Thank you community members!

Cloquet Schools sends out a heartfelt thank you to community members who have generously stepped up to provide assistance and input about their thoughts regarding coronavirus. Your communication has been valuable and we thank you for putting Cloquet kids at the top of your priority list!
Welcome back to school!
School starts Wednesday, September 9 for grades 1-12,
Kindergarten starts Thursday, September 10

Kindergarten conferences are prescheduled. Parents will be contacted by the school regarding conference times.

Washington, Churchill and Cloquet Middle School will have sign ups for a conference meet time. Meetings held Thursday, September 3, 11 am - 7 pm. Watch for an email mid-August inviting you to sign up for a time via signup.com. Both distant learning and in-person students will have the option to come in for interviews.

Cloquet High School will arrange small group tours led by Link Crew leaders for incoming freshman and new students to CHS on Thursday, September 3. Link Crew leaders will be reaching out to these students in the near future to arrange times. If you have any questions please contact the CHS main office at 879-3393.

CAAEP will be sending out postcards to returning and interested students with the school phone number to call for setting up an intake meeting with staff. We are doing all intakes by appointment only.

School Supply List – helpful online link
Visit: www.isd94.org
• Go to Quick Links on the left
• Click on School Supply Lists

Bus information
Cloquet Public Schools contracts with Cloquet Transit to provide bus transportation. Bus rules are in the student handbooks. Questions? Contact Cloquet Transit at 879-1291.

Join the Lumberjack Spirit!
Get involved - something for everyone:
Alpine Skiing  Golf  Robotics
Anime Club  Hockey  School Store
Baseball  Junior Rotarians  Science Fair
Basketball  Knowledge Bowl  Soccer
Board Game Club  Link Crew  Spring Play
The Axe (newspaper)  Majorettes  Student Council
Cross Country  Math Team  Swimming
Danceline  Mock Trial  Upward Bound
Destination Imagination  MSHSL Visual Arts  Tennis
Executive Board  National Honor Society  Track
Fall Musical  Nordic Skiing  Trap Shooting
Floor Hockey  One Act Play  Volleyball
Football  Pep Band  Wrestling
Yearbook

New from MSHSL: Girls tennis, boys soccer, girls soccer, boys/girls cross country and girls swimming/diving begin on August 17 with a modified schedule, including a shortened season in terms of weeks and games, limited number of schools at events, no scrimmages and games vs local opponents. Adjustments will need to be made regarding these schedules.

Football and girls volleyball will take place in the spring. This will require further work in scheduling seasons through the winter and spring to provide opportunities for participation in multiple activities with minimal overlap of seasons.

Find it online: www.isd94.org
Click tab: PARENTS
It gives you access to:
• Calendar
• School Menus
• Media Center Catalogs
• Pay Pams, for lunch
Welcome to a new school year!
Superintendent, Dr. Michael Cary

We’re rapidly approaching the fall of another year and, for the first time in my lifetime, we’re in the midst of a global event that has directly impacted all of our lives in some way. I’ve never claimed to be a historian, but I grew up hearing stories in school and from elders about the great sacrifices previous generations needed to make. The great obstacles they needed to overcome. Whether it was our two world wars, prior global pandemics, the Great Depression, or other major armed conflicts, it appeared that every generation prior to mine had endured something that required some level of national sacrifice. No doubt some of you reading this article may have lived through one of the events mentioned above, but for anyone in their mid-40’s or younger, these events are stories from our history and not lived experience. We’ve certainly had major events over the last 40 years. We’ve had events that have heavily impacted regions of the country, military families, or individual communities. We’ve had events that shocked us as a country, like 9/11 and the subsequent war on terror. We’ve had a few economic downturns, but nothing that impacted everyone’s day-to-day life. Nothing that required national collective sacrifice. Over the years, I’ve wondered what might be the defining global crisis of my generation or if we’d be so lucky as to avoid them completely, but I can comfortably say the COVID-19 pandemic may end up being the one.

