

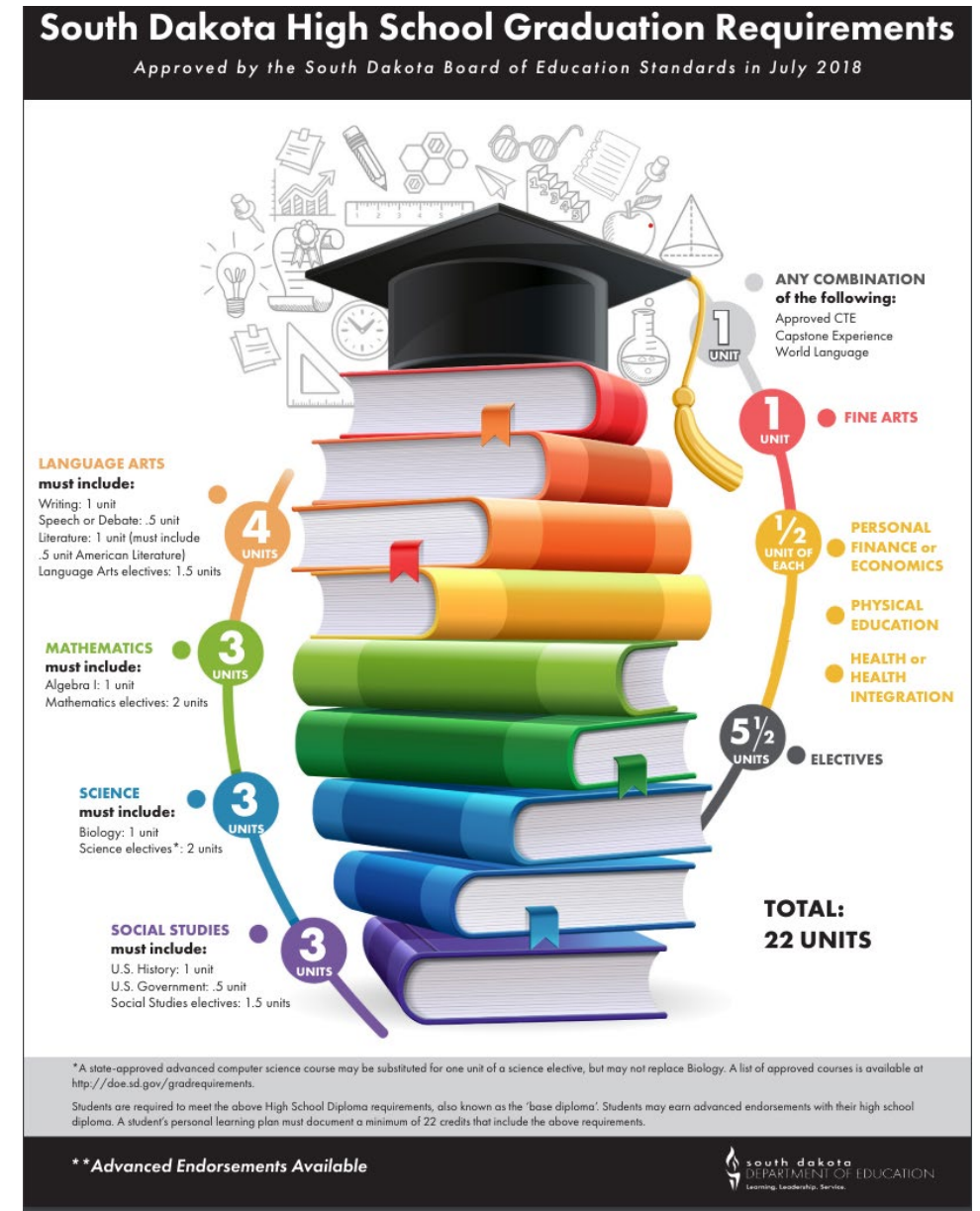
“The End” of Secondary Transition

Special Education Programs
Transition Summer Institute
July 30, 2026

South Dakota High School Graduation Requirements

South Dakota's current requirements for graduation were passed by the Board of Education Standards on July 16, 2018. Those requirements are outlined in **South Dakota Administrative Rule 24:43:11**. The requirements include a base of required coursework and the ability for students to earn endorsements on top of that base. The requirements are designed to provide flexibility for students to meet their postsecondary and career aspirations within a framework of general requirements.

