

CAPE OUTLOOK



Private School Conference on Cooperation

On April 29th a full-day national conference on "Cooperative Relationships Between Public and Private Schools" was held in Arlington, Virginia. Nearly 100 private and public school educators, association leaders, foundation representatives and Department of Education staff attended. Four subjects were discussed by panels and in question periods: the Light-house Study of states offering model forms of private-public school cooperation; the aftermath of the *Aguilar v. Felton* decision about Chapter 1; Home-Schooling; and Private School Research.

The overriding theme of the conference was that it is in the interest of both private and public schools that there be good working relations and forms of cooperation between them, despite differences on many issues and an array of problems unique to each sector.

Of particular interest was a description by William Bagley, a teacher at Choate-Rosemary Hall in Wallingford, CT of the Connecticut Scholars program jointly sponsored by the school and the Connecticut Association of Urban Superintendents. It allows the state's more promising urban students to follow an aggressive summer residential program in math and science at Choate. In the past two summers 52 students from 26 schools participated in summer programs in math and science with all costs borne by corporate sponsors, foundations and the school. One-third of the students received High Pass or Honors grades, rarely given in summer school. The program has shown how both public and private education can gain strength from each other.

Outstanding math and science teachers from the public school team-taught with Choate faculty, enhancing the over-all effectiveness of the teaching program and, with the scholars, enriching the academic and social life of the summer school.

Such complementary advantages have made a compelling case to increase collaborative efforts, and plans are underway to add a humanities component to the public school program.

It was observed during the Conference that funds for schools of every kind will become tighter each year because of the federal budget deficit and increased pressures on private giving. Thus it behooves both public and private schools to begin a new era of stepped-up cooperation.

Update on Felton

As part of an update on the status of Chapter 1 programs in private schools following the *Aguilar v. Felton* decision, in which the Supreme Court ruled that public school teachers cannot teach Chapter 1 remedial education classes on parochial school premises, Mary Jean LeTendre, Director of the Department of Education's Chapter I program and Ken Terrell of the Office of Private Education, reported that Secretary Bennett is expected within the next month to release new guidance on issues not addressed in the *Felton* guidelines issued last August. The areas to be addressed include computer instruction and the location of portable buildings and vans.

In other action related to the *Felton* decision, Mr. Wendell Wilkie, the Department of Education General Counsel said in a speech before the diocesan attorneys of CAPE's member association, the U.S. Catholic Conference, that DE plans to investigate districts it suspects are not adequately serving Chapter 1 students in private schools. Furthermore, he said the Department may order states to bypass those districts and instead hire contractors to teach remedial classes to parochial school students not being taught as a result of the *Felton* decision. Virginia and Missouri are the only states currently serving Chapter 1 private school students under a bypass arrangement. But Wilkie said "the real work" of implementation falls on state and local school districts. "The federal government cannot and will not dictate methods that will work at each location."

Constitutional Competition - Any Class May Play

Is your class ready for the Constitutional Competition? Let the games begin!

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Parenting: A New School Subject

As increasing attention is focused on the dramatic increase in student-age pregnancies and child abuse situations, OUTLOOK has found that a private school teacher together with a private school have been in the forefront of a highly regarded and rapidly spreading program to teach students about parenting. Eight years ago at the Germantown Friends School in Philadelphia the teacher, Sara Scattergood, and a psychologist, Julie Curry, started an experimental project to teach human development. Their work led to the birth of a nonprofit organization, Education For Parenting. Its programs are now being used across the country as a model for combating teenage pregnancy. Understanding that young people do not have adequate information for making decisions about becoming parents, the organization developed an age-appropriate curriculum to teach the attitudes, information and skills that make students more creative, sensitive and thoughtful as they consider and/or carry out the parenting role. The organization also serves as a resource center for teaching parenting in the schools. The curriculum, Learning About Parenting: Learning to Care, is used primarily in the elementary and junior high school years and is being used in public and private schools on the East coast.

Through a laboratory approach in which teachers present the content of the curriculum by bringing in parents and infants as teaching tools and by providing "hands on" experiences that allow students to care for younger children, observation of and direct contact with the parenting process takes place in the classroom. Students systematically learn to recognize the developmental process and the parental input which facilitates optimal development. The curriculum encourages students to observe, consider and discuss for themselves the economic, social and emotional issues in family life.

