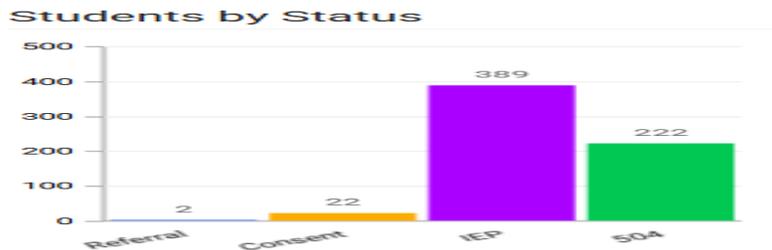




Special Education Monthly Board Report Emmett School District January, 2026

Special Education Demographics:

As of January 7, 2026, the home page of our IEP platform (Edplan) shows that 389 students are receiving Special Education (up from 388 in December), with an additional 2 Referrals and 22 Consents for Evaluation. We are still processing students who have moved out and those who have moved into the district over the last few weeks.



Staff Openings:

- None at this time.

Department Projects:

2025–2026 General Supervision File Review

- The Emmett School District has been notified that the State Special Education Department has begun the 2025–2026 General Supervision File Review. The State requested three randomly selected student files for review. One of the originally selected files was for a student who recently transferred out of the district, so an alternate file was requested and provided. We now have all three file names and are preparing the files for upload to the State.

The selected files must be uploaded by **January 15**. Once submitted, we will await the State's findings and any guidance for next steps.

Review of School Psych Delivery Model for the 2025/26 School Year

- The Special Education Office completed a mid-year review/reflection in December, and reports strong effectiveness of the current School Psychology service model. The addition of a fourth School Psychologist and the centralization of academic testing have improved efficiency, consistency, and evaluation timelines district-wide. Increased psychological support has strengthened building-level programs across the district, with notable highlights including EMS, Shadow Butte, and Butte View receiving more school psychology-focused attention. Centralizing academic testing has also reduced the testing burden on Special Education teachers, alleviating stress and allowing them to focus more directly on instruction, collaboration, and student support. Next steps include planning and implementing more training for Special Education Teachers on interpreting the academic testing results and using the results to develop meaningfully targeted IEP goals.