

Monthly SPED Webinar

SPECIAL EDUCATION PROGRAMS

2023-2024 SCHOOL YEAR

JANUARY 16, 2024



1

APH Federal Quota Census

SD STATE LIBRARY - ACCESSIBLE LIBRARY SERVICES

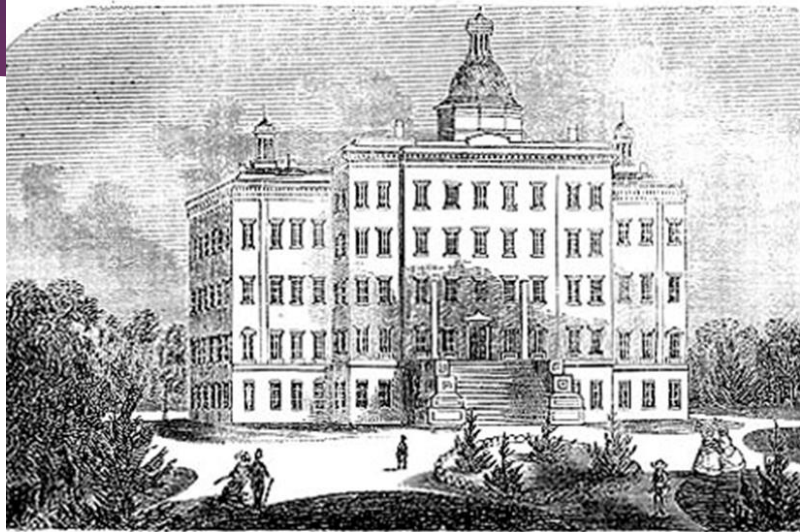
GEORGE SEAMON, KATHLEEN SLOCUM, AND GINNY KAUS



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What is APH?

- The American Printing House for the Blind (APH) was founded in 1858, it is the oldest organization of its kind in the U.S. and is the largest organization in the world that researches, designs, and manufactures products focused on enhancing and supporting the education of students and clients who are blind or have low vision.
- APH received a federal mandate in 1879 when the Congress of the United States passed the Act to Promote the Education of the Blind. This Act designates APH as the official supplier of educational materials to all students in the U.S. who meet the definition of blindness and are working at less than a college level.



KENTUCKY INSTITUTION FOR THE BLIND, EAST MAIN STREET.

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Federal Quota Program



The system through which these specialized materials are distributed is known as the Federal Quota Program. Through it, textbooks and instructional aides are provided free for eligible students who are blind and visually impaired in educational settings



Federal appropriation is divided per eligible students.

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How does a student qualify?

#1: Meet the definition of blindness (MDB) - a central acuity of 20/200 or less (using a Snellen chart or an acuity determined in Snellen equivalents) in the better eye with the best correction or a peripheral field of vision no greater than 20 degrees.

E	1	20/200
F P	2	20/100
T O Z	3	20/70
L P E D	4	20/50
P E C F D	5	20/40
E D F C Z P	6	20/30
F E L O P Z D	7	20/25
D E F F O T E C	8	20/20
L E F O D F C T	9	
F D P L T C E O	10	
P E Z O L C F T D	11	

5

OR:



Function at the definition of blindness (FDB) – when visual function meets the definition of blindness as determined by an eye care specialist (ophthalmologist or optometrist) or a medical doctor such as a neurologist.



Students in this category manifest unique visual characteristics often found in conditions referred to as a neurological, cortical, or cerebral visual impairment (e.g. brain injury or dysfunction).

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If NEITHER are met, students may also be eligible because they:

- ▶ Qualify under the Individuals with Disabilities Act (IDEA) definition of blindness: an impairment in vision, that, even with the correction, adversely affects a child's educational performance.
- ▶ South Dakota's definition of IDEA is:
 - ▶ Partial sight is one or more deficiencies in visual acuity, as follows:
 - (1) Visual acuity of no better than 20/70 in the better eye after correction;
 - (2) Restricted visual field;
 - (3) Limited ability to move about safely in the environment because of visual disability.

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Next

- ▶ #2: Be enrolled in a formally organized public or private, nonprofit educational program of less than college level (educational programs include public, private, and parochial schools as well as vocational and rehabilitation programs for adults) and have a written education plan.
- ▶ School-aged students (including infants, toddlers, preschool, homebound, home-schooled students) must be enrolled with the registering school or agency on the first Monday in January. Adult students must be registered for at least 120 hours of educational instruction during the preceding calendar year.

