

**VISITOR AGENDA
MAHNOMEN PUBLIC SCHOOLS
4-20-26 BOARD MEETING
MONDAY, APRIL 20, 2026
6:00 PM SCHOOL BOARD CONFERENCE ROOM**

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. ROLL CALL:
Board Members Present: _____Chris Otto, _____Nicole Ose, _____Ashley Neis,
_____Kimberly Scott-Neisen, _____Traci Turner, _____Craig Bower
4. ADOPTING THE AGENDA
As presented or modified
5. VISITORS AND GUEST COMMENTS
6. MONTHLY ROUTINE CONSENT BUSINESS
Minutes from previous School Board Meetings
Bills
Financial Reports
Donations
7. COMMUNICATION
A board member may participate virtually in this meeting.
In case of inclement weather, this meeting will be rescheduled for the following day at the same time and location (6:00 PM in the Conference Room).
8. COMMITTEE AND SCHOOL BOARD REPORTS
9. ADMINISTRATION REPORTS
10. DISCUSSION ITEMS
 - 10.1. Summer Programming Discussion
Discussion of the proposed summer programming plan, including offerings, staffing, and funding considerations.
 - 10.2. Yondr Pouch Discussion
Discussion to determine whether the district will move forward with implementing Yondr pouches for student cell phone management.
 - 10.3. Substitute Staffing – Kelly Education Partnership Discussion
Discussion and direction on a potential partnership with Kelly Education for substitute staffing.
 - 10.4. Strategic Planning - Proposals from True North Consulting Partners & MSBA
Strategic Planning - Proposals from True North Consulting Partners & MSBA
11. ACTION ITEMS

- 11.1. SRO Office Security Equipment
 - SRO Office Security Equipment - Gun Safe
 - Consider approval of a request from the Sheriff's Office to install a secured gun safe and store a rifle in the SRO office. The proposed plan includes converting an existing closet into a locked storage space with restricted access limited to the SRO.
- 11.2. Adopt the revised budget for FY26
 - Adopt the revised budget for FY26
- 11.3. Approve the 26-27 School Calendar
 - Approve the 26-27 School Calendar
- 11.4. Action to Recognize the School Group Health Insurance Provider
 - Action to Recognize the School Group Health Insurance Provider
- 11.5. School Nurse Contract with White Earth Public Health
 - Approve School Nurse Contract with White Earth Public Health
- 11.6. FFA Overnight Field Trip Request
 - FFA Overnight Field Trip Request
- 11.7. Quiz Bowl Overnight Field Trip Request
 - Quiz Bowl Overnight Field Trip Request
- 11.8. Set Date for Federal Programs/Impact Aid Spring Hearing Meeting
 - This hearing is a requirement for districts that receive federal impact aid.
- 11.9. Teacher Apprenticeship Program MOUs
 - Teacher Apprenticeship Program MOUs
- 11.10. Approve the purchase of cleaning equipment
 - Approve the purchase of cleaning equipment
- 12. PERSONNEL TOPICS
 - Resignations
 - Hiring
 - Lane Change
 - Other
- 12.1. Morrissa Fanning Student Council Resignation
 - Morrissa Fanning Student Council Resignation
- 12.2. Create & Post Elementary Dean of Students Position
 - Create & Post Elementary Dean of Students Position
- 12.3. Approval of Hire – Laura Keller, Health/CTE Business Teacher (Pending Licensure)

Approval of Hire - Laura Keller, Health/CTE Business Teacher (Pending Licensure)

12.4. Approval of Hire – Brad Riggle, CTE Business Teacher (Pending Licensure)

Approval of Hire - Brad Riggle, CTE Business Teacher (Pending Licensure)



**American Indian Education Program
School Board Report**
Date: April 20th, 2026

Budget Updates

- AIEA Funds Spend Down: \$173,531.25
 - Estimated to receive \$336,500.00 for 25/26 school year
- Title VI Funds Spend Down: \$80,915.02
 - Estimated to receive \$119,146.00 for 25/26 school year

Program Updates

The American Indian Education Program at Mahnommen Public Schools is currently fully staffed for the remainder of the 2025–2026 school year.

Student Events & Activities

In March, the American Indian Education Program continued to provide meaningful cultural and educational opportunities for students and staff. From March 17–20, two staff members, one AIPAC member, and two students attended the Minnesota Indian Education Association (MIEA) Conference in Shakopee at Mystic Lake Casino. This experience offered valuable learning, networking, and leadership opportunities centered on Indigenous education and advocacy.

Later in the month, on March 23 and 27, we partnered with White Earth Natural Resources to host a two-day Sugar Bush Experience. Students from both sections of PreK and one section of 5th grade attended on the first day, while the second day included one section of 5th grade and both sections of 6th grade. These hands-on experiences allowed students to engage in traditional practices, deepen their cultural understanding, and build connections to the land. Through these opportunities, we continue to promote cultural pride, engagement, and a strong sense of community among our students.

March Events

- **March 17–20** – MIEA Conference

- 2 staff, 1 AIPAC member, 2 students attended
- **March 23 & 27** – Sugar Bush Experience with White Earth Natural Resources
 - PreK, 5th grade, and 6th grade students

Liaison Staff Updates

The American Indian Education Program currently employs five liaison staff members who support students across the district:

- **Meredith McArthur-Thorpe** – Part-Time AIE Districtwide Liaison
 - 108 daily student contacts
 - 25 parent contacts
 - 0 home visit
 - Participated in 25 meetings
 - Part-Time ADSIS grant work
- **Jessica Goodwin** – Full-Time Attendance & Truancy Liaison
 - 194 daily student contacts
 - 106 parent contacts
 - 5 home visits
 - 35 truancies filed
 - Participated in 11 meetings
 - Regular meetings with the county, ICW, and collaborative partners
- **Kelly Phillips** – Full-Time Grades 10–12 Liaison
 - 147 daily student contacts
 - 28 parent contacts
 - 6 home visits
 - Participated in 1 meeting
 - Member of our Crisis Response Team
- **Curt Uran** – Full-Time Grades 7–9 Liaison
 - 251 daily student contacts
 - 9 parent contacts
 - 3 home visits
 - Participated in 1 meeting
 - Member of our Crisis Response Team
- **Lakeisha Londo** – Works with Elementary Liaison Students
 - daily student contacts
 - parent contacts
 - Participated in meetings

Upcoming Meetings

- **AIPAC:** April 15 at 6:00 PM
- **Title VI:** Directly following AIPAC
- **JOM:** May 4th at 6:00 PM via Zoom

Upcoming Events

In the coming weeks, the American Indian Education Program has several important events and celebrations planned. From April 19–21, the Indigenous Youth Council will take students on a college visit, departing Sunday evening and spending Monday at Fond du Lac Tribal and Community College, followed by a visit to the University of Minnesota Duluth on Tuesday. This experience will provide students with valuable exposure to postsecondary opportunities and help support future planning and goals.

On April 29, we are excited to host our 10th Annual Powwow Celebration in the Big Gym from 10:00 AM to 3:00 PM, which remains one of our largest and most meaningful community events of the year. We will then close out the spring season with the American Indian Senior Banquet on May 20 at the Shooting Star Casino Event Center from 6:00–8:00 PM, where we will honor and celebrate our graduating seniors and their accomplishments.

Upcoming Events

- **April 19-21** – IYC College Visit
 - Leave Sunday evening
 - Monday - Fond du Lac Tribal and Community College
 - Tuesday - University of Minnesota Duluth
- **April 29** – 10th Annual Powwow Celebration
 - Big Gym
 - 10:00 am - 3:00 pm
- **May 20** – American Indian Senior Banquet
 - Shooting Star Casino, Event Center
 - 6:00 - 8:00 pm



Superintendent's Report

April 20, 2026

1. Highlights

- This past month has been marked by strong forward momentum across the district—particularly in staffing, program development, and planning for next year.

2. Staffing & Personnel

- We've made great progress with hiring over the past few weeks, welcoming new staff members to our team and moving forward on several additional positions. It's encouraging to see this level of interest and momentum as we continue strengthening our staff.

3. Operations & Facilities

- **CRG Facility Mapping** to support long-term planning and safety initiatives.
- **Summer Cleaning Schedule:** We are planning intentionally for building readiness, including developing a clear, transparent cleaning schedule that can be shared with staff to support planning and access to spaces.
- **Summer work** will also focus on reducing clutter, organizing instructional spaces, and rekeying the building to strengthen overall safety and security.
- **Roof Concerns:** We are monitoring and addressing ongoing roof concerns as part of our broader facilities needs.

4. Planning & Programming

- **2026–2027 Planning:** Significant progress has been made on both the district calendar and master scheduling for next year. Our scheduling teams have been working collaboratively to build a structure that supports student needs, expands opportunities, and positions us well for upcoming registration.
- **Scheduling:** At the secondary level, work has focused on increasing access to electives, strengthening pathways, and ensuring a more intentional structure for student support and course offerings.
- **CTE Program Growth:** We continue to make strong progress in expanding CTE programming. This includes aligning course offerings with student interest and workforce needs, while also supporting staff through licensure pathways and transitions. This work is creating new opportunities for students and strengthening our overall program.



- **Looking Ahead:** Upcoming priorities include:
 - Finalizing schedules
 - Continuing hiring efforts
 - Expanding community partnerships to support student opportunities
 - Preparing for end-of-year events and transitions

5. Committee Meetings Summary

- **Buildings & Grounds Committee** - Met this evening immediately preceding the board meeting; a summary will be provided at the next board meeting.
- **Technology Committee** – Met last month and reviewed current and future needs related to devices, infrastructure, safety systems, and audio/visual upgrades, including recent Chromebook purchases, camera installations, and server improvements. Discussions also focused on long-term planning, including building mapping for safety, CTE program growth, and cost-effective solutions for communication, security, and technology upgrades.
- **Meet & Confer** - Met March 30th, focused on finalizing the high school schedule and improving student logistics, including plans to adjust lunch schedules to better support student access to meals. Ongoing concerns were raised around Chromebook reliability and significant pressures in special education staffing, including high caseloads, recruitment challenges, and long-term sustainability.

Program Tracks

- Recreation / athletics
- STEAM enrichment (grant-aligned), Separate JH supports (STEAM and remediation)
- Credit recovery (Edmentum)

Timeline

- STEAM 3 weeks (ending by June 18)
- Credit recovery 4 weeks
- ~~· Baseball potentially longer (up to 6 weeks – busing only to games, not to building)~~

Budget & Design Targets

- \$50–60K target budget (A&I funds for STEAM/~~Baseball~~, ALC funds for credit recovery)
- Fewer teachers by using para-apprentices (reduced from 15 to 7)
- Shorter teacher hours (9:00–1:00)
- District transportation only (David Lhotka, Curt, Kelly – not contracted drivers)
- ~~· Community / city partnerships (baseball coaches?)~~

Staffing & Roles

- Sheila – transcripts and credit tracking (Edmentum)
- Denise – in-room teacher of record and SPED support
- Kelly / Kurt – supervision and transportation

Junior High Focus

- “Fun” STEAM programming for eligible students
- Students failing multiple classes → supervised recovery (PowerUp, etc.)

Targeted Services & Funding Vision

- Limited A&I funds this year due to fiscal year constraints and last summer’s August program
- Goal to increase funding next summer, with STEAM potentially running for a full 6 weeks
- A&I funds will be used for food this summer, Explore use of the Summer Food Program next summer
- Swimming is not included at this time while awaiting pool repair cost information

Proposed STEAM Daily Schedule (Draft)

- Monday–Thursday, 7:30 a.m. – 3:00 p.m.
- 7:30 a.m. breakfast (if feasible)
- 8:00–9:00 morning recreation / recess
- 9:00–1:00 enrichment activities with licensed teachers
- 1:00–3:00 recreation, culture, and sports activities with paras and para-apprentices

YONDR

PHONE-FREE SCHOOLS

MAHNOMEN PUBLIC SCHOOL DISTRICT



OVERYONDR.COM

PHONE-FREE SCHOOLS

FEEL DIFFERENT

Classrooms are focused. Students are less anxious. The cafeteria is loud and lively. Without the constant inundation of technology, kids can be kids again.

As a dedicated educator, you understand the importance of **fostering an environment focused on learning and student well-being**. Going phone-free will help your students to be in the moment without distraction, improve their social and emotional well-being, and give them a much-deserved break from social media.

Let's work together to foster a phone-free school that supports your teachers and empowers your students.



PHONE-FREE EQUIPMENT

- Lockable Pouches
- Velcro Pouches (for 504/IEP/medical)
- Mountable & Portable Unlock Stations

IMPLEMENTATION PLANNING

- Designated Implementation Specialist
- Daily Routine & Logistics Planning
- Crowd Flow Management
- Community Engagement
- Policy Consultation

ONGOING PARTNER SUCCESS

- Steps to Success Checklist
- Post-Launch Check Ins
- Ongoing Troubleshooting
- Yearly Review



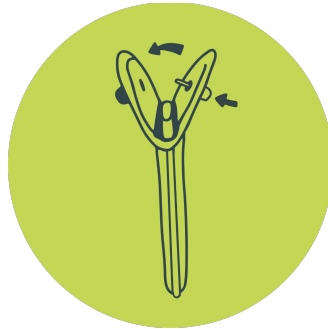
POUCH

During arrival, students turn off phones and place them inside the pouches under staff supervision.