There is only one DIPLOMA in South Dakota.



<https://doe.sd.gov/gradrequirements/>

Break Down of what is required – Base requirements - 22 TOTAL UNITS

4 Units

Language Arts

1 unit - **WRITING**
0.5 unit - **SPEECH/DEBATE**
1 unit – **LITERATURE** (must include 0.5 unit American Literature
1.5 units – **LANGUAGE ARTS ELECTIVES**

3 Units

MATHEMATICS

1 unit - **ALGEBRA 1**
2 units - **MATHEMATICS ELECTIVES**

3 Units

SCIENCE

1 unit - **BIOLOGY**
2 units - **SCIENCE ELECTIVES***

3 Units

SOCIAL STUDIES

1 unit - **U.S. HISTORY**
.5 unit- **U.S. GOVERNMENT**
1.5 units – **SOCIAL STUDIES ELECTIVES**

5.5 Units
OTHER ELECTIVES

0.5 Unit **EACH**
(TOTAL 1.5 UNITS)

- **PERSONAL FINANCE OR ECONOMICS**
- **PHYSICAL EDUCATION**
- **HEALTH or HEALTH INTEGRATION**

1 Unit

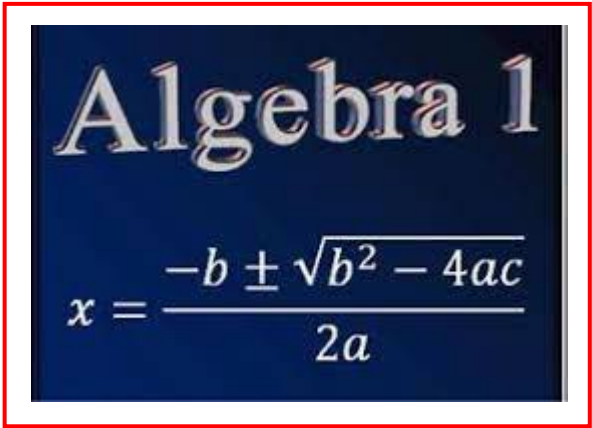
FINE ARTS

1 Unit

ANY COMBINATION

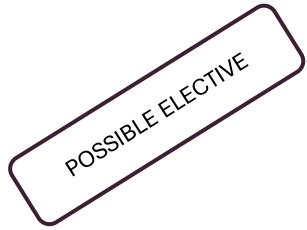
- **APPROVED CTE**
- **CAPSTONE EXPERIENCE**
- **WORLD LANGUAGE**

Mathematics must include.....



Total of 3 units of math

electives		2 units of mathematics electives	
		Pre-Algebra	Pre-Calculus
		Algebra I	Calculus
		Algebra I—Part 1	Multivariate Calculus
		Algebra I—Part 2	AP Calculus AB
		Transition Algebra	AP Calculus BC
		Algebra II	Mathematical Modeling
		Algebra III	College Mathematics Preparation
		Accelerated Algebra II	General Applied Mathematics
		Integrated Mathematics I	Occupationally Applied Mathematics
		Integrated Mathematics II	Technical Mathematics
		Integrated Mathematics III	Business Mathematics
		Integrated Mathematics IV	Business Mathematics with Algebra
		Algebra Enhancement	Computer Mathematics with Algebra
		Informal Geometry	Consumer Mathematics
		Geometry	Probability and Statistics
		Principles of Algebra and Geometry	AP Statistics
		Accelerated Geometry	Mathematics—Test Preparation
		Discrete Mathematics	Mathematics Proficiency Development
		Trigonometry	
required			