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What do we need from you?

- ▶ 1. Permission from parents/guardians for their child/adult to be included in the census. We will send you a permission slip that you will need to get signed and keep on file at the school or agency. No personal information will be shared.
- ▶ 2. A SD State Library Accessible Library Services application for the child/adult. You can find these at library.sd.gov/ALS/apply.aspx

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Questions?

Contact:

- ▶ George Seamon - george.seamon@state.sd.us - 1-605-773-3167
- ▶ Kathleen Slocum - kathleen.slocum@state.sd.us - 1-605-773-8438
- ▶ Ginny Kaus - virginia.kaus@state.sd.us - 1-605-773-4914

- ▶ APH information taken from the APH Federal Quota Program Manual

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Effective Practices

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Formative assessment resources

- ▶ The following resources require you to use your TIDE (test information distribution engine) login
- ▶ Tools for Teachers
 - ▶ Formative Assessment resources for general ed and special ed teachers
 - ▶ Can be found on the Assessment gateway
 - ▶ Educator's section
- ▶ Gizmos
 - ▶ Free online science resources
- ▶ Tuva
 - ▶ Free online science resources
- ▶ Assessment Gateway
- ▶ For more information or help contact Rebecca.Frerich@state.sd.us

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Tools, Supports, and Accommodations Resources

Preparing for the state assessment

- ▶ [Assessment Gateway](#) resources
- ▶ Training Resources for Students
 - ▶ [Universal Tools for Online Testing](#) - power point presentation showing the tools within the testing environment
- ▶ Training Resources for teachers
 - ▶ [Accessibility and Accommodations Training Module](#) - power point presentation to use with teachers
 - ▶ [SD Tools, Supports and Accommodations Guidelines](#)

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Assessment Window dates

- ▶ SD ELA, Math, and Science
 - ▶ March 25 – May 3
- ▶ SD ELA and Math Alternate Assessment (MSAA)
 - ▶ March 11 – April 26
- ▶ SD Science Alternate Assessment
 - ▶ March 25 – May 3
- ▶ NAEP (National Assessment of Educational Progress)- only a sample of schools chosen
 - ▶ January 29 – March 8
- ▶ SD English Language Proficiency Assessment (ACCESS 2.0)
 - ▶ January 23 – February 23

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Science Core Content Connector Video

- ▶ How do we teach science to our students who participate in the alternate assessment?
- ▶ VIDEO COMING SOON!
 - ▶ The DOE Office of Assessment and Office of Special Education Programs have created a one-hour video series for general education science teachers and special education teachers regarding science alternate academic achievement standards.
 - ▶ The videos describe how teachers can use the science Core Content Connectors and achievement level descriptors to instruct and assess students with significant cognitive disabilities on the same grade-level science content as their general education peers.
 - ▶ Contact Stacy.Holzbauer@state.sd.us with questions.

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Accountability

COMPLIANCE POLICY, PRACTICES, AND PROCEDURES

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Reminder: Annual Internal Review Requirements

- ▶ <https://forms.office.com/g/DEbZG0Zbhy>



- ▶ All Public Districts Required
- ▶ Internally each special education case manager must complete a file review.
- ▶ Completed by June 1 annually
- ▶ District Sped Director submit areas identified to state by June 1 annually
- ▶ Information on [Accountability Website](#)
 - ▶ Under Section "Results Driven Accountability"
 - ▶ Contact Melissa.Flor@state.sd.us or 605-773-6119 for more information.

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PPWN Consent Noncompliance

Comprehensive evaluation data must be collected to assist the team in determining if your child is a child with a disability and whether the child is in need of services. The following areas of evaluation are needed and will be administered or if noted, existing evaluation information will be used (Note: Skill-based assessment data in the suspected areas of disability will be gathered as part of the evaluations administered below):

