



O J I B W E S C H O O L N E W S L E T T E R

Fond du Lac Reservation
Cloquet, Minnesota 55720

Volume 1, Number 3

December '91 - January '92

PRINCIPAL VIEWPOINT

There have been numerous important activities occurring over the last few weeks. We have not only started to implement new learning programs, but we are also exploring options on how to make our existing curriculum more learning-efficient and relevant to today's student.

Elementary teachers (K-4) have been using the **High Scope** teaching methods in their classes for some time now. Basically, **High Scope** consists of creating a series of learning stations within the classroom. Students receive instruction from the teacher and work on a variety of tasks at each station for designated periods of time. It's a "fun" classroom arrangement to watch in action, and I invite you to come and observe.

The **Writing to Read** lab is now in operation. Students (K-3) are busy learning how to develop their writing and reading skills on the most up-to-date computer technology on the market: the IBM's. It's another innovative approach to learning, and you owe it to yourself to observe this program as well.

On Friday, January 31, staff were presented with information from Tom Mattson [Duluth School District curriculum specialist] pertaining to Outcome Based Education (OBE). We were also informed on special characteristics of block scheduling. Both OBE and block scheduling will be central components of next year's school

system. In a nut shell, OBE focuses on describing a specific skill or task students will be expected to master. Block scheduling arranges subjects in either longer or shorter periods of time, depending upon the student's particular needs. The third component of next year's school system involves integrating writing across the curriculum. (I will speak more about the writing project in next month's issue.)

Staff personnel are now exploring programs in other schools which have achieved success by implementing OBE and forms of block scheduling. Our goal is to locate a program, a schedule, that we could adopt to fit our students' needs.

Recently, we traveled to the Mt. Sinea Project School in Minneapolis, Minnesota, to observe their language program. The school (K-8) teaches Ojibwe, French and Lakota. Next year, our efforts will focus on teaching our Native tongue to the primary grades. To effectively learn a language, it must be taught early and be reinforced continually throughout the students' total education program. If we are serious about saving our language [consequently, our culture], we must begin teaching language at an early age.

A key to a meaningful and effective education is change. We must be constantly open to change, but we must not change simply for the act of change. We have a lot of confidence in our current education reform efforts. As we iron out the rough spots we will provide you with more

information. We have to make our program interesting, attractive, and we must not only challenge and motivate the college-bound student but the technically skilled students as well.

Megwetch
Michael Rabideaux



Marlys Kilen

FEBRUARY - I LOVE TO READ MONTH

During the month of February, all students and staff are involved in the DEAR Program. DEAR stands for Drop Everything And Read. During this time, **EVERYONE** in Education takes 15 minutes to just read or, in the case of smaller children, to be read to. This happens every Wednesday morning between 8:45 and 9:00, and we intend to continue this until the end of the school term.

Also in conjunction with February - I Love to Read Month, some of our students have chosen to be involved in the "I Love to Read" marathon being sponsored by the Cloquet Area Literacy Project at the Lumberjack Mall and Pamida on Saturday, February 22nd. This activity is being sponsored to help emphasize the importance of reading in everyone's lives and to help children to become more aware of how fun reading can be. Each child is to choose a book or favorite story and will have an assigned block of time no longer than 10 minutes to read to anyone who wishes to stop during their shopping.

We are also encouraging students to become involved in a poster contest to promote books and reading. A prize is being offered weekly in February to one elementary student and one

secondary student who produce the most creative posters that week.

Our long-term substitute teacher in the Elementary Chapter I., Jack North, is also doing his part to promote reading and love for books. He is furnishing one personalized, hardbound storybook each week in February to a qualifying student in grade K, 1, or 2.

Parents are encouraged, as well, to become involved in their children's reading and to promote it whenever possible in their homes.

"The real purpose of books is to trap the mind into doing its own thinking."
- Christopher Morley.