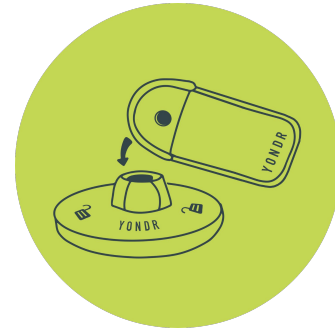
LOCK

Close the flaps and push the lock button. Students then take their locked phones to class.



UNLOCK

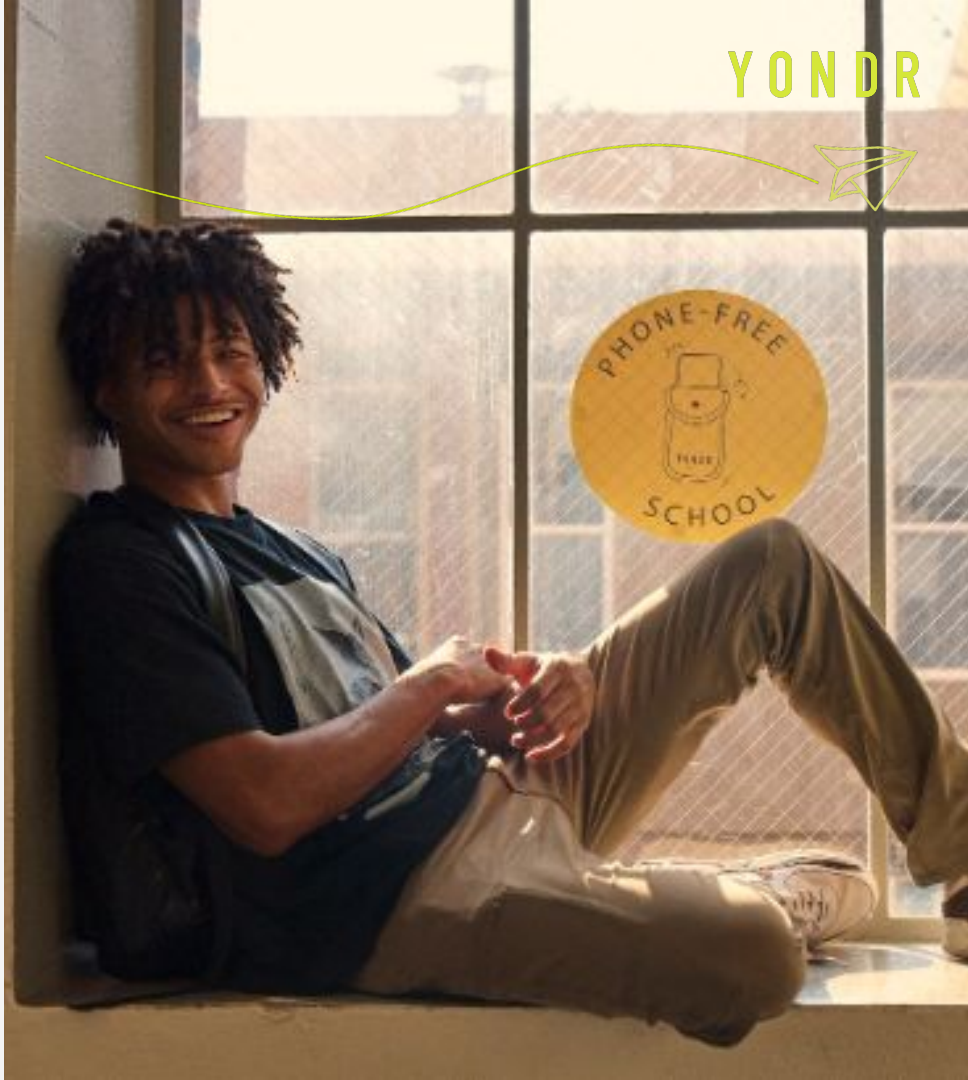
Tap the green ring to the magnet and press the button to unlock the student pouch.



WHY ALL-DAY APPROACH?

PHONE-FREE PROGRAM BENEFITS

- Students maintain possession of their locked phones, **reducing separation anxiety** from phones.
- **Never singles out** struggling students or low-income students with no phone.
- Greatly **reduces the pressure on teachers** to police policies and confront hostile students.
- **Removes the liability**, responsibility, and time associated with phone collection and storage by administrators and staff.



DISTRICT IMPLEMENTATION

ADDITIONAL SERVICES

1 – DISTRICT PLANNING

2 – PRINCIPAL ORIENTATION

3 – SCHOOL LEADERSHIP TEAM TRAINING

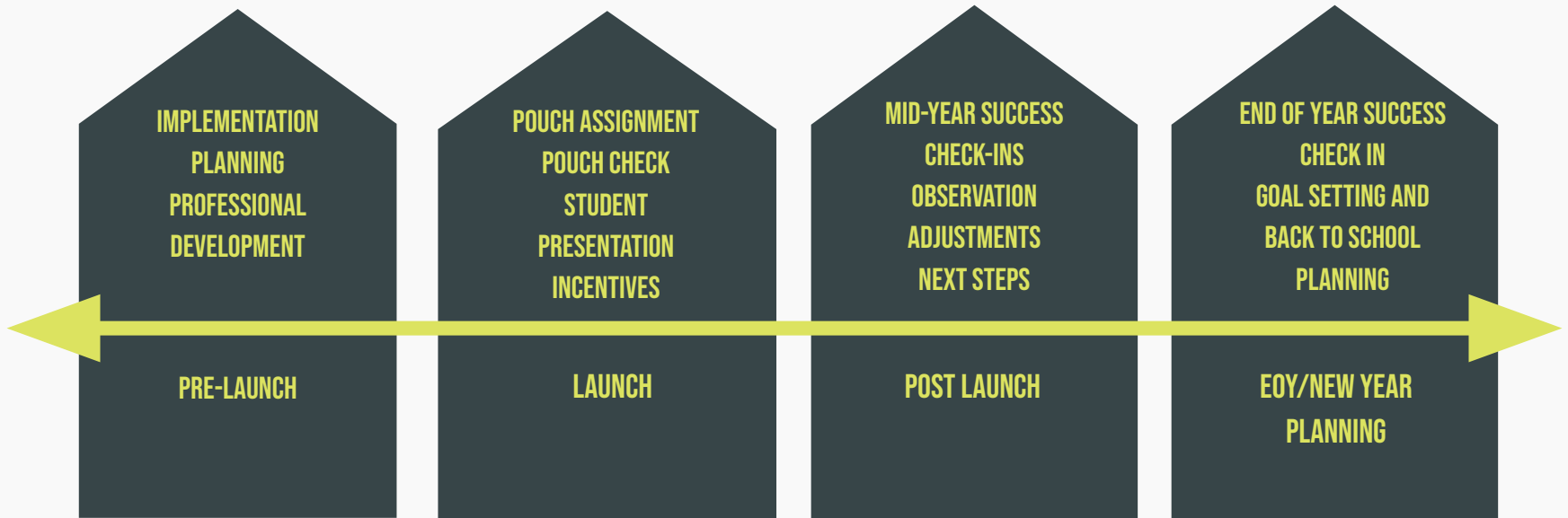
4 – STAFF & STUDENT PREPARATION

5 – RESEARCH AND EVALUATION

6 – ONGOING SUCCESS & SUPPORT

YONDR IMPLEMENTATION PROCESS

We support our school partners at every step, offering guidance, communication materials, and expertise to create a streamlined phone-free school year.



WHAT HAPPENS WHEN A SCHOOL GOES PHONE FREE?

15%

increase in the probability of passing grades

44%

decrease in average monthly behavioral referrals

84%

saw a positive change in **student engagement**

72%

saw a positive change in **student behavior**

68%

saw a positive change in **academic performance**

*Drawn from independent study and school survey results

IMPACT ON STUDENT BEHAVIOR

YONDR

Based on average monthly behavior referrals.

Referral Type	Before YONDR	After YONDR	Net Change
BEHAVIOR	302	170	-44%
TECHNOLOGY	46	25	-45%
BULLYING/HARASSMENT	37	24	-35%
SUBSTANCE USE	4	2	-44%
ACADEMIC INTEGRITY	4	3	-19%

*Drawn from [independent study](#) polling active partners in 2024

SOME OF OUR YONDR PARTNERS NEAR YOU



**Waubun-Ogema-White
Earth School District**
2024 Launch



**Blackduck Secondary
School**
2024 Launch



**Red Lake Public School
District**
2023 Launch

MINNESOTA PARTNER TESTIMONIALS

“Over the past year, reports of phone issues decreased from daily occurrences to rarely being mentioned, with **zero parent complaints**. This shift corresponded with a **45% reduction in behavior incidents** and a **90% decrease in vaping**.”

— Jordan Spaeth, Superintendent
Waubun-Ogema-White Earth Schools



“The impact is indescribable. It’s a vibe you can feel throughout the school. Students are showing **stronger social skills, reporting less pressure from social media**, and we’ve seen a **measurable reduction** in the ‘audience effect’ during incidents.”

— Jamie Edwards, Assistant Principal
Andersen United Middle School



“In just one year, **tardies dropped by 4,936**, write-ups decreased by 939, suspensions fell 41%, and **staff feel valued and respected** – no more phone policing.”

— Kelly Stultz, Principal
Blackduck Secondary School



“The results have been remarkable. We’re seeing fewer disciplinary issues, students’ **MCA Reading scores are up more than 10%**, and **Math scores have improved by over 5%**. Beyond academics, students are connecting with classmates and staff in ways we hadn’t seen before, and **our ability to respond to situations as they arise has improved dramatically**.”

— Andrew Barter, Assistant Principal
South St. Paul Middle School



“We’ve experienced an **82% reduction in incidents** related to social media. This shift has **increased student engagement both in and outside of the classroom** and created a safer, more supportive learning environment for our students.”

— Jen Byers, Principal
United South Central High School





FAQ: STUDENT POLICY

Q: What happens in an emergency?

The first priority is always to follow school safety protocol. Students should not be on their phones, but rather following school staff instructions during an emergency. School staff and administrators will have access to their phones and once students are in a safe location, they will be able to quickly open their pouch and use theirs as well.

Q: What about smartwatches and headphones?

Answer: All wearable tech can be placed into the Pouch.

Q: How long do dismissal and arrival take?

Answer: With proper setup, unlocking takes seconds per student and does not disrupt flow.

Q: What if a student is not following the policy?

Answer: Schools handle violations through policies which our Implementation Team can assist you with fleshing out and customizing for your school's needs.

Q: Why not pouch punitively?

Answer: From what we've seen nationally, punitive use hasn't been successful. Inconsistent enforcement creates frustration and social pressure, which often leads to higher product loss and a program that's difficult to sustain.

TIME

“PHONE POUCHES PROMISE TO IMPROVE FOCUS AT SCHOOL.”



CBS MORNINGS

“YONDR TRANSFORMED THIS NEWBURGH SCHOOL WITH A PHONE-FREE PROGRAM.”



The Washington Post

“THIS SIMPLE SOLUTION TO SMARTPHONE ADDICTION”

Cellphone bans spread in schools amid growing mental health worries

More large school districts and states are among those banning smartphones during the school day.



“YOU SEE PEOPLE TALKING TO EACH OTHER MORE IN THAT PASSING TIME BEFORE CLASS STARTS, INSTEAD OF JUST SCROLLING ON THE PHONE OR BEING ON SOCIAL MEDIA.”



“I’M ALL FOR THAT MOVEMENT.” – SAVANNAH GUTHRIE

ADDITIONAL RESOURCES

- National Education Association (NEA) [Member Poll](#)
- Cell Phones and School Safety (helpful additional articles can be found [HERE](#) and [HERE](#))
- [PEW Research Center](#) - Americans' support for school cell phone bans has ticked up since last year
- ["Phones in Focus"](#) Preliminary Findings – Early data suggests stricter cell phone policies are linked to fewer disruptions and greater teacher satisfaction
- **Recent National Publications:** [The New York Times](#), [The Wall Street Journal](#), [Education Week](#), [Fortune](#) (Jonathan Haidt)— all highlighting the impact of stricter phone policies

PHONE-FREE EQUIPMENT

STUDENT POUCH

Our standard button-lock design with protective fabric.

- Durable neoprene fabric
- Tamper-resistant lock
- Fits all phone sizes



MEDICAL POUCH

Quick-access velcro pouch for medical exceptions.

- Velcro closure
- Readily accessible
- Durable fabric



MAGNET BASE

Unlock pouches with our standard magnet design.

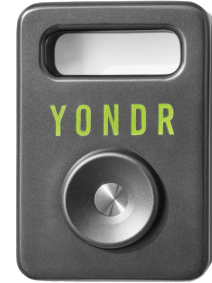
- Durable wooden base
- Tabletop or wall mount
- Designed just for Yondr



HANDHELD MAGNET

Easy-carry design for portable unlocking.

- Best for high-traffic areas
- Compact, handheld size
- Designed just for Yondr



STORAGE TOTE + HAMPER

Stackable storage for storing or end of year collection.

- Fits up to 50-75 pouches
- Collapsible design
- Durable fabric



LOCKBOX

A lockable wall-mounted box with a Yondr Magnet inside.

- Weatherproof metal
- Tamper-proof design
- Optional wall spacer



The products displayed in this document are covered by one or more U.S. Patents, including U.S. Patent Nos. 9,819,788 & 10,623,957.



YONDR PROGRAM

\$30 per student

Final pricing based on student enrollment. (no subscription fees)

The Original Phone-Free School Program

Proactively remove the distraction of phones from bell to bell. Includes phone-free equipment, training and support, and curriculum resources. Improve student focus, academic performance, and social connection.