- | | | |
|---|---------------------------------------|---|
| <input type="checkbox"/> Academic Achievement | <input type="checkbox"/> Articulation | <input type="checkbox"/> Audiological |
| <input type="checkbox"/> Ability | <input type="checkbox"/> Language | <input type="checkbox"/> Ophthalmological |
| <input type="checkbox"/> Observation | <input type="checkbox"/> Fluency | <input type="checkbox"/> Chronic/Acute Health (Diagnosis) |
| <input type="checkbox"/> Adaptive Behavior (to include social) | <input type="checkbox"/> Voice | <input type="checkbox"/> Current Medical Data/Records |
| <input type="checkbox"/> Behavior | <input type="checkbox"/> Fine Motor | <input type="checkbox"/> Autism Specific Instrument |
| <input type="checkbox"/> Transition | <input type="checkbox"/> Gross Motor | <input type="checkbox"/> Orientation/Mobility |
| <input type="checkbox"/> Developmental (Cognitive, Adaptive, Motor, Communication, Personal/Social) | <input type="checkbox"/> Braille | |

List other areas to be evaluated: (Might include areas such as: ☐ vision screen, ☐ hearing screen, ☐ sensory motor, ☐ visual motor, ☐ personality, ☐ social/emotional, ☐ functional behavior assessment, etc.)

Existing Evaluation Data: If existing evaluations are to be used, document the following:

Evaluation Area:	Test Administered:	Date:

- ▶ PPWN consent provides parents a clear knowledge of what district will be evaluating and using for eligibility. Districts must explain why evaluating in those areas or what documentation will be used.
- ▶ Districts should only evaluate or use the documentation that they documented will be used.
- ▶ Noncompliance:
 - ▶ Checking a box with an initial after receiving written consent.
 - ▶ Conducting evaluations without written consent.
 - ▶ Not nonconducting evaluations, the district received consent which should have been conducted or pulled forward.

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Services Documentation

- ▶ Must clearly document service with frequency, duration, and at each location for each goal area (reading comprehension, basic reading, math problem solving, behavior, adaptive behavior, etc.)
- ▶ Related Services must also document area they are providing services.
- ▶ Examples:
 - ▶ If a student qualifies and has goals for fine motor and visual motor both should be listed.
 - ▶ If a student qualifies for language and articulation with goals in each, then should document service time for each area.

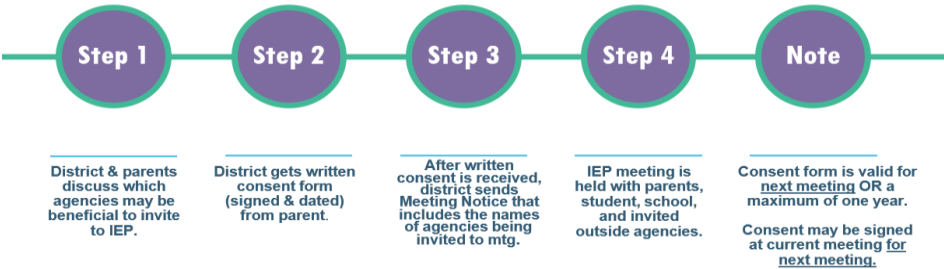
Special Education Services			
Description of services	Frequency	Location	Duration

Related Service to be Provided	Frequency	Location	Duration
<input type="checkbox"/> Speech/Language Therapy			
<input type="checkbox"/> Occupational Therapy			
<input type="checkbox"/> Physical Therapy			

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High School Transition Noncompliance Consent to Invite Outside Agencies

PROCESS FOR INVITING OUTSIDE AGENCIES To IEP Meetings for Transition-Age Students



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High School Transition Noncompliance Consent to Invite Outside Agencies

- As a district, discuss HOW, WHEN, and WHO will decide what agencies to invite.
- Develop a process for inviting outside agency representatives. Consider getting parental consent at current IEP meeting for the next IEP meeting.
- Remember, you must get written parental consent BEFORE sending the Meeting Notice form.
- Sending the Consent to Invite Outside Agency form and the Meeting Notice at the same time is NOT in compliance!

STUDENT NAME: _____		SIBS: _____	
PARENT/GUARDIAN NAME: _____		DATE SENT: _____	
SCHOOL DISTRICT: _____	SCHOOL: _____		
DOB: _____	AGE: _____	GRADE: _____	

Purpose of this release:
Schools are required, with parent consent, to invite agencies likely to be responsible for providing or paying for transition services, to the child's IEP meeting.

Reason for signed consent:
During an IEP meeting, confidential information from your child's/year education records will be discussed. The school needs your consent for the agency(ies) listed below to attend the next IEP meeting, due to the disclosure of confidential student information that will occur during the meeting. Informed parental/student consent must be obtained before the school district discloses confidential student information. If any release of records to the outside agency is needed prior to or after the meeting, an additional consent form will be required.

