

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION K-12.

The meeting was called to order by Chairperson Ralph Tanner at 9:00 a.m. on February 14, 2002 in Room 313-S of the Capitol.

Committee staff present: Ben Barrett, Legislative Research Department
Carolyn Rampey, Legislative Research Department
Jill Wolters, Revisor of Statutes
Ann Deitcher, Committee Secretary

Conferees appearing before the committee: Representative Lisa Benlon
Ann Murphy, USD 229, Blue Valley
Michiel Ford, USD 336, Holton
Jada L. Kohlmeier, USD 232, DeSoto
Pat Kells, Dir. of KS Office for Community Service
Jacque Feist, Principal, Dodge City High School
Katy Hartman, CCC Class, Shawnee Mission NW
Richard Jackson - Director ECKAN, Inc.
Adam Kretzer
Bryce Huschka
Sam Smith
Mark Tallman, KASB

The Chair called on Dale Dennis who introduced the winners of the 2002 Milken Foundation Teacher Award.

The three recipients spoke to the Committee regarding their experiences in the teaching field. Amy Murphy, ([Attachment 1](#)); Michiel Ford, ([Attachment 2](#)) and Jada Kohlmeier, ([Attachment 3](#)).

A brief question and answer period followed.

Members of the Farm Bureau who were in attendance were introduced to the Committee.

Chairman Tanner also introduced those members of the audience who were former Milken Foundation winners.

HB 2353 - Concerning accredited high schools; requiring provision of a community service class for students.

Katy Hartman, service class member at Shawnee Mission Northwest High School, was the spokesperson for her group and told of their contributions to their community. ([Attachments 4 and 5](#)).

Pat Kells offered testimony in support of **HB 2353**. ([Attachment 6](#)).

Appearing as a proponent for **HB 2353** was Jacque Feist. ([Attachment 7](#)).

Representative Tanner called the Committee's attention to an article recently published regarding the health factors involved in the giving of service to others. ([Attachment 8](#)).

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION K-12 at on February 14, 2002 in Room 313-S of the Capitol.

Richard Jackson appeared in favor of **HB 2353**, (Attachment 9), and then introduced three members of the classroom-based community service program of Ottawa, Kansas.

Adam Kretzer spoke in support of **HB 2353**. (Attachment 10).

Telling of his involvement in community volunteerism, Bryce Huschka spoke of the difference it had made in his own life. He asked the Committee for their support for **HB 2353**. (Attachment 11).

Sam Smith, voted Outstanding Youth Volunteer, spoke as a proponent of **HB 2353**. (Attachment 12).

Mark Tallman told the Committee that the only objection the Kansas Association of School Boards had to **HB 2353** was the new costs it would impose. (Attachment 13).

Offering testimony in support of **HB 2353**, was Representative Lisa Benlon. (Attachment 14).

The hearing on **HB 2353** was closed.

The meeting was adjourned at 10:30 a.m. The next meeting was scheduled for February 18, 2002.

Good morning ladies and gentlemen, Thank you for giving us the opportunity to address you today. My name is Amy Murphy and I am currently the Associate Principal of Curriculum and Instruction at Blue Valley North High School in the Blue Valley School District. Prior to becoming an administrator I had the wonderful opportunity to teach mathematics in various grades from sixth through twelfth in North Carolina, Virginia, and ~~Ohio~~^{Kansas}. At Blue Valley North High School our mission is to empower all students to achieve their potential in an ever-changing world. I have the great fortune to

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Attachment # 1-1

work with a wonderful staff who truly take this mission to heart. As an administrator I support and work with my staff both novice and veteran as we constantly strive to meet our mission. When I think about the challenges that face Kansas schools, one area which immediately comes to mind is that of teacher quality. On behalf of Kansas educators, I would like to thank you for the law and funding you have provided for teacher mentoring. We, in Blue Valley, have truly begun to see the powerful impact this has had on our teachers and the

students in their classrooms. In working with these new teachers, it has become obvious to me that we truly have made a difference in the education our students are receiving because we have taken the time to not only attract but also to develop and retain our new teachers. One of the absolutely essential pieces of this development must be the opportunities for new teachers to be involved in professional development. Even though these teachers are entering the work place with new and innovative ways to work with students, we must ~~continue to~~ nurture them so they

continue to grow and develop. Although teachers have the opportunity to constantly be surrounded by students, teaching can truly be lonely profession. To make sure that our teachers, especially those which are new to the profession, do not feel isolated, we must make sure to provide support and connections for these individuals. The mentoring program has allowed us to do just that. It is obvious when I

visit classrooms that teachers cannot effectively teach today in the same manner they did even 5 years ago.

In order to provide the best possible education for student and to truly impact student learning, we must focus time and energy on our new teachers.

We as leaders whether it be in the classroom, at the building, at the district, or at the capitol must challenge ourselves to continue to nurture and support our new teachers understanding that this will ultimately produce what is best for children in Kansas.

Mike Ford

MEMO

Legislative / Senate meeting:

Introduce self / school / district
background

Challenges facing Kansas schools

talk about kids issues

last time in class: 70% in class / 30% meeting

assessments

QPA/NCA

SIT/SIP

Staff Development

Thank them for funding the teacher mentoring program

Special needs students

Assessments - too many

Need more resources - -

Professional Development - why is it important

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Jada Kohlmeier

Me- Sabetha - ~~Con~~ - DeSoto

- Lowell Milken - wonderful celebration

Thank-you - stressful time - make stronger

Challenges - New way teaching - Never before so challenging but never so exciting

- Afghan? Skills w/ content

- time - study, Plan, prof dev.

- Plan Curr. + Grade projects

- Smaller Classes - kids diff + teach diff

- Need diverse exp to prepare for 21st cent.

Cuts - no econ - Cody P, Nick S -

- no AP Hist

- At Risk - Brian, John. huge class - need diff env. - pulled out - very successful

Truman + Marshall Plan

- funding to enc + ensure dem.

- Afghan - same prob

- ed - invest in ed, save on prisons + welfare

What Is The C.C.C.??

It is a service class here at Northwest High School that meets everyday as a regular class. There are over 300 students enrolled for the year and our motto is THE DOER OF GOOD BECOMES GOOD!!!

What are some of the things we have done? Bear in mind that we spend no money on ourselves nor do we buy anything for the school. All our money goes to the needy or on other people.

