

# cape Council for American Private Education outlook

"Voice of the Nation's Private Schools"

September 1994 Number 203

**Council Members:** American Montessori Society • Association of American Military Colleges and Schools of the U.S. • Christian Schools International • Evangelical Lutheran Church in America • Friends Council on Education • Lutheran Church—Missouri Synod • National Association of Independent Schools • National Association of Private Schools for Exceptional Children • National Catholic Educational Association • National Society for Hebrew Day Schools • Seventh-day Adventist Board of Education, K-12 • Solomon Schechter Day School Association • U.S. Catholic Conference • **Affiliated state organizations in:** Arizona, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, New Jersey, New Mexico, New York, North Dakota, Oregon, Puerto Rico, Rhode Island, South Dakota, Tennessee, Texas, Virginia, Washington, and Wisconsin

## Violence/Conflict Resolution: U. N. Comes to Classrooms

While the potential for global cooperation has increased in the aftermath of the Cold War, several instances of ethnic, religious and civil conflict have emerged to challenge the international community. In this country, violent conflicts increasingly confront every level of society, including schools. In recent months, new energy has emboldened Congressional and Administration efforts to address violence among our youth and in our schools as well. The solutions seem to call for qualities found in private schools which create respectful environments for learning.

Washington policy-makers have led a drive for "Safe Schools" legislation, to discourage increased violence on television, and to pass an omnibus crime bill with funding for school-based violence prevention programs. Additionally, some Members of Congress have joined in a caucus on "character formation" as a way of intervention with youth. Further, the school choice effort in the Senate has been modified to focus on families in school districts afflicted with violence. (See Legislative Update.) Even the United Nations has joined the effort to find ways out of conflict in our schools and to "teach peace."

### United Nations and Peacemaking

"Education is a vital part of the mission of the United Nations and the entire process of advocating mutual respect and understanding between the peoples of the world,"

according to Michael Stopford, Director of the United Nations Information Centre. In announcing the publication of a new U.N. document, Stopford says, "[K]nowledge and awareness of the efforts of the United Nations and its peace-keeping operations can be relevant and helpful to students in their appraisal of the international situation and the prospects for a peaceful future."

Education is a vital part of the mission of the United Nations and the entire process of advocating mutual respect and understanding between the peoples of the world.

*Michael Stopford,  
Director of the United  
National Information Centre*

*Teaching about Peace-keeping and Peacemaking* is a new booklet put out by the U.N. for use in secondary schools. It offers information on United Nations efforts in international peacekeeping as it personalizes global conflict and pain. With places like Bosnia, Somalia, and the Middle East so prominent in world news, international leaders hope to link American youth to these hot spots as opportunities to learn how to build a better, more just society around them. The United Nations has been asked to play a growing role in response to these crises and

to the accompanying problems of human rights abuse, poverty and environmental degradation. To further their cause and make it a learning experience, they have turned their work into a classroom program to learn about conflict and how to address it.

The 42-page manual is an easy-to-use guide for teachers as a tool for social studies, history, political science or current events classes. In its forward, U.N. Secretary General Boutros Boutros-Ghali says, "The series seeks to inspire young people to live according to the ideals of the Charter of the United Nations, since education, in its broadest sense, provides the best foundation for a just and peaceful world."

### Congress Concerned

The "Character Counts" effort undertaken by Rep. Tony Hall (D-Ohio) and 47 of his House colleagues is aimed at addressing the future which is dependent on a "caring citizenry with good character." The resolution they introduced in May notes character training for children has "taken on a new sense of urgency as violence by and against youth threatens the physical and psychological well-being of the nation." Sr. Catherine McNamee, president of the National Catholic Educational Association and CAPE board member, has been involved with a coalition supporting the movement.



continued from front

"As a nation, we must teach our children sound moral principles so they can act with moral common sense and make judgments of right and wrong," said Rep. Hall. Whereas, some educators see efforts at promoting "values" or "character" education as a disguised effort to bring religious teaching into the classroom, more and more, education and government leaders are grappling for answers to increasing violence in schools and families.

Even before the publicized legislative efforts to fund prevention programs, conflict resolution curriculum and even the installation of metal detectors to interdict students bringing guns into the classroom, the National Education Summit in 1989 by President Bush and the nation's governors listed "safe schools" as one of the six education goals. The goal reads, "By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning."