TRIBAL COUNCIL MEETING Editor

The January 16 meeting of the Fond du Lac Tribal Council heard, among other things, the request to consider a funding proposal for a new school facility for our children. Presentations were made by Principal Michael Rabideaux, Board Chairperson Sandi Savage, students and parents from the community. Tribal Council Chairman Robert Peacock indicated that the message from the community was clear and that possibilities for funding would be investigated. [An article in the Fond du Lac News, The Pine Knot, February 6, 1992, p. 7b provides the basic content of Sandi Savage's presentation of survey results and appeal to the tribal council.]

\$26,000 GIFT TO SCHOOL CHILDREN:

The Fond du Lac Ojibwe School recently received nearly twenty-six thousand dollars from an area couple interested in the future of Ojibwe children. Using about fifteen thousand of the total, the school will be purchasing library furniture, audio-visual supplies and equipment, file cabinets, books, videos, software, and other library supplies. The balance of approximately eleven thousand dollars will be used to acquire additional good, sturdy and safe playground equipment for elementary students. - Nikki Reynolds

STUDENT COUNCIL MEETS:

When the student council met February 4, they discussed the school's planned **3rd Annual Lock-in**. Scheduled for 8:00 p.m. - 8:00 a.m. Friday - Saturday, February 14-15, the cost of the supervised night fun will be \$5.00 per person. Activities will include unlimited access to the games, computers and other options in the Drop-In-Center during the night following the Valentine's Dance. Students can purchase their tickets from now until the 14th. Each student is also allowed to invite one friend to join him or her for the twelve-hour lock in.

Also discussed and decided during this meeting:

Penalties for Skippers:

Skip one class - Mop gym floor

Skip two classes - Kitchen or custodial duties

Skip three classes - Apologies to the teacher; parent-principal conference

Skip four classes -No admission to Drop-In Center

Reporters:

Shannon Mullen & Nikki Reynolds

STAFF IN-SERVICE ON OBE

Friday, January 31, Fond du Lac Ojibwe teaching and administrative staff spent the day learning more about the Outcome Based Education program scheduled to be instituted with the 1992-1993 school year. John Mattson, OBE specialist from the Duluth School District presented answers to the questions: "Why OBE?", and What are we

changing to?" Dr. Joel Longie from the Arrowhead Area Community College System discussed matters related to integrating health and self-awareness issues across the full school curriculum. A representative from our Min-No-Aya-Win Dental Clinic announced the February Dental Month Projects, checkups and fluoride program. After lunch staff heard elementary and secondary reports and held discussions regarding block scheduling and learner outcome planning for the fall. Learner outcomes are to be developed which relate to each point of the following mission statement:

Ojibwe School Mission Statement.

The Fond du Lac Indian Reservation Ojibwe School is dedicated to providing a quality education which focuses on integrating the American Indian culture into all students' learning experiences. Every learner will have the opportunity to be challenged, successful and prepared for the future. Parents, staff, community and students will demonstrate the highest level of expectations for themselves and the school.

All students will be provided the opportunity:

- * to understand and use technology
- * to effectively use written and oral communication skills
- * to develop critical thinking skills
- * to acquire a positive self-esteem
- * to respect all others
- * to develop a keen sense of global awareness
- * to experience/appreciate cultural diversity
- * to utilize their knowledge and to acquire empathy to assist in in the growth of all Indian communities
- * to make a smooth transition from secondary to higher education.



GIRLS BASKETBALL

Rebecca Reynolds

The Fond du Lac Ojibwe school girls' basketball started the season with a home game against the Floodwood Polar Bears. The first quarter ended with 13 for Floodwood and 14 for F.D.L. By the end of the second quarter our girls were behind by one point, 27-26. Playing tough throughout the game, the teams were tied at 45 each at the end of the fourth. During overtime play two of the F.D.L. girls were on the bench with 5 fouls. The game ended just short of a win with a score of 54-48. We are proud of the girls for their outstanding effort.