1. The class donated two refrigerators to Associated Youth Services--a program serving delinquent young people.
2. We gave \$1,000 to Visiting Nurses for the elderly.
3. We gave \$1,000 to KCMO Inner City Children for food and clothing.
4. We donated \$1,000 to the N.Y. Fallen Fire Fighters' families.
5. We tutor in four (4) Shawnee Mission Elementary Schools
6. We participate in the STARS program helping elementary students with her homework.
7. We paid delinquent utility bills so service would not be terminated.
8. We daily help at a retirement home in Lenexa--we also work there every other Saturday morning.
9. We will have the Harlem Globe Trotters here on Monday afternoon, October 15th. The money we raise will help the KCMO inner city kids.
10. Sponsor a dance for the community--the desserts this evening were brought by members of the C.C.C.
11. Fundraise at Shawnee Price Chopper with food coupons--please shop there and donate the coupons to the C.C.C.
12. We help sponsor a Halloween Party at the Shawnee Civic Center so that area children can have a safe Halloween.
13. Provide food for about 300 needy families for Thanksgiving. We combine with Americorp for this project.
14. Guaranteed a \$1,400 loan so a Shawnee Woman would not lose her home.
15. Provide Christmas presents to the elderly at Lakeview Retirement Village who have outlived their families.
16. Provide Christmas presents for A.Y.S. delinquent kids.
17. We tutor at A.Y.S. in Argentine.
18. Sponsored garage sales here at NW for the poor.
19. We do yard work for a man "George" who had a heart attack. We also painted his home.
20. Miscellaneous jobs, e.g. moving furniture for the elderly.

AWARDS

1. Penneys Golden Rule Award five times.
2. Governor Graves SPIRIT OF GIVING award.
3. Special Section in the STAR: Raising Kansas City--we were COMPASSION.
4. Subject of a doctoral disseration: Dr. Debbie Bogle
5. Summary of our program was taken to Istanbul, Turkey, for an international conference on volunteering.
6. SERTOMA, OPTIMIST, KIWANIS, LIONS CLUB awards.
7. Program taken to Russia in the fall of 2000.
8. Prudential Awards
9. Program included in two published books.
10. Northwest was chosen by the U.S. Government as a SCHOOL OF SERVICE.

THE DOER OF GOOD BECOMES GOOD!!!!

House Education Committee

Date: 2/14/02

Attachment # 4

**COUGARS
COMMUNITY
COMMITMENT**

House Education Committee

Date: 2/14/02

Attachment # 5-1



SHAWNEE MISSION NORTHWEST HIGH SCHOOL
Shawnee Mission Public Schools
12701 W. 67th St.
Shawnee Mission, Kansas 66216-2599
Telephone (913) 993-7200
FAX (913) 993-7499

Office of the Principal

Educating for Life

Dear Northwest High School Students:

Congratulations and THANKS for your interest in the Shawnee Mission Northwest High School award-winning Cougars Committed to the Community Program. This program, known affectionately as the CCC, was created several years ago to encourage and support student involvement in worthwhile community service. Under the dedicated leadership of Ron Poplau, the CCC has blossomed into one of the finest high school youth service organizations in the country. Your choice to now become part of this program ensures its success for the future. It is with Northwest students like you that this program will grow and succeed. You will find that you have become a better person through making your community a better place for all its citizens.

As a member of the CCC, you establish yourself as a leader of our school, becoming a role model for others to follow. You agree to give of yourself freely to others in need - to those less fortunate than yourself. You live the motto of the CCC - "the doer of good becomes good." Once you have experienced this sharing and giving, you will have learned one of life's most important lessons - the value of service to your community - something that you will continue throughout your life.

The administration of Northwest stands behind the CCC, ready to support and help out in any way needed. I thank you for being a participant. I am proud of you!

Good luck in all that you do during your time at Northwest!

Sincerely,

Bill Harrington
Principal



COUGARS COMMUNITY COMMITMENT

SHAWNEE MISSION NORTHWEST HIGH SCHOOL

MERITS & ADVANTAGES OF THE C.C.C.: Page 2

13. PRIDE: Students take a greater pride in their school: they have developed secret pals with their teachers, teacher-appreciation dinners, cards to sick students, cards of appreciation to community people who help with projects.
14. SENIOR CITIZENS: Senior Citizens are brought into the school for lunches, class discussions, etc.
15. GRADUATES: graduates of the school and the C.C.C. program stay in touch by coming to school sponsored events or they even begin a volunteer program at their colleges, etc.
16. TUTORING: A tutoring program has begun in the district composed of senior citizens from a retirement village served by the C.C.C. They also want to give something in return.
17. IDENTITY: By linking the C.C.C. program to the city government, students have developed a genuine sense of community and community identity. They attend city meetings and the mayor and other officials come to the school.

This program has only been in existence since 1992 as a specific class. Since that time, the students have won nearly every award possible:

1. Penney's Golden Rule Award three times
2. Noxema Award for all of Kansas
3. Sertoma
4. Kiwanis Award
5. Kansas City Star
6. Knights of Columbus
7. Prudential Award
8. Kansas City Star
9. Habitat II
10. Channel 4-5-9 & 41
11. The Kansas State Legislature Citation twice

We have panels of students who regularly share their experiences and also explain the program to others and also help other schools develop this program.

If you need additional information call: Ron Poplau, Sponsor
(913) 993-7310

We have additional printed material we can send you. Let us know.



COUGARS COMMUNITY COMMITMENT

SHAWNEE MISSION NORTHWEST HIGH SCHOOL

MERITS & ADVANTAGES OF THE C.C.C.

1. **COST:** It costs the school district NOTHING. No books, no fees. Students even provide their own transportation. Students have raised well over \$150,000.
2. **GRADES:** Grades and student performance are enhanced in all of their other classes as well. Dr. Deborah Confer Bogle did a doctoral dissertation on the C.C.C. and other local volunteer programs. Study was done & published in 1994.
3. **SUCCESS:** Students are almost guaranteed success. Students of all physical & mental abilities experience success EVERYDAY. Anyone can mow, rake, plant visit the sick, etc. Students are empowered by their own achievements and the praise of those they have assisted. Self-esteem skyrockets!!
4. **PERFORMANCE:** Students generally surpass basic expectations: even under demanding standards for grades, the vast majority of students exceed expectations for A's & B's. No students have failed this class. Three (3) were eliminated last year from the program because of ONE truancy.
5. **COMMUNITY:** Community evaluation of the school changes: comments from the school board members attributed a successful bond proposal to the C.C.C. The local community becomes more involved with the school through donations to the program, asking for assistance, positive comments about young people, etc.
6. **QUALITY:** Quality students do enroll in this class and perform at the highest levels. Even students from the learning center with limited scholastic ability are able to participate in this program and do outstanding work and achieve high grades for the FIRST TIME! Many of these students become leaders for the first time as well.
7. **LEADERSHIP:** Leadership qualities emerge very quickly and students take charge of their own learning and develop projects to help others. Self-motivation becomes the NORM!
8. **INTERGENERATIONAL:** Intergenerational experiences are many and the bond that develops between the old and the young is nothing short of inspirational.
9. **DIVERSION:** Many students satisfy their diversion hours through this class. They not only perform their assigned number of court hours, but continue on long after they have completed their required hours.
10. **DISCIPLINE:** Discipline problems simply DO NOT EXIST. It is true that the DOER OF GOOD BECOMES GOOD. Character development emerges very quickly.
11. **DONATIONS:** Students donate at times their entire pay checks for causes affecting the poor or needy. One student purchased 55 dictionaries for a group of delinquent boys and she has been the program only four days!
12. **THE COMMUNITY:** The communities' view and evaluation of young people changes in a positive manner. Cards of appreciation, gifts, participation in school events such as plays, sports, etc. increases. The K.C. STAR chose the C.C.C. as the example of COMPASSION for its prize winning series: RAISING KANSAS CITY.