Following up that objective and responding to the growing numbers of violent acts in schools, the Clinton Administration hosted a unique national forum last summer on "Safeguarding our Youth: Violence Prevention of our Nation's Children". This meeting was jointly sponsored by the Departments of Education and Justice with cooperation from Health and Human Services and Housing and Urban Development. Such collaboration is unusual among turf-conscious agencies in Washington. The conclusions from government, education, law enforcement and social service officials was clear: youth violence is everyone's problem, it must take everyone's work for solutions.

With the changing structure of the family, growing diversity among student bodies, and the strains of an increasingly technological and competitive society, government and education leaders are looking to all available avenues to address this disturbing trend. As Attorney General Janet Reno and Secretary of Education Richard Riley said in a statement on the need for public and private cooperation in addressing the trend, "The brutal impact of violence on the lives and health of our children confronts us with an urgent need to find ways of making our communities safer places for children to grow and learn."

Although government initiatives and sources like that constructed by the U.N. will focus on prevention programs, acceptance of diversity, and even character development, we can expect to see more discussion of "values education" and school community. While it is hard to create a program or write a guide about respectful, safe environments for learning, the efforts will no doubt lead to the characteristics inherent to most private schools.

---

While it is hard to create a program or write a guide about respectful, safe environments for learning, the efforts will no doubt lead to the characteristics inherent to most private schools.

---

"There has been a strong emphasis in recent years in the education community to make schools a safer place to learn," said Joyce G. McCray, CAPE executive director. "Private schools have always known the importance of creating a community for learning. There are great lessons to be learned from each other as the needs for safe learning environments grow."

(The U.N. booklet and other materials and films are also available by simply writing the United Nations Publications Office, Sales Section, Room DC2-853, New York, NY 10017. Also see *Capenotes* on page 4 for an additional resource, *Violence in the Schools*.)

---

## "Blue Ribbon" Competition Starts

---

by Fay O'Brien

The U.S. Department of Education has announced the beginning of the Blue Ribbon Schools 1994-95 Secondary School Recognition Program. The program, in its thirteenth year, is intended to give visibility to distinctive and strong private and public schools. CAPE is proud to administer this program for private schools on behalf of the Department of Education and we encourage you to participate.

There are significant changes in the eligi-

bility criteria. In support of the spirit of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, criteria have been added concerning the accessibility of nominated schools to students and others with disabilities. The new criteria mean that schools must be accessible, or will be accessible within a year of being recognized, in order to be nominated for the Blue Ribbon Schools Program.

You may receive an application by sending a request to:

CAPE  
Blue Ribbon Schools Program  
1726 M Street, NW, Suite 1102  
Washington, DC 20036

The request should have the name of the school, address, contact person and the school's affiliation. Requests must be postmarked by October 1, 1994 and completed applications must be postmarked by November 1, 1994.

---

## "If You Would Rather, You Can Do It Yourself!"

---

by Frank X. Delany

CAPE's Private School Facilitator Project has put increasing emphasis on assisting private school personnel to become Certified Trainers for the staff development programs of the National Diffusion Network. The certification refers to the specific authorization by a program director that an individual is qualified to train in the name of the program. Although each program sets its own specific requirements, a Certified Trainer is generally an administrator or, more often, a teacher who has been involved with the implementation of an NDN program. Further, the person must have the desire and ability to be an effective teacher of teachers and to receive additional, intensive training in the particular program.

Practically speaking, a Certified Trainer brings the capacity to train into a particular school or group of schools. Where a large number of related schools in a concentrated geographic area are committed to a particular program over time, a Certified Trainer is the most cost-effi-



continued from page 2

cient method for dealing with the on-going training required by normal staff turnover. For this reason Catholic schools have been the most likely to utilize Certified Trainers.

For example, the Archdiocese of Philadelphia has Certified Trainers in *Early Prevention of School Failure* and *On The Way To Success*, a comprehensive approach to kindergarten instruction. It also has *Resident Supervisory Support for Teachers*, a peer coaching program and *IMPACT*, a critical thinking skills program for middle year students. Each of these programs meets a priority staff development goal of the Archdiocese.