The Christmas tournament again belonged to F.D.L. girls for the third year. Playing first against White Earth, they came out on top with a final score of 38-11. Then, against Red Lake, the girls had a tough time but still won in overtime with a final score of 45-43.

For the first time in a long time F.D.L. girls enjoyed a victory over Albrook. The final score: 41-24. Highlights included Mel Diver leading the scoring with 16 points, Shannon Mullen adding 11 to help out. Other scorers: Becky Reynolds: 8, and Angel Sutton: 6. This brought the girls to a record of 6 and 3. With many more games ahead - Good luck, Fond du Lac Girls.

BOYS BASKETBALL

Rebecca Reynolds

The boys' B Team started the season off with a 49-32 win against Maranatha Christian Academy. Cheyenne Thompson scored 16 points, Mike Peacock 8. The junior varsity also played Red School House winning 41-9. Top scorers were Mike Peacock and Chad Morrin with 10

points each. Cheyenne Thompson helped out with 9.

With the game against Wrenshall the team fell just short of the eight points required to keep up with the Wrens. Cheyenne Thompson again helped out with a top of 16. In all, the junior varsity team is doing rather well even though they have suffered some losses. They play well and keep up with their opponents. God luck to the boys in their future games.

The boys' A Team had a strong start for the season against Maranatha Christian Academy. In the first quarter our boys had the lead, scoring 18 points in the first quarter against 2 points for their opponents. In the second quarter our boys fell short in scoring but still held the lead. For their 8 points their opponents scored 22. The third quarter the lead was traded back and forth with our team staying on top. The fourth quarter ended with a score of 64-51.

Another recent game was against Nay-Ah-Shing School. Our boys came out on top once again with a score of 97-47. All of the boys on the team had points to add to the final score. High scorers: Ken Morrin with 30, Pete Diver, 18, Dave Gitzen, 21 and Kris King, 19. Bill Howes added 4 points with 2 points each for Michael Peacock and Ira Aubid. Game record so far: 4-3.

BASKETBALL
A GREAT SPORT!
FUN TO PLAY FOR
EVERYONE WHO LOVES
TO PLAY IT. IT'S
THE BEST!

- MEL DIVER

BASKETBALL INTERVIEW

by Shannon Mullen

Recently the boys' A team played Cook County and we caught up with a few of the team members after the game.

Tom Olson filled us in with the highlights. He would like to think that he broke the school record for blocked shots, however a fellow teammate, David Gitzen offered a contrasting viewpoint.

During the beginning of the first quarter they boys were ahead by 8 points, but the outcome of the quarter, according to Tom Olson, was 23-22 our lead. At the end of second quarter the score was 41-38 their lead. At this time coach Dick Diver gave the boys a little pep talk. Tom Olson felt that the pep talk didn't really help them. They only gained another 8 points during the third quarter with the score 65-46. The boys lost the game with a final score of 97-63.

We asked a few of the team members, "How do you feel about the game?"

"Ken needs to pass the ball more when he is double and triple teamed and I feel we have a good team but are in need of a better bench," commented Tom Olson.

Cheyenne Thompson also said, "We played a good game at first and then we [played poorly because] we had no bench."

Ken Morrin took the cake with an amazing 27 point total in the game. Dave Gitzen made an outstanding 12 points for the night. Pete Diver added his 7, Tom Olson contributed his 6., Cheyenne trailing him with 5. Bill Howes added his 4 and Ira Aubid 2. Well guys, better luck next time!

PARENTS NIGHT/DAY **Nikki Reynolds**

February 4 and 5 provided the first parents' night for some time! Parents attending the games received honor gifts of a carnation for mothers and a basketball player-button for the father. White Otter Singers sang a much- appreciated honor song each evening.

Coaches were interviewed before and after the games. Dale Sautbine commented, "We are having a drum to honor parents and players. This is the first time the team has had parents' night in five years. Hopefully they can continue this every year." Frances Wabaunsee added, "Hope we get a lot of parents tonight and at tomorrow's game!"