COUGARS COMMUNITY COMMITMENT

Name _____

C.C.C. Contract: 2000-2001

Hour _____

Cougars Community Commitment offers both YOU, the student, and the members of the local community a meaningful mutual experience in LIFE. TRUST and CARING are the key factors in making this class successful. As a member of this class, YOU agree to abide by the following regulations

1. To go to your daily commitment as quickly as possible. Arrange transportation in advance of your activity.
2. To give genuine, caring service to each person in need, i.e., to apply my best efforts continually.
3. To abide by all regulations of the person, institution or group you are assisting.
4. Grades are determined by attendance and the number of hours of community service given each quarter. Your performance may also be critiqued by whomever you helped. Quality is of the utmost importance.
5. Inform the sponsor when you will NOT be in class before 6th or 7th hours so a substitute can be found to perform your service. Reliability is of great importance!

*Note
Please*

6. ONE TRUANCY will result in the student being dropped from this class. This is absolute and has no limitations. Even if the truancy occurs during the final days of the quarter or semester, the student will be dropped from the class with loss of all credit.
7. If a misunderstanding occurs between the student and the person/place that he/she is giving service, the matter will be resolved by a meeting with the person, student and class sponsor.
8. No outside hours will apply to a student's grade unless specifically approved in advance by the sponsor. Ample opportunities will be available to perform the outside hours necessary for higher grades.
9. Continued interest in helping people all semester.
10. Your ideas and suggestions are welcomed any time during the semester.

There are many scholarships and awards based upon community service. Your input, questions, and suggestions are always welcomed. Remember always:

THE DOER OF GOOD BECOMES GOOD!!

Student signature

Parent/guardian signature

Sponsor

Date

C.C.C.

Name _____

2000-2001

Hour _____

OFF-CAMPUS PARENTAL PERMISSION FORM

The Shawnee Mission School District offers a number of courses and activities which have both classroom instruction and community work experience, observations, and performances. Courses which require community based experiences are Biology 2H, Consortium, Exploring Childhood 1 and 2, Fashion Careers 2, Health Careers, Advanced Journalism, Marketing Education 2, Business Technology 2, Radio and TV Production. ROTC, Sociology 2, US History AP, Yearbook, International Languages, classes taught at other Shawnee Mission Schools, Community College classes, Cougars Community Commitment, PACE courses, some Special Education Classes and Vocational Courses.

REQUEST FOR SPECIAL ENROLLMENT

Name _____

Student # _____

I/we the parent(s) of the above named student request that he/she be permitted to participate in these courses and/or activities for the 2000/2001 school year. I/we have read the course information provided by the school at the time of enrollment and agree to the conditions for participation. I/we understand that the Shawnee Mission School District does not provide transportation for enrolled students and that no insurance of any sort is provided for students participating in courses with community work experience, observation, or performance activities. For those students going to Vocational Training classes off the Northwest campus where the district provides bussing, it is strongly recommended that the student ride the bus to their location. If they choose to not ride the bus the school will not provide transportation nor insurance to participate in this program. My/our signatures below indicate that I/we understand and approve the enrollment and participation of our student in the above named course and are willing to assume the responsibilities and risks involved in participation. **Note: This is not an open lunch permit.**

Date: _____

Parent/Guardian Signature _____

2000-2001 School Year

Dear Parent/Guardian:

You probably already signed a CODE SIX form when your child enrolled at Northwest. I want you to know what this form means in my C.C.C. class:

1. Your child will drive his/her car everyday to his/her community service location.
2. Your child may car-pool with another student and can ride in a car driven by another student.
3. Any accident is covered by your child's insurance.
4. It is my expectation that all of my students will observe all driving and traffic regulations.

If you have any questions, please feel free to contact me at (913) 993-7310.

Ronald W. Poplau
C.C.C. Instructor

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COUGARS COMMUNITY COMMITMENT

SHAWNEE MISSION NORTHWEST HIGH SCHOOL

January 18, 2001

To: All C.C.C. Students

From: Ronald W. Poplau, Sponsor

If you ever want to take advantage of some of the C.C.C. activities that extend beyond your class period or even for the entire day, I must have these two forms on file. Each activity will have its own permission slip that your parents must sign and each of your teachers whose class you will miss.

Some of the activities are:

1. Associated Youth Services (A.Y.S.)
2. Various functions at Lakeview Retirement Village
3. Assisting at a Thrift Store
4. Various functions at whatever school you are assisting, e.g. Nieman

The first all day, i.e., 8:30 to 2:30 event is Next Friday, January 26th: A.Y.S. This form must be on file BEFORE you can go during the school day.

Bring this back as soon as possible but have your parents/guardians sign it one way or the other.

I am hearing good things from the places you are going. Remember:
THE DOER OF GOOD BECOMES GOOD!!

COUGARS COMMUNITY COMMITMENT

Grade Requirements

The only service that will count for your grade requirements are those hours you perform that are approved through the class. No hours are approved "after the fact." Your semester grade is the sum total of both your first quarter and also your second quarter hours of service.

Grade of A

30 hours beyond the class . Each C.C.C. member has a page in the class ledger and your hours will be kept in it along with your verification.

Grade of B

20 approved hours beyond the class.

Grade of C

10 approved hours beyond the class.