As I write this article, it’s the last day of July of 2020. Our governor just ordered mandatory masks in public spaces, we’re just beginning to learn how our schools will operate this fall, and we’re seeing COVID spike in certain areas of the country. Approximately 155,000 Americans have died in a six-month time frame due to COVID-19. As we’ve been preparing for school, I’ve been keeping a diligent eye on the COVID data in our state and region, paying attention to how it impacts different groups of people, listening to the different opinions of community members and staff, seeing how national media is portraying the current situation, and, most importantly, paying keen attention to our state and national health experts. As many of us work to make sense of everything happening in our country and as we sift through the various facts and opinions floating about, I can’t help but think of 1918.

In 1918, our country was actively fighting in World War I. In October, around the time the war was concluding, the fires of 1918 hit Cloquet devastating the region and 195,000 Americans died of the Spanish Flu during that one month alone. The people in our region of Minnesota had just persevered through one of the bloodiest armed conflicts in American history, only to be hit by a fire that burned the community and over 1,500 square miles of the state, and were leading into the deadliest pandemic of the 20th century. While this time in our community’s history was certainly tragic, it provides me with a great deal of hope.

Our predecessors endured these hardships and built a community that is vibrant and strong 100 years later. They endured war, fire and the deadliest flu on record and our community still stands. They endured through these hardships without the aid of modern tools, technology or a deep understanding of the spread of disease. We have access to excellent public services, a skilled medical industry, a strong business community and wonderfully supportive people who help one another in times of need. As the leader of our schools, I can confidently say we have a wonderfully supportive and hard-working group of professionals in our schools who care deeply about the success of our children and community. I have no doubt that we as schools and a community can come together to achieve the same results our forebears achieved 100 years ago.

Mary Marciniak is the new Executive Assistant to the Superintendent. Prior to working for the Cloquet School District, Mary worked for the Carlton School District as the Administrative Assistant and Finance Assistant for the past 4 years. She is married to Chris Marciniak (custodian at CHS) and they have 2 teenage children, Casey and Emily. When she is not working she enjoys travelling (especially Hawaii!), gardening, crafting and spending time with her family. She is looking forward to her new position and working with the staff and families of the Cloquet School District.

Cloquet Schools welcomes our new director of facilities and grounds, Dylan Carlson. Dylan is originally from Woodbury, Minnesota, where he began his career working in public schools. His latest job was in Duluth as supervisor of building operations.

He is very excited to be a part of the Cloquet community. “I learned very quickly I truly enjoy serving and contributing to the education of children,” he said. “Maintaining healthy and safe environments for students to learn in is the ultimate motivator.”
Reflecting on the past –

The class of 2020 ended their high school careers in a way no one could have foreseen. But unprecedented times provide the opportunity for unprecedented growth and reflection.

We talked with members of the class of 2020 as well as incoming seniors (class of 2021) to gain insight on their perspectives of the past and the future.

First, from the class of 2020 on the biggest life lessons learned during their senior year: “The biggest lesson I learned is that the drama you deal with in high school won’t matter when you get out,” said Jessica Teitelbaum.

Joe Tomsche said, “I learned how important it is to just be yourself and do what you love.”

“I learned that there isn’t one specific way to do anything in life and it becomes a lot easier when you learn what works best for you,” said Emily Matzdorf. “I found that I learn a lot better when I’m not in a classroom setting, but some people learn a lot better in a group. You just have to figure out what works best for you.”

Advice they’d give to incoming seniors:

“Do your homework as soon as you get it,” said Eric Elwood. “Don’t procrastinate and then complain you don’t have time.”

“I would tell incoming seniors to make sure they have fun,” said Trey Harkins. “It’s your last year of high school; make it your best.”

“Really savor all the moments you have with your friends,” said Tomsche “Because it really does fly by as quickly as they say.”