1	2	3	4	5	6	7	8	9	10
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191	192	193	194	195	196	197	198	199	200

$$4 \times 3 =$$

Keeping classrooms fully staffed—and students learning.

Driving meaningful results.



Remove

administrative burden from staff within your school or district

Create

cost savings and operational efficiencies

Boost

student achievement by ensuring continuous learning

Provide

insights and tools to reduce absenteeism

Deliver

accountability and measurable results



People are the heart and soul of a thriving education system.

Recruiting
& Hiring



We look for qualified candidates who are:

- interested in making an impact in their job and on the world.
- excited about building their skills and abilities.
- passionate about personal growth and career progress.
- invested in student achievement and your school community.

How we recruit for your schools.

OUR PROACTIVE APPROACH

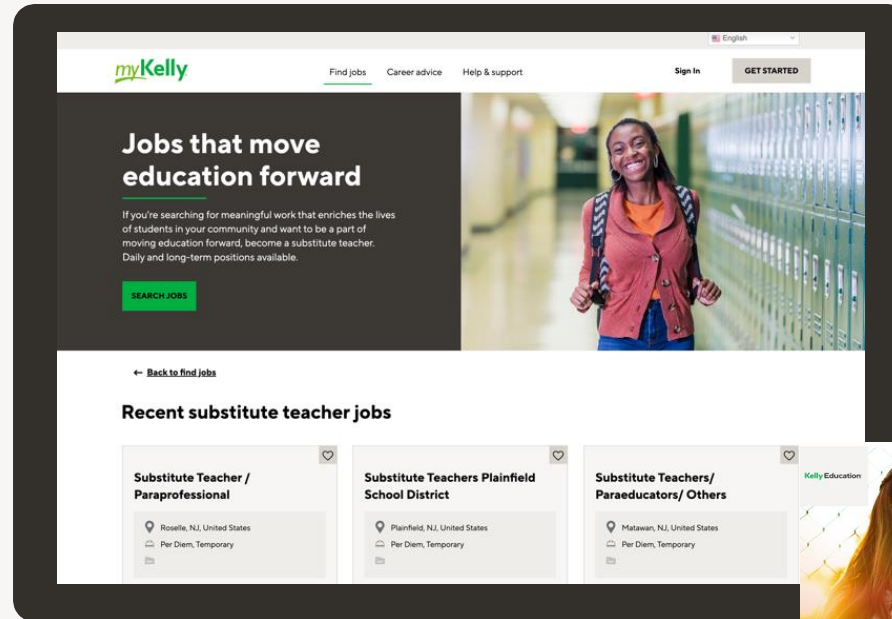
In Your Community

- Grassroots marketing
- Billboards
- Job fairs
- Kelly Mobile Branch
- Community partnerships

Geotargeted Online

- MyKelly jobs portal
- Online job boards
- Social media marketing
- Search engine marketing
- Online display advertising
- Streaming TV advertising
- Digital billboards
- Referral program

And more!



Make your days at work add up to something greater when you become a substitute teacher. Get ready for a flexible, rewarding job you can feel good about.

You'll enjoy:

- The freedom to set your own schedule
- Your choice of schools and grade levels
- Weekly pay
- Free training and professional development
- Paid orientation
- Work-free nights, weekends, holidays, and summers
- Group insurance options*

[kellyeducationjobs.com](https://www.kellyeducationjobs.com)



We're hiring great people for teaching and non-teaching positions at local schools.

You'll enjoy:

- The freedom to set your own schedule
- Choice of schools and grade levels
- Weekly pay
- Free training and professional development
- Paid orientation
- Work-free nights, weekends, holidays, and summers
- Group insurance options*

Try a new morning routine: a meaningful job with the flexibility to create your own schedule.
[kellyeducationjobs.com](https://www.kellyeducationjobs.com)

The industry's most comprehensive screening and hiring process.

Pre-Qualification

- Gauge suitability for the role, skills, ability, and goals
- Discuss education, work history, experience, certifications, and licenses

Personal Evaluation

- Structured situation and behavior interviews for role competencies
- Role-specific training with pass/fail testing
- Education verification

Application Processing

- Online application process
- Complete employment forms
- Verify work eligibility via the I-9 process using E-Verify

Safety Screening

- Criminal background screening
- National Sex Offender Registry check
- State-specific and district-required screenings

OUR EMPLOYMENT GAP POLICY

Rescreening after lapse in employment of 150 days.

Engagement leads to retention.

Our Talent Care advisors work 1:1 with employees to:

- actively take assignments.
- provide professional feedback.
- guide coaching and mentorship opportunities.
- communicate education tips and best practices.
- support your school community.
- engage via social media communities.
- manage incidents.



**A dedicated
team fills
last-minute
absences.**

25%

of absences are
last-minute or
emergencies.



5:30 a.m. – 7 p.m.

Real people are busy
monitoring and filling
absences from an active
pool.

- Fulfillment teams by phone
- Push notifications and text
- Leverage incentive pay

Expanding your administrative capabilities.

Kelly Education[®]

Human Resources



Employer of Record Responsibility



Payroll & Timekeeping



Weekly Pay via Direct Deposit



24/7 Incident Risk Management



Recordkeeping of Employment Files



Tax Withholding



State and Local Disability/FMLA



Unemployment & Workers' Compensation



Benefits Administration & Support



Top notch benefits offered to our substitutes:

Health Care



Kelly®-sponsored ACA health care coverage available to eligible employees.

Insurance



Access to insurance*:

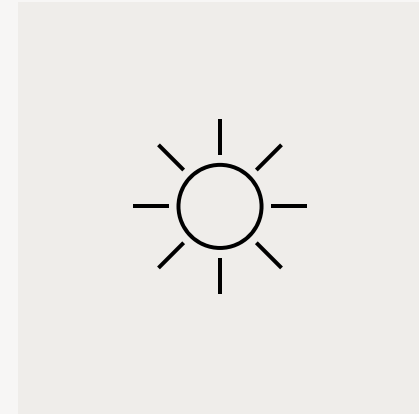
- Additional Medical
- Dental
- Vision
- Critical Illness and Accident
- Life Insurance
- Disability

Retirement



All employees are eligible to take part in retirement savings—including a Roth option for Kelly retirement savings 401(k) Plan.

Perks



- **Weekly Pay**
- Bonuses and incentives
- Summer work
- Wellness & crisis support
- Online exercise classes
- Student loan counseling
- Corporate discounts
- Legal counseling

*Offered by third-party vendor. Plans not sponsored by Kelly.

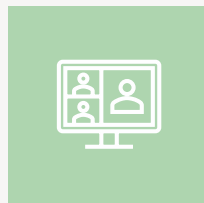
We'll get you up and running—without cutting corners.

DAY 0 DAY 60



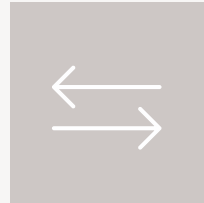
Planning Meeting

- Confirm agreement
- Verify program details and services
- Introduce local support team



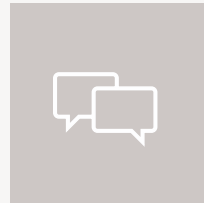
Kick-off Meeting

- Confirm and finalize service plan
- Discuss transition and communication plan



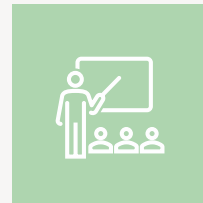
Data Exchange

- Verify school-specific parameters
- Confirm employee data
- Determine absence reason factors
- Identify reporting needs



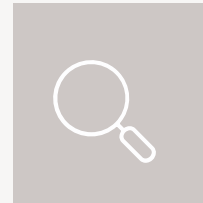
Communications

- Communicate program to principals, secretaries, and administration
- Communication to full-time school district staff
- Communication to current substitute employees



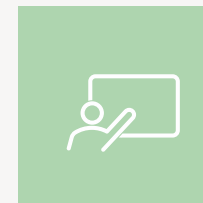
Substitute Transition

- Hold specialized hiring meetings
- Introduce Kelly Education staff, policies, procedures, and technology
- Complete hiring paperwork



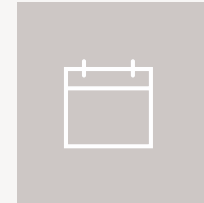
Recruiting

- Develop and deploy detailed recruiting plan structure
- Ongoing recruiting until talent pool target met
- Analyze weekly recruiting results to assess progress and identify areas of improvement



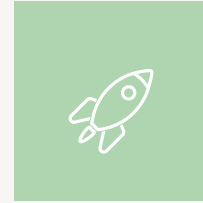
District Training

- Hold in-person principal/assistant training
- Launch virtual district staff training



Pre-Go Live

- System goes live for testing
- Distribute logins and PINs
- District staff starts logging future absences in system



Go live

- Begin filling school district absences

45-60 DAY REVIEW

- Verify project closure
- Send satisfaction surveys
- Review initial program metrics
- Confirm all documentation

Why Kelly Education?

We help solve your most complex workforce challenges by delivering **high-quality talent** that moves education forward.



Consistently high
fill rates



Reduced
administrative burden



Security for your
students and staff



Partnership creates
cost savings



Local support for
your district

We manage everything— so you don't have to.

Everything.

- Ongoing, targeted recruitment
- Comprehensive hiring process
- Behavioral interviewing
- Centralized customer support team
- Daily local branch team support
- Real-time absence filling
- Automated scheduling and timekeeping
- Benefits and retention packages
- Training & Orientation program
- Criminal background investigation
- National sex offender registry search
- Education Verification
- Affordable Care Act compliance
- Consultation on absentee management
- Employee quality assurance process
- Robust data analytics & reporting
- Usage reporting by school location
- Track grant or other funding for absences
- Partnership reviews each semester
- Complete service delivery model
- Formal 24/7 incident reporting process
- Year-round candidate engagement
- Employer state and federal taxes
- Unemployment
- Workers' compensation
- General liability coverage

**Thank you for
the opportunity
to earn your
partnership!**

Wayne Gilman
wayne.gilman@kellyeducation.com
612-247-2210

Mahnomen Public Schools **Strategic Planning Process Proposal & Outline**

Purposes:

- Engage Mahnomen community, school board, administrative team, staff and students in a collaborative, data driven process
- Design a customized planning process for the Mahnomen School District
- Set the Mahnomen School District Strategic Framework for the next 3-5 years

Deliverables:

- “Strategic Priorities” Report
- Five-Year Strategic Framework
- Comprehensive 30-Month Strategic Action Planning & Monitoring Process (optional)

Planning Logistics:

- Thought Leaders–Administrative Team and Key Staff
- Core Planning Team–Thought Leaders, All School Board Members and Staff/Community Members [25 to 30 Members]
- Stakeholder Input - Students, Staff, & Thought Leaders “Listening Sessions” & Community/Staff/Student Surveys
- State of the School District Report - First Planning Meeting (Test Data, Financial Data, Enrollment Trends, “A Look Back & A Look Ahead”)

Meeting Schedule:

Meeting	Date/Time/Topic	Location
Design Phase - Superintendent	TBD <ul style="list-style-type: none"> ● Design Planning Process 	Mahnomen Public Schools
Stakeholder Input Meeting and Surveys	TBD <ul style="list-style-type: none"> ● Students ● Staff ● Thought Leaders ● Survey 	

<p>Session #1 Planning Meeting</p>	<p>TBD Thought Leaders (1 Hour) -</p> <ul style="list-style-type: none"> ● Review and Input on Session #1 Agenda <p>TBD Core Planning Team (2.5 Hours) -</p> <ul style="list-style-type: none"> ● Overview of Process ● Big Ideas Report ● State of the School District Report 	
<p>Session #2 Planning Meeting</p>	<p>TBD Thought Leaders (1 Hour) -</p> <ul style="list-style-type: none"> ● Review and Input on Session #2 Agenda <p>TBD Core Planning Team (2.5 Hours) -</p> <ul style="list-style-type: none"> ● Foundational Items (Vision, Mission, Belief Statements) ● “A Look Ahead” at Five (5) Strategic Priorities 	

<p>Session #3 Planning Meeting</p>	<p>TBD Thought Leaders (1 Hour) -</p> <ul style="list-style-type: none"> ● Review and Input on Session #3 <p>TBD Core Planning Team (2.5 Hours)-</p> <ul style="list-style-type: none"> ● Finalize Foundational Items ● Final Strategic Priorities ● Set Goals and Action Plan Considerations for Each Strategic Priority 	
<p>Session #4</p>	<p>TBD Thought Leaders -</p> <ul style="list-style-type: none"> ● 30-Month Strategic Action Planning, Gap Analysis & Monitoring Process 	

EXAMPLES OF STRATEGIC PRIORITIES

- Provide all students the education they need for success: academically, emotionally, and socially.
- Hire, maintain, train and support staff to be as effective as possible.
- Be financially healthy and sustainable.
- Have facilities that are safe, modern and conducive to 21st century education
- Engage with parents, community members and business owners.

PROPOSED FEE:

Strategic Planning Process and Design Preparation

- Design, Facilitation and Consultant Comprehensive Fee \$9,000.00
- Expenses for Travel and Meals will be in addition to the Comprehensive Fee
- Additional Services are Available and Maybe Negotiated

We are available to discuss the proposal in more detail via a virtual meeting.

Strategic Planning Services



Set your direction with MSBA's Strategic Planning Services

Effective school boards and superintendents provide leadership to set high expectations for student achievement and learning. School board teams accomplish this by clarifying the school district's purpose and direction. MSBA's experience and knowledge can help you put your district's strategic plan on the right course.