Some Possible Activities

1. Visit Associated Youth Services.
2. Lakeview Village gives double hours every other Saturday morning.
3. A community dance in August and September in our cafeteria. Decoration begins at 2:30 p.m., Dinner at 5:30 p.m. and dancing from 6:30 until about 9:30 p.m.
4. Cans of Food. 15 cans equals one hour.
5. Bone Marrow Drive for Jeremy Pearce: Be typed, give blood, or simply help.
6. Garage Sale: September 16: We need people to pick up stuff, to help with the sale, to donate stuff. Double hours from 6:00 a.m. to 8:00 a.m. on the 16th.
7. We need people to put on Coupons at Price Chopper. They have requested that students work alone and not in groups or pairs. You must make arrangements through Mr. Poplau.
8. Winners Circle after school. We are still trying to set this up.
9. Bake Sale with the garage sale: homemade cookies, cakes, pies, etc.
10. George Detios who lives across the street needs his lawn mowed frequently.
11. Speaking about the C.C.C.: be on a panel, alone, etc. We get requests from Civic Groups, schools, etc.
12. Tutoring with the building here at NW primarily through the learning center.
13. Thanksgiving Food Drive and delivery to needy families. Special hours available for food and the delivery to the needy families primarily in KCK.
14. Russian Trip: I am still waiting for further information but we might need some school supplies or money to buy them there. Stay tuned.
15. Breakfast With Santa--obviously close to Christmas.
16. Talent Show at Lakeview
17. Blue Valley School District has a program that requires students.
18. Program at Broken Arrow early in the school year.
19. Faculty appreciation after school on Friday or special arrangements.
20. Individual families need lawns raked, mowed, cleaned, etc.
21. Shawnee Community Center after school or on Weekends.
22. Animal Haven has projects.
- ****23. I will be happy to meet with you personally about a project and I will also have a list of project available and I will post them on the board and also in the display case by the Social Science Room, Room 123.

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Name _____ Hour _____

COUGARS COMMUNITY COMMITMENT

SHAWNEE MISSION NORTHWEST HIGH SCHOOL

To the parents/guardians of C.C.C. Students:

Many valuable experiences are available to C.C.C. students but only during the school hours, e.g. Associated Youth Services, Special Functions at Lakeview Retirement Village, etc. I am asking parents to sign this cover sheet and the attached field trip form before your student can participate in these elected experiences. All of these experiences, although elected, can count for the student's hours.

If you approve or disapprove of your child car-pooling, please sign in the appropriate space. All of these experiences are voluntary and each trip will have its own permission slip for you to sign and also each of the your child's teachers to approve. You will always know in advance where your child wants to go to give community service. This program will last the entire semester.

Parents:

I give my permission for _____ to attend various activities in the community.

Date _____ Parents Signature _____

I do not give my permission for _____ to attend various community activities.

Date _____ Parent's Signature _____

I give my permission for my student to car pool:

Parent's signature _____

I do not give my permission for my student to car pool.

Parent's signature _____

As your student's teacher, I want to thank you for your support and interest in this community service program. I believe that THE DOER OF GOOD BECOMES GOOD!

Ronald W. Poplau

(913) 993-7310

FIELD TRIP APPLICATION AND PERMISSION FORM . Appendix B
SHAWNEE MISSION PUBLIC SCHOOLS

Within School Day XX Beyond School Day XXX Name of School S.M. Northwest

Organization Applying Cougars Community Commitment

Date of Field Trip -- Time of Departure ---- Estimated Time of Return ----

Field Trip Origination and Termination Point -----

Location of Field Trip Activity Will vary
(Specific Place, City, State)

Rationale For Taking This Trip Various community sites will be offeren to students
in the area to give service.

Mode of Transportation individual or car pooling--no bus
(Name of Carrier and Type of Transportation)

Cost Per Student None How Financed -----

Number of Students Involved Varies Number of Supervisory Personnel Involved None

Brief Itinerary of This Field Trip students will leave school at various times to
participate in community resources. This will continue all semester.

Requested By _____ Various Dates
(Teacher/Sponsor Signature) (Date)

(Building Principal) (Date) _____ Approved _____ Disapproved

(District Administrator) (Date) _____ Approved _____ Disapproved

The purpose of this form is to inform you of the above planned activity. Before your child will be allowed to participate in the above activity, it will be necessary for you to provide your consent. This activity will be supervised by adults. It may be necessary to alter some of the details of this activity outlined above, but efforts will be made to retain normal supervision for the safety and welfare of all field trip participants. Please mark one of the statements below and sign where indicated. Failure to return this form will prevent your child from participating in the above activity.

_____ My child may participate in ^{these activities} ~~this activity~~. _____ My child may not participate in ^{these activities} ~~this activity~~.

Student Name (Please print) (Parent Signature) (Date)

Student Signature (If 18 years old) Student Number _____ Revised 4-00

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COUGARS COMMUNITY COMMITMENT

SHAWNEE MISSION NORTHWEST HIGH SCHOOL
12701 WEST 67TH STREET
SHAWNEE, KANSAS 66216

C.C.C. Field Trip Permission Form

Name _____ Hour _____ ID Number _____

Student must have a field trip form on file.
You must obtain the permission of each of your teachers whose
class you will miss.

Date: _____

Field Trip _____ Hour _____

Today's Date _____

You must obtain the signature of each teacher's class you will miss.

Hour 1 _____

Hour 2 _____

Hour 3 _____

Hour 4 _____

Hour 5 _____

Hour 6 _____

Hour 7 _____

Parent's Approval _____

Give this completed form to Mr. Poplau, not the attendance office
at least one day before the event. If I do not have this at least
one day in advance, YOU CANNOT GO.

Semester One
2nd Quarter

Name _____

Hour _____

Additional C.C.C. Hours

- | | | |
|--------------------|-------------|-------------|
| 1. Activity _____ | Hours _____ | Proof _____ |
| 2. Activity _____ | Hours _____ | Proof _____ |
| 3. Activity _____ | Hours _____ | Proof _____ |
| 4. Activity _____ | Hours _____ | Proof _____ |
| 5. Activity _____ | Hours _____ | Proof _____ |
| 6. Activity _____ | Hours _____ | Proof _____ |
| 7. Activity _____ | Hours _____ | Proof _____ |
| 8. Activity _____ | Hours _____ | Proof _____ |
| 9. Activity _____ | Hours _____ | Proof _____ |
| 10. Activity _____ | Hours _____ | Proof _____ |
| 11. Activity _____ | Hours _____ | Proof _____ |
| 12. Activity _____ | Hours _____ | Proof _____ |

All hours must be approved in advance and in writing.
If you have more than five (5) absences, you are
required to make up the time over that amount.

Total Number of Hours _____

First Quarter _____

Semester Average _____

Absences First Quarter _____

Quarter Grade _____

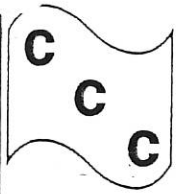
Absences Second Quarter _____

Semester Grade _____

Comments:

THE DOER OF GOOD BECOMES GOOD!

5-12



Cougars

Community Chronicle

Shawnee Mission Northwest High School

Volume 1

January 3, 2001

Welcome to the C.C.C.

