

Approved: *L. Lawrence*  
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Barbara Lawrence at 9:00 a.m. on February 6, 1997 in Room 123-S of the Capitol.

All members were present except: Senator Downey

Committee staff present: Ben Barrett, Legislative Research Department  
Avis Swartzman, Revisor of Statutes  
Jackie Breymeyer, Committee Secretary

Conferees appearing before the committee: Michael Christian, Principal, Heights High School, Wichita  
Gerry Henderson, USA

Representative Adkins

Others attending: See attached list

**SB 38**--compulsory attendance age

Chairperson Lawrence called the meeting to order and gave background on the bill. A year ago when the Youth Authority bill was passed, there was a provision that raised the compulsory attendance age from 16 to 18. It was not given debate on the education level. It was only given debate as it applied to the juvenile authority. The Chairperson thought it only fair to let education speak to the issue. She called on Mark Christian, Principal, Heights High School. Mr. Christian was present to give supportive testimony on the bill.

Mr. Christian stated he was a 24-year veteran teacher in Wichita public schools USD 259. He has been principal of Heights High for the last 7 years. Heights is a 6A comprehensive high school. Enrollment is approximately 1321 students; 60% Caucasian, 30% African American, and the remaining 10% divided among Southeast Asian, Asian American and Hispanic American.

Mr. Christian has a Masters Degree in urban education from St. Louis University. In September, 1996, Dr. Vaughn, School Superintendent, appointed Mr. Christian to chair a Dropout Prevention Committee for the Wichita Public Schools. He referred to the attachment that had been distributed to the Committee. (Attachment 1) He asked the question with which the written testimony began, "Why would an educator ever support **SB 38** and thereby discourage everyone under the age of 18 from attending school?" The reason for opposing this bill is, while it looks, on the surface as if it would work, it has more potential for detrimental impact than many people realize. This is rooted in several issues. Students who do not want to attend school when they are 16 are not going to want to attend when they are 18. Parents cannot force their children to learn in school or to attend school. Learning and not age should be the reason to attend school. Students make a decision to drop out of school around 9th or 10th grade level; around 14 or 15 years of age. The reason for this is they are experiencing limited success in the traditional programs that are offered.

Mr. Christian said that state funds should be considered as a way to open other doors for these students. It is not about time; time is not going to encourage anybody who has lost hope, but service will. Reasons for dropping out are many and include: Poverty, bad grades, behind in accumulation of credits, discipline and/or attendance problems, boredom in school, desire or need to work, pregnancy and language and cultural differences.

In speaking of the earnings aspect, Mr. Christian stated there is a \$6,000 differential in earnings between a GED and dropping out. The attachment contained a page entitled, "Average Annual Earnings by Level of Education." The GED is an acceptable option. The U.S. Department of Labor and the U.S. Department of Commerce consider a GED as a diploma.

Mr. Christian stated that there is a need to look at ways to accelerate diploma acquisition for kids who want to work hard and get out of school. There are others who have a tremendous amount of ability that is not rooted in reading, writing and arithmetic who can make great contributions to society. Apprenticeships are needed.

## CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 9:00 a.m. on February 6, 1997.

The Chairperson commented that apprenticeships are a very viable answer to some of these kids. They don't connect what they are learning in the classroom to what they will have to be doing later on in life. The building industry would rather have the kids on the job and train them themselves than at the Vo-Tech.

In responding to the question, is business willing to make that kind of an agreement with schools, Mr. Christian responded that there is a willingness, but the linkage is not there; he doesn't think the technical schools are helping in that venue.

Mr. Christian was asked if he had speculated on what this would do to the student population of the school in the building. His response was that he had speculated on, but not analyzed it. The dropout rate at Heights High is 4.6%; the dropout nationally is closer to 7%.

Mr. Christian mentioned the top management skills desired on the Fortune 500 list that listed teamwork, problem solving, interpersonal skills and oral communication as heading the list.

After a few further comments, the Chairperson called on Gerry Henderson, USA, to present his testimony. Mr. Henderson distributed his testimony (Attachment 2) and began by saying that the remarks made by Mr. Christian were very representative of what he had to say. The majority of principals that Mr. Henderson has spoken with would like to see students remain on school. They don't want to give up on any children because they know the consequences, but at the same time they have to think about the rest of the kids in classrooms who deserve a safe, orderly environment. Some type of provision will have to be made for them that provides some entry into the economy of the United States or we will pay for them some other way. Principals would be supportive of lowering the compulsory attendance age to 16 if there are opportunities to provide other services to children. The kids that fall through the cracks are the ones that for all kinds of reasons don't want to be in the traditional school system and sentencing them to more of the same is not going to solve anything. Quality Performance Accreditation has caused educators to focus on all children as never before. Society cannot afford to throw children away. There is nothing for them to do without skills. Until more time and resources are spent on providing real alternatives to all Kansas children who need those alternatives, there will be problems. All students regardless of age ought to complete something and we ought to be thinking creatively as to what that something is.

