

**MENOMINEE INDIAN SCHOOL DISTRICT**

345.5-Rule

**GUIDELINES FOR GENERAL EDUCATION  
DEVELOPMENT OPTION #2 (GEDO #2)**

GEDO #2 was developed by the Wisconsin Department of Public Instruction (DPI) as an alternative education program, and a reliable way to measure competency when students are credit deficient. GEDO #2 allows students 17 and older, enrolled in an alternative program, to meet a variety of benchmarks: the general education development (GED) test battery (math, science, social studies and language arts) and four additional requirements of section PI 5.05 of the Wisconsin Administrative Code (health, civic literacy, employability skills and career awareness) to demonstrate proficiency. Under this option, school districts that apply to the DPI will be permitted to use the test battery provided that the student will be awarded the traditional high school diploma.

The District's application to DPI for approval of this option includes the following narrative information:

1. Explain why your school seeks to participate in the GEDO #2 programs?

The 1999 Wisconsin school performance report shows a dropout rate of .309% compared to the state average of 2.291 and a high school retention rate of 18.991%. Our attendance rate of 72.72% is considerably lower than the state average. We have experienced a 52%-56% graduation rate.

Many of our students come from low socioeconomic backgrounds, evidenced by 67% of our high school students receiving free lunch and another 17% receiving reduced lunch. 16% of the female population is either pregnant or a teen parent. 63% of the student population lives with only one natural parent (November 2001). 91% have used alcohol and 59% have used marijuana (April 1998).

The social/family background, personal problems and school factors contribute to the level of achievement demonstrated by our students. Some students mature by age 17 and realize they need to graduate. At this point they

are severely credit deficient. The GEDO #2 option would give them an opportunity to achieve a diploma that might otherwise seem unattainable.

Poverty research indicates low achievement is closely related to a lack of resources. We are attempting to close the achievement gap with our Native American students. We feel the GEDO #2 option offered by the DPI would be an excellent resource to our current alternative programs.

2. Describe the structure and setting of the GEDO #2 program.

The GEDO #2 program would be located in the high school with flexible hours during the regular day (8:10 a.m. - 3:17 p.m.) and/or the extended day program (4:00 p.m. - 8:00 p.m.). A minimum of 15 hours will be in school working on the high school equivalency diploma (HSED). Students will be expected to attend regularly and follow all school rules. They will be required to earn a .5 credit in Civic Literacy and Health. In addition, they will be required to complete one of the following:

- A passing grade in the Learn & Serve class offered by the school.
- 135 work hours documented through a check stub.
- A community service project approved by the principal.

Community Service Project

Definition - Community service occurs when volunteers provide service to their community. Students interested in providing assistance to their community can find opportunities to be mentors, tutors, recreational leaders, church helpers, coaches, assisting elderly, neighbors, or agencies and a variety of other roles that can meet a recognized need in the community.

Requirements:

- Define a recognized community need and get approved by principal.

- Put in 20 hours of service that includes "action" and "reflection".
- A written journal will be kept that includes: date of activity, the duty performed, and reflection on how this experience increased their civic responsibility.
- A conference with the principal at the completion of the service to discuss the experience and written journal.

3. Describe the instructional delivery strategies that will be used.

Students will work with instructional aides using the Steck-Vaughn GED exercise books, which consist of instruction workbooks, practice exercises, and practice tests. Students will also have the opportunity to use the GED prep on line through our PLATO Learning System. This program is available in our computer labs. Certified instructors will administer pre-tests. They will identify and address academic deficiencies. The students will follow a skill development plan as assigned. Specific content area instructors, reading specialist, and math tutor will monitor student progress.

4. Identify how students will be selected to participate.

Eligible students who are 17 or older, at least 6.5 or more credits deficient, have demonstrated truancy patterns and are at-risk of dropping out of school. Teachers, counselors, administration, students and/or parent(s)/guardian(s) can refer students to the program.

Students will be given a math and reading assessment to determine their ability to read at or above 9<sup>th</sup> grade level. If students meet the reading requirement, they will complete an application form.

A formal meeting will be held with a team consisting of: student, parent(s)/guardian(s), guidance counselor, teacher, and principal or dean of students. Other staff or advocates may be included in this meeting. At this meeting, the following expectations will be discussed: hours of attendance, behavior, and a targeted completion date of program along with any academic support services

needed for the student. A written contract between the student, parent(s)/guardian(s) and school will be signed defining the expectations.

5. Identify how required guidance, career assessment, counseling and related services will be provided.

The guidance department will identify career assessment by using the Wisconsin Career Information Service (WCIS) and Prep...For Your Future. These assessments are designed to help students understand themselves in relation to the world of work by helping them identify occupations, which match their interests and abilities. Employability skills will be addressed in which students will complete a step-by-step process to complete an effective, clear, and concise resume and application letter, which can be tailored for a specific position. The guidance department will provide academic, social and personal counseling. The students' program will be monitored biweekly to determine if other services or interventions are needed. Practice scores will be used to identify the need for academic support.

6. Describe the role of community partners (if any) in this program.

Research and experience show that effective community collaborations can be powerful tools for addressing educational issues (i.e., dropouts) that affect the entire community. The Menominee Collaborative Council meets monthly to address education issues along with other community-wide concerns. Community educational agencies have directed their efforts to promote reading literacy. By drawing attention to reading, the Council is providing support throughout the community and raising awareness regarding its importance. Remedial assistance is available at various sites to students and adults alike. These can enhance, or supplant the support offered at school and may be appealing to potential dropouts with reading difficulties.

The School Instructional Improvement Process (SIIP) includes a project initiative that implements a home school coordination program in our schools. It is an

effort to personalize communication between school and home. The home school coordinator will assist the GEDO #2 students by monitoring attendance and identifying any factors hindering progress, setting up meetings and/or referring students to other staff or community agencies.

The Collaborative Council includes community agencies and local employers. It will be a resource for GEDO #2 students to fulfill the community service project or the documented work requirement.

7. Describe how the students' parent(s)/guardian(s) will be involved.

An orientation for all parent(s)/guardian(s) will occur in the fall at the beginning of the school year. This will be an opportunity to meet educational staff and become familiar with the physical setting. When a student applies to the GEDO #2 program, parent(s)/guardian(s) will participate in a formal meeting. The home school coordinator will keep in contact with the parent(s)/guardian(s) regarding attendance and progress. Invitations to school open house/parent-teacher conference and school functions will be sent on a regular basis.

8. List what additional requirements will be expected of the student, in addition to successful completion of the HSED (i.e., community service, work hours, portfolio development).

Students will be required to earn a .5 credit in civic literacy and health through a regular academic class or state approved Pass Kit. They will also be required to complete one of the following:

- A passing grade in the Learn & Service class offered by the school.
- 135 work hours documented through a check stub.
- A community service project approved by the principal.

9. List what other options exist in your district for high school students who are at-risk of not graduating.

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PASS program, summer school, extended day program (night school) and alternative school.

APPROVED: December 16, 2002