You have chosen to join Northwest's service organization. All studies indicate that those who give service to others do better in school and also in their personal life. Woodrow Wilson, our 28th president, said it best:

Nothing but what you volunteer has the essence of life,
the springs of pleasure in it. These are the things you
do because you want to do them, the things that your spirit
has chosen for its satisfaction.

All through his years as president he gave service wherever he could and during W.W.I it was easy to find him giving service to wounded soldiers. His wife, Edith, knitted socks for the soldiers. Woodrow Wilson today is listed among the top five presidents of this country.

Our Motto says it all: THE DOER OF GOOD BECOMES GOOD. Its that simple: Do good deeds and you will become good or better in the process. Welcome and may this be a semester in which the entire community becomes better because of your activity. All the very best to each of you.

SHAWNEE PRICE CHOPPER

Shawnee Price Chopper is letting us fund raise in its store with the coupon program. At one time we made over \$2,000 a month. Save the coupons from the Sunday Star and if enough people are willing, we can put them on products once, twice, or as many evenings after school as you want. Whatever money we make is yours to give to the poor and needy.

HOW ABOUT. . .

1. A Faculty ice cream and cookies appreciation after school on a Friday afternoon. You make the cookies cake and we'll buy the ice cream.
2. An A.Y.S. sign up for every Friday. This is open to ten (10) students each week. It is also a code 6 activity.
3. A thrift store near Mission Road wants/needs our help. This is available on Saturdays from 9:30 a.m. to 5:00 p.m. The profits help the mentally disabled.
4. Could we fix up Mary Delgado's House? She is a widow and her house needs painting inside and some good furniture.
5. A garage sale in the school cafeteria. Visiting Nurses needs help. . . .

I Need a Home. . . .

During the coldest time of December, my owner left me out in the cold. I am a pure white cat who loves to love! I wandered unto the porch of the Poplau residence and they took me in and have fed me but they have so many cats and frankly I don't feel they have room for me.

I am special: one eye is blue and the other is yellow. I am friendly, "fixed" and laps are my specialty. I have always wanted to have a Johnson County address and I know I won't disappoint you!!! I look like a snowball. . . the Poplaus will hand carry me to you home. I can be reached at (913) 321-1044.

Requests for Help

So far we have requests from:

Lakeview Retirement Village
Shawnee Community Center
Broken Arrow Elementary School
Nieman Elem. School
Shawano Elem. School
Animal Haven
Trailridge Middle School
The Sweet Life Retirement Home

How about a "rotation schedule" and you can experience it all.

Constitution Committee

This school year marks the 8th year of our existence as a service-class. We have no constitution, mission statement, concrete rules, etc. We will also produce a 15 minute video to send other schools and interested groups. Would you like to be part of this group?

The Cougars Community Chronicles

This "paper" will be printed as often as there is news to pass out. A box will be on the check-out table for your articles, requests, suggestions, or you can bring them directly to me.

There will be news and requests posted outside Room 123, The Social Science office--Check it out.

THE DOER OF GOOD BECOMES GOOD!!!



**Kansas Commission on
National and Community
Service**

Dr. William Wunder, Chair
Friends University, *Wichita*
David Battey
Youth Vol. Corps, *Shawnee Mission*
Irene Caudillo
Youth Opportunities Unltd., *KC*
Kathy Clausing
Lawrence Memorial Hosp., *Lawrence*
Peg Dunlap
K-NEA, *Topeka*
Mike Faler
Western Resources, Inc., (*Ret.*) *Topeka*
Jacque Feist
Dodge City High School, *Dodge City*
Martha Gabehart
Disability Concerns, *Topeka*
Richard Jackson
City Commission, *Ottawa*
Jeff LaCroix
Sprint Corporation, *Olathe*
Susan Mahoney
Legis. Affairs, Governor's Ofc, *Topeka*
Julie Mann
Hayden High School Student, *Topeka*
Jolene Niernberger
Ft. Hays Senior Companions, *Hays*
Steven Pershall
Pershall Accounting Svc, *El Dorado*
Aaron Pirner
Carpet One, Inc., *Wichita*
Pat Sweeney
Salina Spec. Ed. Coop, *Abilene*
Janet Waugh
Kansas State Board of Education
Kansas City

Ex Officio Members

Pat Kells, Executive Director
KS Ofc. for Community Svc., *Topeka*
Bruce Cline, Director,
CNCS Colorado/Kansas, *Denver*
Sharon Freden, Team Leader
Kansas State Dept. Education, *Topeka*
Kara Kuehnel, President
Ks. Assn. Volunteer Ctrs, *Wichita*
Noalee McDonald, Corpsmember
KS InterCorps Council, *Hays*

TO: Kansas Legislature, House Committee on K-12 Education
FROM: *PAK* Patricia P. Kells, Executive Director
Kansas Office for Community Service
Kansas State Department of Education
DATE: February 14, 2002
SUBJECT: House Bill No. 2353 by Representative Benlon

Since the 1992-93 school year, the Kansas State Department of Education has received federal funds to support kindergarten through grade 12 youth in service learning programs sponsored by Kansas' schools and not-for-profit agencies. Over one million Kansans have received service from school-age youth engaged in these service programs.

Current federal grants for service learning programs total \$374,389, over half of which is received through a competitive process. These funds support 29 grantees that have engaged over 6,000 Kansas youth in over 80,000 hours of service to their communities this school year. During the 2000-2001 school year, over 12,000 youth provided over 200,000 hours of service through the programs supported by our grants. The maximum grant award for these service learning programs is \$10,000 in federal funds which is matched by an equal amount of local funds and in-kind services by the local agency.

The Kansas State Board of Education has no policy on mandating service but strongly supports the concept of service learning.

The benefits of service learning are many for the learners!