Chairperson Lawrence thanked Mr. Henderson for his testimony and called on Representative Adkins, who appeared as an opponent of the bill.

Representative Adkins stated that he was present to defend the recommendations of the Youth Authority which were embodied in the Juvenile Justice Reform Act passed last year. One of the provisions of that law concentrated on parental responsibility. Parents of 16 and 17 year olds who were no longer attending school had gone to the appropriate state agencies to see what they could do about getting their kids back in school. These parents were told that after age 16 the state had no obligation to provide services in that regard; the child was free to drop out of school. That message seemed abhorrent to the Youth Authority who felt that parents should at least be entitled to access to services to reintegrate into the school environment. Anyone past the age of 16 can remove themselves from school with parental consent without further consequences from the law. This does not prevent the suspension, expulsion or other disciplinary action against the young person who is in the school setting and is subject to those disciplinary provisions.

Representative Adkins stated that he refuses to accept the notion that kids who don't want to learn don't have a right to learn. There is a legal obligation to provide special education to those children who meet certain criteria, but there should also be an obligation to provide education to the broad constituency of students who may not qualify for special education placement. If this present law is passed, several things should be considered in the interim. One is the consideration of prorating student aid for dropouts. If the student drops out, that money should be directed to other programs to serve those populations no longer being served by the schools. If a child drops out of school, the money should follow that child to be serving his or her needs. If a one-size fits all curriculum is not appropriate for all kids, then there should be more appropriate allocation of funds and the recognition of the fact that some kids learn differently. If they are bored with the educational environment, educators should take steps to adjust curriculums and programs to reach these kids. Representative Adkins provided information on a drop-out plan of a school in Denver (Attachment 3), and ended his testimony by stating that it is clear to him that access to education has to be dramatically altered in this state and that alternative education has to 'get on the radar screen' in every school district in this state.

Chairperson Lawrence thanked all the conferees and stated that the hearing on **SB 38** would continue on Tuesday, February 11.

The meeting was adjourned.

The next meeting is scheduled for February 11, 1997.

# SENATE EDUCATION COMMITTEE GUEST LIST

DATE: February 6, 1997

NAME	REPRESENTING
<i>Helen Stephens</i>	<i>KPOA / KSA</i>
<i>Gene Chase</i>	<i>KNFA</i>
<i>Kristenlays</i>	<i>Capital-gumao</i>
<i>Mark Tallman</i>	<i>KASB</i>
<i>Craig Grant</i>	<i>KNFA</i>
<i>Jaquie Dube</i>	<i>SEPE</i>
<i>Dorothy Rockefeller</i>	<i>WOWV</i>
<i>MEGGAN GRIGGS</i>	<i>KAVTS</i>
<i>Ken Behr</i>	<i>KACC</i>
<i>Mark + Connie Christen</i>	<i>USD #259</i>
<i>Diane Gjerstad</i>	<i>USD 259</i>
<i>DAVID ADKINS</i>	<i>KS Youth Authority</i>
<i>Rosilyn James-Martin</i>	<i>SRS-Children &amp; Family Services</i>
<i>Denise Copt</i>	<i>USA</i>
<i>Marsha Strickson</i>	<i>CWA</i>

WICHITA PUBLIC SCHOOLS  
203 NORTH WATER  
Wichita, Kansas 67203

February 6, 1997

To: Senate Education Committee

From: Wichita Public Schools Dropout Prevention Committee  
Mark Christian, Chair; Bob Baker, Kathy Busch, Cherie Crain, Charles McLean,  
Barbara Mohny

Subject: Senate Bill 38 - Supportive Testimony

Why would an educator ever want to support Senate Bill 38 and thereby discourage everyone under the age of eighteen from attending school? To many, the increase of the compulsory attendance age contained in House Bill 2900 might seem like a good decision. Experience and study has led us and many of our colleagues to believe that while much can be done to reduce the dropout rate, merely increasing compulsory attendance age requirements will not improve educational opportunities for youth and could have a detrimental impact for the following reasons:

1. If students do not want to attend when they are sixteen, what in the present law, will motivate them to want to attend until they are eighteen? Consequences will not; our court system routinely refuses to file truancy petitions on non-attending fifteen-year-olds unless non attendance is combined with other illegal activity. Parents cannot; those who attempt to force their child to attend against the child's will are all but certain to fail. The ensuing struggle for power almost always results with the teenager claiming a victory that is characterized by poor achievement and behavior problems.
2. Learning, not age, is the reason to attend school. Desire, not the length of time or proximity, is prerequisite for learning. Most students consider dropping out of school when they are in the ninth or tenth grade because they are experiencing limited academic success. Many of them negatively influence others who still have a chance to succeed. While attendance is essential, unless it's combined with a desire to learn, an expectation that it will result in achievement is no more realistic than believing that people who loiter in airports become pilots.
3. Sixth year seniors do not graduate from traditional high schools. Students who fall more than one year behind their class lose motivation and desire. We must maximize the potential that remains in teens who are not, for whatever reason, being successful in the traditional program but still have life goals that can be realized. Requiring unsuccessful students to continue to attend traditional programs when meaningful safety net alternatives exist or could be developed works against our efforts to provide appropriate direction. Present alternatives, like tests of General Educational Development (GED), and opportunities to develop other related programs, such as apprenticeships and accelerated diplomas, could bring a better return on state dollars.