Among responses after the boy's game against Cromwell on the 4th and the girl's game against

Red Lake on February 5th: Frances said, "The game was very successful. They had a good turn out. We appreciate the parents participating in their child's basketball games. I hope the parents enjoyed their carnations and basketball buttons. It also brings pride to the child when the parents take time to participate. . . We would like to give special thanks to the ones who helped put this together.



ELEMENTARY **DEVELOPMENTS**

CHANGES IN **FIRST AND SECOND** **GRADES**

Mindy Jezierski

The second half of the year has started off very busy and I think quite exciting.

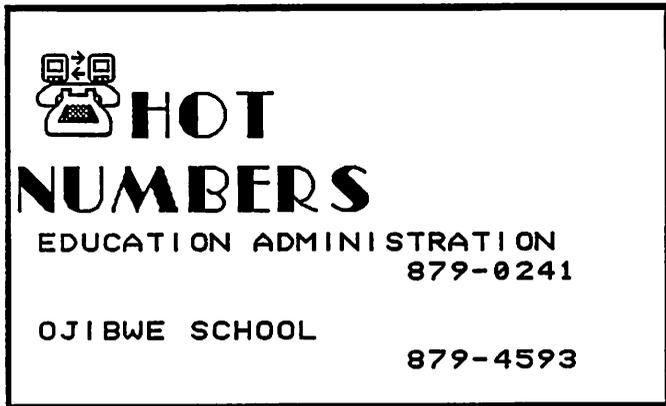
My room has undergone many changes this year. I have implemented the High Scope Curriculum Program. This is a hands on learning approach. We are using many real experiences and manipulatives to learn the same things that we used to do with pencil and paper. The kids are loving it. I am seeing a lot of growth from my students. It's a very exciting program.

Also since coming back in January we have been working in the IBM Write to Read Lab. This lab works on writing and reading using the letter sounds used in words. We do work in five centers. The first two centers go hand in hand. The "instructional computers," are where they use the letter sound to learn certain words and the "work journals," are where they use their newly acquired knowledge of letter sounds to make words and create other words.

After they learn at these centers they go to a writing/typing area. Here they can write their own

stories on paper or on the computers. This is their favorite area. Next, they move to the listening library, where they listen to books on tape. Lastly, they go to a Make Words center where they can play learning games.

I am excited about the progress the children are making. If you are interested, come in to observe us in action.



Speech and Language Pathology

Judy North, Pathologist

A Speech and Language Pathologist works with students in four areas:

1. Articulation [correction of mispronounced speech sounds],
2. Language development [for children whose vocabulary and use of language is below age level],
3. Stuttering,
4. voice [problems with a rough voice, too high or too low pitch, nasal, denasal, etc.].

When a child is referred to me by his classroom teacher, I first observe the child in the classroom to determine if the problem is age-appropriate and if it is interfering with his or her education or relationship with peers [teasing or inability to be understood]. Some speech-language "problems" are not problems at all but are appropriate to the age level of the child. For example, use of "me" for "I" at the three and four year-old level;

mispronouncing "s" and "r" at the Kindergarten and first grade level are normal for those age levels.

A speech/language therapist is certified to work with infants through adults. My caseload right now is made up of Head Start and elementary students. However, any teacher at an grade level can refer a student for help with a speech/language problem.

[I would suppose that parents could also ask for such help. - ed.]

Parents and Children Together

The P.A.C.T. Staff

January has been a busy month for the P.A.C.T. program. The children in the center have gone sliding at Pine Hurst Park and found that most of them like the big hills and want to go back. The children were also invited by Head Start to come over and share an experience of the Zoo Mobile from the Duluth Zoo. They were able to see a bull snake, tortoise and salamander. And believe it or not, everybody touched.

Our Adults have also been busy. Most of our parents work or go to school but they still find the time everyday and come in to do Parent and Child Interaction Time. We always see a lot of happy faces when Mom or Dad walk through the door. Parents have also been coming to a parent meeting once a week. This really says a lot about these parents wanting to be involved in their child's education. By learning themselves, they in turn can help their children learn.