The specific agency(ies) we would like to invite to attend the next IEP meeting include:

☐ Vocational Rehabilitation
☐ Division of Developmental Disabilities (e.g. Resource Coordinator, Family Support 360)
☐ Community Support Provider _____
☐ Disability Services (college or technical institute) _____
☐ Other _____
☐ Other _____

Note: You can add or decline consent for a specific agency. Please note on this form.

Please Sign, Date, and Return As Soon As Possible

☐ I CONSENT¹ Having been informed as stated above, I give my consent for the school district to invite a representative of the above agency(ies) to attend the next IEP meeting.

☐ I DO NOT CONSENT¹ Having been informed as stated above, I do not give my consent for the school district to invite a representative of the above agency(ies) to attend the next IEP meeting.

Parent/ Guardian/ Adult Student Signature: _____
 Date: _____

Note: This consent will remain in effect for the next IEP meeting or one year from the date signed, whichever comes first. Your consent is voluntary and may be revoked in writing at any time.

¹ Consent definition can be found in Administrative Rules of South Dakota (ARSD) 24.05.13.01

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Developmental Delay Eligibility

570 Developmental Delay	<ul style="list-style-type: none"> Standardized developmental assessment which evaluates skills in all development areas: <ul style="list-style-type: none"> Cognitive, Physical/Motor (gross and fine) Communication Social/Emotional Adaptive
------------------------------------	--

- Eligibility Tools and Resources Guidance Document
- <https://doe.sd.gov/sped/documents/Tools-Resources-23.pdf>

- Eligibility Document
- <https://doe.sd.gov/sped/documents/570-Develop.pdf>

1

A student with a severe delay in development functions at a developmental level:

☐ two or more standard deviations below the mean in any one area of development specified in this section or

☐ 1.5 standard deviations below the mean in two or more areas of development.

Check the areas of development:

<input type="checkbox"/> Yes <input type="checkbox"/> No	Adaptive Development	Must be able to check yes or no in all developmental areas based on standard deviation scores from standardized evaluation instrument(s)
<input type="checkbox"/> Yes <input type="checkbox"/> No	Cognitive Development	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Communication Development <input type="checkbox"/> Receptive Language <input type="checkbox"/> Expressive Language	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Social or Emotional Development	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Physical Development <input type="checkbox"/> Gross Motor <input type="checkbox"/> Fine Motor	

A district is not required to adopt and use the term developmental delay for any students within its jurisdiction. If a district uses the term developmental delay, the district must conform to both the department's definition of the term and to the age range that has been adopted by the department.

A district shall ensure that all of the student's special education and related services needs that have been identified through the evaluation procedures described under chapter 24.05.25 are appropriately addressed.

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Developmental Delay

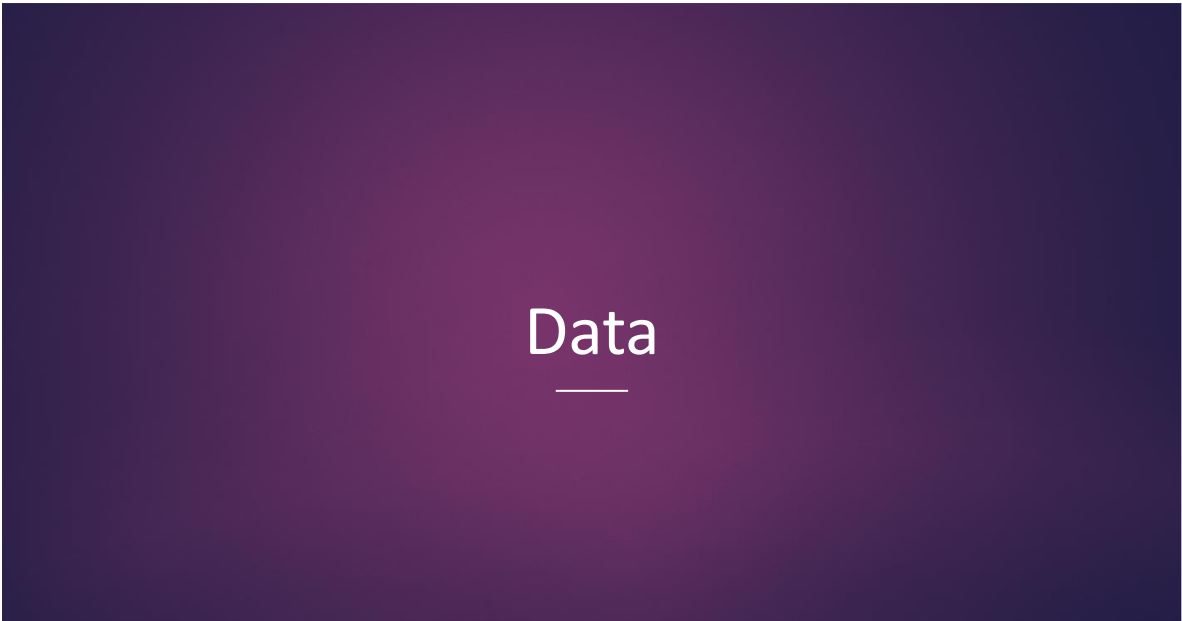
- ▶ IEP team can use other standardized evaluation instruments (besides the BDI-3) to determine developmental delay eligibility or
- ▶ The BDI-3 can be used in conjunction with other standardized evaluation instruments
 - ▶ All areas of DD must be evaluated
 - ▶ Standard deviation score required for eligibility
 - ▶ minus 1.50 in two areas or -2.00 in one area
- ▶ The BDI-3 must be given in its entirety for progress monitoring purposes – Indicator 7
- ▶ <https://doe.sd.gov/sped/documents/SD-EI-0921.pdf>

