

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

Overview

As we begin the 2026–2027 school year, Federal Programs and Special Education continue to focus on strengthening compliance, improving systems and service delivery, maximizing available state and federal resources, and building staff capacity to better support students.

Current priorities include maintaining compliance with evaluation and documentation timelines, ensuring students have access to the supports they need, strengthening identification and intervention processes, and providing staff with practical professional learning and resources.

ELL Program/Mckinney-Vento

Staff are completing identification processes, assessments, and educational plans, with additional training opportunities being provided throughout the year to strengthen staff knowledge and consistency.

McKinney-Vento identification is also highest during the registration period. Once a student is identified, the district works to quickly connect families with available supports to remove barriers to school attendance and participation. Depending on individual needs, these supports may include transportation, clothing, school supplies, and other resources that help ensure students have equitable access to 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 working to screen all elementary K-3 students in October and November.

Professional Development & Staff Capacity Building

A continued priority for the 2026–2027 school year is providing staff with professional development that is practical, research-informed, and directly connected to student needs. Two significant training opportunities this fall are focused on behavior support and literacy instruction.

Get Curious, Not Furious

Certified teachers, counselors, and administrators will participate in Get Curious, Not Furious, a professional learning opportunity designed to strengthen how educators understand and respond to student behavior.

The training emphasizes moving beyond simply reacting to challenging behavior and instead becoming curious about what may be contributing to the behavior and what the student may be communicating through it. Staff will develop strategies to:

- Build stronger relationships with students.
- Recognize potential triggers and contributing factors to challenging behavior.
- Respond to behavior with curiosity rather than immediate frustration.
- Use proactive strategies to prevent escalation.
- Teach students appropriate skills and replacement behaviors.
- Maintain connection and communication during challenging situations.
- Create more predictable and supportive classroom environments.

This training is part of our larger districtwide effort to develop a common language and consistent approach to behavior support across all schools. The goal is to increase staff confidence, strengthen student relationships, and preserve instructional time.

Five Components of Reading — Classified Instructional Staff

The district is also expanding literacy professional development to include classified instructional staff who provide direct academic support to students.

Training will focus on the Five Components of Reading:

1. **Phonemic Awareness** – Helping students recognize and manipulate the individual sounds in spoken words.
2. **Phonics** – Teaching the relationship between letters and sounds and how those relationships are used to decode words.
3. **Fluency** – Developing accurate, appropriately paced, and expressive reading.
4. **Vocabulary** – Building students' knowledge and understanding of words and their meanings.
5. **Reading Comprehension** – Helping students understand, interpret, and make meaning from what they read.

The purpose of this training is to ensure that instructional staff who work directly with students have a common understanding of effective literacy practices and can reinforce classroom instruction during small-group, intervention, and individualized support.

Providing this training to classified instructional staff is an important part of creating consistency across the district. When students receive reading support from teachers, Title I staff, special education staff, or instructional paraprofessionals, the strategies and language used should reinforce the core reading instruction they receive in the classroom.

Current enrollment for special services

- **Special Education: 633**
- **Homeless: 23**
- **Section 504: 295**
- **ELL: 10**