These potentially unpopular beliefs have been the source of considerable study and discussion which have led to the development of the following dropout prevention proposal.

*Senate Education  
2-6-97  
Attachment 1*

# WICHITA PUBLIC SCHOOLS DEALING WITH DROP OUTS

## DISCUSSION DRAFT

January 14, 1997

**GOAL:** To develop district wide strategies that will reduce the dropout response to increased graduation standards.

State law due to be enacted July 1, 1997, increases the compulsory attendance age from sixteen to eighteen and provides that a child sixteen or seventeen can be exempted by parent or court written permission. This cannot be a solution unless it is combined with structured emphasis from the elementary school upward. "More years in school will not cure illiteracy. Anyone who has survived ten years of schooling without learning to read is not likely to become literate as a result of sitting in classes for two more years" (Woodring). Without strategic intervention, the state's effort cannot be expected to solve problems of illiteracy and unemployment.

**CAUSE:** Numerous studies describing candidates who are likely to drop out highlight the following characteristics as leading adolescents to the decision to drop out of school:

1. Poverty
2. Bad Grades
3. Behind in accumulation of credits
4. Discipline and/or attendance problems
5. Boredom in school
6. Desire or need to work
7. Pregnancy
8. Language and cultural differences

Recognizing these characteristics, attempts to shame and blame students into staying in school (Certificate of Dropping Out) are likely to accomplish the opposite. We need to strategically provide encouragement and positive reinforcement in the academic, economic, personal health, and cultural aspects of students' lives. "A major issue for all educators is to help all students desire to learn more, learn how to learn, and thus be able to adapt to changing circumstances" (Kotter).

**EFFECT:** "Today, the previous largely unskilled jobs for dropouts are gone, and leaving school without a diploma is increasingly a one-way ticket to crime, pregnancy and drug dependency" (Aubry). Statistics indicate that while the number of dropouts has declined by 306,000 since 1970, the percentage of dropouts employed has surpassed this decline by 9% (U.S. Department of Labor). "There is a strong positive correlation between years of schooling and annual income"(NSBA).

**CAMPUS STRATEGIES:** In addition to specific strategies, it is essential that the development of literacy skills must be carried out at all levels in accordance with the district's Curriculum Alignment Guide. Prior to entering middle school and/or high school, students displaying characteristics which often lead to dropping out of school should be identified and provided with any or all of the following support services:

- A counseling session with the student and parent/guardian that will focus on the importance of staying in school; following this initial counseling session, monitoring of student progress every two weeks
- Monthly luncheon meetings that cover topics like goal setting, career awareness, study skills, test-taking strategies, decision-making, and reading, writing and mathematics
- Students deficient in reading, writing and mathematics directed to receive remedial help in summer school and in the first year of middle and/or high school (Gage)
- Students placed into "small, highly structured groups that have explicit rules and are taught by teachers who work to elicit trust" (Gage)
- Emphasis upon the long term benefits of skill development and degree attainment
- Students deciding to drop out of school encouraged to attend a final counseling session with their parent/guardian during which an informal dropout survey will be taken and a disclaimer presented to encourage the pursuit of GED alternatives

## DISTRICT STRATEGIES:

- Recognizing that "people who have received GED credentials are counted as completing high school" and that a significantly larger percentage of GED recipients go on to obtain post secondary training than do drop outs (U.S. Department of Education), this last resort alternative pathway should be maintained by the district.
- Recognizing the negative impact of boredom in school, the desire to work, and the potentially positive influence of "WORK KEYS" on school completion, "apprenticeships which combine classroom instruction with work experience" (Decker) should begin with a school-to-career shadowing experience (Sandoval) and be expanded to career employment (Hamilton).
- Action must be taken to increase parent, police, court and media commitment to reducing the dropout rate (Wilson), and to training community volunteers and peer counselors who will assist students with attendance problems, monitor weekly progress and coordinate monthly campus luncheons. The cost of these efforts should be more than offset by increased FTE funding received from the state (Wilson).
- Alternative schools must be maintained to give intensive, continuous help (Gage) and encourage enrollment of thirteenth and fourteenth year students.