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Office of Civil Rights: Bullying

- ▶ Dear Colleague Letter: Responding to Bullying of Students with Disabilities
 - ▶ <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410.pdf>
 - ▶ Discusses district obligation when related to student with disabilities either on a 504 or IEP.
 - ▶ "...The OSERS 2013 Dear Colleague Letter clarified that, under IDEA, as part of a school's appropriate response to bullying on any basis, the school should convene the IEP team to determine whether, as a result of the effects of the bullying, the student's needs have changed such that the IEP is no longer designed to provide a meaningful educational benefit"
- ▶ Parent Fact Sheet
 - ▶ <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-bullying-201410.pdf>

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Indicator 6
Least Restrictive Environment

- ▶ Environments change
Reminder - enter new placement/setting in Infinite Campus
- ▶ RDA Component

- Continuum of Alternative Placements (Preschool Ages 3-5)**

 - ☐ 0310 Early Childhood Setting-10 hrs.+ /week services in Reg EC program
 - ☐ 0315 Early Childhood Setting-10 hrs.+ /week services in other location
 - ☐ 0325 Early Childhood Setting-Less than 10hrs/wk. services in Reg EC program
 - ☐ 0330 Early Childhood Setting-Less than 10hrs/wk. services in other location
 - ☐ 0335 Special Education Class
 - ☐ 0345 Separate School
 - ☐ 0355 Residential Facility
 - ☒ 0365 Home
 - ☐ 0375 Service Provider Location

<https://doe.sd.gov/sped/documents/SIMSReport-1122.pdf>

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Indicator 7

Battelle Developmental Inventory -3

- ▶ Reminders:
 - ▶ Training is available on the Riverside Training Academy site (on demand)
 - ▶ BDI Office ½ hours every 2nd and 4th Wednesday 3:30-4:00 Central Time –open discussion – topics by request
 - ▶ Double-check to ensure Program Labels and Notes are entered into the system – Run report
 - ▶ Ensure basal and ceiling are met in all subdomains– assessment will not be counted towards entry and exit if incomplete
 - ▶ Enter with the BDI-2 student must exit with the BDI-2
- ▶ Contact: Debra.Willert@state.sd.us

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Indicator 8: Parent Involvement

- ▶ The overall goal of Indicator 8 is to facilitate positive parent involvement within districts and IEP teams!
- ▶ Indicator 8 parent involvement data is collected by district distribution/collection of the SD Parent Survey.
- ▶ Comments from parents from the 2022-2023 Parent Survey:
 - ▶ *Our school has done a great job providing a safe and educational environment for our daughter. We appreciate the communication and teamwork with everyone involved.*
 - ▶ *Great communication and explanation of my child's results and needs.*
 - ▶ *I appreciate everything the school does for me. They keep me well informed on my child progress in school.*
- ▶ **Good job districts! Thank you for building partnerships with parents!**

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Indicator 8: Parent Involvement Feb 2 Webinar

- ▶ DOE Webinar: Improving Parent Involvement in the IEP Process
 - ▶ Methods for SPED staff to foster positive relationships with parents, including how to:
 - ▶ Increase communication
 - ▶ Develop partnerships
 - ▶ Distribute SPED information and resources to parents
- ▶ Friday, February 2 at 9-10am CT
 - ▶ SPED directors and SPED teachers are encouraged to [ENROLL on Canvas Catalog](#).
 - ▶ Recording will be available in the course through May 31 for one CECH.

