



RYAN WALTERS  
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION  
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

## MEMORANDUM

**TO:** The Honorable Members of the State Board of Education  
**FROM:** Ryan Walters, State Superintendent of Public Instruction  
**DATE:** July 27, 2023  
**SUBJECT:** Proposed Oklahoma Alternate Academic Achievement Standards

The Office of Special Education Services (SES) respectfully submits for your review, consideration, and approval of the following sets of standards. The standards apply to alternate courses aligned to the Alternate Academic Standards to earn credits toward the Alternate Diploma. This state-defined alternate diploma was approved in the 2023 legislative session.

- **Social Studies Alternate 1, 2, and 3**
- **Career Readiness 1, 2, 3, and 4**
- **Life Skills 1, 2, 3, and 4**

Additionally, the Office of Special Education Services (SES) respectfully submits for your review, consideration, and approval “**other course substitutions**” required by HB 1041 and recommended by the SES.

### **Basis for the Alternate Diploma**

Under the Individuals with Disabilities Education Act (IDEA), the obligation to provide a Free Appropriate Public Education (FAPE) by a public school district or local education agency (LEA) ends when:

- 1.) The student meets the district’s requirements that apply to all students for a receipt of a standard/regular high school diploma, or
- 2.) At the end of the school year in which the student turns 22 years of age.

IDEA 34 C.F.R. §300.102(a)(3) Limitation - exception to FAPE for certain ages states,

- As used in [paragraphs \(a\)\(3\)\(i\)](#) through [\(iii\)](#) of this section, the term **regular high school diploma** means the standard high school diploma awarded to the preponderance of students in the State that is **fully aligned with State standards**, or a higher diploma,

- *except that* a regular high school diploma **shall not be aligned to the alternate academic achievement standards** described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

Any student who is taught to alternate academic achievement standards and is assessed under the Oklahoma Alternate Achievement Program (OAAP), may **not** receive a “*regular high school diploma*” based on IDEA federal Part B regulation. Given this fact and allowances under Every Student Succeeds Act (ESSA), the Oklahoma legislature amended the current State Statute to allow a “state-defined” Alternate Diploma. This state-defined alternate diploma will expand graduation opportunities for the 1% of students with the most significant cognitive disabilities. Absent this alternate diploma, this group of students could not receive a diploma.

The biggest difference between the regular high school diploma and the alternate diploma is the district’s obligation for FAPE under IDEA through the maximum age. The district’s obligation for FAPE ends when the student receives a **regular** high school diploma. However, the LEA obligation for FAPE does **not** end when the student receives an alternate diploma.

For students who are taught to alternate academic achievement standards and assessed through OAAP, when the student has earned the required units of credit, the student will graduate, earning the alternate diploma, normally within four years of high school, similar to their same age peers who receive a regular/standard diploma. This student will be offered continued enrollment following graduation with an alternate diploma from age 18 through the school year in which the student turns 22, which fulfills the LEA’s legal obligation to continue to provide a FAPE. The student will have the opportunity to receive an “Extended Transition Program” after graduating with an alternate diploma that focuses on post-secondary competency skills. Returning to school after earning an alternate diploma is a decision of the Individualized Education Program (IEP) team. It is not required that a student return for an additional four years, three, two, or even one year. IEP team decisions should rely heavily on student and family preferences and be based on the postsecondary plans/goals of the student. The LEA must make it available to each student who graduates with an alternate diploma, but the student is not required to return after graduation if the IEP team determines otherwise or may leave and then come back a couple of years later if the student has not turned 22 years of age on or before September 1st of that school year.

Students with the most significant cognitive disabilities have been provided instruction utilizing alternate academic achievement standards since 2011 called Essential Elements in the following subjects: ELA, Math, Science, and U.S. History. To facilitate the development of alternate academic achievement standards that are currently **not** in existence but are required for the alternate diploma, the OSDE-SES involved a committee of various agencies, parents, and LEAs to develop and review additional alternate academic achievement standards in the following subject areas: Social Studies Alternate;

including Oklahoma History, U.S. Government and Geography; Life Skills Alternate; and Career Readiness Alternate.

### **Graduation Requirements for the Alternate Diploma**

The requirements to earn the Alternate Diploma are outlined in HB 1041 and are aligned with or mirror the requirements of the regular high school diploma, with the addition of two units of Life Skills and two units of Career Readiness. Students will be required to earn credits as follows to receive the alternate diploma.

1. **Language Arts – Four units** or sets of competencies based on alternate academic achievement standards to consist of reading literature, reading informational text, writing, speaking and listening, and language in the following courses: a. English 1 Alternate, b. English 2 Alternate, c. English 3 Alternate, and d. English 4 Alternate;
2. **Mathematics – Three units** or sets of competencies based on alternate academic achievement standards to consist of number, quantities, algebra, functions/statistics, probability, and geometry in the following courses: a. Math Alternate 1, b. Math Alternate 2, and c. Math Alternate 3;
3. **Science – Three units** or sets of competencies based on alternate academic achievement standards to consist of life science, physical science, and earth science in the following courses: a. Life Science Alternate, b. Physical Science Alternate, and c. Earth Science Alternate;
4. **Social Studies – Three units** or sets of competencies based on alternate academic achievement standards to consist of United States History, United States Government, Oklahoma History, and Geography or Social Studies in the following courses: a. Social Studies Alternate 1, b. Social Studies Alternate 2, and c. Social Studies Alternate 3;
5. **Arts – One unit** or set of competencies which may include, but is not limited to, courses in Visual Arts and General Music;
6. **Computer Education or World Language - One unit** or set of competencies of computer technology, whether taught at a high school or a technology center school, including computer programming, hardware, and business computer applications, such as word processing, databases, spreadsheets, and graphics, excluding keyboarding or typing courses, or one unit or set of competencies of world or non-English language;
7. **Career Readiness – at least two units** of Career Readiness, including Career Readiness I, Career Readiness II, Career Readiness III, or Career Readiness IV. Each Career Readiness course may be substituted for Careers/Exploration, Internship I, or Internship II; and
8. **Life Skills – at least two units** of Life Skills, such as Life Skills I, Life Skills II, Life Skills III, or Life Skills IV. Each Life Skills course may be substituted for the Life Skills or Family and Consumer Science courses.

**NOTE:** Under HB 1041, “Courses in the core curriculum may be used as a substitute for corresponding courses required by the alternate diploma. **Other courses may be substituted as determined by the State Board of Education.**” The Office of Special Education Services has provided recommendations for the “other course substitutions”.

As is the case for all students, elective course work will be required to reach the state minimum requirement of 23 credits for graduation. Personal Financial Literacy is not

required. Completion of U.S. Naturalization test and CPR/AED requirements remain as an IEP team decision.

Enclosed in your packet:

- Introduction Memo
- PowerPoint Presentation
- **Proposed Oklahoma Alternate Academic Achievement Standards for**
  - **Social Studies Alternate 1-3,**
    - **(Oklahoma History, U.S. Government, Geography),**
  - **Life Skills 1-4**
  - **Career Readiness 1-4**
- Table of allowable substitutions for core curriculum courses
- **Table of the other course substitutions recommended by the Office of Special Education**
- Letters of Support for the proposed alternate achievement standards
  - Partner Agency
  - District
  - Parent
- Public Comment summary and response.