Enc. (5)

## REFERENCES:

Paul Woodring, "A New Approach to the Dropout Problem", Phi Delta Kappan, February 1989, pp. 468-69.

John P. Kotter, "Lifetime Learning, The New Educational Imperative", The Futurist, November-December 1995, pp. 27-29.

Larry Aubrey, "Urban Perspective: The Political Context of School Reform", Los Angeles Sentinel, October 25, 1995.

U.S. Department of Labor, "Employment of School-Age Youth, Graduates and Dropouts", unpublished tabulations, October 1970 to October 1992.

National School Board Association, "School Completion Rates: A Public Success Story", organization report (undated).

N. L. Gage, "Dealing with the Dropout Problem", Phi Delta Kappan, December 1990, pp. 280-85.

U.S. Department of Commerce, "Dropout Rates in the United States", unpublished tabulations, October 1967 to October 1991.

William Decker, "Build A Better Apprenticeship", The Executive Educator, June 1995, pp. 23-25.

Associated Press, "'Diploma' persuades kids to stay in school", The Wichita Eagle, September 22, 1995, and personal correspondence with Joseph Sandoval.

Stephen Hamilton, "Raising Standards and Reducing Dropout Rates", Teacher's College Record, Spring 1986, pp. 413-16.

Kara Gae Wilson, "Tough On Truants takes kids to court to keep them in school", The American School Board Journal, April 1993, pp. 43 & 46.

# Average Annual Earnings by Level of Education

## 1992

Professional* .....	\$74,650
Doctorate .....	\$54,904
Master's .....	\$40,368
Bachelor's .....	\$32,629
Associate .....	\$24,398
Some College .....	\$19,666
H.S. Graduate .....	\$18,737
Not finish H.S. ....	\$12,809

*\*The Census Bureau defines the term "professional" as those positions requiring a specialized advanced degree (physicians, lawyers, etc.)*

# FORTUNE 500 LIST

-US Department of Labor  
-Survey of Top Management  
-Skills most desired

	<i><b>NOW!</b></i>	<i><b>1970</b></i>
<b>Teamwork</b>	<b>1</b>	<b>10</b>
<b>Problem Solving</b>	<b>2</b>	<b>12</b>
<b>Interpersonal Skills</b>	<b>3</b>	<b>13</b>
<b>Oral Communication</b>	<b>4</b>	<b>4</b>
<b>Listening</b>	<b>5</b>	<b>5</b>
<b>Personal/Career Development</b>	<b>6</b>	<b>6</b>
<b>Creative Thinking</b>	<b>7</b>	<b>7</b>
<b>Leadership</b>	<b>8</b>	<b>8</b>
<b>Goal/Setting/Motivations</b>	<b>9</b>	<b>9</b>
<b>Writing</b>	<b>10</b>	<b>1</b>
<b>Organizational Effectiveness</b>	<b>11</b>	<b>11</b>
<b>Computation</b>	<b>12</b>	<b>2</b>
<b>Reading</b>	<b>13</b>	<b>3</b>



## Wichita Public School Disclaimer for being a High School Drop-Out

The undersigned guardian and student accept full responsibility for the listed student being a High School Drop-Out. The undersigned furthermore releases the administrators, faculty and staff from all liability with regard to any and all incidents that may transpire because of being a High School Drop-Out.

Administrators, faculty and staff of Wichita Public Schools cannot guarantee the success of any student who drops out of school. Therefore, parents and guardians are strongly discouraged from signing this disclaimer and allowing their student to leave school.

By signing this disclaimer I realize that I will not have the necessary skills to survive in the 21st Century. These skills include:

- |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Arithmetic/Mathematics</li> <li>Listening</li> <li>Speaking</li> <li>Thinking Skills</li> <li>Decision Making</li> <li>Problem Solving</li> <li>Seeing things in the mind's eye</li> <li>Knowing how to learn</li> <li>Using computing to process information</li> </ul> | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Self-esteem</li> <li>Sociability</li> <li>Self-management</li> <li>Being a team member</li> <li>Being able to work with cultural diversity</li> <li>Leadership</li> <li>Evaluating information</li> <li>Interpreting information</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

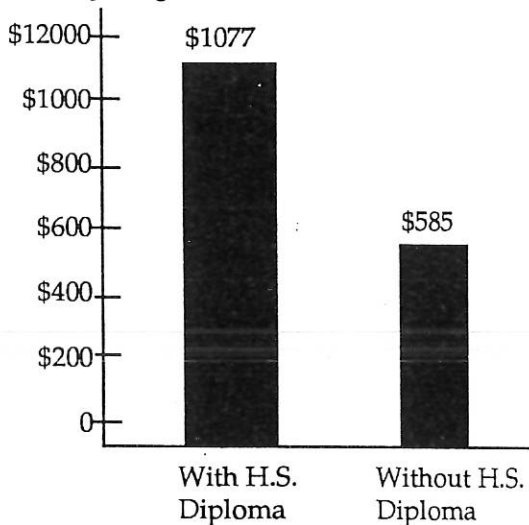
\_\_\_\_\_ (Guardian Signature)