The incoming class of 2021 also reflected on the past year as well as the upcoming one. When asked what they were looking forward to during their senior year, Lauren Cawcutt said, “I’m looking forward to my senior year of sports. I’m also looking forward to becoming a good leader and role model for the underclassmen.”

Amanda Paul reflected on 2020’s impact on her senior year. “The last quarter of my junior year was taken away from me,” she said. “Having that time alone made me realize how much I cherish and love the personal interactions I have with everyone at CHS. My goal going into my senior year is to soak up as much knowledge as I can and to spend every open moment making lifelong memories with my senior class.”

Thank you:

- Nurses
- Teachers
- Secretaries
- Counselors
- Paraprofessionals/AIE/COTAS
- Custodial
- Food service staff
- Administration
- School board
- Community

www.isd94.org
Looking forward to the future

The class of 2021 looked on with sadness as they saw the class of 2020 miss out on many milestones. Many of them gleaned knowledge and insight from this experience.

I learned to always enjoy what you have,” said Brayden Tyman. “You never know when it will be taken away from you.”

Brayden’s twin brother, Zach Tyman, believes it’s important to look on bright side. “Always be positive,” he said. “Even if you’re in a bad situation.”

“The class of 2020 taught me to not stress about things that are out of our control,” said Jack Osvold.

“This year taught me to adapt to new situations,” said Josh Sanders. “I think the seniors did a great job of showing us students can work hard and finish up high school with pride in their work, even when we couldn’t be together at school.”

“Last year taught me to never take anything for granted,” said Cawcutt. “The class of 2020 showed me how valuable it is to enjoy every moment.”

“I’ve been amazed by the amount of strength and grit nested within the class of 2020,” said Paul. “Being faced with these unfavorable circumstances would’ve been enough to destroy anyone, however the class of 2020 has risen above and beyond what I thought was possible. With the tremendous support of our wonderful community, the 2020 seniors found it within themselves to continue fighting for their hopes and dreams.”
Kids and masks

As masks have become mandated, kids are seeing something they aren’t used to seeing. Wearing masks, themselves, is new too, and kids may have questions about masks and why we all are wearing them.

Parents and other adults can help kids make the transition to wearing masks positive for kids by demonstrating positive behaviors themselves. You can be a good example by wearing a mask.

Let your child know that wearing a mask helps others stay healthy. It’s one way we can all take care of one another. Tailor the details to your child’s age level.

Kids can have fun picking out their own masks. They are available with characters from numerous kids’ TV shows. If you use disposable masks, kids can decorate the front with markers and stickers.

Make it fun. Young children make sense of the world through play. Have an extra mask for them to put on a favorite stuffed animal or doll.

Talking to your child about COVID-19

The COVID-19 pandemic has affected us all – children included. Parents can help their children understand their individual situation by keeping an open line of communication with their kids about COVID-19.

- Acknowledge their feelings. Let them know there is no right or wrong way to feel and that you are available to talk to them when they feel like talking.
- Provide information that is truthful and appropriate for their age level.
- Follow your child’s lead. Some may be more affected by coronavirus than others. Some may have many questions; others just a few. If your child isn’t concerned about a specific COVID-19 topic (masks, for example) no need to bring it up.

- Reassure them. Tell them you and the school are both doing everything possible to keep them safe.
- Encourage them to have healthy habits such as regular and thorough hand washing, social distancing and wearing masks.
- Try to carve out positive family times. Keep mealtimes regular and positive. Have your family together for meals whenever possible. Keep a regular sleep schedule and make sure your child gets plenty of sleep.
- Remain calm. Your child will pick up on cues from conversations they have with you and from those they hear you having with others.
- Limit the time they spend watching the news and other screen time focused on COVID-19.
Fun family times

The year 2020 has brought unforeseen changes, challenges and even opportunities. Specifically, because of the stay at home directive, we’ve all had the opportunity to spend more time with our families.

For many, this may mean more family meals together. More time to talk and play games. But it doesn’t end there.

People have gotten creative with their increased family time.

