



ADMINISTRATION REPORTS NOVEMBER 2025

ADMINISTRATIVE SERVICES & HUMAN RESOURCES

by: Shawn Kirkeide

On November 6th, we distributed the Minnesota Paid Leave Notice to all employees. This new statewide program, Minnesota Paid Leave, will go into effect on January 1, 2026. The program provides wage replacement benefits and job protection for employees who need time away from work to care for themselves or their family members during qualifying life events.

Employees may take leave under the following categories:

- **Medical Leave** – To care for your own serious health condition, including care related to pregnancy, childbirth, and recovery.
- **Family Leave** –
 - **Bonding Leave** – To care for and bond with a new child through birth, adoption, or foster placement.
 - **Caring Leave** – To care for a family member with a serious health condition.
 - **Military Family Leave** – To support a family member called to active duty.
 - **Safety Leave** – To address issues related to domestic violence, sexual assault, or stalking for themselves or a family member.

FINANCE AND OPERATIONS

by: Christopher Kampa, CFA

Finance

We are close to finalizing the audit for FY2025. Residents will receive preliminary tax statements this month. We expect residents to receive a tax decrease of 5.9%, or \$68 for the average household. We will hold our annual Truth in Taxation meeting during the December School Board meeting on December 18th at 6:30.

Transportation

The Transportation team continues to collaborate with our driver corps on updated attendance guidelines while managing a high volume of leave and ESST requests. Daily route coverage remains a challenge but is being met through strong teamwork and flexibility.

We are partnering with Northland Petroleum on a fuel system upgrade and working with Technology Director Ray Sperrl to explore transitioning from our desktop VersaTrans software to the web-based Traversa platform for improved efficiency. The November 7 remote inservice will include mandatory trainings on railroad safety, cybersecurity, the new Minnesota Paid Family and Medical Leave program, and HR compliance for those who missed August orientation.

Food Service

October was a busy and productive month in Food Service. We completed the first two stages of our audit — the Procurement Review, which ensures vendor selection and purchasing comply with federal rules, and the Resource Management Review, which examines how we manage and account for food service funds. Special thanks to the Finance Department for their partnership and support throughout this process.

We are also excited to welcome Candice McCarron as the new Head Cook at Cambridge Middle School. Candice brings leadership experience from her previous roles with Dairy Queen and Kwik Trip and has already made a positive impact on the team. Finally, thank you to everyone who helped celebrate National School Lunch Week (October 13–17) — a great opportunity to recognize the dedication of our kitchen staff and their daily contributions to student well-being.

Building & Grounds

The Buildings and Grounds team is preparing for upcoming November fire inspections across all sites and continues to focus on safety and maintenance improvements. We've begun working with Saafe LLC to secure permits for next summer's bleacher project, installed new foul poles on the high school softball fields, and removed hazardous trees and branches at CIS, CPS, and AEC to eliminate potential safety risks.

Technology

The Technology Department continues to update the District Technology Plan and refine long-term budget projections to align with future instructional and operational needs. We are collaborating with Buildings and Grounds to evaluate new software solutions for our video surveillance and door access management systems to enhance building security and efficiency.

As part of recent improvements, all 6th-grade students received new Chromebooks after a last-minute delivery issue resulted in an upgraded model at no additional cost. Over 50 classrooms transitioned from aging projector systems to high-definition 75-inch displays, significantly improving instructional quality. With recent departmental restructuring, James Klimek has assumed the new role of Network Security Coordinator as he works toward his CISSP certification, strengthening our cybersecurity posture and compliance with state reporting requirements. These changes also allow Technology Director Ray Sperl to dedicate more time to technology integration and classroom support across the district.

COMMUNITY EDUCATION

by: Christina Thayer Anderson

National Community Education Day

This week, we celebrate National Community Education Day—a reminder of the powerful role lifelong learning, connection, and engagement play in strengthening our community. Community Education continues to open doors for learners of every age and stage, offering meaningful opportunities to grow, create, connect, and contribute. Our programs reflect the very best of who we are as a community: curious, committed, and invested in one another. I am grateful for our educators, staff teams, partners, and volunteers who make this possible each day and help shape programs that foster connection, confidence, and a true sense of belonging.