There are other, less tangible, but important benefits to being a Certified Trainer. The school or schools involved work with their fellow educators who are more likely to understand their unique circumstances and educational values within which the program functions. A sense of "ownership" and the ability to adapt a program are increased while retaining its essential integrity.

Catholic schools have no monopoly on Certified Trainers in the private school community. There are Certified Trainers in *Study Skills Across the Curriculum* in the Northern Pacific Union of the Seventh Day Adventist schools, a Certified Trainer in the *Classroom Organization and Management Program* in the Texas District of the Lutheran Church - Missouri Synod schools, and many others.

The best thing about Certified Trainers is that they are human as well as organizational links between the private school community and an array of NDN programs. They have names and schools. They are Tuney Layton of the Annie Wright School in Tacoma, Washington - a veteran Certified Trainer for the *Developmental Approaches in Science and Health* program; Patricia Sullivan of St. Ignatius School in the Diocese of Mobile - who just this summer became a Certified Trainer for *Project Success Enrichment*, a program to enrich language arts instruction for middle year students, and many other talented private school educators. CAPE's Private School Facilitator Project will help link this network of active Certified Trainers with each other this year with a newsletter.

For more information about Certified Trainers or staff development and the NDN contact Frank Delany or Fay O'Brien at (202) 659-0177 or CONNECT™:CAPE.

## Legislative Update:

### "Character Counts" Coalition

House members formed a "House Character Counts Group", an informal, bi-partisan coalition to support House legislation promoting character education in schools. The announcement was made with actor/director Tom Selleck, an advocate for character training in the United States.

The legislation aims to encourage communities, schools, and youth organizations to promote six "core elements of character" including trustworthiness, respect, responsibility, justice and fairness, caring, and civic virtue and citizenship. **H.J. Res. 366** would designate the week of October 16-October 22, 1994, as "National Character Counts Week," a time to bring national attention to the issue of character education and the importance of these core values.

In an effort to bring more recognition to the needs of character education, a coalition of organizations and individuals have joined to promote the legislation, including the American Red Cross, the YMCA, the National Urban League, the American Federation of Teachers, and former Rep. Barbara Jordan, as the national spokesperson.

### Education Funding Up

Education programs would receive a slight increase in funding under both the House and Senate versions of **H.R. 4606**, the appropriations bill for the Departments of Labor, Health and Human Services, and Education.

Specifically, the Chapter 1 program would receive \$6.7 billion, a slight increase over the 1994 appropriation. This program provides public and private school students from low-income, disadvantaged families with additional educational services and tutoring. The bill would also raise the funding for the "Goals 2000" reform program, a bill authorizing funds for states in planning reform and improvement programs and initiatives. The '95 funding level passed by the Senate was \$428 million and \$388 million in the House. This compares to \$105 million appropriated last year.

The different versions of the bill will be reconciled in a joint conference committee after the abbreviated summer recess. Passage is expected by October.

### ESEA on Track

The Senate passed its version of the reauthorization of the Elementary and Secondary Education Act, **S. 1513**, on August 2. It came as a relief to many educators and legislators who feared that the bill's slow progress through Congress might require starting over at the hearing stage in January.

The re-write of the massive bill began informally with requested input to Congress in December of 1992. Numerous hearings were held in the House education subcommittee through 1993 followed by contentious consideration by the full House for nearly a month. The House version, **H.R. 6**, was finally passed in March by a comfortable margin.

Among the issues of concern to the private school community have been continued participation and access to federal programs for students and teachers and continuance of "Chapter 2." Specifically, CAPE has worked with a coalition of other public and private school organizations to preserve the Chapter 2 program, which currently provides flexible funds to improve teaching and learning. The Senate bill included a refined function with a \$325 million authorization.

The bill was passed by a 94 to 6 vote with Senate conferees appointed the day after the vote. House conferees should be named before the summer recess with an agreement expected before Congress adjourns for the year.

### "Choice" Grants, Round 3

Senators Bob Dole (R-Kansas), Dan Coats (R-Indiana) and Joseph Lieberman (D-Connecticut) proposed an amendment to the ESEA reauthorization bill, **S. 1513**, providing school choice to low-income families in violence prone school districts. Despite the amendment's failure, it marked the third time in as many years the Senate has voted on educational choice.

