

cape outlook



COUNCIL FOR AMERICAN PRIVATE EDUCATION

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DRUG ABUSE PREVENTION

One of Congress's last tasks before adjourning for Thanksgiving-New Year's recess was to pass the Drug-Free Schools and Communities Act Amendments of 1989, expanding the Department of Education programs authorized under the 1986 Anti-Drug Abuse Act and subsequent legislation. Congress also passed a corresponding appropriations bill providing a significant increase for these programs.

The Department of Education has produced a number of successful publications and sponsors several grant programs under the Drug-Free Schools and Communities Act. These are available to all schools. CAPE highly recommends them, and the following provides an outline with contacts so that CAPE's community can avail itself.

First, a discussion of the Department's definition of "drug-free" is probably in order. For the purposes of these programs a drug-free school has a clear, fairly and consistently enforced policy prohibiting illegal drug, alcohol and tobacco use, and an effective prevention program supported by the entire school population and the community at large. All these sectors participate in working to maintain a drug-free school. The belief is that all schools need such a program.

There are two excellent resource books available from the Department which would be useful to schools in any stage of drug awareness and prevention. One is "Drug Prevention Curricula: A Guide to Selection and Implementation." This is not a prescriptive publication, but is filled with facts on drug abuse, each state's mandates on curricula, the ingredients essential to effective drug education programs and how to design, adapt or adopt a drug education and prevention curriculum tailored to the particular school's needs. At the back are listed federal and state agencies which

can provide further guidance. For a copy contact the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, Maryland 20852; (301) 468-2600.

A second excellent resource is "Schools Without Drugs," newly revised to include tobacco, alcohol and steroids. This booklet is especially helpful to parents but also to all school personnel. It includes ways for parents and educators to identify behavior of children abusing drugs and ways parents and schools can help each other. It states "(r)esearch shows that drug use among children is 10 times more prevalent than parents suspect. In addition, many students know that their parents do not recognize the extent of drug use, and this leads them to believe that they can use drugs with impunity." Sociological factors often associated with drug abuse do not necessarily apply. For example, students from urban, suburban, small town and rural communities report similar abuse data, and black students are slightly less likely to abuse drugs than white. Particularly helpful is a catalogue describing nearly all illegal substances and identifying them by their various common names. For a copy call 1-800-624-0100 or 732-3627 in the Washington, DC area.

"Growing Up Drug Free: A Parent's Guide to Prevention" is a brand new publication meant to help families take an active role in drug prevention. Call 1-800-624-0100 or 732-3627 in the Washington, DC area.

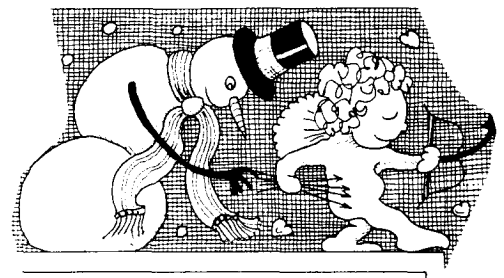
Schools Without Drugs: The Challenge is a bi-monthly newsletter with descriptions of model programs, practical information and up-to-date findings. To subscribe contact the National Clearinghouse listed above.

There are eight videotapes which are dramatized or animated entertaining pieces with accompanying guides. Several feature famous actors familiar to students; one concentrates on sports and drugs and some discuss first-hand experiences of the effects of drug abuse on

friends and family. These videotapes were sent to all public school districts and the 1,500 largest private schools. They can be borrowed from one of those schools or from the National Clearinghouse or can be purchased. For a copy of the brochure describing them contact the Office of Public Affairs, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202; (202) 732-4637.

Funds are available for drug education, prevention, early intervention, rehabilitation and referral programs from the Department, largely through the state departments of education. According to the Department of Education, 80 percent of the public schools make use of these funds. Private schools are encouraged to contact the public school district in order to participate in programs available to them on an equitable basis. Private school personnel can join teams of public/private educators for teacher training seminars, for example. Private schools may wish to contact one of the five Regional Centers for Drug-Free Schools and Communities. Contact CAPE for the nearest Center.