ECFE and Family Connections

Our Early Childhood Family Education (ECFE) program continues to be a welcoming and engaging space for our youngest learners and their families. With November marking both National Family Literacy Month and National Family Engagement Month, this is a perfect time to honor the vital role families play in early learning. ECFE classes remain active across the district, and there is still space for families to join us. These experiences support early literacy, strengthen routines at home, and nurture positive parent–child relationships. We are grateful for the dedicated educators and families who make this work meaningful every day.

Opportunities for Adults of All Abilities

Our Adults with Disabilities (AWD) programs continue to thrive, offering meaningful, inclusive learning and social opportunities for adults across the community. Recent classes and activities have seen growing participation, and our partnerships with local organizations remain a key part of this success. We are committed to ensuring that every adult, regardless of ability, has access to enriching experiences that support independence, connection, and lifelong learning. We are proud to offer programs that honor every individual’s strengths and continue to build a community where everyone belongs.

TEACHING & LEARNING

by: Dr. Jason Bodey

Catalyst Approach Training Overview

Over the past two years, the district has expanded implementation of the Catalyst Approach across multiple staff groups to strengthen systems that promote positive, inclusive, and welcoming environments. These efforts align directly with Strategic Plan Result 1.7, which calls for creating environments where all students and staff feel safe, supported, and valued.

Transportation Staff – February 2023

Transportation staff began the district’s Catalyst journey with the “*Getting Them There: Safe & Happy Bus Rides*” training. This session focused on building positive relationships and setting consistent expectations for student behavior on buses. The work helped establish a foundation of shared language and approach across staff who interact with students daily.

Leadership Team – June and August 2024

The Leadership Team participated in Implementation Science training, focused on how to implement initiatives effectively and sustainably across the system. The sessions explored how change occurs in organizations, the *forgetting curve*, and how to monitor stages of implementation to ensure fidelity. These skills support the district’s ability to maintain and scale Catalyst and other initiatives with consistency and purpose.

E–12 Teachers and New Teachers – 2024–2025

Throughout the 2024–25 school year, all E–12 teachers engaged in training on the 12 Foundational Skills of the Catalyst Approach. These skills help establish consistent, respectful adult practices and predictable, positive learning environments across classrooms. In August 2025, new teachers also completed Catalyst training as part of their onboarding. This ensures that all educators, regardless of when they join the district, share a common foundation in the district’s expectations and systems for creating inclusive, supportive classrooms.

Implementation Team – Fall 2025

Following the districtwide rollout, a Catalyst Implementation Team formed for teachers who wanted to take their practice deeper. These teachers receive priority access to Catalyst coaches who work directly in classrooms to help refine and strengthen implementation. Team members are working toward Catalyst certification, and some are preparing to become demonstration classrooms, where peers can observe Catalyst practices in action. This structure builds expertise from within and ensures sustained growth.

Instructional Assistants and Early Learning Paraprofessionals – February 2025

Instructional Assistants and Early Learning Paraprofessionals participated in Catalyst training focused on supporting the 12 Foundational Skills. Their learning reinforces consistency for students throughout the day, ensuring alignment between classroom instruction and support settings.

Cafeteria Teams – Summer 2025

Cafeteria teams completed *Catalyst for Café Systems* training in summer 2025. Their work focuses on creating safe, engaging, and enjoyable eating environments where students feel connected and supported. In December 2025, cafeteria staff will take part in a site visit to observe other schools' cafeteria systems and bring back strategies to further improve supervision, engagement, and environment.

Administrative Assistants – October 2025

Administrative Assistants completed *Communication Tips for Office Staff* in October 2025. This training emphasized positive, consistent interactions with students, staff, and families. As the first point of contact for many families, office staff play a key role in ensuring that Catalyst practices are evident in every part of the school experience.

Alignment with PBIS

The district is recognized for its strong Positive Behavioral Interventions and Supports (PBIS) framework. PBIS establishes the *systems and expectations* that define how schools function, creating a clear, consistent structure for behavior and support.