**Blue bolded items require approval by the Oklahoma State Board of Education.**

## Proposed U. S. Government

### Alternate Academic Achievement Standards/Essential Elements

Standard #	Alternate Academic Achievement Standard
EE.USG.1	The student will identify the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
EE.USG.2-3	The student will identify the rights protected by the Constitution of the United States.
EE.USG.4	The student will identify the structure and functions of the legislative, executive, and judicial branches of government.
EE.USG.5	The student will identify the responsibilities of citizens at the local, state, or federal levels.
EE.USG.6	The student will identify the role of the United States in formulating federal law.

The following pages are mini maps that teachers will use to guide the instruction of students with the most significant cognitive disabilities. These mini maps feature the Oklahoma Academic Standard (OAS), the Alternate Academic Standard also known as the Essential Element, the emerging skill, the approaching target skill, the target skill and the advanced skill. For the purposes of the State Board of Education, only the Alternate Academic Standard/Essential Element requires approval by the State Board of Education.

## Proposed Oklahoma History

### Alternate Academic Achievement Standards/Essential Elements

Standard #	Alternate Academic Achievement Standard
EE.OKH.1	The student will identify the geography and historic foundation laid by American Indian, European, and American cultures in the state of Oklahoma.
EE.OKH.2	The student will identify cultural and historical similarities and differences of the existing sovereign tribal nations in Oklahoma, especially near their local community.
EE.OKH.3	The student will identify the impact of the Civil War on the American Indians.
EE.OKH.4	The student will identify the branches of state government, their functions, and powers outlined by the Oklahoma Constitution.
EE.OKH.5	The student will identify the transformation following the statehood of Oklahoma and the contributions made.
EE.OKH.6	The student will identify and describe basic economic activities in the state of Oklahoma from the 1950's through the present.

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## Proposed Geography

### Alternate Academic Achievement Standards/Essential Elements

Standard #	Alternate Academic Achievement Standard
EE.G.1	The student will demonstrate how to use maps, geographic tools, and technology to identify locations and share information.
EE.G.2	The student will identify human populations organized geographically and their cultural characteristics.
EE.G.3	The student will identify how the Earth's internal and/or external changes impact humans and their environment.
EE.G.4	The student will identify the political space of Oklahoma and the United States.
EE.G.5.	The student will identify agricultural and commercial use of land.
EE.G.6	The student will identify how land use for industrialization impacts the physical environment for human needs.

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## Proposed Life Skills

### Alternate Academic Achievement Standards/Essential Elements

Standard #	Alternate Academic Achievement Standard
EE.LS.1	The student will take care of their personal needs through appropriate daily living activities.
EE.LS.2	The student will safely perform independent living tasks aligned to a home setting.
EE.LS.3	The student will identify and apply money management skills
EE.LS.4	The student will display appropriate behaviors and social skills when interacting with others.
EE.LS.5	The student will participate in the community appropriately and safely.

The following pages are mini maps that teachers will use to guide the instruction of students with the most significant cognitive disabilities. These mini maps feature the Alternate Academic Standard also known as the Essential Element, the objective (as there is no corresponding OAS), the emerging skill, the approaching target skill, the target skill and the advanced skill. For the purposes of the State Board of Education, only the Alternate Academic Standard/Essential Element requires approval by the State Board of Education.

## Proposed Career Readiness

### Alternate Academic Achievement Standards/Essential Elements

Standard #	Alternate Academic Achievement Standard
EE.CR.1	The student will effectively communicate, convey personal interests, and demonstrate self-determination and self-advocacy skills.
EE.CR.2	The student will explore the world of work/career options to foster motivation, consider employment/career opportunities, and make informed decisions (choices) using skills assessments, interest inventories, and in-demand occupation information.
EE.CR.3	The student will participate in workplace preparation training to demonstrate soft skills and independent living skills that employers seek or that are necessary for most jobs.
EE.CR.4	The student will participate in community-based workplace/work experiences to demonstrate knowledge and skills that connect school experiences to real-life work activities and future career opportunities.
EE.CR.5	Student will achieve academic goals and explore various types of job training and post-secondary program options with counseling and supports.
EE.CR.6.1	The student will effectively use technology devices including assistive technology
EE.CR.6.2	The student will follow directions and attend to a person through a virtual platform.
EE.CR.6.3	The student will utilize assistive technology to initiate a conversation or respond to questions/prompts in community, home and workplace settings.
EE.CR.6.4	The student will leverage technology to take an active role in choosing, achieving, and demonstrating competency in their technology-based learning goals.
EE.CR.6.5	The student will recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and will act and model in ways that are safe, legal, and ethical.
EE.CR.6.6	The student will communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

The following pages are mini maps that teachers will use to guide the instruction of students with the most significant cognitive disabilities. These mini maps feature the Alternate Academic Standard also known as the Essential Element, the objective (as there is no corresponding OAS), the emerging skill, the approaching target skill, the target skill and the advanced skill. For the purposes of the State Board of Education, only the Alternate Academic Standard/Essential Element requires approval by the State Board of Education.

Based on language from HB 1041, courses in the core curriculum may be used as a substitute for corresponding courses required by the alternate diploma.

#### **Allowable Core Substitutions**

English 1 Alternate	4045	English 1
English 2 Alternate	4048	English 2
English 3 Alternate	4055	English 3
English 4 Alternate	4054	English 4
Math 1 Alternate	4411 4432 & 4433 4418 4770	Algebra I Algebra IA & Algebra IB Intermediate Algebra Mathematics of Finance
Math 2 Alternate	4520	Geometry
Math 3 Alternate	4412	Algebra II
Life Science Alternate	5031 5021 & 5022	Biology I Biology IA & Biology IB
Physical Science Alternate	5160	Physical Science
Earth Science	5061 5120	Earth & Space Science Environmental Science
Social Studies Alternate 1	5615 5450	Oklahoma History AND Civics
Social Studies Alternate 2	4510	U. S. History
Social Studies Alternate 3	5541 5530	U. S. Government Human Geography

Based on language from HB 1041, other courses may be substituted as determined by the State Board of Education. The Office of Special Education Services recommends the following substitutions for approval by the State Board of Education .

**Recommended Substitutions for SBE Approval**

Life Skills 1-4	2765 3400 (Any) 2750 2755 2710 2715	Life Skills Family & Consumer Sciences Communication Skills Critical Thinking skills Driver Education Safety Education
Career Readiness 1-4	2410 2790 2791 2407 2419 2424 3500, 3600, 3700 (Any) 2720 2775	Careers/Exploration Internship I Internship II Business Machines Office/Secretarial Procedures Word Processing Industrial Arts/Technology Education JROTC Service Learning

# Mini-Map for EE.CR.1

Subject: Career Readiness  
Domain: Self-Advocacy



## Learning Outcome

Essential Element	Objective 1.a
EE.CR.1 The student will effectively communicate, convey personal interests, and demonstrate self-determination and self-advocacy skills.	<p>a. The student will communicate their needs and wants in an effective manner while in a work/career environment.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and/or prompting, the student will share a need or want using visuals or through assistive technology or mode of communication.	Through modeling and role-playing, the student will communicate with others in a respectful manner.	With guidance the student will use a preferred communication method (typing, verbal, communication board/device, etc.) that works best for them to express their needs and wants.	The student will independently express themselves in a respectful manner.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.CR.1

Subject: Career Readiness  
Domain: Self-Advocacy



## Learning Outcome

Essential Element	Objective 1.b
EE.CR.1 The student will effectively communicate, convey personal interests, and demonstrate self-determination and self-advocacy skills.	<p>b. The student will determine how they would like to refer to their disability.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visual or other supports, the student will communicate their preferences about their disability.	With assistance, the student will identify their preferred language (e.g., Person-first, disability-first) to use when speaking about their disability.	The student will practice preferred language when talking about their disability with guidance from an adult.	The student will independently use preferred language when talking about their disability.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.CR.1

