



ADMINISTRATION REPORTS DECEMBER 2025

ADMINISTRATIVE SERVICES & HUMAN RESOURCES

by: Shawn Kirkeide

Wellness

C-I Schools Wellness Committee has two remaining Heartsaver Adult, Child & Infant CPR, First Aid & AED classes at no cost to C-I staff! It is a first-come, first-served basis based on the timestamp of your Google Form submission. Limited spots remain. All classes are held from 6 PM at Cambridge-Isanti High School. [Click here to register.](#)

Remaining Class Dates:

- Wednesday, January 14th, 2026
- Friday, March 20th, 2026

Retirement/Extended Leave of Absence

Teachers, please note that February 1 is the deadline to submit your intent to retire, take a 3-5 year extended leave, or request a childcare leave of absence. For retirement, you are required to submit a written letter of intent to the District. [Educator Retirement FAQs](#)

If you are requesting a leave of absence, please complete the designated [Google Form](#).

Support staff, while there is no set deadline for notifying the District of your plans to retire or take an [extended leave](#), we encourage you to provide as much advance notice as possible to your supervisor. For additional information, please refer to the Retirement Frequently Asked Questions specific to your position. [Support Staff Retirement FAQs](#).

COMMUNITY EDUCATION

by: Christina Thayer Anderson

Community Partnerships in Early Childhood Family Education (ECFE)

Community and family partnerships are central to the work of Early Childhood Family Education (ECFE) and play a key role in creating welcoming, accessible experiences for families. This fall, ECFE classes partnered with Gracepointe Crossing for a costume parade, shared songs, and treats, fostering meaningful intergenerational connections. Next week, ECFE families will visit Levande in Cambridge to enjoy winter activities with residents, continuing to build relationships across our community.

ECFE also partners with Isanti County Public Health to host Baby Café at the Adult Enrichment Center to provide families with trusted parenting support and resources on a weekly basis. In addition, open gym daytime and weekend opportunities throughout the year offer families safe, inclusive spaces for movement and connection.

Additionally, our partnerships with local child care centers further support access by allowing early childhood screenings to be offered on-site. This reduces barriers for families and supports timely completion of required screenings prior to kindergarten entry, helping ensure children are ready for a strong start in school.

These various community partnerships strengthen connections, expand access to services, and remove barriers for families, helping ensure young children and their caregivers feel supported, connected, and prepared for a strong start to school.

Student Voice & Partnership Bring New Program to Life

We are pleased to share the launch of a new Boys Pick-Up Volleyball program for students in grades 7–12, beginning Sunday evenings after the New Year. This offering highlights the power of student voice, strong partnerships across district programs, and our shared commitment to serving and supporting youth.

This program grew from a student-driven idea first shared more than a year ago. While weekday gym availability is extremely limited due to high demand, student interest remained strong. This fall, a small group of students revisited the idea with district staff, proposing a weekend option. They came prepared, asked thoughtful questions, and shared their passion for the sport.

Staff learned that more than 50 students are interested in participating, with many currently traveling outside the district for open gym access and at times being turned away due to capacity limits. By offering this program on Sunday evenings, we are able to provide consistent, local gym access with a set capacity to ensure a positive experience. We are proud to partner in this new program for our student-athletes and look forward to its continued growth.

TEACHING & LEARNING

by: Dr. Jason Bodey

Over the fall and early winter professional learning days, we spent time with staff walking through the MnMTSS framework and how it shapes the way we support students. We shared that, as a district, we have chosen to anchor our work in the Minnesota model. There are many versions of MTSS out there, and a quick search online can lead to very different interpretations. We made a deliberate choice to align with MnMTSS because it offers a comprehensive and coherent structure. It goes well beyond the familiar tiers of academic and behavioral support. It strengthens core instruction, guides problem-solving, and helps us build strong systems for academic, behavioral, and social–emotional support. This gives our staff a shared approach and a common language for serving students. We also emphasized how special education fits into this work. MTSS helps us respond early, provide the right support at the right time, and ensure that special education services connect smoothly to the broader system.

The Minnesota model aligns with the support the state provides through the COMPASS program, which gives districts access to high-quality tools, coaching, and resources at little or no cost. That alignment matters. It allows us to build a system supported by strong guidance, shared expectations, and ongoing professional learning. It also reinforces our strategic plan, particularly End Result Statement 1.7, which calls for effective implementation of the MTSS plan at the building level through a dedicated team. Choosing MnMTSS positions us to follow that direction with clarity and

consistency. It helps us create a sustainable system that strengthens our ability to meet the needs of every student.

STUDENT SUPPORT SERVICES

by: Rachel Kasper

Special Education Advisory Council (SEAC) Update

The Special Education Advisory Council (SEAC) will hold its first meeting of the year on February 19, 2026. SEAC is composed of parents and caregivers of students receiving special education services. Its purpose is to advise and advocate, offering meaningful insight into how district programs and supports impact families. Although SEAC does not set policy, Minnesota law requires every school district to maintain a SEAC to help guide program development and improve the experiences of students and families.

Our February gathering will provide an opportunity to share district updates, resources, and upcoming initiatives, as well as hear directly from families. Through recent communication, parents identified several priority topics for future workshops.

In response to this feedback, we are planning a districtwide speaker session on March 19, followed by an additional SEAC meeting in April. A final spring learning session will also be scheduled in May.

SUPERINTENDENT'S REPORT

by: Dr. Nate Rudolph

As we move through December, we continue to focus on districtwide alignment, community connections, strategic planning progress, and effective communication as we prepare for the second half of the school year and planning for the future.

Strategic Planning & Districtwide Alignment

Preparations are underway for the annual review of the district's strategic plan. As a reminder, our current plan was developed by our community, and in that same spirit, the annual review will again be guided by our Strategic Planning Community Task Force. We are identifying key data sources, outlining engagement opportunities, and preparing to reconvene the Task Force early in the new year to provide feedback and direction. Their insight will help shape district priorities and inform long-range planning and future investments.

Ongoing Community Engagement

In addition to reconvening our Strategic Planning Community Task Force, we are coordinating a series of winter and spring engagement efforts—including Citizens Finance Committee sessions and Community Engagement Advisory opportunities. These efforts are designed to ensure community members have access to accurate, timely information throughout the year, not only during major initiatives. We continue to provide regular communications to families, staff, and the broader community to support clarity, transparency, and shared understanding as we close out 2024.

Budget Development & Organizational Planning

Cabinet has begun early work related to FY26 budget development, including building timelines, reviewing enrollment trends, and assessing operational needs. Planning is underway for January meetings with building and department leaders as part of the annual budgeting and staffing process.

Leadership Alignment and Support

School visits, leadership check-ins, and coordination with building and program leaders have continued throughout the month. As part of our winter leadership conversations, we are reviewing, evaluating, and adjusting our mutual commitments to ensure strong alignment and continued progress toward our strategic plan goals. This work is grounded in our ongoing focus on student growth—reinforcing shared expectations, strengthening collaboration, and maintaining clarity around the efforts that will carry us into the second half of the school year.