Contact Gail Gilman today at 800-324-4459 or ggilman@mnmsba.org and ask about MSBA's Strategic Planning Services.



Gail Gilman

Testimonials

"Without hesitation, I would recommend any district in need of positive change, a new direction, or simply an updated vision to contact the MSBA for assistance. MSBA worked with parents and community members in our district to formulate a plan that will no doubt bring prosperity to our school."

- Superintendent

"For strategic planning, this was probably the best process I have participated in."

- Board Member

How does your district benefit from doing this work?

Setting the school district's strategic direction and goals:

- Helps meet the legal requirements for a school board to adopt a comprehensive, long-term strategic plan to support and improve teaching and learning (M.S. 120B.11, Subd. 2).
- Builds strong school board and superintendent relationships by clearly stating expectations.
- Creates clear expectations for school district operations.
- Drives the school district to continually improve in pursuit of excellence.
- Provides clarity for the school district's staff.
- Enables performance monitoring and evaluation.
- Ensures the school board speaks for the community.
- Guarantees alignment between community values and school district operations.
- Meets Striving for Comprehensive Achievement and Civic Readiness plan requirements.
- Establishes a Strategic Governance Framework.

How much does this cost? What does this service include?

Generally, there are five meetings.

- One Listening Session Meeting.
- Three meetings to create the district's belief statements, mission statement, vision statement, goals and objectives.
- One meeting to clarify the Strategic Planning Committee's work.

There is a base fee for this service that includes MSBA's expenses, materials and follow-up reporting. MSBA can customize a model to meet your school district's needs.

What are school district goals?

- Goals are the desired end result of the school district's efforts.
- Goals specify what the school district wishes to accomplish.
- Setting school district goals is about working on ends.

In a school district, ends are composed for five components:

- 1. Mission:** What is our purpose? Who are we?
- 2. Vision:** Where do we want to go? What will it look like when we get there?
- 3. Beliefs:** What do we care about regarding public education in our community? What guides our decision-making?
- 4. Goals:** What do we need to do to get there? What does the school district need to achieve to get there?
- 5. Objectives:** What steps do we have to take to meet the school district's goals?



The role of the school board

- School boards are the entity legally charged with governing a school district.
- One of the school board's duties is to clarify the school district's purpose and direction.
- School boards convey the school district's direction by setting clear, well-crafted goals.
- School district staff is responsible for developing the action plans to achieve the school district's goals.
- School boards give final approval of the strategic plans, designate funding to support the school district's goals, and develop a monitoring and evaluation plan to measure improvement.

The role of the staff and community

MSBA will facilitate community engagement-related activities to gather stakeholder (internal and external) feedback to help shape school district priorities. School districts can use a survey to solicit input from stakeholders about school district strengths and needs. Survey responses are confidential. All responses will be collected and analyzed by MSBA. The information collected through the survey will help shape the strategic plan priorities. MSBA will share key themes with the school board and superintendent.

Benefits of MSBA Facilitation

MSBA brings expertise about the school board's role in setting school district direction and goals. MSBA has assisted groups – both large and small – composed of board members, school district leaders, students and community members, in studying specific school district topics. MSBA guides the process for managing group input and decision-making so that decisions can be reached and all school board-superintendent team members can participate. MSBA will record the work in a report format that can set the stage for further strategic planning by school district staff. And, as MSBA member school districts, school boards can access these services for

Districts that have used the service include:

Big Lake

Becker

Ely

Fulda

Forest Lake Area

Howard Lake-Waverly-Winsted

Jordan

Kerkhoven-Murdock-Sunburg

Lake Crystal Wellcome Memorial

Marshall

Martin County West

Minnesota Transitions Charter School

Minnesota Valley Education District

Moorhead

Nicollet

Nova Classical Academy

Ortonville

Redwood Area

River Bend Education District

ROCORI

Schoolcraft Learning Community

Winona

And more.....

4/20/2026

**Mahnomen Public School
2025-26
UPDATED BUDGET**

Fund:	Revenue	Expenditure	
General	\$13,296,900	\$13,110,387	
Food Service	\$504,350	\$575,570	
Community Education	\$120,861	\$204,705	
Debt Service	\$783,516	\$830,500	
Total	\$14,705,627	\$14,721,162	
Construction - Restricted Fu	\$4,000,000.00	\$3,380,000.00	Total Expenditures = \$18,101,162.00

Financial Highlights:

Budget estimates are made on the assumption of similar revenues and expenditures as in the previous year with projected adjustments and actuals. Some are listed below:

Revenue:

- Potential reduction Federal funds.
- Minor increase to state's Compensatory funding - depending on the formula during legislation
- Reduction to previous year State's SPED cross subsidy.
- Similar ADM enrollment projection to previous year.
- No READ Act funding
- New ADSIS grant funding
- New Achievement & Intergration funding

Expenditures:

- Increase for inflation for food, supplies and services.
- Increase for additional staff, wages and benefits.
- Increase to Sped Child Count
- Increase expenditures for transportation & cleaning.
- Increase to all insurance coverages (health, property & worker comp.)
- Community Education early childhood programming not fully funded.
- Employer share of MN Paid Leave Law
- New ADSIS program costs
- Return of A&I programming costs
- Summer Unemployment
- Roof Repairs



Mahnomen Public School
310 W Madison Avenue
Mahnomen, MN 56557
2026-27 School Calendar



T: 6.5 August S: 0							T: 20 January S: 19						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
						1						1	2
2	3	4	5	6	7	8	3	4	5	6	7	8	9
9	10	11	12	13	14	15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	17	18	19	20	21	22	23
23	24	25	26	27	28	29	24	25	26	27	28	29	30
30	31						31						
T: 20 September S: 20							T: 20 February S: 19						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
		1	2	3	4	5		1	2	3	4	5	6
6	7	8	9	10	11	12	7	8	9	10	11	12	13
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20	21	22	23	24	25	26	21	22	23	24	25	26	27
27	28	29	30				28						
T: 20 October S: 20							T: 21 March S: 20						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
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4	5	6	7	8	9	10	7	8	9	10	11	12	13
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18	19	20	21	22	23	24	21	22	23	24	25	26	27
25	26	27	28	29	30	31	28	29	30	31			
T: 20 November S: 18							T: 22 April S: 22						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
1	2	3	4	5	6	7					1	2	3
8	9	10	11	12	13	14	4	5	6	7	8	9	10
15	16	17	18	19	20	21	11	12	13	14	15	16	17
22	23	24	25	26	27	28	18	19	20	21	22	23	24
29	30						25	26	27	28	29	30	
T: 16.5 December S: 17							T: 15 May S: 15						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
		1	2	3	4	5							1
6	7	8	9	10	11	12	2	3	4	5	6	7	8
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20	21	22	23	24	25	26	16	17	18	19	20	21	22
27	28	29	30	31			23	24	25	26	27	28	29
							30	31					

Calendar Key	Commencement - May 21, 2027	Quarter End Dates		School Hours: 8:30 - 3:18 Monday - Friday
First and Last Day of School		1st	Nov 4 (43 days)	
Teacher In-Service	170 Total Student Days	2nd	Jan 15 (43 days)	
Teacher Work Day	181 Total Staff Days	3rd	Mar 19 (43 days)	
Para In-Service		4th	May 20 (42 days)	
No School for All Students & Staff	Make-Up Days (if needed)			
Early Out Days	May 24, 25, 26			
Conferences (Evenings)				

Approve NWSC as the health insurance provider for the district's employee health insurance plans and approve the FY-27 school group health insurance rates for the district's four health insurance plans, with the NWSC insurance pool, monthly single/family rates as follows.

HSA/VEBA option to go with all the CDHP plans;

1. MSI PP MN 1700-0% (HSA/VEBA)- family \$1,290.82/mo. single & \$3,513.26/mo.
2. MSI PP MN 3300-0% (HSA/VEBA) \$3,106.66/mo.family \$1,290.82/mo. single &
3. MSI PP MN 3300-20% (HSA/VEBA)- family \$1,060.46/mo. single & \$2,886.32/mo.
4. MSI PP MN 6650-0% (HSA/VEBA) family \$949.38/mo. single & \$2,583.98/mo.



**WHITE EARTH TRIBAL HEALTH
MAHNOMEN SCHOOL DISTRICT #432
SCHOOL CONTRACT
2025-2026 SCHOOL YEAR**



The BOARD OF EDUCATION OF WAUBUN/OGEMA SCHOOL DISTRICT #432, hereinafter known as the MAHNOMEN Board of Education, and WHITE EARTH TRIBAL HEALTH hereinafter known as Tribal Health enter into joint agreement for the purpose of providing school nurse services to the Mahnomen Public School.

The Mahnomen Board of Education agrees:

1. To provide a contact person through whom administrators, teachers, and other personnel can contact Tribal Health. The designated Health Assistants will be the designated school contact persons:
2. To maintain school health records on all pupils in accordance with Minnesota Statutes and Minnesota Department of Health Guidelines.
3. To reimburse White Earth Tribal Health at a rate of \$53,865/academic year (equal to \$45.00/hr x 7.5 hours per school day for 170 school days) for school nurse services as identified in Attachments A and B.
4. To ensure that adequate policies, procedures and guidelines are in place for a school health program in accordance with Minnesota Statutes and Minnesota Department of School Health guidelines.
5. To identify all appropriate school staff involved in carrying out the school district health services policy, procedures or guidelines and allow for training and adequate time to perform health assistant duties.
6. To request school nurse participation in development of all Student Emergency Plans for the district.

WHITE EARTH TRIBAL HEALTH agrees:

1. To recruit, train and supervise Tribal Health school nurse staff according to agency policies and in accordance with Minnesota Statutes and Minnesota Department of Health Guidelines.
2. To provide consultation, services and health services oversight per Attachment A, Attachment B and per related health services policies, procedures and guidelines of the school district during school hours.
3. To develop Standing Orders through the White Earth Tribal Health Medical Director for school nursing services.
4. To assure the completion and submission of the Annual Immunization State Report (AISR) and those requested by the school district administration.
5. To bill the Board of Education monthly for school nurse services to be provided.

6. To assure that the school nurse contract, services and health guidelines and procedures are reviewed annually and recommended revisions are submitted to school administration.
7. Student health records and documentation remain the property of the school district but are available with no restrictions to Public Health school nurse staff and supervising administration as needed to carry out the functions and responsibilities of this contract. Student service nurse notes, individual health plans and emergency plans are written by the school nurse and copies are maintained in the Public Health office for reference.

This contract may be terminated with a 60 day written notice by either party.

All attachments become part of the legal agreement as referenced in the contract language above.

This contract is effective September 2, 2025, through May 31, 2026.

Dated this _____ day of _____, 2025.

Superintendent, Board of Education

White Earth Tribal Chairman

White Earth Tribal Health-Health Director

ATTACHMENT A

CONTRACTED SCHOOL NURSING SERVICES

PRIMARY FUNCTION:

To promote optimal health services for all students of the school district.

LINE OF AUTHORITY:

Directly responsible to the Superintendent and to the Health Director.

SUPERVISION OF OTHERS:

Will train, direct and supervise delegated tasks to the health assistants and/or other identified school health personnel or volunteers as designated in policy and guidelines.

QUALIFICATIONS:

Must have and maintain current Registered Nurse licensure and Licensed Practical Nurse Licensure and Public Health Nurse Certification with the Minnesota Board of Nursing and meet other School Nurse licensure requirements per Minnesota Statutes.

POSITION RESPONSIBILITIES: EXAMPLES

1. Delegate safe nursing activities to health assistants, school staff such as secretaries, principals or others as identified by school administration per district health policy, procedure or guidelines.
2. Assess the health status, provide care and evaluate treatments of students seen under the health program. Supervise and monitor care provided by school staff providing services under the school health program.
3. Consult with school administration to establish, review and revise policy, procedures, and guidelines for the school health program.
4. Arrange and/or conduct in-service programs for school personnel for first aid, emergency care procedures, blood borne pathogens and other relevant subjects as requested by school administration.
5. Coordinate efforts with those of the other health professionals and school personnel for optimal learner outcomes.
6. Provide necessary health counseling and refer to further professionals when appropriate.
7. Act as a resource person in the health education for teaching personnel and administration as requested by school administration or as identified as a need by school nurse.

8. Procure supplies and equipment to allow for safe and efficient school nursing practice per school district policy and as school administration requests.
9. Arrange and/or conduct screenings to identify student health concerns and disseminate with regard to the data privacy act. Assign health assistant/volunteers, or other designated school staff to assist as appropriate per district policy, procedure or guidelines.
10. Supervise medication administration policy, procedure and or guidelines as established by the school district.
11. Be available to supervise and monitor activities of school health assistants/school staff as they are providing school health services under the direction and supervision of the school nurse.
12. Assess and document safe and appropriate performance of identified school personnel in carrying out the school health services policy, procedure, and guidelines.