\_\_\_\_\_ (Student Signature)

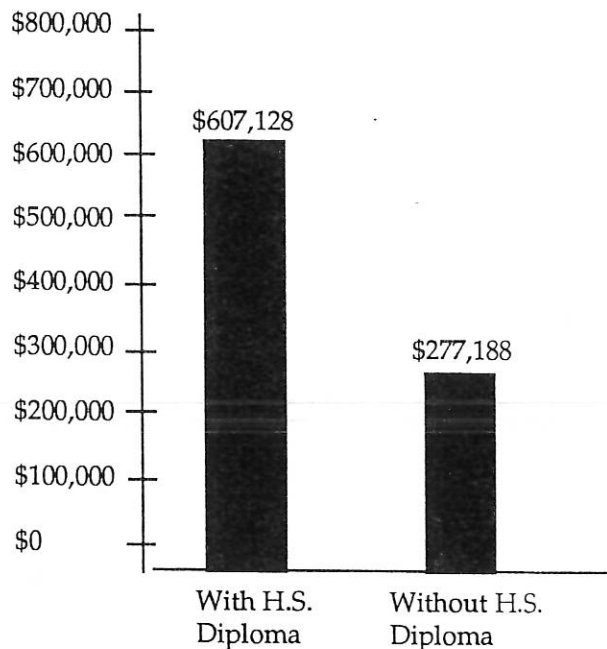
\_\_\_\_\_ (Date)

### Increase your Earning Power!

#### Monthly Wages



#### Lifetime Earnings



# Informal Drop-Out Survey

Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

1. How many credits have you earned to date? \_\_\_\_\_

2. Why are you dropping out? \_\_\_\_\_  
\_\_\_\_\_

3. Do your parents agree with your decision to leave? Yes \_\_\_\_\_ No \_\_\_\_\_

4. How do you feel about leaving?

- \_\_\_\_\_ Relieved
- \_\_\_\_\_ Happy
- \_\_\_\_\_ Disappointed
- \_\_\_\_\_ Angry
- \_\_\_\_\_ Let down by the school

5. What are some of the nice things that have happened to you in school over the past several years? \_\_\_\_\_  
\_\_\_\_\_

6. When did you first begin to dislike school? \_\_\_\_\_  
\_\_\_\_\_

7. What are your plans for the immediate future: \_\_\_\_\_  
\_\_\_\_\_

8. Would you return to school if conditions were changed? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, in what way would you like to see things changed? \_\_\_\_\_  
\_\_\_\_\_

9. What would you like to be doing ten years from now? \_\_\_\_\_  
\_\_\_\_\_

10. Would you like assistance in earning an equivalency diploma (G.E.D.)? Yes \_\_\_\_\_ No \_\_\_\_\_

Other Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Official Report of Test Results**  
**TESTS OF GENERAL EDUCATIONAL DEVELOPMENT**



**issued by**  
**OFFICIAL GED CENTERS**  
**of the**

GENERAL EDUCATIONAL DEVELOPMENT  
 TESTING SERVICE  
 OF THE AMERICAN COUNCIL ON EDUCATION

Name of Examinee:

\_\_\_\_\_

Last

First

JANET STOTTS

Middle

Address:

Reported To:

KSDE  
 120 E. 10TH STREET  
 TOPEKA, KS 66612

Regular Print  
 English

Date of Birth \_\_\_\_\_

Test Format \_\_\_\_\_

Date Reported \_\_\_\_\_

12/10/96

Social Security Number \_\_\_\_\_

Test	Test Date	Form	Standard Score	Percentile Rank for U.S.				
Test 1: Writing Skills Test .....	12/10/96	AR	70	98				
Test 2: Social Studies Test .....	11/19/96	AR	57	75				
Test 3: Science Test .....	11/19/96	AR	53	61				
Test 4: Interpreting Literature and the Arts .....	11/26/96	AR	54	65				
Test 5: Mathematics Test .....	11/19/96	AR	56	74				
Total			290	<table border="1"> <tr> <td align="center">X</td> <td>Passed*</td> </tr> <tr> <td> </td> <td>Failed*</td> </tr> </table>	X	Passed*		Failed*
X	Passed*							
	Failed*							
Average Standard Score:			58.0					

(Copies of this report can be obtained from the center listed below.)

The scores on this report are the *highest* scores achieved by the examinee and not necessarily the most recent scores. If retest scores are lower than scores previously achieved the retest scores are not reported.