Subject: Career Readiness  
Domain: Self-Advocacy



## Learning Outcome

Essential Element	Objective 1.c
EE.CR.1 The student will effectively communicate, convey personal interests, and demonstrate self-determination and self-advocacy skills.	<p>c. The student will identify their individual traits, interests, and preferences.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visual or other supports, the student will identify basic traits and likes/dislikes about themselves.	With assistance, the student will demonstrate basic awareness about their interests and individual traits.	With adult guidance, the student will share their traits, interests, and preferences with another.	The student will independently share interests, traits, and preferences with others.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

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# Mini-Map for EE.CR.2

Subject: Career Readiness  
Domain: Job Exploration



## Learning Outcome

Essential Element	Objective 2.a
EE.CR.2 The student will explore the world of work/career options to foster motivation, consider employment/career opportunities, and make informed decisions (choices) using skills assessments, interest inventories, and in-demand occupation information.	<p>a. The student will explore work and career opportunities.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visual aids or other supports, the student will identify a variety of job-related terms associated with different career opportunities.	With assistance and guidance, the student will begin identifying preferences and interests related to a career pathway.	With adult support, the student will participate in Job Exploration events to identify career opportunities matched to their interests.	The student will independently choose and participate in career opportunities related to career pathway activities/training or tech education.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.CR.2

Subject: Career Readiness

Domain: Job Exploration



Learning Outcome

Essential Element	Objective 2.b
EE.CR.2 The student will explore the world of work/career options to foster motivation, consider employment/career opportunities, and make informed decisions (choices) using skills assessments, interest inventories, and in-demand occupation information.	<p>b. The student will explore employment agencies and the services they offer.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With the use of visual aids or other supports, the student will identify terms associated with employment agencies and services.	With adult modeling and assistance, the student will engage in role-playing activities to identify potential employment agencies and services.	The student will identify and explore employment agencies and services for additional information.	Student will independently visit available employment agencies to discuss employment options and narrow their preferred choices.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

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Mini-Map for EE.CR.2

Subject: Career Readiness  
Domain: Job Exploration



Learning Outcome

Essential Element	Objective 2.c
EE.CR.2 The student will explore the world of work/career options to foster motivation, consider employment/career opportunities, and make informed decisions (choices) using skills assessments, interest inventories, and in-demand occupation information.	<p>c. The student will learn how to use career and skill/interest assessments.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
The student will participate in career awareness activities (interest inventories, skills assessments, online career games/activities, career videos, task boxes, etc.) and with adult assistance identify at least one skill or aptitude for an occupation.	With guidance, the student will identify and select career opportunities and interests based on information from career and skill/interest assessments.	The student will determine personal skills, abilities, strengths, preferences, and interests related to employment pathways through transition assessments and career activities.	The student will independently select information from the career and skill/interest assessments to list their skills and abilities as they relate to employment choices.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.CR.3

Subject: Career Readiness

Domain: Workplace Readiness/Post-Secondary Education Counseling



## Learning Outcome

Essential Element	Objective 3.a
EE.CR.3 The student will participate in workplace preparation training to demonstrate soft skills and independent living skills that employers seek or that are necessary for most jobs.	<p>a. The student will develop communication skills that will enhance relationships in a work-related environment.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
The student will participate in simple group and cooperative work-related activities seeking assistance with completing job tasks.	With assistance, the student will ask, and answer questions related to work environments to complete the job tasks.	The student will identify and follow workplace communication protocols, such as appropriate greetings, introductions, and professional language.	The student will independently ask clarifying questions to seek understanding of the job task or request additional support when needed within a workplace environment.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

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# Mini-Map for EE.CR.3

Subject: Career Readiness

Domain: Workplace Readiness/Post-Secondary Education Counseling



## Learning Outcome

Essential Element	Objective 3.b
EE.CR.3 The student will participate in workplace preparation training to demonstrate soft skills and independent living skills that employers seek or that are necessary for most jobs.	<p>b. The student will develop skills to resolve conflicts and disagreements in a work-related environment.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With visual supports, the student will request access to their preferred calming strategy during times of conflict or disagreement.	With the use of visual supports, social stories, or role-playing, the student will identify how others may see a situation differently.	The student will identify the cause of conflict and explore problem solving strategies with adult guidance.	The student will independently handle a workplace conflict using problem-solving strategies.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.CR.4

Subject: Career Readiness  
Domain: Work Based Learning



## Learning Outcome

Essential Element	Objective 4.a
EE.CR.4 The student will participate in community-based workplace/work experiences to demonstrate knowledge and skills that connect school experiences to real-life work activities and future career opportunities.	<p>a. The student will explore school or community-based work experiences to help them identify their future career.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
Using visual aids or other supports, the student will identify potential job opportunities and work settings available in their community.	With adult assistance and guidance, the student will select various work opportunities (e.g., classroom/school jobs, Work Adjustment Training, School Work Study, internships, etc.) to participate in the school or community environment.	The student will attend a school or community-based work experience with minimal adult guidance in using the skills they have learned to identify their future career options.	The student will independently attend a school or community-based work experience and use the skills they have learned to further their career exploration.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

## Mini-Map for EE.CR.4

Subject: Career Readiness

Domain: Work Based Learning



### Learning Outcome

Essential Element	Objective 4.b
EE.CR.4 The student will participate in community-based workplace/work experiences to demonstrate knowledge and skills that connect school experiences to real-life work activities and future career opportunities.	b. The student will follow work instructions and complete tasks.  *There is no corresponding Oklahoma academic standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With support, the student will identify various work-related job terms surrounding instructions and stay on task for five minutes to attempt each sequence towards completing the job task.	With guidance, the student will use strategies to perform the work-related job sequence instructions and complete the job task with minimal prompting.	The student will collaborate with others to complete work tasks, demonstrating teamwork and cooperation.	Student will independently complete work-tasks while exhibiting professionalism and positive work ethic.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

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# Mini-Map for EE.CR.5

Subject: Career Readiness

Domain: Workplace Readiness/Post-Secondary Education Counseling



## Learning Outcome

Essential Element	Objective 5.a
EE.CR.5 Student will achieve academic goals and explore various types of job training and post-secondary program options with counseling and supports.	<p>a. The student will explore post-secondary program options to assist in developing their transition plans.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
The student will match pictures or objects representing different post-secondary education and career paths.	With adult assistance and guidance, the student will explore information on post-secondary institutions and/or technical schools.	The student will identify the requirements and expectations of the course or program with adult guidance.	The student will independently identify and explore post-secondary program options and collaborate with family, as well as educators to develop their transition plan outlining goals, support services, and accommodations.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.CR.5

Subject: Career Readiness

Domain: Workplace Readiness/Post-Secondary Education Counseling



## Learning Outcome

Essential Element	Objective 5.b
EE.CR.5 Student will achieve academic goals and explore various types of job training and post-secondary program options with counseling and supports.	<p>b. The student will request accommodations or modifications in their post-secondary program.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With adult assistance and using visual or other supports, the student will match different accommodations or modifications.	Using visual supports, social stories, or role-playing, the student will request accommodations or modifications to teachers or other staff.	The student will identify the strategy(ies) that work best for them to communicate their need for accommodations or modifications.	The student will independently articulate their accommodations or modifications, preferences, and challenges or barriers that are disability related.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.CR.6

