

**Report to the Board
Federal Programs Director
Kelsie Badger
September 2026**

Overview

Recent work within Federal Programs and Special Education has focused on strengthening compliance, improving systems and service delivery, and building staff capacity. As we begin the 2026–2027 school year, our priorities include ensuring timelines and documentation remain compliant, maximizing available state and federal resources, and providing staff with practical tools and training to better support students.

ELL Program/Mckinney-Vento

Fall is a busy time for identification of ELL students, followed by assessing and writing educational plans for these students. Training opportunities will be provided for staff.

Identification is at its highest during registration for McKinney-Vento students. Once identified, supports (transportation, clothing, school supplies, etc) are put in place to ensure students are able to access their education.

New Vision Screening Process

We are excited to partner with the Lions Club for the use of a new vision screening tool. It helps us identify students experiencing a variety of visual struggles (near/far sightedness, color blindness, tracking issues, etc.). Nursing and Title I staff will be trained before school starts.

District-Wide Behavior Training & Support Oct. 2nd

This year, we are taking a more intentional, district-wide approach to behavior support and staff development. Our goal is to establish a common understanding and consistent set of strategies for administrators, teachers, and classified staff across the district.

The focus will be on building staff capacity to:

- Prevent and proactively address challenging behavior.
- Better understand the function and purpose behind student behavior.
- Teach appropriate replacement behaviors and skills.
- Respond to challenging situations in a calm, consistent, and effective manner.
- Increase staff confidence when supporting students with behavioral needs.
- Reduce instructional time lost to challenging behavior.

An important component of this work will be creating consistency across our schools. Students should experience predictable expectations, language, and responses regardless of the classroom, teacher, building, or staff member supporting them.

This work is not about identifying one strategy that works for every student. Instead, we want to equip staff with the knowledge and tools to ask: “What is this student communicating through their behavior, and what skill or support do they need from us?”

Our ultimate goal is to strengthen relationships, increase instructional time, and create learning environments where both students and staff feel supported and successful.

Current enrollment for special services

- **Special Education: 633**
- **Homeless: 14**
- **Section 504: 295**
- **ELL: 13**