ADMINISTRATION REPORTS NOVEMBER 2026

ADMINISTRATIVE SERVICES & HUMAN RESOURCES

By: Shawn Kirkeide

Job Descriptions Review

We are conducting a comprehensive review of all district job descriptions to ensure they are accurate, current, and reflective of the responsibilities and expectations of each position. This process includes reviewing and updating existing job descriptions, identifying positions that may be missing descriptions, and developing new descriptions for positions that have been added or changed over time. Our goal is to establish a complete, consistent, and up-to-date collection of job descriptions that clearly defines employee roles and responsibilities while supporting the district's staffing and operational needs.

Star Report

Each year, Minnesota public school districts and charter schools are required to submit the Staff Automated Reporting (STAR) report to the Professional Educator Licensing and Standards Board (PELSB). This report provides employment and assignment information for staff serving in positions requiring licensure and ensures that educators hold the appropriate licenses or permissions for their assignments.

I am pleased to report that **Cambridge-Isanti Schools had no licensing violations this year!** This is a wonderful accomplishment and reflects the careful attention and collaboration involved in this process.

A special thank you to **Lauri McKinnon** for her outstanding work coordinating this effort. Lauri worked closely with principals and administrative assistants to gather accurate, up-to-date information and developed a streamlined, efficient reporting process. Her attention to detail and dedication helped ensure a successful and accurate submission. Thank you, Lauri, and everyone involved in this important work!

INTERIM FINANCE AND OPERATIONS

By: Julie Cink

Since joining Cambridge-Isanti Schools in late September, I have been working closely with district administration and the Finance Office to support a smooth leadership transition and maintain continuity of financial operations while becoming familiar with the district's systems, procedures, and priorities.

Key areas of focus include:

- **Finance Operations and Audit:** Maintaining continuity of daily financial operations, supporting staff, and working toward successful completion of the annual audit.
- **Human Resources and Payroll:** Reviewing payroll processes and procedures to ensure alignment with the district's new software systems.
- **Department Budgets:** Working with Teaching and Learning and Special Education leadership to review budgets, assess financial needs, and support future planning.
- **Enrollment and Budget Planning:** Monitoring current enrollment and its financial implications while beginning development of enrollment projections for the 2027–2028 school year.
- **Truth in Taxation and Levy:** Preparing for the December Truth in Taxation presentation and final levy certification.
- **District Operations:** Participating in discussions regarding operational priorities, facilities needs, and long-term financial planning.

In addition to these priorities, I have been participating in cabinet meetings and collaborating with district leaders to better understand departmental needs and provide financial guidance and support.

The coming months will include continued oversight of financial operations, completion of annual reporting requirements, and preparation for the transition to permanent finance leadership. Our focus remains on maintaining sound financial practices, ensuring continuity of operations, and supporting the district's educational priorities.

Building and Grounds

The Buildings and Grounds team has completed the high school bleacher project, with repairs to the gym floor and outdoor bleachers scheduled. The first round of environmental testing at CPIS is complete, and we are awaiting results to determine next steps. We are prepared to move forward with any necessary mitigation measures once results are received. Crews have also been busy starting up boilers, preparing heating systems, and transitioning building operations for the winter months.

Food Service

October was a great month in Food Service! Many changes in our kitchen leadership: Jeanne Miller (Head Cook IMS) will be retiring after 20+ years in the department on Jan 1st, and we look forward to sharing updates on her replacement! We are also welcoming Kaylee Grimm to a Cook position at CPIS, Belinda DeZurik to a Cook position at CIHS, and several new Food Service Assistants to the team.

On the menu, we piloted a new item at the middle school level, following students' appetite for asian-inspired dishes. Teriyaki chicken, chow mein noodles, and vegetable blend is in the rotation and appears to be well received so far.

In audit news, after an educational and informative 204 days, we are happy to report an exit from our MDE Annual Review of the program. This process resulted in several great changes to how we do

business out at the schools. As always, special thanks to our friends at MDE for their guidance and partnership.

Transportation

The Transportation Department continues to prioritize safety, staff connection, and reliable service. The October 9 Emergency Preparedness Inservice reinforced safety practices and emergency response procedures, while the annual Driver Chili Cook-Off brought the team together to build relationships and celebrate their work.

Recruiting and training additional school bus drivers remains a top priority to strengthen daily route coverage and provide flexibility for staff absences. With rising fuel costs, the department is also exploring ways to reduce expenses through reduced vehicle idling, route efficiencies, and coordinated extracurricular transportation when practical. We greatly appreciate the team's flexibility and commitment to safely transporting students each day!

COMMUNITY EDUCATION & ENGAGEMENT

By: Christina Thayer Anderson

Celebrating National Community Education Week

We are looking forward to celebrating National Community Education Week from November 9-13. From Early Learning to Adventure Center, youth enrichment and recreation, Adult Education, and programs for adults of all abilities, Community Education connects generations through learning. Volunteer involvement, family resources, and community use of our facilities further strengthen these connections.

This work advances our mission to educate, empower, and inspire Every Student, Every Day in partnership with our community. Thank you to our leaders, staff teams, instructors, volunteers, learners, families, and community partners for being a part of our story. Together, we create opportunities that enrich lives, strengthen relationships, and help people of every age feel connected to our schools and one another.

Family Voice and Fall Survey Feedback

This fall, we created a new family feedback opportunity and invited families to share their school experiences through our Fall Family Survey. This survey supports our goal of creating more consistent opportunities for families to share their experiences and help shape our work. Among responses to date, 84% of families rate their child's sense of belonging at school a 4 or 5 out of 5—a celebration of the relationships our staff build each day.