Here are 20 ideas you can use yourself:

Indoors:
1. Use cardboard boxes to build a fort.
2. Play “Guess the Ingredients” during dinner.
3. Create a COVID time capsule. Each member of the family gets to include two or three items that define this time for them. Each family member can write a paragraph about their experiences during the quarantine.
4. Experiment with cooking together. Younger kids can start with simple recipes, older kids more complex.
5. Challenge each family member to write a poem about the quarantine. At the end, each person can read their poem out loud.
6. Look through baby photo albums – of both kids and mom and dad!
7. Bake cookies. It’s always a winner!

Outdoors:
8. Take a family walk together.
10. Create a backyard scavenger hunt.
11. Use chalk to write positive messages to the mail carrier, delivery person, etc., on the sidewalk or driveway.

Reaching out to others:
12. Create inspirational signs to post in your windows.
13. Write thank you notes to local healthcare workers, grocery store personnel, mail carriers and other essential workers.
14. Write a letter to grandparents, a friend or others you aren’t able to see in person. Or, practice an old-fashioned tradition of calling them on the phone.

Online:
15. Learn how to do card tricks by watching YouTube videos.
16. Choose a period of time in history. Together research about what life would have been like for someone their age during that time period. Look for recipes from the era and try making one together.
17. Check out this website: Kidsactivitiesblog.com for fun learning activities, printables and a list of education companies offering free subscriptions due to COVID.
18. Scholastic offers daily projects online to keep kids reading, thinking and growing: Classroommagazines.scholastic.com
19. Tynker is offering free premium coding courses at Tynker.com
20. Check out BrainPop.com, where curious learners can take units in science, social studies, English, arts and music, math, engineering, technology, health and more.

Control during COVID

There are some things we can control; others we cannot. Recognizing the difference can help increase positivity during these trying times.

Things we cannot control.
Try not to focus on these things:
- If others follow the rules of social distancing.
- The amount of toilet paper or disinfectant wipes available at the store.
- The actions or opinions of others.
- Predicting what will happen in the future.
- How long this will last.
- Other people’s motives.
- How others react to COVID-19.

Things we can control.
We should focus on these:
- Having a positive attitude.
- Following CDC recommendations.
- Our own choice regarding social distancing.
- Turning off the news.
- Limiting time on social media.
- Finding fun things to do at home.
- Keeping in touch with friends and family through Facetime and phone calls.
- Kindness and grace towards others.
(Courtesy of TheCounselingTeacher.com)
“What About The Schools?”

As we continue to live with the COVID-19 disruptions, these days are not the first time Cloquet Schools have been affected by something that was out of our control. In the fall of 1918 the aftermath of the infamous fire left the town in ashes. Add to that loss, a World War (I)—where many of our young men and fathers were away fighting in the fields of Europe. Later, in early winter, the region was hit hard by the onset of the deadly Spanish Flu. It was, without a doubt, a miserable time for Cloquet citizens, especially the children.

In his message that year in the White Pine high school yearbook, superintendent Peter Olesen wrote, “As our citizens came back to ruins and desolation, one of the most important questions was, ‘What about the Schools?’ When assured that the school work would be arranged so as to care for all the children, it was a large measure of satisfaction to the returning citizens.”

By the end of that year, 1,015 kids returned to school, 117 were high school students. According to Superintendent Olesen, “The Garfield School planned for at most 320 students, became the nucleus of the new Cloquet Public School System.”

And so we still look to the Garfield School as the “nucleus” of the Cloquet public school system. Some of our district leadership is housed in this historic building including our capable administrative staff who keep us organized and focused; and it is where the Cloquet Educational Foundation works to strongly support the efforts and education of the ISD 94. Much like after the “trifecta of 1918” (fires, war and pandemic), we ask the same questions: “What about the schools?” In these days of disruption, dialing back and distancing, I assure you that the people who work in the Garfield building are doing everything they can to ensure and continue the traditions of quality education. The CEF joins the district in that effort of making sure all our learners are getting a full, broad education. Our office is preparing for an active 2020-21 school year of innovative, imaginative and needful grants. Cloquet School District, even after more than a century, is still here at Garfield supporting, nurturing, and encouraging our kids in these new, strange and historic times.