Service learning provides a more active and experiential form of learning that leads to:

- Student achievement increases as demonstrated by improved grade point average.
- Student attendance improves.
- Student conduct improves as demonstrated by fewer discipline referrals.
- Students who are considered to be "at risk" can be expected to have an even higher increase in the above stated areas.
- Over 87% of students participating in service learning report having learned a new skill that they believed would be valuable in the future.
Brandeis University Study, 1997
- Service learning participants showed enhanced civic attitudes in a self-report measure of personal and social responsibility.
Brandeis University Study, 1997



House Education Committee

Date: *2/14/02*

Kansas Office for Community Service • 120 SE 10th Avenue, Tope
(785)368-6207 • Fax (785)368-6284 • pkells@ksde.org

Attachment # *6*

To: House Education Committee

From: Jacque Feist, Principal Dodge City High School

Date: February 14, 2002

Re: House Bill No. 2353

- Dodge City High School implemented a community service requirement through existing required courses (American History and American Government) in the 1992-1993 school year. The actual service performed by the students takes place outside of the regular school day.
- The Dodge City Public Schools, along with the community of Dodge City, have witnessed first hand the value of students performing community service. The community-recycling program has grown to the point of becoming a profitable enterprise. As a result, the income to the city has been used to enhance/beautify the city parks, etc. Furthermore, several neighborhoods in our community have been cleaned up through student led initiatives.
- The district adopted K-12 social studies curriculum incorporates service-learning outcomes. The curriculum broadens as the students get older, but the focus of the curriculum emphasizes the value of service to the larger community – local, state, national, as well as international. **No student is exempt from performing service – our students with disabilities also perform service.**
- Economic impact to the school district is as follows:
 - Transportation of students – limited in our district
 - Training of teachers
 - Octagon Club – a service club at the high school, is funded by the high school building budget. This money supports the purchases of supplies needed to complete service projects, as well as funds a scholarship program to recognize graduating seniors who complete an inordinate amount of service during their high school career.
- I respectfully request that House Bill No. 2353 recognize that schools can incorporate a community service component within established curriculums. Otherwise, this could result in an economic hardship to a school district if they have to hire additional staff members to implement the provision.

House Education Committee

Date: 2/14/02

Attachment # 7

You Can Find Strength from Serving Others

When You Help Others, You Help Yourself

A recent headline read: "Wealthy Executive Retires to Spend More Time with his Possessions." You might have guessed that this is not the formula for a long and healthy retirement, but you may not know that when it comes to cardiovascular health, strength can come from serving others. Research suggests that a person's physical health and stamina are heightened rather than depleted by spending time and energy in the service of others.

Humans are very social creatures, and it is difficult, in fact almost impossible, to stay healthy and happy in social isolation. How connected you are to other people plays a big role in your cardiovascular health.

Look for opportunities to help others. In some respects, all we have is each other. Helping those we love is not just a burden, but also a joy. It is a chance to build relationships, to return love, to grow stronger ourselves.

Volunteerism appears to be especially healing, particularly when it comes to heart disease. Activities involving regular volunteer work have been shown to be among the strongest predictors of reduced heart mortality rates. One study showed that those who volunteered at least once a week were two and one-half times less likely to die as those who never volunteered. Getting support or love helps, but giving it is probably even better. Nurturing others may be more healing than being nurtured.

THERE MUST BE MORE TO LIFE THAN HAVING EVERYTHING

A strong "will to live" is an intangible but potent factor in the health of a person, especially someone who is older. A cause or passion that makes you eager to see tomorrow is often what keeps a person going. The ability and willingness to give yourself to the service of others, or to a noble cause can fortify you.

Carol is a patient of mine who suffered a heart attack, required bypass surgery and became quite depressed afterwards. She was single and living alone and felt as though she was of no use to anyone or anything, in spite of the fact that she was a bright and perfectly capable 43-year-old.



I suggested that she do some volunteer work for a cause she was passionate about. The next time I saw her, six months later, her weight was down 10 pounds, her blood pressure and cholesterol were improved and the sparkle was back in her eyes. She shared pictures of her new best friend Lucky, a "mut" she adopted from her local animal shelter. Two times a week she volunteered at the shelter, where she cared for abandoned animals and tried to find them new homes.

Scientists have discovered a curious and somewhat ominous gene in heart cells and other cells throughout the body that functions as an auto-destruct signal. When activated this gene releases chemicals that dissolve the membranes of the cell, effectively committing cell-suicide.

What triggers this self-destructive behavior and why would our cells be designed to have such a lethal option at hand? Studies using heart cells in experimental settings have found this cell-suicide (or apoptosis, as it is referred to in science) is triggered by very high levels of stress hormones like adrenaline, or loss of contact with other heart cells. On a macro level, the same sort of circumstances often usher in the demise of a person. Chronic excessive stress and social isolation have a destructive influence on overall health.

STAY CONNECTED

Perhaps this is why it is so important to stay connected to life around you if you want to stay healthy. For older individuals, volunteering is one great way to do this. Other ways to stay happy and healthy include spending time with your family, friends, and community. Be open to learning new things, meeting new people, and reconnecting with old friends or forgotten relatives. Nurturing activities that are associated with good health include gardening, keeping a pet, and helping out at your local church, hospital, school, animal shelter or park.

Don't be discouraged if the differences you make are small ones. If you love plants, the benefits of keeping your impatiens watered and weeded extend beyond the physical exercise involved. The knowledge that your cat or your husband depend on you for love and even survival will strengthen you. Contributing positively to other life somehow sends signals that resonate throughout your system even down to the cellular level to keep you vigorous and strong.

Knowing that you are not alone, that you belong and that you are making a difference to life around you has a calming affect on your cardiovascular system.

One of the best treatments for depression involves service to others, and this will also help to improve long-term cardiovascular health. Helping others brings you outside of yourself and distracts you from your own problems. This helps to reduce stress and somehow shores up our strength, and signals our cells to stay strong because they are still needed. Your heart is more than just a pump. It responds to your state of mind, so give it good reason to "take heart." ♥

House Education Committee

Date: 2/14/02

Attachment # 8

Richard Jackson, Executive Director of ECKAN
Remarks regarding HB2353
2-14-02

The Honorable Ralph Tanner, Chairperson
House Committee on K-12 Education

I want to take this time to thank you for allowing me the opportunity to address you this morning regarding HB2353. I wish to speak in favor of this bill because I believe that community service or should I say service learning, because that is exactly what it is. It is an opportunity for students to learn as well as the opportunity to provide services to their school and their community.

Service learning is an opportunity for students to learn some valuable life skills. Service learning will enable them to have a sense of community. It also affords them the opportunity to make a difference in their community and their school.

In the October 1997 National Association of State Boards of Education Policy Update publication, it says:

Service learning is generally defined as a method of teaching and learning

- 1) by which students learn and develop through active participation in organized service experiences that are coordinated with the school and community;
- 2) that is integrated into the academic curriculum or provides structured time for students to think, talk, or write about what they did and saw during the service activity;
- 3) that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- 4) that enhances what is taught in the school by extending student learning into the community and helps develop a sense of caring for others.

The term service learning implies a two-way street—that is, service is enhanced through learning and learning is enhanced through service. The two words are of equal value and, hence, are connected to illustrate their unbreakable linkage. As Benjamin Barber of the Rutgers University Walt Whitman Center writes: “When students use experience in the community as a basis for critical reflection in the classroom, and turn classroom reflection into a tool to examine the nature of democratic communities and the role of citizens in them, there is an opportunity to teach liberty, to uncover the interdependence of self and others, to expose the intimate linkages between rights and responsibilities. Classroom-based community service programs...bring the lessons of the classroom out into the community.”