We also had some visitors from the National Center of Family Literacy, Kentucky. They are giving the staff technical assistance for the center-base component. We learned some new things about our program and are making changes in the programming. I would like to thank the parents for being patient while the staff learn and for helping us along with the program to make it a better one for them.

Both home-base and center-base are planning a Valentines party together for all our families in the program. This should prove to be a fun time. This will also be "Bring-a-Friend-Party" for parents. So, if you have a child between the ages of birth to age five and know someone in the program, tag along. There should be lots of games, food and conversation. We will also be discussing children's art, "process vs. product."



Mary Ann Blacketter

Since our return from Christmas break the winter weather have been a major concern. We have already collected quite a few gloves, hats, shoes, boots, and other items. Each evening as the bus drivers clean their bus they gather a collection of these forgotten articles. We have a few bags full at the school.

The grandmothers are making mitten holders for each of the Head Start children. These will help keep the pairs of mittens and gloves and their owners together. You could also help by putting your child's name in each shoe, boot, scarf, glove, etc. This will help us to locate any missing article. Also, many of the Head Start children have the same color, style and size clothing which adds to our confusion.

Each Wednesday this month the children with their teacher, aide and grandma will be going to the senior complex to hear some legends and stories from the elderly who live there. As a remembrance of this story time each child will be presented with a dream catcher to take home. The legend of the dream catcher will be attached so that those of you not familiar with this legend will become aware of it.

We will also had the Zoo Mobile here on January 27th. All the children were able to see, touch and hold the animals. There is also a field trip planned to the Planetarium to view the winter skies.



JANUARY & FEBRUARY BIRTHDAYS!

Jillian Beaufeaux	01-22-87
Kevin Begay	01-25-88
Dustin Blacketter	01-19-87
Mari Sampson	01-24-88
Krystal Smith	01-21-87
Codey Diver	01-07-87

Tiffany Abramowski	02-24-87
Jamie Olson	02-02-88
Carissa Rambler	02-02-87
Brett Reynolds	01-02-87
Joshua Shultz	01-10-87
Sheldon Thompson	02-16-87

THE OJIBWE SCHOOL NEWSLETTER

is a monthly publication of the Fond du Lac Indian Reservation Ojibwe School, Dr. Thomas Peacock, Superintendent; Michael Rabideaux, Principal; Bill Blake, Editor; Laser Printing, Dan Anderson.

SECONDARY SOLUTIONS

What's Communicating?

Bill Blake, English 7-12

With the midstream change from Mike Rabideaux to me in October things are still the same but not really. While the general structure of the communications curriculum is about the same as Mike's [I used it for my model] the guy up front is different so the students are trying to adapt to some obvious changes. Mike's emphasis on the importance of varieties of writing choices continues: daily journal writing opportunities, essay response questions to literature reading, library research writing, and news articles. To beef up the learning level in the area of grammar and spelling, Mondays now offer an opportunity to pick up 15 to 25 new spelling words, define them and use them correctly in sentences, paragraphs, poems or stories. There has been some groaning over this but others actually lobbied for more "up-front" instruction, having felt isolated by so much individual desk work. Becoming a little more at ease than I have been since October's abrupt introduction into leading these classes, I am now branching out into student drama readings from the text. [The kids really respond enthusiastically to these.] I am also looking for videos and films to add some relevant variety to what the texts have to offer. The older classes [9-12] seem to be getting used to me and cooperate encouragingly in the learning process most of the time. [Though my certification includes grades 7-12, my ten years of secondary experience was limited to grades 9-12. If you have any kids in grades 7 and 8, ask them to "give the old goat a break."] I care deeply about every student in my classes, am committed to offer them my respect and years of experience as a father and grandfather. I am also committed to doing everything I can to motivate them to respect everyone else in the classroom and outside it. Thanks for whatever support you can add to these dreams, visions and goals.