Signature of Chief Examiner: \_\_\_\_\_ *Tom Dixon*

Name of Center: \_\_\_\_\_ WICHITA AREA TECHNICAL COLLEGE

Address of Center: \_\_\_\_\_ 301 S GROVE E-14

\_\_\_\_\_ WICHITA, KS 67211

Center Identification Number (If required)

3000190360

Date: \_\_\_\_\_ 12/10/96

\*Pass or Fail as determined by state policy

1-8

CONGRATULATIONS!! YOU HAVE PASSED THE GED TEST.

The following information is provided to help answer some of the questions you may have about passing the GED test.

**WHAT SCORES ARE NEEDED TO PASS THE GED TEST?**

The state of Kansas requires a minimum standard score of 35 or above on each test, and an average of 45 (225 total points) for the five test.

**WHAT DO THE TEST SCORES MEAN?**

Results on each of the five GED tests are given as "standard scores" ranging from 20 to 80, and "percentile ranks" from 1 to 99; higher scores result from correctly answering more test questions. Both scores compare your results to those for a recent representative national sample of high school seniors. The average standard score for graduating high school seniors is 50; therefore, standard scores above 50 are above those of the typical recent high school graduate. The percentile ranks show the percent of the graduating seniors who earned scores at or below yours. For example, if your percentile rank is 30, your score is better than those of about 30 percent of the seniors.

**WHEN WILL THE DIPLOMA BE SENT?**

Your diploma will be sent to you in approximately eight to ten weeks.

**HOW CAN I GET AN OFFICIAL COPY OF MY SCORES?**

The enclosed copy of your scores, should be sufficient proof of passing your GED for most vocational schools, employers, etc. However, there are a few institutions that require an official copy of your scores from the Kansas State Department of Education. If you need such a copy, please write to:

GED  
120 E 10th Street, Room 107  
Topeka, KS 66612

Please include your social security number, the year you tested, and a \$3.00 money order (personal checks are not accepted) with your request.

*Again congratulations on earning your diploma. It is a wonderful achievement of which you should be very proud. Please call our office, 833-4695, if you need further information.*





## SB 38

Testimony presented before the Senate Committee on Education  
by Gerald W. Henderson, Executive Director  
United School Administrators of Kansas

Madam Chairman and Members of the Committee:

Last week during the annual convention of our organization, I had opportunity to visit with a number of the high school principals most directly affected by the change in the compulsory attendance law. Reactions to the law which raised the compulsory attendance to age 18 was mixed at best, with the most common thread dependent on population density.

The majority of principals I visited with in Wichita or whom our staff visited with by telephone in the past two days believe that students should remain in school until graduation. The problem of course is the young person who does not want to be in school and is disruptive to the learning environment. Again, most principals don't want to give up on even these individuals and are supportive of mandating attendance for 18 year old youngsters depending on the availability of alternative placement.

Here is where population density comes into play. Principals in areas of the state where either in-district or cooperative arrangements for alternative high schools are possible have little or no problem with leaving the age at 18. Principals from scarcely populated areas are struggling to cope with disruptive 16 through 18 year old people who are in school only because a judge ordered them to be. Principals from these areas were quick to point out, however, that incidents of uncontrollable disruption were rare, and that in extreme cases a parent was usually willing to sign the waiver allowed under current law.

Am I supporting **SB 38** or opposing it. I guess the answer is yes. I and my members are appreciative of the conversation this committee had ten days ago about alternative schools. Quality Performance Accreditation has educators more focused on **all** children than ever before. More attention is being paid to dropouts since measurements are being taken as a

*Senate Education  
2-6-97  
Attachment 2*

part of the accreditation process. What gets measured gets attended to. We applaud your concern for not only the disruptive child but for the other children in Kansas classrooms who deserve safe and orderly learning environments. Alternative forms of education are more expensive per child than the more traditional classroom. If alternative schools are to become the rule in Kansas, the creativity and innovation already underway are going to have to have your support.

STATE CAPITOL  
LEAWOOD, KANSAS 66612  
(913) 296-7678

RESIDENCE  
8021 BELINDER ROAD  
LEAWOOD, KANSAS 66206  
(913) 341-1232

LAW OFFICE  
5000 WEST 95TH STREET  
SUITE 300  
PRAIRIE VILLAGE, KANSAS 66207  
(913) 642-7300  
FAX (913) 642-0520

STATE OF KANSAS  
HOUSE OF REPRESENTATIVES



CHAIRMAN: COUNCIL OF STATE GOVERNORS  
CHAIRMAN: MIDWESTERN LEGISLATIVE CONFERENCE  
CHAIRMAN: KANSAS YOUTH AUTHORITY  
CHAIRMAN: KANSAS ADVISORY GROUP ON JUVENILE JUSTICE AND DELINQUENCY PREVENTION

COMMITTEES

MEMBER: COMMITTEE ON JUDICIARY  
MEMBER: COMMITTEE ON BUSINESS, LABOR AND COMMERCE  
MEMBER: COMMITTEE ON TOURISM

REPRESENTATIVE DAVID ADKINS  
TWENTY-EIGHTH DISTRICT

Senate Bill 38  
Testimony Before the Kansas Senate  
Committee on Education

February 5, 1997

I appear today in opposition to Senate Bill 38. This bill attempts to reverse one of the recommendations of the Kansas Youth Authority which was enacted into law as a provision of the Juvenile Justice Reform Act of 1996 (1996 HB 2900).

