

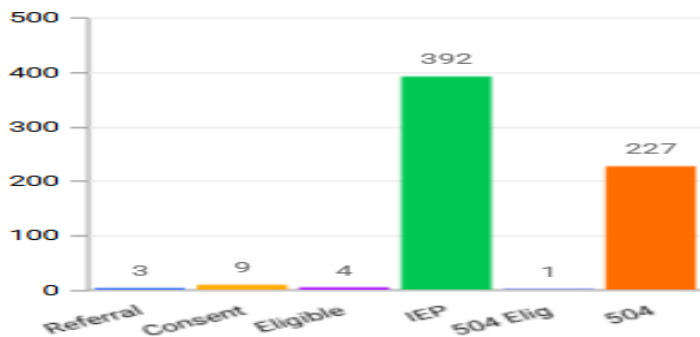


**Special Education Monthly Board Report
Emmett School District
March, 2026**

Special Education Demographics:

As of March 4, 2026, the home page of our IEP platform (Edplan) shows that 392 students are receiving Special Education, with an additional 3 Referrals and 9 Consents for Evaluation.

Students by Status



Staff Openings:

- Possible part-time Para for student support

Department Projects:

Special Education case-managing teachers are currently engaged in transition planning for students who will be moving from one building to the next for the upcoming school year. This includes all students receiving Special Education services who are reaching key transition points, such as:

- Preschool students transitioning to Kindergarten
- 5th grade students transitioning from elementary schools to EMS
- 8th grade students transitioning to high school
- Any other students moving between buildings

Transition meetings are being scheduled to support these milestone changes. Annual IEPs are being drafted to reflect the upcoming transitions, and any additional IEPs will be amended as needed to ensure services, supports, and placements align with the receiving school.

Although this is a spring process, it provides significant benefits to students, families, and staff. Proactive planning allows teams to thoughtfully prepare for academic, behavioral, and social-emotional needs, ensure continuity of services, and create a smooth and supportive transition experience for everyone involved.



Special Education Professional Development Update

For the March 6th Professional Development day, Special Education teachers remained in their buildings to engage in focused, job-embedded work centered on strengthening progress monitoring and progress reporting practices.

During this dedicated time, teachers:

- Conducted an internal audit of their current progress monitoring systems
- Reviewed how data was being collected, tracked, and used to generate progress reports
- Evaluated strengths and identified areas for improvement
- Ensured progress reports clearly reflected student growth and supported meaningful parent participation
- Reviewed key state guidance documents and compliance resources, including the Idaho IEP Handbook and SESTA materials

This work strengthened instructional decision-making, reinforced legal compliance, and improved communication with families. By refining progress monitoring systems, teachers increased their ability to adjust goals when students met them or when data indicated the need for instructional changes.

This focused, reflective PD supported improved outcomes for students while reinforcing high-quality, data-informed Special Education practices across the district.