TELE-COMMUNICATIONS TECHNOLOGY

Richelle Mullen and
Rebecca Reynolds

From the brochure:

"This program is an innovative educational partnership that utilizes a unique fiber optics networking system which links the Fond du Lac Community College with four area schools."

Only two high schools immediately: Fond du Lac Ojibwe and Cloquet High School - Albrook and Carlton in the fall of 1992. Planning and grant writing was accomplished by Mary Day. The program began Monday, January 6. Due to installation delays students have been traveling to the community college for their classes. February 11 should see everything up and running on site in the Ojibwe School's English classroom on Tuesdays during first hour. - ed.]

The Ojibwe School students attending are Richelle Mullen, Becky Reynolds, Melody Diver, Peter Diver, Mike Peacock, Mark Bird, Jay Smith, Kris King, Ira Aubid, John Aubid with advisor Joe Curran. The Ojibwe students attending from Cloquet High School are Kristie Diver, Danielle Aschnewitz, Andrea Barney, Angela Paulson, Pam Moose, Jenny Roy, Shawn Roy, Mat Whitebird, Victoria Northrup with advisor Carol Jaakola. Another student who attends this course and goes to the college is Glenn Tiessen.

The course instructor is Joe Corbine. He is a very good teacher. We should thank him for his time. The first course subject we are studying is about Native Americans: Cherokee, Cheyenne and the Navajo. The book also explains who, what and where are the Indians. After March 16th the course subject will be the Ojibwe language.

During the time requiring transportation to and from the community college not too many of the students are satisfied with the Interactive Television classes because they have lost out on one of their electives during the first three hours. Principal Mike Rabideaux believes that the class will let the students learn what they don't know already about their culture and their origins. Students in this class also have the opportunity to get used to college ways in the classroom so they will know what college will be like when they are ready to attend. Students from grades ten through twelve are encouraged to take the class

STUDENT VIEWS ON ENTERTAINMENT

David Kenttala

Movies in the nineties are movies that I have seen recently and it just goes to show who watches movies. "For the Boys," which stars Bette Midler is a recent offering in which she plays a woman who entertains an army of soldiers. It is like a Broadway musical with a TV star played by James Caan. First his producer invites her to do a show with him and when she gets there and does the show he gets jealous because the boys think she's funnier than he is. Later she gets a promotion to work on a day time TV show with him back in the States. They married and things go chaos. He wants the boy child to take after him, be interested in women and in sleeping with them and she doesn't want that. They have a show coming up soon -- his last show because he is going to retire. Well, he retired all right, he was shot and died, leaving two girls and one boy. I found this movie dull and old and with no action what so ever.

Another movie I found is "Hook," starring "Pretty Women's" Julia Roberts and Robin Williams. Julia plays Twinkle Bell. Dustin Hoffman is Hook. "Robin plays a charming role as Peter and Dustin Hoffman lacks the evil swagger of the old screen villains," says critic, Scorse.

Scorse also noted, "'Bugsy' is a history seen as a romance, telling the story of Bugsy Siegel, the gangster who was the father of modern Las Vegas. Starring Warren Beatty, the story tells of his love affair with leggy starlet Virginia Hill." This was a good movie; it was worth the money I paid to get in.

"Cape Fear," stars Nick Nolte. He plays a lawyer who is terrorized by a man in his past [Robert De Niro], an ex-con who believes Nolte betrayed him stalks Nolte's family [Jessica Lange], causing Nolte to make many changes in his life.

Another movie I have seen recently is "Tremors." This is about five real big sand worms that attack a little town named "Perfection." These two guys are handy men and they do various jobs for the community. There is a college student, a geologist, who studies ground movement. These sand worms have no eyes and no ears and no sense of smell. They hunt by the ground vibration, for instance -- when you're walking on the ground, it vibrates. They kill several people

and they swallow up a whole station wagon. The only way the rest of the town can survive is by heading to the mountains because the rocks are solid enough. The bottom line is they make it to the mountains and they kill the worms.