Subject: Career Readiness  
Domain: Technology



## Learning Outcome

Essential Element	Objective 6.1.a
EE.CR.6.1 The student will effectively use technology devices including assistive technology.	<p>a. The student will be able to navigate specific apps or software programs.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visuals or other supports, the student will identify terms associated with apps and software programs.	With assistance, the student will identify the outcome of their actions through cause-and-effect activities within different age-appropriate apps or software programs.	The student will navigate through apps or software menus, access different sections or features, and become familiar with interactive elements.	Student will independently navigate through apps or programs to complete tasks or activities.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.CR.6

Subject: Career Readiness  
Domain: Technology



## Learning Outcome

Essential Element	Objective 6.2.a
EE.CR.6.2 The student will follow directions and attend to a person through a virtual platform.	<p>a. Using a virtual platform, the student will follow directions and attend to a person providing instruction.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
Using a virtual platform, the student will follow at least a one-step direction with prompting and attend to a person providing instruction.	Using a virtual platform, the student will follow at least a three-step direction with prompting and attend to a person providing instruction.	Using a virtual platform, the student will follow directions with minimal prompting and attend to a person providing instruction.	The student will independently attend to the person on the screen and follow instructions or information presented.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.CR.6

Subject: Career Readiness

Domain: Technology



## Learning Outcome

Essential Element	Objective 6.3.a
EE.CR.6.3 The student will utilize assistive technology to initiate a conversation or respond to questions/prompts in community, home and workplace settings.	<p>a. The student will use their preferred assistive technology device to communicate with others.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
Through adult modeling, the student will initiate a greeting or answer a question on their assistive technology device.	Using role-play, the student will use their assistive technology device to communicate with others with prompts or cues.	The student will use their assistive technology device to communicate with others either verbal or written (e.g., adapted keyboard, ACC device, apps, texting with large print, or speech to text, etc.).	The student will independently use their assistive technology device to initiate conversations in various social situations with others.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.CR.6

Subject: Career Readiness  
Domain: Technology



## Learning Outcome

Essential Element	Adopted by International Society for Technology in Education (ISTE)
EE.CR.6.4 The student will leverage technology to take an active role in choosing, achieving, and demonstrating competency in their technology-based learning goals.	ISTE 1.1 Oklahoma Adopted Standard: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Objective 6.4a
a. The student will develop a plan for their technology-based learning goals.

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visual or other supports, the student will choose between at least two educational technology tools, such as educational apps or interactive websites regarding their interests and preferences for learning.	With assistance, the student will use technology to create a range of learning goals and discuss their interests and preferences for learning.	The student will create a plan for their technology-based goals by integrating tools and resources across different subject areas to support their learning.	The student will independently implement their plan for technology-based learning goals through authentic demonstrations (e.g., online presentations or digital portfolios).

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.CR.6

Subject: Career Readiness  
Domain: Technology



Learning Outcome

Essential Element	Adopted by International Society for Technology in Education (ISTE)
EE.CR.6.5 The student will recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and will act and model in ways that are safe, legal, and ethical.	ISTE 1.2 Oklahoma Adopted Standard: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

Objective 6.5a
a. The student will identify strategies to interact in a positive and safe manner in the digital world.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visual or other supports, the student will identify terms involved in sharing information online and keeping personal information private (e.g., password, privacy, link, consent, browse, scam, etc.).	With assistance, the student will identify how to use strong passwords, avoid suspicious links or downloads, and seek adult help when encountering unfamiliar situations online.	With guidance, the student will follow a checklist to monitor online privacy issues, including consent and the importance of privacy settings on social media platforms.	The student will independently identify safe browsing habits and online scams.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.CR.6

Subject: Career Readiness  
Domain: Technology



Learning Outcome

Essential Element	Adopted by International Society for Technology in Education (ISTE)
EE.CR.6.6 The student will communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.	ISTE 1.6 Oklahoma Adopted Standard: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Objective 6.6a
a. The student will use technology or digital media tools to express their creativity or interests.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visual or other supports, the student will identify terms associated with digital tools or platforms involving art or personal interests (e.g., animation, design, graphics, text, audio, etc.).	With assistance, the student will use a multimedia creation tool, (e.g., digital storytelling apps, video editing software to convey a message, etc.).	With guidance, the student will create a presentation with digital media tools to express their ideas (e.g., Power Point, podcast, audiobook, videos, etc.).	The student will independently develop and share their creativity or interests using digital tools.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.



***The University of Oklahoma®***  
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**CENTER FOR LEARNING AND LEADERSHIP**  
*Oklahoma's Federally-Designated University Center for Excellence in  
Developmental Disabilities Education, Research and Service (UCEDD)*

June 26, 2023

Sherri Coats, Special Education Services Program Director  
Lori Chesnut, Project Manager, Secondary Transition, Special Education Services  
Oklahoma State Department of Education  
2500 N. Lincoln Blvd., Ste 411, Oklahoma City, OK 73105

Dear Ms. Coats and Ms. Chesnut,

I am writing a letter of support for the proposed new Oklahoma Alternate Standards for Life Skills, Career Readiness, and Social Studies (i.e., U.S. Government, Oklahoma History, and Geography). Because of my work with the Oklahoma State Department of Education, Special Education Services in developing the Alternate Standards, I have witnessed the department's efforts to work in close collaboration with stakeholders. Those stakeholders have included parents of children who have graduated from or will soon be graduating from an Oklahoma public school, professionals including teachers, paraprofessionals, and school administrators of special education services. Included in the workgroup in which I participated were perspectives from stakeholders from urban, rural and suburban school districts, as well. It is my understanding that the Alternative Standards align with the Predictors of Post-School Success developed by the National Technical Assistance Center on Transition. The Alternative Standards include work-based learning, technology, independent living, and other important skills that a graduating student will need for postsecondary education and a career.

I feel these Alternate Standards will supply the framework necessary for school districts, parents and quite frankly the students who take part in the alternate achievement standards. Students who will participate in the Oklahoma Alternate Assessment Program (OAAP) beginning in the 2023-2024 school year, will be equipped to achieve their postsecondary and workforce goals. The standards will contribute to improved outcomes for students with the most significant cognitive and intellectual disabilities in the areas of education/training, employment, independent living, and community participation.

I agree with and support implementation of OSDE's proposed Oklahoma Alternate Standards for Life Skills, Career Readiness, and Social Studies (i.e., U.S. Government, Oklahoma History, and Geography). I hope the new Oklahoma Alternate Standards will be passed through the approval process.

Sincerely,

Wanda P. Felty  
Public Policy Coordinator  
Community Leadership & Advocacy Coordinator  
Assistant Director, Center for Learning and Leadership | UCEDD



**Vocational Rehabilitation / Services for the Blind and Visually Impaired**

June 20<sup>th</sup>, 2023

Dear Oklahoma State Board of Education,

The Oklahoma Department of Rehabilitation Services (OKDRS) is writing a letter of support for the proposed new Oklahoma Alternate Standards for Life Skills, Career Readiness, and Social Studies (i.e., U.S. Government, Oklahoma History, and Geography). The Oklahoma State Department of Education, Special Education Services developed these Alternate Standards with stakeholder input from parents, school districts, the workforce, and partner agencies. They aligned them to the Predictors of Post-School Success developed by the National Technical Assistance Center on Transition. They also include work-based learning, technology, independent living, and other important skills that are needed for postsecondary education and a career.

We are confident these Alternate Standards will provide the framework necessary for school districts and parents to assist students who are taught to alternate achievement standards and participate in the Oklahoma Alternate Assessment Program (OAAP) beginning in the 2023-2024 school year in achieving their postsecondary and workforce goals. They will result in improved outcomes for students with the most significant cognitive disabilities in the areas of education/training, employment, independent living, and community participation.