Leadership teams reviewed both the ratings and written feedback to recognize strengths and identify opportunities for improvement. This feedback informs collaboration and supports Strategic Plan priorities 2.3 and 2.6 around family partnerships and community connectedness. Our message to families is simple: we value your perspectives, and your feedback helps guide our next steps. Thank you to every family who contributed to the survey this fall.

Expanding Opportunities for Adults with Disabilities

Our Adults with Disabilities programming continues to grow as we expand opportunities for adults with diverse abilities to learn, connect, and participate in community life. Through new partnerships, additional instructors, and a broader range of enrichment and recreation experiences, our team creates welcoming opportunities that build confidence, support independence, and encourage friendships. This investment reflects our commitment to lifelong learning and inclusive environments where every learner's strengths and interests are valued. We are grateful for the staff, instructors, and community partners who help make these experiences possible and strengthen a community where everyone belongs.

TEACHING & LEARNING

By: Tracy Hare

Over the past month, the Teaching and Learning team has continued moving district priorities from planning into implementation. Some of our work is outlined below.

Multi-Tiered System of Supports (MnMTSS): We have continued working to establish a more consistent districtwide approach to supporting students academically, behaviorally, and socially. Recent work has focused on clarifying roles and responsibilities across staff positions and identifying which components of MnMTSS should be consistent districtwide versus those that can be determined at the building level. This work will help guide the development of a shared framework for identifying student needs, providing targeted support, and monitoring student progress.

Conditions for Learning and Student Support: Our newly established Conditions for Learning Team held its first meeting, bringing together assistant principals and building representatives to examine current practices and identify opportunities for greater consistency. Initial priorities include improving documentation and workflows within Qmlativ. The team will begin to explore more ways to strengthen proactive behavior supports.

Data and Continuous Improvement: Teaching and Learning continues working with district and building leaders to strengthen how student data is accessed, interpreted, and used to guide instructional decisions. Our goal is to simplify access to meaningful data and ensure that the information we collect leads to timely, effective instructional responses.

As we move forward, our focus remains on connecting these efforts to what happens in classrooms every day. By strengthening curriculum alignment, supporting effective instruction, improving collaborative practices, and establishing more consistent student support systems, we are working to build a stronger foundation for student achievement across Cambridge-Isanti Schools.

STUDENT SUPPORT SERVICES

By: Rachel Kasper

McKinney-Vento Report

Each year, the district is required to submit data to MDE for the Consolidated State Performance Reports (CSPR). The CSPR is a data collection tool administered annually by the Office of Elementary and Secondary Education (OESE). The CSPR tool collects information relating to

activities and outcomes of specific ESEA programs, as well as information relating to activities and outcomes of the McKinney-Vento Act. The Every Student Succeeds Act (ESSA) is federal legislation that was passed on December 10, 2015. It amends three separate federal laws: the Elementary and Secondary Education Act, the McKinney-Vento Homeless Assistance Act, and the Education Flexibility Partnership Act.

To be eligible for services according to the McKinney-Vento Act, a homeless student must meet the Act's definition of homeless. The McKinney-Vento Act defines homeless children and youth as "individuals who lack a fixed, regular, and adequate nighttime residence" [42 U.S.C. § 11434a(2)]. Lacking any one of these three conditions would make a child eligible. In other words, if the residence is not fixed, regular, and adequate, it is considered a homeless situation. As the District Homeless Liaison, I work with the building liaisons to determine eligibility for students based on their unique situations. Eligible students then receive assistance that may include transportation, food service, reduced activity fees, and Title I services.

For the 2025-2026 school year, Cambridge-Isanti Schools had 45 students who qualified under the McKinney-Vento Act. Students were in situations where they were doubled up, in shelters, or staying in hotel/motels according to the data.

SUPERINTENDENT'S REPORT

By: Dr. Nate Rudolph

Over the past month, much of our work in the Superintendent's Office has focused on planning for the future while continuing to address the district's current needs. Two important areas of focus have been the search for our next finance leader and the ongoing evaluation of our facilities and space needs. Both will play an important role in positioning our district for long-term success.

Chief Financial Officer Search

We are moving forward with the search for our next district finance leader. After reviewing the position and consulting with district leadership and professional colleagues, we have decided to post the position as Chief Financial Officer (CFO) rather than Director of Finance and Operations. This change better reflects the scope and importance of the position and is intended to attract a strong pool of qualified candidates.

We have also made some adjustments to the position's responsibilities to better align with our current organizational structure and district needs. Our plan is to begin interviews during the first part of December, with the goal of having our new CFO in place during January. Julie Cink will continue serving as interim director through the transition to ensure continuity and support.

Facility Planning and Evaluation

Our district's facility and space needs continue to be an important area of focus. While we have made progress addressing immediate maintenance and operational challenges, our larger facility needs

have not gone away. In fact, many continue to intensify as our buildings age, infrastructure requires additional attention, and space limitations impact how we serve students and staff.

We are continuing to evaluate building conditions, space utilization, and both short- and long-term facility needs across the district. This work will help us better understand the scope of our challenges, prioritize needs, and identify potential solutions.

These are not challenges that can be addressed all at once, nor are they challenges we can afford to ignore. Our goal is to approach this work thoughtfully, using reliable information and a long-term perspective to guide future planning and decisions. We will continue to keep the School Board and community informed and engaged as this work progresses.