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Indicator 8: Parent Survey

- ▶ Why must districts distribute the Parent Survey?
 - ▶ [2023-2024 Indicator 8 Overview](#) and district resources are available on the [DOE SPP Page](#) under "Indicator 8."
 - ▶ DOE is federally required to survey parents and to report that data annually in Indicator 8 of the SPP/APR.
 - ▶ District data combines to create the DOE data. Districts response rate requirement is 10%.
 - ▶ District scores on the 12 Parent Survey questions can give districts meaningful parent satisfaction data that districts can use to improve special education processes and communication within their districts.
- ▶ **Reminder to continue distributing the 2023-2024 Parent Surveys.**
 - ▶ Printed Parent Surveys are available in 12 additional languages.
 - ▶ The on-line Parent Survey is available in English or Spanish: <https://survey.alchemer.com/s3/7323513/SDI8>
- ▶ E-mail Stacy.Holzbauer@state.sd.us if your district needs translated or more Parent Surveys printed!

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Miscellaneous

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Special Ed Connections

LRP SPED Connections subscription is required to access the following resources:

- ▶ [January Spotlight](#): Inclusion
- ▶ [One Pager](#): Types of Supports Provided by Paraprofessionals in the Classroom
- ▶ [OSEP File](#): SLD Eligibility and Preschool
- ▶ [Sample Tool](#): Questions to ask in an MDR about impulsivity
- ▶ [Bullying](#)
- ▶ [Nonacademic and Extracurricular Activities](#)

Contact your public school district special education director for login access. If you have any questions about your subscription access, please contact Wendy.Trujillo@state.sd.us.

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Infinite Campus – Special Ed Module

- ▶ If you use the Infinite Campus Special Ed module for developing IEPs
 - ▶ Are there updates needed
 - ▶ Changed needed
 - ▶ Additions that may be nice
- ▶ Some updates already in the works
 - ▶ Forms updated with Emotional Disability wording as well as some of the other forms
 - ▶ Accommodations will be updated with additions that are needed

Please email Beth.Schiltz@state.sd.us with suggestions

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High School Transition... TSLP.ORG



The screenshot shows the TSLP.ORG website. The header includes the TSLP logo (Transition Services Liaison Project) and a navigation menu with links: Home, Transition IEP, Employment, Post-Secondary Education, Independent Living, and Events. A blue 'CONTACT US' button is in the top right. The main content area features the title 'Transition Services Liaison Project' in large blue letters. Below this is a section titled 'Activities' with four items, each accompanied by an orange icon: a group of people for training, an open book for instructional materials, a pencil for technical assistance guides, and two people shaking hands for linkages to adult services.

TSLP
Transition Services Liaison Project

Home Transition IEP Employment Post-Secondary Education Independent Living Events [CONTACT US](#)

Transition Services Liaison Project

Activities

-  Training to students, families, schools, VR Counselors, and adult service agencies on transition and development of transition plans.
-  Identifying and obtaining instructional materials for teachers
-  Written technical assistance guides and other resources made available for individuals interested in transition
-  Initiating linkages for the student and family to adult service agencies and services for post-school success.

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High School Transition... TSLP.ORG

Writing IEPs

Transition planning requires that at age 16 (or younger if deemed appropriate by the IEP team), a long-range plan for post-school adult life be developed that includes a coordinated set of transition activities. The IEP must actively involve the student, family, and representatives from whatever post-school services, supports, or programs that will be necessary for the student to be successful.

- **COACH** students and families to think about **long-range** goals.
- **DESIGN** the high school experience to **ensure the student stays in school** and is prepared for post-school goals.
- **IDENTIFY** and **LINK** students to any needed post-school services, supports, or programs before they leave the high school setting.

Creating and implementing a strong transition plan with appropriate supports for students will help to create a strong foundation for students to reach the goal of college, career, and life readiness. Graduation is more likely to occur when post-secondary goals are established within a transition plan.