ATTACHEMENT B

WHITE EARTH PUBLIC HEALTH GUIDELINES AND PROCEDURES

I. MANAGEMENT OF THE MEDICATION ADMINISTRATION PROGRAM

A. The school nurse shall be the supervisor of the medication administration program in the school.

B. Medication Orders/Parental Consent:

1. The school nurse shall ensure that there is proper medication order(s) from a licensed prescriber, parent and/or guardian, which is renewed as necessary, including the beginning of each academic year. The REQUEST TO ADMINISTER AT SCHOOL form needs to be signed by the parent/guardian for over-the-counter medications (the school nurse has the ultimate authority and responsibility to reject a parents request and to decline an over-the-counter medication if the nurse feels the medication is unnecessary, inappropriate, or could lead to harm). Prescription medications will require a parent/guardian and licensed prescriber signature. The school nurse shall be notified of any new medications or changes in medication.

a. In accordance with standard medical practice, a medication order from a licensed prescriber shall contain:

1. The student's name;
2. The name and signature of the licensed prescriber and business and emergency phone numbers;
3. The name of the medication;
4. The route and dosage of the medication;
5. The frequency and time of medication administration;
6. The date of the order and the discontinuation date;
7. A diagnosis and any other medical condition(s) requiring the medication, if not a violation of the government data practices act or if not contrary to the request of a parent, guardian or student to keep confidential;
8. Specific directions for administration, while at school.

C. Medication Administration:

The school nurse shall establish an individual health plan for each student receiving a long term medication. The REQUEST TO ADMINISTER MEDICATION AT SCHOOL form will be used for any student taking a medication.

1. Prior to the initial administration of the medication, the school nurse shall develop a medication administration plan which includes:

- a. The name of the student;
- b. An order from a licensed prescriber, including business and emergency telephone numbers;

- c. The signed authorization of the parent/guardian, including home and business telephone numbers if available;
- d. Any known allergies to food or medications;
- e. The diagnosis, unless a violation of confidentiality or the parent/guardian or student requests that it not be documented;
- f. The name of the medication;
- g. The dosage of the medication, frequency of administration and route of administration;
- h. Any specific directions for administration;
- i. Any possible side effects, adverse reactions or contraindications;
- j. The quantity of medication to be received by the school from the parent/guardian;
- k. The required storage conditions;
- l. The duration of the prescription;
- m. The designation of unlicensed school personnel, who will administer the medication to the student according to the STAFF TRAINED FOR MEDICATION ADMINISTRATION list. With parental permission, other persons, including teachers, to be notified of medication administration and possible side effects of the medication;
- n. Provision for medication administration in the case of field trips and other short-term special school events. Every effort shall be made to obtain a nurse or school staff member trained in medication administration to accompany students to special school events. When this is not possible, the school nurse may choose to delegate medication administration to another responsible adult. Written consent from the parent/guardian for the named responsible adult to administer the medication shall be obtained. The school nurse shall instruct the responsible adult on how to administer the medication to the student.
- o. The Licensed School Nurse and other healthcare personnel have the authority to provide over-the-counter medications to a student upon the parent/guardian's request, even without a physician's order. The licensed school nurse has the authority to reject a parent/guardian request and to decline to administer an over-the-counter medication if the LSN believes that such medication is unnecessary, inappropriate, or could lead to patient harm.

- D. The school nurse has procedures in place to ensure the positive identification of the student who receives medication.**
- E. The school nurse shall have a current pharmaceutical reference available for her/his use, such as the Nurse Drug Handbook or electronic availability (i.e. Computer/internet access).**
- F. Emergency Medication**
1. For the purpose of administering emergency medication to an individual student including parental administration (e.g., by injection) of the medication, the school nurse may delegate to individual school personnel. Said school personnel shall be listed on the individual health plan and receive training in the administration of emergency medication to a specific child.
 - a. The school nurse shall have final decision-making authority with respect to delegating administration of medications to unlicensed personnel in the school system.
 - b. A school nurse or appointed designee shall be available by telephone should consultation be required while medications are being administered.
 - c. Medications to be administered pursuant to PRN ("as needed") orders may be administered by authorized school personnel after contacting parent for permission.
 - d. For each school, an updated list of unlicensed personnel who have been trained in the administration of medications shall be maintained.
 - e. When medication administration is delegated by the school nurse to unlicensed school personnel, such personnel shall be under the supervision of the school nurse for the purposes of medication administration. Responsibilities for supervision at a minimum shall include the following:
 1. *After consultation with the principal or administrator responsible for a given school, the school nurse shall select, train, and supervise the specific individuals, in those categories of school personnel who may administer medications. When necessary to protect student health and safety, the school nurse may rescind such selection. The individual selected may refuse delegation of medication responsibility.*
 2. *The school nurse shall supervise the training of designees.*
 - i. The school nurse shall document the training and evidence of competency of unlicensed personnel designated to assume the responsibility for medication administration.
 - ii. The school nurse shall provide a training review and informal update, at least annually, for those school staff authorized to administer medications.

3. *The school nurse shall support and assist persons who have completed the training to prepare for and implement their responsibilities related to administration of medication.*
4. *The first time a health assistant administers medication the delegating nurse shall provide supervision at the work site.*
5. *The degree of supervision required for each student shall be determined by the school nurse after an evaluation of the appropriate factors involved in protecting the student's health including, but not limited to the following:*
 - a. Health condition and ability of the student;
 - b. The extent of training and capability of the unlicensed school personnel to whom the medication administration is delegated;
 - c. The type of medication;
 - d. The proximity and availability of the school nurse to the unlicensed person who is performing the medication administration.
6. *Personnel designated to administer medications shall be provided with the names and locations of school personnel who have documented certification in cardiopulmonary resuscitation (CPR). The school should make every effort to have a minimum of two school staff members with documented certification in CPR present in each school building throughout the day.*
7. *For the individual student, the school nurse shall:*
 - a. Review the initial orders, possible side effects, adverse reactions and other pertinent information with the person to whom medication administration has been delegated;
 - b. Provide supervision and consultation as needed to ensure that the student is receiving the medication appropriately as ordered. Supervision and consultation may include record review, on-site observation and /or student assessment.

G. Handling, Storage and Disposal of Medications

1. A parent/guardian or designated responsible adult shall deliver all medications to be administered by school personnel, to the school nurse or other responsible person designated by the school nurse to accept medications.
 - a. The medication must be in a pharmacy or manufacturer labeled container.
 - b. The school nurse or other responsible person receiving the medication shall document the quantity of the medication delivered.

2. All medications shall be stored in their original pharmacy or manufactured labeled containers and in such a manner as to render them safe and effective. Expiration dates shall be checked.
3. All medications to be administered by school personnel shall be kept in a securely locked cabinet used exclusively for medications, which is kept locked except when opened to obtain medications. Medications requiring refrigeration shall be stored in either a locked box in a refrigerator or in a locked refrigerator maintained at temperatures of 38 to 42 degrees Fahrenheit.
4. Access to stored medications shall be limited to persons authorized to administer medications. Access to keys and knowledge of the location of the keys shall be restricted to the maximum extent possible.
5. Parents/guardians may retrieve the medications from the school at any time.
6. Where possible, all unused, discontinued or outdated medications shall be returned to the parent/guardian and the return appropriately documented. Notification letters will be sent home when medications need to be picked up at the end of the school year. If medications are not picked up they will be destroyed at the nurse's discretion.

H. Documentation and Record-Keeping

Each school where medications are administered by school personnel shall maintain a medication administration record (MAR) for each student who receives medication during school hours.

1. Such record at a minimum shall include a daily log and an individual health plan, including the medication order and parent/guardian authorization.
2. The daily log shall contain:
 - a. The dose or amount of medications administered;
 - b. The date and time of administration or omission of administration, including reason for omission.
 - c. The full signature of the nurse or designated unlicensed school personnel administering the medication. The medication is given more than once by the same person, he/she may initial the record, subsequent to signing their full signature.

3. All documentation shall be recorded in ink and shall not be altered.
4. The completed medication administration record and forms pertinent to self-administration shall be filed in the student's health record.

I. Reporting and Documentation of Medication Errors including omissions

1. A medication error includes any failure to administer medication as prescribed for a particular student.
2. In the event of a medication error, the health assistant shall notify the school nurse immediately. The school nurse shall then notify the parent/guardian immediately. (The school nurse shall document the effort to notify the parent/guardian.) If there is a question of potential harm to the student, the nurse shall also notify the student's licensed prescriber or the Tribal Medical Director.
3. Medication errors shall be documented by the health assistant on the MEDICATION ERROR INCIDENT REPORT. These reports shall be retained by the school in the student record.
4. The school nurse shall review reports of medication errors and take necessary steps to ensure appropriate medication administration in the future.

II. OBSERVATIONS AND REFERING

During time in school, the school health assistant or other school personnel (UAP) may observe students with health problems or teachers may report problems. The identified school personnel can provide valuable assistance to the school nurse by being alert to health problems and reporting them to the nurse. It is not the role of the school health assistant to diagnose, treat, counsel parents/guardians or make referrals to medical providers. School health assistants may administer First Aid per standing orders and respond to an emergency situation per district policy. The school health assistant may contact a parent when a child shows signs of illness and shall request them to come and pick up their child if possible. Parents/guardians are responsible for determining if their child needs medical care when the school nurse is not available to make a recommendation.

Teachers are looked upon as the first line of defense in the identification of students with physical, mental and emotional problems. His or her daily observation can detect deviations from normal appearance, if the deviation persists, should be reported to the school nurse. The school health assistant or other designated school personnel will document such issues and concerns by using the attached SCHOOL HEALTH LOG and is responsible for sharing that log with the school nurse in a timely matter.

III. EMERGENCY CARE

1. Any student who has more than a minor injury must not be left unattended. It will be the responsibility of the health assistant to stay with the student if the nurse is not available.
2. Provide first aid to the student as needed. If situation is thought to be life threatening, have someone call 911 immediately.
3. Call the parent/guardian at once and obtain permission to call physician and obtain instructions for transportation depending on the type and severity of illness or injury.
4. If the parent/guardian cannot be reached, or are unable to provide transportation, call the physician listed on the emergency health form. If he/she is unavailable, the nearest medical provider will be contacted and arrangements will be made for transport and care per school administration authorization.
5. All emergency care will be documented on an injury report. The school nurse is responsible for follow-up on all injury reports as appropriate. A copy of the injury report form will be provided to the principal. This completed form will also be faxed to the school nurse for review.

IV. IDENTIFICATION OF HEALTH PROBLEMS/EMERGENCY CARE PLANS

If a student has a health related issue, that information will be recorded on the student's health record: ie: diabetes, epilepsy, orthopedic problem. Each Fall the school health assistant or other identified school personnel shall review school registration forms and compile a list of all students with health issues, including all special education students, to be reviewed by the school nurse. An emergency plan shall be developed as needed and updated annually. School staff should be made aware of students with health issues and oriented to any emergency care plans for students as they come into contact with them.

V. INJURY/ACCIDENT REPORTING

Injuries sustained in school shall be reported to the health service office and the building principal. Those injuries that require more than basic first-aid treatment will be documented on the STUDENT INJURY REPORT form. A copy of the completed form will be given to the building principal and faxed to the school nurse. All accident reports will be reviewed by the school nurse. The school nurse is responsible for follow-up on all accident reports as deemed necessary.

VI. IMMUNIZATIONS

Each year the school health assistant or other designated school personnel will be asked to assist the school nurse to determine which students are in need of immunizations. Parents should be notified of this need and provided with the informed consent form. Immunizations received shall be recorded on the student's health record. Standing orders will be in place for all immunization clinics offered at the school. Required MDH Immunization Reports will be filed according to MN Statutes and MDH guidelines as directed by the school nurse.

VII. INFECTIOUS DISEASE

The school nurse will be notified of all suspected communicable diseases. The school nurse follows Minnesota Department of Health Infectious disease guidelines and references the Infectious Disease in Childcare Settings and Schools manual. Notification of parents/guardians/community will be at the direction of the superintendent/building principal upon consultation with the school nurse.

VIII. EARLY CHILDHOOD SCREENING

The school nurse will assist designated school personnel, as requested, with Early Childhood Screening per MN Statutes 123.701

IX. SCHOOL HEALTH SCREENINGS

School health screenings will be done by the White Earth Health Division staff as directed by the school nurse per Minnesota Department of Health Guidelines.

X. MEDICAL TRANSPORTATION

White Earth Tribal Health policy does not permit the school nurse to transport students.

XI. OVERDOSE MEDICATION

As a means of enhancing the health and safety of its students, staff, and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone(Narcan), and administer devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at the school districts activities.

The licensed school nurse will obtain a standing order from the medical director that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members, or other individuals believed to be experiencing an opioid overdose. The standing order shall contain the following information:

1. Administration type
2. Dosage
3. Date of issuance
4. Signature of authorized provider

XII. TRAINING OF HEALTH SERVICES STAFF

Training of all school district staff involved in carrying out the health services guidelines/procedures shall include as a minimum:

- First Aid training
- CPR certification
- Medication Administration for paraprofessionals/unlicensed personnel (UAP)
- Blood Borne Pathogens
- Confidentiality
- Emergency Care Plans

First Aid and CPR certification shall be kept current at all times (usually renewable every two years)

Epinephrine Administration

Overdose Medication (Naloxone)

Hygiene and puberty courses for designated grades

A list of school staff certified in CPR and First Aid will be maintained each year at each school for the school nurse to review.



WHITE EARTH TRIBAL HEALTH

SCHOOL HEALTH CONTACT INFORMATION

WHITE EARTH TRIBAL HEALTH DIRECTOR:

LINDSI DARCO, RN, PHN, LSN

218-983-3286 Ext. 1367

lindi.darco@whiteearth-nsn.gov

WHITE EARTH TRIBAL MEDICAL DIRECTOR:

CARSON GARDNER, MD

218-983-3286

carson.gardner@whiteearth-nsn.gov

WHITE EARTH TRIBAL HEALTH ASSISTANT DIRECTOR:

MINA SPALLA, RN,PHN

218-983-3286 Ext. 1363

mina.spalla@whiteearth-nsn.gov

WHITE EARTH TRIBAL HEALTH SCHOOL NURSE:

Taylor Winter, RN

218-983-3286 Ext. 1295

taylor.winter@whiteearth-nsn.gov

WHITE EARTH TRIBAL HEALTH SCHOOL NURSE:

EVA BRAKEFIELD, LPN

218-983-3286 Ext. 1249

eva.brakefield@whiteearth-nsn.gov

Extended (Overnight) Fieldtrip Request

Extended trips involve one or more overnight stay(s) and must be requested **well in advance of the planned activity**. This form must be completed and approved at each level: principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g. tournament competition).