The Drug-Free Schools Recognition Program, partially administered by CAPE for private schools, recognizes drug-free schools which offer models of success. The 1989-90 program is currently underway. (Completed applications were due by November 28.) Schools should contact CAPE in mid-September if they have not received the 1990-91 announcement.



EDUCATION SUMMIT STILL AT WORK

An agreement reached between President Bush and the governors at their September Summit in Charlottesville left the challenge of setting concrete goals for education in the 1990s and beyond by February. CAPE, the Council of Chief State School Officers, the National School Boards Association and other education groups met with governors, cabinet secretaries and Roger Porter, the President's domestic policy advisor, for the purpose of setting these goals. Joyce McCray, CAPE's executive director, presented the following proposal:

"The primary goal for schools is to create a sense of belonging and commitment among the schools' constituents. Students need to feel connected to each other and to their teachers, sharing a common sense of school community. Some writers refer to this as *ethos*. When this spirit exists, children feel safe and are ready to learn. Other goals, then, are naturally achieved.

A corollary, and therefore equally important goal, is to develop the kind of organization and governance which allow this type of community to flourish. Administrators are facilitators, teachers are empowered, children are encouraged to take responsibility, and parents are partners in educating their children. In such a community the values on which the democracy was founded and depends can be explored and practiced."

LEGISLATIVE UPDATE

The first session of the 101st Congress adjourned at 4:31 a.m. on November 22. Senate Majority Leader Mitchell pledged to seek affordable housing, health insurance coverage for those with no plan, a cleaner and safer environment and a better future for children. His goals on the domestic front for the Senate are to

make early childhood education available to all at-risk children by 1995, to reduce discrepancies in achievement levels of high school graduates by 1993, to increase access to postsecondary education for all by the year 2000 and to pass a national voluntary service bill in 1990. The second session convenes on January 23.

H.R. 3299—The deficit reconciliation bill passed the House and Senate on November 21 and was sent to the President. It provides for raising \$2.9 billion in new revenues, cutting \$6.6 billion in spending, lowering interest payments on the national debt by \$600 million and continued savings of \$4.6 billion achieved by extending through February 7 across-the-board cuts imposed by Gramm-Rudman-Hollings, in effect since October. All 13 appropriations bills have now been signed into law.

P.L. 101-166—The bill appropriating funds for Labor, Health and Human Services and Education was signed by the President on November 21. It forbids the use of federal funds to pay for abortions in cases of rape or incest.

S. 5 and H.R. 3—The child care conference could not work out differences between the House Ways and Means proposal funding child care through block grants to states and tax credits and the House Education and Labor and Senate Labor and Human Resources Committees proposals to either fund parents directly for the providers of choice or to fund centers and school-based providers. House Speaker Foley expressed confidence that a bill will pass in 1990 and that the President will sign it.

H.R. 2273—Outlook mistakenly reported in the December issue that the **Americans with Disabilities Act** had passed the House on October 13. **Correction: the Americans with Disabilities Act passed the House Education and Labor Committee on November 13.** The measure must be approved

by three other House committees before going to the floor. The Senate passed S. 933 in September.

The ADA would give disabled individuals the right to back pay in cases of job discrimination. Violators of the public accommodations and services provisions (including non-sectarian private schools) could be forced to pay compensatory damages and civil penalties of up to \$50,000 for a first offense and \$100,000 for subsequent violations.

f143P.L. 101-157—President Bush signed into law the **new minimum wage**, raising the current \$3.35 per hour to \$3.80 per hour on April 1, 1990 and to \$4.25 per hour in 1991. Workers aged 16-19 may be paid a temporary training wage at 85 percent.

P.L. 101-226—The Drug-Free Schools and Communities Act Amendments of 1989 revising certain requirements on drug abuse education and prevention programs in elementary and secondary schools, passed the the House and Senate on November 21 and was signed by the President. With these amendments, the drug-free schools program becomes the second largest education program, second to Chapter 1. Model alternative schools will be authorized to ensure that expelled students don't drop out. Schools and universities receiving federal funds will be required to have an enforceable drug abuse policy in place.

P.L. 101-164—President Bush signed the Department of Transportation appropriations bill which also will fund the expanded Department of Education's drug-free schools programs, bringing the program's total to \$546 million for FY 1990.