Algebra enhancement

course code 02069

- Algebra Enhancement courses reinforce, review, and expand concepts taught in the Algebra course.
- This course offers structured support to students who are concurrently enrolled in Algebra 1.
- This course includes material to prepare students for the Algebra 1

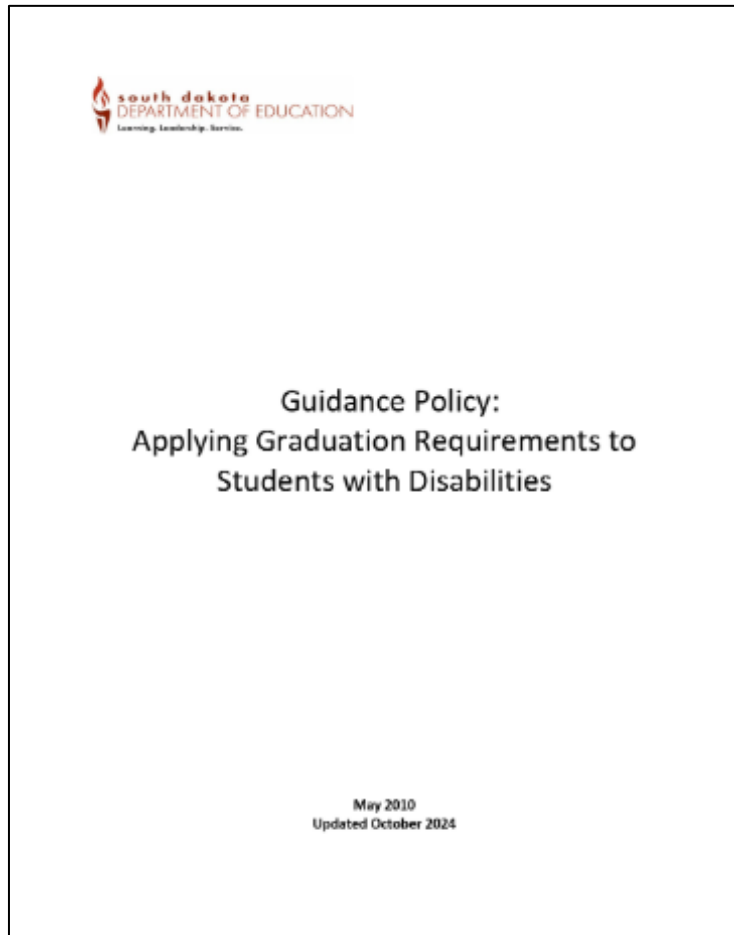
Common Course Numbering System

High School Graduation Discussion

When should graduation discussion begin:

- Transition plan (by age 16 years old or younger)
- Require one year (12 months) prior to graduation, the team reviews the coursework needed for student to graduate with signed diploma
 - If you know, you know

High School Graduation Requirements



Accommodations: The teaching supports and services that the student may require to successfully demonstrate learning. Accommodations do not change curriculum expectations, or the knowledge and skills students are expected to demonstrate.

Modifications: Changes made to curriculum expectations in order to meet the needs of the student. Modifications are made when the expectations are beyond the student's level of ability. Modifications may be minimal or very complex depending on the student performance and must be clearly acknowledged in the IEP. Modifications change the scope and demonstration of knowledge and skills students are expected to demonstrate.

Graduation or Completion = Change in Placement

- Student and/or parent (depending on guardianship) must receive **prior written notice** of this change in a reasonable amount of time before district proposes to terminate the student's eligibility (signed diploma and/or age out)

