



ADMINISTRATION REPORTS JANUARY 2026

ADMINISTRATIVE SERVICES & HUMAN RESOURCES

by: Shawn Kirkeide

Wellness

As part of the District's ongoing commitment to employee wellness and work-life balance, the Wellness Committee is offering a voluntary 5-Week Guided Journaling Challenge titled *A Year of Self-Love*. This initiative will run from January 19 through February 22 and is designed to support mindfulness, self-reflection, and personal well-being during the winter months. The challenge will provide participants with short weekly journaling prompts and a supportive, low-barrier experience that requires no prior journaling experience. Optional "Make & Take" opportunities will also be offered to encourage engagement and connection. This initiative aligns with the District's wellness goals and supports a positive workplace culture.

Teacher Seniority List

Every January, the District compiles teacher seniority lists for both probationary and tenured teachers. These lists will be distributed to teachers later this month for review to help ensure accuracy. We appreciate the collaboration of our teachers in reviewing this information and assisting the District in maintaining accurate seniority records.

FINANCE AND OPERATIONS

by: Christopher Kampa, CFA

Finance

The district received a clean audit report for FY2025, and the auditor will formally present the results at the January School Board meeting. The presentation will highlight the district's strong fiscal controls and overall financial performance, while also addressing broader financial challenges facing the district and school districts statewide. Although education funding has increased, the auditor will note that the restricted nature of many funding sources creates academic and administrative burdens and limits local flexibility in addressing the rising costs of providing educational services to students and the community.

Transportation

Winter driving conditions have already presented challenges this month, including the cancellation of school on January 6 due to icy roads. Driver staffing and daily route coverage continue to require close monitoring, as routine turnover and seasonal departures have made coverage unpredictable. The department is also completing annual vehicle licensing and tab renewals, continuing the transition to Qmlative, conducting annual staff evaluations, and beginning preliminary discussions regarding future bus purchases. In addition, staff are working collaboratively with administration to plan transportation services for VPK programming and upcoming summer operations.

Food Service

The national 2025–2030 Dietary Guidelines for Americans were recently released. These guidelines form the foundation for all school nutrition programs and include updated recommendations emphasizing high-quality protein, healthy fats, fruits, vegetables, and whole grains, while discouraging highly processed foods and refined carbohydrates. As these guidelines are incorporated into future regulations, the district will continue to align its nutrition program with evidence-based practices to support student health.

Building & Grounds

Building and Grounds staff are currently collecting quotes for the replacement of ceiling heater units at CIS and are actively addressing recommendations from the fire marshal and boiler inspector to ensure continued safety and compliance. In addition, the department is beginning the second phase of work to resolve ongoing hot water issues at CIHS, focusing first on implementing recommended improvements in the areas experiencing the most significant challenges.

Technology

Over the past month, James Klimek resigned from his position as Network Security Coordinator. Following internal review, the position was retitled Network Security Administrator and select responsibilities were realigned to better meet district needs; the position remains posted, with interviews expected to occur in the coming weeks. In addition, January marks the start of the district's annual E-Rate application process, a federal program that offsets approximately 60–70% of eligible network infrastructure costs. During the upcoming year, the district will complete its internal network switch replacement project, with planned upgrades at IPS, IIS/STEAM, IIS, Woodland, and Transportation, following last year's replacements at CPS/CIS, CMS, CIHS, ESC, and AEC. The E-Rate program continues to provide significant financial benefit to the district, with savings exceeding \$243,000 last year.

COMMUNITY EDUCATION

by: Christina Thayer Anderson

District-wide Enrollment Season

Enrollment season is underway across the district, marking an important time for families to plan next steps for their children—from early learning through high school. Clear, timely enrollment processes support family decision-making and provide the district with critical data for staffing, programming, and long-range planning.

Preschool enrollment opens February 2 for the 2026–27 school year. Our preschool programs serve children ages three to five and provide a strong foundation for kindergarten readiness through intentional focus on cognitive, literacy, social-emotional, and physical development. Flexible scheduling options and high-quality instruction make preschool an important early entry point into the district and a key indicator as we monitor enrollment trends and future needs.

Kindergarten enrollment opened January 9 for CIO, CI STEAM, CPS, and IPS programs. In addition to January Information Nights, these schools will host Welcome Nights in March as a way to support

smooth transitions for students and families, helping establish a sense of belonging and readiness as children begin their K–12 educational journey.

Middle school and high school course registration begins in late January and continues into February. During this time, middle school students explore Career Pathways as part of future planning, and high school registration includes transition supports for incoming ninth graders, with the 9th grade transition event scheduled for February 26.