S. 1893 and H.R. 3677—Bills reauthorizing the Asbestos School Hazard Abatement Act of 1984 were introduced by Senator Frank Lautenberg (D-NJ) and Congressman James Florio (D-NJ) on November 16. This measure (House and Senate versions alike) would

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A coalition of 14 national organizations serving private schools (K-12)

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extend through FY 1995 authorization for funding, increasing the authorized figure from the current \$125 million per year to \$250 per year. ASHAA is subject to yearly appropriations which have averaged below \$50 million. This bill addresses an inequity in existing funding formulae for inner-city non-public schools applying for loans and grants. Non-public school financial need is determined by per pupil operating costs, and those costs are higher in inner-city non-public schools because of the high number of disadvantaged students.

S. 1824—The Senate passed a bill on November 16 which would reauthorize discretionary programs through 1994 under the **Education of the Handicapped Act**. It would help fund early childhood programs, post-secondary education programs, minority participation, improve the dissemination of new information and materials and start a demonstration program for severely emotionally disturbed students. The House is drafting its bill.

H.R. 3717—Congressman Pat Williams (D-MT) introduced a bill to provide \$20 million for three years in matching federal funds for the **National Board for Professional Teaching Standards**. The Board conducts independent research and development related to the establishment of national voluntary standards and teacher assessment methods. The Department of Education would select two of the 10 members on the advisory committee, and the Board would report annually to Congress.

CAPENOTES

***CAPE is moving its office a few blocks north to 1726 M St., NW, Suite 1102, Washington, DC 20036; 202-659-0016 on February 1. The fax number is 202-659-0018.**

***All schools should have received a December 4 mailing from EPA notifying them of the 1990 asbestos loan and grant program with information on obtaining applications.** The determiner of financial need in private schools will again be the school's operating budget per pupil, as EPA (working with CAPE and three of its member associations) was unable to find a fairer assessment to date but may by 1991. For the purpose

of this program the operating budget is the school budget minus maintenance costs and new capital expenditures.

Loans and grants are made on the basis of severity of the friable asbestos problem and financial need. Applications are available now and must be submitted to the state designee by January 22. The toll-free number to request applications or to receive help in completing them is 1-800-462-6706. CAPE strongly encourages schools with extensive asbestos abatement plans to apply.

***The National Science Foundation's Presidential Awards for Excellence in Science and Mathematics Teaching** honors seventh-12th grade teachers. One teacher with at least five years' experience from each state, DC, Puerto Rico and territory will be chosen based on his or her performance, education and related professional activities. The program is administered by the National Science Teachers Association and the National Council of Teachers of Mathematics. Deadline for application is March 1. Contact NSTA Special Projects, 5112 Berwyn Rd., Third Floor, College Park, MD 20740; 301-220-0870.

***The National Endowment for the Humanities** announces its annual NEH/Reader's Digest Teacher-Scholar Program. Teachers receive a stipend of up to \$27,500 for a one-year sabbatical for independent study. Stipends may supplement sabbatical pay. One award is made per state. Deadline for application is May 1. Contact NEH/Readers Digest Teacher-Scholar Program, NEH, 1100 Pennsylvania Ave., NW, Washington, DC 20506; 202-786-0377.

***The National Endowment for the Arts** announces grants to support projects which further the role of the arts as a basic part of K-12 education. Curriculum, staff development, advocacy, student achievement assessment, research and resource development are eligible activities. Matching grants from \$5,000 to \$50,000 will be awarded. Deadline for letter of intention to apply is March 23 and for application, April 20. Contact Arts in Education, Special Projects, NEA, 1100 Pennsylvania Ave., NW, room 603, Washington, DC 20506; 202-682-5426 and request their arts and education special projects application guidelines.

***The Center for Civic Education** announces the "We the People: Congress and the Constitution" curriculum designed to promote the study of the Con-

stitution and the Bill of Rights and instill an understanding of the responsibilities of citizenship. Simulated congressional hearings follow mastery of the curriculum. "Entire classes, working cooperatively, prepare and present statements and answer questions on constitutional topics before a panel of community representatives acting as congressional committee members." The program is open to all fourth-12th grade classes. For an application or further information contact: We the People, Center for Civic Education, 5146 Douglas Fir Rd., Calabasas, CA 91302; 818-340-9320.