Requested by: Gene Snetsinger Date: 3-23-20
Group: FFA Date of Fieldtrip: 4-19-20
Number of Students: 7 Number of Chaperones: 2
Event/Destination: State FFA
Purpose/Benefit to Student: Competent State level

Mode of Transportation: Van

Estimated Allowable District Expenses: (Advisor/Chaperone)

Transportation: \$100
Lodging: \$900
Meals: -
Registration/Fees: \$200
Substitute: _____
Total: \$1200

Approved by: [Signature] (Principal)
Approved by: _____ (Superintendent)
Date of Board Approval: _____

Checklist items to be completed prior to departure:

1. Travel itinerary information submitted to and approved by administration.
2. Chaperone list with cell phone numbers submitted to and approved by administration.
3. Itinerary & contact information disseminated to parent/guardian & chaperone(s).
4. Student/Chaperone fees paid.
5. Permission & Rules of Conduct Forms signed by student & parent/guardian.
6. Chaperone expectation meeting conducted.
7. Luggage & personal belongings searched for banned substances.

May 7th - May 8th
2026

Extended (Overnight) Fieldtrip Request

Extended trips involve one or more overnight stay(s) and must be requested **well in advance of the planned activity**. This form must be completed and approved at each level: principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g. tournament competition).

Requested by: Lakeisha Londo Date: Mar. 30, 2026
Group: Ojibwe Quiz Bowl Date of Fieldtrip: ~~April 2-10, 2026~~
Number of Students: 6 Number of Chaperones: 2

Event/Destination: International Falls School Quiz Bowl Competition

Purpose/Benefit to Student: Revitalize Ojibwe language & history/culture.

Network with other speakers, promote learning & sharing knowledge.

Mode of Transportation: Gidd School Van.

Estimated Allowable District Expenses: (Advisor/Chaperone)

Transportation:	600.00 School Van	
Lodging:	<u>\$605</u>	
Meals:	<u>\$292</u> ;	\$120 - Quiz Bowl account 172 - School meals
Registration/Fees:	<u>\$125</u>	
Substitute:	_____	
Total:	<u>\$1,022</u>	

Approved by: _____ (Principal)

Approved by: _____ (Superintendent)

Date of Board Approval: _____

Checklist items to be completed prior to departure:

1. Travel itinerary information submitted to and approved by administration.
2. Chaperone list with cell phone numbers submitted to and approved by administration.
3. Itinerary & contact information disseminated to parent/guardian & chaperone(s).
4. Student/Chaperone fees paid.
5. Permission & Rules of Conduct Forms signed by student & parent/guardian.
6. Chaperone expectation meeting conducted.
7. Luggage & personal belongings searched for banned substances.



A Memorandum of Understanding (for Journey Teachers)

The Memorandum of Understanding (“MOU”) is entered into by and between EdMN-Mahnomen (“Union”) and Independent School District No.432, Mahnomen Public Schools (“District”).

Whereas the Union and District are parties to a collective bargaining agreement; and

Whereas, the District has partnered on a teacher apprenticeship program (“The Apprenticeship”) sponsored by Teacher Apprenticeship Minnesota (“Sponsor”) and developed to provide education support professionals with coursework and on-the-job training toward becoming a licensed teacher; and

Whereas, the related technical instruction will be provided by Bemidji State University, Southwest Minnesota State University, and/or Project MOMENTUM (“Provider”), which will recommend for licensure and confer the bachelor’s degree; and

Whereas, the parties have decided to come to an agreement governing the terms and conditions of employment for the employees who agree to work as Journey Teachers in the apprenticeship program;

Now, therefore, in consideration of the mutual promises contained with this MOU, the Union and the District agree to the following provisions governing the terms and conditions of employment for employees who agree to work as Journey Teachers in the apprenticeship program:

- 1.1 Employees working as Journey Teachers in The Apprenticeship program shall remain members of the bargaining unit as defined in the CBA and be subject to all provisions of the CBA except as otherwise provided in this MOU. They shall be considered to remain in whatever position in the unit they held immediately prior to beginning The Apprenticeship.
- 1.2 Employees working as Journey Teachers in The Apprenticeship shall be paid a stipend of \$5000 per academic year above and beyond the applicable rate for their position under the CBA and shall have their pay adjusted during their participation as a Journey Teacher in The Apprenticeship according to the terms of the CBA.
- 1.3 Employees working as Journey Teachers in The Apprenticeship shall be eligible for all group insurance benefits provided under the CBA and District contributions toward said benefits as provided in the CBA.
- 1.4 Employees working as Journey Teachers who leave The Apprenticeship for any reason other than termination for just cause pursuant to the terms of the CBA shall retain their position within the bargaining unit. Stipend pay shall be prorated based on the length of their service.
- 1.5 Employees working as Journey Teachers in The Apprenticeship shall retain, and continue to accrue, all benefits under the CBA. This includes, but is not limited to, seniority, sick leave, Longevity credit, and any other benefits linked to length of service.
- 1.6 Employees working as Journey Teachers in The Apprenticeship are not mandated to work summer programming with apprentices.
- 1.7 Employees working as Journey Teachers in the Apprenticeship program shall complete the assigned duties of their teaching position in addition to duties outlined in the Journey Teacher position description, which should not exceed more than an additional two hours per week of work.
- 1.8 Employees working as Journey Teachers in the Apprenticeship program shall be partnered with one apprentice during the academic year.
- 1.9 Employees working as Journey Teachers in the Apprenticeship program shall participate in up to 40 hours of paid Journey Teacher training provided by the Apprenticeship Sponsor.
- 1.10 Employees working as Journey Teachers in the Apprenticeship program shall not be moved positions or classrooms while a Journey Teacher unless agreed upon by all parties.

- 1.11 Employees working as Journey Teachers in the Apprenticeship program shall have two days per week without required meetings to provide time to work with their apprentice.
- 1.12 Employees must be members of the local union to qualify as a journey teacher, as the professional development and training for journey teachers is provided by the union.
- 1.13 Journey Teachers will receive licensure renewal CEUs for their journey teacher training and may receive graduate credit for the work in partnership with and meeting the requirements outlined by the Provider.
- 1.14 Stipends will be paid out in December and April

This MOU will take effect upon signature by both parties and will remain in effect until June 30, 2027, unless both parties agree in writing to end the MOU or to extend its term.

In the event any person asserts that a provision of this MOU is ambiguous, this MOU must be construed to have been drafted equally by all parties.

The parties recognize that this MOU is arising out of unique circumstances and therefore cannot be construed by either party in any proceeding, negotiation, or grievance as creating any past practice or establishing a precedent that in any way binds either party.

This MOU is enforceable under the grievance and arbitration procedures in the CBA and can be used in any proceedings for the purposes of its own enforcement.

This MOU constitutes the entire agreement between the parties relating to the subject matter addressed in this MOU. This MOU controls to the extent that it conflicts with the terms of the CBA. No changes to this MOU are valid until they are in writing and are signed by both parties.

The provisions of this MOU shall be severable if any provision hereof or the application of any such provision under any circumstances is held invalid by a court of competent jurisdiction it shall not affect any other provisions of this agreement or the application of any other provision hereof.

For the Union:

By: _____
 Its: President
 Date: 4/15/26

For the District:

By: _____
 Its: _____
 Date: _____

Appendix A: Definitions

- Apprenticeship program (“The Apprenticeship”) means a program that registered with the Department of Labor and Industry, signed by the Employer and Local Union, in which an individual employed in an Education Support Professional role receives on-the-job training and related instruction that leads to a bachelor’s degree and Tier 3 license.
- Apprentice means the individual employed as an Education Support Professional enrolled in the apprenticeship program of their employer.
- Journey teacher is the individual that meets the journey teacher criteria and supports the apprentice in their classroom for at least one academic year, modeling, coaching, observing, and planning with the apprentice.
- Related technical instruction is the coursework and teacher preparation programming that occurs outside of the workday.



Appendix H: Apprentice-Employer MOU

A Memorandum of Understanding (for Apprentices)

The Memorandum of Understanding (“MOU”) is entered into by and between the local paraeducator group (“Union”) and Independent School District No. 432, Mahnomon Public Schools (“District”).

Whereas the Union and District are parties to a collective bargaining agreement; and

Whereas, the District has partnered on a teacher apprenticeship program (“The Apprenticeship”) sponsored by Teacher Apprenticeship Minnesota (“Sponsor”) and developed to provide education support professionals with coursework and on-the-job training toward becoming a licensed teacher; and

Whereas, the related technical instruction will be provided by Bemidji State University, and Southwest Minnesota State University, (“Provider”), which will recommend for licensure and confer the bachelor’s degree; and

Whereas, the parties have decided to come to an agreement governing the terms and conditions of employment for the employees who participate in the apprenticeship program; and

Whereas, the apprentice upon completion of the apprenticeship program would be qualified to teach and would be party to the collective bargaining agreement for teachers.

Now, therefore, in consideration of the mutual promises contained with this MOU, the Union and the District agree to the following provisions governing the terms and conditions of employment for employees participating in the apprenticeship program:

- 1.1 Employees who participate in The Apprenticeship shall remain members of the bargaining unit as defined in the CBA and be subject to all provisions of the CBA except as otherwise provided in this MOU. They shall be considered to remain in whatever position in the unit they held immediately prior to beginning The Apprenticeship.
- 1.2 Employees participating in The Apprenticeship shall be paid the rate identified in the

Wage Schedule (Appendix B), including the progressive wage increase required by registered apprenticeship programs. The starting rate can be no less than the applicable rate for their position under the CBA and shall have their pay adjusted during their participation in The Apprenticeship according to the terms of the CBA.

- 1.3 Employees participating in The Apprenticeship shall be eligible for all group insurance benefits provided under the CBA and District contributions toward said benefits as provided in the CBA.
- 1.4 Employees who leave The Apprenticeship for any reason other than termination for just cause pursuant to the terms of the CBA, including successful completion of The Apprenticeship, shall be eligible for reinstatement to a position within the bargaining unit. Such reinstatement shall follow the applicable terms of the CBA regarding bumping rights, position elimination, and layoff. Employees making use of this provision shall follow the applicable provisions of the CBA according to the position they are considered to hold within the unit according to Section 1.1 of this MOU.
- 1.5 Employees participating in The Apprenticeship shall retain, and continue to accrue, all benefits under the CBA. This includes, but is not limited to, seniority, sick leave, longevity credit, and any other benefits linked to length of service.
- 1.6 Employees participating in The Apprenticeship shall work hours aligned to the teacher's CBA.
- 1.7 Employees participating in The Apprenticeship shall work the calendar days aligned to the teacher's CBA.
- 1.8 Employees participating in The Apprenticeship shall work summer programming aligned to the teacher's summer programming hours and workdays.
- 1.9 Employees participating in The Apprenticeship program shall be provided three hours per week during non-student contact time to meet (virtually) with the cohort of apprentices in "Seminar Time" to process on-the-job assignments with Provider faculty and other professional development. Efforts will be made to establish "Seminar Time" during workday hours. However, the apprenticeship sponsor may need to schedule this time after school hours. Only time occurring during the regular workday will be compensated.
- 1.10 Employees participating in the Apprenticeship program shall complete the assigned duties of their Education Support Professional position, but not be assigned tasks outside of these duties.
- 1.11 Employees participating in the Apprenticeship program shall be partnered with a dedicated Journey Teacher during the academic year.
- 1.12 Employees participating in the Apprenticeship program shall receive two hours per week of time to meet with their Journey Teacher during the workday.

- 1.13 Employees participating in the Apprenticeship program shall participate in up to 40 hours of paid orientation outside of the workday.
- 1.14 Employees participating in the Apprenticeship program shall not be moved positions or classrooms while an apprentice unless agreed upon by all parties.
- 1.15 Employees participating in the Apprenticeship program will be the last paraprofessional to be relied upon when moving staff to address absences.
- 1.16 Employees participating in the Apprenticeship program shall participate in all teacher professional development programming from the district. The Apprenticeship program will collaborate with the district to align these training with apprenticeship requirements. Some professional development days that do not align to the apprenticeship requirements may be used for apprenticeship-specific professional development. The apprentice will be paid for this time as if attending district professional development.
- 1.17 Employees participating in the Apprenticeship program will be the last in their job classification to be laid off in cuts to paraprofessional staff.
- 1.18 Employees participating in the final year of the Apprenticeship program (the yearlong student teaching year) will be placed in a classroom and assignment aligned to the licensure area they seek for at least 50% of the workday or school year.
- 1.19 Employees must be members of the local union to participate in the Apprenticeship program.
- 1.20 Employees participating in the Apprenticeship program will not be responsible for any Provider tuition.

This MOU will take effect upon signature by both parties and will remain in effect until June 30, 2026, unless both parties agree in writing to end the MOU or to extend its term.

In the event any person asserts that a provision of this MOU is ambiguous, this MOU must be construed to have been drafted equally by all parties.