Michelle Brenner unpacking boxes of books about diversity and inclusiveness, bought with a gift from Joel Pykkonen and his family. (Class of 1999 alumnus).

The Power of Yes

The CEF would like to thank the many, many people who have supported us in so many ways during the latest COVID-19 disruptions. Many businesses answered our requests without hesitation – it was good to hear so many “yeses.” Take for instance B & B Market, locally owned and operated by our friends John and Kim Lind who answered the call last May with two words, “Of course.” John and Kim matched funds with the CEF to buy books for distance learning. Michelle Brenner and Phil Beadle put together packets of books that took student readers on “Virtual Field Trips.” We couldn’t be more proud of how the need was met by B & B Market in such an innovative and fun way. The CEF office fielded many calls from alumni and friends – from near and far – who wanted to help by providing funds and supply items to enable Cloquet kids to successfully navigate the waters of distance learning.

Thanks to those who say “YES” to education in the past, present and future.
The Cloquet Educational Foundation is happy to announce new board leadership for the 2020-21 year. Please welcome (center) Dan Danielson, CEF Board President, (left) Ryanne Battaglia, CEF Vice President, and (right) Makenzie Korby, CEF Treasurer. The CEF would like to recognize three out-going, outstanding and supportive members and thank them for their service to the CEF: Gail Wangen, Jill Pertler and Barb Brown. As we move into the next year, we are excited that Sarah Buys, Makenzie Korby and Lisa Kermode will be joining the board for three year terms.

Speaking of Friends of the CEF....
The 16th Annual Ameriprise Golf Tournament was held on August 3, 2020. The Cloquet Educational Foundation is especially thankful for the friendship that Paul Munson and Paul Roy have shown us these many years as hosts of this golf event supporting education in Cloquet. Adding to fun by providing the beverages and food for the pre-tasting are our friends Dean and Alison Crotteau of COLD ONE Liquors and Jeff DeCaigney and staff of Papa Murphy's Pizza. It was a fantastic day to get out in the sunshine, play golf in the clean air and enjoy some time – socially distanced, together. Highlights of the day were the "back-to-back" winners of the traveling trophy: Team Goodin Company. The combined efforts of our friends, alumni and supporters raised over $10,000 for education in Cloquet.
Cloquet School District has a list of the location(s) and type(s) of asbestos-containing materials found in each school building and a description and timetable for their proper management. A copy of the Asbestos Management Plan is available for review in the school district office. Copies are available at 25 cents per page. Questions, call the District at 879-6721, ext.6202.

Data Privacy
Independent School District #94 gives notice to parents of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records. Parents and eligible students are hereby informed that they have the following rights:
- The parent or eligible student has a right to inspect and review the student's education records.
- The parent or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- The parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent.
- The parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C. § 1232g, and the rules promulgated thereunder.
- The parent or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of pupil records.
- Copies of the school district's policy regarding the protection and privacy of school records are located in the office of each building administrator.
- If your child is referred to special education for an assessment, the district will enter your child's name and date of birth into the Minnesota Medicaid System to find out if your child is receiving Medical Assistance or MinnesotaCare. If you do not want the district to enter your child's name and date of birth into the Minnesota Medicaid System, please inform your child's principal that you do not want the district to check the Medicaid System.

Independent School District #94 has adopted a school board policy in order to comply with state and federal laws regarding education records. The policy does the following:
- It classifies records as public, private or confidential.
- It establishes procedures and regulations to permit parents or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
- It establishes procedures and regulations to allow parents or students to request the amendment of a student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- It establishes procedures and regulations for access to and disclosure of education records.
- It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.