In 1975 Terrel H. Bell, then the U.S. Commissioner of Education, said, "We educators must assure that every youngster graduating from high school is competent to be a parent." Programs like Education for Parenting, first tested in private and public school classrooms by two private school faculty members, are having a positive effect. To find out more about the program, contact: Education For Parenting, 31 W. Coulter St., Phila., PA 19144, or call 215-438-1255.

Old Truths Revisited

Some of OUTLOOK's readers have inquired about how to obtain the Department of Education's new report *What Works: Research About Teaching and Learning*. The booklet's 65 well-organized pages of information are based on the most current research on teaching and learning. *What Works* speaks to "parents, taxpayers, teachers and legislators... principals and school board members," says Education Secretary William Bennett in his introduction.

Stressing a common sense approach to education, *What Works* lists 41 research findings which can be practically applied in the home, classroom and school. Its particular emphasis is on early childhood education and on the importance of parents as children's first teachers. The report stresses that parents play the most crucial role in determining the educational success of their children. Academic performance is highest, it says, when schools have a rigorous curriculum with large amounts of reading, writing, history and homework.

For a single free copy of *What Works*, write Consumer Information Center, Pueblo, CO 81009. For multiple copies and other questions call toll free: 800-424-1616; or in the Washington, D.C. area call 463-0083.

Capenotes

On behalf of its constituency CAPE...

...reports that the first year of the Elementary Private School Recognition Program is reaching its final stage. School site visits began on April 3 and will continue through May 28. This year 121 schools were recommended for visits. The Program Steering Committee will meet in Washington on June 23-24 to make its recommendations for schools to receive recognition. The Program office anticipates a ceremony honoring this year's recognized private and public schools to be held during the late summer or early fall.

...has provided its recommendations to the Department of Education on its proposed guidance to states for monitoring school compliance with the mandate of P.L. 94-142 - the Education for All Handicapped Act.

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A coalition of 15 national organizations serving private schools (K-12)

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One of 16 manuals to be developed by the Office of Special Education Programs has serious implications for special education schools and their administrators. According to the draft of Manual 10 - Least Restrictive Environment - all handicapped children, regardless of the nature of the handicapping condition, would be placed in the regular classroom. It appears that residential placement would be eliminated as an option. CAPE's member association, the National Association of Private Schools for Exceptional Children, is concerned that the manual may extend rather than interpret the law and regulations. Despite the fact that the document is a "draft," it is being used to monitor states. Furthermore, some states have already made policy changes based on its standards.

Legislative Update

Education advocates declared their first major budget victory since passage of the Gramm-Rudman-Hollings Balanced Budget Act when the Republican controlled Senate overwhelmingly approved an amendment to increase federal education spending for next year. During consideration of the fiscal 1987 budget resolution on April 23, the Senate voted 60-38 to raise education funding \$1.2 billion over the level approved by the Senate Budget Committee. The amendment was proposed by Senators Andrews (R-ND) and Hollings (D-SC). The increase would allow programs to be funded in FY '87 near their current levels adjusted for inflation. There are, however, many steps remaining before final approval of a federal budget and presently the outcome is uncertain. There will be added pressure on Congress and the President to agree on a budget if the Supreme Court upholds the automatic trigger provision of the Gramm-Rudman law.

On May 8, education funding received another boost when the House Budget Committee approved a spending blueprint that provides \$500 million more than the Senate plan for education, training and social programs. The Committee intends the additional \$500 million to fund a bill approved by the House Education and Labor Committee on May 6 that would create a federal grant program to provide state agencies with funds for literacy training, vocational education and math, science and foreign language programs. As OUTLOOK goes to press, the House is expected to vote on the budget.

Recent Action...

Tax Reform — In a remarkable turnabout, the Senate Finance Committee on May 6 ended its deadlock on tax reform and unanimously approved legislation to radically overhaul the tax code. The bill would cut the top individual tax rate from 50% to 27% while cutting the corporate rate from 46% to 33%. For taxpayers who itemize deductions, the bill retains the full write-off of home mortgage interest, state and local income property taxes and charitable deductions. However, the

deduction for state and local sales taxes would no longer be allowed and non-itemizers would not be able to deduct charitable contributions. These changes would have far-reaching effects on non-profit organizations and on education funding, particularly in states that derive a high percentage of state revenues from sales taxes (AL, HI, LA, MS, NV, NM, TN, WA, WV). In addition, the bill limits such popular deductions as those for Individual Retirement Accounts and those for consumer interest. While moving the legislation out of committee is a critical step toward achieving tax revision, its future is uncertain. The Senate bill differs substantially from the House version and it faces a tough fight on the Senate floor where the rules permit unlimited debate and amendments. Finance Committee Chairman Robert Packwood (R-OR) hopes for consideration of the bill on the Senate floor in June and passage through a House/Senate conference before the summer recess.