The parties recognize that this MOU is arising out of unique circumstances and therefore cannot be construed by either party in any proceeding, negotiation, or grievance as creating any past practice or establishing a precedent that in any way binds either party.

This MOU is enforceable under the grievance and arbitration procedures in the CBA and can be used in any proceedings for the purposes of its own enforcement.

This MOU constitutes the entire agreement between the parties relating to the subject matter addressed in this MOU. This MOU controls to the extent that it conflicts with the terms of the CBA. No changes to this MOU are valid until they are in writing and are signed by both parties.

The provisions of this MOU shall be severable if any provision hereof or the application of any such provision under any circumstances is held invalid by a court of competent jurisdiction it shall not affect any other provisions of this agreement or the application of any other provision hereof.

For the Union:

By: _____

Its: _____

Date: _____

For the District:

By: _____

Its: _____

Date: _____

Appendix A: Definitions

- Apprenticeship program (“The Apprenticeship”) means a program that registered with the Department of Labor and Industry, signed by the Employer and Local Union, in which an individual employed in an Education Support Professional role receives on-the-job training and related instruction that leads to a bachelor’s degree and Tier 3 license.
- Apprentice means the individual employed as an Education Support Professional enrolled in the apprenticeship program of their employer.
- Journey teacher is the individual that meets the journey teacher criteria and supports the apprentice in their classroom for at least one academic year, modeling, coaching, observing, and planning with the apprentice.
- Related technical instruction is the coursework and teacher preparation programming that occurs outside of the workday.

Appendix B: Wage Schedules

Year	Title	Hourly Wage	% of first year teacher
Year 1	Apprentice Education Support Professional 1	\$25.45	83%
Year 2	Apprentice Education Support Professional 2	\$25.45	83%
Year 3	Apprentice Teacher	\$27.75	90%
Completion	Teacher	\$30.83	100%

*Assumptions:

- Teacher workday is 8 hours and 185 days per year: 1,480 hours of work
- Starting teacher pay is currently \$45,627
- Teacher pay, per hour, translates to \$30.83/hour
- The apprentice will receive an additional ___ days of summer programming at this pay rate. (*minimum of 40 hours of student contact time required*)

**The Wage schedule will be revisited at the end of each year to align percentages with any standard cost-of-living or steps and lanes increases made in the teacher's contract.

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 Fargo, ND 58103
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 www.brencoonline.com

Quote

Date	Quote #
4/10/2026	3346

Customer

Ship To
Mahnomen Public Schools andrea.simon@mahnomen.k12.mn.us

Rep
House

Item	Description	Qty	U/M	Each	Total
10080160	Chariot iScrub 20 DLX, Lead Acid w/ Shelf Charger	1	ea	7,900.00	7,900.00
10080590	iScrub 20 DLX - AGM maintenance free, On-Board Charger	1		8,900.00	8,900.00
ITEM	1.008-102.0 - Chariot iScrub 26, Lead Acid w/ Shelf Charger	1		12,900.00	12,900.00
ITEM	1.008-107.0 - Chariot iScrub 26, AGM maintenance free, On-Board Charger	1		14,900.00	14,900.00
	Sales Tax Exemption			0.00%	0.00
Total					\$44,600.00

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2745 Main Ave
Fargo, ND 58103

Call or Text: 701-282-2225

www.brencoonline.com

Quote

Date	Quote #
4/10/2026	3347

Customer

Ship To
Mahnomen Public Schools andrea.simon@mahnomen.k12.mn.us

Rep
House

Item	Description	Qty	U/M	Each	Total
10081600	Admiral X BRC 40/34 Extractor, 16", 9 gal	1	ea	4,250.00	4,250.00
10081610	Admiral XL BRC 45/45 Extractor, 18" 12 gal	1	ea	4,500.00	4,500.00
	Sales Tax Exemption			0.00%	0.00
Total					\$8,750.00

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Exceeding your scrubbing expectations.

Experience a fifty percent gain in productivity with the Chariot™ 2 iScrub 20 Deluxe versus a conventional 20 inch walk-behind scrubber. With a lower investment cost, higher production rate and simplicity of maintenance, this scrubber exceeds all expectations. This model features an on-board charger and optional chemical metering for even greater time-savings.

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- On-board charger allows for charging anywhere
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Safety first

- Design and size that provides remarkable maneuverability, and best-in-industry 360° visibility
- Tight 48 inch turning radius for maneuverability

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TECHNICAL SPECIFICATIONS

Productivity (practical)	ft ² /hr	18,000
Cleaning path	in	20
Solution/recovery capacity	gal	10/10
Vacuum	hp	0.63
Water lift	in of water	47.3
Electrical system		36V 3x12V 130 Ah, 36V 3x12V 114 Ah AGM, 36V Lithium -Ion
Operating noise level	dba	67
Climbing ability- maximum slope	% grade	10
Max. working speed	mph	2.4
Transport speed	mph	2.4
Minimum turning radius	ft	2.13
Weight with batteries	lbs	615
Dimensions (L x W x H)	in	44 x 27.2 x 51.75

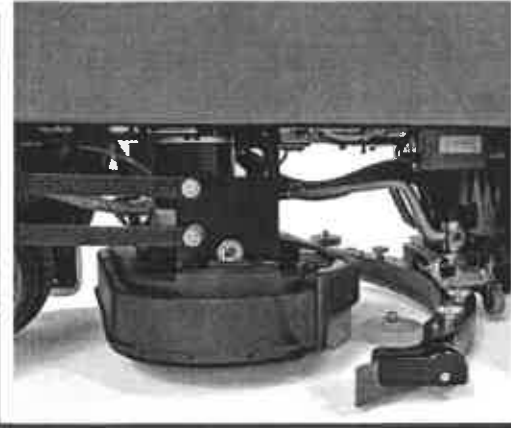
EQUIPMENT

Order No.	Description
1.008-016.0	Chariot™ 2 iScrub 20 Deluxe, pad driver, 36V/130 Ah batteries, 21A automatic charger
1.008-049.0	Chariot™ 2 iScrub 20 Deluxe, pad driver, 36V/114 Ah AGM batteries, 21A automatic charger
1.008-059.0	Chariot™ 2 iScrub 20 Deluxe, pad driver, 36V/114 Ah AGM batteries, 21A on-board charger
1.008-063.0	Chariot™ 2 iScrub 20 Deluxe, poly brush scrub deck, 36V/130 Ah batteries, 21A automatic charger
1.008-064.0	Chariot™ 2 iScrub 20 Deluxe, poly brush scrub deck, 36V/114 Ah AGM batteries, 21A automatic charger
1.008-065.0	Chariot™ 2 iScrub 20 Deluxe, poly brush scrub deck, 36V/114 Ah AGM batteries, 21A on-board charger
1.008-122.0	Chariot™ 2 iScrub 20 Deluxe, pad driver, 36V/130 Ah batteries, 21A automatic charger, chemical metering
1.008-125.0	Chariot™ 2 iScrub 20 Deluxe, poly brush scrub deck, 36V/130 Ah batteries, 21A automatic charger, chemical metering
1.008-123.0	Chariot™ 2 iScrub 20 Deluxe, pad driver, 36V/114 Ah AGM batteries, 21A automatic charger, chemical metering
1.008-124.0	Chariot™ 2 iScrub 20 Deluxe, pad driver, 36V/114 Ah AGM batteries, 21A on-board charger, chemical metering
1.008-126.0	Chariot™ 2 iScrub 20 Deluxe, poly brush scrub deck, 36V/114 Ah AGM batteries, 21A on-board charger, chemical metering
1.006-192.0	Chariot™ 2 iScrub 20 Deluxe, pad driver, 36V Lithium batteries, shelf charger

ACCESSORIES

Order No.	Description
<input type="checkbox"/> 8.632-606.0	Chariot™ front squeegee gum rubber for Chariot™ iScrub 20/Chariot™ iScrub 20 Deluxe
<input type="checkbox"/> 8.632-607.0	Chariot™ rear squeegee gum rubber for Chariot™ iScrub 20/Chariot™ iScrub 20 Deluxe
<input type="checkbox"/> 8.634-205.0	Chariot™ front squeegee urethane, Chariot™ iScrub 20/Chariot™ iScrub 20 Deluxe
<input type="checkbox"/> 8.634-206.0	Chariot™ rear squeegee urethane, Chariot™ iScrub 20/Chariot™ iScrub 20 Deluxe
<input checked="" type="checkbox"/> 8.600-041.0	Pad driver, 20-inch
<input type="checkbox"/> 8.600-042.0	Polypropylene Brush, 20-inch
<input type="checkbox"/> 8.628-387.0	Nylon polish brush 20-inch
<input type="checkbox"/> 8.600-043.0	Nylon brush, 20-inch
<input type="checkbox"/> 8.600-044.0	Mild grit brush, 20-inch
<input type="checkbox"/> 8.640-378.0	Kit, squeegee blade, gum rubber

■ Included Optional

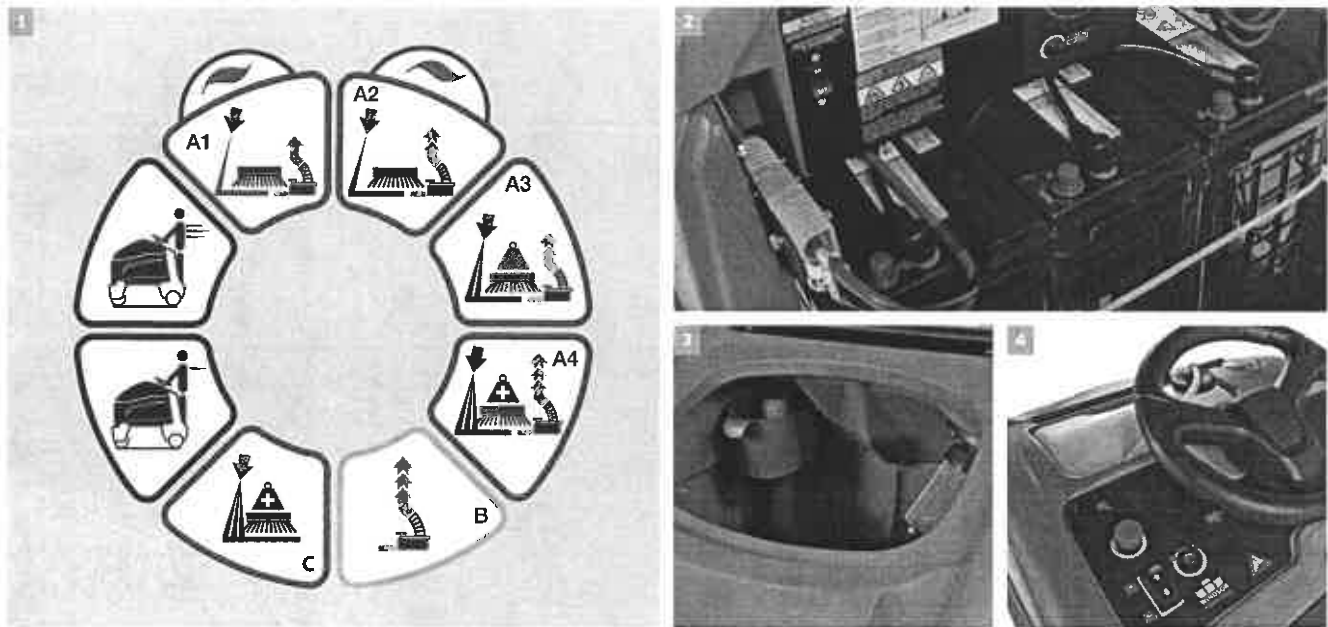


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Get the job done the first time.

Double Your Scrubbing Productivity.

Imagine the money you will save when you double your scrubbing productivity with the Chariot 3 iScrub 26! When compared to a walk-behind-scrubber the Chariot 3 is twice as productive. What is even better—the Chariot will not cost you a penny more than the traditional scrubber you are using now. This is the next-generation of stand-on cleaning equipment developed from our years of expertise as the innovators of the stand-on cleaning segment. Chariot 3 is the 3rd-generation Chariot stand-on automatic-scrubber and it features a 26 inch scrub pad width.



1 A change of pace

- Six cleaning modes including EcoMode and EcoMode Plus.

2 Charging

- On-board charging available for simple operation.

3 Easy to maintain

- Hygienic tank system for recovery solution tank.
- Auto-adjust squeegee
- Maintenance friendly scrub deck

4 Simple to use

- Optional chemical metering system with adjustable dilution rate.
- Clear, simple control panel significantly reduces training time and produces more consistent results
- Full circle visibility for operator safety
- Easy to transport around the building and fits through a standard door

Technical Data and Equipment.

Chariot 3 iScrub 26

- Variable speed control pedal
- EcoMode and EcoMode Plus for quiet, daytime cleaning
- Available with productivity battery pack exchange system

Technical data

Cleaning Path	inches	26
Cleaning Rate	ft ² /hr	27,639
Brushes		Two 13" pads or brushes
Brush Motor	HP	2 x .5
Brush Speed	RPM	300
Brush Pressure	lbs	75-100
Solution Capacity	gallons	25
Recovery Capacity	gallons	28
Electrical System		36V 3x12V 205 A/H or 225 A/H, 36V 3x12V 234 A/H AGM
Operating Noise Level	dB(A)	66
Weight (w/o batteries)	lbs	460
Dimensions (L x W x H)	inches	56.5" x 33" x 50"

Features

Aqua-Mizer technology	■
No-adjustment squeegee	■

■ = Included in delivery.