Summary of Performance

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

SUMMARY OF PERFORMANCE GRADUATION/AGING OUT OF SPECIAL EDUCATION ARSD 24:05:27-12		
STUDENT NAME: _____ DATE: _____		
PARENT/GUARDIAN NAME: _____		
SCHOOL DISTRICT: _____		SCHOOL: _____
DOB: _____	AGE: _____	DISABILITY: _____
A summary of performance (SOP) is for a student whose eligibility ends due to graduation, or due to exceeding the age of eligibility for a free appropriate public education; a school district shall provide the student with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's postsecondary goals. The SOP is a final snapshot of the child in Special Education. It should include up-to-date information on skills and needs, useful strategies, helpful accommodations, needed connections, etc., which are most relevant to attaining postsecondary goals. It should assist the student and family in understanding their next steps. The SOP document can provide helpful, even crucial information to future service providers. Depending on the student and his/her goals, this could be a VR counselor, a Postsecondary Disability Coordinator, an employer, an Independent Living Specialist, a Community Support Provider, a job coach, or another transition service provider. Based on your knowledge of the student and where that student is headed, what are the most important tips that you can share with the next support system to foster success?		
Part 1: Person Completing the Form (optional): Staff Person _____ Person/Relationship _____ Phone Number _____		
Part 2: Student's Measurable Postsecondary Goals Required (as indicated on the student's IEP): Employment: _____ Education/Training: _____ Independent Living (where appropriate): _____		
Part 3: Summary of Performance (required): Based on most recent assessments and tied to the student's postsecondary goals. For each applicable area, include a brief current Present Level of Performance (strengths & needs), and other pertinent information that may help future service providers. If not applicable, please note.		
Academic	Present Level of Performance (strengths and needs when exiting)	Accommodations used or recommendations
Reading (basic reading, decoding, comprehension, reading speed)	_____	_____
Math (calculation, reasoning, speed)	_____	_____
Written Language (written expression, skills in composition, speed)	_____	_____

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SUMMARY OF PERFORMANCE GRADUATION/AGING OUT OF SPECIAL EDUCATION ARSD 24:05:27-12		
Academic	Present Level of Performance (strengths and needs when exiting)	Accommodations used or recommendations
Learning Skills (class participation, note taking, keyboarding, organization, test taking, study skills)	_____	_____
Functional Area	Present Level of Performance (strengths and needs when exiting)	Accommodations Used or Recommendations
Self-Advocacy Skills	_____	_____
Communication	_____	_____
Independent Living Skills	_____	_____
Career/Vocational	_____	_____
Social Skills and Behavior (interactions with teachers and/or peers, level of initiation in asking for assistance, confidence and persistence as a learner)	_____	_____
Problem Solving	_____	_____
Organizational and Attention	_____	_____
Medical Concerns	_____	_____
Other	_____	_____

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SUMMARY OF PERFORMANCE GRADUATION/AGING OUT OF SPECIAL EDUCATION ARSD 24:05:27-12	
Part 4: Recommendations to Assist Student in Meeting Postsecondary Outcomes (Required) What are the recommended accommodations, modifications, assistive technology, or general areas of need? If none are needed, must explain why not.	
Post-Secondary Goals Higher Education or Career Technical Education:	_____
Employment:	_____
Independent Living:	_____
Community Participation:	_____
Part 5: Student Input (optional): This should be completed by the student or with the assistance of another adult.	
1. How does your disability affect you in a school/work environment? What are your strengths in a school/work environment? _____	
2. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment? _____	
3. Identify and list the accommodations and supports that (e.g. pacing, extra time, visual supports, adaptive equipment) help you succeed in school. _____	
4. What adult agency(ies) or provider(s) are you already linked with (Vocational Rehabilitation, Disability Coordinator, Community Support Provider, etc...)? _____	

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Exit Coding

Special Education end codes in Infinite Campus must be entered by the **second Friday in June**

- The exit codes used for **Indicator 1** (Graduation) and **Indicator 2** (Dropout) will be the **special education exit codes**.
- Age out codes need to be entered as well.
- [Student Data Collection Desk Guide](#)
- Ending enrollment in Special Education-codes (pg 114-115)
- Refer to the crosswalk (pg 116-117) for appropriate exit code for general ed code in relation to special education code.
- SD Infinite Campus Listserv <http://k12.sd.us/MailingList/>
- Run district **STARS** Special Education Exiter report to check codes

Exit Coding

Student Data Collection Desk Guide

IEP Program Exit Reason - definitions

- Not receiving SE Services: Use this code when the IEP team determines that the student no longer is eligible to receive Special Education services or dismissed.
- Graduated (high school diploma

.....