Current law supports parents that wish to keep their kids in schools.

It conforms our laws to our values -- that education is essential to success in life and that twelve years of education is the minimum necessary to function successfully in today's world.

Educators and school administrators that support this measure do a disservice to public education and the students served by our schools. Those that support this bill may argue that we cannot afford to keep kids in school that don't want to be there. They may argue that such kids are disruptive to learning.

I would respond by indicating that the policy articulated by this bill ultimately will cost the state more -- in lost taxes, in greater social service expenditures and in higher criminal justice costs. This bill represents a shortsighted policy which should be rejected.

Respectfully,

A handwritten signature in cursive script that reads "David Adkins".

David Adkins

*Senate Education  
2-6-97  
Attachment 3*

## NORTH HIGH SCHOOL DROP OUT PLAN FOR THE 1996-97 SCHOOL YEAR

**GOAL:** To significantly reduce the drop out rate at North High School during the 1996-97 school year.

**OBJECTIVE:** During the 1996-97 school year, North High School will reduce the number of drop outs to 200 as compared to 561 during the 1995-96 school year.

**STRATEGIES:** Each of the five counselors at North will identify 40 students considered to be at risk for dropping out of school. Once the students have been identified, a counseling session will take place with the student and parent/guardian of the student. The session will focus on the importance of staying in school. After the initial counseling session, students will be monitored weekly regarding the progress they are making in their individual classes.

**TACTICS:** The counselors will work with Educational Talent Search to create a counseling group for the identified students. A luncheon will be provided for the students at a monthly meeting. Topics at the meetings will focus on goal setting, career awareness, improved study skills, test taking strategies, decision making, and reading and writing skills. Counselors will take the following steps in making a withdrawal that is requested by a parent or guardian:

1. The parent must come to school in person to request the withdrawal.
2. Parent will sign the withdrawal form.
3. The parent will leave a home and work phone number for a follow-up contact. This will ensure that a withdrawn student is actually going to be enrolled in another school.

**STRATEGIES:** The administrative team will recruit and train twenty community volunteers and twenty peer counselors to assist students having an attendance problem. In addition, contacts will be made with the Hispanic Chamber of Commerce and Hispanic business organizations such as SOMOS at US West and business leaders in Northwest Denver to begin a school to career shadowing experience for all 9th grade students. Also, members of the administrative team, along with the counseling department and social worker, will make home visits to those students that were unable to be contacted by phone.



TACTICS:

... Meetings with members from the Northwest Ministerial Alliance, SOMOS, Hispanic Chamber of Commerce, and business leaders in northwest Denver will be completed by September 30, 1996.

...Daily calls to parents regarding truancies and absences will be documented by teachers, staff and trained volunteers (see attached).

...Weekly reviews of the documentation will take place to insure that those students who are having attendance problems will get personal attention from North High School staff and peer counselors.

... By September 18, 1996, students in the commercial art classes will design and produce "ANTI DROP OUT" slogans which will be made into buttons to be worn by North's students and staff.

... Students in marketing classes will design and implement a civic consciousness project focusing on North's drop out rate and present it at the state DECA Convention which will be held in February, 1997. On December 11, 1996, marketing classes will hold a celebration during the lunch hours with the focus of not dropping out of school.

...The Student Council is developing a program for rewarding students with perfect attendance for a week with various prizes. Student Council students will also call and mentor students who are having a difficult time coming to school.

...Student Council students and the Gifted and Talented Coordinator are speaking to ninth grade classes about getting involved in extra curricular activities as a way to stay in school. This group will also go to the feeder middle schools and talk with eighth graders about how to make high school a great experience.

STRATEGIES: All students who decide to drop out of school must be accompanied by a parent or guardian and go through a final counseling session with the student's counselor.

TACTICS: Students and their parents will be counseled regarding alternatives to the traditional high school setting.

... A time when the students can come to school to meet individual needs. North's Welcome Center will be open from 7:00a.m.-5:00 p.m. Also, North has implemented a flexible time schedule to meet the needs of students. For example, a student can start at 7: 30 a.m. and be done with all classes at 1:00 p.m. A student may begin classes at 9:00 a.m. and be done at 2:30 p.m. It should be noted that these students will not have lunch.