Hip Hop Culture must be the active ingredient in today's pop music. Rap revolution is the new rage. Rap is so powerful that it built its own TV show, YO MTV RAPS, in which they keep a dozen albums with such artists as Bell Biv DeVoe, Boyz to Men and of course, Public Enemy. The styles youths are into are hip hop fashions from the music which they see and hear. The look is tough and hype but always chillin'. Of course there are also such fashion notions as the traditional colors of the African. Many things have been borrowed from different places to create this look. This movement about people from different groups is breaking out from what's considered the normal sense of Identity. It took a long time for these fashions to cross over into the main stream because the colors and the style were associated with violence and gangs. Now I think the fashion is about everyone coming together to be a part of the music and the community.

OUTCOME BASED EDUCATION

The State Board of Education in 1990, determined that graduation requirements should be based on demonstrated achievement learner outcomes instead of completing courses and credits based on time. Education must be designed to insure that each individual student is prepared to succeed in life.

[completed from last issue]

Personal Learning Plan and Graduation Plan

Each learner shall have a personal learning plan which is based on consideration of the needs, abilities, and interests of the individual and development of a foundation for graduation outcomes and competencies. .

A. The board of education in each district shall adopt procedures for involving learners and parents or other adults acting as parents in the development of personal learning plans for all learners starting with the first year of school enrollment.

B. The personal learning plan shall:

[1] Be developed in a written agreement by the learner, assigned district staff, and parent(s) or other adult(s) acting as parents;

[2] Be coordinated with other legal education plans for the individual;

[3] Include consideration for the student's interests and learning successes and preferences;

[4] Identify procedures, courses, services, locations and other activities which address learner needs;

[5] Be reviewed and modified at least once a year according to procedures and time lines adopted by the local board of education; and

[6] Be implemented with enriched opportunities and alternative instruction to assist each learner to achieve the outcomes and competencies.

C. The board of education in each district shall provide appropriate opportunities for learners to achieve the outcomes specified in their personal learning plans.

Secondary Graduation Plan.

A. The local board of education shall determine the processes and time lines by which the personal learning plans become graduation plans.

B. In addition to Personal Learning Plan item B subitems 1 through 6 above, the graduation plan for each learner shall:

[1] Be developed with sufficient time for the learner to achieve the graduation outcomes and competencies specified in the plan;

[2] Contain at least the following elements:

[a] targeted performance level for each state and local graduation competency;

[b] additional competencies elected by the individual;

[c] a record of progress; and

[d] the means by which the graduation outcomes and competencies will be achieved.

[3] Include a career development plan for transition to education and work after graduation.

C. Each learner shall attempt at least one competency at the advanced level as a goal for graduation

D. The learner's election of advanced or exemplary performance levels for each competency shall be goals and not required for graduation.

E. The board of education in each district shall provide appropriate opportunities for learners to achieve the outcomes and competencies specified in the graduation plan.

F. The team, meeting as required in 3525.2900 to develop an Individual Education Plan [IEP] for a learner with a disability, shall consider every graduation outcome and competency and affirm, modify, or omit each as appropriate for that learner. Section B subitems 1, 2.a, 2.b, and 2.c shall be completed on the graduation plan as for all learners. The respective parts of the learner's IEP shall replace section B subitems 2.d and e of the learner's graduation plan. The graduation outcomes and competencies shall be the basis for some of the goals included in the learner's IEP. The Personal Learning Plan shall be attached to the learner's IEP.

G. Successful achievement of the goals included in a learner's IEP as described in section F above, qualify the learner for a high school diploma as required in Minnesota Statutes 120.17 subdivision 1b.

H. A competency may be modified or omitted for learners who have a physical or mental impairment, or conditions outside of the learners control that make demonstration of the competency impossible.

Let's get truckin!