Crosswalk

General Enrollments to SPED Enrollment Crosswalk of Exit Codes	
General Enrollment Field	Special Education Field
01 Expelled – (District is obligated to provide FAPE for students with disabilities. Student may have an end date in the regular school calendar, but then should be entered into calendar #97).	District is obligated to provide FAPE; no exit code is needed.
02 Discontinued education - dropout	08 - Dropped out <i>or</i> 07 - Moved not known to be continuing (counts as a dropout for graduation and dropout rates)
03 In-state school transfer	06 - Moved known to be continuing
04 Student graduated, must receive a regular high school diploma (Not a GED or certificate of completion)	02 - Graduated, must receive a regular high school diploma (Not a GED or certificate of completion)
05 Student died	05 - Died
06 Committed to Institution	06 - Moved known to be continuing
07 Reached maximum age for special education (21)	04 - Reached maximum age
08 Out-of-state school transfer	06 - Moved known to be continuing

Exit Coding

Student Data Collection Desk Guide

Ending Enrollment for Seniors who are in Special Education

First, determine if the student is a graduate with a regular high school diploma and will end school eligibility.

1. Graduate with a regular high school diploma
 - a. Met the same state course and content requirements
 - b. With or without provided accommodations using general education curriculum

Graduation Exit Coding (Met the regular diploma requirements)	General Enrollment Exit Codes	Special Ed Fields Exit Codes
	04: Graduated	02: Graduated (high school diploma)

Seniors who are Special Education students, and who **ARE** graduating with a regular diploma need to have their enrollment record updated in two different places. The end dates in these two sections should be the same. In the General Enrollment Information area of Infinite Campus, you will update the **End Status to 04: Student graduated**. You need also to update the **Exit Code** under the Special Education area of the enrollment tab. Here you will use **exit code of 2: Graduated (high school diploma)**. ****Please note that the exit codes differ between the General Education portion of the enrollment record and the Special Ed portion of the enrollment record and that both areas MUST BE updated appropriately.****

2. Student met IEP team modified requirements
 - a. Did not meet the same requirements as peers
 - b. IEP team made course modification to state graduation requirements (documented in IEP) ARSD 24:05:27:11
 - c. Courses were aligned to Core Content Connectors
 - d. Modified curriculum/content standards

Exit Coding (Did not meet the regular diploma requirements but did meet IEP modified requirements)	General Enrollment Exit Codes	Special Ed Fields Exit Codes
	19: Continues – Completed IEP team modified course requirements	03: Continues – Completed IEP team modified course requirements

Indicator 14 Appendix A

Students exiting

- Blank document for student information and transition activities (complete before the student leaves).
 - ✓ [Ind14-AppndA.doc \(live.com\)](#)
- "How to" guide can be found at
 - ✓ [Indicator 14 Appendix A \(sd.gov\)](#)
- Two Options
 - **May-June:** • Districts may enter student data (need to enter everything and **SAVE each section**)
 - **Or** in August student demographic data will be uploaded
 - **August -September:**
 - Check demographic information
 - District will only need to enter **Part 2** data and family contact
 - Does not override what districts have already put in

Final validation completed by Oct 1

- Forgot password? Contact Lori.Kwasniewski@state.sd.us

Indicator 14: Appendix B

Students exited previous school year

POST SCHOOL OUTCOMES

The Results of IDEA

Number of respondent youth (within one year of leaving high school)

- who enrolled in **higher education**
- who **competitively employed**
- who enrolled in some other postsecondary education or training program
- who are in some other employment

Review questions with students before they leave high school.

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

- Indicators
 - Indicator 14
 - Post School Outcomes Survey questions (NEW)

Post School Outcomes Survey questions



Post-School Outcomes: One Year After High School Survey

<https://survey.alchemer.com/s3/8805169/SDI14-PSO>

Caller instructions: Pre-fill questions 1-4 before calling the student.

