming** provided by NorthStar Community Services.
- Provide NorthStar staff access to relevant technology and systems, including:
    - **Infinite Campus** for monitoring attendance, grades, and student information;
    - **Schoology** for reviewing assignments, academic progress, and teacher communication;
    - **District internet access** to support electronic health record use, communication, and clinical documentation.
- Collaborate with NorthStar staff to ensure they are included in relevant communications regarding student performance and school activities, when appropriate and permitted by data privacy standards.

6. Data Privacy Both parties will comply with the Minnesota Government Data Practices Act (Minn. Stat. Ch. 13) and HIPAA regulations. No educational data may be released by NorthStar to a third party without prior written authorization by the District or parent/guardian.

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7. Billing and Payment

- NorthStar will bill eligible services directly to third-party payers (e.g., Medical Assistance, commercial insurance, School-Linked Mental Health Grant).
- The District will not be responsible for service costs unless otherwise agreed upon in writing.
- Any district-requested services not covered by insurance will be pre-approved and billed according to a mutually agreed-upon rate.

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8. Supervision and Staffing

- NorthStar will ensure all staff meet DHS and licensing requirements and provide documentation as needed.
- NorthStar will provide supervision for all CTSS practitioners, ensure background checks are complete, and maintain staff training records.

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9. Term and Termination This MOU will commence on **July 1, 2025**, and remain in effect through **June 30, 2026**, unless terminated earlier by either party with 30 days' written notice.

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10. Indemnification and Insurance Each party shall be responsible for its own acts and omissions and shall maintain liability insurance in accordance with Minnesota Statutes Section 466.

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11. Non-Discrimination Neither party will discriminate in the delivery of services or employment practices on the basis of race, color, national origin, disability, religion, gender, age, sexual orientation, or other protected categories.

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12. Collaboration and Communication It is understood that **NorthStar Community Services** and **Cloquet School District ISD 94** staff must work collaboratively as a unified team to

effectively meet the needs of students served through this partnership. Both parties agree to maintain ongoing communication, share relevant information (in compliance with applicable privacy laws), and proactively address any concerns, challenges, or barriers that may impact the overall success of the program. Open, respectful dialogue is expected to ensure responsive support for students and continuous program improvement.

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13. Contact Persons

District Contact:
Dr. Michael Cary, Superintendent
ISD 94, 302 14th Street, Cloquet, MN 55720
Phone: (218) 879-6721
Email: **mcary@isd94.org**

NorthStar Community Services Contacts:
Heather Wright, CEO, MSW, LICSW
1804 Cloquet Avenue, Cloquet, MN 55720
Phone: **(218) 879-2119**
Email: **heather@northstarcommunityservices.com**

Collette Lenarz, CTSS Coordinator
Phone: **(218) 249-1212**
Email: **collette@northstarcommunityservices.com**

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14. Signatures

Dr. Michael Cary
Superintendent, Cloquet ISD 94
Date: _____

Heather Wright, CEO, MSW, LICSW
NorthStar Community Services
Date: 7/1/25



Chairperson, Cloquet School Board
Date: _____

CLOQUET
PUBLIC SCHOOLS
Independent School District No. 94
Cloquet, Minnesota 55720

Central Administration
509 Carlton Avenue • 218-879-6721 • FAX-879-6724
Cloquet Senior High School
1000 18th Street • 218-879-3393 • FAX-879-6494
Cloquet Middle School
509 Carlton 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
302 14th Street • 218-879-1261 • FAX-879-6941
Cloquet Area Alternative Education Programs
302 14th Street • 218-879-0115 • FAX-879-6941
http://www.cloquet.k12.mn.us

MEMORANDUM

TO: Dr. Cary, ISD 94 School Board

FROM: Paul Riess, Activities Director

DATE: June 22nd , 2025

RE: **Permission to Post**

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

PR

Pursuant to Minnesota Statute 13D.05, Subdivision 3(a), the board will move to closed session for the evaluation of superintendent, Dr. Michael Cary. The board will report out on this closed session at our next regular meeting.