***The Department of Education** will fund projects designed to disseminate exemplary education programs through the National Diffusion Network (NDN). Grants of \$50,000-\$60,000 are available. Programs must be validated by the Department and funding would facilitate the validation process. Deadline for application is February 16. **The Private School Facilitator Project¹⁴¹ operates under the auspices of CAPE for the purpose of encouraging private school participation in the NDN. Charles Nunley, the Project director, encourages private school programs to join the Network. For information contact Dr. Nunley, CAPE/NDN, 1625 Eye St., NW, suite 412, Washington, DC 20006; 202-659-0177. (After Feb. 1: 1726 M St., NW, Suite 1102, Washington, DC 20036.)**

***The Office of Educational Research and Improvement (OERI)** of the U.S. Department of Education publishes a quarterly newsletter, **Education Research Bulletin**. The Fall/Winter issue described three new guides which evaluate the merits of various standardized tests, awards made from the Fund for the Improvement and Reform of Schools and Teaching, "Start Making Sense of School Budgets" and other very useful information. To subscribe send a postcard with name and address to Education Research Bulletin, 555 New Jersey Ave., NW, Washington, DC 20208-5570.

***OERI sponsors the Center for Policy Research in Education**, a group of four university research divisions conducting research on the implementation and effects of state and local education policies ("education reform") and communicating its findings to policymakers and practitioners. The Center recently issued a report, **The Progress of Reform: An Appraisal of State Education Initiatives**, which examines reform

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efforts in general and changes in student standards, teacher policies and school finance trends of the 1980s subsequent to **A Nation at Risk**. Among the report's findings are that high school curricula are more academically oriented and that standards for entering the teaching profession are more selective. For a copy of this report send \$7 to Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, New Brunswick, NJ, 08901.

*The National Council of Teachers of English announces teacher-researcher grants. Up to \$1,500 will be awarded to elementary and secondary school English teachers who conduct research on student learning in their classroom. Collaboration grants of up to \$5,000 will be awarded for research conducted with a university researcher. Contact the Project Coordinator, NCTE Research Foundation, 1111 Kenyon Rd., Urbana, IL 61801. Deadline is February 15.

*Social studies teachers from NJ, PA, DE, MD, VA, WV and DC are invited to apply for scholarships to attend the Federal Forum Program sponsored by A Presidential Classroom for Young Americans, Inc. Recipients participate in an intensive one-week seminar with government officials, foreign diplomats and lobbyists. Contact PCYA, 441 North Lee St., Alexandria, VA 22314; 800-441-6533. Deadline is April 1.

*The Tsongas Industrial History Center at the University of Lowell will host a summer institute for teachers July 5-25, "New Perspectives for Teaching

Topics in Science, Technology and Industry in American Society. Social studies, science, math, and teachers in related fields can apply. The 29 teachers will receive a \$900 stipend and three graduate credits. Contact TIHC, 1 University Av., Lowell, MA 01854; 508-459-2237. Deadline is March 1.

*"Turning Points" is the Carnegie Council on Adolescent Development's report on middle schools. For a copy contact the Council at 1 Dupont Circle, NW, Washington, DC 20036; 202-265-9080.

*The John F. Kennedy for the Performing Arts houses the national office for the Alliance for Arts Education, a nationwide network of state organizations. Through the Alliance schools can be in touch with other schools which excel in support of and participation in the arts. The Alliance facilitates partnerships between schools and museums, performing arts institutions and local artists. Resident fellowships are available to arts teachers. To locate your state alliance chairperson, receive publications or add your name to their newsletter, Interchange, write the Alliance of Arts Education, Kennedy Center, Washington, DC 20566.

**Helping Your Child Use the Library* was published by the Office of Educational Research and Improvement and is available from Department 465V, Consumer Information Center, Pueblo, CO 81009 for 50 cents.

*The Agency for Instructional Technology (AIT) produces award-winning instructional videotapes on a variety of topics such as physical fitness in the classroom, principles of drawing, application of democratic principles to real-world issues such as mandatory drug testing and smokers' rights, a K-8 writing program and science careers for women. For their catalogue contact AIT, Box A, Bloomington, IN 47402, (800) 457-4509 or (812) 339-2203.

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