Accessories

Product Name	Order No.	Description
Pad Driver	8.600-021.0	2 Required
Polypropylene Brush	8.600-022.0	2 Required
Nylon Brush	8.600-023.0	2 Required
Grit Brush	8.600-024.0	Mild, 2 Required
Battery Pack	9.840-602.0	205 A/H, Set of 3
Battery Pack	9.840-600.0	225 A/H, Set of 3
Battery Pack	8.622-843.0	234 A/H AGM, Set of 3
Charger	8.628-409.0	36V 21A C175 Automatic Charger
Charger	8.600-015.0	36V 21A Dual Mode AGM Automatic Charger
Battery Cable Kit	9.840-612.0	1 Set
Ignition Key	8.600-486.0	



Order # 9095
04-13-2026

Customer #	48488000	Shipping	MAHNOMEN PUBLIC SCHOOL 209 S 1ST ST			
Billing	MAHNOMEN PUBLIC SCHOOL PO BOX 319					
Customer PO	MAHNOMEN, MN 56557-0319	Salesperson	MAHNOMEN, MN 56557-4721 Brad Buck			
Notes						
Line #	Description	Product	Qty.	Unit	Price	Total
1	T7-1001D T7 RIDER DISK SCRUBBER 1EA	TNT006	1	EA	22636.9300	22,636.93
2	NS 56381802 SC3000 26D ECOFLEX WET 242AH OBC PH	ADV1802	1	EA	18808.5800	18,808.58
					Total	41,445.51

SC3000™

Compact Rider Scrubbers



Designed for
Superior Cleaning

ecoflex™ system

 **Advance**
by Nilfisk

Ergonomic design and superior scrub system deliver maximum efficiency and cleaning performance

The Advance SC3000™ Compact Rider Scrubber takes automatic rider scrubber technology to a new level of scrubbing performance. Easier operation, green-cleaning results and, above all, a new patented scrubbing deck that performs the hard work for you. Featuring a compact design, the SC3000 provides user-friendly, maneuverable operation in multiple cleaning applications—including those with limited access. Quiet Mode™ makes daytime cleaning in educational facilities and cleaning of noise-sensitive healthcare facilities viable. Plus, with enhanced driver compartment features and a large 21 gallon tank, the SC3000 ensures maximum operator comfort and safety for over an hour of continuous scrubbing on a single tank of water.



ecoflex™ system

Green meets clean

The Advance SC3000 delivers increased value with the standard EcoFlex™ System, controlling the consumption of water, detergent and energy so effectively that real savings can be gained without compromising performance. With the EcoFlex™ System, you can easily match cleaning performance to the soil on the floor and the required level of clean. More soil? No problem. Activate the “burst of power” for extra cleaning performance and easily return to the original settings for minimum usage of water, detergent and power.

Innovative deck

The SC3000 SafetyGlide™ Deck eliminates wasted time and money spent on making adjustments and replacing side skirts. Simply turn the steering wheel; as the machine turns, the deck automatically moves in line with the path of the rear squeegee, resulting in 100% water pick-up. Plus, with a spring-loaded safety deck design, you no longer have to worry about accuracy or accidental contact for edge cleaning. The deck ensures precise, straight edge cleaning results without additional labor-intensive detail edge mopping.

Control at your fingertips

The machine control panel is fully integrated into the steering wheel. A left finger-tip paddle controls the EcoFlex™ System burst of power feature, while the right paddle engages reverse operation. An easy-to-read graphical display quickly indicates the amount of clean water left in the tank, detergent ratio being used and machine hours of use. Plus, at the touch of a button, you can quickly switch to Quiet Mode operation for noise sensitive areas.



- 1 Left paddle activates and de-activates the EcoFlex™ System burst of power feature
- 2 Right paddle quickly puts the machine in reverse
- 3 Patented automatic speed control features built-in accelerometer to sense if machine is moving too quickly on turns, automatically slowing it down to prevent accidental tipping and increase operator safety
- 4 Quiet Mode allows operators to quickly reduce noise levels for daytime cleaning and in noise sensitive environments



- 1** The EcoFlex™ System ensures that detergent and water are mixed in the exact proportions needed to ensure optimal cleaning results
- 2** Easy access operators compartment
- 3** Large opening to the recovery tank allows easy cleaning
- 4** Low step for easy on/off
- 5** Fully adjustable heel rest can be aligned with the operator's choice of driving position
- 6** As the steering wheel turns, the 26 inch SafetyGlide™ deck automatically moves in the same direction
- 7** Unique squeegee design with standard, heavy-duty polyurethane blades ensures excellent water pick-up and drier floors
- 8** High traction non-marking urethane tires

Acute and Long-Term Healthcare Facilities

Entertainment and Sports Arenas

Automotive Dealerships

Hotels and Hospitality Facilities

K-12 and Higher Education Facilities

Government Buildings and Installations



The SafetyGlide™ Deck automatically moves in line with the path of the rear squeegee when the steering wheel turns.



Built-in squeegee hanging system on tank allows for safe transportation through doorways and tight areas, while permitting tank drying.



The squeegee hose eliminates the need for a drain hose and also helps rinse the recovery tank clean and reduces dirt build-up.



Large opening to the recovery tank allows easy cleaning. A debris catch cage traps large debris – helping to prevent clogged drains.

Technical Specifications

Model	SC3000™
Scrub Head Type	Dual Disc
Scrub Path	26 in (66 cm)
Capacity	21 gal (80 L)
Maximum Speed	3.7 MPH (6 km/hr)
Maximum Productivity @ 3.7 MPH	42,328 ft ² /hour (3,932 m ² /hr)
Brush Pressure	Setting 1 = 65 (30 kg) Setting 2 = 105 lb (48 kg)
Brush Speed	230 RPM
Brush Motor	0.54 hp (400 Watts)
Vacuum Motor	0.56 hp (420 Watts)
Vacuum Airflow	55.3 CFM 26.1 L/Sec
Vacuum Waterlift	57 in (14.2 KPA)
Sound Pressure Level EN ISO 11201: 1995	High Setting = 65 dB A Low Setting = 61 dB A
Water Flow	0.26/0.8 GPM (1/3 L/min)
Min. Turn-Around Aisle Width	59 in (150 cm)
Maximum Ramp Climbing	16 Degrees
Squeegee Width	35 in (89 cm)
Machine Voltage	24 VDC
Power Source	(4) 6 V Batteries (Wet Acid and AGM Maintenance-Free)
Battery Charger	24 VDC Onboard
Maximum Run Time	3.5 hours
Dimensions (W/O Squeegee)	L = 53.5 in (136 cm) W = 26.4 in (67 cm) H = 47.3 in (120 cm)
Weight Without Batteries	386 lb (175 kg)
Weight With Batteries	984 lb (446 kg)
Approvals	ETL, CSA
IP Protection Class	IPX3
Model Numbers	56381802 Includes EcoFlex, 242 Ah wet batteries and onboard charger 56381803 Includes EcoFlex, 255 Ah AGM batteries and onboard charger

Specifications are subject to change without notice.



Accessories and options

- Flashing beacon light kit
- Front basket kit
- Mop holder, broom holder and net trash kit
- Battery water level indicator "hydro eye"
- Battery watering kit
- Battery watering can
- Rotomold wipe-on tank protectant



Visit <http://www.advance-us.com> or contact your Advance sales representative to learn more.

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Nilfisk, Inc.

9435 Winnetka Avenue North
Brooklyn Park, MN 55445
www.advance-us.com
Phone 800-850-5559
Fax 800-989-6566

240 Superior Boulevard
Mississauga, Ontario, Canada L5T 2L2
www.nilfisk-advance.ca
Phone 800-668-8400
Fax 800-263-5111

Productivity

Maximize your scrubbing results with the SC3000™ Compact Rider Scrubber. The 26 inch scrub disc and 21 gallon tank can provide up to over an hour of continuous scrubbing on a single tank of water. Plus, with the innovative SafetyGlide™ Deck, you can save money, time and labor spent on side skirts, and eliminate additional scrubbing and detail edge mopping. Increase your cleaning efficiency and let the SC3000 do the hard scrubbing for you.

Smart cleaning.

Our products are designed using innovative technologies that increase productivity and drive down the cost to clean.

Maintain peak performance with Nilfisk Parts.



REINVENT HOW THE WORLD CLEANS



T7 Micro-Rider Floor Scrubber

Easy Operation & Maintenance

Clean both large areas and tight spaces easily with a floor scrubber designed for greater efficiency and less environmental impact.

Available Technologies



ec-H2O NanoClean®



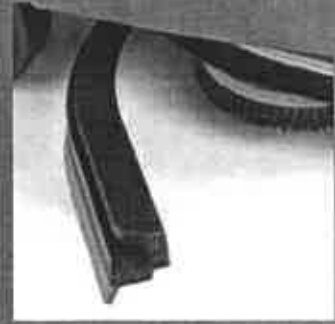
IRIS® Asset
Manager



Easily train new operators to use the simple, intuitive controls.



Leave behind no cleaning solution even around 180-degree turns, with the T7's equal-pressure, parabolic squeegee.



"No hassle" squeegee system, there are no tools for maintenance and the blade is factory set at the optimum recovery angle.

More T7 Features

1. **Exclusive Hygenic® solution and recovery tanks** are fully accessible for easy cleaning.
2. **Decrease the chance of accidents** with automatic braking and parking brake actuation.
3. **Quickly** remove and replace brushes and squeegees.



T7 Specifications

FEATURE	SPECIFICATION	
	26 in/660 mm	32 in/810 mm
Productivity (per hour) Theoretical Max	45,760 ft ² / 4,250 m ²	56,320 ft ² / 5,230 m ²
Estimated Coverage* Conventional	23,760 ft ² / 2,210 m ²	29,700 ft ² / 2,760 m ²
Estimated Coverage*ec-H2O NanoClean®	31,680 ft ² / 2,950 m ²	39,600 ft ² / 3,680 m ²
Brush motor	.6 hp / 0.45 kW	
Brush/pad RPM	225 rpm	
Brush/pad pressure	80, 120, 160 lb / 36, 54, 73 kg	
Solution tank capacity	29 gal / 110 L	
Recovery tank capacity	29 gal / 110 L	
Vacuum motor	0.6 hp / 0.45 kW	
Vacuum waterlift	70 in / 1,780 mm	
System voltage	24 volt	
Battery run time (up to hours)**	3.0	
Length x width x height	60 x 33.25 x 50 in 1,520 x 850 x 1,270 mm	60 x 39.25 x 50 in 1,520 x 1,000 x 1,270 mm
Weight (with Batteries)	850 lb / 386 kg	
Sound level (operator's ear)***	67 dBA	

Specifications subject to change without notice and will vary throughout the operation of the machine; averages are shown.

For a demonstration or additional information, call **+1.800.553.8033** or email **info@tennantco.com**

Quotation: 20010944



Mahnomen Public School
 310 W Madison Ave
 Mahnomen MN 56557

Order Date: Apr 1, 2026
Delivery Date: Apr 1, 2026
Customer Reference: Quote
Customer Number: 1072652
Valid From: Apr 1, 2026
Valid To: Jun 1, 2026

Item	Product	Description	Quantity	Net Price	Net Value
10	HIL9908136	ISCRUB 26 225AH SHELF PAD DRIVER	1 EA	17,054.40 USD / 1 EA	17,054.40 USD
Subtotal FOC			17,054.40 USD / 1 EA		17,054.40 USD
20	HIL9908107	ISCRUB 20 DLX 130 AH SHLF CHRGER PD DRV	1 EA	10,260.90 USD / 1 EA	10,260.90 USD
Subtotal FOC			10,260.90 USD / 1 EA		10,260.90 USD

Payment Terms:	Payable upon Receipt	Tax Amount	0USD	1,877.93 USD
Delivery Terms:	DAP	Total Net Amount		27,315.30 USD
Inco. Version:	2020	Total		29,193.23 USD
Place of Destination:	DESTINATION			

We look forward to your order.

Morrissa Fanning
Visual Arts Educator

April 10th, 2026

To whom it may concern,

It is with a heavy heart that I write this letter of resignation from my positions as Student Council Advisor and Concessions Organizer effective at the end of the 2025-2026 school year.

Being the Student Council Advisor over the past two years has been one of the most fulfilling and hardest experiences I have had thus far in my teaching career. I hope that whoever is brave enough to take on these huge roles truly enjoys it as much as I did.

I think it is important that I share a small glimpse as to why I have made the decision to step away from these positions in hopes that it helps in finding a long term fit. One of the biggest challenges when it comes to these positions is the financial piece. I will admit I am not fully versed in the logistics of maintaining a school activity account. However, I do think it would be very beneficial to separate this account from the school general fund and or to allow the advisor to have some sort of direct access to the funds within the account. In doing so you would be alleviating the financial burden these positions can place upon the advisor. The future advisor would not have to buy supplies for events out of pocket, or pull out large loans to pay for hotel rooms and wait a month to be reimbursed.

Another area that someone may find difficult is how time consuming these positions can be. In the next round of negotiations I highly suggest looking at increasing the pay for both of these positions or ensuring that whoever takes over is on an overload schedule/pay. I try not to think about the countless hours I have put into these positions outside of the school day. In my eyes the overload pay I received helped ease the guilt I constantly felt being away from my own child to ensure that I was adequately fulfilling my roles.

I would like to end by reiterating how much I love being within these roles. I will miss working hands on with the kids in helping them host all of the different events and activities throughout the school year. I know in my heart that this is a position I will never fully step away from and look forward to working closely with whoever takes over these roles next year.

If you have any questions or concerns feel free to reach out to me.

Sincerely,

Morrissa Fanning