We support these new Oklahoma Alternate Standards for Life Skills, Career Readiness, and Social Studies (i.e., U.S. Government, Oklahoma History, and Geography). We ask that you approve the new Oklahoma Alternate Standards.

Please do not hesitate to contact me at 405-315-1364 or [rsansom@okdrs.gov](mailto:rsansom@okdrs.gov) if you have any further questions or requests.

Sincerely,

**Renee Sansom Briscoe, M.S.**

Transition Coordinator

Vocational Rehabilitation / Services for the Blind and Visually Impaired

3535 NW 58<sup>th</sup> St., Suite 500 Oklahoma City, OK 73112

o: 405-951-3488 | f: 405-951-3529 | [Oklahoma.gov](http://Oklahoma.gov) | [okdrs.gov](http://okdrs.gov)

Executive Director Melinda Fruendt

Commissioners Wes Hilliard and Theresa Flannery

## Mini-Map for EE.G.1

Subject: Geography



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.G.1</b> The student will demonstrate how to use maps, geographic tools, and technology to identify locations and share information.	<b>WG.1</b> The student will use maps and other geographic representations, tools and technologies to acquire, research, process, and solve problems from a spatial perspective.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using visuals or other supports, the student will identify map symbols and use cardinal directions to identify a location on a map.	With assistance, the student will identify a given location in a neighborhood using a map.	The student will demonstrate how to find a location in the community using various geographic tools (e.g., maps, atlas, apps, GPS, etc.).	The student will independently use maps, geographic tools, and technology to identify a requested location (e.g., identify the state of Oklahoma and the six bordering states).

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.G.2

Subject: Geography



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.G.2</b> The student will identify human populations organized geographically and their cultural characteristics.	<b>WG.2</b> The student will analyze how human population is organized geographically in order to understand the cultural, political, and economic systems of the world.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using visuals or other supports, the student will label the human actions and match how these actions change a community.	With assistance, the student will use context clues shown on a map, atlas, weather applications, and photographic imaging to explain how human actions modify selected areas (e.g., drilling, farming, and housing).	The student will demonstrate how communities modify the environment to meet their needs.	The student will independently compare customs, traditions, clothing, food, housing, and music as basic elements of different cultures represented within the local community.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.G.3

Subject: Geography



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.G.3</b> The student will identify how the Earth's internal and/or external changes impact humans and their environment.	<b>WG.3</b> The student will analyze the components and regional variations of cultural patterns and processes.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With prompting, the student will match climates on a map throughout the Earth that are different.	Using visuals, the student will identify cause and effect on how climate and natural processes, including floods, wind, and storms impact how we live.	The student will identify the impact of Earth's internal changes—such as volcanoes and earthquakes—and external changes—such as droughts, floods, and erosion using geographic tools.	The student will independently make comparisons between the Earth's internal and external changes and their impact on local communities.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.G.4

Subject: Geography



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.G.4</b> The student will identify the political space of Oklahoma and the United States.	<b>WG.4</b> The student will explain the political organization of space.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance, the student will match the names and locations of at least two major cities, including Oklahoma's capital on a political map.	With assistance using visuals, the student will identify Oklahoma's major cities near their community, including the capital on a political map.	The student will identify states on a political map and differentiate between the United States capital and Oklahoma's capital.	The student will independently use a political map to identify and locate at least twenty states and their capitals.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.G.5

Subject: Geography



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.G.5.</b> The student will identify agricultural and commercial use of land.	<b>WG.5</b> The student will analyze agricultural and commercial land use.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using prompting and visuals or other supports, the student will match pictures of agricultural and commercial uses of land.	With assistance, the student will sort pictures of land that are used for commercial and agricultural purposes.	The student will identify land that is used agriculturally or commercially.	The student will independently create a model land use map showing agricultural and commercial areas.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.G.6

Subject: Geography



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.G.6</b> The student will identify how land use for industrialization impacts the physical environment for human needs.	<b>WG.6</b> The student will analyze the impact of industrialization on economic development.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using visuals or other supports, the student will match pictures or photos or objects of natural resources used for industrialization and the changes it made to their local communities and state for human needs.	With assistance using pictures or photos or other supports, the student will point to differences made by industrialization that changed the physical environment in their local communities and state for human needs.	The student will identify changes in land use through industrialization and the impact on the physical environment in their local communities, state, and other areas throughout the world for human needs.	The student will independently identify the natural resources used for industrialization and provide examples of physical environment changes over time throughout the world for human needs.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.G.7

Subject: Geography



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.G.7</b> The student will identify specific textual and visual evidence of cities and urban land use.	<b>WG.7</b> The student will evaluate specific textual and visual evidence to analyze cities and urban land use.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using visuals or other supports, the student will identify terms associated with changes to the physical environment that define cities and urban land use (e.g., urban city, apartment, townhouses, subway, etc.).	With assistance, the student will identify using pictures and photos by pointing to visual evidence of how changes to the physical environment define cities (e.g., rural and urban cities) and the difference between rural and urban city land use.	The student will identify, with adult assistance, specific textual and visual evidence to support the changes to the physical environment that define cities (e.g., rural, suburban, and urban) and urban land use.	The student will independently use textual and visual evidence to support the changes to the physical environment that define the concept of different types of cities (e.g., rural, suburban, urban, megacities, and global cities) and urban land use for each.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.OKH.1

Subject: Oklahoma History



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.OKH.1</b> The student will identify the geography and historic foundation laid by American Indian, European, and American cultures in the state of Oklahoma.	<b>OKH.1</b> The student will describe the state's geography and the historic foundations laid by American Indian, European, and American cultures.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using auditory, visuals or other supports, the student will identify terms associated natural resource found in Oklahoma.	With assistance, the student will locate one or more cities/towns on an Oklahoma map and a natural resource found at that location.	The student will demonstrate how to locate cities and natural resources on a map of Oklahoma and identify one historical fact laid by the American Indian, European, and American cultures.	The student will independently create a diagram of cities with natural resources in Oklahoma, including identifying historical facts laid by the American Indian, European, and American cultures.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.OKH.2

Subject: Oklahoma History



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.OKH.2</b> The student will identify cultural and historical similarities and differences of the existing sovereign tribal nations in Oklahoma, especially near their local community.	<b>OKH.2</b> The student will evaluate the major political and economic events that transformed the land and its people from early contact through Indian Removal and its aftermath.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using auditory, visuals or other supports, the student will identify terms associated with Oklahoma tribal nations.	With assistance, the student will identify cultural and historical similarities and differences of at least two sovereign tribal nations in Oklahoma, especially near their local community.	The student will identify cultural and historical similarities and differences of at least two sovereign tribal nations in Oklahoma regarding what happened after the Indian Removal Act.	The student will independently compare the migrations, settlements, relocations and removals of at least two Indian tribes.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.OKH.3

Subject: Oklahoma History



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.OKH.3</b> The student will identify the impact of the Civil War on the American Indians.	<b>OKH.3</b> The student will evaluate the major political and economic events that transformed the land and its people from the outbreak of the Civil War through allotment and land openings.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using auditory, visuals or other supports, the student will identify terms associated with the Civil War.	With assistance, the student will identify the names of tribal nations and terms surrounding the impact of the Civil War on the American Indians.	The student will identify the impact on the American Indians of the Civil War and land openings (e.g., railroads that were constructed through the Indian Territory.)	The student will independently compile evidence to compare how American Indians and Settlers felt from the outbreak of the Civil War through allotment and land openings.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.OKH.4

