Report to the Board
Federal Programs Director
Kelsie Badger
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Overview

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

Our ELL program is always looking for ways to help students break the language barrier to access the content being taught. We are currently working with U of I to borrow reading devices to assist students in independent reading tasks required to complete homework.

McKinney-Vento numbers have stabilized this month.

Vision/Hearing Screening

This month we will finish K-5 vision and hearing screenings.

Title I

Title I funding is based on free and reduced numbers. For a school to qualify for a Title I program, the school must meet or exceed the district average. Here are the current numbers for our elementary schools.

AE 29%
BKE 32%
GE 25%
JBE 45%
SLE 39%
TLE 25%

District Average: 29%

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.

1. **Get Curious, Not Furious - Classified Staff**

Our instructional staff, bus drivers, and bus aides will participate in Get Curious, Not Furious, a professional learning opportunity designed to strengthen how educators understand and respond to student behavior. 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.

2. **Five Components of Reading — Special Education Teachers, Title 1 Teachers and Classified Instructional Staff**

The district is expanding literacy professional development to include classified instructional staff who provide direct academic support to students. We have provided 2 trainings and will continue to hold 3 more trainings this year.

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.

Current enrollment for special services

- **Special Education: 656**
- **Homeless: 23**
- **Section 504: 303**
- **ELL: 8**