The legislation was similar to the Coats amendment to the "Goals 2000" bill (see *Outlook*, March 1994). Vouchers would be directed to low-income parents to use at the public or private school of their choice. Participating schools would not be permitted to discriminate nor could projects continue if they interfered with desegregation plans. The new twist on the ESEA bill was to direct the program to areas where violence was a problem and growing concern of parents.

The Senate first considered legislation to set up a \$30 million pilot program to study choice for low-income families in January 1992 with an amendment by Senator Orrin Hatch (R-Utah). That measure was defeated by a vote of 36 to 57. The first Coats effort garnered 41 yeas votes. And in its most recent form, the legislation failed by a vote of 45 to 53—but picked up an additional two Democratic votes, Senators David Boren (Oklahoma) and Dale Bumpers (Arkansas).

### Health Care Reform/Recess

The issue of health care reform, and wrangling with the crime bill in the House, have delayed a month-long Congressional recess originally scheduled to begin August 12. Senate Majority Leader George Mitchell (D-Maine) remains committed to acting on health care before Congress adjourns before the elections.

The Senate began debate on a health care reform package by Senator Mitchell on August 9. S. 2357 remained the focus of Senate attention for a third week of intense study and debate. A bi-partisan group of moderates in the Senate will continue to work on the issue and are believed to be the only hope for piecing together a bill that could be enacted on the mammoth issue.

Private schools, like other small businesses and entities, have an obvious interest in any legislation which would contain new employer mandates, minimum coverage stan-

dards, as well as the ultimate impact of universal coverage in stabilizing the cost of premiums for employees.

While options vary greatly, few on Capitol Hill take issue with the six primary principles for reform as outlined by President Clinton in his Health Security Act of 1993 (H.R. 3600): security, simplicity, savings, quality, choice and responsibility.

After the summer recess, it is expected that leadership negotiations will continue.

## CAPENOTES:

Private school supporters wishing to advance the work of CAPE can do so through the **United Way Campaign** and the **Combined Federal Campaign**. By designating a contribution to CAPE in the fall 1994 campaigns, you will be helping CAPE in its mission to serve as the voice of the nation's private schools.

Please note that the "designation number" for CAPE is 8819.

Thank you for your generous support!

Students and parents may participate in the **1994 National Student/Parent Mock Election** to take place November 3. *Scholastic* magazine is offering free Mock Election materials, teacher guides, ballots, posters and maps to help teachers and schools join in the event.

Over 5 million American students and parents in all 50 states and 14 countries around the world participated in the 1992 National Student/Parent Mock Election, casting votes for Senators, Congressmen, Governors and on six key national issues. This year's edition will provide the same opportunity, aimed at helping 12 to 17-year-olds increase their political decision-making ability, knowledge on current issues, and value of voting and citizenship.

For a free Mock Election kit, contact *Scholastic* magazine by calling toll free, (800) 315-VOTE (8683).

CAPE wishes to congratulate **Brother John E. McGovern, CSC** upon his election to become the Assistant Provincial of the Eastern Province of the Brothers of Holy Cross in early July. McGovern has served as Public Policy Research Associate at the National Catholic Educational Association for the past year and a half. While he will continue to provide various assistance and input to NCEA, his new duties in New Rochelle, New York will include work with the educational efforts of the order in the province.

McGovern's work in public policy issues with NCEA has been of great help to CAPE, for which we are extremely grateful.



COUNCIL FOR AMERICAN PRIVATE EDUCATION 1726 M Street, NW, Suite 1102, Washington, DC 20036  
(202) 659-0016, fax (202) 659-0018, CONNECT™: cape, Internet: cape@connectinc.com

a coalition of 14 national associations serving private schools K-12  
Editor: Greg D. Kubiak Executive Director: Joyce McCray  
[ISSN 0271-1451]

Outlook is published monthly (September to June) by the Council for American Private Education. Annual Subscription is \$15.

**cape** outlook

COUNCIL FOR AMERICAN PRIVATE EDUCATION  
1726 M Street, NW, Suite 1102  
Washington, DC 20036

NONPROFIT ORG.  
U.S. POSTAGE  
**PAID**  
Washington, DC  
Permit No. 4665