... Referral to the Welcome Center, Contemporary Learning Academy, Opportunity School, or the GED program that is going to be established at North.

If all strategies and tactics have been exhausted and a student insists on being a drop out, he/she will be given an informal drop out survey (see attached). The student, along with their parent or guardian, will conference with the principal and sign a disclaimer for being a high school drop out and will be given a certificate of dropping out (see attached).



INFORMAL DROPOUT SURVEY

Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

1. How many credits have you earned to date? \_\_\_\_\_
2. Why are you dropping out? \_\_\_\_\_  
\_\_\_\_\_
3. Do your parents agree with your decision to leave? Yes \_\_\_\_\_ No \_\_\_\_\_
4. How do you feel about leaving? Relieved \_\_\_\_\_ Happy \_\_\_\_\_  
Disappointed \_\_\_\_\_ Angry \_\_\_\_\_ Let down by the school \_\_\_\_\_
5. What are some of the nice things that have happened to you in school over the past several years? \_\_\_\_\_  
\_\_\_\_\_
6. When did you first begin to dislike school? \_\_\_\_\_
7. What are your plans for the immediate future? \_\_\_\_\_  
\_\_\_\_\_
8. Would you return to school if conditions were changed? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, in what way would you like to see things changed? \_\_\_\_\_  
\_\_\_\_\_
9. What would you like to be doing ten years from now? \_\_\_\_\_  
\_\_\_\_\_
10. Would you like assistance in earning an equivalency diploma (G.E.D.)?  
Yes \_\_\_\_\_ No \_\_\_\_\_

OTHER COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## North High School Disclaimer for Being a High School Drop-Out

The undersigned guardian and student accept full responsibility for the listed student being a High School Drop-Out. The undersigned furthermore releases the administrators, faculty and staff from all liability with regard to any and all incidents that may transpire because of being a High School Drop-out.

Administrators, faculty and staff of North High School cannot guarantee the success of any student who drops out of school. Therefore, parents and guardians are strongly discouraged from signing this disclaimer and allowing their student to leave school.

By signing this disclaimer I realize that I will not have the necessary skills to survive in the 21st Century. These skills include:

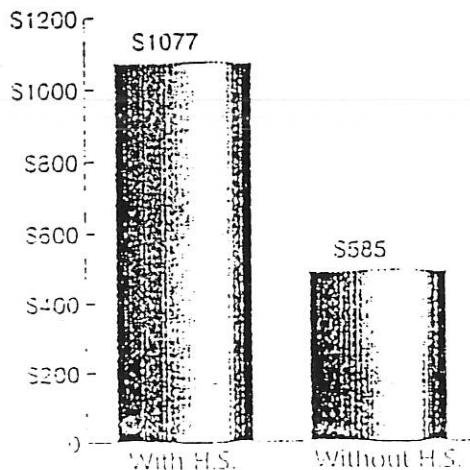
- |                                        |                                               |
|----------------------------------------|-----------------------------------------------|
| Reading                                | Responsibility                                |
| Writing                                | Self-esteem                                   |
| Arithmetic/Mathematics                 | Sociability                                   |
| Listening                              | Self-management                               |
| Speaking                               | Being a team member                           |
| Thinking Skills                        | Being able to work with<br>cultural diversity |
| Decision making                        | Leadership                                    |
| Problem solving                        | Evaluating information                        |
| Seeing things in the mind's eye        | Interpreting information                      |
| Knowing how to learn                   |                                               |
| Using computing to process information |                                               |

\_\_\_\_\_ (guardian signature)

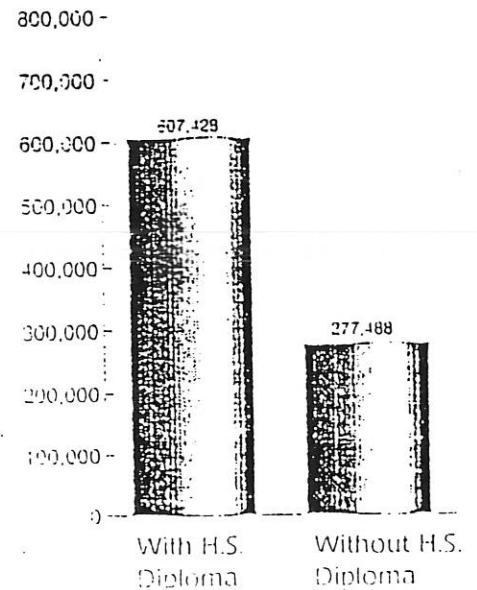
\_\_\_\_\_ (Student signature) \_\_\_\_\_ (Date)

### Increase your Earning Power!

Monthly Wages



Lifetime Earnings



# Certificate of DROPPING-OUT

Leaving North High School without Graduating

\_\_\_\_\_  
Joseph S. Sandoval, Principal

\_\_\_\_\_  
Date