Copies of the school board policy and accompanying procedures and regulations are available to parents and students upon request to the superintendent. Pursuant to applicable law, Independent School District #94 gives notice to parents of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding “directory information,” which includes the following: the student’s name; date and place of birth; major field of study; participation in officially recognized activities and sports; photographs/videos; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. “Directory Information” does not include identifying information on a student’s religion, gender, race, color, social position or nationality, address, telephone number, school or social security number and other similar information. The information listed above shall be public information, which the school district may disclose from the education records of a student. “Awards received” includes academic recognition.

Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.
In order to make any or all of the directory information listed above “private” (i.e. subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information: (1) Name of student; (2) Home address; (3) School presently attended by student; (4) Parents legal relationship to student, if applicable; (5) Specific categories of directory information, which is not to be made public without the parent’s or eligible student’s prior written consent.

**Indoor Air Quality**

ISD #94 has an Indoor Air Quality Program. For concerns about air quality in any district building call the District at 879-6721, ext. 6202.

**Notice Concerning Use of Pest Control Materials**

Our district utilizes a licensed, professional pest control service firm for the prevention and control of rodents, insects and other pests in and around the district buildings. District officials regularly do the following:
- Inspect and monitor to determine whether pests are present and whether any treatment is needed.
- Determine methods and procedures to help eliminate pests without the need for pest control materials.
- Use of non-chemical measures such as traps, caulking, and screening.
- Apply or contract to have applied EPA-registered pest control materials when needed.

Pests can sting, bite, cause contamination, damage property, and spread disease; therefore, we must prevent and control them. The long-term health effects on children from the application of such pest control materials, or the class of materials to which they belong, may not be fully understood. All pest control materials are chosen and applied according to label directions per Federal law. Parents of students may request to receive, at their expense, prior notification of any application of a pest control material should such an application be deemed necessary on a day different from the days specified in the schedule.

**Right to View Teacher Qualifications**

As a parent of a student in the Cloquet School District, under the No Child Left Behind Act of 2001, you have a right to know the professional qualifications of the teachers who instruct your child. The No Child Left Behind Act gives you the right to ask for the following information about each of your child’s classroom teachers:
- Whether the Minnesota Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher’s college major, whether the teacher has any advanced degrees, and the subject(s) of the degrees.
- Whether any instructional aides or similar paraprofessionals provide services to your child and their qualifications.

If you would like to receive this information, please contact Mary Marciniak at 879-6721, ext. 6204.

**Statement of Nondiscrimination**

It is the policy of Independent School District #94 to comply with federal and state law prohibiting discrimination and all requirements imposed by or pursuant to regulations issued thereon, to the end. No person in the school district shall be denied the benefits of, or be otherwise subjected to discrimination under any regular or vocational education program or in employment or recruitment, consideration, or selection, therefore, whether full-time or part-time under an education program or activity for which the school district is responsible. Inquiries regarding compliance with Title IX may be directed to the District at 879-6721, ext. 6202.

**Obligations of a Public School District to Provide Special Education Services**

Private School or Home School Setting Under Minnesota law, a “nonpublic school” is defined to include state-approved home schools and private schools (see Minn. Stat.123B.41, subd.9). Parents who chose to educate a child with a disability in a home school or a private school are making a private school placement. The school district is obligated, upon request, to evaluate a child to determine special education eligibility. If a child is found eligible for special education services, the school district is required to develop an Individual Services Plan (ISP) that describes the specific special education and related services that the school district will provide. The school district is responsible for initiating and conducting meetings to develop, review and revise the services plan. Procedural safeguards will be provided to you that explain the district’s obligation to locate, evaluate, identify, and re-evaluate children with disabilities. The school district maintains the right to determine the location of services and is not obligated to provide special education benefits or services that are equal to services provided to public school children. The public school is required to consult with you to decide what services will be provided, how services will be provided, and how the services will be evaluated. You will be given the opportunity to express your views, however, the school district will make the final decisions with respect to the services provided.