Community Education enrolls families year-round and serves as a continuous point of connection for community members of all ages through early learning, school-age care, youth enrichment, adult programming, recreation, and lifelong learning. These programs are often a family's first connection to the district, strengthening access, continuity, and engagement across all stages of life.

Adventure Center Program Updates

Adventure Center plays a vital role in supporting students, families, and the broader community by providing reliable, high-quality before and after school care. This programming enables families to work while ensuring children are in safe, caring, and enriching out of school time environments—an essential support for many households. Adventure Center programming is particularly impactful for students who benefit from consistency, predictable routines, and accommodations or additional supports, offering continuity of care and social-emotional support beyond the school day.

All staff recently completed annual certification requirements and professional development focused on mental health, youth development, and program quality. These training investments, while requiring short-term adjustments for families, are essential to maintaining safe, high-quality programming. Targeted staffing efforts, including the hiring of additional assistant and student support staff, has fully eliminated waitlists at multiple sites. Continued progress is underway at remaining locations as new staff complete onboarding. Thank you to the Adventure Center Team and leadership for supporting students, working families, and our community.

TEACHING & LEARNING

by: Dr. Jason Bodey

READ Act Update

Last month, the Minnesota Department of Education (MDE) released a list of evidence-based reading intervention resources aligned to the requirements of the READ Act. The READ Act requires districts to provide targeted, evidence-based reading interventions for students who are not yet reading at grade level. These interventions are designed to accelerate student growth and support each learner in reaching grade-level reading proficiency.

For students who are not reading at or above grade level by the end of the year, districts must continue providing intervention until proficiency is achieved. We are pleased to share that the intervention resources currently used in Cambridge-Isanti Schools are included on MDE's approved list, which is great news for our students and intervention specialists. To learn more, please visit the [MDE READ Act Intervention](#) site.

STUDENT SUPPORT SERVICES

by: Rachel Kasper

Cambridge-Isanti Schools is currently participating in the WSCC (Whole School, Whole Community, Whole Child) Emotional Well-Being Learning Collaborative. Through this national cohort, we have adopted the SHAPE (School Mental Health Quality Assessment) to audit and enhance our student support systems.

What this means for Cambridge-Isanti:

- Integrated Framework (WSCC): We are moving away from treating "health" and "academics" as separate silos. The WSCC framework ensures that all 10 components of a child's experience—from physical environment and nutrition to social-emotional climate and family engagement—are aligned to support learning.
- Data-Driven Audit (SHAPE): The SHAPE assessment provides us with a rigorous "scorecard" across seven domains (Teaming, Screening, Tiered Supports, etc.). This allows us to move beyond anecdotal evidence and use hard data to identify exactly where our mental health systems are strong and where they need improvement.
- Strategic Alignment: This work directly operationalizes our "Every Student, Every Day" mission. By using the SHAPE data, we ensure that our resources are being used effectively to remove non-academic barriers to student success.

Participation in the WSCC cohort and the SHAPE assessment ensures that Cambridge-Isanti remains a leader in student services, using evidence-based practices to foster a safe, supportive, and high-achieving environment for all students.

SUPERINTENDENT'S REPORT

by: Dr. Nate Rudolph

As we begin the new year, Cambridge-Isanti Schools remain focused on what matters most: supporting student learning, strengthening partnerships with families, and living out the values that have guided our district for decades.

Grounded in Character and Community Values

More than twenty years ago, community members worked together to establish our district character traits—Respect, Responsibility, Self-Discipline, Honesty, and Compassion. These values continue to serve as our North Star, guiding how we educate students and how we work with one another. They provide clarity and consistency as we navigate an ever-changing educational landscape.

Student Learning and Engagement

Across the district, students are participating in winter academic assessments that help teachers understand progress and adjust instruction to meet individual needs. Early indicators show

encouraging growth from fall to winter, and staff are using this information to support students through targeted instruction, flexible grouping, and enrichment opportunities.

Schools are also welcoming future students and families through well-attended Kindergarten Information Nights, with enrollment for the 2026–27 school year now underway. At the secondary level, students continue to engage in a wide range of opportunities, including career pathway experiences, arts programming, clubs, and leadership activities that connect learning to future goals.

Looking Ahead

The School Board and district leaders remain actively engaged in strategic planning, enrollment efforts, and preparation for future needs. Later this month, the Strategic Planning Community Task Force will reconvene to review progress and help guide priorities for the year ahead.

We are grateful for the continued partnership of our families, staff, and community. Together, by living out our shared values and keeping students at the center of our work, Cambridge-Isanti Schools continue to reflect the very best of our community.