The Catalyst Approach complements PBIS by focusing on the *interactions and consistent classroom structures* that bring those systems to life, how adults teach, reinforce, and sustain expectations with students in classrooms, offices, buses, and cafeterias.

Together, PBIS and Catalyst create a unified system that connects structure with practice. PBIS defines *what* we want to see and *why* it matters; Catalyst focuses on *how* staff actions and interactions make it happen. This alignment strengthens the district's ability to maintain welcoming, inclusive, and predictable environments for all students and staff.

STUDENT SUPPORT SERVICES

by: Rachel Kasper

As we continue to strengthen systems across Cambridge-Isanti Schools, our focus remains on building staff capacity to meet the diverse academic and behavioral needs of all students through high-quality professional development and aligned practices.

Instructional Assistant Training and the READ Act

Beginning in the 2026–27 school year, instructional assistants and other unlicensed staff (including volunteers) will be required to complete evidence-based training aligned with the Minnesota READ Act (Minn. Stat. 120B.12, subd. 4). This training ensures that all staff supporting literacy instruction understand and apply evidence-based reading practices.

To prepare for this requirement, instructional assistants will complete the four sections of the READ Act training during the 2025–26 school year over two professional development days:

- **November 7, 2025:** Sections 1 & 2
- **January 16, 2026:** Sections 3 & 4

All instructional assistants working with students in classrooms are required to attend both sessions. In addition to the READ Act training, they will also engage in targeted professional learning focused on communication and behavior support to better meet the individual needs of the students they serve.

Certified Staff Professional Learning

Licensed special education teachers have continued to deepen their instructional and compliance practices through focused professional learning opportunities. Early in the year, staff participated in curriculum discussions centered on mathematics instruction and intervention. This November, certified teachers will explore a newly developed **Student Services Staff Resource Website** designed to organize frequently used templates, forms, and “how-to” guides. The purpose of this shared platform is to promote consistency across buildings, streamline due process documentation, and ensure alignment with best practices and compliance expectations.

These collective efforts support the district’s ongoing goal to create coherent systems that empower staff, promote instructional excellence, and ensure equitable, compliant, and effective services for all students.

SUPERINTENDENT’S REPORT

by: Dr. Nate Rudolph

Highlights from Across the District

- It’s hard to believe we are rapidly approaching the end of the first trimester.
- Fall conferences and family engagement have been going well across all of our schools.
- Many recognition and celebratory events are being held this time of the year. These include concerts, Veteran’s Day programs, community engagement events, and more.
- Staffing and substitute coverage remain stable heading into winter.
- Winter weather readiness, eLearning planning, and transportation routing have been reviewed and updated.
- Continuous improvement planning is underway at all schools, with a focus on reading, math, and science growth.

Referendum Results & Community Response

On November 4, voters did not approve either referendum question. While the outcome is disappointing, we remain deeply grateful to the nearly 60 members of the Community Facilities Task Force who dedicated significant time and energy to studying our district’s facility needs and shaping a comprehensive, long-term recommendation. Their work—grounded in data, collaboration, and care for our students—culminated in a proposal that the School Board brought forward to the

community for consideration. Although the vote did not pass, their commitment to the future of Cambridge-Isanti Schools continues to provide a strong foundation for the work ahead.

Next Steps

We are reviewing community feedback and voting data to understand the key themes and perspectives that emerged during the referendum process. In the coming months, we will work with our Strategic Planning Community Task Force during the district's annual strategic plan review. This group will offer valuable insight as we reflect on priorities and chart our path forward.

As part of this annual review, the Task Force will revisit End Result Statement 4.1, which directs administration to create a comprehensive long-term facilities plan. Their guidance will help shape the direction of this work. Once that framework is established, we will begin developing a detailed action plan to ensure our decisions remain aligned with community input, fiscal responsibility, and our mission to Educate, Empower, and Inspire Every Student, Every Day.

Though the referendum did not pass, our commitment to serving students and families remains steadfast. We continue to listen, learn, and lead with transparency—working together to find responsible, community-driven ways to meet our facility and program needs.