Subject: Oklahoma History



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.OKH.4</b> The student will identify the branches of state government, their functions, and powers outlined by the Oklahoma Constitution.	<b>OKH.4</b> The student will analyze the formation of constitutional government in Oklahoma.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using auditory, visuals or other supports, the student will identify terms associated with the branches of Oklahoma government.	With assistance using visual or verbal prompting, the student will name the branches of government and their functions for Oklahoma.	The student will identify the branches of Oklahoma government and their functions, and powers outlined by the Oklahoma Constitution.	The student will independently compose a visual guide comparing the branches of state government, their functions, and powers with the United States government.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.OKH.5

Subject: Oklahoma History



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.OKH.5</b> The student will identify the transformation following the statehood of Oklahoma and the contributions made.	<b>OKH.5</b> The student will examine Oklahoma's political, social, cultural, and economic transformation during the early decades following statehood.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using auditory, visuals or other supports, the student will identify terms associated with the transformation of Oklahoma following statehood (e.g., oil, art, agriculture, aviation, mining, etc.).	With assistance, the student will identify at least three events that impacted the transformation of Oklahoma following statehood.	The student will identify events that impacted the transformation of Oklahoma following statehood (e.g., Indian Citizen Act of 1924, World War I & II, the code talkers, and the 45th Infantry, the Great Depression, oil industry, etc.).	The student will independently explain, with visual or textual evidence, an event that had an impact on the transformation of Oklahoma following statehood.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.OKH.6

Subject: Oklahoma History



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.OKH.6</b> The student will identify and describe basic economic activities in the state of Oklahoma from the 1950's through the present.	<b>OKH.6</b> The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma from the 1950s through the present.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using auditory, visuals or other supports, the student will identify terms associated with the economic activities in the state of Oklahoma from the 1950s through the present (e.g., rural, urban, highway, military base, bridges, agriculture, etc.).	With assistance, the student will identify at least three economic activities in the state of Oklahoma from the 1950s through the present.	The student will identify Oklahoma's major economic activities and the growth of the state from 1950s through the present, (e.g., oil, agriculture, rural to urban migration, military installations, state's transportation infrastructures, such as the interstate highway system and the McClellan-Kerr Arkansas River Navigation System, etc.).	The student will independently explain, with visual or textural evidence, the economic activities in the state of Oklahoma from the 1950s through the present.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.USG.1

Subject: United States Government



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.USG.1</b> The student will identify the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.	<b>USG.1</b> The student will compare the formation of contemporary governments in terms of access, use and justification of power.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using auditory, visuals or other supports, the student will make connections between the classroom and school rules, as well as the community rules, and being governed.	With assistance, the student will identify terms surrounding the limits of government and individual rights (e.g., freedom of speech, right to vote, separation of powers, checks and balances, etc.).	The student will identify terms – such as the rule of law, individual rights, or consent of the governed and identify the constitutional principles of representative government.	The student will compare principles of the Constitution that limit the power of the government, such as rule of law, individual rights, and consent of the governed.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.USG.2-3

Subject: United States Government



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.USG.2-3</b> The student will identify the rights protected by the Constitution of the United States.	<b>USG.2</b> The student will describe the historical and philosophical foundations of the republican system of government in the United States. <b>USG.3</b> The student will analyze the fundamental principles of the American system of government resulting in a republic, as established in the Constitution of the United States, the supreme law of the land.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With prompting and auditory, visuals or other supports, the student will identify by matching individual rights protected by the Constitution.	With assistance, the student will identify the meaning of an individual right protected by the Constitution.	The student will connect an individual right to personal, family, classroom, or community experiences.	The student will independently identify at least three rights protected by the Constitution of the United States.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.USG.4

Subject: United States Government



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.USG.4</b> The student will identify the structure and functions of the legislative, executive, and judicial branches of government.	<b>USG.4</b> The student will examine the Constitution of the United States by comparing the legislative, executive, and judicial branches of government as they address the needs of the public.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using auditory, visuals, or other supports, the student will identify the three branches of the U.S. government by matching pictures or objects representing symbols of government.	With assistance, the student will identify the function of the branches of the U.S. government using visuals and/or charts.	With assistance, the student will identify examples which differentiate between the structure and functions of the legislative, executive, and judicial branches of the U.S. government.	The student will independently identify examples and categorize them into the correct branches of the U.S. government.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.USG.5

Subject: United States Government



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.USG.5</b> The student will identify the responsibilities of citizens at the local, state, or federal levels.	<b>USG.5</b> The student will be able to evaluate the significance of civic participation in order to ensure the preservation of our constitutional government.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using auditory, visuals, or other supports, the student will demonstrate a way to participate in the local political process with adult support.	With assistance, the student will identify examples of civic participation at the local, state, or federal levels (e.g., voting in elections for different political offices, serving on a jury, obeying laws, advocating for rights, etc.).	With assistance, the student will identify the responsibilities of citizens at the local, state or federal levels and cite evidence from a text or picture to support the importance of civic participation in our government.	The student will independently identify, collect, and display pictorial examples of ways to participate in the local and state political process.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.USG.6

Subject: United States Government



### Learning Outcome

Essential Element	Oklahoma Academic Standard
<b>EE.USG.6</b> The student will identify the role of the United States in formulating federal law.	<b>USG.6</b> The student will examine the United States public policy formation process.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using auditory, visuals, or other supports, the student will identify terms associated with the legislative process of a bill becoming a law.	With assistance, the student will identify the steps for a bill to become law (e.g., agenda/committee, House of Representatives, Senate, and President).	With assistance, the student will identify the steps a bill takes until it becomes a law.	The student will independently collect and display pictorial examples of different ways a bill can become a law, including how a bill might not become law..

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

# Mini-Map for EE.LS.1

Subject: Life Skills  
Domain: Daily/Independent Living



## Learning Outcome

Essential Element	Objective 1.a
<b>EE.LS.1</b> The student will take care of their personal needs through appropriate daily living activities.	a. The student will take care of their grooming and personal needs.  *There is no corresponding Oklahoma academic standard for this domain.

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, the student will identify by matching grooming objects or pictures of taking care of personal needs.	With assistance, the student will engage in simple grooming and personal needs with visual or verbal prompts.	The student will follow a checklist of their personal hygiene and care routines.	The student will independently complete all personal hygiene and care routines.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.LS.1

Subject: Life Skills

Domain: Daily/Independent Living



## Learning Outcome

Essential Element	Objective 1.b
<b>EE.LS.1</b> The student will take care of their personal needs through appropriate daily living activities.	b. The student will dress themselves for their day.  *There is no corresponding Oklahoma academic standard for this domain.

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
The student will select clothes with assistance or indicate their preference of clothing.	The student will put on clothes with minimal assistance.	The student will choose between two outfits and get dressed without prompting.	The student will independently dress themselves while selecting appropriate outfits for their day/weather.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

# Mini-Map for EE.LS.1

Subject: Life Skills

Domain: Daily/Independent Living



## Learning Outcome

Essential Element	Objective 1.c
<b>EE.LS.1</b> The student will take care of their personal needs through appropriate daily living activities.	c. The student will select their meals daily.  *There is no corresponding Oklahoma academic standard for this domain.