1. **Exit** Student Name: _____ (required)

2. Student ID (SIMS): _____ (required)

3. District Name: _____ (required)

4. Staff Email Address: _____ (required)

Caller Instructions: Call the student or family member and say the following:

Hi, my name is [insert your name]. I'm calling on behalf of the [insert district name] to interview students about their education and work in the year since they left school. May I please speak to [insert student name]?

Caller instructions: If the student is not available ask if the person who answered would be willing to complete the interview. If they are willing, then proceed to question 5.

5. Person completing the survey:

- (1) **Exit** student
- (2) Family Member
- (3) Other

6. If you left high school before graduating, which of the following are reasons you did not return to school? Select all that apply.

- (1) School is too hard
- (2) Needed to work (earn money)
- (3) Social/Interpersonal Difficulty
- (4) Health Issues
- (5) Not living with parent(s) or guardian
- (6) Other
- (7) Not applicable

7. At any time since leaving high school, have you ever attended any type of school, job training or education programs?

- (1) Yes (skip to question 7a)
- (2) No (skip to question 10)
- (3) Don't Know (skip to question 8)

7a. If you answered yes, did you complete an entire term/semester/course?

- (1) Yes
- (2) No
- (3) Don't Know

8. What was your enrollment status?

- (1) Full-Time (12+ credit hours)
- (2) Part-Time (less than 12 credit hours)
- (3) Don't Know

9. What type of school did you attend? (skip to question 11 once answered)

- (1) University/College (2-4 year college)
- (2) Technical/Community College (less than a 2 year college)
- (3) Military
- (4) Vocational Training Program
- (5) Certification Program (GED)
- (6) Apprenticeship
- (7) Employment/Job Training (e.g. Job Corps)
- (8) Don't Know
- (9) Other – Please describe: _____

10. What are the reasons why you have not enrolled in a college/university or job training since you left high school? Choose up to 3.

- (1) There aren't any post-secondary opportunities in the immediate area.
- (2) I don't have the necessary skills/qualifications to enter college or job training.
- (3) I don't have transportation.
- (4) I have not received the necessary services from community agencies.
- (5) I am working.
- (6) I have personal/family obligations that prevent me from going to college or job training.
- (7) I did not want to go to college or job training.
- (8) I have health problems that prevent me from going to college or job training.
- (9) I cannot afford to pay for college or job training.
- (10) Other – please describe: _____

11. At any time since leaving high school, have you ever worked?

- (1) Yes
- (2) No (skip to question 18)

12. If you answered yes, what was the type of work?

- (1) I was paid to work full time (35+ hours each week).
- (2) I was paid to work part time (less than 35 hours each week).
- (3) I was in the military.
- (4) I worked for a family member's business.
- (5) I worked in sheltered employment for workers with developmental disabilities.
- (6) I worked in a supported employment program in the community for workers with disabilities.
- (7) I worked while I was in jail or prison.
- (8) I worked in a training capacity (such as an apprenticeship or internship).
- (9) I worked as a work study student in college.
- (10) I worked more than one job.
- (11) I worked in a competitive integrated employment job. (such as job that was developed to fit needs of employee but benefited company)
- (12) Other – please describe: _____

13. Have you worked for a total of 3 months (or about 90 days)? These days do not have to be in a row.

- (1) Yes
- (2) No
- (3) Don't Know

14. Have you worked on average 20 or more hours per week (or about half time of a 40 hour work week)?

- (1) Yes
- (2) No
- (3) Don't Know

15. Were you paid at least minimum wage?

- (1) Yes
- (2) No
- (3) Don't Know

16. How many hours did you work each week?

- (1) I worked less than 10 hours each week.
- (2) I worked 10-19 hours each week.
- (3) I worked 20-29 hours each week.
- (4) I worked 30-39 hours each week.
- (5) I worked more than 40 hours each week.

17. How long have you worked for current employer? (skip to question 19 once answered)

- (1) I have worked for this employer at least 90 days.
- (2) I have worked for this employer 3-6 months.
- (3) I have worked for this employer 6-9 months.
- (4) I have worked for this employer 9-12 months.
- (5) I have worked for this employer more than 12 months.

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