Handicapped Education Amendments — On April 14, Senator Lowell Weicker (R-CT) and 5 other Senators introduced a bill, S.2294, which would extend for three years discretionary programs under the Education of the Handicapped Act, create a new state grant program to enhance services for handicapped children from birth through age two and mandate education services for handicapped children between the ages of three and five. The bill provides \$200 million for the two new programs. At present, 19 states serve handicapped children between ages 3 and 5. The House is not expected to consider its version of the legislation this year.

Asbestos Hazard Emergency Response Act of 1986 — Senator Robert Stafford (R-VT), Chairman of the Environment and Public Works Committee and the Subcommittee on Education, Arts and Humanities, and Representative James Florio (D-NJ), Chairman of the Public Works and Transportation Committee, recently introduced legislation (S.2083; HR 4311) to ensure that the nation's private and public school students are safe from hazardous asbestos. The bill would require the Environmental Protection Agency (EPA) to set standards for determining when asbestos is hazardous, mandate abatement of hazardous asbestos (through removal, enclosure, or encapsulation), and prescribe proper asbestos inspection and abatement procedures. The EPA would also have to develop a model certification plan for states to use in certifying those who inspect for and analyze asbestos in schools and those who prepare asbestos management plans and/or carry out asbestos abatement. Under the legislation, a Local Education Agency would be required to certify any prior asbestos inspections and/or abatement activities and prepare a management plan for addressing current and potential asbestos problems if its schools have not yet been inspected for asbestos, or if asbestos was found and not yet removed. Hearings on this issue were held in March in the House; the Senate has scheduled a hearing on May 15.

Constitutional Competition (continued from page 1)

The Center for Civic Education (CCE) has announced plans to sponsor a National Bicentennial Competition on the Constitution and Bill of Rights. The competition will be held each year from 1987 to 1991 and is designed to revitalize educational programs on the documents in our nation's schools and to commemorate the documents' adoption.

Each year the program will involve classes from every Congressional district. Entire classes will compete as teams on the local, intermediate and state levels. Classes will prepare for the competition through the use of specially prepared study units. A national competition will be held in Washington, D.C. at the end of each year for the winners from each state.

Approximately one million students will participate in the program over the next four years, and the Committee believes not only students but also school administrators, Congress and the general public will benefit from the program.

The Center for Civic Education, founded in 1969 at UCLA, promotes law-related and civic education programs in elementary and secondary schools and local communities through teacher workshops, curriculum models and instructional materials. It has been funded over the years by state and local organizations, private foundations, the Department of Justice and the Department of Education. CAPE's Executive Director has been invited to join the Bicentennial Competition's National Advisory Committee which is composed of prominent representatives of public and private school groups interested in the improvement of civic education. For information about the Center and/or the Bicentennial Competition, contact: Charles Quigley, Executive Director, Center for Civic Education, 5115 Douglas Fir Rd., Suite 1, Calabasas, CA 91302; 818-340-9320.

Still a Pickle

On April 28 Representative J.J. Pickle (D-TX) convened his House Ways and Means Oversight subcommittee to look again at the IRS decision to confirm the tax-exempt status of Prince Edward Academy of Farmville, Virginia whose origins go back to the period when some private schools were established to avoid integration. An earlier hearing, in the subcommittee in January, revealed that the IRS had indeed not followed its regular procedures in granting the school tax exempt status. IRS Commissioner Roscoe Egger promised to look into that action and confirm or change it.

The Commissioner reported that the school had elected a black resident of the area to its Board, had established a scholarship fund for black students, had invited local black parents to visit the school and had publically renounced its prior discriminatory positions, all of which established a non-discriminatory pattern satisfactory to IRS.

Representative Charles Rangle (D-NY), during his questioning of the Commissioner, said he was not convinced IRS has a clear set of guidelines to determine the tax-exempt status of a private school. He said that he would draft a bill that would clarify the steps institutions should take to qualify.

Of the 111 private schools listed by IRS in the 1970's as ineligible to receive tax-deductible contributions because they failed to adopt and publish non-discriminatory policies, the Commissioner said that 19 have been granted exemption on the basis of providing "sufficient evidence they are a bonafide non-discriminatory operation."

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