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In Ottawa, Kansas, Service Learning is very much a part of our community. Currently, ECKAN, the agency that I work for, have joined forces with the city commission and the school district to support service learning in Ottawa. The city, school district and youth working together have taken on a number of community projects. In the past they have painted playground equipment in the parks, have planted trees, street markers and painted bleachers at the schools. Two years ago we were recognized as one of two outstanding Make a Difference Day Projects in the State of Kansas and for our effort we were awarded \$2,000 from Wal-Mart. This past October, the youth and adults of our community joined together to plant over 1300 shrubs in less than an hour in downtown Ottawa. We believe that is a Guinness Book World Record.

There have been a number studies done on service learning. I want to take just a moment to list some of the results from a study that was done for the Chicago System.

- The best approaches, and those that are least likely to be challenged, seem to be service learning opportunities that are well integrated within the curriculum—no additional staff needed if every teacher provides opportunities for service learning within their lessons.
- Communities with volunteer centers/United Ways could recruit non-profits to utilize students.
- Any materials necessary (waivers, release of liability, etc.) can be obtained from school districts which already have required service hours.
- If some students do not have transportation, projects can be done within the school (such as making crafts to send to nursing homes, cards to sent to military, organizing food/clothing drives, etc.)
- Students are more likely to complete their service if schools help arrange service opportunities. A report from the National Service Center for Education Statistics shows that of 8,043 students surveyed in 1996, 56 percent participated in community service at schools that both required it and arranged service, but only 19 percent participated at schools where it was required but not arranged.
- There are many opportunities for grants in schools where service learning occurs (i.e.--, Learn and Serve, foundation/state grants, business contributions, etc.).

I know we can all live with less mandates whether they be federal or state, but I think service learning can be implemented within the school system with a minimal amount of cost, if any, I don't think it would take much to add the concept of service learning to the curriculum within the school system. Currently, there are some 29 Learn and Serve Projects operating in the State of Kansas this year alone. Those are 29 programs that could provide a wealth of technical assistance to anyone looking to implement such a program within their school district.

I think all one has to do is look around at the expertise that can be found in their local community, local civic organization, city government, county government, etc. and allow these groups to utilize their expertise to develop and work with school systems in developing the service learning program for the community and give the community an opportunity to become stake holders.

And finally, the conclusion of numerous studies and the experience in a growing number of schools across America is that service learning works, improves academic performance, increases civic responsibilities and gets things done to help solve community problems. That is a report card that would make any parent proud.

Adam

Moving to Ottawa as a freshman in high school, I was faced with a problem that many other teens my age experience: what to do with my spare time. In the summer of my Junior year, I found a solution through Ottawa's Youth Action Council and Youth in Government programs sponsored by the local ECKAN. Since being in YAC, as we call it, I've had the opportunity to volunteer at our local Hope House, paint old buildings, participate in Make a Difference Day, chaperone younger kids, entertain members of the retirement village, and participate in countless other volunteer acts that have made me feel better about myself as a community member and an individual.

I say that I had the opportunity to do all this because that's really what the experience has been for me—an opportunity. Youth Action Council has opened the door for me to receive many college scholarships that I wouldn't have had the chance to obtain without it. Also, demonstrating volunteer acts makes me stand out as a community leader and helps me find a productive way of spending my idle time on the weekends. So many teens are looked at as nuisances and problems in communities, a misconception that I enjoy proving wrong through my involvement in community service acts. I'd say the most gratifying thing about participating in volunteer work for me has been seeing the finished product of the work I started. It's also nice knowing that I've given back to my community in some way for all it has done for me both in and out of the school.

Youth Action Council has also been a great way for me to make friends and meet people that I normally wouldn't have grown to know had I not volunteered with them. I've often made new friends among the people we volunteer for also, be it an 80 year-old man I played checkers with at the retirement village or a younger kid who I helped

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chaperone at a Royal's Game. In essence, YAC has also aided me in expanding my social horizons.

I can't imagine what a community would be like without volunteers. For one, I can say that our city would definitely not be nearly as welcoming of adolescents as it currently is if we didn't have volunteers to show other members in the community that teens can be productive, helpful, and kind people. I also know that without a volunteer organization to help me become started as a volunteer, I would still be doing nothing productive with what spare time I have. For these reasons, and many others that I haven't mentioned, I can honestly say that communities lacking in some form of volunteer program aren't as great as those that have instituted them.

If a bill were to pass requiring mandatory community service among high school students I not only think that it would be a good way of letting teens become more involved, but it might also spark an interest to help other people among those who normally wouldn't be receptive to the idea. It is also a great way of showing youth that living in a community means helping to make it a better place to live. I am very confident that many teens will also look at their communities in a new light and will see the place they live from a new and better perspective.

Too often today in our world, adolescents find their self confidence by joining gangs, doing drugs, or harming others rather than gaining their confidence by doing well in school, enjoying time with their families, or helping others. Mandatory youth volunteering will foster positive self-confidence in youth that previously knew only negative methods to gaining their high self-esteem. I still have yet to see someone feel

bad about themselves for volunteering and improving their community, which is why if this bill is passed nothing bad will come out of it.

Though some teens might not welcome the idea of mandatory community service as much as others, this bill is being instituted for those that will get something out of it and not the minority that won't. In conclusion, I hope you will take my testimony as proof that the positives far outweigh the minute negatives of having a community service program, be it mandatory or volunteer, throughout Kansas.

Mandatory Community Service
Bryce Huschka

Growing up, I was no different than any other teenager. It was a very confusing time in which I struggled to find out where I fit in the world. It's hard to explain the burden I felt as the constant pulls from my parents, friends, and even myself came from completely opposite directions. I wanted to be that All-American child that my parents dreamt of. I wanted to be the most popular kid in school. I wanted to be the kid that everyone could talk to. Most of all, I just wanted to be myself. Like most teenagers, the battle to find myself wore me down and I just wanted to put an end to it. To tell you the truth, it was such a blurry time that I don't know exactly what was going through my head. I guess after a little reflection, I unconsciously came to the conclusion that the easiest way to fight my battle and stop the constant pull from my parents, friends, and self was to pull even harder in the opposite direction until they wore out and gave up on me. I began to do the opposite of everything I was expected to do. Eventually, it became my life. My parents began to come home with horrible reports from my parent-teacher conferences. On a school night, it wasn't unusual for me to leave without checking in and not come back until midnight. This behavior lingered through my entire freshman year.