Spring 2023 SPED Conference Gather 'Round Your Transition IEP PowerPoint
Fall 2023 Virtual Transition IEP Workshop Video (YouTube)
Fall 2023 Transition IEP Workshop PowerPoint
Fall 2022 Transition IEP Workshop PowerPoint

TSLP Technical Assistance (TA) Guide for Transition in the IEP – Developed by TSLP to assist high school special educators in writing transition plans.
Indicator 13 Checklist – The goal of Indicator 13 is to monitor the percentage of youth, 16 years and older, with an IEP that includes an appropriate transition plan. This checklist is completed during accountability reviews to determine compliance with Indicator 13.
Indicator 13 Quick Tips – Offers tips to write compliant transition plans that correlate with Indicator 13 checklist.
Transition South Dakota – This questionnaire app is intended to serve as a guide to South Dakota students (ages 14 & older), parents, and educators on transition planning. A downloaded document can serve as a “tool” for students to take to their IEP meetings.

+ Transition Assessments

+ Adult Agency Involvement

+ Young Adult Transition Programs

+ Transition Tips For Parents

+ Transition Resources

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SD Legislative Session Updates

SDLEGISLATURE.GOV

My LRC+

- Meetings
- Documents
- Notes
- Administrative Rules
- Statutes
- Bills**
- Session Committees
- Interim Committees
- Archives
- Notifications
- Dark Theme

Session Bills

Add a new Bill List

Name

ADD

☒ Notify me my bill hearing schedule each legislative day
☒ Notify me when a new version of one of my bills is available

My Bill Lists

2024_Education Number of Bills:13	+	✉	☁	🔄	🗑
2024_general Number of Bills:7	+	✉	☁	🔄	🗑
2024_Sped Number of Bills:1	+	✉	☁	🔄	🗑

My Session Committees

Government Operations & Audit

House Education

Joint Committee on Appropriations

Senate Education

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HB 1002	require administration of the ACT to public school students in grade eleven.	Inactive	House Education	Room 413	01-12-2024, 7:45 AM CST
HB 1020	revise the method by which completion of a required suicide awareness and prevention training is verified.	Active	House Education	Room 413	01-12-2024, 7:45 AM CST
HB 1021	merge the Professional Teachers Practices and Standards Commission and the Professional Administrators Pr	Active	House Education	Room 413	01-12-2024, 7:45 AM CST
HB 1022	make an appropriation to the Department of Education to provide professional development in literacy to teachi	Active	House Education	Room 413	01-17-2024, 7:45 AM CST
HB 1042	establish parameters for the reimbursement of school districts that provide free or reduced price meals to stud	Active			
HB 1048	revise the requirements pertaining to the target teacher salary.	Active			
HB 1066	provide a grant to qualifying teachers to incentivize recruitment and retention and to make an appropriation the	Active	House Education	Room 413	01-17-2024, 7:45 AM CST
HB 1072	establish qualifications for members of the Board of Education Standards.	Active	House Education	Room 413	01-17-2024, 7:45 AM CST
SB 1	expand eligibility for the reduced tuition benefit for certain school district and Head Start employees at Board o	Active	Senate Education	Room 423	01-16-2024, 8:15 AM CST
SB 2	remove provisions for establishing a uniform method for calculating high school credit received from completin	Active	Senate Education	Room 423	01-16-2024, 8:15 AM CST
SB 34	establish and modify provisions related to school safety.	Inactive			
SB 51	revise property tax levies for school districts and to revise the state aid to general and special education formul	Active			
SB 72	increase the annual limit of tax credits that an insurance company may claim through the partners in education	Active	Senate Taxation	Room 423	01-12-2024, 10:00 AM CS
HB 1060	revise certain provisions related to travel reimbursement.	Active			
SB 40	establish a criminal background check requirement for licensure as an occupational therapist or occupational therapy assistant.	Active			

Education Bills

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Upcoming Presentations

- ▶ Upcoming Presentations
 - ▶ Joint Committee on Appropriations – 1/25/24
 - ▶ Stream at – SD.net

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Next Sped Webinar

February 20, 2024

Please share the SPED Webinar login information with your district or agency special education professionals!

SPED Webinar PowerPointS are posted at:

<https://doe.sd.gov/sped/directors.aspx>

A recording is available for 2 weeks after the webinar and can be accessed by reaching out to your Regional Representative.