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visuals or other supports, the student will select preferred food items from a variety of options.	With assistance using visual or other supports, the student will select their meal daily.	The student will use visual supports to build a balanced meal.	The student will independently select balanced meal options and utensils needed for the meal.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.LS.2

Subject: Life Skills

Domain: Daily/Independent Living



## Learning Outcome

Essential Element	Objective 2.a
EE.LS.2 The student will safely perform independent living tasks aligned to a home setting.	<p>a. The student will complete household chores.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With visual and verbal prompts, the student will identify the cleaning supplies and equipment, including their use.	With guidance, the student will demonstrate completing household chores.	The student will follow a checklist to complete their chores.	The student will independently complete household chores.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

## Mini-Map for EE.LS.2

Subject: Life Skills

Domain: Daily/Independent Living



### Learning Outcome

Essential Element	Objective 2.b
EE.LS.2 The student will safely perform independent living tasks aligned to a home setting.	b. The student will use household tools and appliances safely.  *There is no corresponding Oklahoma academic standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visual and verbal prompts or other supports, the student will identify household tools and appliances.	With assistance and step-by-step instruction, the student will demonstrate how to use simple household tools and appliances safely.	The student will follow a checklist when operating household tools and appliances safely.	The student will independently use household tools and appliances safely.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

# Mini-Map for EE.LS.3

Subject: Life Skills  
Domain: Daily/Independent Living



## Learning Outcome

Essential Element	Objective 3.a
EE.LS.3 The student will identify and apply money management skills.	<p>a. The student will identify the various methods to make a purchase (e.g., identify currency, make change, write a check, use a debit/credit card, or app etc.).</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visuals or other supports, the student will identify coins, bills, and their values.	With assistance, the student will identify different purchasing methods and their steps of completion (e.g., debit/credit card, cash, check, app).	The student will make small purchases by identifying the cost of an item and using their preferred method of payment with adult support.	The student will independently select items for purchase and pay with money, debit/credit card or app and receive change if applicable.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

# Mini-Map for EE.LS.3

Subject: Life Skills  
Domain: Daily/Independent Living



## Learning Outcome

Essential Element	Objective 3.b
EE.LS.3 The student will identify and apply money management skills.	b. The student will identify and apply banking transactions.  *There is no corresponding Oklahoma academic standard for this domain.

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
The student will identify banking terms (e.g., deposit, withdrawals, debit, etc.) and their purpose, with assistance using visuals or other supports.	With assistance, the student will identify basic elements of a bank account, such as an account number, bank statement, balance, and transaction.	With minimal assistance, the student will perform basic banking transactions, such as depositing and withdrawing money, or transferring funds.	The student will independently identify and categorize different types of banking transactions (e.g., deposits, withdrawals, and fees).

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.LS.4

Subject: Life Skills  
Domain: Social Skills



Learning Outcome

Essential Element	Objective 4.a
EE.LS.4 The student will display appropriate behaviors and social skills when interacting with others.	a. The student will follow social norms when communicating with others.  *There is no corresponding Oklahoma academic standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visuals or other supports, the student will role-play social norms used to communicate with others (e.g., turn taking, tone of voice, volume, proximity, handshaking, etc.).	Through modeling using visual or other supports, the student will practice following social norms when interacting with another person.	The student will initiate a conversation following social norms with adult guidance.	The student will independently initiate social norms during interactions and maintain friendships.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.LS.4

Subject: Life Skills  
Domain: Social Skills



## Learning Outcome

Essential Element	Objective 4.b
EE.LS.4 The student will display appropriate behaviors and social skills when interacting with others.	<p>b. The student will use strategies taught to maintain appropriate behavior in social settings.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visuals or other supports, the student will identify emotions that are appropriate in specific social settings.	Through modeling, the student will practice strategies to improve their behavior in specific social settings and situations.	The student will attend a social event and use appropriate behavioral strategies with minimal adult prompting.	The student will independently attend a social event using appropriate behavioral strategies.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.LS.4

Subject: Life Skills  
Domain: Social Skills



## Learning Outcome

Essential Element	Objective 4.c
EE.LS.4 The student will display appropriate behaviors and social skills when interacting with others.	<p>c. The student will navigate various public settings with appropriate communication and behavior.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, the student will use visual or auditory schedules and/or social stories to prepare for outings with peers.	Through role-playing, the student will interact with others to navigate various public settings with appropriate communication and behavior.	With adult guidance and supports, the student will navigate a public setting using appropriate communication and behavioral strategies.	The student will independently navigate public settings using appropriate communication and behavioral strategies.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.LS.4

Subject: Life Skills  
Domain: Social Skills



## Learning Outcome

Essential Element	Objective 4.d
EE.LS.4 The student will display appropriate behaviors and social skills when interacting with others.	d. The student will use problem solving skills to address conflicts.  *There is no corresponding Oklahoma academic standard for this domain.

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, the student will use sensory tools or objects to help self-regulate during conflicts.	Through modeling and utilizing visual supports, the student will choose ideas for resolving conflicts.	The student will use basic problem-solving steps to address conflicts, such as identifying the problem, thinking of solutions, and trying a solution to resolve the situation.	The student will independently apply problem-solving skills in various settings to address conflicts to resolve the situation.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.LS.5

Subject: Life Skills  
Domain: Community Participation



## Learning Outcome

Essential Element	Objective 5.a
EE.LS.5 The student will participate in the community appropriately and safely.	<p>a. The student will follow safety signs and navigate public places.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visuals or other supports, the student will match basic safety signs or auditory sounds that are found in public places (e.g., don't walk, walk, or stop signs, pedestrian crossing signs, or restroom signs, etc.).	Through modeling and role-playing, the student will follow basic safety signs.	The student will identify and respond to safety instructions in different settings or when participating in community outings.	The student will independently navigate in public places using safety signs while maintaining awareness of their surroundings.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.LS.5

Subject: Life Skills  
Domain: Community Participation



Learning Outcome

Essential Element	Objective 5.b
EE.LS.5 The student will participate in the community appropriately and safely.	<p>b. The student will follow emergency procedures to stay safe in various situations.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visuals, auditory or other supports, the student will practice the different emergency procedural steps, (such as fire drills, lockdown drills, or evacuation protocols, etc.) using simple language and visuals.	With modeling, the student will follow emergency procedures.	Using a checklist, the student will follow the steps for different emergency procedures.	The student will independently follow emergency procedures for various emergency procedures.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.LS.5

Subject: Life Skills  
Domain: Community Participation



## Learning Outcome

Essential Element	Objective 5.c
EE.LS.5 The student will participate in the community appropriately and safely.	c. The student will locate resources to find community events to attend safely.  *There is no corresponding Oklahoma academic standard for this domain.

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, the student will select community events matched to their interests using simple language and/or visuals or other supports.	With modeling, the student will use simple keyword searches and select at least one event matched to their interests.	With adult support, the student will select and attend an event of interest in the community safely.	The student will independently select and attend a community event of interest while maintaining awareness of their surroundings.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.LS.5

Subject: Life Skills  
Domain: Community Participation



## Learning Outcome

Essential Element	Objective 5.d
EE.LS.5 The student will participate in the community appropriately and safely.	<p>d. The student will identify and use various modes of transportation in the community safely.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visuals, auditory or other supports, the student will identify and match different modes of transportation available in the community.	With role-playing, the student will select and use different modes of transportation in the community while demonstrating basic safety awareness.	With adult support, the student will select and use one mode of transportation to navigate around the community safely.	The student will independently select and use preferred modes of transportation safely in the community (e.g., apps or resources to check schedules and or delays, etc.).