Then, something happened during the summer of my sophomore year that changed my life forever. I had just learned how to drive and loved it. I would say or do almost anything as an excuse to drive around. One day, I read the paper and saw the plea from the meals on wheels program in Ottawa because of its help shortage and dire need for deliverers. How could my luck get any better? For an hour every day, I had the

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opportunity to drive all over the place. There is no way my parents could say no to me if I was delivering meals on wheels.

What I initiated as a plan to satisfy my wants became the most influential and monumental experience of my life. I delivered to the same 10 people every day and slowly developed strong, close-knit relationships with each of them. After a while, I didn't even care about driving, and the hour I had been spending turned into almost two hours every day. Not because I drove around more but because my visits became longer and longer. I learned something new almost every day. The advice I received from each of my friends began to reshape my life. I hate to say that there was one visit or even day that really changed my behavior, but anytime I think about that summer one visit does come to mind. It happened at Anna Funk's house, an elderly woman that constantly faced obstacles with even the simplest of tasks, such as unsealing her meal. Still, every day she maintained a positive disposition. With a smile from ear to ear she once said to me, "Whatever you do, don't be intimidated by your dreams, if you don't at least attempt to reach them, you will spend the rest of your life wondering "What If?""

The summer came and went before I knew it. I was back in school and feeling better than ever. I was very sure of myself and knew exactly what I wanted to do. Since then, three of the men and women I delivered to have died, including Anna. On my last day each of them told me how great of a young man I was and how I had really filled a void in their lives. Maybe I did help them, but more than anything, they helped me. They helped me find myself.

I can personally stand in front of each of you and vouch that community service really can change lives. Since that summer a couple years ago, I have served in the

Youth Advisory Council, Franklin County Leadership Class 2001-2002, the Ottawa High School Site Council, as the Junior and Senior Class President, and the Lieutenant Governor of Key Club International. I also received a nomination from Jim Ryun for the Air Force Academy and the Kassebaum Scholarship.

I won't stand up in front of you and lie. There will be some negative reactions to this bill from different youth. The beginning stages of the plan might be rough, but we can't become discouraged. If you can initiate this program, I know that nothing will come out of it except positives. I'm not saying that every person's life will change but I know that many will. And even if only 1 out of every 1000 people had a life changing experience, this new bill would be more than worth it.

Don

Community Service .

For the past few years I have been involved on various community service projects that has helped me developed self-awareness for my community and others. It has not only increased my self of steam but also has made me proud to be involved in worthwhile projects to help my community... the most rewarding day for me was when I was recognized at an all school assembly by the mayor and school board for my involvement.

I personally feel that community service should be required for all high school students . "it is a well known fact that people who volunteer grow up to have better morals, develop responsibility, and be altogether more successful at life."

When I first started volunteering it was a program through school called the millennium leaders. While in this group I learned that the community needs you as much as you need them. Over the course of that year I was invited to goin the youth action council through Ekan in Ottawa.

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Attachment # 12-1

There we started to do even more volunteer projects and we all began to make a difference in our community. I'm sure with the help of high school students that we can build our neighborhoods to be stronger and safer.

I think the way to accomplish this would be to incorporate community service into the community. you can literally put volunteering under any subject in school. For example : social studies- restoring landmarks, painting museums ect. Science- planting trees and environmental issues. Math - measurements and total sales of different events. wood shop- habitat for humanity and restoring. physical education - walk-a-thons, (various charitable organizations).

Helping the community is also a exceptional way to get youth involved in the governing system for example in Ottawa we have various positions such as president, vice president. ect. For our group of volunteers. Through doing this students learn about the systems that our government operates on and will also open u many new opportunities for them.

Most people when they think of community service think that it is for people with more time. Integrating this into the school system would teach every one including the adults and their peers that the community we live in can always become better and it will help people to become involved.

through the process of volunteering everyone learns from teachers. but in this case the teacher might be and elderly man or woman expressing their knowledge about their childhood or experiences, or some on that can help you find something that you never new existed. These teachers come in many forms

shapes and sizes and will help you learn more than just what you would get out of a regular school day.

Through the years that education has evolved so has the community. and with the help of teachers, administration, Ekan, city councils, and other civic organizations we can see the need for students to get involved and work towards a common goal. This shows that we can all make a difference in our community. I urge you to get involved in the most rewarding experience of you life.

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS

1420 SW Arrowhead Road • Topeka, Kansas 66604-4024
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Testimony on
HB 2353 – High School Community Service Courses
Before the
House Committee on Education

By
Mark Tallman, Assistant Executive Director/Advocacy

February 14, 2002

Mr. Chairman, Members of the Committee:

Thank you for the opportunity to testify today on HB 2353. KASB appears as an opponent of this legislation for one reason. At a time when the only budget for education that has been approved by any committee of the legislature would cut the base budget per pupil by \$158, we cannot support a new curriculum mandate on local schools.

This bill would require a community service class to be given in all accredited high schools in Kansas, although it would apparently not require that any students actually take these classes. This would certainly impose new costs on many districts for staff, space and supplies.

Providing community services classes may well be a wonderful idea, and school districts currently may do so if they choose. Quite frankly, these programs may well be at risk as school districts prepare for the budget cuts that seem inevitable if the legislature does not raise taxes. (The only alternative, of course, is to continue increasing local property taxes through the local option budget.) Certainly, the state should not be requiring more from schools until it is prepared to adequately fund what is already expected.

Thank you for your consideration.

House Education Committee

Date: 2/14/02

Attachment # 13

LISA L. BENLON

REPRESENTATIVE, 17TH DISTRICT

JOHNSON COUNTY

REPRESENTING PORTIONS OF SHAWNEE
AND LENEXA

HOME ADDRESS

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TOPEKA

COMMITTEE ASSIGNMENTS

CHAIRMAN: HIGHER EDUCATION
LEGISLATIVE POST AUDIT

MEMBER: EDUCATION
FEDERAL AND STATE AFFAIRS

HOUSE OF

REPRESENTATIVES

Testimony on House Bill 2353

Before the House Education Committee

February 14, 2002

Chairman Tanner and Committee Members,

Thank you for allowing me the opportunity to lend my support for HB 2353.

The bill would require all school districts in Kansas to make a community service class available to high school students.

I have a son who blossomed in the Shawnee Mission Northwest Cougar Community Commitment class. Three years after this wonderful experience, he is continuing community service in the community in which he is attending college.

With state budgets stretched to the point of disaster, what better way to help the underprivileged or under served than to get young adults volunteering in their community. Most will continue serving their community as adults.

I firmly believe that young adults who help in their community take pride and will not attempt to destroy that community. This is one easy step we can take to begin a turn-around in the high costs of juvenile delinquency.

I would appreciate your support in acting favorably to HB passage.

I will be happy to entertain questions.

House Education Committee

Date: 2/14/02

Attachment # 14