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.LS.6

Subject: Life Skills

Domain: Self-Determination/Self-Advocacy



## Learning Outcome

Essential Element	Objective 6.a
EE.LS.6 The student will manage their schedule, advocate for themselves, and seek help from others when needed.	<p>a. The student will manage their schedule.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, the student will use a visual or an audio schedule to manage their day.	With instruction, the student will use a calendar to manage their schedule.	The student will follow a checklist to plan and implement their daily schedule.	The student will independently plan and follow their daily schedule, including setting reminders for appointments.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.LS.6

Subject: Life Skills

Domain: Self-Determination/Self-Advocacy



## Learning Outcome

Essential Element	Objective 6.b
EE.LS.6 The student will manage their schedule, advocate for themselves, and seek help from others when needed.	<p>b. The student will use strategies to advocate for themselves in different situations.</p> <p>*There is no corresponding Oklahoma academic standard for this domain.</p>

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, the student will identify their own emotions and needs by using auditory or visual cues (e.g., picture cards, a feelings chart, tone of voice, etc.).	With assistance, the student will express their needs, opinions, and preferences.	The student will demonstrate self-advocacy by asking for what they need or want.	The student will independently use self-advocacy strategies to request accommodations and inform others about their disability in educational settings or other environments.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

# Mini-Map for EE.LS.6

Subject: Life Skills

Domain: Self-Determination/Self-Advocacy



## Learning Outcome

Essential Element	Objective 6.c
EE.LS.6 The student will manage their schedule, advocate for themselves, and seek help from others when needed.	c. The student will seek help from safe individuals when needed.  *There is no corresponding Oklahoma academic standard for this domain.

## Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using auditory or visuals or other supports, the student will identify trusted individuals, such as parents, teachers, mentors, or first responders.	When given a specific problem, the student will select the best individual to assist them.	The student will use a list of safe individuals and given various scenarios will select who they should ask for help.	The student will independently seek help from a safe individual.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

## OSDE Response To Public Commer

Date	Person or Agency Submitting Comment	Subject
6/6/2023	Mustang Public Schools	Social Studies
6/7/2023	Mustang Public Schools	Social Studies
6/6/2023	Mustang Public Schools	English
6/6/2023	Mustang Public Schools	Math
6/6/2023	Mustang Public Schools	Science

6/6/2023	Mustang Public Schools	Electives
6/6/2023	Mustang Public Schools	Career Readiness
6/6/2023	Mustang Public Schools	Life Skills

[illegible]

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nts Provided June 1st through July 3rd, 2023, for Alternate St

<b>Alternate Standard</b>	<b>Comment</b>
No Alternate Standard Selected	Within Social Studies Standards, there are no U.S. History Alternate Standards.
No Alternate Standard Selected	Within Social Studies Standards (SS Alternate I, II, and II) required units how are the standards going to be divided?
No Alternate Standard	No Alternate Standards listed for English Language Arts
No Alternate Standard	No Alternate Standards listed for Math
No Alternate Standard	No Alternate Standards listed for Science.

No Alternate Standard	No Alternate Standards listed for Electives such as Personal Financial Literacy, CPR/AED, Fine Arts.
All Career Readiness	Within Career Readiness Courses how will the standards be divided among 2 required units and Career Readiness I,II, III, and IV?
All Career Readiness	Within Life Skills Courses how will the standards be divided among 2 required units and Life Skills I, II, III, and IV?

[illegible]

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standards

OSDE Response
OSDE has U.S. History Alternate Standards since 2011 aligned with the Oklahoma Academic Standards (OAS) and the OAAP/DLM assessment. No change needed.
Each of the Alternate Standards for Social Studies Alternate I, II, and III will be divided by linkage levels just like the current Alternate Standards are for U.S. History. No change needed to standards.
OSDE has English/ELA Alternate Standards since 2011 aligned with the OAS and the OAAP/DLM assessment. No change needed.
OSDE has Math Alternate Standards since 2011 aligned with the OAS and the OAAP/DLM assessment. No change needed.
OSDE has Science Alternate Standards since 2011 aligned with the OAS and the OAAP/DLM assessment. No change needed.

**Regarding Personal Financial Literacy**

**Passport Requirement:** In Section "K" of the state law 70 O.S. 11-103.6 Personal Financial Literacy is only for students earning a standard diploma (see section "B" and "D" of the Oklahoma Statute reference in Section "K") and is **not** a requirement for the alternate diploma. However, money management is covered as an Alternate Standard under Life Skills/Daily/Independent Living. No change needed. **Regarding CPR/AED Requirement:** Based on the Oklahoma Statute students with the disabilities are **not** required to complete the CPR/AED requirement unless an IEP team determines otherwise. There are no standards for regular CPR/AED; and therefore, no alternate standards required. No change needed. **Regarding Fine Arts Requirement:** Fine Arts is **not** a requirement under the Oklahoma Statute to earn an alternate diploma. One unit of Art is required but it is a general art or general music which do not require a Board approved standard, just like a regular course in general art/music. No change needed.

OSDE

Each of the Alternate Standards for Life Skills I, II, III, and IV, will be divided by linkage levels just like the current Alternate Standards are formatted for ELA, Math, and Science. No change needed to standards.

OSDE formatted all alternate standards to look the same, except Life Skills and Career Readiness. Social Studies and Technology within Career Readiness subjects have Oklahoma Academic Standards that are already approved or adopted by the Oklahoma State Board of Education; and therefore, the Alternate Standards are aligned to these regular standards. However, OSDE does **not** have regular Oklahoma Academic Standards for Life Skills and Career Readiness. The formatting for Life Skills and Career Readiness will be changed so that the alternate standard will be aligned to the objective, with each objective having linkage levels. Formatting change was made for the Life Skills and Career Readiness Alternate Standards so that they are similar to Social Studies format with the exception of the alignment to the regular OAS. Change made.

Corrected typing error. Change made.

OSDE reduced the Life Skills standards to six (6) and the objectives to eighteen (18), which aligns to the number of other alternate standards. The other content will be included in Curriculum Maps that will align activities to each standard and objective. Change made.

[illegible]

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June 21, 2023

Dear Oklahoma State Board of Education,

I am writing a letter of support for the proposed new Oklahoma Alternate Standards for Life Skills, Career Readiness, and Social Studies (i.e., U.S. Government, Oklahoma History, and Geography). I myself am a parent to a five-year-old severe special needs child, and future elementary special education teacher starting in August. It was an honor to be a part of helping create the new Oklahoma Alternate Standards. The Oklahoma State Department of Education allowed me to give mine ideas and input. It was an honor to be allowed to participate in the committees. The Oklahoma State Department of Education, Special Education Services developed these Alternate Standards with stakeholder input from parents, school districts, the workforce, and partner agencies. They aligned them to the Predictors of Post-School Success developed by the National Technical Assistance Center on Transition. They include work-based learning, technology, independent living, and other important skills that are needed for postsecondary education and a career.

I am confident these Alternate Standards will provide the framework necessary for school districts and parents to assist students who are taught to alternate achievement standards and participate in the Oklahoma Alternate Assessment Program (OAAP) beginning in the 2023-2024 school year in achieving their postsecondary and workforce goals. They will result in improved outcomes for students with the most significant cognitive disabilities in the areas of education/training, employment, independent living, and community participation.

I support these new Oklahoma Alternate Standards for Life Skills, Career Readiness, and Social Studies (i.e., U.S. Government, Oklahoma History, and Geography). We ask that you approve the new Oklahoma Alternate Standards. If you have any questions or concerns you may contact me (580) 327-7918.

Sincerely,

A handwritten signature in black ink that reads "Amy Melton". The signature is written in a cursive, flowing style.

Amy Melton

Parent to severe special needs child

Myles Melton, rare genetic condition Dyrk1a (1 in 600 worldwide)

Elementary Special Education Teacher